

KATHRIN E. MAKI, Ph.D., LP, NCSP

Department of Special Education, School Psychology, and Early Childhood Studies
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EDUCATION

Ph.D.	University of Minnesota, Minneapolis, MN, May 2016 APA Accredited and NASP approved Educational Psychology – School Psychology
M.Ed.	Vanderbilt University, Nashville, TN, May 2010 Special Education – Mild/Moderate Disabilities
B.A.	University of Michigan, Ann Arbor, MI, May 2006 Majors: Psychology and History

LICENSURE

Licensed Psychologist State of Florida (License #PY 11737)
Certified School Psychologist State of Florida (Certification #1404753)
Licensed School Psychologist State of Indiana (License #10193902)
Licensed School Psychologist State of Minnesota (License #00946363-0017)
Nationally Certified School Psychologist (NCSP; Certification #49242)

PROFESSIONAL POSITIONS

8/2024-Present	Associate Professor of School Psychology, University of Florida, Gainesville, FL School Psychology Program (Ed.S., Ph.D.; NASP Approved, APA Accredited), College of Education
8/2019-7/2024	Assistant Professor of School Psychology, University of Florida, Gainesville, FL School Psychology Program (Ed.S., Ph.D.; NASP Approved, APA Accredited), College of Education

8/2016-7/2019 Assistant Professor of Educational Psychology, Ball State University,
Muncie, IN
School Psychology Program (Ed.S., Ph.D.; NASP Approved, APA
Accredited), Teachers College

HONORS AND AWARDS

2025-2027 Fien Endowed Professorship, College of Education, University of Florida

5/2023 Honorable Mention, Lightner Witmer Award, Division of School
Psychology, American Psychological Association

5/2023 Excellence Award for Assistant Professors, University of Florida

7/2023 Article of the year (2022), *School Psychology*

4/2022 Diane E. Haines Teaching Excellence Award, College of Education,
University of Florida

2/2019 Article of the year (2018), *Assessment for Effective Intervention*

2/2019 Early Career Scholar, School Psychology Research Collaboration
Conference sponsored by the Society for the Study of School Psychology

1/2017 Nominated for Council for Exceptional Children Division of Learning
Disabilities Outstanding Doctoral Research Award

8/2014-9/2015 Eva O. Miller Doctoral Research Fellowship, University of Minnesota

PEER-REVIEWED PUBLICATIONS

* Student author

44. **Maki, K. E.**, Barret, C., Hajovsky, D. B., Burns, M. K., & Stevens, G.* (in press). SLD models and assessment data sources: Effects on identification and confidence. *Journal of Learning Disabilities*.
43. Newell, K., **Maki, K. E.**, & Zaslofsky, A. F. (in press). The science of biliteracy: A framework to support participatory action research. *Journal of School Psychology*.
42. Hajovsky, **Maki, K. E.**, Niileksila, C., & McGill, R., (2025). Science and practice of identifying specific learning disabilities: Kind conversations about a wicked problem. *Journal of Psychoeducational Assessment*, 43(4), 359-379.
<https://doi.org/10.1177/07342829251328205>

41. Greene, A.*, Dougé, M. C. E.*, & **Maki, K. E.** (2025). State definitions, policies, and practices of gifted identification: What difference does a decade make? *Gifted Child Quarterly*, 69(4), 333-350. <https://doi.org/10.1177/00169862251339671>
40. Barrett, C. **Maki, K. E.**, Miller, H.*, Burns, M. K., & Hajovsky, D. B. (2025). Partitioning influences on SLD decision outcomes and confidence: school psychologists' decision-making style, beliefs, and sociodemographic characteristics. *Learning Disabilities Quarterly*. Advanced online version. <https://doi.org/10.1177/07319487251319530>
39. Barrett, C., **Maki, K. E.**, & Chesnut, S. (2025). Assessing beliefs about intrinsic and extrinsic determinants of SLD: Evaluating the factor structure of a novel instrument. *Journal of Learning Disabilities*, 58(3), 225-237.
38. Dombrowski, S., Benson, N., & **Maki, K. E.** (2025). The current state of the evidence of PSW for SLD identification: A systematic review. *School Psychology Review*, 54(3), 363-381. <https://doi.org/10.1080/2372966X.2024.2369494>
37. **Maki, K. E.**, Coddington, R., Zaslofsky, A. F., Dougé, M. C. E.*, & Thompson, S.* (2024). Students' perceptions of math task difficulty and their strategy use: Relations with math anxiety and math performance. *School Psychology Review*. Advanced online version.
36. **Maki, K. E.**, Kranzler, J. H., & Kozlowski, K.* (2024). School psychology graduate students' experiences with ethical dilemmas: Implications for training and practice. *School Psychology Review*. Advanced online version.
35. **Maki, K. E.**, Zaslofsky, A. F., Coddington, R., & Woods, B.* (2024). Math anxiety in elementary students: Examining the role of timing, task complexity, task difficulty, and strategy use. *Journal of School Psychology*. Advanced online version.
34. **Maki, K. E.**, Moody, M. E.*, Cullins, S. L.*, & Griffin, T. L.* (2024). Examination of modified incremental rehearsal to explore causal mechanisms and increase effectiveness. *Journal of Behavioral Education*, 33, 184-207.
33. **Maki, K. E.**, Kranzler, J. H., & Wheeler, J.* (2024). Ethical dilemmas in school psychology: Which dilemmas are most prevalent today and how well prepared are school psychologists to face them? *School Psychology Review*, 53, 57-68.
32. Barrett, C., Spear, S.*, Clinkscales, A.*, Wood, L., & **Maki, K. E.** (2024). What is cost-effective? A systematic review of cost-effectiveness analyses of school-based programs from 2000-2020. *School Psychology*, 39, 658-671. <https://doi.org/10.1037/spq0000590>

