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DEGREES & TRAINING:

BA Psychology (March 1969),
Bowling Green University, Bowling Green, Ohio

MS Educational Psychology (May 1973),
Indiana University, Bloomington, Indiana

PhD School Psychology (August 1976),
Minors: Counseling, Clinical Psychology
Indiana University, Bloomington Indiana

Specialization Program in Counseling Psychology-Rehabilitation Focus, (Completed May, 1983), University of Missouri (A.P.A. Approved Program), Columbia, Missouri

Pediatric Psychology Internship (1975-1976) University of Iowa Medical Center, Iowa City, Iowa

Postdoctoral Traineeship in Counseling/Rehabilitation Psychology (1980-1981, 950 hours),
Woodrow Wilson Rehabilitation Center, Fishersville, Virginia

LICENSURE, CERTIFICATION & REGISTRATION:

Licensed Psychologist - States of Kentucky (Health Service Provider), Florida (inactive), New York (inactive), Virginia (inactive), and Wisconsin (inactive);

Registrant - National Register of Health Service Providers in Psychology

Diplomate and Charter Member, American Board of Assessment Psychology

Certificate of Professional Qualification in Psychology (CPQ), Association of State and Provincial Psychology Boards

CURRENT POSITIONS:

- 1/97-present* **Professor**, School Psychology Program., **Training Director/Program Coordinator** (8/05-present), Department of Educational and Counseling Psychology, University of Kentucky, Lexington, Kentucky. Duties include teaching courses in school, educational, and counseling psychology, conducting and supervising research, and student advising. Courses taught include school psychology internships, personality assessment, principles of psychological assessment, parent and child counseling, diagnosis in school psychology, history and systems, social psychology, and educational tests and measurements. Director activities include a range of administrative duties including coordination of curriculum, maintaining accreditation data, and overall management of the program.
- 1/98-present.* **Director of Research**, Interdisciplinary Human Development Institute (IHDI). University of Kentucky, Lexington, Kentucky. Duties include coordination of research efforts and provision of research design consultation in this University Affiliated Program (UCEDD) for persons with developmental disabilities. Duties also include serving the function directors team which provides overall direction for institute.

PROFESSIONAL EXPERIENCE:

- 8/00-8/04* **Chair**, Department of Educational and Counseling Psychology, University of Kentucky, Lexington, Kentucky. Duties include general administration of department, representing the department at various levels in the college and university, staff supervision, faculty development and evaluation, budget management, course scheduling, maintenance of records for accreditation and evaluation, and strategic planning.
- 8/93-12/96* **Professor and Coordinator**, School Psychology Program, **Director of Clinical Training** (94-96), Combined Doctoral Program in Counseling Psychology and School Psychology. Psychological Services in Education Program, Department of Human Services and Studies, Florida State University, Tallahassee, Florida. Duties also included administration and direction of the school psychology program, coordination of doctoral clinical training, teaching courses in counseling and school psychology and serving on doctoral committees in counseling psychology and rehabilitation. Courses taught included measurement and assessment, foundations of school psychology, child psychopathology, assessment of intelligence, psychoeducational assessment, consultation and organizational development, social-emotional assessment, group counseling, child and adolescent counseling, and practica in school psychology, rehabilitation, and counseling.
- 1/91-7/93* **Associate Professor**, Psychological Services in Education Program, Department of Human Services and Studies, Florida State University, Tallahassee, Florida. Assignment as above.
- 9/85-12/90* **Associate Professor**, Department of Educational Psychology and Statistics, State University of New York at Albany, Albany, New York. Duties included teaching courses in educational and school psychology, student advisement and supervision, dissertation committees. Courses taught included individual intelligence testing, behavior modification, psychotherapeutic interventions, child psychopathology, social-emotional assessment, statistics, adolescent development, and an introductory seminar in school psychology.
- 9/81-9/85* **Assistant Professor**, Department of Educational Psychology and Statistics, State University of New York at Albany, Albany, New York. Assignment as above.

