

BRIEF CV – DR SHANE LANGSFORD

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QUALIFICATIONS:

Bachelor of Psychology
Bachelor of Education (with First Class Honours) – Major in School Psychology
Doctor of Philosophy in Educational Psychology

REGISTRATION:

Psychology Board of Australia (PBA; PSY0001578191)	Full Registration
Australian Health Practitioners Regulation Agency (AHPRA; PSY0001578191)	Full Registration
Endorsement in Educational and Developmental Psychology (Australia & UK)	Full Registration

MEMBERSHIPS:

Australian Association of Psychologists (AAPi; Member # 414)	Full Member
Australian Psychological Society (APS; Member # 101314)	Full Member
APS College of Educational & Developmental Psychologists	Fellow & Full Academic Member
American Psychological Association (APA)	Full Member
Australian ADHD Professionals Association (AADPA)	Full Member
School Psychologist's Association of Western Australia (SPAWA)	Full Member

WORK HISTORY:

Organisation: Psychological and Educational Consultancy Services
Position: Managing Director and Registered Psychologist
Period: 1999 to present
Responsibilities: PECS is a psychology practice consisting of nine psychologists whom conduct ADHD, ASD, SLD, and IDD assessments for children, adolescents, and adults.
Experience: Over the past 25 years, Dr Langsford has personally conducted and/or interpreted over 15,000 assessments.

TERTIARY STUDIES:

Postgraduate Studies University of Western Australia

1996-1999: Completed a degree of Doctor of Philosophy in Educational Psychology

Thesis Title: “The Influence of Self-Control, Gender, Age, and Socioeconomic Status on the Prevalence and Comorbidity of Child and Adolescent Disorders”

1995: Completed a Bachelor of Education with First Class Honours

Thesis Title: “Gender and Age Specific Patterns of Risk Taking Behaviour Among Young Children and Adolescents”

<i>Units</i>	<i>Mark</i>	<i>Grade</i>
B. Ed. Honours	First Class Honours	
Honours Thesis	First Class Honours	
Quantitative Research Methods 533	75	A
Honours Research Seminar 539	81	A+
Behaviour Management 592	83	A+
Assessment of Individual Differences 594	88	A+
Education Studies 710	79	A

Undergraduate Studies University of Western Australia

1994: Completed a Diploma of Education degree – majoring in School Psychology

1993: Completed a Bachelor of Psychology degree

1990-1992: Completed a Bachelor of Science degree.

POSTGRADUATE AWARDS:

AUSTRALIAN COLLEGE OF EDUCATION:

Excellence in Postgraduate Studies in Education Award (2000)

The thesis submitted for the degree of Doctor of Philosophy was judged as the best piece of postgraduate research (i.e. included all PhD, Masters, and Honours research) conducted in Education at the University of Western Australia.

UNIVERSITY OF WESTERN AUSTRALIA:

Individual Research Grant (1999)

To assist with costs associated with a research project investigating child and adolescent disorders.

THE AUSTRALIAN SOCIETY FOR THE STUDY OF INTELLECTUAL DISABILITY:

National Research Prize (1998)

Co-author of an article which was judged to be “the most innovative contribution by an Australian author which resulted in positive life changes for people with an intellectual disability”.

THE BEATRICE SILK FOUNDATION:

Beatrice Silk Postgraduate Scholarship (1997)

To assist with travel costs associated with a program of research at international tertiary institutions (Columbia University, NY; State University of New York; the University of London).

UNIVERSITY OF WESTERN AUSTRALIA:

Postgraduate Travel Grant (1997)

To assist with travel costs associated with a program of research at international tertiary institutions (Columbia University, NY; State University of New York; the University of London).

COMMONWEALTH DEPT. OF EMPLOYMENT, EDUCATION AND TRAINING:

Australian Postgraduate Award with Stipend (1996)

To assist with the period of three years study required for the degree of Doctor of Philosophy in Educational Psychology studying the prevalence and comorbidity of child and adolescent disorders.

PUBLISHED TESTS / ASSESSMENTS

Langsford, S., Houghton, S., & Douglas, G. (2014). *The PsychProfiler v5*.

The *PsychProfiler* is a reliable and valid instrument that simultaneously screens for 20 of the most common psychiatric, psychological and educational disorders in children, adolescents, and adults.

Oriented to the Diagnostic and Statistical Manual of Mental Disorders (DSM: American Psychiatric Association, APA), the *PsychProfiler* provides an accessible and affordable global screening instrument that can be used in the early identification of disorders crucial to formal diagnosis, intervention and prevention of further mental health or educational problems.

The *PsychProfiler* has been developed over the past 20 years, including careful validation against a large mainstream and clinical sample, and has been updated to incorporate the recent advances in the DSM-5 (APA, 2013).

The *PsychProfiler* has been the most widely used Australian psychiatric / psychological / educational global screening instrument since 2004.

PUBLICATIONS IN REFEREED JOURNALS:

Gomez, R., Langsford, S., Houghton, S., & Karimi, L. (2026). Psychometric Properties of the PsychProfiler Adult Self-Report and Observer-Report ADHD Items. *Journal of Psychiatry & Brain Science*. 2026;11(2):e26000x. <https://doi.org/10.20900/jpbs.2026000x>.

