

**Name:** Renée M. Tobin

**Institutional affiliation:** Temple University

**Area of specialization:** School Psychology/Child Clinical Psychology/Counseling Psychology

**Website:** <https://education.temple.edu/about/faculty-staff/ren-e-m-tobin-tuh42403>



**Brief (1 paragraph) summary of professional interests:**

I conduct several lines of research falling under the broad umbrella of promoting positive social-emotional development. One of these lines dates back to my graduate training in social and personality psychology, centering on how individual differences map onto overt behaviors such as emotion regulation, prejudice, prosocial responding, and cooperative behaviors. Since that time, my research has increasingly focused on linking basic research to clinical and educational practice, with an emphasis of identifying individual and situational differences as predictors of children's educational and social-emotional outcomes. As a university educator, I also have a goal of providing sound scientific guidance in data-based decision making to practitioners of mental health services. Consistent with this goal, a subset of my publications is aimed specifically at practitioners. For example, I was lead author of *DSM-5 Diagnosis in the Schools*, a book that elucidates the DSM-5 diagnostic categories and their implications for school psychology practice.

**Representative publications (no more than five):**

Tobin, R. M., & House, A. E. (2015). *DSM-5® diagnosis in the schools*. New York: Guilford.

Meyers, A. B., Tobin, R. M., Huber, B. J., Conway, D. E., & Shelvin, K. (2015). Interdisciplinary collaboration supporting social-emotional learning in rural school systems. *Journal of Educational and Psychological Consultation, 25*, 109–128. DOI: 10.1080/10474412.2014.929956

Tobin, R. M., Schneider, W. J., & Landau, S. (2014). Best practices in the assessment of youth with attention deficit hyperactivity disorder within a multitiered services framework. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making* (pp. 391–404). Bethesda, MD: National Association of School Psychologists.

Herbstrith, J. C., Tobin, R. M., Hesson-McInnis, M. S., & Schneider, W. J. (2013). Pre-service teacher attitudes toward gay and lesbian parents. *School Psychology Quarterly, 28*, 183–194. DOI: 10.1037/spq0000022

Tobin, R. M., & Graziano, W. G. (2011). The disappointing gift: Dispositional and situational moderators of emotional expressions. *Journal of Experimental Child Psychology, 110*, 227–240. DOI: 10.1016/j.jecp.2011.02.010

**Representative honors or awards (no more than five):**

2019 Fellow, American Psychological Association; 2019 Fellow, Midwestern Psychological Association; 2009–2019 Associate Editor, *Journal of Psychoeducational Assessment*; 2008 University Research Initiative Award—Illinois State University; 2007 University Teaching Initiative Award—Illinois State University

**Involvement in MPA:** I joined MPA in 2013 when I was asked to provide an invited talk at the annual convention. I have been presenting with my students at the conference ever since. I served on the MPA program committee from 2015-2018 and was named an MPA Fellow in 2019. I would be honored to serve in this important role.