

Curriculum Vitae

KRISTEN N. MISSALL

College of Education
University of Washington
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United States Citizen

EDUCATION

Ph.D. University of Minnesota, Minneapolis, 2002
Department of Educational Psychology, School Psychology
M.A. University of Minnesota, Minneapolis, 1999
Department of Educational Psychology, School Psychology
B.A. University of Nebraska, Lincoln, 1996
College of Arts and Sciences, Department of Psychology

ADMINISTRATIVE APPOINTMENTS

2025 - Present **Area (Department) Chair, Special Education/School Psychology/Measurement & Statistics, College of Education, University of Washington, Seattle**

- Appointed by the Dean of the College of Education
- Serve on College Leadership Team
- Area includes Special Education (MA, PhD), Applied Behavior Analysis (MEd), Special Education Teacher Education (MEd), School Psychology (EdS, PhD), Measurement and Statistics (MEd, PhD) programs
- Provide direction, coordination, decision-making, supervision, evaluation for academic units and area faculty (16 tenure-line, 4 teaching-line, 4 full-time teaching associates)
- Support course planning, instructional assignments and costs, strategic enrollment management, scholarships, and other academic operations

2020 - Present **Executive Director, School Psychology Program and School Psychology Clinic, College of Education, University of Washington, Seattle**

- Direct APA-accredited PhD program (25 students) and NASP-accredited EdS program (55 students)
- Support/supervise faculty (3 tenure-line, 1 teaching-line, 1 clinical, 6-12 teaching associates), staff (1 full-time program coordinator), and 4-5 graduate teaching assistants
- Report to Dean; serve as unit's executive director

FACULTY APPOINTMENTS

2020 - Present	Professor, College of Education, School Psychology Program, University of Washington, Seattle
2015 - 2020	Associate Professor, College of Education, School Psychology Program, University of Washington, Seattle
2009 - 2015	Associate Professor, College of Education, Department of Psychological and Quantitative Foundations, School Psychology Program, University of Iowa, Iowa City
2004 - 2009	Assistant Professor, College of Education, Department of Educational, School, and Counseling Psychology, School Psychology Program, University of Kentucky, Lexington
2002 - 2004	Research Associate, Center for Early Education and Development, College of Education and Human Development, University of Minnesota, Minneapolis

RESEARCH FOCUS

My research centers on child growth and development during preschool and elementary. Three areas describe my research: early academic and social development and assessment, data-based decision making in multi-tiered systems of support, and school readiness/transition to school. I have a strong interest in the early literacy, math, and social skill development of preschoolers that predicts healthy and positive school-based experiences and later school success.

TEACHING FOCUS

My teaching interests at the graduate level include professional training of school psychologists and special educators in the areas of multi-tiered systems of support, academic assessment intervention, behavioral assessment, consultation, child development, and supervision.

AWARDS AND HONORS

Leadership

2026 – 2027	Fellow, Big Ten Academic Alliance (BTAA) Department Executive Officer (DEO) Program
2024 - Present	Steering Committee, Big Ten Early Learning Alliance (BTELA; https://btela.osu.edu/)
2023 - 2024	Fellow, Opportunities in Leadership Program, University of Washington
2023	Leadership Award, Washington State Association of School Psychologists

Research

2026	Fellow Nominee, Society for the Study of School Psychology
2011	Research Fellowship, University of Iowa
2011	Reviewer of the Year, Journal of School Psychology
2010	School Psychology Research Summit Scholar, Society for the Study of School Psychology
2008	Wethington Research Award, University of Kentucky
2007	Early Career Scholar, Society for the Study of School Psychology, School Psychology Research Collaboration Conference

2001 Dissertation Fund Award, University of Minnesota

Teaching/Mentoring

2026 Finalist, Marsha L. Landolt Distinguished Graduate Mentor Award, University of Washington
2021 Outstanding Faculty Advisor, College of Education, University of Washington
2016 – 2022 Teaching Excellence Award, College of Education, University of Washington

PROFESSIONAL MEMBERSHIPS

American Psychological Association, Division 16
Council for Exceptional Children, Division for Early Childhood
International Society of the Learning Sciences
National Association of School Psychologists (NCSP #33558)
Society for Research in Child Development

SCHOLARSHIP

PUBLICATIONS

- 71 total publications including 40 peer-reviewed articles, 4 published peer-reviewed proceedings; 16 peer-reviewed book chapters, 5 policy reports, 6 position statements
- Google Scholar Metrics: 1981 Citations; h-index = 26; i10 index = 40

Peer-Reviewed Articles (student authors in italics; *indicates junior faculty/postdoc)

40. *Alfes, C., Missall, K., & Artman-Meeker, K. (accepted). Pilot study of a tier 2 board game intervention on preschooler number knowledge. Preventing School Failure: Alternate Education for Children and Youth.*
39. *Blazen, J., & Missall, K. (2026). A preliminary investigation of using a multiple gate internalizing behavior screener to identify socially withdrawn preschoolers. Topics in Early Childhood Special Education. <https://doi.org/10.1177/0271121426143028>*
38. *Hendrix, N., Cook-Wagner, S., & Missall, K. (2025). Observing and imitating tracing on shape identification across learner characteristics. *Journal of Experimental Child Psychology*, 263, 106420. <https://doi.org/10.1016/j.jecp.2025.106420>
37. Wackerle-Hollman, A., Missall, K., Hojnoski, R., Abuela, M., & *Running, K. (2024). Using empirical information to prioritize early literacy assessment and instruction in preschool and kindergarten. *Assessment for Effective Intervention*, 49(4), 190-201. <https://doi.org/10.1177/15345084241247059>
36. Missall, K., Polk, K., & Nanda, S. (2021). Preliminary examination of the reliability and validity of the teacher rating scale of social competence and school adjustment for preschool and kindergarten children. *Perspectives in Early Childhood Psychology and Education*, 6(2), 245-270. <https://doi.org/10.58948/2834-8257.1020>
35. *De Vries, H. G., Polk, K. D., & Missall, K. N. (2021). Math talk during traditional and digital number board game play. Journal of Applied Developmental Psychology*, 76. <https://doi.org/10.1016/j.appdev.2021.101312>
34. *Alfes, C., Missall, K. N., & Artman-Meeker, K. (2021). Shared book reading effects on number naming in preschoolers at-risk for early numeracy delays. Infants and Young*

- Children*, 34(2), 122-140.
33. Missall, K., Artman-Meeker, K., Roberts, C., & Ludeman, S. (2021). Implementing multi-tiered systems of support in preschool: Begin with universal screening. *Young Exceptional Children*, 24(4), 213-224. <https://doi.org/10.1177/1096250620931807>
 32. Hojnoski, R. L., & Missall, K. N. (2021). Supporting all children in the transition from preschool to kindergarten. *Division for Early Childhood of the Council for Exceptional Children Recommended Practices Monograph Series*, 8, 49-62.
 31. Hendrix, N., Missall, K. N., & Hojnoski, R. L. (2020). Promoting numeracy skills through board game play. *Young Exceptional Children*, 23(2), 100-111. <https://doi.org/10.1177/1096250618814239>
 30. Hojnoski, R. L., & Missall, K. N. (2020). Using a multiple-gate assessment approach to support the social-emotional development of preschoolers. *Division for Early Childhood of the Council for Exceptional Children Recommended Practices Monograph Series*, 7, 15-24.
 29. *DeVane, B., Dietmeier, J., Missall, K., Nanda, S., Cox, M., Miller, B. J., Valentine, E., & Dunkhase, D. M. (2019). Dropping into game design: Iterations of a skatepark physics game for a children's museum exhibit. *Information and Learning Sciences*, 120(9/10), 663-678. <https://doi.org/10.1108/ILS-03-2019-0023>
 28. *Hendrix, N., Hojnoski, R. L., & Missall, K. N. (2019). Shared book reading to promote math talk in parent-child dyads in low-income families. *Topics in Early Childhood Special Education*, 39(1), 45-55. <https://doi.org/10.1177/0271121419831762>
 27. Missall, K. N., Hosp, M. K., & Hosp, J. L. (2019). Reading proficiency in elementary: Considering statewide testing, teacher ratings and rankings, and reading curriculum-based measurement. *School Psychology Review*, 48(3), 267-275. <https://doi.org/10.17105/SPR-2017-0152.V48-3>
 26. Hojnoski, R. L., Missall, K. N., & Wood, B. (2018). Measuring engagement in early education: Preliminary evidence for the behavioral observation of students in schools-early education (BOSS-EE). *Assessment for Effective Intervention*, 45(4), 243-254. <https://doi.org/10.1177/1534508418820125>
 25. *Ford, J. W., Kern, A. M., Hosp, M. K., Missall, K. N., & Hosp, J. L. (2018). Improving efficiency for making screening decisions: A statewide comparison of early literacy curriculum-based measurement tools. *Learning Disabilities: Research & Practice*, 33(4), 207-218. <https://doi.org/10.1111/ldrp.12181>
 24. Ruble, L. A., McGrew, J. H., Missall, K. N., & Wong, W. H. (2018). Special education teachers' perceptions and intentions toward data collection. *Journal of Early Intervention*, 40(2), 177-191. <https://doi.org/10.1177/1053815118771391>
 23. McVancel, S., Missall, K., & *Bruhn, A. (2018). Examining incremental rehearsal: Multiplication fluency with fifth-grade students with math IEP goals. *Contemporary School Psychology*, 22(3), 220-232. <https://doi.org/10.1007/s40688-018-0178-x>
 22. *Ford, J. W., Missall, K. N., Hosp, J. L., & Kuhle, J. L. (2017). Examining oral passage reading rate across three curriculum-based measurement tools for predicting grade-level proficiency. *School Psychology Review*, 46(4), 363-378. <https://doi.org/10.17105/SPR-2016-0014.V46-4>
 21. Missall, K. N., Hojnoski, R. L., & Moreano, G. (2017). Parent-child math interactions: Examining self-report and direct observation. *Early Child Development and Care*, 187(12), 1896-1908. <https://doi.org/10.1080/03004430.2016.1193731>
 20. *Ford, J. W., Missall, K. N., Hosp, J. L., & Kuhle, J. L. (2016). Comparing two CBM maze selection tools: Considering scoring and interpretive metrics for universal screening. *Journal of Applied School Psychology*, 32(4), 329-353.

- <https://doi.org/10.1080/15377903.2016.1207738>
19. Vancel, S., Missall, K., & *Bruhn, A. (2016). Teacher ratings of the social validity of schoolwide positive behavioral intervention and supports: A comparison of school groups. *Preventing School Failure: Alternate Education for Children and Youth*, 60(4), 320-328. <https://doi.org/10.1080/1045988X.2016.1157784>
 18. Missall, K. N., Hojnoski, R. L., Caskie, G., & Rapasky, P. (2015). Home numeracy environments of preschoolers: Examining mathematical activities, parent mathematical beliefs, and early mathematical skills. *Early Education and Development*, 26(3), 356-376. <https://doi.org/10.1080/10409289.2015.968243>
(Early Math Questionnaire from this paper adapted into Turkish and published; Karakuş, H. (2022). Erken Matematik Ölçeği'nin Türkçeye uyarlanması: Geçerlik ve güvenirlik çalışması. *Kocaeli Üniversitesi Eğitim Dergisi*, 5(1), 197-220. <http://doi.org/10.33400/kuje.1059336>)
 17. *Reid, E., DiPerna, J., Missall, K., & Volpe, R. (2014). Reliability and structural validity of the teacher rating scales of early academic competence. *Psychology in the Schools*, 51(6), 535-553. <https://doi.org/10.1002/pits.21769>
 16. Roseth, C. J., Missall, K. N., & McConnell, S. R. (2012). Early literacy individual growth and development indicators (EL-IGDIs): Growth trajectories using a large, internet-based sample. *Journal of School Psychology*, 50(4), 483-501. <https://doi.org/10.1016/j.jsp.2012.03.001>
 15. Missall, K. N., Mercer, S. H., Martinez, R. S., & Casebeer, D. (2012). Concurrent and longitudinal patterns and trends in performance on early numeracy curriculum-based measures in kindergarten through third grade. *Assessment for Effective Intervention*, 37(2), 95-106. <https://doi.org/10.1177/1534508411430322>
 14. Grisham-Brown, J., Cox, M., *Gravil, M., & Missall, K. (2010). Differences in childcare quality for children with and without disabilities. *Early Education and Development*, 21(1), 21-37. <https://doi.org/10.1080/10409280902783491>
 13. Graney, S. B., Martinez, R. S., Missall, K. N., & *Aricak, T. (2009). Universal screening of reading in late elementary school: R-CBM versus CBM Maze. *Remedial and Special Education*, 31(5), 368-377. <https://doi.org/10.1177/0741932509338371>
 12. Gischlar, K., Hojnoski, R., & Missall, K. (2009). Data-based decision making to improve child outcomes: Interpreting and using data. *Young Exceptional Children*, 13(1), 2-18. <https://doi.org/10.1177/1096250609346249>
 11. Martinez, R. S., Missall, K. N., Graney, S. B., *Aricak, T., & Clarke, B. (2009). Technical adequacy of early numeracy curriculum-based measurement in kindergarten. *Assessment for Effective Intervention*, 34(2), 116-125. <https://doi.org/10.1177/1534508408326204>
 10. Hojnoski, R., Gischlar, K., & Missall, K. (2009). Improving child outcomes with data-based decision making: Graphing data. *Young Exceptional Children*, 12(4), 15-30. <https://doi.org/10.1177/1096250609337696>
 9. Hojnoski, R., Gischlar, K., & Missall, K. (2009). Improving child outcomes with data-based decision making: Collecting data. *Young Exceptional Children*, 12(3), 32-44. <https://doi.org/10.1177/1096250609333025>
 8. Graney, S. B., Missall, K. N., Martinez, R. S., & Bergstrom, M. K., (2009). Within-year growth patterns in reading and mathematics curriculum-based measures. *Journal of School Psychology*, 47, 121-142. <https://doi.org/10.1016/j.jsp.2008.12.001>
 7. Missall, K., Carta, J., McConnell, S., Walker, D., & Greenwood, C. (2008). Using Individual Growth and Development Indicators to measure early language and literacy. *Infants and Young Children*, 21(3), 241-253. DOI: 10.1097/01.IYC.0000324553.85187.dc