Gomez, R., Langsford, S., Houghton, S., & Zarate, D. (2026). Presentation-specific ADHD risk in adolescents at risk for autism spectrum disorder: A clinic-referred screening sample. *Journal of Pediatric Neuropsychology*. <https://doi.org/10.1037/jpn0000034>

Gomez, R., Langsford, S., Houghton, S., & Zarate, D. (2026). Associations of Oppositional Defiant Disorder, Irritability, and Headstrong Dimensions with Other Psychological Disorders in Adolescents. *Journal of Lifespan Development and Mental Health*. 2(1), 1-20. <https://doi.org/10.70322/lmh.2026.10002>

Houghton, S., Gomez, R., & Langsford, S. (2026). Psychometric Properties of the Child and Adolescent PsychProfiler v5: Teacher-Report Form. *Journal of Psychiatry and Psychological Disorders*. 5(1), 1-23. <https://doi.org/10.58489/2836-3558/039>

Gomez, R., Langsford, S., Houghton, S., & Karimi, L. (2025). Psychometric properties of the Child and Adolescent PsychProfiler: Self-report Form. *Assessment*. 1, 1-11. <https://doi.org/10.1177/10731911251398037>

Gomez, R., Langsford, S., Houghton, S., & Zarate, D. (2025). Network and Exploratory Graph Analyses of Conduct Disorder and Oppositional Defiant Disorder Symptoms in Adolescents. *Journal of Psychiatry and Brain Science*. 10, 1-27. <https://doi.org/10.20900/jpbs.20250013>

Gomez, R., Langsford, S., Houghton, S., & Zarate, D. (2025). Network Analysis of Common Psychological Disorders in Adolescents. *Psychiatry and Psychological Disorders*. 4, 1-14. <https://doi.org/10.58489/2836-3558/036>.

Langsford, S., Gomez, R., Houghton, S., & Karimi, L. (2024). Psychometric properties of the Child and Adolescent PsychProfiler v5: a measure for screening 14 of the most common DSM-5 disorders. *Frontiers in Psychology*. 15, 1-10. <https://doi.org/10.3389/fpsyg.2024.1267711>

Langsford, S., Houghton, S., Douglas, G., & Whiting, K. (2001). Prevalence and comorbidity of child and adolescent disorders in Western Australian mainstream school students. *International Forum for Psychiatry*, 8, 1-12.

Houghton, S., Douglas, G., West, J., Whiting, K., Wall, M., Langsford, S., Powell, L., & Carroll, A. (1999). Differential patterns of executive function in children with Attention-Deficit/Hyperactivity Disorder according to gender and subtype. *Journal of Child Neurology*, 14, 801-805.

Houghton, S., Douglas, G., Brigg, J., Langsford, S. B., Powell, L., West, J., Chapman, A., & Kellner, R. (1998). An empirical evaluation of an interactive multisensory environment for children with disability. *Journal of Intellectual and Developmental Disability*, 23, 267-268.

Note: *The above article won the National Research Prize from the Australian Society for the Study of Intellectual Disability (See Tertiary Awards on previous page for more information).*

Langsford, S. B., Douglas, G., & Houghton, S. (1998). Gender and Age specific developmental patterns of risk-taking behaviour among young children and adolescents: An exploratory study. *Westminster Studies in Education*, 21, 7-20.

Elliott, C., Houghton, S., & Langsford, S. B. (1997). The use of visual prompts to increase Kegel exercise performance in pregnant women: A case study. *Behaviour Change*, 14, 231-235.

BOARD POSITIONS

Dr Langsford has been a Member of the ADHD WA Board of Management since 2023.
www.adhdwa.org/about-us/management-board

MAJOR PANEL APPOINTMENTS

National Mental Health Expert Reference Group

In 2015, Dr Langsford was personally selected from a shortlist by the then Federal Minister of Health (the Hon Sussan Ley) to be part of the 13-member National Mental Health Expert Reference Group (MHERG).

The group was formed to provide advice to the Commonwealth Department of Health in relation to the government's response to the National Review of Mental Health Programmes and Services.

Dr Langsford was the only practising psychologist in Australia appointed to the group, and the only member in the group from Western Australia.

ADHD WA 2024 Conference Expert Panel

In 2024, Dr Langsford was a member of the Expert Panel at the ADHD WA Conference. The Panel was chaired by Dr Michele Toner (OAM) and other members were Dr Nathan Gibson (Chief Psychiatrist of WA), Dr Roger Paterson (Psychiatrist), Dr Kyle Hoath (Psychiatrist), Professor Desiree Silva (Paediatrician), Dr Kate Reid-Milligan (General Practitioner), and Dr Emma Sciberras (Clinical Psychologist).

PRACTITIONER NETWORK POSITIONS

Dr Langsford has been a Member of the AFL Players' Association Network of Practitioners since 2020. This Network is coordinated by the AFLPA Mental Health & Wellbeing Team and involves the provision of psychological services to past and present AFL players and their families.

APS COLLEGE OF EDUCATIONAL AND DEVELOPMENTAL MEMBERSHIP

Dr Langsford is a Fellow of the APS College of Educational & Developmental Psychologists and has also been awarded Full APS College of Educational & Developmental Psychologists Academic Membership.

To be awarded Full Academic Member status, an individual must:

- a) have completed a PhD in psychology,
- b) have at least two years' experience as a researcher or educator in psychology in the College-specific area of practice, and
- c) have published a notable body of relevant research in the College-specific area of practice.