

GEORGE B. HELTON
Vita

BUSINESS ADDRESS: School of Education
College of Health, Education, and Applied
Professional Studies
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EDUCATION:

1972: Ph.D. (school psychology), University of Texas at Austin
1967: M.S. (clinical psychology), University of North Texas
1966: B.S. (psychology major), University of North Texas

PROFESSIONAL EXPERIENCE:

2010-Present: Professor Emeritus, College of Health, Education, and Professional Studies,
University of Tennessee at Chattanooga

2004-2010: Coordinator, Graduate Program in School Psychology and Professor of Graduate
Studies, University of Tennessee at Chattanooga

1996-2004: Professor of Graduate Studies, University of Tennessee at Chattanooga

1993-1996: Coordinator, Graduate Program in School Psychology and Professor of Graduate
Studies, University of Tennessee at Chattanooga

1986 - 1993: Coordinator, Graduate Program in School Psychology and Professor of
Educational Psychology & Special Education, University of Tennessee at Chattanooga

1975 - 1986: Coordinator, Graduate Program in School Psychology and Assistant Professor to
Professor of Psychology, University of Tennessee at Chattanooga

1972 - 1975: Director of Student Services, Corpus Christi (Texas) Public Schools

1971 - 1972: Doctoral Intern, Divisions of Guidance Services and Special Education, Texas
Department of Education

1969 - 1970: Assistant Director of Psychological Services, Dallas (Texas) Public Schools

1967 - 1969: Associate School Psychologist, Abilene (Texas) Public Schools

CERTIFICATES AND LICENSES:

Certified as a School Psychologist in Tennessee
Licensed as a Psychologist in Tennessee (with designation as a Health Service Provider)
Nationally Certified School Psychologist

HONORS AND ACHIEVEMENTS:

Outstanding Teaching/Advising Award, College of Education and Applied Professional Studies,
2000

Received University Academic Advisor Award and Graduate Studies Advisor Award, 1998

Selected as Distinguished Teaching Professor, University of Tennessee at Chattanooga, 1991-1994

Outstanding Teacher Award, School of Education, University of Tennessee at Chattanooga, 1991

Outstanding Teacher Award, School of Education, University of Tennessee at Chattanooga, 1989

Dean's Award for "Excellence in Teaching and Professional Contributions to the School of Education," University of Tennessee at Chattanooga, 1987

Award for "Outstanding Work and Contributions to the Tennessee Association of School Psychologists," 1983.

National Institute of Mental Health Traineeship in School Psychology, University of Texas at Austin, 1970-1972.

PUBLICATIONS

Books:

Helton, G., Workman, E., & Matuszek, P. (1982). Psychoeducational assessment: Integrating concepts and techniques. Boston: Allyn and Bacon.

Book Chapters:

Helton, G., & Workman, E. (1982). Considerations in assessing the mildly handicapped. In T. Miller & E. Davis (eds.), The mildly handicapped student. New York: Grune & Stratton.

Journal Articles: (reprints available on request)

Helton, G. & Ray, B. (2009). Administrative pressures to practice unethically: Research and suggested strategies. Ethical Human Psychology and Psychiatry, 11 (2), 112-119.

Helton, G. & Ray, B. (2005). Strategies school practitioners report they would use to resist pressures to practice unethically. Journal of Applied School Psychology. 22 (1), 43-66.

Helton, G., Ray, B., and Biderman, M. (2000). School psychologists' and special education teachers' responses to administrative pressures to practice unethically: A national survey. Special Services in the Schools. 16, 111-134.

Helton, G. and Ray, B. (1999). Educators must meet the challenge of ethical practice in special education. Tennessee Educational Leadership, 26, 32-35.

Helton, G. (1995). Review of Responsible test use: Case studies for assessing human behavior. Journal of Psychoeducational assessment, 13, 421-422.

Helton, G. (1989). Review of the Quick Score Achievement Test. Journal of Psychoeducational Assessment, 7, 258-263.

Helton, G. (1984). Guidelines for assessment programs in special education. Focus on Exceptional Children, 16, (9), 1-16. (reprinted in E. Meyen, G. Vergason, & R. Whelan (Eds.), Effective instructional strategies for exceptional students. Denver: Love Publishing Co., 1988).

