

CURRICULUM VITAE ABREVIADO (CVA)

IMPORTANT – The Curriculum Vitae cannot exceed 4 pages. Instructions to fill this document are available in the website.

Part A. PERSONAL INFORMATION

First name	V́ctor Benito		
Family name	Arias Gonźlez		
Gender (*)	Male	Birth date (dd/mm/yyyy)	
Social Security, Passport, ID number			
e-mail	vbarias@usal.es	URL Web	
Open Researcher and Contributor ID (ORCID) (*)	0000-0002-1260-7948		

A.1. Current position

Position	Associate Professor (tenure)		
Initial date	29/09/2022		
Institution	University of Salamanca		
Department/Center	Personality, assessment and psychological treatment		
Country	Spain	Teleph. number	+34678985851
Key words	intellectual disabilities; developmental disabilities; inclusion; methodology, psychometrics.		

A.2. Previous positions (research activity interruptions, indicate total months)

Period	Position/Institution/Country/Interruption cause
2013-2017	Assistant professor, University of Talca, Chile
2017-2021	Associate professor, University of Salamanca, Spain
2017-2021	Assistant professor, University of Salamanca, Spain

A.3. Education

PhD, Licensed, Graduate	University/Country	Year
Psychology, Licensed	University of Salamanca, Spain	2002
PhD in Psychology	University of Salamanca, Spain	2012

(Include all the necessary rows)

Part B. CV SUMMARY (max. 5000 characters, including spaces)

V́ctor Arias is Associate Professor (tenure) in the Department of Personality, Assessment and Psychological Treatment of the Faculty of Psychology at the University of Salamanca. Previously, he held at the same faculty the positions of associate professor (2021-2022) and assistant professor (2017-2021). He was assistant professor at the University of Talca (Chile) between 2013 and 2017. Between 2002 and 2012 he worked as a psychologist in care centers for people with intellectual disabilities and high support needs.

He has participated in 64 publications indexed in WoS-JCR (38 Q1, 16 Q2), being the first or corresponding author in more than half of them. He has participated in the publication of 8 articles indexed in SJR, and in 10 books and book chapters, and has presented 71 works in national and international congresses. He has participated in eight national and international competitive research projects (three as lead researcher), in five regional projects (one as lead researcher), and three grants (art. 83; one as lead researcher), with a total of more than 700,000 euros of funding. Since 2016 he is associate editor of Journal of Psychodidactics, ranked in the



first quartile of WoS-JCR (IF=2.23). Since 2020 he is consulting editor of Assessment (IF=4.6, Q1) and reviewer in top international journals, with more than 100 reviews since 2015 (e.g. Assessment, Behavior Research Methods, Journal of Clinical Child and Adolescent Psychology, or Journal of Applied Research in Intellectual Disabilities). Since 2013 he is member of INICO (University Institute for Community Integration of the University of Salamanca), and member of the Recognized Research Group on Disability of the University of Salamanca.

He has researched in three closely related lines, with demonstrable results in the achievement of competitive projects, and in the publication of scientific studies. The first line is related to the mental health of children and young people with and without disabilities, in topics related to assessment and diagnosis. This line has resulted in the leadership of two national competitive projects on the assessment and structure of ADHD and other developmental disorders in children with and without intellectual disabilities, and the publication of results in prestigious journals in the field such as Abnormal Psychology, Assessment, or Journal of Applied Research in Intellectual Disabilities. The second line focuses on the research of fundamental aspects in the field of intellectual and developmental disabilities, such as quality of life, adaptive behavior, and support needs. In this line Victor Arias has participated in several projects, leading to the development, validation and calibration of measurement instruments, which are currently widely used in several countries, and have resulted in several publications in leading journals such as Journal of Autism and Developmental Disorders or Research in Developmental Disabilities. The third line of research focuses on aspects related to applied psychometrics and data modeling in social sciences, focusing on the detection and control of careless responses to surveys. This line has allowed Victor Arias not only to publish in top level journals such as Behavior Research Methods or Multivariate Behavioral Research, but also to acquire a solid background in methodology and data analysis.