31. Adams, S. R.* & **Maki, K. E.** (2023). Comparison of the effects of drill-based interventions on multiplication fact retention, fluency, and maintenance. *Psychology in the Schools*, 67, 2520-2539.
30. Hajovsky, D. B., **Maki, K. E.**, Chesnut, S. R., Morsi, C. A., & Burns, M. K. (2022). Predicting specific learning disability status in a RtI identification model: Comparing measures of achievement and cognitive ability. *Learning Disabilities Research & Practice*, 37, 280-293.
29. **Maki, K. E.** & Hammerschmidt-Snidarich, S. (2022). Reading fluency intervention dosage: A novel research synthesis. *Journal of School Psychology*, 92, 148-165.
28. **Maki, K. E.**, Kranzler, J. H., & Moody, M. E.* (2022). Dual Discrepancy/Consistency pattern of strengths and weaknesses method for the identification of specific learning disability: Does clinical judgment improve classification accuracy? *Journal of School Psychology*, 92, 33-48.
27. Barrett, C. A., Burns, M. K., **Maki, K. E.**, Clinkscales, A., Hajovsky, D. B., & Spear, S. E. (2022). Language used in school psychological evaluation reports as predictors of SLD identification within a response to intervention model. *School Psychology*, 37(2):107-118. <https://doi.org/10.1037/spq0000485>.
26. **Maki, K. E.**, Ittner, A., Pulles, S., Burns, M. K., Helman, H., & McComas, J. J. (2022). Examining the effectiveness of a class-wide reading intervention for third graders. *Contemporary School Psychology*, 26, 359-367. <https://doi.org/10.1007/s40688-020-00343-4>
25. **Maki, K. E.** & Adams, S. R.* (2022). Special education evaluation practices and procedures: Implications for referral and eligibility decisions. *Contemporary School Psychology*, 26, 350-358. <https://doi.org/10.1007/s40688-020-00335-4>.
24. Adams, S. R.* & **Maki, K. E.** (2021). Examining the differential effectiveness and efficiency of alternative multiplication drill interventions with third-grade students. *Journal of Applied School Psychology*, 37, 352-376. <https://doi.org/10.1080/15377903.2020.1848956>
23. **Maki, K. E.**, McGill, R. J., Conoyer, S. J., Fefer, S. A., & Ward, T. (2021). Assessing the impact of cumulative data presentation on specific learning disabilities identification decisions. *Journal of Psychoeducational Assessment*, 3, 372-380.
22. **Maki, K. E.**, Zaslofsky, A. F., Knight, S.*, Ebbesmeyer, A.*, & Boatman, A.* (2021). Intervening with multiplication fact difficulties: Examining the utility of the Instructional Hierarchy to target interventions. *Journal of Behavioral Education*, 30, 534-558. <https://doi.org/10.1007/s10864-020-09388-0>.

21. **Maki, K. E.**, Barrett, C. A., Hajovsky, D. B., & Burns, M. K. (2020). An examination of the relationships between SLD identification and growth rate, achievement, cognitive ability, and student demographics. *School Psychology, 35*(5), 343–352. <https://doi.org/10.1037/spq0000400>
20. Kranzler, J. H., **Maki, K. E.**, Eckert, T. L., Benson, N. F., Floyd, R. G., & Fefer, S. A. (2020). How do school psychologists interpret intelligence tests for the identification of specific learning disabilities? *Contemporary School Psychology, 24*, 445-456. <https://doi.org/10.1007/s40688-020-00274-0>
19. Burns, M. K., Barrett, C. A., **Maki, K. E.**, & Hajovsky, D. B. (2020). Recommendations in school psychological evaluation reports for academic deficits: Frequency, types, and consistency with student data. *Contemporary School Psychology, 24*, 478-487. <https://doi.org/10.1007/s40688-020-00313-w>
18. Burns, M. K., **Maki, K. E.**, Brann, K., McComas, J. J., & Helman, L. A. (2020). Comparison of reading growth among students with severe reading deficits who received reading intervention to students with disabilities and typically achieving children. *Journal of Learning Disabilities, 53*, 444-453. <https://doi.org/10.1177/0022219420918840>
17. Benson, N. F., **Maki, K. E.**, Floyd, R. G., Eckert, T. L., Kranzler, J. H., & Fefer, S. A. (2020). A national survey of school psychologists' practices in identifying specific learning disabilities. *School Psychology, 35*(2), 146–157. <https://doi.org/10.1037/spq0000344>
16. **Maki, K. E.** & Adams, S. R.* (2020). Specific Learning Disabilities identification: Do the identification methods and data matter?. *Learning Disability Quarterly, 43*, 63-74. <https://doi.org/10.1177/0731948719826296>
15. Hammerschmidt-Snidarich, S., **Maki, K. E.**, & Adams, S. R.* (2019). Evaluating the effects of repeated reading and continuous reading using a standardized dosage of words read. *Psychology in the Schools, 56*, 635-651. <https://doi.org/10.1002/pits.22241>
14. **Maki, K.E.** & Adams, S. R.* (2019). A current landscape of specific learning disability identification: Training, practices, and implications. *Psychology in the Schools, 56*, 18-31.
13. Burns, M. K., **Maki, K. E.**, Helman, L., McComas, J., & Young, H. (2018). Contributions of the components of phonemic awareness to letter-sound knowledge of kindergarten students. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 34*, 409-418. <https://doi.org/10.1080/10573569.2018.1468835>

12. **Maki, K. E.**, Burns, M. K., & Sullivan, A. (2018). School psychologists' confidence in LD identification decisions. *Learning Disability Quarterly*, 41, 243-256. <https://doi.org/10.1177/073194871876925>.
11. **Maki, K. E.** (2018). Response to intervention for specific learning disabilities identification: The impact of training and experience on identification consistency. *School Psychology Forum*, 12, 6-16
10. Van Norman, E. R., **Maki, K. E.**, Burns, M. K., Helman, L., & McComas, J. J. (2018). Comparison of progress monitoring data from general outcome measures and specific subskill mastery measures for reading. *Journal of School Psychology*, 67, 179-189.
9. McNicholas, P. J., Floyd, R. G., Woods, I. L., Singh, L. J., Manguno, M. S., & **Maki, K. E.** (2018). State special education criteria for identifying intellectual disability: A review following revised diagnostic criteria and Rosa's Law. *School Psychology Quarterly*, 33, 75-82. <https://doi.org/10.1037/spq0000208>
8. Burns, M. K., Davidson, K. Zaslofsky, A., Parker, D., & **Maki, K. E.** (2018). Relationship between acquisition rate for words and working memory, short-term memory, and reading skills: Aptitude-by-treatment or skill-by-treatment interaction? *Assessment for Effective Intervention*, 43, 182-192. <https://doi.org/10.1177/1534508417730822>.
7. Burns, M. K., **Maki, K. E.**, Karich, A. C., & Coolong-Chaffin, M. (2017). Using performance feedback of reciprocal teaching strategies to increase reading comprehension strategy use with seventh grade students with comprehension difficulties. *Learning Disabilities: A Multidisciplinary Journal*, 22, 21-33.
6. **Maki, K. E.**, Burns, M. K., & Sullivan, A. (2017). Learning disability identification consistency: The impact of methodology and student evaluation data. *School Psychology Quarterly*, 32, 254-267.
5. Burns, M. K., Zaslofsky, A. F., **Maki, K. E.**, & Kwong, E. (2016). Effect of modifying instructional set size with acquisition rate data while practicing single-digit multiplication facts. *Assessment for Effective Intervention*, 41, 131-140. <https://doi.org/10.1177/1534508415593529>
4. Burns, M. K., Pulles, S. M., **Maki, K. E.**, Kanive, R., Hodgsen, J., Helman, L. A., & McComas, J. J. (2015). Accuracy of student performance while reading leveled books rated at their instructional level by a reading inventory. *Journal of School Psychology*, 53, 437-445. <https://doi.org/10.1016/j.jsp.2015.09.003>
3. **Maki, K. E.**, Floyd, R. G., & Roberson, T. (2015). State learning disability eligibility criteria: A comprehensive review. *School Psychology Quarterly*, 30, 457-469. <https://doi.org/10.1037/spq0000109>

