

JOHN H. KRANZLER, PH.D.

ADDRESSES AND NUMBERS

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PERSONAL INFORMATION

Date of Birth: April 6, 1960
Family: Married, 2 Children
Citizen: United States of America

EDUCATION

- Ph.D. University of California at Berkeley, 1990.
Department: Educational Psychology.
Major: School Psychology/Human Development.
Dissertation: The Nature of Intelligence: Unitary
Process or Number of Independent Processes?
- M.Ed. University of Arizona, 1985.
Department: Educational Psychology.
Major: School Psychology/Educational Psychology.
- B.A. University of Oregon, 1982.
Department: Psychology.
Major: Psychology.
- Eberhard-Karls Universität, Tübingen, Germany,
1980-1981.
Department: Psychology.

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CV: JH Kranzler

Major: Psychology.

PROFESSIONAL EXPERIENCE

- 2011- Director, School Psychology Program, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.
- 2000- Professor (w/tenure), School of Special Education, School Psychology, and Early Childhood Studies, College of Education, University of Florida. Erica McCray, Ph.D. (Director).
- 2000- Affiliate Professor, Department of Pediatrics, College of Medicine, University of Florida. Douglas J. Barrett, M.D. (Chair).
- 2008-11 Acting Associate Dean, Office of Research & Faculty Development, College of Education, University of Florida. Catherine Emihovich, Ph.D. (Dean).
- 2005-08: Director, School Psychology Program, Department of Educational Psychology, College of Education, University of Florida.
- 2003-05: Associate Dean, Office of Graduate Studies, Research, & Technology, College of Education, University of Florida. Catherine Emihovich, Ph.D. (Dean).
- 2001-02: Acting Associate Dean, Office of Graduate Studies & Research, College of Education, University of Florida. Ben Nelms, Ph.D. (Interim Dean).
- 1999-01: Director, School Psychology Program, Department of Educational Psychology, University of Florida.
- 1997-00: Affiliate Associate Professor, Department of Pediatrics, College of Medicine, University of Florida. Douglas J. Barrett, M.D. (Chair).
- 1995-00: Associate Professor (w/tenure), School Psychology Program, Department of Educational Psychology, College of Education, University of Florida. M.

David Miller, Ph.D. (Chair).

- 1990-93: Co-Director, School Psychology Program, Department of Foundations of Education, College of Education, University of Florida.
- 1990-95: Assistant Professor, School Psychology Program, Department of Foundations of Education, College of Education, University of Florida. James Algina, Ed.D. (Chair).
- 1989-90: School Psychologist, Melmed Learning Clinic, Inc. Lafayette, CA. Paul Melmed, Ph.D. (Director).
- 1987-90: Research Assistant, Institute for the Study of Educational Differences, University of California, Berkeley. Arthur R. Jensen, Ph.D. (Principal Investigator).
- 1988-89: School Psychologist Intern, Marin County School Board, Marin, California. Rick Sheviakov, Ph.D. (Lead Psychologist).
- 1987-88: Psychologist Intern, Westcoast Children's Center, Berkeley, California. Leonard Levis, Ph.D. (Clinical Director).
- 1986-87: Research Assistant, Institute of Human Learning, University of California, Berkeley. Nadine Lambert, Ph.D. (Principal Investigator).
- 1986-87: Instructor, Athletic Study Center, University of California, Berkeley. Bruce Cohen, M.A. (Director).
- 1985-86: Research Associate, Department of Family and Community Medicine, University of Arizona. Barbara Hartmann, Ph.D. (Principal Investigator).
- 1984-85: Instructor, Department of Educational Psychology, University of Arizona. Hershel Thornburg, Ed.D. (Chair).
- 1984-85: Teaching Assistant, Department of Psychology,

University of Arizona. Susan Wagner, Ph.D.
(Instructor).

1983-84: Research Assistant, Department of Educational
Psychology, University of Arizona. Hershel Thornburg,
Ed.D. (Principal Investigator).

1982-83: Counselor, Mid-Columbia Mental Health Center,
Richland,
Washington. Barbara Meade, R.N. (Director).

1981-82: Research Assistant, Oregon Research Institute, Eugene,
Oregon. Herb Severson, Ph.D. (Principal Investigator).

1981-82: Research Assistant, Department of Psychology,
University of Oregon. Edward Lichtenstein, Ph.D.
(Principal Investigator).

1981-82: Crisis Counselor, University of Oregon Crisis Center,
Department of Counseling Psychology, University of
Oregon. Rebecca Reynolds, M.A. (Director).

HONORS & AWARDS

2004- Member, Society for the Study of School Psychology.

2002- Fellow, American Psychological Association (Division
16, School Psychology).

2021-23: Irving and Rose Fien Endowed Professor in Education,
University of Florida.

2019-21: Term Professor, University of Florida.

2017-20: Research Foundation Professor, University of Florida
Research Foundation, Inc.

2016-17: Award for Excellence in Research (Senior Investigator
Category), Mensa Education and Research Foundation and
Mensa International, Ltd.

1999-00: Article of the Year, *School Psychology Quarterly*.
For: Kranzler, J. H., Miller, M. D., & Jordan, L.

- (1999). An examination of racial/ethnic and gender bias on curriculum-based measurement of oral reading fluency. *School Psychology Quarterly*, 14, 327-342.
- 1999-00: Article of the Year, *School Psychology Review*. For: Kranzler, J. H., & Keith, T. Z. (1999). Independent confirmatory factor analysis of the Cognitive Assessment System (CAS): What does the CAS measure? *School Psychology Review*, 28, 117-144.
- 1999-00: Award for Outstanding Research in School Psychology, Florida Association of School Psychologists.
- 1998-99: Award for Excellence in Research (Senior Investigator Category), Mensa Education and Research Foundation and Mensa International, Ltd.
- 1997-99: Research Foundation Professor, University of Florida Research Foundation, Inc.
- 1997-98: Award for Research/Innovative Practice, Florida Association of School Psychologists.
- 1993-94: Teaching Incentive Program (TIP) Award, University of Florida.

PUBLICATIONS

Books

- Kranzler, J. H., & Anthony, C. J. (2022). *Statistics for the terrified* (7th Ed.). Rowman & Littlefield.
- Kranzler, J. H., & Floyd, R. G. (2020). *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment* (2nd ed.). Rowman & Littlefield.
- Kranzler, J. H., & Levy, M. P. (2019). *Statistics for the terrified criminologist*. Rowman & Littlefield.
- Kranzler, J. H. (2018). *Statistics for the terrified* (6th Ed.). Rowman & Littlefield.

Kranzler, J. H., & Floyd, R. G. (2013). *Assessing intelligence in children and adolescents: A practical guide*. Guilford.

Kranzler, J. H. (2011). *Statistics for the terrified* (5th Ed.). Prentice Hall.

Kranzler, J. H. (2007). *Statistics for the terrified* (4th Ed.). Prentice Hall.

Kranzler, J. H. (2003). *Statistics for the terrified* (3rd Ed.). Prentice Hall.

Edited Books

Grapin, S. L., & Kranzler, J. H., (Eds.) (in preparation). *School Psychology: Professional Issues and Practices* (2nd Ed.). Springer.

Grapin, S. L., & Kranzler, J. H. (Eds.) (2018). *School Psychology: Professional Issues and Practices*. Springer.

Chapters

Grapin, S. L., & Kranzler, J. H. (in preparation). Introduction to school psychology. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices*. Springer.

Kranzler, J. H., & Floyd, R. G. (in preparation). Intellectual assessment of children and youth. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices*. Springer.

Kranzler, J. H., & Floyd, R. G. (in press). Utility of intelligence tests for the determination of eligibility for special education and related services. In G. L. Canivez (Ed.), *Assessing psychometric fitness of intelligence*

tests:

Toward empirically supported interpretation practices (pp. xxx-xxx). Rowman & Littlefield.

- Kranzler, J. H., & Benson, N. F. (in press). Assessment in school psychology. In T. L. Good & M. M. McCaslin (Eds.), *The Routledge encyclopedia of education: Educational psychology* (pp. xxx-xxx). Taylor & Francis.
- Kranzler, J. H., Blake, J. J., & Van Norman, E. R. (2021). Developing programs of research in school psychology. In R. G. Floyd & T. L. Eckert (Eds.) *Handbook of university and professional careers in school psychology* (pp. 261-278). Routledge.
- Floyd, R. G., & Kranzler, J. H. (2019). Remediating student learning problems: Aptitude by treatment interaction vs. skill by treatment interaction. In M. K. Burns (Ed.), *Introduction to school psychology: Controversies and current practice* (pp. 413-434). Oxford University Press.
- Grabin, S. L., & Kranzler, J. H. (2018). Introduction to school psychology. In S. L. Grabin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices* (pp. 3-20). Springer.
- Kranzler, J. H., & Floyd, R. G. (2018). Intellectual assessment of children and youth. In S. L. Grabin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices* (pp. 167-179). Springer.
- Floyd, R. G., & Kranzler, J. H. (2013). The role of intelligence testing in understanding students' academic problems. R. Brown-Chidsey & K. Andren (Eds.), *Assessment for intervention* (2nd ed.) (pp. 229-252). Guilford.
- Kranzler, J. H. (2012). Mental chronometry. In N. Seel (Ed.), *Encyclopedia of sciences of learning* (pp. 420-422). Springer.
- Floyd, R. G., & Kranzler, J. H. (2012). Processing approaches to interpretation of information from cognitive ability tests: A critical review. In D. P. Flanagan & P. Harrison (Eds.), *Contemporary intellectual assessment* (3rd ed.) (pp. 497-

525). Guilford.

