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EDUCATION

University of Michigan, Ph.D., Combined Program in Education and Psychology, 1982
University of Michigan, M.A., Psychology, 1979
Boston University, M.Ed., Special Education, 1977
Lehigh University, B.A., Mathematics, 1969

CURRENT CLINICAL POSITION

Clinical Psychologist, Private Practice, License # PSY14600
Woodland Hills, CA (1996 to present)

Clinical Practice: Psychodynamic and cognitive-behavioral psychotherapy with children (as young as 6 years), adolescents, and adults.

Special Focus: Victims of bullying; students with learning and motivational difficulties; parental involvement and parenting difficulties. Individuals with the following types (DSM-5) of disorder: Neurodevelopmental; Depressive; Anxiety; Obsessive-Compulsive; Disruptive, Impulse-Control, and Conduct; and Personality Disorder.

CURRENT ACADEMIC POSITION

Professor Emeritus, Educational and Developmental Psychology
Graduate School of Education, University of California, Riverside (2009 to present)

Research Interests: Peer harassment and bullying; achievement motivation; academic help seeking; social help seeking.

Graduate Courses Taught: Achievement Motivation, Social Development, Cognitive Development, Developmental Psychopathology, Theories of Human Development, Learning and Instruction, Mathematical Cognition, Metacognition and Self-Regulated Learning.

PREVIOUS CLINICAL EXPERIENCE

Consulting Clinical Psychologist, Children's Wonderland, Woodland Hills, CA
Consultation with parents, children, and staff at intergenerational daycare facility (1996-1997).

Clinical Psychologist, Linden Center, Beverly Hills, CA
Individual psychotherapy at residential school for adolescents with emotional disorders
(1995-1996).

Postdoctoral Fellow, Clinical Child Psychology, Reiss-Davis Child Study Center, Los Angeles, CA
Individual psychotherapy and psychological evaluation with children, adolescents, and adults
(1991-1994).

Teacher and Counselor, Charles River Academy, Cambridge, MA
Mathematics instructor for adolescents with learning disabilities and emotional disorders; co-
director of a tutorial program for Boston University Practicum; co-director of an Outward Bound-
type mountaineering program (1973-1976).

Peace Corps Volunteer, Jamaica
Teacher training of elementary-school mathematics in a program directed by the Jamaican
Ministry of Education; establishment of an adult literacy class (1970-1972).

Mathematics Teacher, Monadnock Regional High School, Keene, NH
Algebra instructor (1969-1970).

PREVIOUS ACADEMIC EXPERIENCE

Professor (Assistant, Associate, Full), Educational and Developmental Psychology
Graduate School of Education, University of California, Riverside (1986 to 2009)

Visiting Research Scientist, Max Planck Institute for Human Development and Education
Berlin, Germany (1985-1986)

Assistant Professor, Developmental Psychology
Department of Psychology, State University of New York at Stony Brook (1982-1985)

PUBLICATIONS

Refereed Journal Articles

1. Newman, R. S., & Hagen, J. W. (1981). Memory strategies in children with learning disabilities. *Journal of Applied Developmental Psychology, 1*, 297-312.
2. Paris, S. G., Newman, R. S., & McVey, K. (1982). Learning the functional significance of mnemonic actions: A microgenetic study of strategy acquisition. *Journal of Experimental Child Psychology, 34*, 490-509.
3. Hagen, J. W., Barclay, C. R., & Newman, R. S. (1982). Metacognition, self-knowledge and learning disabilities: Some thoughts on knowing and doing. *Topical Issues in Learning and Learning Disabilities, 1*, 19-26.