Part C. RELEVANT MERITS

C.1. Publications

Alcedo Rodríguez, M. Á., Cristóbal Fernández, L., Gómez Sánchez, L. E., & **Arias González, V. B.** (2018). Evaluating the characteristics of the grieving process in people with intellectual disability. *Journal of Applied Research in Intellectual Disabilities*. Doi: 10.1111/jar.12454.

Base de datos de indexación: JCR (SSCI).

IF: 2.26; 7/69 (Rehabilitation), Q1.

Arias, V. B., Gómez, L. E., Morán, L., Alcedo, M. A., Monsalve, A., & Fontanil, Y. (2017). Does quality of life differ for children with autism spectrum disorder and intellectual disability compared to peers without autism? *Journal of Autism and Developmental Disorders*. 48(1), 123-136. Doi: 10.1007/s10803-017-3289-8. **IF: 3.47; 14/73 (Psychology, developmental), Q1.**

Arias, V. B., Arias, B., Burns, G. L., & Servera, M. (2019). Invariance of parent ratings of attention deficit hyperactivity disorder symptoms for children with and without intellectual disability. *Journal of Applied Research in Intellectual Disabilities*. Doi: 10.1111/jar.12525. **IF: 2.26; 7/69 (Rehabilitation), Q1.**

Arias, V. B., Amor, A. M., Verdugo, M. A., Fernández, M., Arias, B., & Aza, A. (2020). Toward a Better "Person–Environment Fit" through Items Calibration of the SIS-C. *International Journal of Environmental Research and Public Health*, 17(10), 3471. 10.3390/ijerph17103471. **IF: 2.89; 32/171 (Public, environmental and occupational health), Q1.**

Arias, V. B., Aguayo, V., Verdugo, M. A., & Amor, A. M. (2020). Differences in the support needs of children with developmental disabilities among groups of medical and behavioral



needs. PeerJ, 8, e9557. DOI: 10.7717/peerj.9557. IF: 2.37; 32/71 (Multidisciplinary sciences), Q2.

Arias, V. B., Aguayo, V., & Navas, P. (2021). Validity of DSM-5 oppositional defiant disorder symptoms in children with intellectual disability. *International Journal of Environmental Research and Public Health*, 18(4), 1977. IF: 2.89; 32/171 (Public, environmental and occupational health), Q1.

Arias, V. B., Garrido, L. E., Jenaro, C., Martínez-Molina, A., & Arias, B. (2020). A little garbage in, lots of garbage out: Assessing the impact of careless responding in personality survey data. *Behavior Research Methods*. 10.3758/s13428-020-01401-8. IF: 6.24; 6/90 (Psychology, mathematical), Q1.

Gómez, L. E., Alcedo, M. A., Arias, B., Fontanil, Y., **Arias, V. B.**, Monsalve, A., & Verdugo, M. A. (2016). A new scale for the measurement of quality of life in children with intellectual disability. *Research in Developmental Disabilities*, 53-54, 399-410. doi: 10.1016/j.ridd.2016.03.005. IF: 1.63; 8/38 (Education, special), Q1.

Rodríguez-Medina, J.*, Rodríguez-Navarro, H., **Arias, V.**, Arias, B., & Anguera, M. T. (2018). Non-reciprocal Friendships in a School-Age Boy with Autism: The Ties that Build?. *Journal of autism and developmental disorders*, 1-15. 10.1007/s10803-018-3575-0. IF: 3.47; 14/73 (Psychology, developmental), Q1.

Verdugo, M. A., **Arias, V. B.**, & Guillén, V. M. (2017). Are intensity, frequency and daily time equally valid estimators of support needs in children with intellectual disability? A multitrait-multimethod analysis of the Support Intensity Scale for Children (SIS-C). *Assessment*. Doi: 10.1177/1073191117732411. IF: 3.71; 15/131 (Psychology, clinical), Q1.