- 9/78-8/81** **Assistant Professor**, Department of Psychology, James Madison University, Harrisonburg, Virginia. Duties included teaching, graduate student advising and supervision, and coordination of the internship program. Courses taught included group psychological testing, community psychology, principles of psychotherapy, behavior disorders of children, and undergraduate general psychology.
- 6/80-8/81** **Postdoctoral Trainee in Counseling/Rehabilitation Psychology**, Psychological Services Department, Woodrow Wilson Rehabilitation Center, Fishersville, Virginia. This was a supervised part-time traineeship of 950 hours. Training experiences in this comprehensive rehabilitation center included individual and group psychotherapy, social skills training, and psychological assessment. Clientele were adolescents and adults with a variety of psychiatric, developmental, and physical disabilities.
- 9/79-8/80** **Interim Director**, James Madison University/Shenandoah Valley Child Development Clinic, Harrisonburg, Virginia. This was a one-year replacement appointment in a comprehensive children's clinic focusing on both training and service. Duties included general administrative direction and clinical supervision of psychological assessments and interventions.
- 9/77-8/78** **Lecturer**, Department of Educational Psychology, University of Wisconsin-Madison. Duties included teaching undergraduate and graduate courses in behavior modification, a graduate seminar in child, adolescent, and family psychotherapy, and a graduate course in behavioral and personality assessment.
- 9/76-8/77** **Staff Psychologist**, Behavioral Disabilities Section, Diagnostic and Treatment Unit, Waisman Center on Mental Retardation and Human Development, University of Wisconsin-Madison. Duties in this University Affiliated Program included: 1) Clinical services for children experiencing learning, behavioral, and developmental problems. Services included psychological and behavioral assessment, development and implementation of treatment programs, and consultation to schools and community agencies. 2) Supervision of practicum students.
- 9/75-7/76** **Pediatric Psychology Intern**, Division of Pediatric Psychology, University of Iowa Medical Center, Iowa City, Iowa. This was a supervised training experience under the direction of psychologists in the Department of Pediatrics and at the University Hospital School, a rehabilitation and educational facility for children and adolescents with developmental and physical disabilities. Supervised experiences included: 1) Directed study in various aspects of pediatric psychology (disabilities conditions of childhood, interviewing, assessment, treatment, etc.). 2) Psychological evaluation of children and adolescents with developmental and physical disabilities in the Outpatient Clinic of the University Hospital School. 3) Evaluation and treatment of children and adolescents referred through the Pediatric Outpatient and Inpatient Units. Behavioral and learning difficulties, and possible functional components of medical problems comprised the bulk of these referrals. 4) Psychological consultation to the educational and treatment programs for day school and residential students at the University Hospital School.
- 8/74-6/75** **Program Associate**, Alternative Care/Deinstitutionalization Project, Developmental Training Center, Bloomington, Indiana. This project was in the initial phase of a three-year grant to develop a model for the reintegration into communities of young adults and adolescents in residence at a state residential facility for the persons with mentally retardation. Duties included: 1) Direct work with clients in a home setting. 2) Individual client programming for community adaptation. 3) Program evaluation and development activities.

- 1/74-8/74** **Project Coordinator**, Demonstration Project for the Deinstitutionalization of Severely Handicapped Children, Developmental Training Center, Indiana University, Bloomington, Indiana. This project focused on parent, community, and clinical variables in an effort to facilitate home placement for five children from a state facility for the mentally retarded. Children were involved in a program at the Developmental Training Center with an emphasis on adjustment in the home, and family involvement. Duties included: 1) Supervision and training of project staff. 2) Directing development of intervention programs for eventual implementation in the home. 3) Directing assessment of the children. 4) Parent training and counseling. 5) Consultation with schools and community agencies to insure placement in a program upon return to the community. 6) General administrative responsibilities.
- 1/73-1/74** **Clinical Psychologist**, Vanderburgh Youth Guidance Agency, Evansville, Indiana. The duties in this outpatient child guidance facility included: 1) Psychological and psychodiagnostic assessments of children and adolescents. This included contracted evaluations for special education programs, welfare departments, courts, and other agencies. 2) Individual psychotherapy with children and adolescents. 3) Parent counseling, family therapy, and family intake evaluations.
- 7/72-1/73** **Senior Associate/Evaluator**, Institute for Development of Educational Auditing (I.D.E.A.), Arlington, Virginia. I.D.E.A. was an educational consulting firm based in the Washington, D.C., area. The position was on-site evaluator for the Diagnostic Teaching Center in the Indianapolis Public Schools. The Diagnostic Teaching Center was a federally funded learning disabilities program. Duties included: 1) Implementation of the evaluation design. 2) Data collection and development of data collection instruments. 3) Consultation with project director.
- 7/71-8/72** **Administrative Assistant**, Indiana University/Indianapolis, Public Schools Satellite Program, Department of Counseling and Guidance, Indiana University, Bloomington, Indiana. This was a pupil personnel training program based in an all-Black elementary school in Indianapolis. Duties included: 1) Administrative duties for the project director. 2) Direct school psychological services. 3) Consultation with school staff, teachers, parents and other community members.
- 9/70-6/71** **Residence Hall Director**, University of Missouri, Columbia, Missouri.

**PROFESSIONAL ORGANIZATIONS
& ACTIVITIES:**

American Psychological Association (Divisions 16-School, 17-Counseling; 22-Rehabilitation; 33-Mental Retardation.)

National Association of School Psychologists

American Association on Mental Retardation
Member, Psychology Division

National Association for the Dually Diagnosed
Co-chair, Research Journal Planning Committee, 2003-2006
Member, Research Committee, Forensic Special Interest Group, 2005 Conference Planning Committee, Publications Committee

EDITORIAL ACTIVITIES:

Associate Editor, *Journal of Mental Health Research in Intellectual Disabilities*, 2007-present.

Editorial Board Member, *School Psychology Review*, 1981-1984.

Editorial Board Member, *Special Services in the Schools*, 1983-89.