4. Newman, R. S. (1984). Children's numerical skill and judgments of confidence in estimation. *Journal of Experimental Child Psychology*, 37, 107-123.
5. Newman, R. S., & Berger, C. F. (1984). Children's numerical estimation: Flexibility in the use of counting. *Journal of Educational Psychology*, 76, 55-64.
6. Newman, R. S. (1984). Children's achievement and self-evaluations in mathematics: A longitudinal study. *Journal of Educational Psychology*, 76, 857-873.
7. Stevenson, H. W., & Newman, R. S. (1986). Long-term prediction of achievement and attitudes in mathematics and reading. *Child Development*, 57, 646-659.
8. Newman, R. S., & Wick, P. (1987). Effect of age, skill and performance feedback on children's judgments of confidence. *Journal of Educational Psychology*, 79, 115-119.
9. Newman, R. S., Friedman, C. A., & Gockley, D. R. (1987). Children's use of multiple-counting skills: Adaptation to task factors. *Journal of Experimental Child Psychology*, 44, 268-282.
10. Newman, R. S., & Goldin, L. (1990). Children's reluctance to seek help with schoolwork. *Journal of Educational Psychology*, 82, 92-100.
11. Newman, R. S. (1990). Children's help seeking in the classroom: The role of motivational factors and attitudes. *Journal of Educational Psychology*, 82, 71-80.
12. Newman, R. S., & Stevenson, H. W. (1990). Children's achievement and causal attributions in mathematics and reading. *Journal of Experimental Education*, 58, 197-212.
13. Paris, S. G., & Newman, R. S. (1990). Developmental aspects of self-regulated learning. *Educational Psychologist*, 25, 87-102.
14. Newman, R. S., & Schwager, M. T. (1993). Students' perceptions of the teacher and classmates in relation to reported help seeking in math class. *Elementary School Journal*, 94, 3-17.
15. Newman, R. S., & Schwager, M. T. (1995). Students' help seeking during problem solving: Effects of grade, goal, and prior achievement. *American Educational Research Journal*, 32, 352-376.
16. Newman, R. S., & Spitzer, S. (1998). How children reason about ability from report card grades: A developmental study. *The Journal of Genetic Psychology*, 159, 133-146.
17. Newman, R. S. (1998). Students' help seeking during problem solving: Influences of personal and contextual achievement goals. *Journal of Educational Psychology*, 90, 644-658.
18. Newman, R. S. (2000). Social influences on the development of children's adaptive help seeking: The role of parents, teachers, and peers. *Developmental Review*, 20, 350-404.
19. Newman, R. S., Murray, B., & Lussier, C. (2001). Confrontation with aggressive peers at school: Students' reluctance to seek help from the teacher. *Journal of Educational Psychology*, 93, 398-410.
20. Newman, R. S. (2002). How self-regulated learners cope with academic difficulty: The role of adaptive help seeking. *Theory into Practice* (Special issue: Becoming a Self-Regulated Learner). (S.

Pape, B. Zimmerman, & F. Pajares; Guest Eds.). (pp. 132-138). Columbus, OH: The Ohio State University.

21. Newman, R. S. (2003). When elementary-school students are harassed by peers: A self-regulative perspective on help seeking. *The Elementary School Journal, 103*, 339-355.
22. Newman, R. S., & Murray, B. J. (2005). How students and teachers view the seriousness of peer harassment: When is it appropriate to seek help? *Journal of Educational Psychology, 97*, 347-365.
23. Newman, R. S. (2008). Adaptive and non-adaptive help seeking with peer harassment: An integrative perspective of coping and self-regulation. *Educational Psychologist, 43*, 1-15.
24. Newman, R. S. (2009). When children are bullied at school: Clinical issues of adaptive and maladaptive coping. *The California Psychologist, 42*(5), 28-29.
25. Newman, R. S. (2010). Encouraging students to seek academic help: The role of the educational therapist. *The Educational Therapist, 31*(2), 8-10.
26. Newman, R. S., & Johnson, M. (2020, in preparation). Why students care--or don't care--about math achievement: Are they pursuing a goal for themselves or for others?
27. Newman, R. S., & Sanchez, V. (2020, in preparation). Coping with peer harassment at school: Teachers' sensitivity to students' requests for help.

Books

1. Karabenick, S. A. & Newman, R. S. (Eds.). (2006). *Help seeking in academic settings: Goals, groups, and contexts*. Mahwah, NJ: Erlbaum.