Workman, E., Helton, G., & Watson, P. (1982). Self-monitoring effects in a four year old child: An ecological behavior analysis. Journal of School Psychology, 20, 57-64.

Workman, E., Watson, P., & Helton, G. (1982). Teachers' self-monitoring of praise vs. praise instructions: Effects on teachers' and students' behavior. Psychological Reports, 50, 559-565.

Helton, G., & Oakland, T. (1977). Teachers' attitudinal responses to differing characteristics of elementary school students. Journal of Educational Psychology, 69, 261-265.

Helton, G., Morrow, H., & Yates, J. (1977). Instructional grouping: 1965-1975-1985. The Reading Teacher, 31, 28-33.

Helton, G. (1975). Learning theory, social forces, and educational practice. Journal of the Texas Association for Supervision and Curriculum Development, 6, 7-9.

PAPERS (available on request):

Helton, G. & Ray, B. (2008). Administrative pressures to practice unethically: Research and suggested strategies. Paper presented at the Mid-South Conference on Psychology in the Schools, Chattanooga, TN, 2008.

Helton, G. & Ray, B. (2007). Collaborating with 'ethical allies' in resisting pressures to practice unethically. Paper presented at the convention of the National Association of School Psychologists, New York, New York, 2007.

Helton, G. & Ray, B. (2005). Errors in making ethical decisions: Examples from a national survey. Paper presented at the convention of the National Association of School Psychologists, Atlanta, Georgia, 2005. (also presented as posters at the conventions of the Tennessee Council of Exceptional Children, Memphis, Tennessee, 2006 and the Council for Exceptional Children, Salt Lake City, Utah, 2006)

Helton, G. & Ray, B. (2002). Strategies for responding to pressures to practice unethically. Paper presented at the Mid-South/Tri-Sate Conference on Psychology in the Schools, Chattanooga, Tennessee, 2002.

Helton, G., Ray, B., and Biderman, M. (1997). School psychologists' and special education teachers' responses to ethical dilemmas-II. Paper presented at the fall convention of the Tennessee Association of School Psychologists, Chattanooga, Tennessee, 1997.

Helton, G. and Ray, B. (1995). School psychologists' and special education teachers' responses to ethical dilemmas. Paper presented at the fall convention of the Tennessee Association of School Psychologists, Nashville, Tennessee, 1995. (also presented at the annual convention of the Tennessee Council for Exceptional Children, 1996, and at the Tennessee Special Education Supervisors' Conference, 1996)

Helton, G. (1993). Factors influencing practitioners' responses to ethical dilemmas in serving children and adolescents with emotional or behavioral disorders. Paper presented at the Virginia Beach Conference on Children and Adolescents with Emotional or Behavioral Disorders. Virginia Beach, Virginia, 1993.

Helton, G. (1992). School psychologists' responses to administrative pressures to practice unethically. Paper presented at the convention of the National Association of School Psychologists. Nashville, Tennessee, 1992.

Helton, G. (1985). Interpreting and implementing ethical responsibilities in school psychology. Paper presented at the convention of the Tennessee Association of School Psychologists. (reprinted in: Newsletter of the New York Association of School Psychologists. 5 (I), 4, 1987).

Helton, G. (1984). Can school systems meet state requirements for psychological services? Invited paper presented at Tennessee Department of Education and Tennessee Association of School Psychologists sponsored meeting, Johnson City, Tennessee, 1984.

Helton, G. & Kicklighter, R. (1980). Evaluating and responding to trends in school psychology. Paper presented at the joint convention of the Tennessee Psychological Association and the Tennessee Association of School Psychologists.

Helton, G. (1979). Professional rights and responsibilities of school psychologists. Invited paper presented at the convention of the Georgia Association of School Psychologists.

Helton, G. (1978). Designing a competency-based training program. Invited paper presented at the Tennessee Department of Education sponsored meeting of social work trainers.

Helton, G. (1974). Certification of school psychologists in Texas. Paper presented at convention of Texas Psychological Association.

Helton, G. (1972). Internship and job opportunities in school psychology. Invited paper presented at Baylor University Conference on School Psychology.

POSTER PRESENTATIONS (available on request)

Ray, B. & Helton, G. (2006). Doing the right thing: responses to pressures to practice unethically. Conference of the Tennessee Council for Exceptional Children, Memphis, Tennessee, and Conference of the Council for Exceptional Children, Salt Lake City, Utah.