6. Cadigan, K., & Missall, K. N. (2007). Measuring expressive language growth in young children with autism spectrum disorders. *Topics in Early Childhood Special Education*, 27(2), 110-118. <https://doi.org/10.1177/02711214070270020101>
5. Missall, K., Reschly, A., Betts, J., McConnell, S., Heistad, D., Pickart, M., Sheran, C., & Marston, D. (2007). Examination of the predictive validity of preschool early literacy skills. *School Psychology Review*, 26(3), 433-452. <https://doi.org/10.1080/02796015.2007.12087932>
4. Hojnoski, R. L., & Missall, K. N. (2007). Monitoring preschoolers' language and early literacy growth and development. *Young Exceptional Children*, 10(3), 17-27. <https://doi.org/10.1177/109625060701000303>
3. Hojnoski, R. L., & Missall, K. N. (2006). Addressing school readiness: Expanding school psychology in early education. *School Psychology Review*, 35(4), 602-614. <https://doi.org/10.1080/02796015.2006.12087964>
2. Missall, K. N., McConnell, S. R., & Cadigan, K. (2006). Early literacy development: Skill growth and relations between classroom variables for preschool children. *Journal of Early Intervention*, 29(1), 1-21. <https://doi.org/10.1177/105381510602900101>
1. McConnell, S. R., & Missall, K. N. (2004). Defining "school readiness." *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 7(1), 10-12.

Conference Proceedings (student authors in italics; *indicates junior faculty/postdoc)

- 4 Cox, M., *DeVane, B., *Dietmeier, J.*, Missall, K., & Nanda, S. (2020, June). *Characterizing parent-child communication, affect, and collaboration during multi-user digital tabletop gameplay*. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 2* (pp. 701-704). Nashville, Tennessee: International Society of the Learning Sciences. International Conference on Learning Sciences, Nashville, TN (held virtually).
3. Missall, K., Nanda, S., *Courshon, C.*, *DeVane, B., *Dietmeier, J.*, Miller, B., & Brand, M. (2018). Examining parent-child communication and affect during tabletop gameplay in a children's museum: Implications for learning. In J. Kay and R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018* (vol. 3, pp. 1747-1748). London, UK: International Society of the Learning Sciences.
2. *DeVane, B., *Dietmeier, J.*, Missall, K., Miller, B., & Nanda, S. (2018). Dropping in to game design: Iterations of a skatepark physics game for a children's museum exhibit. In J. Kay and R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018* (vol. 3, pp. 1349-1350). London, UK: International Society of the Learning Sciences.
1. *Dietmeier, J.*, Miller, B. J., *DeVane, B., Missall, K., & Nanda, S. (2017). Shredding with mom and dad: Intergenerational physics gaming in a children's museum. In S. Deterding, A. Canossa, C. Harteveld, J. Zhu, and M. Sicart (Eds.), *FDG '17 Proceedings of the 12th International Conference on the Foundations of Digital Games* (pp. 58-61). New York, NY: Association for Computing Machinery.

Book Chapters (student authors in italics; *indicates junior faculty/postdoc)

16. Hojnoski, R. L., & Missall, K. N. (2020). Academic functioning and school readiness. In V. C. Alfonso, B. A. Bracken, and R. J. Nagle (Eds.), *Psychoeducational assessment of preschool children, 5th ed.* (pp. 79-97). Abington, Oxon, UK: Taylor & Francis.

15. Hojnoski, R. L., & Missall, K. N. (2020). Considerations and methods in assessing early learning and social-emotional development in young children. In V. C. Alfonso and G. DuPaul (Eds.), *Healthy development in young children: Evidence-based interventions for early education* (pp. 45-64). Washington, DC: American Psychological Association.
14. Missall, K., & Hendrix, N. (2015). Kindergarten and classroom management. In W. Scarlett (Ed.), *The SAGE encyclopedia of classroom management* (pp. 450-456). Thousand Oaks, CA: SAGE.
13. Missall, K., & Wilkinson, S. (2015). Recess. In W. Scarlett (Ed.), *The SAGE encyclopedia of classroom management* (pp. 649-655). Thousand Oaks, CA: SAGE.
12. Vancel, S., & Missall, K. (2015). Middle school and classroom management. In W. Scarlett (Ed.), *The SAGE encyclopedia of classroom management* (pp. 533-539). Thousand Oaks, CA: SAGE.
11. O'Bleness, J., Missall, K., & Scarlett, W. G. (2015). Attachment theory and classroom management. In W. Scarlett (Ed.), *The SAGE encyclopedia of classroom management* (pp. 155-161). Thousand Oaks, CA: SAGE.
10. Hojnoski, R. L., Missall, K. N., & Miller Young, R. (2016). Defining and measuring early academic development to promote student outcomes. In A. Garro (Ed.), *Early childhood assessment in school and clinical psychology* (pp. 51-72). New York: Springer Publishing.
9. Missall, K., & O'Bleness, J. (2013). Quality of life in early childhood. In A. C. Michalos (Ed.), *Encyclopedia of quality of life research* (pp. 786-789). New York: Springer.
8. Gilman, R., Missall, K., & Macks, R. (2011). Emerging trends in the preparation of school psychologists for practice. In M. Bray and T. Kehle (Eds.), *Oxford handbook of school psychology* (pp. 774-785). New York: Oxford University Press.
7. Missall, K. N. & McConnell, S. R. (2010). Early literacy and language IGDIs for preschool-aged children. In J. J. Carta and C. Greenwood (Eds.), *Individual growth and development indicators: Tools for monitoring progress and measuring growth in very young children* (pp. 181-201). Baltimore, MD: Brookes.
6. Hojnoski, R. L., & Missall, K. N. (2010). Social development in preschool classrooms: Promoting engagement, competence, and school readiness. In M. R. Shinn and H. M. Walker (Eds.), *Interventions for achievement and behavior in a three-tier model including RTI* (pp. 703-728). Bethesda, MD: National Association of School Psychologists.
5. Armstrong, K., Missall, K. N., Shaffer, E., & Hojnoski, R. L. (2009). Promoting positive adaptation during the early childhood years. In R. Gilman, S. Huebner, and M. Furlong (Eds.), *Handbook of positive psychology* (pp. 339-351). New York: Routledge.
4. Missall, K. N. & Hojnoski, R. L. (2008). Transitioning into elementary school. In E. M. Anderman and L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Gale.
3. McConnell S. R., & Missall, K. N. (2008). Best practices in assessment of children age three to five. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 561-574). Bethesda, MD: National Association of School Psychologists.
2. Missall, K. N., & Hojnoski, R. L. (2008). The critical nature of young children's emerging peer- related social competence for transition to school. W. H. Brown, S. L. Odom, and S. R. McConnell (Eds.), *Social competence of young children: Risk, disability, and intervention* (pp. 117-137). Baltimore, MD: Brookes.
1. McConnell, S. R., Missall, K. N., Silberglitt, B., & McEvoy, M. A. (2002). Promoting social development in preschool classrooms. In M. R. Shinn, G. Stoner, and H. M. Walker (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 501-536). Bethesda, MD: National Association of School Psychologists.

Policy Reports (student authors in italics)

5. Hwang, P., Small, C., Deichsel, E., Kwan-Gett, T., Missall, K., & Hawes, S. (2016). *Place-based collaborations: Assessing impact on early education success*. Report to the Pacific Northwest Initiative of the Bill and Melinda Gates Foundation. University of Washington Strategic Analysis, Research, & Training (START) Center.
4. Hutchison, A., Missall, K., & Forbes S. (2015). *A look at summer reading programs across Iowa: An empirical summary and progress report*. Iowa Reading Research Center.
3. Missall, K. N. (2013). *Standard protocol for prekindergarten early literacy: Literature review and recommendations. Final grant report prepared for the Iowa Reading Research Center*. Iowa Reading Research Center.
2. Missall, K. N., & Hosp, J. L. (2012). *Goal setting for grade-level standards in Iowa: K-6 reading. Final grant report prepared for Iowa Department of Education*. Iowa Department of Education.
1. Missall, K. N., & Wilkinson, S. (2012). *Iowa's early literacy survey report: Assessment practices in early childhood. Final grant report prepared for Iowa Department of Education*. Iowa Department of Education.

Position Statements (student authors in italics)

6. Hojnoski, R. L., Missall, K. N., Albritton, K., Feden, K., & Sarampote, N. (2022). *NASP position statement on early childhood services*. National Association of School Psychologists.
5. Division for Early Childhood of the Council for Exceptional Children (2021). *Position statement on multitiered system of support framework in early childhood: Description and implications*. Author.
4. Hojnoski, R. L., Missall, K. N., Coffee, G., & McGoey, K. (2015). *NASP position statement on early childhood services*. National Association of School Psychologists.
3. Samuelson, L., McMurray, B., Missall, K., & Spencer, J. P. (2014). *Erasing the achievement gap in Iowa: A DeLTA Center white paper*. DeLTA Center and University of Iowa (<https://deltacenter.uiowa.edu/>).
2. McCormick, K., Danaher, J., Chen, D., Kilgo, J., Missall, K., Innocenti, M., Grisham-Brown, J., & Walsh, S. (2009). *Position paper: Developmental delay as an eligibility category*. Division for Early Childhood of the Council for Exceptional Children.
1. McCormick, K., Missall, K., Woods, J., & Sampers, J. (2007). *Position paper: Promoting positive outcomes for children with disabilities: Recommendations for assessment*. Division for Early Childhood of the Council for Exceptional Children.

Assessment Tools

5. Hojnoski, R. L., Missall, K. N., Albano, A., & Purpura, D. (2023). *Links to learning: Adaptive math assessment (LLAMA)*. Unpublished scale.
4. Missall, K. N. (2014). *Profile of preschool learning and development readiness (Pro-LADR): For children one and two years prior to kindergarten P3 and P4*. Early Learning Labs.
3. Missall, K. N. (2002). *Scale of social competence and school adjustment: Preschool and kindergarten*. Unpublished scale.
2. Missall, K. N., & McConnell, S. R. (2004). *Technical Report: Psychometric characteristics*

- of individual growth and development indicators 1.0 – Picture Naming, Rhyming & Alliteration*. University of Minnesota, Center for Early Education and Development.
1. McConnell, S. R., McEvoy, M., Missall, K., & Priest, J. (1998, 2000). *Early literacy individual growth and development indicators (EL-IGDIs 1.0)*. Early Learning Labs.

Other Media

Missall, K. N. (2019). *Playing is learning*. EduTalk on learning at children's museums.
<https://www.youtube.com/watch?v=8yBTjObeqWc>

University of Washington College of Education (2020). *A skateboard ride to STEM learning: 360° VR video narrated by Kristen Missall, PhD*. <https://www.youtube.com/watch?v=5KU8us7oEOo>.
The production blends 360° video of the NSF-funded skatepark exhibit at the Iowa Children's Museum that allows for an in-person experience using mouse or goggles with narration from grant PI, Kristen Missall, about the science behind the exhibit development.

University of Washington College of Education (2019-2020). *A skateboard ride to STEM learning: A unique research opportunity offers children's museums a roadmap for exhibit design that puts learning on the fast track*. *Research That Matters*, 16-21. <https://education.uw.edu/research-that-matters/2019/skateboard>.

Missall, K. N., UW School Psychology Graduate Students, & Imagine Children's Museum (2018-2023). *Play is learning* blog. Everett, WA. <http://blog.imaginecm.org/>

Dissertation

Missall, K. N. (2002). *Reconceptualizing school adjustment: A search for intervening variables* (Doctoral Dissertation, University of Minnesota, 2002). *Dissertation Abstracts International*, 63 (5-A), 1712.