Editorial Board Member, *Techniques: A Journal for Remedial Education and Counseling*, 1984-88.

Editorial Board Member, *Professional School Psychology*, 1985-87

Editorial Board Member, *Psychology in the Schools*, 1991-98

Editorial Board Member, *Journal of Psychoeducational Assessment*, 1992-2006

Advisory Editor, *Journal of School Psychology*, 1992-96

Co-Editor, *Assessment in Rehabilitation and Exceptionality*, 1992-1995

GRANTS:

Internal Research Support Grant, University of Kentucky, 2004-2005, Analysis of AdHealth Data for Adolescents with Mental Retardation, (\$2,000)

School Psychology Consultation Grant, Florida Department of Education, 1993-1994, (\$130,000).

Distinguished Rehabilitation Research Fellowship, The Development of a Personality Inventory for Mildly Mentally Retarded and Borderline Intelligence Adolescents and Adults, National Institute of Handicapped Research, 1984-85. (\$32,480)

Summer Research Grant. The Development of a Personality Inventory for Mildly Mentally Retarded and Borderline Intelligence Adolescents and Adults State University of New York-Albany, 1984. (\$3,980)

Summer Research Grant, Personality and Behavioral Characteristics of Mildly Mentally Retarded and Borderline Intelligence Juvenile and Adult Offenders, State University of New York-Albany, 1987. (\$950)

JOURNAL PUBLICATIONS:

Sheppard-Jones, K., Prout, H. T., & Kleinert, H. (2005). Quality of life for adults with developmental disabilities: A comparative study. *Mental Retardation*, *43*, 281-291.

Prout, H. T. (2005). Dual diagnosis in children and adolescents: Issues and opportunities. *NADD Bulletin*, *8*, 3-9.

Savage, T. A., Prout, H. T., & Chard, K. M. (2004). School psychology and issues of sexual orientation: Attitudes, beliefs, and knowledge. *Psychology in the Schools*, *41*, 201-210.

Prout, H. T. & Nowak-Drabik, K. M. (2003). Psychotherapy with persons with mental retardation: An evaluation of effectiveness. *American Journal on Mental Retardation*, *108*, 82-93

- Merydith, S. P., Prout, H. T., & Blaha, J. (2003). The Child Behavior Checklist and social desirability: An exploratory study. *Psychology in the Schools, 40*, 225-235.
- Prout, H. T., Chard, K. M., Nowak-Drabik, K. M., & Johnson, D. M. (2000). Determining the effectiveness of psychotherapy with persons with mental retardation: The need to move toward empirically based treatment. *NADD Bulletin, 3*, 83-86.
- Wallingford, E. I., & Prout, H. T. (2000) The relationship of season of birth and special education referral. *Psychology in the Schools, 37*, 379-387.
- Prout, S. M., & Prout, H. T. (1998). A meta-analysis of school-based studies of counseling and psychotherapy: An update. *Journal of School Psychology, 36*, 121-136.
- Prout, H. T., & Strohmer, D. C. (1998). Issues in mental health counseling with persons with mental retardation. *Journal of Mental Health Counseling, 20*, 112-121.
- Shadish, W. R., Matt, G. E., Navarro, A. M., Siegle, G., Crits-Cristoph, P., Hazelrigg, M. E., Jorm, A., Lyons, L. S., Nietzel, M. T., Prout, H. T., Robinson, L., Smith, M. L., Svartberg, M., and Weiss, B. (1997). Evidence that therapy works in clinically representative conditions. *Journal of Consulting and Clinical Psychology, 65*, 355-365.
- Prout, H. T., & Strohmer, D. C. (1995). Counseling with persons with mental retardation: Issues and considerations. *Journal of Applied Rehabilitation Counseling, 26*, 49-54.
- Prout, H. T., & Prout, S. M. (1995). Global self-concept and disabilities: Implications for assessment. *Assessment in Rehabilitation and Exceptionality, 2*, 53-66.
- Thomas, N. B., & Prout, H. T. (1994). Effects of maternal polysubstance abuse on children's social competence. *Assessment in Rehabilitation and Exceptionality, 1*, 323-330.
- Strohmer, D. C., Prout, H. T., & Gorsky, J. (1994). The development of a personality inventory for use with persons with mild mental retardation and borderline intelligence. *Assessment in Rehabilitation and Exceptionality, 1*, 78-89.
- Etu, P. D., Prout, H. T., & Strohmer, D. C. (1993). Behavior ratings of psychopathology and vocational adjustment among school- aged students with mild mental retardation and borderline intelligence. *Journal of Applied Rehabilitation Counseling, 24*, 8-10.
- Dorn, T., & Prout, H. T. (1993). Service delivery patterns for adults with mild mental retardation community health centers. *Mental Retardation, 31*, 292-296.
- Prout, H. T., Alexander, S. P., Fletcher, C. E. M., Memis, J. P., & Miller, D. W. (1993). School psychologist delivered counseling and psychotherapy services: An analysis of patterns in practice. *Journal of School Psychology, 31*, 309-316.
- Prout, H. T., Marcal, S. D., & Marcal, D. C. (1992) A meta-analysis of self-reported personality characteristics of children and adolescents with learning disabilities. *Journal of Psychoeducational Assessment, 10*, 59-64.
- Prout, H. T., & Frederickson, A. K. (1991). Sex bias in clinical judgment among school psychologists. *Psychology in the Schools, 28*, 226-229.