2. Burns, M. K., Karich, A. C., **Maki, K. E.**, Anderson, A., Pulles, S., Ittner, A., McComas, J., & Helman, L. (2015). Identifying classwide problems in reading with screening data. *Journal of Evidence Based Practices in Schools*, 14, 186-204.
1. Karich, A. C., Burns, M. K., & **Maki, K. E.** (2014). Updated meta-analysis of learner control within educational technology. *Review of Educational Research*, 84, 392-410.

MANUSCRIPTS UNDER REVIEW

* Student author

9. Scherbakova, A., Rubenstein, L. D., **Maki, K. E.**, Ridgley, L. M., Quigley, B., Thompson, S., Kim, B., & Penha Vasconcelos, C. (under review). Peering through the kaleidoscope: A systematic review of creativity assessments within PK–12 settings.
8. Burns, M. K. **Maki, K. E.**, Miller, H., Stevens, G., Miciak, J., Taylor, P. (under review). Effect of intervention target, dosage, and skill-by-treatment interaction on reading growth among students at-risk for reading difficulties.
7. Burns, M. K. **Maki, K. E.**, Miciak, J., Taylor, P. Miller, H., & Stevens, G. (under review). Systematic and empirical review of patterns of strengths and weaknesses and cognitive assessments in identifying learning disabilities
6. Hall, G., **Maki, K. E.**, Coddington, R., & Zaslofsky, A. F. (under review). Measuring math metacognition: Examining the factor structure of a novel tool.
5. Burns, M. K. & **Maki, K. E.** Contraindication single-case experimental design to test skill-by-treatment interactions.
4. Hammerschmidt-Snidarich, S., **Maki, K. E.**, & Griffin, T. L.* (under review). Taking the next step with intervention dosage: How research can help to make intervention more precise, efficient, effective, and equitable.
3. **Maki, K. E.**, Zaslofsky, A. F., Newell, K., Moody, M. E.*, Griffin, T. L.* (under review). Meta-analysis of single-case design reading intervention studies: Comparing parametric and non-parametric effects.
2. **Maki, K. E.**, Dougé, M. C. E.*, Rubenstein, L. D., Smith, L. R., & DeShon, L.* (under review). Seeing both sides: A systematic review of identification methods for twice-exceptional learners.
1. Southworth, A. *, Johnson, S. K. *, Rubenstein, L. D., **Maki, K. E.**, Scherbakova, A., & Vlaamster, T. (under review). Assessing Leadership Development: A Systematic Review in k12 Settings

BOOK CHAPTERS

6. Conoyer, S. J. **Maki, K. E.**, Haas, J. (2024). Working memory training. In M. Axelrod & S. Hupp (Eds.). *Investigating School Psychology Pseudoscience*.
5. Snidarich-Hammerschmidt, S. & **Maki, K. E.** (2023). Multisyllabic word decoding with continuous reading: tools to facilitate advanced fluent reading. In M. Coolong-Chaffin, R. O. Hawkins, & M. I. Axelrod (Eds.). *Reading Intervention Case Studies for School Psychologists: Evidence-Based Implementation and Analysis*.
4. Sullivan, A. L., Ardoin, S. P., **Maki, K. E.**, Harper, E. A., & Kulkarni, T. (2021). Obtaining your first academic job. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology* (pp. 39-54). Routledge.
3. Burns, M. K., **Maki, K. E.**, & Aguilar, L. (2021). Being a mentor in research. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology* (pp. 401-418). Routledge.
2. Burns, M. K., **Maki, K. E.**, Warm-bold-Brann, K., & Preast, J. L. (2018). Using response to intervention to identify SLD: Requirements, recommendations, and future research. In V. C. Alfonso & D. P. Flanagan (Eds.), *Essentials of Specific Learning Disability Identification, 2nd Edition* (pp. 257-285). Hoboken, NJ: Wiley.
1. Burns, M. K., **Maki, K. E.**, Karich, A. C., Hall, M., McComas, J., & Helman, L. (2015). Problem analysis at tier 2: Using data to find the category of the problem. In S. R. Jimerson, M. K. Burns, & A. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support, 2nd Ed.* New York, New York: Springer.

OTHER PUBLISHED WORKS

2. Burns, M. K., & **Maki K. E.** (2019). Learning disabilities: Helping handout for home. In G. Bear & K. Minke (Eds.), *Helping children handouts IV*. Bethesda, MD: National Association of School Psychologists.
1. Burns, M. K., & **Maki, K. E.** (2019). Learning disabilities: Helping handout for general education teachers. In G. Bear & K. Minke (Eds.), *Helping children handouts IV*. Bethesda, MD: National Association of School Psychologists.

GRANTS

FUNDED:

Maki, K. E., Lane, H., Gonsalves, V., & Contesse, V. (2025-2030). Project DECODE 2.0: Developing Expertise and Collaborative Opportunities for Dyslexia Educators. Source: Office of Special Education Programs, Department of Education, Total amount: \$1,215,168. Principal Investigator.

Miciak, J., **Maki, K. E.,** Burns, M. K., & Taylor, P. (2023-2027). A longitudinal investigation of predictors and outcomes of specific learning disabilities identification. Source: Institute of Education Sciences, Total amount: \$1,670,000. Co-Principal Investigator.

