

## CURRICULUM VITAE



**Boris Gindis, Ph.D.**  
**Licensed Psychologist**  
**Nationally Certified Bilingual School Psychologist**

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### Licenses and Certifications

- New York State Psychologist License # 010141, issued 3/9/90.
- Arizona State Psychologist License #3363, issued 2/14/00.
- New York State Certificate in School Psychology (bilingual), issued 2/1/89.
- National School Psychology Certification, issued 1/1/89.

### Experience as a Practicing Psychologist

#### **From 3/1990 – to current**

**Psychologist** in private practice at the Center for Cognitive-Developmental Assessment and Remediation, located in Phoenix, AZ. Practice includes: neuropsychological, developmental, psychological and educational assessments; cognitive/language remediation of children with backgrounds of deprivation and maltreatment, particularly of **internationally adopted post-institutionalized children**; consultations with adoptive parents, school districts, mental health facilities, adoption agencies, and community advocate groups; participations in court hearings; workshops (locally, nationwide and internationally) for educators, parents, and mental health professionals.

#### **From 1/1983 – 10/2006**

**School Psychologist** with the NYC Department of Education, Committee on Special Education, Bilingual Unit. Responsibilities include bilingual (Russian/English) psychological assessment of special education students; consultation with parents and teachers; collaboration with multidisciplinary teams in educational planning conferences and reviews; participation in impartial hearings.

#### **From 2/1983 to 11/1993**

**Applied Behavior Specialist-Consultant** with the United Cerebral Palsy Associations of NYS, Inc. In this position responsibilities included testing, counseling, staff development, behavior modification programming for mentally retarded and autistic clients, consultations with related professionals, collaboration with the interdisciplinary team of service providers.

### Teaching Experience

#### **From 6/1993 to 12/2003**

Professor of Psychology and Education at Touro College Graduate School of Education and Psychology. Responsibilities included teaching courses in school psychology, special education, and bilingual certification programs, research and publications, advising students in all graduate programs who pursue bilingual certification or multicultural/bilingual topics in their Master's level theses. The following courses have been taught:

- Cognitive Assessment and Intervention (PSY 624)
- Methods of Service Delivery in Languages other than English (EDPS 672)
- Assessment of Social-Emotional Functioning and Treatment of Children with Social-Emotional Disorders (PSY 626)

Assessment of Individual Differences: A Socio-Cultural Perspective (EDPS 640)  
College Supervised Field Experience in Bilingual School Psychology and Special Education (SpEd 698)  
Mental Retardation and Developmental Disabilities (PSY 602)

### Research experience and publications

Research interests include a range of topics: social/cultural aspects in special education (Vygotsky's theory); bilingual assessment in school psychology; "dynamic assessment"; cognitive/language remediation of children with the background of deprivation and maltreatment; evaluation and remediation of internationally adopted post-institutionalized children. Research results are reflected in publications and have been presented (including several key-note lectures) at international, national, and local conferences, colloquiums, and workshops.

Co-editor of a comprehensive volume titled: **"Vygotsky's Theory of Education in Cultural Contexts"**, Cambridge University Press, 2003

Guest-editor of special issue of **Educational Psychologist**: "Lev S. Vygotsky and Contemporary Educational Psychology", 1995, Volume 30, No 2.

Guest-editor of special issue of **School Psychology International**: "Vygotsky and Contemporary School Psychology" 1995, Volume 16, No 2.

The list of major publications within the last 20 years includes 28 articles and book chapters in professional journals and scientific course book and is available on the Internet at:

<http://www.bgcenter.com/drGindis.htm>

### Education

- **Post-doctoral fellowship** in cognitive psychology and remediation (under Dr. Carl Haywood) at Touro College, NY, 9/97-8/98
- **Post-doctorate Program** in **School Psychology** (City University of New York) - 9/82 - 6/84.
- **Doctorate Program in Developmental and Educational Psychology** (recognized by the NY State Education Department as equivalent to a professionally registered US doctoral program in psychology - **Ph.D.**) from Moscow Academic Research Institute of General and Educational Psychology, 9/73 - 10/76.
- **Master of Science Program in Education** from the State Pedagogical University, Ryazan, Russia, 9/66 - 7/71.

### Representative Publications

**1995-2015**

**Editor** (with: Alex Kozulin, Vladimir Ageyev, and Suzanne Miller) **Vygotsky's Educational Theory in Cultural Context**, Cambridge University Press, New York, 2003

**Guest editor**: special issue of Educational Psychologist: "**Lev S. Vygotsky and Contemporary Educational Psychology**", October 1995, Volume 30, No 2.