- Spengler, P. M., Strohmer, D. C., & Prout, H. T. (1990). Testing the robustness of the diagnostic overshadowing bias. *American Journal on Mental Retardation*, *95*, 204-214..
- Prout, H. T., & Strohmer, D. C. (1989). Assessing behavior/personality in mentally retarded persons. *National Association for Dually Diagnosed Bulletin*, *6*, 1-3.
- Prout, H. T., Meyers, J., & Greggo, S. G. (1989). The acceptability of Psy.D. graduates in the academic job market. *The Journal of Training and Practice in Professional Psychology*, *3*, 3-12.
- Wittman, J. P., Strohmer, D. C., & Prout, H. T. (1989). Problems presented by persons of mentally retarded and borderline intelligence in counseling: An exploratory investigation. *Journal of Applied Rehabilitation Counseling*, *20*, 8-13.
- Prout, H. T. (1988). Speciality training for psychologists in mental retardation: A proposal. *Psychology in Mental Retardation*, *13*, 3-4.
- Prout, H. T., & Chizik, R. (1988). Readability of child and adolescent self-report measures. *Journal of Consulting and Clinical Psychology*, *56*, 152-154.
- Prout, H. T. & DeMartino, R. (1986). A meta-analysis of outcome studies of school-based counseling and psychotherapy. *Journal of School Psychology*, *24*, 285-292.
- Prout, H. T., & Schaeffer, B. M. (1985). Self-reports of depression by mildly mentally retarded community-based adults. *American Journal of Mental Deficiency*, *90*, 220-222.
- Knoff, H. M. & Prout, H. T. (1985). Terminating students from professional psychology programs. *Professional Psychology: Research and Practice*, *16*, 789-797.
- Sheldon, K. L. & Prout, H. T. (1985). Vocational rehabilitation and learning disabilities: An analysis of state policies. *Journal of Rehabilitation*, *51*, 59-61.
- Knoff, H. M. & Prout, H. T. (1985). The Kinetic Drawing System: A review and integration of the Kinetic Family and Kinetic School Drawing Techniques. *Psychology in the Schools*, *22*, 50-59.
- Prout, H. T. & Sheldon, K. L. (1984). Classifying mental retardation in vocational rehabilitation: A study of diagnostic practices and their adherence to accepted guidelines. *Rehabilitation Counseling Bulletin*, *28*, 125-128.
- Prout, H. T. & Schwartz, J. F. (1984). The validity of the Peabody Picture Vocabulary Test-Revised with mentally retarded adults. *Journal of Clinical Psychology*, *40*, 584-587.
- Prout, H. T. & Celmer, D. L. (1984). School drawings and academic achievement: A validity study of the Kinetic School Drawing technique. *Psychology in the Schools*, *21*, 176-180.
- Prout, H. T. (1983). School psychologists and social-emotional assessment approaches: Patterns in training and use. *School Psychology Review*, *12*, 377-383.
- Prout, H. T. & Sheldon, K. L. (1983). The diagnosis of mental retardation in vocational rehabilitation: State policies and their adherence to the guidelines of A.A.M.D. *Mental Retardation*, *21*, 59-62.
- Camblin, L. D. & Prout, H. T. (1983). School counselors and the reporting of child abuse: A survey of state laws and practices. *The School Counselor*, *30*, 358-367.

- Prout, H. T. & Ingram, R. E. (1982). Guidelines for the behavioral assessment of hyperactivity. *Journal of Learning Disabilities, 15*, 393-395.
- Sheldon, K. L. & Prout, H. T. (1982). Comprehensive vocational rehabilitation and the school psychologist. *Journal for Vocational Special Needs Education, 4*, 21-22.
- Prout, H. T. (1981). The incidence of suspected exceptional educational needs among youth in juvenile correctional facilities. *The Journal of Correctional Education, 32*, 22-24.
- Maki, D. R., Pape, D. A., & Prout, H. T. (1979). Personality evaluation: A tool of the rehabilitation counselor. *Journal of Applied Rehabilitation Counseling, 10*, 119-123.
- Prout, H. T. & Harvey, J. R. (1978). Applications of desensitization procedures for school related problems: A review. *Psychology in the Schools, 15*, 533-540.
- Prout, H. T., Harper, D. C., Snider, B. & Lindgren, S. (1978). Comparisons between mothers' and teachers' evaluations of developmental status. *Journal of Pediatric Psychology, 3*, 57-61.
- Prout, H. T. (1977). Behavioral interventions with hyperactive children: A review. *Journal of Learning Disabilities, 10*, 141-146.
- Prout, H. T., Toler, H. C., & Eklund, S. J. (1976). Textbook preferences among trainers of school psychologists. *Journal of School Psychology, 14*, 346-354.
- Prout, H. T. & Phillips, P. D. (1974). A clinical note: The kinetic school drawing. *Psychology in the Schools, 12*, 304-308.