GRANT SUPPORT (student authors in italics; *indicates junior faculty/postdoc/community partner)

- Total number of grants = 28; as PI/Co-I = 22
- Total career funding = \$15.7 M; as PI/Co-I \$12 M

Currently Funded

American Educational Research Association/National Science Foundation 03/03/2026 – 05/31/2027
Examining the Predictive Validity of Three Universal Screening Measures of Reading
Student dissertation grant.
Role: Faculty Advisor Co-I (PI, P. Gipson)
Total Award \$14,000

Society for the Study of School Psychology 01/01/2026 – 07/31/2027
Comparing Teacher-Implemented Preschool Self-Regulation Interventions in Inclusive Classrooms Using an Alternating Treatment Design
Student dissertation to compare interventions for preschooler self-regulation.

Role: Faculty Advisor Co-I (PI, *S. Kaufman*)
Total Award \$4,400

Office for Elementary and Secondary Education January 2026-2029
Recruiting, Training, and Retaining the School Psychology Workforce for School-Based Mental Health in Rural Communities
Mental Health Service Professional (MHSP) Demonstration Grant Program, Assistance Listing Number 84.184X
Role: Co-I (PI T. Barlow*)
Total Award \$3,514,744

Institute for Education Sciences: Measurement August, 2021-2026
Development of a Responsive Computerized-Adaptive Assessment System for PreK Mathematics
Project to develop and a test computer-adaptive universal screening and mastery measurement for preschool students, called Links to Learning: Adaptive Math Assessment (LLAMA)
Role: Co-I (PI R. Hojnoski)
Total Award \$1,400,000

Office of Special Education Programs September 2022-2026
Project MTSS LEADS (Leadership in Evidence-Based Approaches to Delivering Supports): Preparing Special Education and School Psychology Leaders in PK-12 Multi-Tiered Systems of Support for Academics, Behavior, and School Mental Health
Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (84.325D)
Role: Co-I (PI C. Davis)
Total Award \$1,213,831

Office of Special Education Programs September 2022-2026
Project Mixer: Preparing Special Education Leaders to Use Mixed Methods Research to Support Children with High Intensity Needs and Their Families
Preparation of special education, early intervention, and related services leadership personnel (CFDA 84.325D)
Role: Key Personnel (PI A. Fetting)
Total Award \$3,507,578

Office for Elementary and Secondary Education May 2023-2028
Recruiting, Training, and Retaining Men of Color in School Psychology: Diversifying the School-Based Mental Health Workforce
Safe & Supportive Schools: Mental Health Service Professional (MHSP) Demonstration Grant Program, Assistance Listing Number 84.184X
Role: PI
Total Award: \$1,612,580

Completed Grant Projects

National Science Foundation: Advancing August, 2016-2021
Informal STEM Learning (AISL)
Understanding Physics through Collaborative Design and Play: Integrating Skateboarding and STEM in a Digital and Physical Game-Based Children's Museum Exhibit
August 2026

Project in collaboration with the Iowa Children's Museum (ICM) to design, build, and evaluate a permanent ICM exhibit centered on physics principles of force, friction, and gravity.

Role: PI

Total Award \$1,276,530

Institute for Education Sciences: Goal 5

August, 2016-2021

Making Progress with Progress Monitoring: Developing Early Literacy and Language Individual Growth and Development Indicators as Progress Monitoring Tools

Project to develop and test iPad delivery of early progress monitoring IGDIs 2.0 (PM- IGDIs) for P4 students. Participants across three states produce final PM-IGDI measures for use in MTSS.

Role: Co-I (PI A. Wackerle-Hollman)

Total Award \$1,400,000

Society of the Study of School Psychology

05/01/16-05/01/17

Embedded Instructional Gesture and Early Shape Learning: Comparing Seeing and Doing

Project to investigate the role of gesture in learning early mathematical concepts related to geometry and spatial orientation.

Role: Faculty Advisor (PI N. Hendrix)

Total Award \$4,900

Iowa Department of Education

09/30/14 – 06/01/15

Iowa's Summer School Landscape Assessment

Project to survey and summarize summer school practices across the state of Iowa in order to make recommendations for statewide summer literacy program starting 2016. (\$80,000)

Role: PI

Iowa Reading Research Center/IDE

07/01/13 – 09/01/13

Early Literacy Standard Protocol Interventions for Preschool

Project objective to identify research-based, effective early literacy interventions for preschool- age children identified as at risk for early reading difficulties based on universal screening assessments for use by the Iowa Department of Education and the Iowa Reading Research Center. Project staff were instructed to identify recently published interventions appropriate for children requiring targeted early literacy instruction (Tier 2) that could be delivered in addition to universal core instruction (Tier 1).

Role: PI

Total Award \$15,000

Iowa Department of Education, Bureau of
Early Childhood Services

04/01/12 – 09/30/12

Informing Iowa's Early Childhood Response-to-Intervention Model for Literacy: Summary and Review of Assessment Practices (RTI-EC Best Practices)

Project to create a rubric for evaluating early childhood measures for screening and monitoring progress of literacy skill development; to identify other states and national partners implementing best-practice aspects of early childhood RtI for literacy; and to coordinate with the Iowa Department of Education school-age assessment team to identify early childhood assessment tools with predictive validity for K-12 reading success.

Role: PI

Total Award \$42,591

Iowa Department of Education, Bureau of Student
and Family Support Services

06/15/11 – 06/30/12

Establishing Iowa's Criteria for Assisting in Monitoring Progress in Reading (Contract #66511, Project ICAMP) Project to establish statewide criteria for monitoring reading progress for students in kindergarten through sixth grade by identifying screening and progress monitoring assessments of reading that align with the Iowa CORE content for literacy and the Iowa Assessments, and collecting data on approximately 2,000 students from every region of the state.

Role: PI

Total Award \$198,091

Institute for Educational Sciences

08/01/08 – 07/01/12

Center for Early Childhood Response to Intervention

5-year project to create national center focused on assessment and intervention tools for developing and maintaining response to intervention models in preschool settings.

Role: Consultant (PI C. Greenwood)

Total Award \$10,000,000 (not in career total)

University of Iowa Old Gold Summer Fellowship

05/15/11 – 08/15/11

Examining Parent Beliefs and Behaviors in the Development of Early Mathematics in Young Children

Project to describe parent-child math interactions and parent beliefs about math, and examine the relation between practices, beliefs, and child early math performance.

Role: PI

Total Award \$6,000

Society for the Study of School Psychology

09/01/07 – 12/01/09

Examining Caregiver Variables in the Development of Early Number Sense in Young Children.

Project to identify relations between caregiver attitudes, beliefs, reported home activities and observed interaction with their preschool-aged children, and young children's mathematical performance.

Role: Co-I

Total Award \$9,860

Kentucky Department of Education

07/01/08 – 12/30/09

Early Childhood Teacher Academies

Project to offer and evaluate undergraduate and graduate-level professional development for early childhood educators targeted at early literacy and early mathematics development in preschool.

Role: Co-I

Total Award \$350,000

Kentucky Department of Education

07/01/08 – 06/30/09

KIDS NOW

Project to evaluate childcare quality and child outcomes for children from birth to age 5 across the state of Kentucky.

Role: Co-I

Total Award \$250,000

Center for Collaborative Literacy Development

07/01/07 – 07/01/08

Evaluation of Kentucky's Early Childhood Teacher Graduate Academies

August 2026

Missall 12

Project to evaluate language, literacy and numeracy classroom instructional practices and child outcomes due to professional development.

Role: PI

Total Award \$66,000

Kentucky Department of Education

07/01/07 – 07/01/08

Kentucky's Early Childhood Teacher Undergraduate Academies

Project to offer and evaluate undergraduate-level professional development for early childhood educators targeted at early literacy and early mathematics development in preschool.

Role: Co-I

Total Award \$150,000

Kentucky Department of Education

06/30/07 – 06/30/08

KIDS NOW

Project to evaluate childcare quality and child outcomes for children from birth to age 5 across the state of Kentucky.

Role: Co-I

Total Award \$250,000

Center for Collaborative Literacy Development

07/01/06 – 07/01/07

Evaluation of Kentucky's Early Childhood Teacher Graduate Academies

Project to evaluate language, literacy and numeracy classroom instructional practices and child outcomes due to professional development.

Role: PI

Total Award \$66,000

Organization for Autism Research

09/01/2005 – 08/31/06

Project ASIST (Asperger Syndrome and Internalizing Symptoms for Future Treatment)

Project to investigate the prevalence, manifestation, assessment, and service of adolescent=aged children with Asperger's Syndrome

Role: Faculty Advisor (PI R. Hammond)

Total Award \$2,000

Center for Collaborative Literacy Development

07/01/05 – 07/01/06

Evaluation of Kentucky's Early Childhood Teacher Graduate Academies

Project to evaluate language, literacy and numeracy classroom instructional practices and child outcomes due to professional development.

Role: PI

Total Award \$66,000

University of Kentucky (Summer Fellowship)

05/15/05 – 08/15/05

General Outcome Measurement for Assessing Emergent Literacy: Links to Reading

Project to empirically link general outcome measures of early literacy for preschoolers to general outcome measures of reading for children in elementary school.

Role: PI

Total Award \$6,000

OSEP, USDE (HD324D000018)

08/31/01 – 08/31/04

Improving Preschoolers' Reading Outcomes through Measurement and Intervention in

August 2026

Missall 13

Classroom Environments (I’PROMICE)

Project to identify preschool classroom environmental variables related to increased rates of literacy growth for children at-risk for reading (e.g., children with speech-language disabilities, children living in poverty, and Spanish-speaking children learning English) and develop intervention plans.

Role: Project Director (PI: S. McConnell)

Total Award \$525,000 (not in career total)

University of Minnesota

10/01/01 – 06/01/02

Reconceptualizing Early School Adjustment: A Search for Intervening Variables

Project to redefine construct of early school adjustment by academic and behavioral correlates using general outcome measurement.

Role: PI

Total Award \$2,500

H024R10004

08/01/96 - 08/01/01

OSEP, USDE

Early Childhood Research Institute on Substance Abuse – Kindergarten through Third Grade Follow-Up (ECRISA-K3)

Project to follow children recruited in an earlier study into formal school to determine long-term effects of in- utero drug exposure on learning and socialization.

Role: Project Director from 1999-2001 (PI S. McConnell)

CONFERENCE PRESENTATIONS (student authors in italics; *indicates junior faculty/postdoc/community partner)

- 212 total presentations
- International = 7; National = 142; Regional = 15; Invited = 52

International

7. Missall, K., & Hojnoski, R. (2025, September). *Links to learning adaptive math assessment (LLAMA): Research and development to increase access and inclusion*. Presentation at the 2025 International Society for Early Intervention Conference. Lisbon, Portugal.
6. Hojnoski, R., *Koller, K., Missall, K., & Wackerle Hollman, A. (2025, September). *Examining PM-IGDI early literacy growth rates for preschoolers with disabilities: Using an MTSS framework*. Poster presented at the 2025 International Society for Early Intervention Conference. Lisbon, Portugal.
5. Hojnoski, R., Missall, K., Albano, A., & Purpura, D. (2023, July). *LLAMA: Development of a Computerized Adaptive Assessment for Early Mathematics*. Poster presentation at the annual meeting of the International School Psychology Association, Bologna, Italy.
4. Cox, M., DeVane, B., Dietmeier, J., Missall, K., & Nanda, S. (2020, June). *Characterizing parent-child communication, affect, and collaboration during multi-user digital tabletop gameplay*. Short paper presented at the International Conference on Learning Sciences, virtual.
3. DeVane, B., Dietmeier, J., Miller, B., Missall, K., & Nanda, S. (2018, June). *Dropping in to game design: Iterations of a skatepark physics game for a children’s museum exhibit*. Poster presentation at the International Conference on Learning Sciences, London, UK.
2. Missall, K., Nanda, S., Courshon, C., DeVane, B., Dietmeier, J., Miller, B., & Brand, M.

- (2018, June). *Examining parent-child communication and affect during tabletop gameplay in a children's museum: Implications for learning*. Poster presentation at the International Conference on Learning Sciences, London, UK.
1. Pruitt, R., Jung, L. A., & Missall, K. N. (2016, October). *Meeting the challenge of teaching all learners: Bringing RtI to international schools*. Presentation at the Near East South Asia (NESA) Leadership Conference, Doha, Qatar.