Lane, H., Cheyney-Collante, **Maki, K. E.,** Gonsalves, V., & Contesse, V. (2022-2026). Project DECODE: Developing Expertise and Collaborative Opportunities for Dyslexia Educators. Source: Office of Special Education Programs, Department of Education, Total amount: \$1,250,000. Co-Principal Investigator.

Rubenstein, L. M., **Maki, K. E.,** & Ridgley-Smith, L. (2022-2027). Project Brilliance: An Inclusive Approach to Identifying and Supporting Gifted Students with Disabilities. Source: Jacob K. Javits Gifted and Talented Students Education Program, Office of Elementary and Secondary Education, Department of Education, Total amount: \$2,609,410. Co-Principal Investigator.

Maki, K. E., Antonenko, P., Valle, D., McNamara, J. P., & Guastello, A., (2021-2023). Understanding Math Anxiety: Examining Emotional Arousal, Visual Attention, and Cognition in Math Assessment. Source: University of Florida Research Opportunity Seed Fund, Total amount: \$85,000. Principal Investigator.

Maki, K. E. & Zaslofsky, A. F. (2021-2022). Math Anxiety in Elementary Students: Examining the Role of Timing, Task Complexity, Task Difficulty, and Strategy Use. Source: Society for the Study of School Psychology. Total amount: \$10,201. Principal Investigator.

Kranzler, J. H., & **Maki, K. E.** (2019-2020). Cognitive profiles of children and youth identified with Specific Learning Disabilities in a response-to-intervention model. Source: Woodcock Institute. Total amount: \$13,921.26. Co-Principal Investigator.

Maki, K. E. (2016). Student response to reading intervention: Examining potential causal variables. Funded by the Ball State University Aspire Internal Grant Program, \$2500. Principal Investigator.

UNDER REVIEW:

Maki, K. E., Coddling, R., Antonenko, P., Koh, D. H., & Leite, W. (2025-2029). Factors Influencing Math Anxiety and Math Performance (Project FIMAP). Submitted to the Institute of Education Sciences, \$1,699,890. Principal Investigator.

UNFUNDED:

Maki, K. E., Splett, J. W., Anthony, C. J., & Purvis, L. N. Gator connect 2.0. Submitted to the Office of Special Education Programs, Total amount requested: \$1,699,890. Principal Investigator.

McClain, M. E., Renshaw, T., Splett, J. W., Johnson, A., Long, A., Barrett, C., **Maki, K. E.,** & Anthony, C. J. Preparing future applied scholars and trainers in school psychology (FAST-SP) to serve students with high-intensity needs. Submitted to the Office of Special Education and Rehabilitative Services. Co-Investigator.

Maki, K. E., Coddling, R., Antonenko, P., Koh, D. H., & Leite, W. (2024-2027). Factors Influencing Math Anxiety and Math Performance (Project FIMAP). Submitted to the National Science Foundation, Total amount requested: \$1,426,909. Principal Investigator.

Hajovsky, D. B., **Maki, K. E.,** Benson, N. F., & Chesnut, S. R. The science of multidisciplinary team decisions (SciMDT). Submitted to the National Science Foundation, Total amount requested: \$994,771. Co-Principal Investigator.

Maki, K. E., Coddling, R., Zaslofsky, A. F., Antonenko, P., & Koh, D. H. (2023-2026). Factors Influencing Math Anxiety and Math Performance (Project FIMAP). Submitted to the National Science Foundation, \$1,426,909. Principal Investigator.

Burns, M. K., & **Maki, K. E.,** Targeting Reading Interventions to Accelerate Growth (TRIAG) After a Pandemic. Submitted to the Institute of Education Sciences, \$2,107,143. Co-Principal Investigator.

Maki, K. E., & Hammerschmidt-Snidarich, S. Leveraging Positive Matthew Effects: Examining Effects of Reading Intervention Dosage to Eliminate Intervention Inequity. Submitted to the Spencer Foundation, \$49,844. Principal Investigator.

Gage, N., **Maki, K. E.,** & Griffin, C. Project Process: Exploring Differential Process and Performance Results for Adolescents with Learning and Behavioral Disabilities. Submitted to the Institute of Education Sciences, \$514,566. Co-Principal Investigator.

Lane, H., **Maki, K. E.,** Cheyney-Collante, & Gonsalves, V., Project DECODE: Developing Expertise and Collaborative Opportunities for Dyslexia Educators. Submitted to the Office of Special Education Programs, \$1,250,000. Co-Principal Investigator.

Miciak, J., **Maki, K. E.,** & Burns, M. K. A longitudinal investigation of predictors and outcomes of specific learning disabilities identification. Subcontract submitted to the Institute of Education Sciences, \$397,303. Co-Principal Investigator. Scored .01 above funding cut-off.

Maki, K. E., & Hammerschmidt-Snidarich, S. Leveraging Positive Matthew Effects: Examining Effects of Reading Intervention Dosage to Eliminate Intervention Inequity. Submitted to the Spencer Foundation, \$49,597. Principal Investigator.

Maki, K. E., Hajovsky, D., & Chesnut, S. R. Identifying Specific Learning Disabilities: An Experimental Examination of Decision Making in an RtI Framework. Submitted to the William T. Grant Foundation, \$48,579. Principal Investigator.

INVITED PROFESSIONAL PRESENTATIONS

9. **Maki, K. E.** (2025, July). *Connecting the Dots: Matching Math Interventions to Student Needs*. Presented at the Florida Association of School Psychologists Summer Institute.
8. Hajovsky, D. B., **Maki, K. E.**, Niileksala, C. McGill, R. (2024, October). *Science and Practice of Identifying Specific Learning Disabilities: Kind Conversations about a Wicked Problem*. Presented to the Learning Disabilities Association of America.
7. **Maki, K. E.** (2023, November). *Issues, Problems, and Meaningful Practices in Specific Learning Disabilities Identification: The Importance of Considering Instructional Response*. Presented at the Washington State Association of School Psychologists Conference.
6. **Maki, K. E.** (2023, November). *Issues and Meaningful Practices in Specific Learning Disabilities Identification: The Importance of Considering Instructional Response*. Presented at the International Academy of Research on Learning Disabilities Conference.
5. **Maki, K. E.** (2022, January). *Issues, Problems, and Meaningful Practices in Specific Learning Disabilities Identification*. Presented at the Minnesota School Psychologists Mid-Winter Conference.
4. **Maki, K. E.** (2019, November). *Specific Learning Disabilities Identification: Implementing Meaningful Practices for a Problematic Construct*. Presented to the University of Wisconsin-River Falls, River Falls, WI.
3. **Maki, K. E.** (2019, June). *Effective intervention practices within multi-tiered systems of support*. Presented to the Berrien County Regional Education Services Agency, Berrien Springs, MI.
2. Burns, M.K., **Maki, K.E.**, & Moran, S. (2012, November). *PRESS: Solving Problems at Three Tiers*. Presented to the East Metro School Psychologists Association, Saint Paul, MN.
1. Ittner, A. & **Maki, K.E.** (2012, August). *Partner Reading as a Classwide Intervention*. Presented at the Minnesota Center for Reading Research Summer Conference, Saint Paul, MN.