Book Chapters

1. Newman, R. S. (1980). Alleviating learned helplessness in a wilderness setting: An application of attribution theory to Outward Bound. In L. J. Fyans, Jr. (Ed.), *Achievement Motivation: Recent Trends in Theory and Research* (pp. 312-345). New York: Plenum Press.
2. Paris, S. G., Newman, R. S., & Jacobs, J. E. (1985). Social contexts and functions of children's remembering. In M. Pressley and C. Brainerd (Eds.), *The Cognitive Side of Memory Development* (pp. 81-115). New York: Springer-Verlag.
3. Newman, R. S. (1991). Goals and self-regulated learning: What motivates children to seek academic help? In M. Maehr and P. Pintrich (Eds.), *Advances in Motivation and Achievement: Vol. 7* (pp. 151-183). Greenwich, CT: JAI Press.
4. Newman, R. S., & Schwager, M. T. (1992). Student perceptions and academic help-seeking. In D. H. Schunk and J. L. Meece (Eds.), *Student Perceptions in the Classroom: Causes and Consequences* (pp. 123-146). Hillsdale, NJ: Erlbaum.

5. Newman, R. S. (1994). Academic help seeking: A strategy of self-regulated learning. In D. H. Schunk and B. J. Zimmerman (Eds.), *Self-regulation of Learning and Performance: Issues and Educational Applications*. (pp. 283-301). Hillsdale, NJ: Erlbaum.
6. Newman, R. S. (1998). Adaptive help seeking: A role of social interaction in self-regulated learning. In S. A. Karabenick (Ed.), *Strategic help seeking: Implications for learning and teaching*. (pp. 13-37). Hillsdale, NJ: Erlbaum.
7. Newman, R. S. (2002). What do I need to do to succeed...When I don't understand what I'm doing!?: Developmental influences on students' adaptive help seeking. In A. Wigfield & J. Eccles (Eds.), *Development of achievement motivation*. (pp. 285-306). San Diego, CA: Academic Press.
8. Newman, R. S. (2006). Students' adaptive and non-adaptive help seeking in the classroom: Implications for the context of peer harassment. In S. A. Karabenick & R. S. Newman (Eds.), *Help seeking in academic settings: Goals, groups, and contexts*. (pp. 225-258). Mahwah, NJ: Erlbaum.
9. Newman, R. S. (2006). Implications and future research: Where do we go from here? In S. A. Karabenick & R. S. Newman (Eds.), *Help seeking in academic settings: Goals, groups, and contexts*. (pp. 297-308). Mahwah, NJ: Erlbaum.
10. Karabenick, S. A., & Newman, R. S. (2008). Help seeking as a behavioral strategic learning strategy. In E. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Thompson Gale.
11. Newman, R. S. (2008). The motivational role of adaptive help seeking in self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications*. (pp. 315-337). Mahwah, NJ: Erlbaum.
12. Karabenick, S. A., & Newman, R. S. (2009). Seeking help: Generalizable self-regulatory process and social-cultural barometer. In M. Wosnitza, S. A. Karabenick, A. Efklides & P. Nenniger (Eds.), *Contemporary motivation research: From global to local perspectives* (pp. 25-48). Göttingen, Germany: Hogrefe & Huber.
13. Karabenick, S. A., & Newman, R. S. (2010). Seeking help as an adaptive response to learning difficulties: Person, situation, and developmental influences. In E. Baker, P. L. Peterson & B. McGraw (Eds.), *International encyclopedia of education*. (3rd edition; Section: *Social and emotional aspects of learning*). (pp. 653-659). Amsterdam: Elsevier.

REFEREED ACADEMIC CONFERENCE PRESENTATIONS

1. Hagen, J. W., & Newman, R. S. (1979, March). *Learning strategies and memory in children with learning difficulties*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, San Francisco, CA.
2. Newman, R. S. (1979, August). *Alleviating learned helplessness in the wilderness: Effects of Outward Bound*. Paper presented at the Annual Conference on Wilderness and Psychology, Great Falls, MT.