National

142. Nichols, K., Columbo, R., & Missall, K. (2026, February). *Leveraging conditioned reinforcers to support independent self-control in kindergarten students*. Poster presented at the annual conference for the National Association of School Psychologists, Chicago, IL.
141. Gottesman, E., Missall, K., & Hojnoski, R. (2026, February). *Using preschool math assessment to support shape and space skills*. Poster presented at the annual conference for the National Association of School Psychologists, Chicago, IL.
140. Hojnoski, R., Missall, K., Albano, A., & Purpura, D. (2026, February). *Taking steps toward multilingual LLAMA to advance equitable assessment*. Poster presented at the annual conference for the National Association of School Psychologists, Chicago, IL.
139. Missall, K., Nichols, K., & Hojnoski, R. (2025, October). *Access and inclusion with LLAMA (Links to Learning Adaptive Math Assessment)*. Presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Portland, OR.
138. Kaufman, S., & Missall, K. (2025, October). *Tier II intervention to support kindergartener's emotion regulation*. Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Portland, OR.
137. Davis, C., Missall, K., Nichols, K., Gipson, P., Killin, S., & Hakansan, S. (2025, August). *Training leaders to support implementation of EBP through MTSS-LEADS*. Poster presentation at the annual Project Director's Meeting for the U.S. Department of Education Office of Special Education Programs. Washington, DC.
136. Missall, K., Hojnoski, R., Albano, A., & Purpura, D. (2025, May). *Research and development of LLAMA (links to learning adaptive math assessment)*. Poster presented at the biennial conference for the Society for Research in Child Development, Minneapolis, MN.
135. Xu, X., Albano, A., Hojnoski, R., Missall, K., & Purpura, D. (2025, April). *Incorporating response time in early mathematics assessments: A hierarchical modeling approach*. Presentation at the National Council on Measurement in Education Annual Meeting, Denver, CO.
134. Missall, K., Hojnoski, R., & Wiechert, J. (2025, February). *Development of LLAMA (links to learning adaptive math assessment)*. Presentation at the annual conference for the National Association of School Psychologists, Seattle, WA.
133. Missall, K., Hojnoski, R., Albano, A., Xu, X., & Purpura, D. (2025, February). *Psychometric evidence for LLAMA: An early mathematics assessment*. Poster presentation at the annual conference for the National Association of School Psychologists, Seattle, WA.
132. Kaufman, S., & Missall, K. (2025, February). *Effectiveness of a tier 2 intervention on kindergartener's emotion regulation*. Poster presentation at the annual conference for the National Association of School Psychologists, Seattle, WA.
131. Blazen, J., & Missall, K. (2025, February). *Predicting withdrawn play in preschoolers using an internalizing behavior screener*. Poster presentation at the annual conference for the National Association of School Psychologists, Seattle, WA.

130. Price, L., & Missall, K. (2025, February). *The effects of summer programs on English learners' reading proficiency*. Poster presentation at the annual conference for the National Association of School Psychologists, New Orleans, LA.
129. Gipson, P., Killin, S., Missall, K., & Davis, C. (2024, March). *Integrating culturally responsive literacy and social emotional MTSS practices in classrooms*. Presentation at the annual conference for the Council for Exceptional Children, San Antonio, TX.
128. Missall, K., Hojnoski, R., Albano, A., Purpura, D., & Alfes, C. (2024, February). *Increasing access and equity in early mathematics assessment through the research and development process*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
127. Albano, A., Hojnoski, R., Missall, K., Purpura, D., & Xu, X. (2024, February). *Psychometric evidence for LLAMA, an early mathematics assessment*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
126. Perlmutter, L., & Missall, K. (2024, February). *Stay, play, talk: Sibling-mediated intervention for ASD and play*. Poster presentation at the annual conference for the National Association of School Psychologists, New Orleans, LA.
125. Price, L., & Missall, K. (2024, February). *Examining K-8 summer slide: Effects of a summer reading program*. Poster presentation at the annual conference for the National Association of School Psychologists, New Orleans, LA.
124. Kaufman, S., & Missall, K. (2024, February). *Zones of regulation as tier-II instruction for preschoolers' emotion regulation*. Poster presentation at the annual conference for the National Association of School Psychologists, New Orleans, LA.
123. Albano, A., Xu, X., Hojnoski, R., Missall, K., & Purpura, D. (2023, April). *Psychometric and design considerations in early educational assessment*. Presentation at the Annual Meeting of the National Council on Measurement in Education. Chicago, IL.
122. Missall, K., Hojnoski, R., Purpura, D., & Albano, A. (2023, March). *LLAMA: Development of a computerized adaptive assessment for preschool mathematics*. Poster presented at the 2023 Society for Research in Child Development Biennial Meeting, Salt Lake City, UT.
121. Courshon, C., Missall, K., & Aaronson, B. (2023, February). *Predicting changes in life satisfaction during the Summer Treatment Program (STP)*. Poster presentation at the annual conference for the National Association of School Psychologists, Denver, CO.
120. Kaufman, S., & Missall, K. (2023, February). *Who is represented in preschool social-emotional universal screeners?* Poster presentation at the annual conference for the National Association of School Psychologists, Denver, CO.
119. Alfes, C., Albano, T., Missall, K., Hojnoski, R., Purpura, D., & Xu, X. (2023, February). *Exploring the role of context choice on preschooler assessment performance*. Poster presentation at the annual conference for the National Association of School Psychologists, Denver, CO.
118. Tuttle, M., Xu, X., Hojnoski, R., Missall, K., Albano, A., & Purpura, D. (2023, February). *Who is included in early mathematics education research?* Poster presentation at the annual conference for the National Association of School Psychologists, Denver, CO.
117. Perlmutter, L., & Missall, K. (2023, February). *Sibling-mediated interventions for ASD & play: What's in the literature?* Poster presentation at the annual conference for the National Association of School Psychologists, Denver, CO.
116. Kaufman, S., & Missall, K. (2022, September). *Social-emotional preschool universal screeners: Who is included in research?* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Chicago, IL.
115. Alfes, C., Hojnoski, R., Missall, K., Albano, A., Purpura, D., Limlingan, M. C., Cosso, J., Xu, X., & Tuttle, M. (2022, September). *Accessibility for links to learning: Adaptive math*

- assessment (LLAMA)*. Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Chicago, IL.
114. *Perlmutter, L., & Missall, K. (2022, September). Sibling-mediated interventions for ASD & play: What's in the literature?* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Chicago, IL.
 113. *Posner, E., & Missall, K. (2022, September). Experiences of families attending "sensory friendly" museum events.* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Chicago, IL.
 112. *Courshon, C., Missall, K., & Aaronson, B. (2022, February). Summer treatment program for children with ADHD: Effects on self-esteem.* Poster presentation at the annual conference for the National Association of School Psychologists, Boston, MA.
 111. *Ludeman, S., Missall, K., & Aaronson, B. (2022, February). STP for ADHD and ASD: Predicting behavior change.* Poster presentation at the annual conference for the National Association of School Psychologists, Boston, MA.
 110. *Missall, K., Hojnoski, R., Albano, A., & Purpura, D. (2022, February). Developing LLAMA (links to learning via adaptive math assessment): Year 1 of research and development.* Poster presentation at the annual conference for the National Association of School Psychologists, Boston, MA.
 109. *Hojnoski, R., Wackerle-Hollman, A., Albano, A., & Missall, K. (2022, February). Applying a social justice framework in early childhood measurement development.* Presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 108. *Missall, K., Hojnoski, R., Albano, A., & Purpura, D. (2022, February). Developing LLAMA (links to learning via adaptive math assessment): Year 1 of research and development.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 107. *Alfes, C., Missall, K., & Artman-Meeker, K. (2022, February). Tier 2 board game intervention for preschoolers at-risk of early math delays.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 106. *Duran, L., & Missall, K. (2021, September). The nuts and bolts of data-based decision making for all children.* Pre-conference workshop at the annual meeting of the Division of Early Childhood Council for Exceptional Children, virtual.
 105. *Perlmutter, L., Missall, K., Wackerle-Hollman, A., & Hojnoski, R. (2021, September). 3 R's from teacher data-based decision making: Report, reflect, & recommend.* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, virtual.
 104. *Posner, E., & Missall, K. (2021, September). Experiences of families of children with autism at an inclusive museum event.* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, virtual.
 103. *Alfes, C., Missall, K., Hirschstein, M., & Brudvig, A. (2021, April). Tier 2 intervention for supporting preschoolers' social-emotional learning during COVID-19 pandemic.* Poster presented at the biennial conference for the Society for Research in Child Development, virtual.
 102. *Wackerle-Hollman, A., Missall, K., & Hojnoski, R. (2021, February). Helping teachers use early language and literacy screening data to prioritize intervention.* Paper presentation at the annual conference for the National Association of School Psychologists, virtual.
 101. *Blazen, J., & Missall, K. (2021, February). School psychological services with children experiencing parental incarceration.* Poster presentation at the annual conference of the National Association of School Psychologists, virtual.
 100. *Missall, K., Hojnoski, R., Purpura, D., & Albano, A. (2021, February). Adding to IGDIs:*

- Developing an early math measure for preschool.* Poster presentation at the annual conference of the National Association of School Psychologists, virtual.
99. Picoto, M., & Missall, K. (2021, February). *Social skills interventions for adolescent females with autism spectrum disorders.* Poster presentation at the annual conference of the National Association of School Psychologists, virtual.
 98. Wackerle-Hollman, A., Missall, K., & Hojnoski, R. (2021, January). *Using early literacy and language trajectories to predict reading success.* Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, virtual.
 97. Wackerle-Hollman, A., Hojnoski, R., & Missall, K. (2020, December). *To time or not to time: The effects of timing on young children's early literacy performance.* Poster presentation at the annual National Research Conference on Early Childhood, virtual.
 96. Wackerle-Hollman, A., Missall, K., Running, K., Hojnoski, R., & Yang, Y. (2020, February). *To time or not to time: Effects of timing on assessment of preschooler's language and early literacy skills.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 95. Ludeman, S., Aaronson, B., & Missall, K. (2020, February). ASD, ADHD, and SPF: Parent perceptions of summer treatment program. Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
 94. Alfes, C., Anderson, J., Missall, K., & Artman-Meeker, K. (2020, February). *Board game play: A tier 2 intervention for early math.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
 93. Anderson, J. F., Missall, K. N., Alfes, C., & Artman-Meeker, K. (2020, February). *Preschool teacher candidates' perceptions of early numeracy universal screening.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
 92. DeVries, H. G., Polk, K. D., Blazen, J. N., & Missall, K. N. (2020, February). *Impact of digital board game play on caregiver-child interactions.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
 91. DeVries, H. G., Polk, K. D., VanEtten, J., & Missall, K. N. (2020, February). *Impact of digital number board game play on caregiver math talk.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
 90. Ludeman, S., Aaronson, B., & Missall, K. (2020, February). ASD, ADHD, and SPF: Parent perceptions of summer treatment program. Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
 89. Polk, K. D., & Missall, K. N. (2020, February). *Technical adequacy of a prosocial teacher rating scale for children.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
 88. Wackerle-Hollman, A., Missall, K., Running, K., Hojnoski, R., & Yang, Y. (2020, February). *Early literacy and language growth profiles for preschool age children.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
 87. Wackerle-Hollman, A., Missall, K., Running, K., Hojnoski, R., & Yang, Y. (2020, February). *Examining early literacy IGD growth estimates and preschool classroom features.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
 86. Anderson, J. F., & Missall, K. N. (2019, October). *Early childhood teacher candidate perceptions on usefulness of universal screening of numeracy.* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Dallas, TX.

85. Nanda, S., Missall, K., Courshon, C., DeVane, B., & Dietmeier, J. (2019, March). *Parent-child collaborative engagement during digital tabletop play in a children's museum*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
84. Missall, K., Nanda, S., Courshon, C., DeVane, B., & Dietmeier, J. (2019, March). *Learning physics in a children's museum: Examining parent-child communication during digital gameplay*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
83. DeVane, B., Dietmeier, J., Missall, K., Miller, B., Nanda, S., & Courshon, C. (2019, March). *More than standing around: Parent-child positioning informs collaboration during large-format gameplay*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
82. Alfes, C., Missall, K., Artman-Meeker, K., Ludeman, S., & Henry, A. (2019, March). *Evaluating delivery context of tier 2 numeracy intervention in preschool*. Poster presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
81. Wackerle-Hollman, A., Hojnoski, R., McConnell, S. R., & Missall, K. N. (2019, March). *Using fluency and central tendency to understand early literacy performance*. Presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
80. Hosp, J. L., Hosp, M. K., & Missall, K. N. (2018, January). *Sensitivity and CBM decision making: Making the right instructional decision*. Presentation at the annual meeting of the Council of Exceptional Children, Indianapolis, IN.
79. Missall, K. N., Hosp, J. L., & Hosp, M. K. (2018, January). *Predicting reading proficiency: Contributions of CBM and teacher ratings*. Poster presentation at the annual meeting of the Council of Exceptional Children, Indianapolis, IN.
78. Missall, K., Artman-Meeker, K., & Alfes, C. (2018, October). *Math by the book: Using children's literature in early math tier 2 instruction*. Presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Orlando, FL.
77. *Dunkhase, D., *Mussman, A., & Missall, K. (2018, May). *New strategies for successful STEM exhibits*. Presentation at the annual meeting of the Association of Children's Museums, Raleigh, NC.
76. Missall, K., McConnell, S., Nanda, S., & Xiong, E. (2018, March). *Developing a prosocial teacher rating scale for universal screening in preschool and kindergarten*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
75. Hojnoski, R., Missall, K., Wackerle-Hollman, A., Boyd, E., & Zakseski, B. (2018, March). *What's in a name: Exploring children's alternate responses to picture naming?* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
74. Ford, J., Kern, A., Hosp, M., Missall, K., & Hosp, J. (2018, February). *Improving accuracy in early reading screening decisions*. Presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
73. Hosp, M., Missall, K., Hosp, J., & Boyle, C. (2018, February). *Goal setting in reading: Does a curriculum-based measure's publisher matter?* Presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
72. Hendrix, N., Missall, K., & Cook, S. W. (2018, February). *Give early math a hand with research-based strategies*. Presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
71. Nevell, A., & Missall, K. (2018, February). *Anxiety and academic achievement in middle*