PEER-REVIEWED NATIONAL PROFESSIONAL PRESENTATIONS

* Student presenter

64. Burns, M. K., & **Maki, K. E.**, (2025, February). *Research-based practices in identifying SLD*. Presented at the Learning Disabilities Association of America Annual Convention in Orlando, FL.
63. Burns, M. K., **Maki, K. E.**, Miciak, J., Miller, H.*, Perdersen, J., Barrett, C. A., & Hajovsky, D. B. *Current and future assessment practices for effective SLD identification*. Presented at the National Association of School Psychologists Annual Convention in Seattle, WA.
62. Thompson, S.*, Hatfield, S.*, & **Maki, K. E.** *Capitalizing on student strengths to build reading skills*. Presented at the National Association of School Psychologists Annual Convention in Seattle, WA.
61. Miller, H.*, Dougé, M. C. E.*, Thompson, S.*, & **Maki, K. E.**, *The roles of school psychologists when working with diverse populations*. Presented at the National Association of School Psychologists Annual Convention in Seattle, WA.
60. **Maki, K. E.** Coddling, R., Scheman, N., Dougé, M. C. E.*, Zaslofsky, A., Yu, T.*, & Stevens, G. *Treatment by Skill Interaction in Practice: Building Better Math Interventions*. Presented at the National Association of School Psychologists Annual Convention in Seattle, WA.
59. **Maki, K. E.** Coddling, R., Zaslofsky, A., Dougé, M. C. E.*, Thompson, S.*, & Stevens, G. *What is it with math anxiety: Translating research into practice*. Presented at the National Association of School Psychologists Annual Convention in Seattle, WA.
58. Rubenstein, L. D., **Maki, K. E.**, Quigley, B.*, & Thompson, S.*, (2024, April). *Peering through the kaleidoscope: A systematic review of creativity assessments within PK12 settings*. Presented at the American Education Research Association Annual Convention in Philadelphia, PA.
57. Southworth, A.*, Johnson, S. K.*, **Maki, K. E.**, Ridgley, L., Ramirez, G., & Rubenstein, L. D. (2024, April). *Student leadership capacities: A systematic review and future possibilities*. Presented at the American Education Research Association Annual Convention in Philadelphia, PA.
56. Nudelman, E., * Hatfield, S.,* Stevens, G.,*, & **Maki, K. E.** (2024, March). *A novel synthesis of single-case design reading intervention effects*. Presented at the National Association of School Psychologists Annual Convention in New Orleans, LA.

55. Harris, B., Barrett, C., Aspiranti, K., Fallon, L., **Maki, K. E.**, Jenkins, L., & Kasi, I. (2024, March). *Demystifying the job search process for careers in academia*. Presented at the National Association of School Psychologists Annual Convention in New Orleans, LA.
54. Benson, N., **Maki K. E.**, & Dombrowski, S. (2024, March). *PSW for SLD: What does the diagnostic utility literature indicate?* Presented at the National Association of School Psychologists Annual Convention in New Orleans, LA.
53. Quigley, B.,* **Maki, K. E.**, Thompson, S.,* & Rubenstein, L. (2024, March). *A synthesis of creativity assessments: Characteristics and psychometric properties*. Presented at the National Association of School Psychologists Annual Convention in New Orleans, LA.
52. Deshon, L. L.,* Rubenstein, L. D., **Maki, K. E.**, & Dougé* (2023, November). *Anchoring conceptions of twice exceptionality in reality*. Presented at the National Association of Gifted Children Annual Convention in Orlando, FL.
51. Rubenstein, L. D., **Maki, K. E.**, & DeShon, L. L.* (2023, November). *Directing the director: Preparing gifted leaders within performing arts*. Presented at the National Association of Gifted Children Annual Convention in Orlando, FL.
50. Fallon, L. M., **Maki, K. E.**, Heidelberg, K. J., Kember, J. M., McClure, E., Harris, B., & Sullivan, A. (2023, February). *You're hired: Supporting trainees and practitioners to land faculty jobs*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
49. **Maki, K. E.**, Zaslofsky, A. F., Coddling, R. S., Goodridge, A., & VanDerHeyden, A. M. (2023, February). *Connecting the Dots: Math anxiety and math performance*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
48. Moody, M. E.*, Miller, H.*, Nudelman, E.*, Puig, L*, Milam, A.*, **Maki, K. E.**, Newell, K. W., & Zaslofsky, A. F. (2023, February). *A novel synthesis of single-case design reading intervention effects*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
47. Woods, B.*, Dougé, M. C. E.*, Newpower, A. J.*, Nelson, K. J.*, **Maki, K. E.**, Zaslofsky, A. F., Coddling, R., & Hall, G. (2023, February). *Development of a math metacognition measure to support math learning*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
46. Wheeler, J. M. J.,* **Maki, K. E.**, & Kranzler, J. H. (2023, February). *Ethical dilemmas in school psychology*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.

