

CURRICULUM VITAE



Boris Gindis, Ph.D.
Licensed Psychologist in NY & AZ
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

3/1990 to current

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

1/1983 to 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.

2/1983 to 11/1993

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

Teaching Experience

6/1993 to 12/2003

Professor of Psychology and Education at Touro College Graduate School of Education and Psychology. Responsibilities include 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); College Supervised Field Experience in Bilingual School Psychology and Special Education SPED 69; Mental Retardation and Developmental Disabilities PSY 6028

Research Experience

Social/cultural aspects in special education (Vygotsky's theory); bilingual assessment in school psychology; "dynamic assessment"; cognitive/language remediation of children with a 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/workshops.

Education

Post-doctoral fellowship in Cognitive Psychology and Remediation under Dr. Carl Haywood, Touro College, New York, 9/1997-8/1998.

Post-doctorate Program in School Psychology (City University of New York) - 9/1982 - 6/1984.

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, 9/1973 - 10/1976.

Master of Science Program in Educational Psychology from the State Pedagogical University, Ryazan, Russia, 9/1966 - 7/1971.

Representative Publications for the years 1995-2023

Books

"Child Development Mediated by Trauma: The Dark Side of International Adoption". Routledge, 2019,

"Rehabilitation and Remediation of Internationally Adopted Children", Cambridge U. Press, 2021.

"Developing a Foundation for Learning with Internationally Adopted Children". Routledge/Focus, (co-author: Carol Lidz), 2022.

"Vygotsky's Educational Theory in Cultural Context", Cambridge U. Press, 2003 (with: A. Kozulin, V. Ageyev, and S. Miller).

Guest editor and a contributing author to the special issue of *Educational Psychologist*: "Lev S. Vygotsky and Contemporary Educational Psychology", October 1995, 30(2).

Guest editor and a contributing author to the special issue of *School Psychology International*: "Lev. S. Vygotsky and Contemporary School Psychology", May 1995, 16(2).

Book chapters and articles

Socialization and Peer Interaction in Older Internationally Adopted Children. *Adoption Today*, 2015, 5(4), 32-48.

Psychological characteristics of internationally adopted post-institutionalized children with Fetal Alcohol Spectrum Disorders. *The International Journal of Alcohol and Drug Research*, 2014, 3(1), 35-42.

Institutional Autism in Children Adopted Internationally: Myth or Reality? *International Journal of Special Education*, 2008, 23(3), 124-129.

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, 2007, NY, 332-363 (co-author: A. Kozulin).

Cumulative Cognitive Deficit in international adoptees: its origin, indicators, and means of remediation. *The Family Focus Journal* (Families for Russian and Ukrainian Adoptions), 2006, Vol. XII-1 Part I; Vol. XII-2, Part II. 3

Take Charge: Home-Based Cognitive and Language Remediation for Internationally Adopted Children. *Adoption Today*, 2005, 8(4), 52-63.

Cognitive, Language, and Educational Issues of Children Adopted from Overseas Orphanages. *Journal of Cognitive Education and Psychology*, 4(3), 2005, 291-315.

Initial Adjustment of School-Age Internationally Adopted Children to a New Family. *Adoption Today*, 2005, 8(4), 42-44.

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, 2004, 133-154. (co-author: Y. Karpov).

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, 2003, NY.

Dynamic Assessment of the Evolving Cognitive Functions in Children, in A. Kozulin, B. Gindis, V. Ageyev, and S. Miller, Eds., *Vygotsky's Educational Theory in Cultural Context*, Cambridge University Press, 2003, 99-119, NY, (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, 2003, 1-15, NY, (co-authors: A. Kozulin, V. Ageyev, S. Miller).

Language-Related Issues for International Adoptees and Adoptive Families. In: T. Tepper, L. Hannon, D. Sandstrom, Eds. *"International Adoption: Challenges and Opportunities"*, Meadow Lands Publications, PA., 2000, 98-108.

Vygotsky's Vision: Reshaping the Practice of Special Education for the 21st Century. *Remedial and Special Education*, 1999, 20(6), 32-64.

Navigating Uncharted Waters: School Psychologists Working with Internationally Adopted Post-Institutionalized Children. NASP Communiqué Part I: 27(1), 6-9 and Part II. 1998, 27(2), 20-23

Scaffolding Children's Learning: Vygotsky and Early Childhood Education. *School Psychology International*. 1998, 19(2), 189-191.

Assessment of Cognitive Processes: The PASS Theory of Intelligence. *School Psychology International*, 1998, 17(3), 305-308.

Psychology Applied to Education: Lev S. Vygotsky's Approach. NASP Communiqué, 1996. 25(2), 12-13.

The Fundamentals of Defectology: Abnormal Psychology and Learning Disability. *American Journal on Mental Retardation*, 1996, 100(2), 214-216.

A Voice from the Future. *School Psychology International*, 1995, 16(2), 99-103.

Viewing the Disabled Child in the Sociocultural Milieu: Vygotsky's Quest. *School Psychology International*, 1995, 16(2), 155-166.

Take Charge: Home-Based Cognitive and Language Remediation for Internationally Adopted Children. *Adoption Today*, 2005, 8(4), 52-63.

The Social/Cultural Implication of Disability: Vygotsky's Paradigm for Special Education. *Educational Psychologist*, 1995, 30(2), 77-81.

Cognitive, Language, and Educational Issues of Children Adopted from Overseas Orphanages. *Journal of Cognitive Education and Psychology*, 4(3), 2005, 291-315.

Initial Adjustment of School-Age Internationally Adopted Children to a New Family. *Adoption Today*, 2005, 8(4), 42-44.

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, 2004, 133-154. (co-author: Y. Karpov).

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, 2003, NY.

Dynamic Assessment of the Evolving Cognitive Functions in Children, in A. Kozulin, B. Gindis, V. Ageyev, and S. Miller, Eds., *Vygotsky's Educational Theory in Cultural Context*, Cambridge University Press, 2003, 99-119, NY, (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, 2003, 1-15, NY, (co-authors: A. Kozulin, V. Ageyev, S. Miller).

Language-Related Issues for International Adoptees and Adoptive Families. In: T. Tepper, L. Hannon, D. Sandstrom, Eds. "*International Adoption: Challenges and Opportunities*", Meadow Lands Publications, PA., 2000, 98-108.

Vygotsky's Vision: Reshaping the Practice of Special Education for the 21st Century. *Remedial and Special Education*, 1999, 20(6), 32-64.

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The Fundamentals of Defectology: Abnormal Psychology and Learning Disability. *American Journal on Mental Retardation*, 1996, 100(2), 214-216.

A Voice from the Future. *School Psychology International*, 1995, 16(2), 99-103.

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