- school students receiving special education services*. Poster presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
70. Ludeman, S., & Missall, K. (2018, February). *Early social development: A numbers game*. Poster presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
 69. Hojnoski, R., Wackerle-Hollman, A., Missall, K., Boyd, E., Hussain, S., & Running, K. (2018, February). *Finding meaning in labels: Exploring picture naming IGDI responses*. Symposium at the annual meeting of the National Association of School Psychologists, Chicago, IL
 68. Nanda, S., & Missall, K. (2018, February). *Using teacher rating to evaluate student growth of prosocial behavior*. Poster presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
 67. Boyle, C., Hosp, M., Marcotte, A., & Missall, K. (2017, October). *National vs. state assessment: Are states preparing students to excel at a national level?* Poster presentation at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
 66. Johnston, S., Kanarowski, B., Davis, C., & Missall, K. (2017, October). *Manipulating aspects of the physical, social, and temporal environment to support learning*. Ignite presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Portland, OR.
 65. Ludeman, S., Missall, K., Meeker, K., & Roberts, C. (2017, October). *Universal screening of academic and social-emotional skills in inclusive preschool and kindergarten*. Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Portland, OR.
 64. McConnell, S., Wackerle-Hollman, A., Missall, K., & Hojnoski, R. (2017, October). *Individual Growth and Development Indicators keep growing! New applications and opportunities*. Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Portland, OR.
 63. Dietmeier, J., Devane, B., Miller, B., Missall, K., & Nanda, S. (2017, October). *Drop in to skatepark design: Connected family physics gaming in a children's museum*. Panel presentation at the annual Digital Media and Learning Conference, Irvine, CA.
 62. Gee, E., Siyahhan, S., Tran, K., Devane, B., Dietmeier, J., Miller, B. J., Missall, K., Nanda, S., Banerjee, R., & Yip, J. (2017, August). *Intergenerational game play and family learning: Current insights and future directions*. Panel presentation at the annual conference of the Foundation of Digital Games of the Society for the Advancement of the Science of Digital Games, Cape Cod, MA.
 61. Kern, A., Ford, J., Missall, K., Hosp, M., & Hosp, J. (2017, April). *Improving accuracy in early reading screening decisions*. Presentation at the annual meeting of the Council for Exceptional Children, Boston, MA.
 60. Hendrix, N., Wagner-Cook, S., & Missall, K. N. (2017, April). *Gesture and early math instruction going hand in hand: Influences on shape learning and verbal and gestural strategy usage*. Poster presentation at the annual meeting for the Society on Research in Child Development, Austin, TX.
 59. Wackerle-Hollman, A., Missall, K., & Hojnoski, R. (2017, February). *Data-based decision making: Advances in early language and literacy assessment*. Presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
 58. Missall, K. N., Hojnoski, R. L., & Ludeman, S. (2017, February). *Using a multiple-gating approach to social-emotional universal screening in preschool and kindergarten*.

- Presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
57. Hendrix, N., Hojnoski, R. L., & Missall, K. N. (2016, February). *Examining math talk through shared book reading intervention in the home*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 56. Witek, E., & Missall, K. (2016, February). *Using a board game intervention to teach word learning*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
 55. Hojnoski, R. L., Missall, K. N., & Hendrix, N. (2015, March). *Promoting spatial development: Parent and preschooler spatial talk during play*. Poster presentation at the annual meeting for the Society on Research in Child Development, Philadelphia, PA.
 54. Vancel S., & Missall, K. N. (2015, February). *Incremental rehearsal to improve multiplication fluency*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
 53. Ford, J., Hosp, J. L., & Missall, K. N. (2014, April). *Your curriculum-based measurement tool for reading comprehension: Appropriate benchmark use matters*. Poster presentation at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.
 52. Hendrix, N., & Missall, K. N. (2014, February). *Effect of parent-guided board game on numeracy development in Head Start children*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 51. O'Bleness, J., & Missall, K. N. (2014, February). *Play-based intervention effects on language production in toddlers from a high-risk sample*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 50. Hendrix, N., & Missall, K. (2014, February). *Promoting parent involvement in early numeracy development at home*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
 49. Missall, K., Hosp, J., Kuhle, J., & Osborn, A. (2013, February). *Predicting K-6 reading proficiency: Use of teacher rating and CBM*. Presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
 48. Hosp, J., & Missall, K., (2013, February). *Predictive power of K-6 reading CBM for high-stakes assessment*. Presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
 47. Osborn, A., Missall, K., & Hosp, J. (2013, February). *Comparing first grade early literacy and oral reading fluency measures*. Poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
 46. Miller, K., & Missall, K. (2013, February). *Curricular and pedagogical changes in parent reasons for homeschooling*. Poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
 45. Ford, J., Hosp, J., & Missall, K. (2013, February). *A comparison of reading comprehension performance between two CBM tools*. Poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
 44. Kuhle, J., Missall, K., & Hosp, J. (2013, February). *An examination of oral reading fluency across three CBM tools*. Poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
 43. Missall, K., Wilkinson, S., *Gethmann, D., & Johnson, K. (2012, September). *A statewide effort to identify and evaluate prek assessments for universal screening and monitoring progress in early literacy*. Poster presentation at the Early Childhood RtI Summit, Santa Ana Pueblo, New Mexico.
 42. Kuhle, J. L., & Missall, K. (2012, February) *Using word boxes to increase early reading*

- skills*. Poster presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
41. Miller, K., & Missall, K. (2012, February). *Motivating factors for homeschooling and their relation to curriculum choice and pedagogy*. Poster presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
 40. Hojnoski, R., & Missall, K. (2011, November). *Data-based decision making for early mathematics: Linking assessment and instruction*. Presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, National Harbor, MD.
 39. Hojnoski, R., Missall, K., Gray, L., & Moreano, G. (2011, November). *Parent and child mathematics interactions in a sample of Hispanic families*. Poster presented at the annual meeting of the Division of Early Childhood Council for Exceptional Children, National Harbor, MD.
 38. O'Bleness, J., & Missall, K. (2011, November). *Possible application of play-based intervention on language production*. Poster presented at the annual meeting of the Division of Early Childhood Council for Exceptional Children, National Harbor, MD.
 37. Graney, S., Mercer, S., & Missall, K. (2011, March). *The effects of frequent progress monitoring on the reading achievement of elementary students at risk for reading failure*. Poster presentation at the annual meeting for the National Association of School Psychologists, San Francisco, CA.
 36. Yang, N., Missall, K., Muller, L., & Gerken, K. (2011, March). *Case study: Effectiveness of repeated reading intervention with low-achieving early elementary students*. Poster presentation at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
 35. Hojnoski, R., & Missall, K. (2010, October). *One, two, three: A CBM framework for assessing mathematics in preschool*. Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Kansas City, MO.
 34. Hojnoski, R., Missall, K., McColley, C., Windram, H., Snow, L., & Navin-O'Meara, C. (2010, March). *Data-based decision making in preschool: Promoting early academic success*. Panel presentation at the annual meeting for the National Association of School Psychologists, Chicago, IL.
 33. McConnell, S., Missall, K., Rodriguez, M., & Wackerle, A. (2010, February). *Monitoring progress on progress monitoring: Recent innovations in the design and evaluation of individual growth and development indicators*. Panel presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 32. Missall, K., Hojnoski, R., & Gray, L. (2010, February). *Preliminary investigation of the home numeracy environment and early math performance*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 31. McCormick, K., Innocenti, M., Missall, K., Chen, D., & McLean, M. (2009, October). *DEC developmental delay: Past, present, and future*. Panel presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Albuquerque, NM.
 30. Missall, K., Hojnoski, R., & Gray, L. (2009, October). *School readiness: Caregiver behaviors of children who are high and low performing*. Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Albuquerque, NM.
 29. Pierce, L., Gustman, B., Missall, K., & Grisham-Brown, J. (2009, April). *Language-reasoning as a predictor of preschool children's scholastic ability*. Poster presentation at the annual meeting for the National Association for School Psychologists. Boston, MA.
 28. Hojnoski, R., Missall, K., Smith, A., & Polignano, J. (2009, April). *What shall we play?*

- Gender and early math performance*. Poster presentation at the annual meeting for the Society on Research in Child Development, Denver, CO.
27. Gustman, B., Missall, K., Grisham-Brown, J., & Pierce, L. (2009, February). *Examining group differences on the Social Skills Rating Scale*. Poster presentation at the annual meeting for the National Association of School Psychologists. Boston, MA.
 26. Thomas, L., Hojnoski, R., & Missall, K., (2009, February). *Gender and math toy selection in play*. Poster presentation at the annual meeting for the National Association of School Psychologists. Boston, MA.
 25. Thomas, M., Smith, A, Missall, K., & Hojnoski, R. (2009, February). *Relations among caregiver self- efficacy, self-efficacy-building experiences, and child math performance*. Poster presentation at the annual meeting for the National Association of School Psychologists. Boston, MA.
 24. Smith, A., Thomas, M., Missall, K., & Hojnoski, R. (2009, February). *Children's play with toys eliciting math talk and play*. Poster presentation at the annual meeting for the National Association of School Psychologists. Boston, MA.
 23. Missall, K., & Hojnoski, R. (2009, February). *Early math development: The influence of caregiver attitudes and actions*. Paper presentation at annual meeting for the National Association of School Psychologists. Boston, MA.
 22. McConnell, S., Cadigan, K., Missall, K., Bradfield, T., & Wackerle-Holman, A. (2008, October). *Individual Growth and Development Indicators for preschool children: What's up?* Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Minneapolis, MN.
 21. Gravil, M., Grisham-Brown, J., Hawkins, S., & Missall, K. (2008, October). *High quality early care and education settings for at-risk children: A descriptive study*. Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Minneapolis, MN.
 20. Roseth, C., & Missall, K. (2008, February). *Preschoolers with disabilities: What do we learn from Early Literacy Individual Growth and Development Indicators?* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 19. Missall, K., & Roseth, C. (2008, February). *National norms for early literacy Individual Growth and Development Indicators*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 18. Shapiro, E., Gonzales, J., Missall, K., & Stoiber, K. (2008, February). *Starting early: New directions in assessment of emergent literacy skills*. Symposium at the National Association for School Psychologists. New Orleans, LA.
 17. Hojnoski, R. L., McGoe, K. E., Missall, K. N., McConnell, S. R., & Griffiths, A. (2007, March). *Responding to school readiness: Expanding school psychology in early education*. Symposium at the National Association for School Psychologists. New York, NY.
 16. McConnell, S. R., Wackerle, A., Wagner, A., Hays, A., Roverud, J., & Missall, K. N., (2007, March). *Recent assessment and intervention research in early literacy development*. Paper presentation at the National Association for School Psychologists. New York, NY.
 15. Walker, D., Greenwood, C., Missall, K., & Kaminski, R. (2006, February). *Outcomes of general outcome measurement: Informing intervention, policy implications, and scaling up*. Panel presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 14. Frontczak, K., Bricker, D., Grisham-Brown, J., McLean, M., Hallam, R., Missall, K., & Ledet, T. (2006, February). *Alternative assessment approaches to meeting accountability mandates: Issues and initial findings*. Panel presentation at the biennial Conference on

- Research Innovations in Early Intervention, San Diego, CA.
13. Missall, K. N., & Jung, L. A. (2006, February). *Early reading and mathematical outcomes: Effects of early identification for special education services*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 12. Missall, K. N., Tanabe, M. D., & McConnell, S. R. (2005, October). *Classroom variables that support literacy: Is programming adequately differentiated?* Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Portland, OR.
 11. Anderson, A. R., & Missall, K. N. (2005, August). *Examining literacy development from preschool to first grade*. Poster presentation at the annual meeting of the American Psychological Association. Washington, DC.
 10. Missall, K. N. & Anderson, A. R. (2005, April). *A longitudinal examination of literacy development from preschool to kindergarten*. Paper presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
 9. Missall, K.N. (2004, December). *Individual Growth and Development Indicators for assessing early literacy: Links to reading*. Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Chicago, IL.
 8. McConnell, S. R. & Missall, K. N. (2004, March). *Individual Growth and Development Indicators: Assessing progress in early literacy development from preschool to kindergarten*. Panel presentation at the first annual DIBELS Summit, Santa Ana Pueblo, New Mexico.
 7. Missall, K. N. (2004, February). *Variation on a theme: Examining rates of literacy growth and classroom variables for diverse groups of children*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 6. Missall, K. N., McConnell, S. R., Cadigan, K., & VanAlstine, J. (2003, October). *Do classroom variables influence early literacy development?* Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Washington, DC.
 5. Missall, K. N., & McConnell, S. R. (2002, February). *A predictive validity study: The Battelle Developmental Inventory and early reading skills*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
 4. Missall, K. N. (2001, April). *Early school adjustment: How are academic and social skills related?* Poster presentation at the annual meeting of the National Association of School Psychologists, Washington, DC.
 3. Priest, J., Davis, K., McConnell, S., McEvoy, M., & Shin, J. (1999, December). *Individual Growth and Development Indicators of preschoolers' "expressing meaning" skills: Follow that trajectory!* Panel presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Washington, DC.
 2. McConnell, S. R., Priest, J. S., Davis, K. N., & Madyun, N. (1999, April). *Reliability and validity of three continuous-progress measures of expressing meaning to others for preschool-aged children*. Paper presentation at the biennial meeting of Society for Research on Child Development, Albuquerque, NM.
 1. McConnell, S. R., Priest, J. S., Davis, K. N., & Madyun, N. (1999, February). *Measuring growth and development for infants, toddlers, and young children: Three R and D efforts in the same developmental domain*. Poster presentation at the annual Pacific Coast Research Conference, La Jolla, CA.