45. Greene, A. K.,* Dougé, M. C. E.,* **Maki, K. E.**, & Kranzler, J. H. (2023, February). *Gifted eligibility and identification methods across the United States*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
44. Nudelman, E. C.*, Milam, A. N.*, **Maki, K. E.** (2023, February). *Using methodological rigor standards of single-case design in practice*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
43. Griffin, T. L.,* Winkleman, E.,* **Maki, K. E.**, Anthony, C., McGill, R., Conoyer, S., Fefer, S., & Ward, T. (2023, February). *Data weighing patterns in preferred SLD identification methods*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
42. **Maki, K. E.**, Moody, M. E.*, & Kranzler, J. H., (2022, August). *Clinical judgment and specific learning disability classification accuracy*. Presented at the American Psychological Association Annual Convention in Minneapolis, MN.
41. **Maki, K. E.** & Zaslofsky, A. F. (2022, August). *Math smarter: Matching intervention to student needs*. Presented at the American Psychological Association Annual Convention in Minneapolis, MN.
40. **Maki, K. E.**, Kranzler, J. H., & Moody, M. E.* (2022, February). *Clinical judgment and Specific Learning Disability identification classification accuracy*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.
39. Harris, B., Fallon, L. M., Van Norman, E. R., & **Maki, K. E.** (2022, February). *Navigating job searches for academic positions*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.
38. Puig, L.* **Maki, K. E.**, Choi, D.,* & Moody, M. E.* (2022, February). *A novel synthesis of single-case design reading intervention effects*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.
37. Moody, M. E.*, Cullins, S.*, Griffin, T. L.*, & **Maki, K. E.** (2022, February). *Examining the effects of a virtual modified multiplication fact intervention*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.
36. **Maki, K. E.**, McGill, R., Conoyer, S., & Fefer, S. (2021, February). *The impact of data presentation on SLD identification decision making*. Presented at the National Association of School Psychologists Annual Convention in Salt Lake City, UT.
35. Newell, K., Zaslofsky, A. F., & **Maki, K. E.** (2021, February). *Difficult data-based decisions: Finetuning intervention match in reading*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.

34. Hammerschmidt-Snidarich, S., **Maki, K. E.**, McEvett, N. Defouw, E., & Coddling, R. (2020, February). *How much matters: Dosage issues in reading, math, and writing*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
33. **Maki, K. E.**, Barrett, C. A., Hajovsky, D. B., Burns, M. K., & Romero, M. (2020, February). *Specific learning disabilities: Factors related to identification and recommendations*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
32. **Maki, K. E.**, Zaslofsky, A. F., Van Norman, E. R., & Ysseldyke, J. E., (2020, February). *Specific learning disabilities identification. Optimizing the problematic construct with RtI*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
31. Zaslofsky, A. F., **Maki, K. E.**, Burns, M. K., & Coddling, R. S. (2020). *Game set match: Better academic outcomes using the learning hierarchy*. Presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
30. Fallon, L. **Maki, K. E.**, Dever, B., Hier, B., & Jimerson, S. (2020, February). *Effectively mentoring student research: Leading a productive lab*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
29. Floyd, R. G., Benson, N. F., Kranzler, J. H., **Maki, K. E.**, Eckert, T. L., & Fefer, S. A. (2020, February). *A national survey of intelligence test interpretation in school psychology*. Presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
28. Ebbesmeyer, A.*, Knight, S.*, Boatman, A.*, Zaslofsky, A. F., & **Maki, K. E.** *Examining the instructional hierarchy for determining appropriate mathematics intervention*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
27. Hammerschmidt-Snidarich, S. & **Maki, K. E.** (2019, April). *Reconceptualizing intervention dosage: The confluence of equity, causal mechanisms, and pragmatic issues*. Presented at the Badar-Kauffman Conference in Kent, OH.
26. **Maki, K. E.** & Zaslofsky, A. F. (2019, April). *Examining the instructional hierarchy for determining appropriate mathematics intervention*. Presented at the Badar-Kauffman Conference in Kent, OH.
25. **Maki, K. E.** Burns, M. K., McGill R., & Beaujean, A. (2019, February). *SLD Identification: The Problems and What We Can Do Better*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.

24. **Maki, K. E.** & Hammerschmidt-Snidarich, S. (2019, February). *Reading Fluency Intervention Dosage: A Novel Research Synthesis*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
23. Benson, N. F., Kranzler, J. H., Maki, K. E., & Floyd, R. G. (2019, February). *National Survey of SLD Identification Practices in School Psychology*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
22. Hammerschmidt-Snidarich, S., **Maki, K. E.**, Zaslofsky, A. F., & Varma, S. (2019, February). *Theoretical Mechanisms: Designing Interventions for Increased Effectiveness, Efficiency, and Engagement*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
21. Hammerschmidt-Snidarich, S. & **Maki, K. E.** (2019, January). *Does Reading Beget Reading? Examining Cognitive Mechanisms of Repeated versus Continuous Reading*. Presented at the Council for Exception Children Annual Convention in Indianapolis, IN.
20. **Maki, K. E.** (2018, February). *Variables Impacting School Psychologists' Specific Learning Disabilities Identification Decisions*. Presented at the National Association of School Psychologists Annual Convention in Chicago, IL.
19. Hammerschmidt-Snidarich, S., **Maki, K. E.**, & Adams, S. R.* (2018, February). *Repeated Versus Continuous Reading: Examining Whether Reading Begets Reading*. Presented at the National Association of School Psychologists Annual Convention in Chicago, IL.
18. Hammerschmidt-Snidarich, S., **Maki, K. E.**, Zaslofsky, A. F., & Varma, S. (2018, February). *Inter-disciplinary Collaboration: Designing interventions for increased effectiveness, efficiency, and engagement*. Presented at the Pacific Coast Research Conference in San Diego, CA.
17. Burns, M. K., **Maki, K. E.**, Stevenson, N., & Miciak, J. (2017, February). *Identifying Specific Learning Disabilities: Where Do We Go From Here?* Presented at the Pacific Coast Research Conference in San Diego, CA.
16. **Maki, K. E.** (2017, February). *Specific Learning Disabilities Identification: Considerations for Practicing School Psychologists*. Presented at the National Association of School Psychologists Annual Convention in San Antonio, TX.
15. Van Norman, E. R., **Maki, K. E.**, & Burns, M. K., (2017, February). *Progress Monitoring in Reading: The Relationship between Generalities and Specificities*. Presented at the National Association of School Psychologists Annual Convention in San Antonio, TX.