3. Berger, C. F., Newman, R. S., & Cox, D. (1980, April). *Applications of science processes by adolescents using microcomputers: Part I, estimation*. Paper presented at the Annual Meeting of the National Association of Research in Science Teaching, Boston, MA.
4. Paris, S. G., McVey, K. A., & Newman, R. S. (1981, April). *Microgenetic analysis of memory skills*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
5. Newman, R. S., & Friedman, C. A. (1984, April). *Children's transition from counting skills to multiplication*. Paper presented at the Biennial Meeting of the Southeastern Conference on Human Development, Athens, GA.
6. Newman, R. S., & Friedman, C. A. (1984, August). *Transition in children's counting skills*. Paper presented at the Annual Convention of the American Psychological Association, Toronto.
7. Newman, R. S., Friedman, C. A., & Gockley, D. R. (1985, April). *Children's numerosity judgments: Adaptation to task factors*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Toronto.
8. Newman, R. S., & Richards, L. G. (1988, April). *Children's beliefs and attitudes about help-seeking in school*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
9. Newman, R. S. (1989, March). *Children's help-seeking in the classroom: The role of motivational factors*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
10. Newman, R. S. (1989, April). *Developmental differences in children's motivation for academic help seeking*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Kansas City, KS.
11. Newman, R. S., Widaman, K. F., & Little, T. W. (1989, August). *Children's skill development in multiple counting*. Paper presented at the Annual Convention of the American Psychological Association, New Orleans, LA.
12. Newman, R. S., & Spitzer, S. (1990, April). *Report cards and children's self-perceptions: A developmental analysis*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.
13. Newman, R. S., & Schwager, M. T. (1991, April). *Children's help-seeking during mathematical problem solving*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
14. Schwager, M. T., & Newman, R. S. (1991, April). *Children's perceptions of the classroom in relation to help-seeking*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
15. Newman, R. S. (1992, April). *Student perceptions and academic help seeking*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

16. Spitzer, S., & Newman, R. S. (1992, April). *How report card grades are understood, valued, and used by elementary school children*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
17. Spitzer, S., & Newman, R. S. (1992, April). *The development of children's concept of ability: Reasoning about report card grades*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
18. Newman, R. S. (1993, April). *Beyond "cold" cognition: The role of affect and motivation in self-regulated learning*. Member of symposium presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
19. Newman, R. S. & Gauvain, M. (1996, April). *Mathematical communication and thinking: The role of peer collaboration in the classroom*. Paper presented at the Annual Meeting of the American Educational Research Association, New York.
20. Newman, R. S. (1998, April). *Dual influences of academic goals on student help seeking*. Paper presented as part of symposium, "Students' Help Seeking Strategies in the Classroom", Annual Meeting of the American Educational Research Association, San Diego, CA.
21. Newman, R. S., Murray, B., & Lussier, C. (1999, April). *Resolving peer conflict in the classroom: The role of help seeking*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.
22. Eilam, B., & Newman, R. S. (1999, April). *Students' discourse during inquiry-based, collaborative learning*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal.
23. Newman, R. S., & Wilson, K. (2001, April). *Academic help seeking and learning disability: Influence of goals and perceived competence*. Paper presented as part of symposium, "New Perspectives on Help Seeking as an Adaptive, Strategic Resource of Self-Regulated Learners," Annual Meeting of the American Educational Research Association, Seattle, WA.
24. Newman, R. S., & Murray, B. (2003, April). *Students' and teachers' views about the seriousness of harassment at school: When is it appropriate to seek help?* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
25. Murray, B., & Newman, R. S. (2003, April). *Students and teachers have different perceptions of peer harassment*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
26. Newman, R. S., & Karabenick, S. A. (2004, April). *Achievement goal theory and students' help-seeking orientations: A test of competing models*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
27. Karabenick, S. A., & Newman, R. S. (2004, April). *Should WE seek help?: An unexplored aspect of group collaboration*. Paper presented as part of symposium, "Motivational Consequences of Collaborative Contexts: Converging Paradigms," Annual Meeting of the American Educational Research Association, San Diego, CA.