BOOK REVIEWS AND TEST REVIEWS:

- Prout, H. T. (1993). Assessing psychopathology in persons with mental retardation: A review of the Reiss scales. *Journal of School Psychology, 31*, 535-540.
- Prout, H. T. (1988). Review of "Advances in Therapies for Children" by C. Schaeffer, et al. *Journal of Pediatric Psychology, 13*, 595-597.
- Prout, H. T. (1986). Review of "Counseling and Psychotherapy: Theoretical Analyses and Skill Applications" by L. G. Baruth and C. H. Huber. *Professional School Psychology, 1*, 143-144.
- Prout, H. T., & Cobb, H. C. (1985). Review of "School Psychology: Essentials of Theory and Practice" by C. R. Reynolds, T. B. Gutkin, S. N. Elliot, & J. C. Witt. *Contemporary Psychology, 30*, 912-913.
- Prout, H. T. (1985). Review of "Counseling Young People" by Ellen Noonan. *Contemporary Psychology, 30*, 243.
- Prout, H. T. (1985). Test review of "Defense Mechanism Index." In Buros Institute of Mental Measurements, *The Ninth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press. (Also available from Bibliographic Retrieval Service)
- Prout, H. T. (1985). Test review of "Scale of Feelings and Behavior of Love." In Buros Institute of Mental Measurements, *The Ninth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press. (Also available from Bibliographic Retrieval Service)

Prout, H. T. (1984). A comparative review of child behavior therapy books. *School Psychology Review, 13*, 533-534.

Prout, H. T. (1984). Review of "Advances in School Psychology, Volume I" by T. Kratochwill (Ed.). *School Psychology Review, 13*, 534-535.

Prout, H. T. (1982). Review of "Forms of brief therapy" by S. H. Budman (Ed.). *The Behavior Therapist, 5*, 146-147.

Prout, H. T. (1981). Review of "Understanding and helping the schizophrenic: A guide for family and friends" by S. Arieti. *Journal of School Psychology, 19*, 193-194.

Prout, H. T. (1980). Review of "Annual progress in child psychiatry and child development" by S. Chess & A. Thomas (Eds.). *Journal of School Psychology, 18*, 180-181.

ARTICLES REPRINTED IN BOOKS:

Prout, H. T., & DeMartino, R. A. (1991). A meta-analysis of school-based studies of psychotherapy. In M. L. Patten (Ed.), *Educational and psychological research*, Los Angeles, CA: Pyrczak Publishing, 143-146.

Prout, H. T. (1980). Behavioral intervention with hyperactive children. In H. L. Millman, C. E. Schaeffer, & J. J. Cohen (Eds.) *Therapies for children with school behavior problems*, San Francisco: Jossey-Bass, 128-130.

Prout, H. T. & Harvey, J. R. (1980). Desensitizing school fears. In H. L. Millman, C. E. Schaeffer, & J. J. Cohen (Eds.), *Therapies for children with school behavior problems*, San Francisco: Jossey-Bass, 268-270.

Prout, H. T. (1978). Behavioral interventions with hyperactive children: A review. In S. Chess & A. Thomas (Eds.) *Annual progress in child psychiatry and child development*. New York: Bruner/Mazel, 383-391.

BOOKS & CHAPTERS:

Prout, H. T. & Brown, D. T. (Eds.). (2007). *Counseling and psychotherapy with children and adolescents*. (4th Ed.) Hoboken, NJ: John Wiley & Sons.

Prout, H. T. (2007). Counseling and psychotherapy with children and adolescents: Historical, developmental, integrative, and effectiveness perspectives. In H. T. Prout & D. T. Brown (Eds.) *Counseling and psychotherapy with children and adolescents*. (4th Ed.) Hoboken, NJ: John Wiley & Sons.

Prout, S. M., & Prout, H. T. (2007). Ethical and legal issues in psychological interventions with children and adolescents. In H. T. Prout & D. T. Brown (Eds.) *Counseling and psychotherapy with children and adolescents*. (4th Ed.) Hoboken, NJ: John Wiley & Sons.

Prout, H. T. & Prout, S. M. (2000). The family with a child with mental retardation. In M. J. Fine. *Families and exceptional children*. Austin, TX: Pro-Ed.