Kranzler, J. H. (2005). Psychometric *g*. In S. W. Lee (Ed.), *Encyclopedia of school psychology* (p. 413). Sage.

Ananda, S., Braden, J. P., Gedye, A., Kranzler, J. H., Michelsen, T., Paul, S. M., Rowher, B., Vernon, T., Whang, P. A. (2003). Jensen as a teacher and mentor. In H. Nyborg (Ed.), *The scientific study of general intelligence: Tribute to Arthur R. Jensen* (pp. 555-571). Pergamon.

Kranzler, J. H. (1999). Current contributions of the psychology of individual differences to school psychology. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (3rd ed.) (pp. 223-246). Wiley.

Kranzler, J. H., & Proctor, B. E. (1998). Hypopituitarism and growth hormone deficiency. In L. Phelps (Ed.), *A practitioner's handbook of health-related disorders in children* (pp. 347-351). American Psychological Association.

Proctor, B. E., & Kranzler, J. H. (1998). Crohn's disorder. In L. Phelps (Ed.), *A practitioner's handbook of health-related disorders in children* (pp. 197-203). American Psychological Association.

Kranzler, J. H., & Pinnegar, S. (1984). Early adolescent perceptions of anonymity and victimization. In H. D. Thornburg & S. Pinnegar (Eds.), *Middle school research: Selected studies* (pp. 62-69). National Middle School Association.

Thornburg, H. D., Pinnegar, S., & Kranzler, J. H. (1984). Early adolescent self-esteem. In H. D. Thornburg & S. Pinnegar (Eds.), *Middle school research: Selected studies* (pp. 70-78). National Middle School Association.

Refereed Journal Articles

Minotti, B. J., & Kranzler, J. H. (in preparation). An intersectional examination of mental health concerns among treatment-seeking college students with disabilities.

Gilbert, K., Benson, N., & Kranzler, J. H. (under review). What does the digital administration format of the Wechsler Scale of Intelligence for Children-Fifth Edition (WISC-V) measure? *Contemporary School Psychology*.

Maki, K. E., Kranzler, J. H., & Wheeler, J. M. (in press). Ethical dilemmas in school psychology: Which dilemmas are most prevalent today and how well prepared are school psychologists to face them? *School Psychology Review*.

Calderón-Tena, C. O., Styck, K. M., Vega, D., & Kranzler, J. H. (2022). Evaluating cultural and linguistic load of IQ scores for English language learners, *International Journal of School and Educational Psychology*, 10, 46-62.

Maki, K., E., Kranzler, J. H., & Moody, M. E. (2022). Dual discrepancy/consistency pattern of strengths and weaknesses method of specific learning disability identification: Classification accuracy when combining clinical judgment with assessment data. *Journal of School Psychology*, 92, 33-48.

Dombrowski, S. C., McGill, R. J., Farmer, R. L., Kranzler, J. H., & Canivez, G. L. (2021). Beyond the rhetoric of evidence-based assessment: A framework for critical thinking in clinical practice. *School Psychology Review*. DOI: 10.1080/2372966X.2021.1960126.

Gilbert, K., Kranzler, J. H., & Benson, N. (2021). An independent examination of the equivalence of the standard and digital administration formats of the Wechsler Intelligence Scales for Children-5th Edition. *Journal of School Psychology*, 85, 113-124.

Schrack, A. P., Joyce-Beaulieu, D., MacInnes, J. W., Kranzler, J. H., Zaboski, B. A., McNamara, J. P. H. (2021). Intelligence and academic achievement in in-patient adolescents with comorbid anxiety and depression. *Bulletin*

of the Menninger Clinic, 85, 23-41.

- Benson, N. F., Floyd, R. G., Kranzler, J. H., Eckert, T. L., Fefer, S. A., & Morgan, G. B. (2020). On the declining use of projective techniques in school psychology: A response to Piotrowski (2019). *Journal of Projective Psychology & Mental Health, 27, 57-60.*
- Benson, N., Kranzler, J. H., & Floyd, R. G. (2020). Exploratory and confirmatory factor analysis of the Universal Nonverbal Intelligence Test-Second Edition: Testing dimensionality and invariance across age, gender, race, and ethnicity. *Assessment, 27, 996-1006.*
- Benson, N. F., Maki, K. E., Floyd, R. G., Kranzler, J. H., Eckert, T. L., & Fefer, S. A. (2020). A national survey of school psychologists' practices in identifying specific learning disabilities. *School Psychology, 35, 146-157.*
- Kranzler, J. H., Floyd, R. G., Bray, M. A., & Demaray, M. K. (2020). Past, present, and future of research in school psychology: The biopsychosocial ecological model as an overarching framework. *School Psychology, 35, 419-427.*
- Kranzler, J. H., Maki, K. E., 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.*
- Kranzler, J. H., Yaraghchi, M., Matthews, K., & Otero-Valles, L. (2020). Does the response-to-intervention model fundamentally alter the traditional conceptualization of specific learning disability? *Contemporary School Psychology, 24, 80-88.*
- Benson, N. F., Floyd, R. G., Kranzler, J. H., Eckert, T. L., Fefer, S. A., & Morgan, G. B. (2019). Test use and assessment practices of school psychologists: Findings from the 2017 National Survey of Assessment Practices in School

- Psychology. *Journal of School Psychology*, 72, 29-48.
- Kranzler, J. H., Gilbert, K., Robert, C. R., Floyd, R. G., & Benson, N. (2019). Further examination of a critical assumption underlying the dual discrepancy/consistency approach to SLD identification. *School Psychology Review*, 48, 207-221.
- Zaboski, B. A., Joyce-Beaulieu, D., Kranzler, J. H., McNamara, J. P., Gayle, C., & MacInnes, J. (2019). Group exposure and response prevention for college students with social anxiety: A randomized clinical trial. *Journal of Clinical Psychology*, 75, 1489-1507.
- Zaboski, B., Kranzler, J. H., & Gage, N. A. (2018). Meta-analysis of the relationship between the broad abilities of the Cattell-Horn-Carroll theory and academic achievement. *Journal of School Psychology*, 71, 42-56.
- Benson, N., & Kranzler, J. H. (2017). Another look at the construct validity of the Gifted Rating Scales-Preschool/Kindergarten and School Forms. *Journal of Psychoeducational Assessment*, 36, 782-797.
- Grapin, S. L., Kranzler, J. H., Waldron, N., Joyce-Beaulieu, D., & Algina, J. (2017). Developing local oral reading fluency cut scores for predicting high-stakes test performance. *Psychology in the Schools*, 54, 932-946.
- Kranzler, J. H. (2016). Current practices and future directions for the assessment of child and adolescent intelligence in schools around the world. *International Journal of School and Educational Psychology*, 4, 213-214.
- Kranzler, J. H., Benson, N., Floyd, R. G. (2016). Intellectual assessment of children and youth in the United States of America: Past, present, and future. *International Journal of School and Educational Psychology*, 4, 276-282.
- Kranzler, J. H., Floyd, R. G., Benson, N., Zaboski, B., & Thibodaux, L. (2016). Cross-battery assessment pattern of

strengths and weaknesses approach to the identification of specific learning disorders: Evidence-based practice or pseudoscience? *International Journal of School and Educational Psychology*, 3, 146-157.

Kranzler, J. H., Floyd, R. G., Benson, N., Zaboski, B., & Thibodaux, L. (2016). Classification agreement analysis of cross-battery assessment in the identification of specific learning disorders in children and youth. *International Journal of School and Educational Psychology*, 3, 124-136.

Benson, N., Kranzler, J. H., & Floyd, R. G. (2016). Examining the integrity of measurement of cognitive abilities in the prediction of achievement: Comparisons and contrasts across variables from higher-order and bifactor models. *Journal of School Psychology*, 58, 1-19.

Kranzler, J. H., Benson, N., & Floyd, R. G. (2015). Using estimated factor scores from a bifactor analysis to examine the unique effects of the latent variables measured by the WAIS-IV on academic achievement. *Psychological Assessment*, 27, 1402-1416.

Farmer, R. L., Floyd, R. G., Reynolds, M. R., & Kranzler, J. H. (2014). IQs are very strong but imperfect indicators of psychometric g: Results from joint confirmatory factor analysis. *Psychology in the Schools*, 51, 801-813.

Peters, C. D., Kranzler, J. H., Algina, J., Smith, S. W., & Daunic, A. P. (2014). Understanding disproportionate representation in special education by examining group differences in behavior ratings. *Psychology in the Schools*, 51, 452-465.

Floyd, R. G., Reynolds, M. R., Farmer, R. L., & Kranzler, J. H. (2013). Are the general factors from different child and adolescent intelligence tests the same? Results from a five-sample, six-test analysis. *School Psychology Review*, 42, 383-401.

Grabin, S. L., Kranzler, J. H., Daley, M. L. (2013). Normative assessment of the research productivity and scholarly

impact of faculty in APA-accredited school psychology programs: 2005-2009. *Psychology in the Schools, 50*, 87-101.