SYMPOSIUM PARTICIPATION:

Licensure Issues (1991). Convention of the Tennessee Association of School Psychologists.

Expanding the Roles of School Psychologists (1988). Convention of the Tennessee Association of School Psychologists.

Licensure Issues (1987). Convention of the Tennessee Association of School Psychologists.

Licensure legislation. (1982). Joint convention of the Tennessee Psychological Association and the Tennessee Association of School Psychologists.

Issues in training school psychologists. (1981). Convention of the Tennessee Association of School Psychologists

Reactions to the System of Multicultural Pluralistic Assessment (SOMPA). (1978). Convention of the Tennessee Association of School Psychologists.

Sources of job dissatisfaction in school psychology. (1977). Joint convention of the Kentucky Psychological Association, The Tennessee Psychological Association, and the Tennessee Association of School Psychologists.

Competency-based training of school psychologists. (1976). Convention of the Tennessee Association of School Psychologists.

Certification of school psychologists in Texas. (1975). Convention of the Texas State Teachers Association.

PROFESSIONAL ORGANIZATIONS:

Chattanooga Area Psychological Association

Member, Ethics Committee, 1982-1984

First Vice-President, 1977-1978

National Association of School Psychologists

Program Committee, Convention of the National Association of School Psychologists, 1992.

Tennessee Association of School Psychologists

Chair, Ethics and Professional Standards Committee, 2007-

Co-Chair, Constitution and Policy Manual Review Committee, 1990-1992

Member, Ethics & Professional Standards Committee, 1988-1992

Member, Licensure Committee, 1990-1992

Chair, Licensure Committee, 1980-1983

Regional Representative to Executive Board, 1986 - 1988 and 1979-1980

Secretary, 1977-1979

Co-Chair, Program Committee, TPA/TASP Convention, 1978

Chair, Local Arrangements Committee, TASP Convention, 1976

Member, Committee on the Role of School Psychologists, 1975-1976

Tennessee Psychological Association (1975-1994)

Member, Licensure Study Committee, 1988-1990

Texas Psychological Association (1969-1976)

Director, Division of School Psychology, 1974-1975

Council for Exceptional Children

Phi Delta Kappa

COMMUNITY SERVICE:

Presenter, Tolerance and Conflict Resolution, 9th Grade, Sequoyah High School, Chattanooga, TN.

Member, Working Conditions Working Group, Teacher Quality Initiative, Public Education Foundation, Chattanooga, Tennessee, 2003-2004.

Member, Task Force on Criteria for Identifying Students as Mentally Retarded and Functionally Delayed, Division of Special Education, Tennessee Department of Education, 1999-2003

Member, Title I Committee, Hillcrest Elementary School, Chattanooga, Tennessee, 1995-1997

Member, Ad-Hoc Committee on the Licensure of School Psychologists, Tennessee Department of Education, 1995

Member, Special Education Committee, Curriculum Task Force, Chattanooga Public Schools, 1990-1991

Member, Scenicland School Board, 1986-1989

Secretary, 1987-1989

Member, Task Force on Standards for Psychological Services in the Schools, Division of Special Programs, Tennessee Department of Education, 1983-1986

Member, Tennessee Department of Education Program Review Team, School Psychology Program, Austin Peay State University, 1982.

Member, Tennessee Department of Education Program Review Team, Southern College of Seventh Day Adventists, 1980.

Chair, Tennessee Department of Education Program Review Team, School Psychology Program, East Tennessee State University, 1979.

Member, Board of Directors, Volunteer Community School, 1977-1979.

Chair/Member, 20-30 Committees administering oral examinations to applicants for psychological licensure, appointed by Tennessee Board of Examiners in Psychology, 1977-1993.

Advisory Board Member, LULAC Educational Service Center, 1974-1975.

Board Member, Nueces County Mental Health and Mental Retardation Center, 1973-1975.

Board Member, Corpus Christi Drug Abuse Council, 1972-1975.

Professional Advisory Board Member, Coastal Bend Mental Health Association, 1974-1975.

Board Member, Coastal Bend Mental Health Association, 1972-1974.