14. **Maki, K. E.** (2016, February). *School Psychologists' Confidence in Learning Disability Identification Decisions*. Presented at the national Association of School Psychologists Annual Convention in New Orleans, LA.
13. **Maki, K. E.** (2016, February). *School Psychologists' Learning Disability Identification Consistency*. Presented at the national Association of School Psychologists Annual Convention in New Orleans, LA.
12. **Maki, K. E. & Snidarich, S.** (2015, February). *Alleviating the Summer Slide: Effects of a Summer Fluency Intervention*. Presented at the national Association of School Psychologists Annual Convention in Orlando, FL.
11. **Maki, K. E. & Snidarich, S.** (2015, February). *Predicting Student Reading: The Utility of Real and Nonsense Words*. Presented at the national Association of School Psychologists Annual Convention in Orlando, FL.
10. Pulles, S. M. & **Maki, K. E.** (2015, February). *The Role of School Psychologists in Tier 1 Reading Interventions*. Presented at the national Association of School Psychologists Annual Convention in Orlando, FL.
9. **Maki, K. E.** (2014, February). *Comparing State Specific Learning Disability Eligibility Criteria and Prevalence Rates*. Presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
8. Pulles, S. M., **Maki, K. E.**, & Kanive, R. (2014, February). *Relationship between instructional level as measured by a reading inventory and reading performance in corresponding leveled books*. Presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
7. Demers, J., **Maki, K. E.**, & Karich, A. C. (2014, February). *Examining the Key Learning Variables that Contribute to Student Reading Growth*. Presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
6. Kanive, R., Pulles, S. M., **Maki, K. E.**, & Ward, J. (2014, February). *Using Math Procedures and Applications to Conduct Brief Experimental Analyses*. Presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
5. **Maki, K. E.**, Karich, A.C. Burns, M.K., & Coolong-Chaffin, M. (2013, February). *Using Performance Feedback to Increase Reading Comprehension Strategy Use*. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
4. Burns, M.K., Karich, A.C., **Maki, K. E.**, Anderson, A., & Moran, S. (2013, February). *The Role of the School Psychologist within Effective Grade-Level Teams*. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

3. Wagner, D., Coolong-Chaffin, M., Hall, M., & **Maki, K. E.** (2013, February). *BEAs and ELLs: Empirical Data and Teacher Perceptions*. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
2. Olson, J., Moran, S., & **Maki, K. E.** (2012, February). *Comparison of Classification Accuracy of Oral Reading Fluency and Reading Inventory Levels for Reading Failure Risk among Second and Third Grade Students*. Presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
1. Peterson-Brown, S., Parker, D.C., **Maki, K. E.**, Moran, S., & Burns, M.K. (2012, February). *Establishing Growth Norms for Tier 2 Reading Interventions*. Presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

PEER-REVIEWED REGIONAL PROFESSIONAL PRESENTATIONS

9. Thomma, K. *, Leslie, H. *, Lester, M. *, & **Maki, K. E.** (2025, October). *Exploring pre-service school psychologists' development of consultation and collaboration skills*. Presented at the Florida Association of School Psychologists Annual Conference, Palm Harbor, FL.
8. Beyma, B. *, McElhaney, M. *, Franklin, C. *, & **Maki, K. E.** (2024, November). *Project DECODE: Enhancing student outcomes through school psychology and special education collaboration*. Presented at the Florida Association of School Psychologists Annual Conference, St. Augustine, FL.
7. Nudelman, E. C. *, Milam, A. N. *, & **Maki, K. E.** (2022, November). *Using Methodological Rigor Standards of Single-Case Design in Practice*. Presented at the Florida Association of School Psychologists Annual Conference, Daytona Beach, FL.
6. Moody, M. E. *, Cullins, S. *, Griffin, T. L. *, & **Maki, K. E.** (2022, November). *Examining the effects of a virtual modified multiplication fact intervention*. Presented at the Florida Association of School Psychologists Annual Conference, Daytona Beach, FL.
5. **Maki, K. E.** & Dougé, M. C. E. * (2022, November). *Examining Math Anxiety: Is Timing Really the Problem?* Presented at the Florida Association of School Psychologists Annual Conference, Daytona Beach, FL.
4. Demers, J., **Maki, K. E.**, & Karich, A. C. (2014, February). *Examining the Key Learning Variables that Contribute to Student Reading Growth*. Presented at the Minnesota School Psychologists Association Annual Conference, Minneapolis, MN.

3. **Maki, K. E.** Karich, A. C., Hall, M., & Burns, M. K. (2013, October). *Comparison of Targeted and Tier 2 Interventions*. Presented at the Midwest Instructional Leadership Council Summit, Saint Paul, MN.
2. **Maki, K.E.**, Burns, M.K., & Moran, S. (2012, October). *The Use of a Partner Reading Intervention to Address Classwide Reading Problems*. Presented at the Midwest Instructional Leadership Council Summit, Saint Paul, MN.
1. Moran, S., **Maki, K.E.**, Burns, M.K., Helman, L., & McComas, J. (2012, October). *Implementing Tier 2 Interventions for Struggling Readers*. Presented at the Midwest Instructional Leadership Council Summit, Saint Paul, MN.

MEDIA RELEASES

University of Florida (2023, September 14). UF Professors Awarded \$1.67 million for Specific Learning Disabilities study. Retrieved from: <https://education.ufl.edu/news/2023/09/14/uf-professors-awarded-specific-learning-disability-grant/>

TEACHING AND SUPERVISORY EXPERIENCE

University of Florida

Spring 2025 Associate Professor, University of Florida
SPS 6193 Academic Assessment and Intervention for Students
with Diverse Learning Needs

Fall 2019/2020/2022 Assistant Professor, University of Florida
SPS 6410 Direct Interventions I: Foundations of Intervention

Spring 2021-2024 Assistant Professor, University of Florida
SPS 6193 Academic Assessment and Intervention for Students
with Diverse Learning Needs

Summer 2020-2023 Assistant Professor, University of Florida
EEX 6137 Dyslexia: Assessment for Intervention

Fall 2021 Assistant Professor, University of Florida
SPS 6410 Direct Interventions I: Foundations of Intervention
SPS 6052 Issues and Problems in School Psychology

Spring 2020 Assistant Professor, University of Florida
EEX 4905 Psychology in the Schools

Ball State University

Fall 2016 – Spring 2019 Assistant Professor, Ball State University
EDPS 685/687 Introduction/Pre-Practicum to School Psychology

EDPS 654 Academic Assessment and Intervention
 EDPS 689 Supervision for Practicum in School Psychology
 EDPS 789 Supervision in School Psychology

University of Minnesota

Spring 2015	EPsy 8812 Assessment II, Graduate Teaching Assistant
Spring 2014	EPsy 5801, Assessment and Decision Making in School and Community Settings, Graduate Student Instructor
Fall 2013	EPsy 8816/8818 Academic Intervention, Graduate Teaching Assistant

GUEST LECTURES

October 24, 2024	Kent State University, Special Education Program
2016-2022	University of Wisconsin-River Falls, School Psychology Program
2013-2016	University of Minnesota, School Psychology Program

