

Education

University of California, Los Angeles	B.A.	1960	History
University of California, Los Angeles	M.A.	1964	Psychology
University of California, Los Angeles	Ph.D.	1966	Psychology

Research and professional experience:

1960-1961	Remedial Teacher, Psychology Clinic School, UCLA
1961-1964	Clinical Supervisor, Psychology Clinic School, UCLA
1966-1967	Acting Assistant Director, Psychology Clinic School, UCLA
1967-1969	Supervisor, Fernald School, UCLA
1966-1970	Research Associate and Consultant, Department of Child Psychiatry, Cedars-Sinai Medical Center, Los Angeles
1967-1970	Associate Project Director: State funded training, demonstration, and research program for the remediation of learning disorders in culturally disadvantaged youth. Department of Psychology, University of California, Los Angeles
1969-1978	Consultant, Bureau of Educ. for the Handicapped, USOE/HEW
1970-1973	Associate Professor of Education, University of Calif., Riverside
1970-1973	Trustee, Board of the Division for Children with Learning Disabilities, CEC
1970-1975	Project Co-Director; NIMH funded research and demonstration project on the prediction and prevention of reading failure.
1971-1973	Advisory Board, Learning Disabilities Leadership Training Institute
1971-1973	Member of the Special Educ. Advisory Council, Los Angeles Unified Schools
1971-1973	Principal Investigator; USOE funded project on development of a model for the systematic planning, implementation, and evaluation of training programs
1972-1973	Chair of the Faculty, School of Education, University of California, Riverside
1973-1983	Associate Professor of Psychology, Department of Psychology, UCLA
1973-1986	Director, Fernald School, Department of Psychology, UCLA
1983-pres.	Professor of Psychology, Dept. of Psychology, UCLA
1988-1991	Project Evaluator, U.S. Dept. of Educ. Demonstration Dropout Prevention Program -- Kindergarten and Elementary Intervention Project (KEIP)
1988-1991	Project Co-Director, School-based Health Center, Mental Health Focus project funded by the Robert Wood Johnson Foundation
1988-1993	Chair, General Campus Human Subjects Protection Committee, UCLA
1988-pres.	Co-director, School Mental Health Project, UCLA
1991-1997	Project Evaluator and Co-director, U.S. Dept. of Educ. funded Model Demonstration Dropout Prevention Program -- Early Assistance for Students and Families Project
1993	Chair, Blue Ribbon Commission on the Coordination of Education Support Programs in the Los Angeles Unified School District
1995-1999	Board member, Los Angeles Roundtable for Children
1995-pres.	Co-Director, Center for Mental Health in Schools, UCLA
1995-pres.	Consultant to States and Localities for Adopting the Prototypes Developed by the Center for Mental Health in Schools
1996-1998	Member, Board of Education Standing Committee on Student Health and Human Services, Los Angeles Unified School District
1998-2000	Expert Panel Member, Safe, Disciplined, & Drug Free Schools, U.S. Dept. of Educ.
1999-2002	Chair, Expert Panel on Mental Health, Counseling, Psychology, and Social Services for the Health, Mental Health, and Safety in Schools Project of the American Academy of Pediatrics/National Association of School Nurses
2001-pres.	Various Steering & Advisory Boards (e.g., SEDL, Coalition for Community Schools)
2002-2007	Member, Board of Psychology, State of California
2008-2017	Editorial Board, American Journal of Orthopsychiatry

- 2008-2015 Steering Committee, Coalition for Community Schools
- 2010-2013 Collaborative Partner in Center for Mental Health in School's Partnership with the American Association of School Administrators (AASA)
- 2011-2015 Facilitative Leader, District and State Collaborative Network for Developing Comprehensive Systems for Learning Support
- 2011-2013 Expert Panel for Analysis of State Bullying Laws and Policies commissioned by the U.S. Department of Education,
- 2012-pres. Collaborator with the Council for School Climate
- 2015-pres. Facilitative Leader, National Initiative for Transforming Student and Learning Supports
- 2015-pres. Ad hoc reviewer for several journals
- 2016-pres. Technical assistance, mentoring, coaching for states and districts concerned with transforming student and learning supports
- 2019-pres. Advisory committee for "Health Effects of COVID-19 School Reopening Policies and Practices on Students with Disabilities" – a research project conducted by UCLA's WORLD Policy Analysis Center (WORLD) at the Fielding School of Public Health
- 2019-pres. Advisory committee and design reviewer for Stanford's Learning Policy Institute's project on the Science of Learning and Development (SoLD)
- 2021-pres. Consultant to California's Mental Health Services Oversight and Accountability Commission

Publications:

- Adelman, H.S., Zimmerman, I.L., & Sperber, Z. (1969). Psychological testing in the schools: A position paper. In E.P. Torrance & W.F. White (Ed.), *Issues and advances in educational psychology*. Itasca: Peacock Press.
- Adelman, H.S. (1969). Reinforcing effects of adult nonreaction on expectancy of under-achieving boys. *Child Development*, 40, 111-122.
- Adelman, H.S. (1970). Teacher education and the educationally handicapped. Monograph, 1970, Project No. S-006-0000-768/002, ESEA Title VI-b, California State Department of Education, Division of Special Education. Monograph published in *ERIC*; see *Research in Education*, April, 1971.
- Adelman, H.S. (1970). Teacher education and the disadvantaged: Some basic issues and some partial answers. Monograph, 1970, Project No. M9-20, California State Department of Education, Division of Compensatory Education. Monograph published in *ERIC*; see *Research in Education*, February, 1971.
- Adelman, H.S. (1970). Graduate training in the "specialty" of learning disabilities: Some thoughts. *Journal of Learning Disabilities*, 3, 66-72.
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- Adelman, H.S. (1970). Learning to read in the classroom. *Reading Teacher*, 24, 257-260, 275.
- Adelman, H.S., & Feshbach, S. (1971). Predicting reading failure: beyond the readiness model. *Exceptional Children*, 37, 339-345. (Reprinted in D. Hammil & N. Bartel (Eds.)(1971), *Educational perspectives in learning disabilities*. New York: John Wiley)
- Adelman, H.S. (1970-1971). Learning problems: Part I. An interactional view of causality. *Academic Therapy*, VI, 117-123. (Reprinted in D. Hammil & N. Bartel (Eds.)(1971), *Educational perspectives in learning disabilities*. New York: John Wiley & Co. Also reprinted in G.J. Williams & S. Gordon (Eds.)(1974), *Clinical child psychology*. New York: Behavioral Publications.)
- Adelman, H.S. (1971). Learning problems: Part II. A sequential and hierarchical approach to identification and correction. *Academic Therapy*, VI, 287-292. (Reprinted in D. Hammil & N. Bartel (Eds.)(1971), *Educational perspectives in learning disabilities*. New York: John Wiley & Co.)
- Feshbach, S. & Adelman, H. S. (1971). An experimental program of personalized classroom instruction in disadvantaged area schools. *Psychology in the Schools*, VIII, 114-120.
- Adelman, H.S. (1971). The not so specific learning disability population. *Exceptional Children*, 37, 528-533.
- Adelman, H. S. & Feshbach, S. (1971). An experimental program of in-service teacher education in disadvantaged area schools. *Education*, 92, 101-109.
- Adelman, H.S. (1971). Early identification of the not so specific learning disability population. In *Selected papers of the Association of Children with learning disabilities*. Philadelphia: Association of Children with learning disabilities.
- Adelman, H.S. (1972). A competency-based model training program. In L. Schwartz, A. Osteroff, H. Brucker, & R. Schwartz (Eds.), *Innovative non-categorical and interrelated projects in the education of the handicapped*. Tallahassee: Florida State University.
- Adelman, H.S. (1972). The special task of special education. *Academic Therapy*, VII, 323-326.
- Adelman, H.S. (1972). The resource concept. *Journal of Special Education*, 6, 361-367.
- Adelman, H.S. (1972). Remedial classroom instruction revisited. *Journal of Special Education*, 5, 311-322.
- Adelman, H.S. (1972). Teacher education and youngsters with learning problems, Part I: Basic issues and problems confronting teacher education programs. *Journal of Learning Disabilities*, 5, 467-483.
- Adelman, H.S. (1972). Teacher education and youngsters with learning problems, Part II: Major issues related to recruiting, admitting, and maintaining educational professionals. *Journal of Learning Disabilities*, 5, 538-544.
- Adelman, H.S. (1972). Teacher education and youngsters with learning problems, Part III: The problem pupil and the specialist teacher. *Journal of Learning Disabilities*, 5, 593-604.

- Adelman, H.S. (1973). Competency-based training in education. Grant No. OEG-0-71-4152(603), Division of Training, BEH, USOE. Monograph published in *ERIC*; see *Research in Education*, August, 1974.
- Adelman, H.S. (1973). Learning problems and classroom instruction. Grant No. OEG-0-71-4152(603), Div. of Training, BEH, USOE. Monograph published in *ERIC*; see *Research in Education*, Sept., 1974 and in *Exceptional Child Education Abstracts*, Fall, 1974.
- Adelman, H.S. (1973). Facilitating educational change and preparing change agents. Grant No. OEG-0-71-4152(603), Division of Training, BEH, USOE. Monograph published in *ERIC*; see *Research in Education*, August, 1974.
- Feshbach, S. & Adelman H. S. (1974). The remediation of learning problems among the disadvantaged. *Journal of Educational Psychology*, 66, 16-28.
- Feshbach, S. & Adelman H. S. (1974). Early identification of children with high risk of reading failure. *Journal of Learning Disabilities*, 7, 639-644.
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- Adelman, H.S. (1978). Predicting psychoeducational problems in childhood. *Behavioral Disorders*, 3, 148-159.
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- Parte 3. Strumenti per la diagnosi differenziale. *Psicologia e Scuola*, N. 8, 40-44.
- Parte 4. Problemi metodologic. *Psicologia e Scuola*, N. 10, 44-47.
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- Adelman, H.S. (1989). Beyond the learning mystique: An interactional perspective on learning disabilities. *Journal of Learning Disabilities, 22*, 301-304.
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Note that Adelman and Taylor regularly prepare and distribute a wide range of policy analysis reports and briefs, guides, continuing education modules, e-journal articles, and more as part of the work done by our national Center for MH in Schools & Student/Learning Supports. The products from 1986 through 2017 are all available from the Center's website section on Resources and Materials – <http://smhp.psych.ucla.edu/materials/resources.htm>. They are regularly sent directly to over 110,000 on our listservs (with those receiving the material sending it on to many others).