Benson, N., Hulac, D. M., & Kranzler, J. H. (2012). Independent examination of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV): What does the WAIS-IV Measure? *Psychological Assessment, 22*, 121-130. [Reprinted in: G. J. Boyle, D. H. Saklofske, & G. Matthews (Eds.), *Psychological assessment: SAGE benchmarks in psychology*. SAGE: London.]

Kranzler, J. H., Grapin, S. L., & Daley, M. L. (2011). Research productivity and scholarly impact of APA-accredited school psychology programs: 2005-2009. *Journal of School Psychology, 49*, 721-738.

Kranzler, J. H., Flores, C. G., Coady, M. (2010). Examination of the cross-battery approach for the cognitive assessment of children and youth from diverse linguistic and cultural backgrounds. *School Psychology Review, 39*, 431-446.

Benson, N., Hulac, D. M., & Kranzler, J. H. (2010). Independent examination of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV): What does the WAIS-IV Measure? *Psychological Assessment, 22*, 121-130.

Rossen, E., & Kranzler, J. H. (2009). Incremental validity of the Mayer-Salovey-Caruso Emotional Intelligence Test Version 2.0 (MSCEIT) after controlling for personality and intelligence. *Journal of Research in Personality, 43*, 60-65.

Peters, C., Kranzler, J. H., & Rossen, E. (2009). Validity of the Mayer-Salovey-Caruso Emotional Intelligence Test: Youth Version-Research Edition. *Canadian Journal of School Psychology, 24*, 76-82.

Rossen, E., Kranzler, J. H., & Algina, J. (2008). Confirmatory factor analysis of the Mayer-Salovey-Caruso Emotional Intelligence Test V2.0 (MSCEIT). *Personality and Individual*

Differences, 44, 1258-1269.

- Proesel Colón, E., & Kranzler, J. H. (2006). Effect of instructions on curriculum-based measurement of reading. *Journal of Psychoeducational Assessment*, 24, 318-328.
- Miller, J., Kranzler, J. H., Hatfield, A., Theriaque, D., Shuster, J., & Driscoll, D.J. (2006). Early onset morbid obesity is related to cognitive dysfunction and behavioral problems. *Journal of Pediatrics*, 149, 192-198.
- Keith, T. Z., Goldenring Fine, J., Taub, G. E., Reynolds, M. R., & Kranzler, J. H. (2006). Hierarchical, multi-sample, confirmatory factor analysis of the Wechsler Intelligence Scale for Children-Fourth Edition: What does it measure? *School Psychology Review*, 35, 108-127.
- Rossen, E. A., Shearer, D. K., Penfield, R. D., & Kranzler, J. H. (2005). Validity of the Comprehensive Test of Nonverbal Intelligence (CTONI). *Journal of Psychoeducational Assessment*, 23, 161-172.
- Kranzler, J. H. (2002). Commentary on "Is g a viable construct for school psychology?" *Learning and Individual Differences*, 13, 189-195.
- Grudnik, J. L., & Kranzler, J. H. (2001). Meta-analysis of the relationship between intelligence and inspection time. *Intelligence*, 29, 523-535.
- Keith, T. Z., Kranzler, J. H., & Flanagan, D. P. (2001). What Does the Cognitive Assessment System (CAS) Measure? Conjoint Confirmatory Factor Analysis of the CAS and the Woodcock-Johnson Tests of Cognitive Ability (3rd Ed.). *School Psychology Review*, 30, 89-117.
- Leonard, C. M., Eckert, M., Lombardino, L. J., Oakland, T., Kranzler, J. H., Crandell, C., Mohr, C., King, W., & Freeman, A. (2001). Anatomical risk factors for dyslexia. *Cerebral Cortex*, 11, 148-157.
- Kranzler, J. H., Keith, T. Z., & Flanagan, D. P. (2000).

Independent examination of the factor structure of the Cognitive Assessment System (CAS): Further evidence disputing the construct validity of the CAS. *Journal of Psychoeducational Assessment*, 18, 143-159.

Kranzler, J. H., Rosenbloom, A. L., Proctor, B., Diamond Jr., F. B., & Watson, M. (2000). Is short stature a handicap? A comparison of the psychosocial functioning of referred children and non-referred children with normal short stature and children with normal stature. *Journal of Pediatrics*, 136, 96-102.

Proctor, B. E., Kranzler, J. H., Rosenbloom, A. L., Martinez, V., & Guevara-Aguire, J. (2000). Validation of the Matrix Analogies Test-Expanded Form in Ecuador: An Initial Investigation. *Psychological Reports*, 86, 445-453.

Keith, T. Z., & Kranzler, J. H. (1999). The absence of structural fidelity precludes construct validity: Rejoinder to Naglieri on what the Cognitive Assessment System does and does not measure. *School Psychology Review*, 28, 303-321.

Kranzler, J. H., & Keith, T. Z. (1999). Independent confirmatory factor analysis of the Cognitive Assessment System (CAS): What does the CAS measure? *School Psychology Review*, 28, 117-144.

Kranzler, J. H., Miller, M. D., & Jordan, L. (1999). An examination of racial/ethnic and gender bias on curriculum-based measurement of oral reading fluency. *School Psychology Quarterly*, 14, 327-342.

Rosenbloom, A. L., Martinez, V., Kranzler, J. H., Bachrach, L. K., Rosenfeld, R., & Guevara-Aguire, J. (1999). Natural history of growth hormone receptor deficiency. *Acta Paediatrica*, 428, 153-156.

Sandberg, D. E., Kranzler, J. H., Bukowski, W. M., & Rosenbloom, A. L. (1999). Psychosocial aspects of short stature and

growth hormone therapy. *Journal of Pediatrics*, 135, 133-134.

Kranzler, J. H. (1998). Assessment of children and youth from culturally and linguistically diverse backgrounds with mental chronometric techniques. *Perceptual and Motor Skills*, 86, 321-322.

Kranzler, J. H., Brownell, M. T., & Miller, M. D. (1998). The construct validity of curriculum-based measurement of reading: An empirical test of a rival hypothesis. *Journal of School Psychology*, 36, 399-415.

Kranzler, J. H., & Rosenbloom, A. R. (1998). Normal intelligence in growth hormone receptor deficiency. *Journal of Clinical Endocrinology and Metabolism*, 83, 4528-4529.

Kranzler, J. H., Rosenbloom, A. L., Martinez, V., & Guevara-Aguire, J. (1998). Normal intelligence with severe insulin-like growth factor I deficiency due to growth hormone receptor deficiency: A controlled study in a genetically homogeneous population. *Journal of Clinical Endocrinology and Metabolism*, 83, 1953-1958.

Kranzler, J. H. (1997). Educational and policy issues related to the use and interpretation of intelligence tests in the schools. *School Psychology Review*, 26, 150-162.

Kranzler, J. H. (1997). What does the WISC-III Measure? Comments on the relationship between intelligence, working memory capacity, and information processing speed and efficiency. *School Psychology Quarterly*, 12, 110-116.

Kranzler, J. H., & Pajares, F. (1997). An exploratory factor analysis of the Mathematics Self-Efficacy Scale-Revised. *Measurement and Evaluation in Counseling and Development*, 29, 215-228.

Kane, H. D., Proctor, B. E., & Kranzler, J. H. (1997). Reliability and validity of a non-verbal measure of the speed and efficiency of long-term memory retrieval. *Personality and Individual Differences*, 22, 127-129.

- Kranzler, J. H. (1995). Commentary on some of the empirical and theoretical support for The Bell Curve. *School Psychology Review, 24*, 36-41.
- Kranzler, J. H., & Weng, L. (1995). The factor structure of the PASS cognitive tasks: A reexamination of Naglieri et al. (1991). *Journal of School Psychology, 33*, 143-157.
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- Pajares, F., & Kranzler, J. H. (1995). Self-efficacy beliefs and general mental ability in mathematical problem-solving. *Contemporary Educational Psychology, 20*, 426-443.
- Kranzler, J. H. (1994). Application of the techniques of mental chronometry to the study of learning disabilities. *Personality and Individual Differences, 16*, 853-859.
- Kranzler, J. H., & Brownell, M. T. (1994). Implications of contemporary theories of intelligence for the assessment of learning disabilities. *Assessment in Rehabilitation and Exceptionality, 1*, 163-174.
- Kranzler, J. H., Whang, P. A., & Jensen, A. R. (1994). Task complexity and the speed and efficiency of elemental information-processing: Another look at the nature of intellectual giftedness. *Contemporary Educational Psychology, 19*, 447-459.
- Barrett, P. T., & Kranzler, J. H. (1994). The use of personal computer hardware and software for the measurement of inspection time. *Personality and Individual Differences, 16*, 347-348.
- Rowe, L. A., Kranzler, J. H., Lombardino, L. J., Mercado, L., Browd, S. R., Hynd, G. W., Agee, O. F., Luttge, W. G. & Leonard, C. M. (1994). Corpus callosum development in children. *Society for Neuroscience Abstracts, 20*, 582.

Kranzler, J. H., & Jensen, A. R. (1993). Psychometric *g* is still not unitary after eliminating supposed "impurities":

Further comment on Carroll. *Intelligence*, 17, 11-14.