ADVISING AND MENTORSHIP

2025-present	Claire Baumert (EdS), Advisor, University of Florida
2025-present	Summer Foster (EdS), Advisor, University of Florida
2025-present	Adrian Herrera (EdS), Advisor, University of Florida
2025-present	Lauren Martin (EdS), Advisor, University of Florida
2025-present	Ryu Morrison (EdS), Advisor, University of Florida
2025-present	Josie Stephens (EdS), Advisor, University of Florida
2025-present	Sydney Trivison (EdS), Advisor, University of Florida
2024-present	Michaela Werner (PhD), Advisor, University of Florida
2024-present	Ava Anderson (PhD), Advisor, University of Florida
2023-2025	Bradley Minotti (PhD), Advisor, University of Florida
	Dissertation: <i>Examining School Psychologists' Involvement in Transition Planning for Students with Specific Learning Disabilities and Emotional Behavioral Disabilities</i>
2022-present	Garrett Stevens (PhD), Advisor, University of Florida
2022-present	Sasha Hatfield (PhD), Advisor, University of Florida
2022-present	Shanyn Thompson (PhD), Advisor, University of Florida
2022-2025	Brianna Quigley (EdS), Advisor, University of Florida
2022-2025	Ananda Gustafson (EdS), Advisor, University of Florida
2021-present	Marie Dougé (PhD), Advisor, University of Florida
2021-present	Audrey Milam (PhD), Advisor, University of Florida
2021-present	Hannah Miller (PhD), Advisor, University of Florida

2020-2025	Taylor Griffin (PhD), Advisor, University of Florida Dissertation: <i>School Psychologists' Consideration of Behavioral Exclusionary Criteria in SLD Identification Decisions</i>
2020-present	Elizabeth Nudelman (PhD), Advisor, University of Florida
2019-2024	Leighann Puig (EdS), Advisor, University of Florida
2019-2024	Mary Elizabeth Moody (PhD), Co-Advisor, University of Florida
2019-2023	Karlie Mariano (EdS), Advisor, University of Florida
2016-2020	Sarah R. Adams (PhD), Advisor, Ball State University Dissertation: <i>Comparing the Effects of Drill-Based Interventions on Multiplication Fact Acquisition</i>

DOCTORAL STUDENT COMMITTEES

2020-present	Amanda Rodda, Member, University of Florida Gina Fugate, Member, University of Florida Allison Greene, Member, University of Florida Reilly Lord, Member, University of Florida Katie Kozlowski, Member, University of Florida Rita Kentros, Member, University of Florida Allison Pankowski, Member, University of Florida Robretta Campbell, Member, University of Florida Timothy Horn, Member, University of Florida Abigail Howe, Member, University of Florida Daniel Osgood, Special Member, University of Delaware
Graduated	
2025	Kandysee, Leonard, Member, University of Florida Emily Winkleman, Member, University of Florida
2024	LeAnna Kehl, Member, University of Florida Jessica Wheeler, Member, University of Florida
2023	Liliana Acosta, Member, University of Florida Elizabeth Rockey, Member, University of Florida

EDUCATION SPECIALIST STUDENT COMMITTEES

Graduated	
2025	Kathlyn Kale-Mokake, Member, University of Florida Blanca Chavez, Member, University of Florida
2024	Francis Perez, Member, University of Florida
2023	Michelle Adcock, Member, University of Florida Thomas Hines, Member, University of Florida

2022 Jasmine Beaulieu, Member, University of Florida
Sierra Cullins, Member, University of Florida

SERVICE ACTIVITIES

National

8/2023-5/2024 Society for the Study of School Psychology (SSSP) Early Career Forum Co-Chair

9/2018-8/2023 Society for the Study of School Psychology (SSSP) Early Career Forum Leadership Board

2018-2021 NASP Annual Convention Proposal Reviewer

2017-2020 APA Annual Convention Proposal Reviewer

State

10/2021-10/2022 Florida Association of School Psychologists Executive Board

8/2016-5/2019 Indiana Association of School Psychologists University Board Representative

University of Florida

11/2024-present Elections committee, Faculty Policy Council, College of Education, University of Florida

8/2024-present Faculty Policy Council, University of Florida Lectures, Seminars, and Awards Committee

8/2023-present Faculty Policy Council, College of Education, University of Florida

8/2021-2023 Merit Committee, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida

8/2021-2023 Scholarship Committee, College of Education, University of Florida

8/2019-2021 Faculty Policy Council, University of Florida Lectures, Seminars, and Awards Committee

Ball State University

8/2018-5/2019 Department of Educational Psychology, Ball State University Advanced Graduate Studies Committee

8/2018-5/2019 Department of Educational Psychology, Ball State University Salary Appeal Committee (Chair)

8/2018-5/2019	Department of Educational Psychology, Ball State University Curriculum Committee (secretary)
8/2018-5/2019	Teachers College, Ball State University Curriculum Committee
8/2017-5/2019	Teachers College, Ball State University Dean's Advisory Committee
8/2017-5/2018	Department of Educational Psychology, Ball State University Salary Committee (Secretary), Salary Appeal Committee
8/2016-5/2019	School Psychology Core Faculty

University of Minnesota

9/2014-5/2015	Student Representative, Minnesota Association of School Psychologists Executive Board
9/2013-5/2014	Vice President, School Psychology Student Association, University of Minnesota, Minneapolis, MN
9/2012-1/2015	Student Lead, Future Faculty Group, University of Minnesota, Minneapolis, MN

JOURNAL EDITORIAL BOARDS AND REVIEWS

6/2023-present	Associate Editor, <i>Journal of School Psychology</i>
1/2023-6/2023	Editorial Board, <i>Journal of School Psychology</i>
6/2020-present	Editorial Board, <i>School Psychology Review</i>
2/2020-2/2023	Associate Editor, <i>Assessment for Effective Intervention</i>
1/2018-2/2020	Editorial Board, <i>Assessment for Effective Intervention</i>
7/2019-6/2020	Editorial Board, <i>Psychology in the Schools</i>
Ad hoc reviewer	<i>Scientific Studies of Reading, Learning Disabilities Research and Practice, Journal of Learning Disabilities, Journal of Applied School Psychology, Review of Educational Research, Journal of Psychoeducational Assessment, Psychology in the Schools, Annals of Dyslexia</i>

OTHER EMPLOYMENT

5/2015-8/2016	Consultant Serve Minnesota Action Network, Minnesota Math Corps
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8/2010-6/2011 Special Education Teacher
Metropolitan Nashville Public Schools

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists (NASP)
American Psychological Association (APA)
Division 16 (School Psychology) of the American Psychological Association (APA)
Florida Association of School Psychologists (FASP)