- Prout, H. T. & Brown, D. T. (Eds.). (1999). *Counseling and psychotherapy with children and adolescents*. (3rd Ed.) New York, NY: John Wiley & Sons.
- Prout, H. T. (1999). Counseling and psychotherapy with children and adolescents: An overview. In H. T. Prout & D. T. Brown (Eds.) *Counseling and psychotherapy with children and adolescents*. (3rd Ed.) New York, NY: John Wiley & Sons.
- Prout, S. M., DeMartino, R. A., & Prout, H. T. (1999). Ethical and legal issues in psychological interventions with children and adolescents. In H. T. Prout & D. T. Brown (Eds.) *Counseling and psychotherapy with children and adolescents*. (3rd Ed.) New York, NY: John Wiley & Sons.
- Brown, D. T. & Prout, H. T. (1999). Behavioral approaches. In H. T. Prout & D. T. Brown (Eds.) *Counseling and psychotherapy with children and adolescents*. (3rd Ed.) New York, NY: John Wiley & Sons.
- Cituk, A. P., Graves, L. R., & Prout, H. T. (1999). Other approaches, techniques, and special situations. In H. T. Prout & D. T. Brown (Eds.) *Counseling and psychotherapy with children and adolescents*. (3rd Ed.) New York, NY: John Wiley & Sons.
- Prout, H. T., & Prout, S. M. (1996). Global self-concept and its relationship to stressful life conditions. In B. A. Bracken (Ed.), *Handbook of self-concept*. New York, NY: Wiley.
- Strohmer, D. C. & Prout, H. T. (Eds.) (1994). *Counseling and psychotherapy with persons with mental retardation and borderline intelligence*. Brandon, VT: Clinical Psychology Publishing. (Rights now owned by John Wiley & Sons, Publishers)
- Prout, H. T., & Strohmer, D. C. (1994) Issues in counseling and psychotherapy. In D. C. Strohmer, & H. T. Prout, (Eds.) *Counseling and psychotherapy with persons with mental retardation and borderline intelligence*. Brandon, VT: Clinical Psychology Publishing.
- Prout, H. T., & Strohmer, D. C. (1994). Assessment in counseling and psychotherapy. In D. C. Strohmer, & H. T. Prout, (Eds.) *Counseling and psychotherapy with persons with mental retardation and borderline intelligence*. Brandon, VT: Clinical Psychology Publishing.
- Prout, H. T., & Cale, R. L. (1994). Individual counseling approaches. In D. C. Strohmer, & H. T. Prout, (Eds.) *Counseling and psychotherapy with persons with mental retardation and borderline intelligence*. Brandon, VT: Clinical Psychology Publishing.
- Prout, H. T., & Prout, S. M. (1991). The family with a mentally retarded child. In M. J. Fine (Ed.), *Collaboration with parents of exceptional children*. Brandon, VT: Clinical Psychology Publishing, 165-182.
- Brown, D. T. & Prout. (Eds.). (1989). *Counseling and psychotherapy with children and adolescents*. (2nd Ed.) Brandon, VT: Clinical Psychology Publishing. (Several chapters in 2nd edition.)
- Prout, H. T. & Ferber, S. M. (1988). Analogue measures: Traditional personality instrument's role in behavioral assessment. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral assessment in the schools psychology: Conceptual foundations and practical applications*. New York, NY: Guilford Press.

- Prout, H.T. (1985). Personality assessment in individual therapeutic interventions. In H. M. Knoff (Ed.), *The psychological assessment of child and adolescent personality*. New York, NY: Guilford Press.
- Knoff, H. M. & Prout, H. T. (1985). *The Kinetic drawing system: Family and school*. Los Angeles, CA: Western Psychological Services.
- Prout, H. T. & Brown, D. T. (Eds.) (1983). *Counseling and psychotherapy with children and adolescents*. Brandon, VT: Clinical Psychology Publishing (Originally published by Mariner Publishing, Tampa, FL). (*Several chapters in 1st edition*)

TESTS DEVELOPED:

- Prout, H. T., & Strohmer, D. C. (1993). *Emotional Problems Scales: Problems Checklists* (Adult and Adolescent Versions). Odessa, FL: Psychological Assessment Resources. (Checklists and Professional Users Guide)
- Prout, H. T., & Strohmer, D. C. (1991) *Emotional Problems Scales*. Odessa, FL: Psychological Assessment Resources.
- Self-Report Inventory of the Emotional Problems Scales*. Odessa, FL: Psychological Assessment Resources.
- Behavior Rating Scales of the Emotional Problems Scales*. Odessa, FL: Psychological Assessment Resource.
- Professional Manual for the Emotional Problems Scales*. Odessa, FL: Psychological Assessment Resources.
- Emotional Problems Scales: Computer Report*. Odessa, FL: Psychological Assessment Resources.
- Strohmer, D. C., & Prout, H. T. (1991). *Emotional Problems Scales: Sentence Completion Technique*. (School and Nonschool Versions). Odessa, FL: Psychological Assessment Resources. (Form and Professional Users Guide)
- (The following scales were the original versions of the scales now published by Psychological Assessment Resources)
- Prout, H. T., & Strohmer, D. C. (1989). *The Prout-Strohmer Personality Inventory*. Schenectady, NY: Genium Publishing Corporation. (Included test protocol, manual, scoring templates, and scoring profile and summary sheet.)
- Strohmer, D. C. & Prout, H. T. (1989). *The Strohmer-Prout Behavior Rating Scale*. Schenectady, NY: Genium Publishing Corporation. (Includes test protocol, manual, and scoring profile and summary sheet.)
- Prout, H. T., & Strohmer, D. C. (1989). *Scoring and Interpretative Software for the Prout-Strohmer Assessment System*. Schenectady, NY: Genium Publishing Corporation. (Includes separate software for both The Prout-Strohmer Personality Inventory and The Strohmer-Prout Behavior Rating Scale.
- Strohmer, D. C., & Prout, H. T. (1989). *The Strohmer-Prout Sentence Completion Technique*. Schenectady, NY: Genium Publishing Corporation. (Includes protocol and manual.)