Kranzler, J. H. (1992). A test of Larson and Alderton's (1990) Worst Performance Rule of reaction time variability. *Personality and Individual Differences*, 3, 255-263.

Kranzler, J. H. (1992). The skewness of the distribution of reaction time trials does not correlate with psychometric *g*. *Personality and Individual Differences*, 13, 845-846.

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Monographs

- Pajares, F., & Kranzler, J. H. (1994). Confidence and competence in mathematics: The role of self-efficacy, self-concept, and general mental ability. *Research Bulletin of the Florida Educational Research Council*, 26, 8-32.

Non-refereed Articles

- Colón, E. P., & Kranzler, J. H. (2003). The effects of the manipulation of instructions on reading performance for curriculum-based measurement. *Florida School Psychologist*, 30, 18-20.
- Kranzler, J. H., Taylor, G. S., & Ross, D. (2001, October). Use of CBM to predict performance on the FCAT. *Florida School Psychologist*, 28, 20-24.
- Kranzler, J. H., & Keith, T. Z. (1999, December). Does the Cognitive Assessment System measure processing speed? *NASP Communiqué*, 28, 21.
- Kranzler, J. H. (1997, February). Understanding Individual Differences: Contributions of the differential model to school psychology. *Florida School Psychologist*, 23, 4-6.

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- Kranzler, J. H. (1995, July). Best practices in the intellectual assessment of children from culturally and linguistically diverse backgrounds. *Florida School Psychologist, 21*, 4-6.
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- Kranzler, J. H. (1993, October). The proposed rule revision for specific learning disabilities: Conceptual and technical issues. *Florida School Psychologist, 20*, 21-24.
- Kranzler, J. H. (1993, May). The effectiveness of selected strategies for providing alternative psychological services in the schools: FASP survey results. *Florida School Psychologist, 20*, 5-7.
- Kranzler, J. H. (1993, February). Intergenerational increases in intelligence and the standard error of estimation: Two assessment issues concerning the use of the WISC-III. *Florida School Psychologist, 20*, 4-7.
- Kranzler, J. H. (1992, May). Comments on two intelligence testing issues. *Florida School Psychologist, 19*, 12-13.
- Kranzler, J. H. (1992, February). The practice of school psychology in Florida. *Florida School Psychologist, 19*, 7-9.
- Kranzler, J. H. (1991, October). Contemporary theory and research in intelligence: Broadening conceptions of intelligence. *Florida School Psychologist, 18*, 8-11.
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PRESENTATIONS

Maki, K. E., Kranzler, J. H., & Moody, M. E. (2022). *Clinical judgment and SLD classification accuracy.* Paper presented at the annual convention of the National Association of School Psychologists, Boston, MA.

Gilbert, K., Benson, N., & Kranzler, J. H. (2022). What does the digital administration of the WISC-V measure? Paper presented at the annual convention of the National Association of School Psychologists, Boston, MA.

Benson, N. F., Floyd, R. G., Kranzler, J. H., Tipton, R. J., & Lewis, E. K. (2020, February). *Do interventions based on intelligence tests improve academic outcomes?* Paper presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

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.* Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Gilbert, K., Kranzler, J. H., Benson, N., Matthews, K., & Boss, D. (2020, February). *Effect of WISC-V type of administration on test performance.* Poster presented at the annual convention of the American Psychological Association,

Baltimore, MD.

Kranzler, J. H., Yaraghchi, M., Matthews, K., & Otero-Valles, L. (2020, February). *Does the RTI Model alter the traditional conceptualization of SLD?* Poster presented at the annual convention of the American Psychological Association, Baltimore, MD.

McNulty, R., Floyd, R., McNicholas, P., Lewis, E., Gong, R., Benson, N., & Kranzler, J. H. (2019, August). *Evaluating the*

treatment utility of the Cognitive Assessment System.

Poster

presented at the annual convention of the American Psychological Association, Chicago, IL.

Zaboski, B. A., Joyce-Beaulieu, D., Kranzler, J. H., McNamara, J.

P., Gayle, C., & MacInnes, J. (2019, July). *Group exposure and response prevention for college students with social anxiety: A randomized clinical trial.* Poster presented at the 4th Annual Research Symposium at the 26th Annual International OCD Foundation Conference, Austin, TX.

Benson, N. F., Floyd, R. G., Kranzler, J. H., Eckert, T. L., Fefer, S. A. (2019, February). *National survey of school psychologists' identification practices for specific learning disabilities.* Poster presented at the annual convention of the National Association of School Psychologists. Atlanta, GA.

Floyd, R. G., Benson, N., Kranzler, J. H. (2019, February). *Analysis of construct scores in the assessment of intellectual giftedness.* Poster presented at the annual convention of the National Association of School Psychologists. Atlanta, GA.

Kranzler, J. H., Zaboski, B. A., & Gage, N. A. (2019, February). *Meta-analysis of the relationship between academic achievement and broad abilities of the Cattell-Horn-Carroll theory.* Poster presented at the annual convention of the National Association of School Psychologists. Atlanta, GA.

Floyd, R. G., Benson, N. F., Kranzler, J. H., Fefer, S., Eckert, T. L., & Morgan, G. B. (2018, August). *School psychologists supporting evidence-based assessment practices: A national survey*. Poster presented at the annual convention of the American Psychological Association. San Francisco, CA.

Benson, N., Kranzler, J. H., & Floyd, R. G. (2018, February). *Re-examination of the validity of the UNIT2*. Poster presented at the Annual Convention of the National Association of School Psychologists. Chicago, IL.

Benson, N., Floyd, R. G., Kranzler, J. H., Eckert, T. L., & Fefer, S. (2018, February). *Contemporary assessment practices in school psychology: National survey results*. Paper presented at the annual convention of the National Association of School Psychologists. Chicago, IL.

Floyd, R. G., Benson, N., & Kranzler, J. H. (2018, February). *Using construct scores in the assessment of intellectual disability*. Poster presented at the annual convention of the National Association of School Psychologists. Chicago, IL.

Kranzler, J. H., & Benson, N. (2018, February). *Another look at the validity of the Gifted Rating Scales*. Poster presented at the Annual Convention of the National Association of School Psychologists. Chicago, IL.

Kranzler, J. H., Gilbert, K., & Robert, C. Floyd, R. G., Benson, N., (2018, February). Diagnostic utility of the XBA PSW approach to SLD identification. Paper presented at the Annual Convention of the National Association of School Psychologists. Chicago, IL.

Benson, N., Kranzler, J. H., & Floyd, R. G. (2017, February). *Comparing cognitive models and scoring methods in predicting academic achievement*. Poster presented at the Annual Convention of the National Association of School Psychologists. San Antonio, TX.

Kranzler, J. H., Floyd, R. G., Benson, N., Zaboski, B., &

Thibodaux, L. (2016, February). *Diagnostic utility of the XBA PSW approach to SLD Identification*. Poster presented at the Annual Convention of the National Association of School Psychologists. New Orleans, LA.

Kranzler, J. H., Zaboski, B., & Thibodaux, L. (2015, October). *Examination of the clinical utility of the cross-battery assessment pattern of strengths and weaknesses approach to the identification of specific learning disabilities*. Paper presented at the Annual Convention of the Florida Association of School Psychologists. Orlando, FL.

Kranzler, J. H., Benson, N., & Floyd, R. G. (2015, February). *Incremental validity of the constructs measured by the Wechsler Adult Intelligence Scale-Fourth Edition*. Poster Presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

Benson, N., Kranzler, J. H., & Floyd, R. G. (2015, February). *Examination of a critical assumption of the pattern of strengths and weaknesses approach to the identification of specific learning disabilities*. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

Grapin, S. L., Kranzler, J. H., Waldron, N., & Joyce, D. (2014, March). *Developing local risk cut scores for curriculum-based measures*. Paper presented at the Annual Convention of the National Association of School Psychologists, Washington, DC.

Daley, M. L., Garner, K. A., Sulsona, C. R., Miller, J. L., Kranzler, J. H., & Driscoll, D. J. (2013, November). *Genotype/phenotype comparisons of cognitive ability and academic achievement profiles of individuals with Prader-Willi Syndrome*. Paper presented at the Annual Convention of the Prader-Willi Association, Orlando, FL.

Farmer, R. L., Floyd, R. G., Reynolds, M. R., & Kranzler, J. H. (2012, February). *IQs and Abbreviated IQs: What are their g loadings*. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

- Grapin, S. L., Kranzler, J. H., & Daley, M. L. (2012, February). *Research productivity of school psychology faculty: A normative assessment*. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Garner, K. S., Miller, J. L., Shuster, J. L., Kranzler, J. H., & Driscoll, D. J. (2011, November). *The Relationship Between Early-Onset Obesity and Behavior*. Paper presented at the Annual Convention of the Prader-Willi Syndrome Association, Orlando, FL.
- Grapin, S. L., Kranzler, J. H., & Daley, M. L. (2011, November). *Normative data on the scholarly productivity of school psychology faculty*. Paper presented at the Annual Conference of the Florida Association of School Psychologists, Miami, FL.
- Farmer, R. L., Floyd, R. G., Roberts, M. R., & Kranzler, J. H. (2011, February). *Relations between IQs and the general factor of intelligence*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Kranzler, J. H., Daley, M. L., & Grapin, S. L. (2011, February). *Research productivity and scholarly impact of APA-accredited school psychology programs*. Paper presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Daley, M. L., Grapin, S. L., & Kranzler, J. H. (2010, November). *Research productivity and scholarly impact of doctoral programs in school psychology*. Paper presented at the Annual Conference of the Florida Association of School Psychologists, Miami, FL.
- Goen, A., Escalada, G., Grapin, S., Porter, N., Joyce, D., & Kranzler, J. (2010, November). *Best practices in responding to abuse and neglect with school-aged children*. Paper presented at the Florida Association of School Psychologists Conference, Miami, FL.