GENERAL UNIVERSITY SERVICE:

Member, Budget and Economic Status Committee, 2006-2009

Member, Faculty Research committee, 2005-2008

Member, Scholarship Committee, 1997-2000, 2005-2006

Member, Faculty-Administrative Relations Committee, 1997-2000; Chair, 1999-2000

Member, Honor Court, 1997-1998

Member, Graduate Student Petitions Committee, College of Education and Applied Professional Studies, 1996-2000, 2006-present; Chair, 1996-1999

Member, Student Evaluation of Faculty Committee, 1982-1983, 1994-1997

Member, Faculty Senate, 1990-1992

Member, Library Committee, 1990-1993

Member, Committee to Study the Feasibility of New Graduate Programs at UTC, 1988-1989.

Member, Teacher Education Program Committee, 1988-1990

Member of Advisory Committee to the Dean of the School of Education, 1987-1990

Member, Section 504 Committee, 1987-1990

Coordinator, Graduate Program in School Psychology, 1975-1996, 2004-2010

Member, Departmental Honors Committee, 1983-1987, 2000-2005, 2007-2008

Member, Graduate Council, 1977-1982, 1983-1984, 1987-1988, 2008-2010

Member, Human Subjects Research Committee, 1982-1985

Member, Ad-Hoc Committee to Develop a Course on Adjusting to College Life, 1982

Member, Graduate Program Self-Study Committee in preparation for institutional review by Southern Association of Schools and Colleges, 1980-1981, 1999-2000

Member, Writing Team in preparation for institutional review by National Council on Accreditation in Teacher Education, 1977, 1982, 1989, and 1995

Member, Advisory Board, Joint Venture Training Center, 1980-1981

Member, Advisory Board, Child Development Center (later YEAR Center), 1978-1981

Member, Graduate Committee in Education, 1976-1977

Author, proposal for a concentration in school psychology, ED. S. in advanced educational practice (approved by the UTC Faculty Senate), 2000

Author, proposal for competency-based training program in school psychology (which led to program approval by Tennessee Department of Education), 1976

Member, various committees in Psychology Department, 1975-1986

Developer, two undergraduate courses (Psychology 407, Professional Psychology; Psychology 484, Social Psychology of Education.)

SERVICE TO THE DEPARTMENT/COLLEGE:

Member, Curriculum committee, 2002-2006

Library Liaison, Graduate Studies Division, 2002-2003

Member, Tenure, Promotion, Retention Committee, Graduate Studies Division, 1994-2010; Chair, 1994-1999

Member, School Psychology Program Committee, 1996-2010

Member, Special Education Program Committee, 1995-2005

Member, Ed. S. Committee, 1992-1995

ADVISING:

Advisor, graduate students in school psychology, 1975-2010

Advisor, undergraduate students in psychology, 1975-1986

TEACHING:

Psychology 101 (Introductory Psychology)

Psychology 221 (Psychology of Child Development)

Psychology 407 (Professional Psychology)

Psychology 484 (Social Psychology of Education)

Psychology 522 (Learning and Behavior Modification)

Psychology 531 (Practicum I - Ecological Analysis)

Psychology 532 (Practicum II - Assessment)

Psychology 533 (Practicum III - Intervention)

Psychology 545 (Individual Intelligence Testing)

Psychology 571 (Internship-School Specialty)

Educational Psychology 635 (Practicum in Assessment)

Educational Psychology 503 (Behavioral Intervention and Consultation)-now Educational Psychology 625 (Consultation Methods)

Educational Psychology 503 (Historical, Legal, and Ethical Foundations of School Psychology)-now Educational psychology 614 (Historical, Legal, and Ethical Foundations of School Psychology)

Special Education 583 (Individual Educational Assessment Techniques)-now Educational Psychology 516 (Assessment Strategies for Students with Mild Disabilities)

Educational Psychology 503 (Affective & Behavioral Assessment)-now Educational Psychology 536 (Affective and Behavioral Assessment)

Special Education 580 (Classroom Management)-now Educational Psychology 504 (Classroom Management)

Educational Psychology 503 (Advanced Assessment)

Special Education 575 (Survey of Exceptional Individuals)-now Education 400 (Survey of Exceptional Learners)

Educational Psychology 598 (Research)

Special Education 581 (Characteristics of Educational Disabilities)-now Special Education 515 (Characteristics of and Issues in the Education of Students with Mild Disabilities)

Education 508, Consultation and Collaboration

Education 521 (Human Development Applied to Education)

Education 512 (Learning and Education)

EdS 605 (Reflective leadership)