Regional Meetings

15. Alfes, C., Missall, K., & Anderson J. (2019, October). *Shared book reading for numeracy*. Presentation at the annual meeting of the Washington Association for the Education of Young Children, Lynnwood, WA.
14. Alfes, C., Missall, K., & Anderson J. (2019, October). *Adding math to the classroom: Using board games to teach early numeracy skills*. Presentation at the annual meeting of the Washington Association for the Education of Young Children, Lynnwood, WA.
13. *King, S., & Missall, K. (2019, October). *Utilizing MTSS practices to inform eligibility for special education: School psychologist's role in leadership and collaboration*. Presentation at the Washington State Association of School Psychologists annual conference, Spokane.
12. Alfes, C., & Missall, K. (2019, May). *Using shared book reading to teach numeracy skills in preschool*. Presentation at the annual Infant and Early Childhood Conference, Tacoma, WA.
11. Missall, K., Artman-Meeker, K., & Alfes, C. (2018, November). *Math by the book: Using children's literature in early math tier 2 instruction*. Presentation at the MTSS Fest Conference, Seattle, WA.
10. Missall, K., Artman-Meeker, K., & Alfes, C. (2018, November). *Universal screening of academic and prosocial skills in inclusive preschool and kindergarten*. Presentation at the MTSS Fest Conference, Seattle, WA.
9. Alfes, C., Missall, K., Artman-Meeker, K., Ludeman, S., & Henry, A. (2018, October). *Evaluating delivery context of tier 2 numeracy intervention in preschool*. Presentation at the annual Washington State Association of School Psychologists Conference, Seattle, WA.
8. Missall, K., & Alfes, C. (2018, May). *Adding math to the classroom: Using board games to teach preschoolers early numeracy skills*. Presentation at the annual Infant and Early Childhood Conference, Tacoma, WA.
7. Missall, K., Ludeman, S., Roberts, C., & Meeker, K. (2017, May). *A multiple-gate approach for assessing preschool adjustment and engagement*. Presentation at the annual Infant and Early Childhood Conference, Tacoma, WA.
6. Hendrix, N., Missall, K., & Hojnosi, R. (2015, September). *Early childhood mathematics: Fostering math talk through play*. Presentation at the Iowa Association for the Education of Young Children Conference, Ankeny, IA.
5. Goodwin, J., & Missall, K. N. (2014, January). *Early math development in white and Latino preschoolers: Are there ethnic differences in parents' math beliefs and math activity engagement?* Presentation at the MLK Research Day, College of Education, University of Iowa, Iowa City.
4. Holland, B., & Missall, K. N. (2012, March). *Effects of a token economy and help card: DA comparison study of on-task behavior and spelling accuracy with a child diagnosed with ADHD*. Poster presented at the James F. Jakobsen graduate student conference, Iowa City, IA.
3. Missall, K., & Zebrowski, P. (2012, October). *Early literacy instruction: Foundation and practice*. Presentation at the Iowa Association for the Education of Young Children Annual Conference, Des Moines, IA.
2. Missall, K., Lay, M., & Hicks, D. (2008, October). *Response to Intervention forum*. Kentucky Association of Psychology in the Schools, Lexington.
1. McConnell, S. R., Missall, K. N., & Cadigan, K. (2005, November). *Measuring early literacy growth*. International Reading Association – Plains Meeting, Minneapolis, MN.

Invited Presentations, Trainings, & Workshops

52. Brotherson, S., Fuchs, D., Missall, K., & Snow, K., & (2026, August). *Strengthening school readiness in North Dakota*. Presentation for the North Dakota's Children Cabinet.

51. Purpura, D., Missall, K., & *Demir-Lira, E. (2025, March). *Early math learning in big ten states*. Presentation for the Big 10 Early Learning Alliance.
<https://www.youtube.com/watch?v=tJ0IJ2hxX24>
50. Missall, K., & Alfes, C. (2025, April). *Playful math for preschool*. Presentation for Old Redmond School House, Lake Washington School District, Redmond, WA.
49. Missall, K., & Alfes, C. (2024, November). *MTSS and progress monitoring data*. Presentation for Arrowhead Elementary School, Northshore School District, Kirkland, WA.
48. Missall, K. (2023, November). *Emotions, behaviors, and play: It all comes together in a children's museum*. Keynote presentation at the Northwest Association of Youth Museums Annual Conference. Everett, WA.
47. Missall, K. (2022, January-May). *Understanding, implementing, and evaluating MTSS*. Weekly training and consultation meetings with 200 K-12 administrators, educators, and staff from Crown Point School District. Crown Point, Indiana.
46. Missall, K. (2021, May). *Using MTSS to support school-based mental health*. 3-Week training and consultation with K-12 administrators from International School of Luxembourg. Luxembourg.
45. Missall, K. (2019, March [January – May]). *Understanding, implementing, and evaluating MTSS*. On-site training mid-semester of a self-paced course with K-12 administrators and educators from Nido International School Nido de Aguilas. Santiago, Chile.
44. Missall, K. (2019, March). *Playing is learning*. Presentation for University of Washington College of Education EduTalks: A Place Called School. Renton, WA.
43. Missall, K. (2019, March). *Early language, literacy, math, and social skill development of preschoolers*. Presentation at the 2019 General & Special Education Conference. Seattle, WA.
42. Missall, K. (2019, January [January – May]). *Understanding, implementing, and evaluating MTSS*. On-site training to begin a self-paced, semester-long course with K-12 administrators and educators from Kuala Lumpur International Schools (KLIS). Kuala Lumpur, Malaysia.
41. Missall, K. (2018, January [January – May]). *Understanding, implementing, and evaluating MTSS*. On-site training to begin a self-paced, semester-long course with K-12 administrators and educators from American Schools Foundation (ASF). Mexico City, Mexico.
40. Missall, K. (2018, January [January – May]). *Understanding, implementing, and evaluating MTSS*. On-site training to begin a self-paced, semester-long course with K-12 administrators and educators from American School Foundation Monterrey (ASFM). Monterrey, Mexico.
39. Missall, K. (2017, April). *Understanding and supporting social-emotional learning*. Presentation at Lake Washington School District After-School Programs Instructional Assistants Training. Redmond, WA.
38. Missall, K. (2017, March). *Understanding and supporting social-emotional learning*. Keynote presentation at Lake Washington School District Instructional Assistant Annual Training. Redmond, WA.
37. Missall, K. (2017, February). *Child development from preschool through early elementary: Considering school success*. Presentation at University of Washington P3 Leadership Program. Seattle.
36. Missall, K. (2016, February). *Child development from age 3 to 8: Focusing on social and cognitive acquisition and growth*. Presentation at University of Washington P3 Leadership Program. Seattle.
35. Missall, K. (2016, February). *Introduction to the field of school psychology*. Presentation at Seattle University Psi Chi Career Night, Seattle, WA.
34. Missall, K. (2015, April). *Examining informal math interactions between parents and preschools*. Presentation at DeLTA Center, University of Iowa, Iowa City.

33. Missall, K. (2015, March). *STEM learning for young children: Understanding development and everyday opportunities*. Keynote presentation at 4Cs Early Childhood Institute – Spring 2015. Iowa City, IA.
32. Missall, K., & Hendrix, N. (2014, May). *Early math development and play*. Presentation at Loving Arms Preschool, Iowa City, IA.
31. Missall, K. (2014, April). *Defining high quality preschool*. Presentation at the DeLTA Center, University of Iowa, Iowa City.
30. Missall, K. (2013, November). *Introduction to the field of school psychology*. Presentation at University of Iowa Psi Chi meeting, Iowa City.
29. Missall, K. (2013, September). *Overview of early literacy standard-treatment protocol interventions*. Presentation at Iowa Reading Research Center tri-annual meeting, Des Moines, IA.
28. Missall, K. (2013, August). *Multi-tiered supports and interventions for early literacy*. Heartland Area Education Agency, Johnston, IA.
27. Missall, K. (2013, March). *Goal setting for grade-level standards in reading: Kindergarten through grade 6*. Presentation at the Delta Center Round Table, College of Liberal Arts and Sciences, Iowa City, IA.
26. Missall, K. (2012, November). *The scale of social competence and school adjustment for preschoolers: Need and development*. Presentation at the Dean's Research Colloquium. University of Iowa College of Education, Iowa City.
25. Ehly, S., Missall, K., & Davine-Bills, V. (2012, November). *Parents and bullying*. Presentation at the Teacher Leader Center, University of Iowa College of Education, Iowa City.
24. Hosp, J. L., & Missall, K. N. (2012, June). *Linking progress monitoring with high-stakes assessments: Setting standards-based goals in reading*. Paper presented at the Iowa Department of Education Pursuing the Promise Conference, Des Moines.
23. Sanders, K., Missall, K. N., Wesely, P., & Plakans, L. (2010, March). *From graduate school to professional: Navigating the last year of your PhD program*. Panel presentation for the University of Iowa College of Education.
22. Missall, K. N. (2009, December). *Preschool literacy development: Assessment of early skills and relation to classroom variables for diverse children*. Keynote presentation at The University of Iowa College of Education Emeritus Faculty Annual Meeting, Iowa City.
21. Missall, K. N. (2008, April). *Reading development: Helping children who struggle*. Cincinnati Children's Hospital, Cincinnati, OH.
20. Missall, K. N. (2006, October). *Individual Growth and Development Indicators for monitoring early literacy in preschool*. State of Indiana Preschool Administrators Annual Meeting. Indianapolis.
19. Missall, K. N. (2006, October). *Introduction to preschool Early Literacy IGDIs: Foundation and application*. Lafayette Public Schools, Lafayette, IN.
18. Missall, K. N. (2005, December). *Training on Early Literacy IGDIs*. Malone Central School District Early Reading First Grantee, Malone, NY.
17. Missall, K. N. (2005, October). *Preschool Early Literacy IGDIs: The ABC's of data-based decision making*. State of Ohio Department of Education Annual Conference, Columbus.
16. Missall, K. N. (2005, September). *Individual Growth and Development Indicators: Theory, use & interpretation*. West Central Ohio Special Education Regional Resource Center, Wapakoneta, OH.
15. McConnell, S. R. & Missall, K. N. (2005, March). *Individual Growth and Development Indicators (IGDIs): Get it, Got it, Go!* State of Ohio Early Childhood Special Education and Southwestern Special Educational Regional Resource Center. Cincinnati.

14. Missall, K. N. (2005, February). *Training on Early Literacy IGDIs*. University of Nebraska-Lincoln Early Reading First Grantee. Lincoln.
13. Missall, K. N. (2005, January). *Individual Growth and Development Indicators: Theory, use & interpretation*. East Ohio Special Educational Regional Resource Center, New Philadelphia, OH.
12. Missall, K. N. (2004, October). *Training on Individual Growth and Development Indicators*. Syracuse Public Schools Early Reading First Grantee, Syracuse, NY.
11. Missall, K. N. (2004, September). *Training on Dynamic Indicators of Basic Early Literacy Skills and Individual Growth and Development Indicators*. National Early Childhood Transition Center, University of Kentucky, Lexington, KY.
10. Missall, K. N. (2004, May). *Training on Individual Growth and Development Indicators*. CEED Symposium: Innovations in Early Childhood Research and Training, University of Minnesota, Minneapolis.
9. Missall, K. N. (2004, April). *Get it, Got it, Go!* Mounds View Public School Early Childhood Educators and Special Education Teams, Shoreview, MN.
8. McConnell, S. R., & Missall, K. N. (2003, December). *General outcome measurement, G3 and IGDIs*. St. Paul Public Schools Special Education Staff, St. Paul, MN.
7. Missall, K. N. (2003, November). *Individual Growth and Development Indicators: Training for teachers*. North St. Paul Public School Early Childhood Educators and Special Education Teams, Maplewood, MN.
6. Missall, K. N. (2003, September). *Individual Growth and Development Indicators: Training for teachers*. Mounds View Public School Early Childhood Educators and Special Education Teams, Shoreview, MN.
5. Missall, K. N. (2003, August). *The influence of classroom variables on early literacy development: Assessment of skills and preschool environments*. Minnesota Early Intervention Summer Institute, St. John's University, Collegeville, Minnesota.
4. McConnell, S., Missall, K., & Estrem, T. (2002, December). *Individual Growth and Development Indicators: Training for trainers*. St. Paul Public Schools Special Education Staff, St. Paul, MN.
3. Missall, K. N. (2002, January). *Developmentally appropriate practice for kindergarten-aged children*. Mounds View Public Schools Elementary Curriculum Development Day, Shoreview, MN.
2. Missall, K. N. (2001, May). *Adaptive behavior and the Vineland Adaptive Behavior Scales*. American Guidance Service, Circle Pines, MN.
1. Missall, K. N. (2000, October). *Assessment as a way of finding a future*. Symposium conducted at the Human Services Forum of the United Way of Central Louisiana, Alexandria, LA.