- Kuch, E. A., Craft, S. A., Kim, S., Kranzler, J. H., & Johnson, B. J. (2010, March). *The relationship between pragmatic language skills and depression in ASD*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Peters, C., Daunic, A. P., Kranzler, J. H., Smith, S. W., & Algina, J. (2010, March). *Disproportionality of racial/ethnic minority students identified with an emotional/behavioral disorder*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Gaddis, J., Tropf, L., Daley, M., Kranzler, J.H., & Peters, C. (2009, October). *Predictive validity of behavior checklists for gifted placement*. Paper presented at the Annual conference of the Florida Association of School Psychologists, St. Petersburg, FL.
- Kranzler, J.H., Flores, C., & Coady, M. (2009, October). *Examination of the validity of the Culture-Linguistic Interpretive Matrix with children and youth in classes for English Speakers of Other Languages*. Paper presented at the Annual Conference of the Florida Association of School Psychologists, St. Petersburg, FL.
- Kranzler, J. H., Coady, M., & Flores, C. (2009, March). *Examining the cross-battery approach for assessing diverse children and youth*. Poster presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- Peters, C., Rossen, E., & Kranzler, J. H. (2008, March). *Criterion-related evidence of validity of emotional intelligence in children and youth*. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Schwenk, K., Miller, J., Kranzler, J., & Driscoll, D. (2007, November). *Prader-Willi Syndrome and Early-onset Morbid Obesity share similar strengths*. Paper presented at the Annual Conference of the Florida Association of School Psychologists, Daytona, FL.

- Schwenk, K., Miller, J., Kranzler, J., & Driscoll, D. (2007, August). *Individuals with Prader-Willi syndrome and others with early-onset morbid obesity share similar relative strengths in cognition and achievement*. Paper presented at the 29th Annual PWSA (USA) National Conference and 22nd Annual PWSA (USA) Scientific Day Conference, Dallas, Texas.
- Schwenk, K. A., Miller, J., Kranzler, J. H., Driscoll, D. A. (2007, June). *Prader-Willi Syndrome and others with early-onset morbid obesity share similar strengths in cognition and achievement*. Paper presented at the International Prader-Willi Syndrome Organization, Cluj-Napoka, Romania.
- Dempsey, J., & Kranzler, J. H. (2007, March). *Socioeconomic status, cognitive abilities, and mathematical achievement*. Poster presented at the Annual Convention of the National Association of School Psychologists, New York, NY.
- Rossen, E., & Kranzler, J. H. (2007, March). *An examination of the validity of emotional intelligence and its ability to predict important outcomes*. Paper presented at the Annual Convention of the National Association of School Psychologists, New York, NY.
- Rossen, E., Kranzler, J.H., & Peters, C. (2006, October). *Validity and predictive ability of emotional intelligence*. Paper presented at the Annual Conference of the Florida Association of School Psychologists, Orlando, FL.
- Schwenk, K. A., Miller, J., Kranzler, J.H., & Driscoll, D. A. (2006, October). *Changing perceptions of Prader-Willi syndrome and obesity: Cognition and achievement*. Paper presented at the Annual Conference of the Florida Association of School Psychologists, Orlando, FL.
- Schwenk, K. A. Miller, J., Kranzler, J.H., & Driscoll, D. A. (2006, July). *Cognitive and achievement abilities in individuals with Prader-Willi syndrome and early-onset*

morbid obesity. Paper presented at the Prader-Willi Syndrome Association USA National Conference, Grand Island, NY.

Colsmán, M., Sandberg, D. E., Kranzler, J. H., Delamater, A., & Rosenbloom, A. (2005, April). *Cognitive abilities and academic achievement in youths with short stature receiving growth hormone therapy*. Poster presented at the Great Lakes Regional Conference on Child Health, Columbus, OH.

Keith, T. Z., Fine, J., Taub, G. E., Reynolds, M. R., & Kranzler, J. H. (2005, March). *Hierarchical confirmatory factor analysis of the Wechsler Intelligence Scale for Children-Fourth Edition*. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Taub, G. E., & Kranzler, J. H. (2004, November). *Recent findings on the factor structure of the WISC-IV: What are we measuring?* Paper presented at the Annual Convention of the Florida Association of School Psychologists, Sarasota, FL.

Graman, S. M., Kranzler, J. H., Harfield, A. S., Thompson, S. E., & Driscoll, D. J. (2003, March). *Cognitive and achievement abilities of individuals with Prader-Willi syndrome*. Paper presented at the Annual Convention of the Prader-Willi Syndrome Association, Orlando, FL.

Colón, E., & Kranzler, J. H. (2002, November). *Curriculum-based measurement: Optimal conditions for predicting reading comprehension*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Jacksonville, FL.

Rossen, E., Shearer, D., Kranzler, J. H. (2002, November). *A comparison of the Comprehensive Test of Nonverbal Intelligence (CTONI) and the CTONI-CA (Computer Administration)*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Jacksonville, FL.

- Shearer, D., Rossen, E., & Kranzler, J. H. (2002, November). *Construct validity of the Comprehensive Test of Nonverbal Intelligence (C-TONI)*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Jacksonville, FL.
- Hatfield, A. S., Graman, S., McCune, H., Kranzler, J. H., & Driscoll, D. J. (2002, July). *Comparison of PWS and PWS-Like individuals clinically, cognitively, and biochemically*. Paper presented at the Annual Convention of the Prader-Willi Syndrome Association, Salt Lake City, UT.
- Colón, E., & Kranzler, J. H. (2002, February). *Effects of the manipulation of instructions on reading performance for curriculum-based measurement*. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Shearer, D., & Kranzler, J. H. (2002, February). *Construct validity of the Comprehensive Test of Nonverbal Intelligence (C-TONI)*. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Shearer, D., & Kranzler, J. H. (2001, November). *Nonverbal assessment of intelligence*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Orlando, FL.
- Alexander, L., Batsche, G., Curtis, M., Goff, S., Howard, P., Kranzler, J., Jackson, J., & Roosa, L. (2000, November). *Critical shortages in school psychology: Implications for training, retention of staff, and alternative delivery systems*. Symposium presented at the Annual Convention of the Florida Association of School Psychologists, Miami, FL.
- Grudnik, J. L., Leonard, C. L., Kranzler, J. H., Oakland, T., Eckert, M., & Lombardino, L. J. (2000, November). *Auditory duplications predict slow inspection time in children and adults*. Poster presented at the Annual Convention of the Society for Neuroscience, New Orleans,

LA.

Kranzler, J. H., Taylor, G. S., & Ross, D. (2000, November). *Use of curriculum-based measurement to identify children "at-risk" for academic difficulties*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Miami, FL.

Kranzler, J. H., Keith, T. Z., & Flanagan, D. P. (2000, March). *Joint confirmatory factor analysis of the Cognitive Assessment System*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Kranzler, J. H., & Taylor, G. S. (2000, March). *Another look at racial/ethnic and gender bias on CBM*. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Ford, L., McGrew, K., Keith, T. Z., Kranzler, J. H., Tusing, M. E., Mayhew, K., Phelps, L., Flanagan, D. (2000, March). *Practical implications for using Gf-Gc theory: Explorations with the WJ-III, WISC-III, and CAS*. Symposium presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Taylor, G. S., Kranzler, J. H., Ross, D. (1999, November). *Racial/ethnic and gender bias on curriculum-based measures of reading, writing, and arithmetic*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Palm Beach Gardens, FL.

Kranzler, J. H., Rosenbloom, A. L., Proctor, B., Watson, M., & Diamond Jr., F. B. (1999, May). *Is short stature a handicap? An examination of the psychosocial functioning of children with normal short stature*. Poster presented at the Annual Convention of the Pediatric Endocrinology Society, San Diego, CA.

Kranzler, J. H., Miller, M. D., Jordan, L. (1999, April). *An examination of racial/ethnic and gender bias on*

curriculum-based measurement of reading. Poster presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.

Kranzler, J. H. (1998, November). *The Cognitive Assessment System: What does it measure?* Paper presented at the Annual Convention of the Florida Association of School Psychologists, Tampa, FL.

Kranzler, J. H., Rosenbloom, A. L., Martinez, V., & Guevara-Aguire, J. (1998, June). *Normal intelligence with severe insulin-like growth factor I deficiency due to growth hormone receptor deficiency: A controlled study in a genetically homogeneous population.* Poster presented at the Annual Convention of the Pediatric Endocrinology Society, New Orleans, LA.

Kranzler, J. H., & Keith, A. L. (1998, April). *Hierarchical confirmatory factor analysis of the Cognitive Assessment System: Does it pass the test?* Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

King, W. M., Crandell, C. C., Freeman, A. J., Kranzler, J. H., Leonard, C. M., Mohr, C. M., & Oakland, T. (1998, April). *Neurological foundation of reading disabilities: Part II. Auditory processing college students with and without developmental dyslexia.* Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, San Diego, CA.

