

Bonnie Rubien, Ph.D.

Certified School Psychologist

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EDUCATION

Temple University, Philadelphia, PA

- Ph.D., School Psychology: March 1996; Early Childhood Specialization
- M.Ed., School Psychology: May 1991

Muhlenberg College, Allentown, PA

- B.A. Psychology, Summa Cum Laude, May 1988

EXPERIENCE

School Psychologist, Chester County Intermediate Unit

Downingtown, PA, May 2015 to June 2016

Functioned as the full-time school psychologist in an elementary school in Chester County. Conducted initial psychoeducational evaluations of students to determine learning, behavioral, and social-emotional needs and made recommendations for optimal educational placements. Conducted two- and three-year re-evaluations to determine students' continued need for special education services. Evaluated students to identify qualification for gifted services. Consulted and collaborated with special education teachers (Learning Support, Emotional Support, and Life Skills classrooms), speech/language pathologists, occupational therapists, physical therapists, math and reading specialists, and professionals working with students outside of the school environment. Provided consultation to classroom teachers to address students' learning and behavioral needs. Functioned as a member of the school-based multidisciplinary team (principal, guidance counselor, occupational therapist, speech/language pathologist, math and reading specialists) to provide support for non-identified students. Consulted with students' parents to foster their understanding of their children's needs and to support them in the evaluation/IEP process.

School Psychologist/Independent Contractor, Bonnie Socket PhD & Associates

West Chester, PA, August 2008 to August 2015

Conducted comprehensive psychoeducational evaluations of students to determine learning, behavioral, social-emotional and appropriate educational programming needs. Provided cognitive evaluations to determine eligibility for gifted education and early entrance to first grade. Conducted evaluations for private school entrance applications. Consulted with parents regarding children's behavioral, emotional, and educational needs. Provided short- and long-term therapy to children, and worked with families to help them understand their children's individualized needs. Consulted and collaborated with school staff and other professionals to develop effective classroom management programs for individual students.

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EXPERIENCE

(continued)

School Psychologist, Mt. Diablo Unified School District

Concord, CA, February 1996 to March 1998

Provided school psychological services to multicultural elementary school populations. Conducted psychoeducational assessments of students identified by student support and multidisciplinary teams to determine appropriate program and placement needs of students. Functioned as a collaborative member of student support and multidisciplinary teams. Consulted with teachers, principals, parents, and community service providers. Provided school-related, individual counseling to students. Supervised four school psychology interns: evaluated assessment procedures, consulted on placement decisions, reviewed written reports, and supervised counseling activities.

School Psychologist, Jefferson Elementary School District

Daly City, CA, October 1995 to February 1996

Conducted psychoeducational assessments of elementary school-aged children in multicultural school populations. Participated as member of student support and multidisciplinary teams. Consulted with teachers, administrators, parents and community service providers. Provided counseling to students.

School Psychologist, Bancroft School

Haddonfield, NJ, September 1993 to August 1995

Provided direct and consultative psychological services to 80 students (ages 5-14) with developmental disabilities (i.e., autism spectrum disorders, developmental disabilities, neurological disorders, and learning disabilities). Direct interventions included cognitive evaluation, individual therapy and integrated, classroom-based group therapy. Consulted collaboratively with educational, clinical, medical and residential staff to problem-solve and provide proactive solutions to meet students' educational, emotional and behavioral needs.

Developed, implemented, and monitored individual student and classroom behavior management programs. Provided crisis intervention to support classroom staff. Functioned as part of interdisciplinary team and participated in the in-take screening process of prospective students. Provided staff training on intervention strategies and behavior program implementation. Offered parent training via workshops and individual consultation.

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EXPERIENCE

(continued)

School Psychology Intern, Christina School District

Newark/Wilmington, DE, September 1992 to June 1993

Conducted psychoeducational assessments of school-age students with learning difficulties. Developed relevant recommendations for classroom instruction, behavior management and home interventions. Participated in multidisciplinary team meetings. Consulted with teachers on pre-referral cases to provide indirect services to students. Supervised by a licensed psychologist.

Conducted psychoeducational assessments of young children in an integrated preschool program. Provided pre- and post-intervention evaluations of children in the preschool program, assessing progress of children identified with developmental delays.

RESEARCH

Dissertation, defended March 1996

Developed and conducted research study to assess the reliability of the Mental Scale of the Bayley Scales of Infant Development, 2nd Edition, with a sample of students with developmental disabilities. Behavioral factors (from the Behavior Rating Scale) were examined to determine the relationship with Mental Scale performance. Results indicated strong reliability and usefulness of the test with the defined population.

PUBLICATION

Gravois, T., Rosenfield, S., & Greenberg, B. (1992). Establishing reliability for coding implementation concerns of school-based teams from audiotapes. *Evaluation Review*, 16, 562-69.