TEACHING AND MENTORING

UNIVERSITY INSTRUCTION

University of Washington (2015-Present)

EDPSY 507	Academic Assessment, Intervention, and Consultation
EDPSY 554	Introduction to Multi-Tiered Systems of Support
EDPSY 500	Field Study in Academic Consultation
EDPSY 573	Preschool Assessment
EDPSY 585	School Psychology Doctoral Seminar

University of Iowa (2009-2015)

7P:342	Graduate Research Project
7P:029:001	Early Childhood Education and Development: Practices and Policies
7P:340/222/218	Foundations of School Psychology (+undergraduate section)
7P:345	Academic Interventions
7P:238	Assessment of [Academic] Learning Differences
7P:337	Advanced Practicum in School Psychology
7P:237	Beginning Practicum in School Psychology
PSQF:3103	Early Childhood Development: Birth to Kindergarten (undergraduate)

University of Kentucky (2004-2009)

EDP 675	Practicum in School Psychology
EDP 640	Individual Assessment of Cognitive Functioning
EDP 776-002	Individual Assessment of Psychoeducational Functioning
EDP 658-002	Advanced Study of Curriculum-Based Measurement and Response to Intervention
EDP 658-005	Contemporary Issues in School Psychology
EDP 782-007	Independent Study in Educational Psychology
EDP 658	Measurement of Learner Progress (CBM and RTI)

University of Minnesota (1999-2004)

EPsy 5849	Observation and Assessment of the Preschool Child
EPsy 8994	Research Problems: Early Literacy Seminar

DISSERTATION COMMITTEES

University of Washington Dissertations

College of Arts and Sciences

David Stewart (David Rahbee, DMA, School of Music)

College of Education

Sofia Byun (Chair)
Jasmine Imhoff (Chair)
Aditi Bhat (Chair)
Eline Laurent (Chair)
Elizabeth Gottesman (Chair)
Audrey Kanonowicz (Chair)
Jary Canafuego (Chair)
Nicholas (Nico) Cristallo (Chair)
Simi Adekoya (Chair)
Feifei Chen (Chair)
Rachel Monasterio (Chair)
Lauren Price (Chair)
Elyanah Posner (Chair)
Emily Allen (Chair)
Maja Kelly (Chair)
Monique Armendariz (Chair)
Kelly Nichols (Chair)
Steven Hakansson (Carol Davis, Ed.D., Special Education)
Leayh Abel (Chair)

- Roxana Del Campo (Min Li, Ph.D., Measurement and Statistics)
Yijun Cheng (Oscar Astivia, Ph.D., Measurement and Statistics)
Clarissa Alfes (Chair)
“Effectiveness of a Tier 2 Boardgame Intervention in a Preschool MTSS Framework for Numeral Naming Skill Development”
Joshua Blazen (Chair)
“Early School-Based Screening for Social Withdrawal: A Multi-Method Approach to Identifying Multilingual Preschoolers”
Sarah Kaufman (Chair)
“Comparing Teacher-Implemented Preschool Self-Regulation Interventions in Inclusive Classrooms Using an Alternating Treatment Design”
- 2026 Patrick Gipson (Chair)
“Examining the Predictive Validity of Three Universal Screening Measures of Reading”
- 2026 Lauren Perlmutter (Chair)
“Using Parents as Implementers in a Sibling-Mediated Intervention to Improve Joint Attention in Children with ASD”
*Awarded 2026 Gordon C. Lee Outstanding Dissertation, College of Education, University of Washington
- 2025 Ghina Haidar (Chair)
“Examining the Efficacy of the RUBI Parent Training Program in a Clinical Setting for Parents of Children Older Than 7 Years of Age with Autism Spectrum Disorder and Disruptive Behaviors”
- 2024 Ruquian (Daisy) Ma (Chair)
“The Effects of Applied Behavior Analysis Based Parent Implemented Intervention for Children with Pediatric Feeding Disorder: A Systematic Review and Meta-Analysis”
*Finalist, 2024 Three Minute Thesis Competition, University of Washington
- 2023 Sana Hussain (Chair)
“Second-Generation South Asian American Muslim Mothers: Constructing Knowledge, Perspectives, and Practices of Mental Health”
- 2023 Caitlin Courshon (Chair)
“Predicting Change in Life Satisfaction during a Summer Treatment Program for Children with ADHD and ASD”
- 2022 Erin Anderson (Roxanne Hudson, Ph.D., Special Education)
“A Jump Start on Literacy: The Effectiveness of a Caregiver-Implemented Phonological Awareness Intervention”
- 2022 Shannon Ludeman (Chair)
“Predicting Social and Externalizing Outcomes of a Summer Treatment Program for Children with ADHD and ASD”
- 2021 Salloni Nanda (Chair)
“Peer-Mediated Instruction and Interventions to Increase Social Skills of Children with ASD without Intellectual Impairments in Inclusive Preschool and Elementary School. Settings: A Meta-Analysis”
*Nominated for 2021 Gordon C. Lee Outstanding Dissertation Award, College of Education, University of Washington
- 2020 Shelley Barber (Chair)
“Helping Double Rainbows Shine: How Formal and Informal School Structures Support Gender Diverse Youth on the Autism Spectrum”

- 2020 Alyssa Nevell (Chair)
"Outcomes and Predictors of Treatment in an Intensive Outpatient Program for Pediatric Obsessive-Compulsive Disorder"
- 2019 Michael Mahoney (Dr. Carol Davis, Ed.D., Special Education)
"Peer-Mediated Instruction and Interventions Supporting the Academic Engagement of Secondary Students with Autism Spectrum Disorder"

University of Washington Research and Inquiry (R&I) Examination

- 2026 Rachel Monasterio (Chair)
 2026 Emily Allen (Chair)
 2026 Maja Kelly (Chair)
 2026 Lauren Price (Chair)
 2026 Maja Kelly (Chair)
 2026 Fernanda Ibara
 2025 Yijun Cheng
 2025 Kelly Nichols (Chair)
 2025 Sarah Kaufman (Chair)
 2025 Joshua Blazen (Chair)
 2024 Patrick Gipson (Chair)
 2024 Leayh Abel (Chair)
 2024 Lauren Perlmutter (Chair)
 2023 Molly Poole
 2021 Clarissa Alfes (Chair)
 2021 Caitlin Courshon (Chair)
 2020 Ghina Haidar (Chair)
 2020 Sana Hussain (Chair)
 2020 Ruqian (Daisy) Ma (Chair)
 2019 Shannon Ludeman (Chair)
 2019 Salloni Nanda (Chair)
 2017 Alyssa Nevell (Chair)
 2017 Kelly Reagan-Gutierrez
 2016 Candice Small

University of Washington, Educational Specialist Advisees

- 2029 Sofia Byun
 Michael DeCamp
 Owen Harwood-Palmore
 Zoe Hotmer
 Jamine Imhoff
 Audrey Lo
 Isabel Serrao
 Vary Villeaga Santos
 2028 Aditi Bhat
 Elise Laurent
 Charlotte Franklin
 Dani Grgetich
 Grace Herd
 Juliana Patin
 Camille Eaton

2027	Jamara Putney
	DreTavius Parham
	Emily Rinehart
	Clisby Wilson III
	Elizabeth Gottesman
	Audrey Kanonowicz
	Balin Carey
2026	Elizabeth Gottesman
	Tramon Jones
	Danny Morga
	Thylan Singleton
	Eden Saunders
	Shelby Frank
	Simi Adekoya
2025	Feifei Chen
	Emma Stroben
	Serena Short
	Lauren Allen
	Jary Canafuego
	Nicolas (Nico) Cristallo
	Lauren Price
2024	Emily Allen
	Ariel Miller
	Susanna Lapsley
	Sierra Winters
	Karsen Breese
	Lexi Herzog
	Nayomi Martinez
2023	Vanessa Lewis
	Elise Sledge
	Bronte Cichlar
	Katie Beard
	Sarah Kaufman
	Monique Armendariz
	Rebecca Mohr
2022	Kate Thies
	Jian (Ming) Ng
	Swee Harrison
	Elyanah Posner
	Lakin Porter
	Lucille Townley
	Jennifer VanEtten
2021	Hannah Frimtzis
	Joshua Blazen
	Joy Wang
	Rachele Gentry
	Chaya Rothschild
	Hannah de Vries
	Jessica Anderson

2020	Kayla Polk Caitlin Courshon Clarissa Alfes Taylor Caldwell
2019	Shannon Ludeman Christine Nguyen Ling Yin (Linda) Wang Audrey Sakamoto
2018	Sana Hussain Salloni Nanda
2017	Nicolette Orkney Amanda Sim Alyssa Nevell Cinthia Palomino

University of Iowa Dissertations

School Psychology

2020	Samantha McVancel (Co-Chair) <i>"A Comparison of Two Math Fact Fluency Interventions: Incremental Rehearsal versus FASTT MathTM"</i>
2017	Nicole Hendrix (Chair) <i>"Embedded Instructional Gesture and Early Shape Learning: A Comparison of Seeing and Doing"</i>
2016	Jennifer Kuhle (Chair) <i>"Use of Brief Experimental Analysis to Identify Early Literacy Interventions in Students with Letter-Sound Correspondence Deficits"</i>
2015	Kelly Wise (Kathryn Gerken, Ph.D.) <i>"A Formative Program Evaluation of a Postsecondary Support Program for Students with High Functioning Autism Spectrum Disorder"</i>
2015	Jessica O'Brien (Chair) <i>"Play-based Intervention Effects on Language Production in Toddlers from a High-Risk Background"</i>
2014	Stephanie Anthony (Chair) <i>"Teacher Attributions, Expectations, and Referrals for Students Involved in the Child Welfare and Juvenile Justice Systems"</i>
2012	Greg Feldmann (Chair) <i>"Technical Adequacy Study of Early Numeracy Measures with a Kindergarten and First-Grade Sample"</i>
2012	Ling-Yan Yang (Kathryn Gerken, Ph.D.) <i>"The Impact of Home Language on Learning to Read Chinese: Comparing Mandarin Monolingual Children and Dialect Dominant Children"</i>
2011	Chung-Hau (Howard) Fan (Co-Chair) <i>"An Examination of the Equivalence of the First-Grade DIBELS Oral Reading Fluency Probes"</i>

Special Education

2015	Jeremy Ford (John Hosp, Ph.D.) <i>"Statement Verification for Science: Examining Technical Adequacy of Alternate Forms for Screening Decisions"</i>
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- 2015 Kiersten Hensley (John Hosp, Ph.D.)
"Examining the Effects of Paper-Based and Computer-Based Modes of Assessment on Mathematics Curriculum-Based Measurement"

University of Kentucky Dissertations

- 2008 Rachel Hammond (H. Thompson Prout, Ph.D.)
"Adolescents with High Functioning Autism: An Investigation of Co-Morbid Anxiety and Depression"
- 2008 Stephanie Kampfer-Bohach (H. Thompson Prout, Ph.D.)
"The Effect of Video Self-Modeling on Teaching Relaxation Techniques in Children with Autism Spectrum Disorders in School-Based Settings"
- 2007 Ralph Johnson (Co-Chair)
"An Exploration of Language, Memory, and Attention /Executive Ability Differences in Early School-Aged Students at High- and Low-Risk for Literacy Delays"
- 2007 Bryony Orwick-Rowe (H. Thompson Prout, Ph.D.)
"Self-Reported Peer Victimization in Middle School Students with and without Mild Educational Disabilities"
- 2007 Theresa Nowak (H. Thompson Prout, Ph.D.)
"The Association between Child and Educator Temperament with Preschool Adjustment of Children with Special Needs"
- 2006 Katherine Matthews (Chair)
"Reading Achievement of Children with Learning Disabilities: Relation of Instructional Literacy Features in Early Elementary General Education Classrooms"
- 2005 Leigh Ann Smith Ford (Stephen DeMers, Ed.D.)
"The Under-Representation of Females Receiving Special Services for Emotional and Behavior Disorders: A Case of Gender Bias?"