Leonard, C. M., King, W. M., Lombardino, L. J., Freeman, A. J., Mohr, C. M., Kranzler, J. H., & Oakland, T. (1998, April). *Neurological foundation of reading disabilities: Part I. College students with compensated dyslexia do not have anomalous asymmetry of the planum.* Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, San Diego, CA.

Leonard, C. M., Kranzler, J. H., Eckert, M. A., Lombardino, L. J., & Oakland, T. (1998, May). *Auditory duplications predict phonological loop but not processing speed deficits in college students.* Paper presented at the

Society for Neuroscience Annual Meeting, Los Angeles, CA.

Kranzler, J. H., Proctor, B. E., LeMaistre, M., & Rosenbloom, A. L. (1997, November). *Is short stature a handicap?* Paper presented at the Annual Convention of the Florida Association of School Psychologists, Daytona Beach, FL.

Kane, H., Proctor, B. E., & Kranzler, J. H. (1997, November). *The validity and reliability of a non-verbal cognitive task designed to measure long-term memory retrieval.* Poster presented at the Annual Convention of the Florida Association of School Psychologists, Daytona Beach, FL.

Kranzler, J. H. (1996, March). *The role of intelligence and the speed and efficiency of cognitive processing in curriculum-based measurement (CBM): A crucial test of CBM construct validity.* Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.

Kranzler, J. H., Brownell, M. T., & Miller, M. D. (1996, April). *What does CBM really measure? Examining the construct validity of oral reading fluency.* Paper presented at the Annual Convention of the American Educational Research Association, San Francisco, CA.

Proctor, B. E., Kranzler, J. H., Martinez, V., Guevara-Aguire, J., & Rosenbloom, R. L. (1996, November). *Cross-cultural validation of the Matrix Analogies Test.* Poster presented at the Annual Convention of the Florida Association of School Psychologists, Ft. Lauderdale, FL.

Kranzler, J. H. (1995, November). *How valid is curriculum-based measurement?* Paper presented at the Annual Convention of the Florida Association of School Psychologists, Orlando, FL.

Pajares, F., & Kranzler, J. H. (1995, April). *Role of self-efficacy and general mental ability in mathematical problem-solving: A path analysis.* Paper presented at the Annual Convention of the American Educational Research Association, San Francisco, CA.

Rowe, L. A., Kranzler, J. H., Lombardino, L. J., Mercado, L., Hynd, G., Agee, O. F., & Leonard, C. M. (1995, March). *Corpus callosum morphology and cognitive functioning in normal children*. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Rowe, L. A., Kranzler, J. H., Lombardino, L. J., Mercado, L., Browd, S. R., Hynd, G. W., Agee, O. F., Luttge, W. G., & Leonard, C. M. (1994, November). *Corpus callosum development in children*. Paper presented at the Annual Convention of the Society for Neuroscience, Miami, FL.

Rowe, L. A., Kranzler, J. H., Lombardino, L. J., Mercado, L., Hynd, G., Agee, O. F., & Leonard, C. M. (1994, March). *Corpus callosum morphology and cognitive development*. Paper presented at the NerveNet Regional Conference, Marineland, FL.

Kranzler, J. H. (1993, November). *The proposed specific learning disabilities rule revision: Explanations and issues*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Orlando, FL.

Kranzler, J. H. (1992, November). *Cognitive approaches to the study of learning disabilities*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Altamonte Springs, FL.

Kranzler, J. H., & Shaw, S. R. (1992, March). *The application of the techniques of mental chronometry to the study of learning disabilities*. Paper presented at the Annual Convention of the National Association of School Psychologists, Nashville, TN.

Kranzler, J. H., & Frisby, C. L. (1991, November). *The practice of school psychology in Florida*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, St. Petersburg, FL.

Kranzler, J. H. (1986, March). *Treatment of school-related anxiety disorders: A behavioral perspective*. Paper presented at the Annual Convention of the California

Association of School Psychologists, Oakland, CA.

GRANT FUNDING

- 2019-20: Principal Investigator, Woodcock Institute (\$13,921). Funded.
- 2015-16: Principal Investigator, Association for Postdoctoral and Internship Centers (\$5,000). Unfunded.
- 2013-14: Principal Investigator, National Science Foundation (\$300,000). Unfunded.
- 2005-06: Principal Investigator, U.S. Department of Education (\$99,200). Funded.
- 2004-05: Principal Investigator, U.S. Department of Education (\$99,410). Funded.
- 2003-04: Principal Investigator, U.S. Department of Education (\$248,375). Funded.
- 2003-04: Co-Principal Investigator, National Science Foundation (\$499,905). Unfunded.
- 1998-02: Principal Investigator, Genentech Foundation for Growth and Development, Multicenter Grants (\$300,000). Funded.
- 1999-01: Principal Investigator, The Riverside Publishing Company (\$16,511). Funded.
- 1999-00: Principal Investigator, Florida Department of Education (\$19,924). Funded.
- 1999-00: Co-Principal Investigator, College Research Incentive Fund, College of Education, University of Florida (\$3,000). Funded.
- 1997-98: Principal Investigator, The Riverside Publishing Company (\$11,000). Funded.
- 1997-98: Principal Investigator, Genentech Foundation for

- Growth and Development, Multicenter Planning Grants (\$5,000). Funded.
- 1997-98: Principal Investigator, College Research Incentive Fund, College of Education, University of Florida (\$4,500). Funded.
- 1996-97: Co-Principal Investigator, Division of Sponsored Research, Interdisciplinary Research Initiative, University of Florida (\$47,650). Funded.
- 1995-97: Principal Investigator, Genentech Foundation for Growth and Development, Basic Science/Clinical Research Grants (\$80,000). Funded.
- 1995-96: Principal Investigator, The Riverside Publishing Company (\$3,225). Funded.
- 1995-96: Principal Investigator, Tinker Field Research Grants, Center for Latin American Studies, University of Florida (\$1,500). Funded.
- 1994-95: Principal Investigator, Division of Sponsored Research, Graduate Assistantship Support Program, University of Florida (\$8,883). Funded.
- 1993-94: Co-Principal Investigator, Florida Educational Research Council, Inc. (\$1,500). Funded.
- 1992-94: Co-Principal Investigator, March of Dimes Birth Defects Foundation, Social and Behavioral Sciences Research Grants (\$52,819). Funded.
- 1991-92: Principal Investigator, Division of Sponsored Research, New Faculty Research Support Program, University of Florida (\$11,800). Funded.
- 1991-92: Principal Investigator, Division of Sponsored Research, Graduate Assistantship Support Program, University of Florida (\$5,500). Funded.

- 1989-90: Recipient, Sigma Xi, Berkeley Chapter, Dissertation Research Grant-in-Aid (\$700). Funded.
- 1988-89: Recipient, School-University Partnership for Educational Renewal Research Stipend (\$2,000). Funded.
- 1985-86: Recipient, National Institute of Mental Health Training Stipend (\$6,000). Funded.

WORKSHOPS

- Oakland, T., & Kranzler, J.H., (2006, October). *Standards and guidelines governing assessment practices in schools: An advanced workshop*. Workshop presented at the Annual Conference of the Florida Association of School Psychologists, Orlando, FL.
- Ross, D. D., Kranzler, J. H., Hayes, L., & Robertson, K. (1999, November). *Improving teaching practice through the study of student learning*. Workshop presented at the Annual Convention of the Coalition of Essential Schools. Atlanta, GA.
- Kranzler, J. H. (1999, May). *Educational and policy issues related to the use and interpretation of intelligence tests in the schools*. Workshop presented at the Annual Convention of the New Jersey Association of School Psychologists. Newark, NJ.
- Kranzler, J. H. (1994, February). *Recent developments in intelligence theory and assessment*. Workshop presented at the Pasco County School District. Pasco County, FL.

CONSULTANTSHIPS

- 2015-16: Member, Advisory Board, Educational Counseling Program, School of Human Development & Organizational Studies in Education, College of Education, University of Florida.
- 1999-00: Member, Scientific Advisory Board, @Brain.com, Inc., Laguna Beach, CA.

- 1999-00: Consultant, Office of Instructional Resources, University of Florida, Gainesville, FL. Pat Dovell (Director).
- 1996-99: Member, Scientific Advisory Board, BrainTainment Corporation, Laguna Beach, CA.
- 1996-97: Consultant, Office of Instructional Resources, University of Florida, Gainesville, FL. Pat Dovell (Director).
- 1995-96: Consultant, North East Florida Educational Consortium, Palatka, FL. Robert Smith (Executive Director).
- 1995-96: Consultant, Institute for Integrated Services, Florida Department of Education, Tallahassee, FL. Pat Howard (Consultant).
- 1994-95: Consultant, Office of Instructional Resources, University of Florida, Gainesville, FL. Pat Dovell (Director).
- 1993-94: Consultant, Office of Instructional Resources, University Florida, Gainesville, FL. Pat Dovell (Director).
- 1992-93: Consultant, Office of Instructional Resources, University of Florida, Gainesville, FL. Pat Dovell (Director).
- 1992-93: Consultant, Office of Instructional Resources, University of Florida, Gainesville, FL. Pat Dovell (Director).
- 1991-92: Consultant, Office of Instructional Resources, University of Florida, Gainesville, FL. Pat Dovell (Director).
- 1990-91: Consultant, Intelligy Corporation, Lafayette, CA. Paul Melmed, Ph.D. (Assessment Director).