PRESENTATIONS:

Health and psychosocial adjustment of adolescents and young adults with intellectual disabilities. Paper presented at the 2005 Annual Convention of the National Association for the Dually Diagnosed, St. Louis, Missouri,, October, 2005. (with C. E.Mueller)

Persons with mild mental retardation and psychiatric disorder: Issues in quality of life. Paper presented at the 2003 Annual Convention of the National Association for the Dually Diagnosed, Chicago, Illinois, October, 2003. (with K. Sheppard-Jones)

Depression and optimism among adolescents with and without mental retardation. Paper Presented at the 2002 Annual Convention of the American Psychological Association, Chicago, Illinois, August, 2002.(with Matthews, K., Hughes, H., Freeman, T., Leake, V., Anderman, L. Nellis, L., Danner, F., Anderman, E., & Noar, S.)

The effectiveness of the psychotherapy with persons with mental retardation: An evaluation of the research. Paper presented at the 2001 Annual Convention of the American Association on Mental Retardation, Denver, Colorado, May, 2001. (K. Nowak-Drabik)

How successful are psychological interventions?: A meta-synthesis of the literature, 1985-1999. Presentation at the 2001 Annual Meeting of the American Educational Research Association, Seattal, Washington, April, 2001. (with T. Savage, P. Millett, & K. Chard)

Do psychological interventions with children work?: A meta-synthesis of the literature. Presentation at 2000 Annual Convention of the National Association of School Psychologists, New Orleans, Louisianan, March, 2000 (with T. Savage,& P. Millett, M.)

The effectiveness of the psychotherapy with person with mental retardation: Status of the "Research." presentation at the 16th Annual Conference of the National Association for the Dually Diagnosed, Niagra Falls, Ontario, Canada, November, 1999. (With K. Nowak-Drabik)

Effectiveness of interventions with parents. Presentation at 1999 Annual Convention of the National Association of School Psychologists, Las Vegas, Nevada, April, 1999. (with T. Chapman, M. Turner, B. Morgan, & K. Chard)

Psychotherapeutic interventions: Focus on persons with mild mental retardation. Presented at the 13th Annual Conference on Developmental Disabilities, Michigan State University East Lansing, Michigan, April, 1997

Assessment and treatment of persons with mental retardation: Use of the Emotional Problems Scales in assessment, treatment, and programming with persons with mild mental retardation. Presentation at the 12th Annual Conference of the National Association for the Dually Diagnosed, Orlando, Florida, December, 1995. (With D. C. Strohmer)

Counseling students with mental retardation. Presentation at the 1994 Florida Association of School Psychologists Convention, Tampa, Florida, November, 1994.

Assessing personality in clients with mental retardation and borderline intelligence. Paper presented at the 1994 Annual Convention of the American Psychological Association, Los Angeles, California, August, 1994. (With D. C. Strohmer)

Assessing personality and behavior in adolescents with mild mental retardation and slow learner abilities: The Emotional Problems Scales. Workshop presented at the 1993 Annual Convention of the National Association of School Psychologists, Washington, D. C., April, 1993 (With D. C. Strohmer)

Evaluating clients with mental retardation for supported employment. Paper presented at the 1992 Annual Convention of the American Psychological Association, Washington, D. C., August, 1992. (with D. C. Strohmer)

Anchoring and syndrome severity as moderators of diagnostic overshadowing. Paper presented at the 1990 Annual Convention of the American Psychological Association, Boston, Massachusetts, August, 1990. (with J. P. Wittman, D. C. Strohmer, & R. P. Haase)

Clinical applications of a personality/behavioral assessment system for mildly retarded and borderline intelligence adolescents and adults. Paper to be presented at the 114th Annual Meeting of the American Association on Mental Retardation, Atlanta, Georgia, May, 1990. (with D. C. Strohmer)

Assessing personality and behavior in the moderately and mildly retarded person. Presentation at the 1989 Convention of the New York State Association for Retarded Citizens, Monticello, New York, October, 1989. (with D. C. Strohmer & L. Gialanella)

The Prout-Strohmer Assessment System for assessing social-emotional problems of educable mentally retarded and slow learning students. Invited presentation at the New York Association of School Psychologists Annual Convention, Bolton Landing, New York, November, 1988. (with D. C. Strohmer)

Issues in counseling and assessment with mildly mentally retarded clients. Invited presentation to A National Interdisciplinary Seminar on Dual Diagnosis, Blick Clinic, Akron, Ohio, June, 1988.