Psychology

- 2008 Myriam Sollman (David T. R. Berry, Ph.D.)
"The Utility of ADHD-Diagnostic and Symptom Validity Measures in the Assessment of Undergraduate Student Response Distortion: A Clinically-Enhanced Simulation Study"

Interdisciplinary Early Childhood Education

- 2006 Robyn Brookshire (Jennifer Grisham-Brown, Ed.D.)
"Collaborative Action Research Using Post-Structuralist and Cross-National Provocations"

Invited Dissertation Committee Member, Other Universities

- 2014 Philippa McDowall, University of Otago, Dunedin, New Zealand
(Psychology; Elizabeth Schaughency, Ph.D.)
"Parent Involvement in Children's Reading Development: Parent and Teacher Perceptions, and Child Reading Outcomes"
- 2013 Erin Leichman, Lehigh University, Bethlehem, PA (School Psychology; Edward Shapiro, Ph.D.)
"Predictive Validity of the Individual Growth and Development Indicators: Examination of Students who Attend Head Start"
- 2011 Leslie Dawn MacKay, University of British Columbia, Vancouver, BC
(School Psychology, Kent McIntosh, Ph.D.)

- 2009 *“Assessing the Effectiveness of a Cultural Curriculum to Improve Early Literacy Outcomes for Kindergarteners”*
 Karen Gischlar, Lehigh University, Bethlehem, PA (School Psychology; Edward Shapiro, Ph.D.)
“Efficiency and Economy in the Assessment of Emergent Literacy Skills”

SERVICE

EDITORIAL SERVICE

Associate Editor

2009-2024 *Journal of Early Intervention*

Guest Action Editor

2008 *Journal of School Psychology*

Editorial Board

2025-2030 *School Psychology Review*
 2003-2024 *Journal of Early Intervention*
 2007-2020 *Journal of School Psychology*
 2011-2015 *School Psychology Forum: Research in Practice*

Ad Hoc Reviewer

2026 *Journal of School Psychology*
 2025 *Journal of Research in Reading*
 2003-2024 *School Psychology Review*
 2017 *International Journal of Science and Mathematics Education*
 2017 *Behavioral Disorders*
 2005-2017 *Topics in Early Childhood Special Education*
 2006-2010 *Young Exceptional Children*
 2007-2009 *NHSA Dialog: A Research-to-Practice Journal for the Early Education Field*
 2005-2008 *Early Education and Development*

GRANT REVIEWS

2025 Panel Member, U.S. Department of Education Office of Elementary and Secondary Education, Mental Health Service Professionals Demonstration Grant Program
 2025 Chair, U.S. Department of Education Institute of Education Sciences, Early Intervention and Early Childhood Education Research Peer Review Panel
 2024 Principal Member, U.S. Department of Education Institute of Education Sciences, Early Intervention and Early Childhood Education Research Peer Review Panel
 2023 Principal Member, U.S. Department of Education Institute of Education Sciences, Early Intervention and Early Childhood Education Research Peer Review Panel
 2022 Principal Member, U.S. Department of Education Institute of Education Sciences, Early Intervention and Early Childhood Education Research Peer Review Panel

	Review Panel
2021	Principal Member, U.S. Department of Education Institute of Education Sciences, Early Intervention and Early Childhood Education Research Peer Review Panel
2020	Principal Member, U.S. Department of Education Institute of Education Sciences, Early Intervention and Early Childhood Education Research Peer Review Panel
2017	Grant Reviewer, Auckland, New Zealand, <i>A Better Start</i> National Science Challenge
2017	Reviewer, Government of Canada Research Grants & Partnership Division, Social Sciences and Humanities Research Council of Canada, Insight Grants Program,
2016	Panel Member, U.S. Department of Education Institute of Education Sciences, Low-Cost Short-Duration Evaluation of Education Interventions
2015	Panel Member, U.S. Department of Education Institute of Education Sciences, Research Networks Focused on Critical Problems of Education Policy and Practice: Supporting Early Learning from Preschool through Early Elementary School Grades (Early Learning Network),
2015	Panel Member, U.S. Department of Education Institute of Education Sciences, Early Intervention and Early Childhood Education

EXTERNAL REVIEWER: PROMOTION AND TENURE

2026	University of Alaska Anchorage
	University of Texas at Austin
2025	Purdue University
	University of Texas at San Antonio
2024	University of Oregon
2023	Michigan State University
2021	Northeastern University
	North Carolina State University
2019	Iowa State University
	University of Kansas
2017	University of Texas at Austin
2015	University of Kansas
2014	Purdue University

PROFESSIONAL SERVICE

National

2018-2024	Reviewer, proposals for annual conference of the National Association of School Psychologists
2008-2024	Reviewer, proposals for the annual conference of the Council for Exceptional Children Division for Early Childhood
2018-2024	Reviewer, proposals for the biannual conference of the Society for Research in Child Development
2018	Workgroup Member, DEC Position Paper on Response to Intervention and Multi-tiered Systems of Support
2017	Co-Chair, Policy Strand, Council for Exceptional Children's Division for

	Early Childhood Annual Conference
2015-2016	Member, Planning Committee for 2016 Biennial Conference on Research Innovations in Early Intervention
2013-2014	Member, Planning Committee for 2014 Biennial Conference on Research Innovations in Early Intervention
2010-2012	Member, National Advisory Panel for Infinite Campus, Blaine, MN
2010-2012	Member, NASP Publications Board
2010	Member, APA Division 16 Lightner Witmer Award Committee
2009	Chair, APA Division 16 Outstanding Dissertation Award Committee
2008	Member, APA Division 16 Outstanding Dissertation Award Committee
2005	Member, APA Division 16 Outstanding Dissertation Award Committee

Statewide/Local

2018-2024	Board of Directors, Imagine Children's Museum, Everett, WA
2018-2019	Member, ESA Certification Workgroup for OSPI, Washington
2013-2015	Advisory Board Member, Iowa Reading Research Center
2013-2015	Full Member, DeLTA Center, Iowa
2012-2015	Member, Get Ready Iowa, Iowa
2009-2015	Member, State of Iowa Early Childhood Positive Behavior Interventions and Support Leadership Team
2012-2013	Leadership Team, Response to Intervention, North Bend Elementary, North Liberty, IA
2012	Co-Author, Cluster Hire proposal to University of Iowa Provost focused on early childhood
2012	Member, School Readiness Task Force for state of Iowa
2008-2009	Member, KAPS Committee on Learning Disabilities
2006-2009	Member, Board of Directors, Child Development Centers of the Bluegrass, Lexington, Kentucky
2005-2006	Member, Great Schools Initiative Subcommittee on Mental Health and Well- Being, Fayette County Schools, Lexington, KY

UNIVERSITY SERVICE

University of Washington

2026	Distinguished Dissertation and Thesis Award Committee, Graduate School
2026	Section Committee, Graduate School Medal
2025-Present	UW Faculty Council on Student Affairs (FCSA)
2025-2028	Elected Member, UW Graduate School Council
2025	UW Student Host, The Reggio Emilia Approach to Education Study Tour, Reggio Emilia, Italy
2024	Reviewer, UW Royalty Research Fund Proposals
2023-2024	Path Forward WA State/OSPI Work Group on Science of Reading
2022-2024	Senator, UW Faculty Senate
2015-2016	Faculty Mentor, Strategic Analysis, Research & Training [START] Center

University of Washington College of Education/Department/Program

2026-2027	Chair, Search Committee for Tenure-Track Professor in School Psychology
2026-2027	Chair, Search Committee for Assistant Teaching Professor in School Psychology

2026	Committee Member, Ballmer Doctoral Fellowship in Early Learning
2025-2026	Chair, Search Committee for Tenure-Track Professor in School Psychology
2025	Chair, search committee for School Psychology Program Coordinator staff position
2024-2025	Member, Elizabeth Sanders Promotion Committee, College of Education
2023-2024	Chair, Search Committee for Assistant Professor in School Psychology
2023-2024	Chair, Kathleen Meeker Promotion Committee, College of Education
2023-2026	Promotion Mentor, Alexa Matlack, College of Education
2023-2025	Faculty Representative, Washington State Association of School Psychologists Executive Board
2022-2024	Chair, Search Committee for Assistant Professor and Assistant Teaching Professor in School Psychology
2022-2023	Member, Chun Wang Promotion Committee, College of Education
2022-2025	Promotion Mentor, Oscar Olvera-Astivia, College of Education
2020-2023	Promotion Mentor, Chun Wang, College of Education
2022-Present	Marshall, College of Education Graduation
2021-2022	Member, Search Committee for Assistant Teaching Professor in Applied Behavior Analysis
2015-2020	Faculty Representative, OSPI-Appointed Professional Education Advisory Board, UW School Psychology Program
2020-2021	Member, Min Li Promotion Committee, College of Education
2019-2020	Member, Chun Wang Promotion and Tenure Committee, College of Education
2019	Member, Selection Committee Academic Programs & Curriculum Manager position, College of Education
2018-2020	Chair and Member, Academic Programs Committee, College of Education
2015-2025	Faculty Representative, OSPI-Appointed Professional Education Advisory Board (PEAB), UW School Psychology Program
2018-2019	Member, Angel Fettig Promotion and Tenure Committee, College of Education
2017-2018	Member, Committee to Evaluate Function of College Areas, College of Education
2017-2018	Member, Search Committee for Assistant Professor in Education Policy, College of Education
2017-2018	Member, Kathleen Meeker Promotion and Tenure Committee, College of Education
2017	Member, Mary Clevenger-Bright (Senior Lecturer) Reappointment Committee, College of Education
2016-2017	Member, Faculty Council, College of Education
2016-2017	Vice Chair, Academic Programs Committee, College of Education
2016	Member, Sara L. Lopez (Senior Lecturer) Reappointment Committee, College of Education
2016	Member, Gordon C. Lee Dissertation Award Committee
2016	Member, Search Committee for Preschool Effectiveness Research Center (PERC) Director, College of Education
2015-2016	Member, Academic Programs and Initiatives Committee, College of Education

University of Iowa College of Education

2015	Member, Search Committee, Department of Psychological and Quantitative Foundations
2014-2015	Co-Leader, College of Education Strategic Plan
2014	Co-Chair, Search Committee, Department of Psychological and Quantitative Foundations
2010-2013	Member, Dean's Faculty Advisory Council, College of Education
2011-2012	Member, Iowa Testing Program's Special Graduate Assistantship Award Committee, College of Education
2010	Member, Search Committee, Special Education, Department of Teaching and Learning
2010	Taskforce Member, Center for Disability Research and Education Planning, College of Education
2010-2014	Co-Admissions Director, School Psychology Program
2009	Keynote Speaker, College of Education Emeritus Faculty Annual Meeting

University of Kentucky College of Education

2008-2009	Search Committee, Department of Educational and Counseling Psychology
2008-2009	Strategic Planning Committee, College of Education
2008	School Psychology Representative, Education Professions and Activities Mall, College of Education
2008	Search Committee, Educational Psychology, Department of Educational and Counseling Psychology
2008	Search Committee, Department Chair, Department of Educational and Counseling Psychology
2007-2008	Search Committee, Educational Psychology, Department of Educational and Counseling Psychology
2007	Search Committee, Educational Psychology, Department of Educational and Counseling Psychology
2007	Graduate Fellowship Committee, Department of Educational and Counseling Psychology
2006-2007	NCATE Committee on Assessment (Field Experiences and Clinical Practice; Standard 3)
2006-2007	Search Committee, School Psychology, Department of Educational and Counseling Psychology
2006-2007	Search Committee, Counseling Psychology, Department of Educational and Counseling Psychology
2006	Masters Committee, College of Education
2005-2006	Search Committee, Counseling Psychology, Department of Educational and Counseling Psychology
2005-2006	Search Committee, School Psychology, Department of Educational and Counseling Psychology
2005	Brown Bag Colloquium: <i>Tricks of the Trade – Dr. Somebody and Making the Transition from Graduate Student to Professional</i> , Department of Educational and Counseling Psychology
2004-2009	Undergraduate Admissions and Standards Committee, College of Education
2004-2009	Interdisciplinary Early Childhood Education Program Faculty, Department of Special Education and Rehabilitation Counseling

University of Minnesota College of Education and Human Development

2004	Chair, Search Committee for Coordinator of Minnesota Early Literacy Training Project
2003-2004	Research Committee, College of Education and Human Development
2003-2004	Facilitator, Project Coordinators Committee, Center for Early Education and Development
2003	Kickoff Committee, Institute on Community Integration

COMMUNITY SERVICE

2018-Present	Washington Wind Symphony, Redmond, WA: Member
2017-2023	Imagine Children's Museum, Everett, WA: Board of Directors
2016-2023	Overlake Christian Church, Redmond, WA: Member and Volunteer
2015-2021	Cottage Lake Elementary School, Woodinville, WA: Parent Volunteer
2013-2015	Coralville Excellence 4-H Club: Coralville, IA: Parent Volunteer
2012-2015	First Presbyterian Church, Cedar Rapids, IA: K-5 Sunday School Teacher
2012-2015	Shimek Elementary School, Iowa City, IA: Weekly Classroom Volunteer
2011-2015	Quad Cities Wind Ensemble, Davenport, IA: Member
2011-2015	Beethoven Club, Cedar Rapids, IA: Member
2010-2015	First Presbyterian Church, Cedar Rapids, IA: Member
2004-2009	Harrodsburg Christian Church, Harrodsburg, KY: Member and Deacon
2002-2004	Encore Wind Ensemble, St Paul, MN: Member
1997-2002	Nativity Lutheran Church, Minneapolis, MN: Member, Confirmation Leader, Small Group Leader