1990-91: Consultant, Melmed Learning Clinic, Inc., Lafayette, CA. Paul Melmed, Ph.D. (Director).

ADMINISTRATIVE & UNIVERSITY SERVICE

- 2011- Member, Program Area Leaders Committee, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.
- 2022-23: Member, Director Search Committee, School of Teaching and Learning. College of Education, University of Florida.
- 2022-23: Member, Director Search Committee, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.
- 2022-23: Member, Director Search Committee, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.
- 2020-22 Member, Lectures, Seminars & Awards Committee, Faculty Policy Council, College of Education, University of Florida.
- 2020-21 Member, Faculty Recruitment, Development, & Research Committee, College of Education.
- 2019-20: Member, Director Search Committee, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.
- 2018-19: Chair, Budgetary Affairs Committee, Faculty Policy Council, College of Education, University of Florida.
- 2018-19: Chair, Faculty Search Committee, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.

Florida.

- 2017-18: Chair, Faculty Search Committee, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.
- 2017-18: Member, Budgetary Affairs Committee, Faculty Policy Council, College of Education, University of Florida.
- 2016-17: Member, Faculty Policy Council, College of Education, University of Florida.
- 2013-17: Member, College Long Range Planning Committee, Faculty Policy Council, College of Education, University of Florida.
- 2011-17 Member, Budgetary Affairs Committee, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.
- 2014-15: Chair, Faculty Search Committee, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.
- 2014-15: Chair, Tenure & Promotion Committee, College of Education, University of Florida.
- 2013-15: Member, Tenure & Promotion Committee, College of Education, University of Florida.
- 2013-15: Member, Merit Committee, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.
- 2013-14: Member, Early Childhood Center for Excellence Search Committee, College of Education, University of Florida.

- 2012-13: Co-Chair, Faculty Search Committee, School of Special Education, School Psychology, and Early Childhood Studies. College of Education, University of Florida.
- 2011-12: Member, Faculty Affairs Sabbatical Review Committee, Faculty Policy Council, College of Education, University of Florida.
- 2011-13: Member, College Curriculum Committee, Faculty Policy Council, College of Education, University of Florida.
- 2010-11: Chair, Director of PK Yonge Developmental Research School Search Committee, College of Education, University of Florida.
- 2010-11: Member, Dean's Administrative Council, College of Education, University of Florida.
- 2008-11: Acting Associate Dean, Research and Faculty Development, College of Education, University of Florida.
- 2008-11: Ex Officio Member, Lectures & Award Committee, Faculty Policy Council, College of Education, University of Florida.
- 2008-11: Ex Officio Member, Faculty Affairs Committee, Faculty Policy Council, College of Education, University of Florida.
- 2008-11: Ex Officio Member, Research Advisory Committee, Faculty Policy Council, College of Education, University of Florida.
- 2008-10: Member, College Administrative Council, College of Education, University of Florida.
- 2008-09: Acting Director, School of Human Development and Organizational Studies in Education, College of Education, University of Florida.

- 2007-08: Member, Faculty Policy Council Faculty Affairs Committee, College of Education, University of Florida.
- 2007-08: Member, Distance Education Task Force, College of Education, University of Florida.
- 2006-08: Member, Faculty Policy Council, College of Education, University of Florida.
- 2006-07: Member, Faculty Policy Council Agenda Committee, College of Education, University of Florida.
- 2006-07: Member, Ad hoc Committee on Departmental Affiliate Status, Department of Educational Psychology, University of Florida.
- 2006-07: Member, Adjunct Faculty Search Committee, Research Methods Program, Department of Educational Psychology, University of Florida.
- 2006-07: Member, Faculty Search Committee, School Psychology Program, Department of Educational Psychology, University of Florida.
- 2006-07: Member, Sabbatical Selection Committee, College of Education, University of Florida.
- 2006-07: Member, Scholarship Selection Committee, College of Education, University of Florida.
- 2004-05: Chair, Faculty Search Committee, School Psychology Program, Department of Educational Psychology, University of Florida.
- 2003-05: Associate Dean of Graduate Studies and Technology, College of Education, University of Florida.
- 2002-05: Member, University Curriculum Committee, University of Florida.
- 2001-05: Ex Officio Member, Research Advisory Committee, Faculty Policy Council, College of Education,

University of Florida.

- 2001-05: Ex Officio Member, College Curriculum Committee, Faculty Policy Council, College of Education, University of Florida.
- 2001-05: Ex Officio Member, Graduate Admissions and Petitions Committee, Faculty Policy Council, College of Education, University of Florida.
- 2001-05: Member, Council of Graduate Deans, University of Florida.
- 2001-05: Member, Council of Research Deans, University of Florida.
- 2004-05: Chair, Search Committee for Associate Dean of Research, College of Education, University of Florida.
- 2003-04: Chair, Search Committee for Associate Dean of Academic Affairs, College of Education, University of Florida.
- 2001-02: Member, NCATE Planning Team, College Curriculum Committee, College of Education, University of Florida.
- 2001-03: Interim Associate Dean of Graduate Studies and Research, College of Education, University of Florida.
- 2001-02: Director, Center for School Improvement, College of Education, University of Florida.
- 2001-02: Chair, Search Committee for Assistant Dean of Graduate Studies, College of Education, University of Florida.
- 1999-01: Chair, University of Florida Research Foundation Professorship Selection Committee, College of Education, University of Florida.

- 1999-01: Member, Scholarship Selection Committee, College of Education, University of Florida.
- 1999-00: Member, Department Chair Search Committee, Department of Educational Psychology, University of Florida.
- 1999-00: Advisor, Preview Program, Academic Advising Center, University of Florida.
- 1990-97: Practicum Coordinator, School Psychology Program, Department of Educational Psychology, University of Florida.
- 1997-99: Member, Research Advisory Council, College of Education, University of Florida.
- 1997-98: Chair, Faculty Search Committee, School Psychology Program, Department of Foundations, University of Florida.
- 1997-98: Member, Graduate Fellowship Award Committee, College of Education, University of Florida.
- 1990-98: Member, Admissions Committee, School Psychology Program, Department of Foundations of Education, University of Florida.
- 1996-97: Member, Graduate Education Planning Committee, College of Education, University of Florida.
- 1996-97: Chair, Faculty Colloquium Committee, Department of Foundations of Education, University of Florida.
- 1996-97: Member, Faculty Search Committee, Research Methods & Statistics Program, Department of Foundations of Education, University of Florida.
- 1995-97: Member, Curriculum Committee, College of Education, University of Florida.
- 1995-96: Member, Teaching Improvement Program Evaluation Committee, College of Education, University of Florida.

Florida.

- 1994-95: Commencement Marshall, College of Education, University of Florida.
- 1994-95: Member, Teaching Improvement Program Evaluation Committee, College of Education, University of Florida.
- 1994-95: Member, Faculty Search Committee, School Psychology Program, Department of Foundations of Education, University of Florida.
- 1994-95: Member, Department Chair Search Committee, Department of Foundations of Education, University of Florida.
- 1994-95: Co-Chair, Student Conduct Committee, Office of Student Affairs, University of Florida.
- 1994-95: Member, New Student Evaluation Form Committee, College of Education, University of Florida.
- 1993-94: Member, Graduate Research Faculty Committee, College of Education, University of Florida.
- 1993-94: Member, Faculty Search Committee, Counselor Education Program, Department of Counseling, University of Florida.
- 1992-94: Member, Student Conduct Committee, Office of Student Affairs, University of Florida.
- 1992-93: Member, Faculty Search Committee, Research Methods & Statistics Program, Department of Foundations of Education, University of Florida.
- 1992-93: Member, Faculty Search Committee, Measurement Program, Department of Foundations of Education, University of Florida.
- 1992-93: Member, Faculty Search Committee, Psychology Program, Department of Foundations of Education,

University of Florida.

1991-93: Member, Faculty Evaluation Committee, Department of Foundations of Education, University of Florida.

PROFESSIONAL SERVICE

National and State Organizations

2012-15: Member, Continuing Professional Development Committee, Society for the Study of School Psychology/National Association of School Psychologists.

2011-12: Member, Selection Committee, Dissertation Grant Awards Committee, Society for the Study of School Psychology.

2002-03: Member, Fellow Selection Committee, Division of School Psychology (Division 16), American Psychological Association.

1998-01: Member, Training and Credentialing Committee, Florida Association of School Psychologists.

1990-95: Chair, Research Committee, Florida Association of School Psychologists.

1990-95: Member, Executive Board, Florida Association of School Psychologists.

1992-94: Chair, Florida Council of School Psychology Trainers.

1990-92: Member, Florida Council of School Psychology Trainers.

1992-93: Member, Trainers and Supervisors Committee, Florida Association of School Psychologists.

Test Publishing

1995-96: Site Coordinator, Universal Nonverbal Intelligence Test
national standardization, The Riverside Publishing Company.