Counseling problems presented by mentally retarded clients. Paper presented at the 1987 Convention of the American Psychological Association, New York, NY, August, 1987. (with J. W. Wittman & D. C. Strohmer)

Assessing behavior and personality of mildly retarded and borderline intelligence clients. Paper presented at the 1987 Convention of the American Psychological Association, New York, NY, August, 1987. (with D. C. Strohmer, J. Gorsky, & P. Spengler)

Issues in the use of projective drawings: A focus on the Kinetic Drawing System. Invited presentation to 1986 Connecticut Association of School Psychologists Fall Institute, New Haven, Connecticut, November, 1986.

Mental health issues with mentally retarded persons. Invited presentation to 1986 Connecticut Association of School Psychologists Fall Institute, New Haven, Connecticut, November, 1986.

The kinetic drawing system. Invited presentation to 1986 Fall Convention of Virginia Association of School Psychologists, Richmond, Virginia, October, 1986.

Emotional disturbance and mental retardation. Invited presentation to 1986 Fall Convention of Virginia Association of School Psychologists, Richmond, Virginia, October, 1986.

The Prout-Strohmer System for assessing-emotional problems in the mentally retarded. Paper presented at the 1986 Convention of the American Psychological Association, Washington, DC, August, 1986. (with D. C. Strohmer & J. Gorsky)

Issues in counseling and psychotherapy with the mentally retarded. Invited presentation to A National Interdisciplinary Seminar on Dual Diagnosis, Blick Clinic, Akron, Ohio, April, 1986.

Assessment and treatment of emotional disturbance in mental retardation. Moderator for Psychology symposium at the 109th Annual Meeting of the American Association on Mental Deficiency, Philadelphia, Pennsylvania, May, 1985.

The development of a personality inventory and behavior rating scale for adults with mental retardation. Paper presented at the 109th Annual Meeting of the American Association on Mental Deficiency, Philadelphia, Pennsylvania, May, 1985. (with D. C. Strohmer)

A meta-analysis of school-based studies of counseling and psychotherapy. Paper presented at the 1984 Convention of the American Psychological Association, Toronto, Canada, August, 1984 (with R. DeMartino)

Issues in terminating students from school psychology training programs. Paper presented at the Trainers of School Psychologists Meeting at the 1984 Convention of the National Association of School Psychologists, Philadelphia, Pennsylvania, April, 1984. (with H. M. Knoff)

Effective counseling in the schools. Invited address to Fordham University/New York City Association of School Psychologists' Professional Development Series, New York, NY, January, 1984.

An updated survey: Vocational resources for the learning disabled adult. Paper presented at the 1983 Convention of the American Educational Research Association, Montreal, Canada, April, 1983. (with K. L. Sheldon)

Vocational School Psychology: Training, research, and practice. Symposium at the 1983 Convention of the National Association of School Psychologists, Detroit, Michigan, March, 1983. (with T. H. Hohensheil, D. T. Brown, P. Warden, J. Novick, and R. Hoellein)

Consultation in vocational education. Paper presented as part of a symposium on "Innovations in consultation practice and research" at the 1983 Convention of the National Association of School Psychologists, Detroit, Michigan, March, 1983.

Developing PsyD proposals. Paper presented at the 1983 Convention of the National Association of School Psychologists, Detroit, Michigan, March, 1983. (with J. H. Rosenbach & H. M. Knoff)

The diagnosis of mental retardation in vocational rehabilitation: Two studies on the adherence to classification guidelines of A.A.M.D. Paper presented at the 106th Annual Meeting of the American Association on Mental Deficiency, Boston, June 1982. (with K. L. Sheldon)

The school psychologist's role in a comprehensive vocational rehabilitation center. Paper presented at the 1982 convention of the National Association of School Psychologists, Toronto, March 1982. (with K. L. Sheldon)

Vocational rehabilitation resources for the learning disabled adult. Paper presented at the 1982 Convention of the National Association of School Psychologists, Toronto, March, 1982. (with K. L. Sheldon)

The learning disabled adult: A nationwide survey of vocational rehabilitation resources. Paper presented at the Fifth Annual Conference of the Eastern Educational Research Association, West Palm Beach, Florida, February, 1982. (with K. L. Sheldon)

The school psychologist's role in the comprehensive vocational rehabilitation center. Paper presented at the First Annual Conference for School Psychologists on Secondary Vocational Education for Handicapped Students, Blacksburg, Virginia, May 1981. (with K. L. Sheldon)

Behavioral treatment of anxiety-related problems in the schools. Invited main address to the 1979 Annual Meeting of the Iowa School Psychologist Association, Des Moines, October , 1979.

Behavioral treatment of anxiety-related problems in the schools: A mini-skill workshop. Workshop presented at the 1979 Annual Convention of the National Association of School Psychologists, San Diego, March 1979.

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