**Guest editor**: special issue of School Psychology International: "**Lev. S. Vygotsky and Contemporary School Psychology**", May 1995, Volume 16, No 2.

**2015**

**Socialization and Peer Interaction in Older Internationally Adopted Children.**  
Adoption Today, 5 (4), 32-48.

**2014**

**Psychological characteristics of internationally adopted post-institutionalized children with Fetal Alcohol Spectrum Disorders.** The International Journal of Alcohol and Drug Research, 3 (1), 35-42.

2008

**Institutional Autism in Children Adopted Internationally: Myth or Reality?** International Journal of Special Education, 23(3), 124-129.

2007

**Sociocultural Theory and Education of Children with Special Needs: From Defectology to Remedial Pedagogy.** In: H. Daniels, M. Cole, J. Wertsch, Eds. *The Cambridge Companion to Vygotsky*. Cambridge University Press, NY 2007, pp. 332-363 (co-author: A. Kozulin)

2006

**Cumulative Cognitive Deficit in international adoptees: its origin, indicators, and means of remediation.** The Family Focus Journal (Families for Russian and Ukrainian Adoptions), Volume XII-1 Part I; Vol. XII-2, Part II

**Take Charge: Home-Based Cognitive and Language Remediation for Internationally Adopted Children.** Adoption Today, 8 (4), 52-63.

2005

**Cognitive, Language, and Educational Issues of Children Adopted from Overseas Orphanages.** Journal of Cognitive Education and Psychology, 4(3), 291-315.

**Initial Adjustment of School-Age Internationally Adopted Children to a New Family.** Adoption Today, 8 (4), 42-44.

2004

**Dynamic assessment of the level of internalization of elementary school children's problem solving activity.** In: Lidz, C. & Elliott, J. (Eds.). Dynamic Assessment: Prevailing Models and Applications. Oxford, UK: Elsevier Science, pp. 133-154. (co-author: Y. Karpov)

2003

**Remediation through education: Socio/cultural theory and children with special needs.** Chapter 10 (pp. 200-222) in A. Kozulin, B. Gindis, V. Ageyev, and S. Miller, Eds., Vygotsky's Educational Theory In Cultural Context, Cambridge University Press, New York.

**Dynamic Assessment of the Evolving Cognitive Functions in Children** Chapter 10 (pp. 99-119) in A. Kozulin, B. Gindis, V. Ageyev, and S. Miller, Eds., Vygotsky's Educational Theory In Cultural Context, Cambridge University Press, New York. (co-author - Carol S. Lidz.

**The socio/cultural theory and education: students, teachers and knowledge)** in A. Kozulin, B. Gindis, V. Ageyev, and S. Miller, Eds., Vygotsky's Educational Theory In Cultural Context, Cambridge University Press, New York, pp 1-15. (co-authors - Alex Kozulin, Vladimir Ageyev, Suzanne Miller)

1999

**Language-Related Issues for International Adoptees and Adoptive Families.** In: T. Tepper, L. Hannon, D. Sandstrom, Eds. "International Adoption: Challenges and Opportunities". PNPIC, Meadow Lands, PA., pp. 98-108.

**Vygotsky's Vision: Reshaping the Practice of Special Education for the 21<sup>st</sup> Century.** Remedial and Special Education, 20 (6), 32-64.

1998

**Navigating Uncharted Waters: School Psychologists Working With Internationally Adopted Post-Institutionalized Children.** NASP Communiqué Part I: 27 (1), 6-9 and Part II: 27 (2), 20-23.

**Scaffolding Children's Learning: Vygotsky and Early Childhood Education.** School Psychology International. 19 (2), 189-191.

**Assessment of Cognitive Processes: The PASS Theory of Intelligence.** School Psychology International, 17 (3), 305-308

**1996**

**Psychology Applied to Education: Lev S. Vygotsky's Approach.** NASP Communiqué, 25 (2), 12-13.

**The Fundamentals of Defectology: Abnormal Psychology and Learning Disability.** American Journal on Mental Retardation, 100 (2), 214-216

**1995**

**A Voice from the Future.** School Psychology International, 16 (2), 99-103.

**Viewing the Disabled Child in the Sociocultural Milieu: Vygotsky's Quest.** School Psychology International, 16 (2), 155-166.

**The Social/Cultural Implication of Disability: Vygotsky's Paradigm for Special Education.** Educational Psychologist, 30 (2), 77-81.