EDITORIAL SERVICE

Guest Editor

2016-17: International Journal of School and Educational
Psychology (Special Issue)

Associate Editor

2019-20: School Psychology Review (Guest Associate Editor)
2013-17: International Journal of School and Educational
Psychology
2013-14: Journal of School Psychology (Guest Associate Editor)
2010-11: Journal of School Psychology (Guest Associate Editor)
2006-08: School Psychology Quarterly
2000-04: School Psychology Quarterly

Editorial Advisory Board Memberships

2010- Journal of School Psychology
2014-17: Psychological Assessment
2015-16: Revista Universitas Psychologica
2012-13: International Journal of School and Educational
Psychology
2005-06: School Psychology Quarterly
1994-05: Journal of Psychoeducational Assessment
1995-05: School Psychology Review
1994-95: Assessment in Rehabilitation and Exceptionality

Ad hoc Reviews

American Educational Research Journal
American Educational Research Association (conference proposals)
American Psychology Association (conference proposals)
Archives of Clinical Neuropsychology
Assessment
British Journal of Psychology
British Journal of Developmental Psychology
Canadian Journal of School Psychology
Child Development
Developmental Psychology
Emotion
Guilford Press
International Journal of School Psychology

International Journal of School and Educational Psychology
International Journal of Testing
Journal of Learning and Individual Differences
Journal of Psychoeducational Assessment
Journal of School Psychology
Journal of Teacher Education
Personality and Individual Differences
Pearson Higher Education
Professional Psychology: Research and Practice
Psychological Assessment
Psychology in the Schools
School Psychology Forum
School Psychology Quarterly
Training and Education in Professional Psychology
Wadsworth Publishing Company

TENURE & PROMOTION EVALUATIONS

Florida International University
Indiana University
Kansas University (2)
Lehigh University
Michigan State University (2)
North Carolina State University (2)
Rutgers University
State University of New York at Albany
Temple University (3)
Texas A & M University (2)
Trinity University
University of Arizona
University of Central Florida
University of Kentucky (2)
University of Massachusetts
University of Memphis
University of the Pacific
University of South Carolina (2)
University of South Florida
University of Virginia
William & Mary
Yale University

PROFESSIONAL MEMBERSHIPS

Member, American Psychological Association, Division 16
Member, Florida Association of School Psychologists
Member, National Association of School Psychologists
Member, Society for the Study of School Psychology

CERTIFICATION

Professional Services Credential, School Psychology - California
(#080086514)

GRADUATE & UNDERGRADUATE TEACHING

Undergraduate Teaching

Instructor, *Measurement and Evaluation in Education*, Department
of Foundations, University of Florida, 1993-1998.

Instructor & Coordinator, *Introduction to Educational
Measurement and Evaluation*, Department of Foundations of
Education, University of Florida, 1993-1997.

Instructor, *Learning and Cognition*, Department of Foundations,
University of Florida, 1990-1993.

Tutor, *Introduction to Psychology*, Athletic Study Center,
University of California, Berkeley, 1985-1986.

Tutor, *Introduction to Statistics*, Athletic Study Center,
University of California, Berkeley, 1985-1986.

Instructor, *Introduction to Educational Psychology*, Department
of Educational Psychology, University of Arizona,
1984-1985.

Teaching Assistant, *Introduction to Statistics*, Department of
Psychology, University of Arizona, 1984-1985.

Graduate Teaching

Supervisor, *Internship in School Psychology*, School of Special
Education, School Psychology, and Early Childhood
Studies, University of Florida, 2011-

Instructor, *Law and Ethics in Psychology*, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida, 2011-

Instructor, *Psychoeducational Assessment I*, Department of Educational Psychology, University of Florida, 1990-2001, 2006-

Instructor, *Introduction to Psychoeducational Assessment*, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida, 2010-2011.

Instructor, *Issues and Problems in School Psychology*, Department of Educational Psychology, University of Florida, 1990-2001, 2004-2010, 2016.

Instructor, *Assessment in General and Exceptional Student Education*, Department of Educational Psychology, University of Florida, 2007-2008.

Instructor, *Psychoeducational Assessment II*, Department of Educational Psychology, University of Florida, 1998-2001.

Instructor, *Nature, Nurture, & Individual Differences*, Department of Educational Psychology, University of Florida, 1997-2001, 2006-2007.

Instructor, *Contemporary Theory and Research in Intelligence*, Department of Educational Psychology, University of Florida, 1991, 1993, 1995.

Instructor, *Educational Statistics*, Department of Foundations of Education, University of Florida, 1995-1997, 2006- 2007.

Instructor, *Issues and Practices in the Assessment of Students with Learning Disabilities*, Department of Special Education, University of Florida, 1993-1995.

DOCTORAL DISSERTATIONS CHAIRED OR CO-CHAIRED

Chair: Melina Yaraghchi (2021).

Page 51
CV: JH Kranzler

Examining the relation between stimulants and development of drug addiction: A meta-analysis.

Chair: Kacey Gilbert (2020)

Equivalency of the Traditional and Q-interactive Administration Formats of the WISC-V: Results of an Independent Study.

Co-Chair: Christopher Poitevian (2020)

Parental Knowledge of Individual Education Plans and Section 504 Student Supports for Disabilities.

Chair: Lia Thibodaux (2019)

Measurement Invariance of the Strengths and Difficulties Questionnaire for Student With and Without Disabilities.

Co-Chair: Lee Purvis (2017)

Algebra for All Policy Within a Multi-Tiered Systems of Support Model and Effects on Achievement by Race/Ethnicity, Gender, and Socio-economic Status.

Chair: Shanee Toledano (2016)

The Roles of Self-Esteem Stability and Sensitivity in Predicting Outcomes for Adults with Obsessive-Compulsive Disorder.

Chair: Matt Daley (2015)

Effects of Obesity on Neurocognitive Ability of Children with Early-Onset Morbid Obesity and Prader-Willie Syndrome.

Chair: Justin G. Gaddis (2014)

Reading Performance and High-stakes Statewide Assessment in a Juvenile Corrections Facility.

Chair: Sally L. Grapin (2013)

An Investigation of the Relationship between Performance on Curriculum-based Measures of Oral Reading Fluency and High-Stakes Tests of Reading Achievement.

Chair: Jeffrey W. Ditterline (2012)

The Predictive Validity of Self-Reported Emotional Intelligence in Children.

Chair: Cindi G. Flores (2012)

An Examination of Repetitive and Restrictive Behaviors or Interest in those Diagnose4d with an Autism Spectrum Disorder.

Chair: Krista S. Garner (2011)

Comparison of the Behavior of Individuals with Early-Onset Morbid Obesity and Prader-Willi Syndrome Using the Behavior Assessment System for Children, Second Edition.

Chair: Susanne Long (2011)

Social Skills Interventions for Children with Autism Spectrum Disorders: Teachers' Acceptability and Likelihood to Keep Progress Monitoring Data.

Chair: Cary Jordan (2011)

An Investigation of Treatment History of Pediatric OCD And Predictors of Treatment Received.

Chair: Emily A. Wray (2011)

The Relationship between Pragmatic Language Skills and Depressive Symptoms in Children and Adolescents with Autism Spectrum Disorders.

Chair: Jack Robbins Dempsey (2010)

Standards-based Practices and Mathematics Achievement: A

Hierarchical Linear Modeling Analysis.

Chair: Christine Peters (2010)

Disproportionality of Minority Student Identified with an Emotional/Behavioral Disorder: Examining Teachers' Ratings of Students' Behavior and Factorial Equivalence of a Behavior Rating Scale.

Chair: Eric Rossen (2007)

An Examination of the Validity of Emotional Intelligence and Its Ability to Predict Important Outcomes.

Co-Chair: Ramesh Bakhtiari Conley (2006)

Role of Individualism, Empathy, and Perspective Taking in Attitudes toward Diversity and Multicultural Education.

Chair: Amy Diamond-Barroso (2003)

Linking Procedural and Distributive Justice in Family Decision-Making to Adolescent and Family Functioning.

Chair: Jennifer L. Mockler (2003)

The Relationship between Naming Speed, Phonological Awareness, Neuroanatomy, and Reading Ability in Children.

Co-Chair: Melanie Watson (2001)

The Role of Social Academic Goals in the Relationships Between Fifth-graders' Interest, Achievement Goals, and Academic Outcomes.

Chair: Tashawna Duncan (2000)

An Examination of Pre-service Teachers' Beliefs about Developmentally Appropriate Practices, Specifically Behavioral Techniques and Practices, in Early Childhood Education, Early Childhood Special Education, and Unified Early Childhood Teacher Preparation Programs.

Chair: Tiffany Hamilton (2000)

Effects of Transition-Grade Placement on Young Children's Perceived Academic Competence.

Chair: Briley Proctor (1999)

Cognitive Style and Achievement: Student Performance on the Thinking Styles Inventory, Raven's Progressive Matrices, Iowa Test of Basic Skills, and the Florida Writes! Test.

Chair: Harrison Kane (1998)

Differentiation of Cognitive Abilities in Children and Adolescents.

Chair: Gordon Taub (1998)

Predicting Success: A Critical Analysis of the Predictive Validity of the Theory of Practical Intelligence.

Chair: Janice Devlin (1997)

The Relationship between Exposure to Community Violence and Adolescents' Schemas Related to Psychological Needs.

Co-Chair: Doris Paez (1992)

Effects of Stressors, Internal Resources, and Coping Strategies on the Adaptation of Families of Children with a Mental Handicap.