28. Newman, R. S., & Gauvain, M. (2005, April). *Peer collaboration among sixth graders during mathematics activities*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

29. Newman, R. S., & Johnson, M. L. (2006, April). *Why students care—or don't care—about math: Are they pursuing a goal for themselves or for others?* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

30. Newman, R. S., & Sanchez, V. (2007, April). *Coping with peer harassment: Teachers' sensitivity to elementary-school students' requests for help*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL

31. Newman, R. S. (2008, April). *Theoretical perspectives on self-regulated learning: What do students do when they are stuck?* Paper presented at the Annual Meeting of the American Educational Research Association, New York.

INVITED ACADEMIC PRESENTATIONS

1. *Strategy acquisition: The role of control, means-ends, and agency beliefs*. Invited address, Max Planck Institute for Human Development and Education, Berlin, Germany (1985).

2. *Children's academic help seeking*. Invited address, Psychology Department Colloquium Series, Loyola Marymount University, Los Angeles, CA (1988).

3. *Motivation and cognition: Trends and perspectives on development*. Symposium, Annual Meeting of the International Association for Cognitive Education, Riverside, CA (1991).

4. *Help seeking and mathematics: Issues of development*. Invited address, Graduate School of Education and Information Studies, University of California, Los Angeles (1992).

5. *Help seeking and mathematics: Issues of measurement*. Invited address, Department of Educational Psychology, Research and Measurement, The University of Georgia, Athens, GA (1992).

6. *Academic goals and student help seeking*. Brown Bag Lecture, Department of Psychology, University of California, Riverside (1994).

7. *Practical implications regarding help seeking for the classroom*. In-Service Workshop for Teachers, Ontario-Montclair Project Genesis, sponsored by the School of Education, California State University, San Bernardino (1994).

8. *Elementary-school mathematics: The role of collaboration*. Presentation, International Conference on Teacher Research, sponsored by The Center for Cooperative Research and Extension Services for Schools (CRESS Center), Division of Education, University of California, Davis and the University of California Office of the President (1995).

INVITED CLINICAL PRESENTATIONS

1. *Help seeking during aggressive peer conflict*. Brown Bag Lecture, Department of Psychology, University of California, Riverside (2000).

2. *Students' and teachers' views about the seriousness of peer harassment: When is it necessary to seek help?* Colloquium, Psychological Studies in Education (PSE), Graduate School of Education and Information Studies, University of California, Los Angeles (2003).

3. *When children are bullied at school: How therapists and parents can help.*

- a. Presentation, Continuing Education Brown Bag Program, Los Angeles County Psychological Association, Encino, CA (2009).
- b. Presentation, Iranian Psychological Association of America, Los Angeles (2009).
- c. Presentation, Family Stress Center, Child and Family Guidance Center, North Hills, CA (2009).
- d. Presentation, The Maple Counseling Center, Los Angeles (2012).

4. *When children are bullied at school: What can teachers do?* Presentation, Hamlin Elementary School, Woodland Hills, CA (2011).

5. *Helping children navigate the politics of peer relations.* Presentation, Continuing Education Brown Bag Program, Los Angeles County Psychological Association, Encino, CA (2011).

6. *Bullying: How to cope with it and How to address it.* Presentation, Inclusion Institute, State Council on Developmental Disabilities, Area Board 10, Culver City, CA (2012).

7. *Bullying: What parents can do.* Presentation, Lanterman Regional Center, Los Angeles, CA (2013).

CLINICAL PSYCHOLOGY LICENSURE

Psychology License (PSY #14600), Board of Psychology, State of California, 1996

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

American Educational Research Association (AERA)
American Psychological Association (APA)
California Psychological Association (CPA)
Los Angeles County Psychological Association (LACPA)
Society for Research in Child Development (SRCD)

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