C.2. Congress

Expectations about deinstitutionalization of people with intellectual disabilities and extensive support needs. 2020 AAIDD Annual Meeting and Conference; Póster. USA, 01/09/2020

Examining the SIS-C across all the levels of support needs: Implications for measurement. 2020 AAIDD Annual Meeting and Conference; Póster. USA; 01/09/2020

Who are your friends friends? Social network perception accuracy in a school aged boy with autism. 12th Autism-Europe International Congress; oral communication. France; 15/09/2019

Health status and health disparities experienced by individuals with intellectual disability who are aging. 5th IASSIDD Europe Congress 2018. Oral communication. Greece; 17/07/2018

C.3. Research projects,

2023-2026. Factores clave en el proceso de desinstitutionalización de personas con discapacidad intelectual y del Desarrollo. PID2022-139354NB-I00. Ministry of Science, Innovation and Universities, Spain.
Principal Researcher: Víctor B. Arias.
Funding: 36,000 euros

2014-2015. Identification of ADHD factor G in children aged 5 to 7 years: analysis of its invariance and relative importance in samples from Chile and Spain, VAC600659, Universidad de Talca, Chile.
Principal Researcher: Víctor B. Arias
Funding: 3M Chilean pesos (approx. 3,300 euros).



Applicant's level of responsibility: Principal researcher.

2013-2016. Assessment and differential analysis of support needs in students with and without intellectual disabilities. SA12OU13, Junta de Castilla y León.

Principal researcher: Miguel Ángel Verdugo.

Participating researchers: 9

Funding: 34,650 euros.

Applicant's degree of responsibility: Member of the Research Team.

2014-2017. Attention deficit hyperactivity disorder: study of its measurement and internal structure. Fondecyt 11140524, National Scientific and Technological Commission (Ministry of Education), Government of Chile.

Principal researcher: Víctor B. Arias

Funding: 47 M Chilean pesos (approx. 52,000 euros).

Grade of responsibility: Principal researcher.

2014-2017. Improving academic performance in higher education: training of rotation and visuospatial working memory structure, Fondecyt 1151271, National Scientific and Technological Commission (Ministry of Education), Government of Chile.

Principal researcher: Agustín Martínez.

Funding: 63 M Chilean pesos (approx. 81,000 euros).

Applicant's degree of responsibility: Member of the Research Team, alternate PR.

2019-2022. ADHD and intellectual disability in school: assessment from a developmental perspective. PGC2018-093785-A-I00, Ministry of Science, Innovation and Universities, Spain.

Principal researcher: Víctor B. Arias

Funding: 34,000 euros

Degree of responsibility: principal researcher.

2020-2023. Analysis of changes in quality of life in people with brain damage, PSI2020-33139, Ministry of Science, Innovation and Universities, Spain.

Principal researcher: Miguel Ángel Verdugo.

Funding: 86,000 euros

Applicant's level of responsibility: Member of the Research Team.

2022-2024. Heritage Education in Spain facing the 2030 Agenda: Heritage literacy Plan on Digital Environments, Proyectos- I+D+i Pruebas de Concepto 2022.

Principal researcher: Olaia Fontal Merillas and Alex Ibáñez Etxeberria.

Funding: 79,250 euros

Applicant's degree of responsibility: Member of the Research Team.

C.4. Contracts, technological or transfer merits

2021-2023. Unidad Municipal de atención a personas mayores (UMAPS), CP/AL-2021/1190, Art. 83, collaboration agreement with the Municipality of Salamanca.

Principal researcher: Víctor B. Arias

Funding: 273,980 euros

Degree of responsibility of the applicant: Principal researcher.

2022-2024. My Home: a life in the community, art. 83, Plena Inclusión España.

Principal researcher: Patricia Navas.

Funding: 354,207 euros

Applicant's degree of responsibility: Member or the research team.

2019-2022. My Home: transforming housing models for people with intellectual or developmental disabilities with extensive support needs, art. 83, Plena Inclusión España.

Principal researcher: Patricia Navas and Miguel Ángel Verdugo.

Funding: 53,621 euros.

Applicant's level of responsibility: Member or the research team.