

# Kathleen R. King, Ph.D., NCSP

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306 Carmichael Hall | University of Alabama | Tuscaloosa, AL 35487 | [krking@ua.edu](mailto:krking@ua.edu)

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## EDUCATION

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- 8/2012-8/2014**     **University of Missouri, Columbia, MO**  
Postdoctoral Fellowship  
Department of Educational, School and Counseling Psychology
- 8/2006-12/2010**     **University of Georgia, Athens, GA**  
Doctor of Philosophy in School Psychology  
Minor specialization in Classroom and Individual Behavior Consultation  
APA and NASP approved program
- 8/2004-6/2006**     **Western Carolina University, Cullowhee, NC**  
Master of Arts in Clinical Psychology
- 8/2000-12/2003**     **Kutztown University, Kutztown, PA**  
Bachelor of Arts in Psychology  
Minor in History

## PROFESSIONAL POSITIONS

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- 8/2016-Present**     **Assistant Professor**  
*University of Alabama – Department of Educational Studies in Psychology, Research Methodology, and Counseling*  
NASP approved School Psychology program  
Professional Responsibilities  
    Maintain an active research lab; teach graduate classes; supervise graduate and undergraduate research; program and departmental service.
- 8/2014-8/2016**     **Assistant Professor**  
*East Carolina University - Department of Psychology*  
APA and NASP approved School Psychology program  
Professional Responsibilities  
    Maintain an active research lab; teach graduate and undergraduate classes; supervise graduate and undergraduate research; chair thesis and dissertation committees; program and departmental service.
- 8/2012-8/2014**     **Adjunct Professor**  
*University of Missouri - Department of Educational, School and Counseling Psychology*  
Professional Responsibilities  
    Teach graduate courses in school psychology
- 1/2011-6/2012**     **School Psychologist**  
*Madison County School District, GA*  
Professional Responsibilities

Psychological evaluation within an RTI district; psychological and eligibility report writing; eligibility determination as part of the Student Support Team; conducting eligibility meetings; classroom behavior consultation; section 504 determination; manifestation determination; academic and behavior intervention consultation; and, parent and teacher trainings for Hull-Sanford Elementary School, Madison County Middle School, and Madison County High School.

**8/2009-12/2010 School Psychology Intern**

*Madison County School District, GA*

Professional Responsibilities

Provide school psychology services, including assessment, report writing, and consultation, for an elementary school within the district.

Supervisors A. Shayne Ablekop, Ph.D. and Deborah Williamson, Ed.S.

## PUBLICATIONS

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- King, K.R.**, Lembke, E.S., & Reinke, W.R. (2016). Using Latent Class Analysis to Identify Academic and Behavioral Risk Status in Elementary Students. *School Psychology Quarterly*, 31(1), 43-57.  
<http://dx.doi.org/10.1037/spq0000111>
- Murrihy, R., Burns, J., Reinke, W., Herman, K., & **King, K.** (In Press). Evidence-Based Assessment and Intervention for ODD and CD in School Psychology. In Thielking, M. & Terjesen, M. (Eds.), *Handbook of Australian School Psychology: International Research, Practice, and Policy*. Springer.
- \*Stormont, M., Herman, K. C., Reinke, W. M., **King, K. R.**, & Owens, S. (2015). The Kindergarten Academic and Behavior Readiness Screener: The utility of single-item teacher ratings of kindergarten readiness. *School Psychology Quarterly*, 30(2), 212
- King, K. R.**, & Reschly, A. L. (2014). A Comparison of Screening Instruments: Predictive Validity of the BESS and BSC. *Journal of Psychoeducational Assessment*, 32(8), 687-698. Doi: 10.1177/0734282914531714
- Reinke, W. M., Stormont, M., Herman, K. C., Wang, Z., Newcomer, L., & **King, K.R.** (2014). Use of Coaching and Behavior Support Planning for Students with Disruptive Behavior Within a Universal Classroom Management Program. *Journal of Emotional and Behavioral Disorders*, doi: 1063426613519820.
- King, K.R.**, Reschly, A. L., & Appleton, J.J. (2012). An Examination of the Validity of the Behavioral and Emotional Screening System in a Rural Elementary School: Validity of the BESS, *Journal of Psychoeducational Assessment*, 30(6), 527-538.
- Kamphaus, R. W., Reynolds, C. R., & **King-Vogel, K.** (2009). Intelligence Testing. In Matson, J. L., Andrasik, F., Matson, M. L. (Eds.), *Assessing Childhood Psychopathology and Developmental Disabilities*, (pp. 91-115). New York: Springer.

\* Denotes student on publication/presentation

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## WORKS IN PREPARATION/UNDER REVIEW

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- King, K. & Schoemann, A.** (Under review). Examining the Efficacy of Positive Classroom-Based Behavior Management Strategies: A Meta-Analysis. *Manuscript revised and resubmitted.*
- \***King, K.,** Reinke, W., Lembke, E., & Rivera, C. (In preparation). Using Latent Class Analysis to Identify Academic Profiles Among Students with Behavioral Risk. *Manuscript in preparation*
- King, K. & Reinke, W.** (In preparation). The Influence of Teacher Burnout and Self-Efficacy on Ratings of Student Behaviors. *Manuscript in preparation.*
- King, K., & Reschly, A.** (In preparation). Long-Term Predictive Validity of Universal Behavior Screening: Where Are They Now? *Manuscript in preparation.*
- \***King, K.,** Rivera, C., & Wicoff, M. (In preparation). Classroom Management Knowledge, Training, and Efficacy: A Statewide Survey of School Personnel. *Manuscript in preparation.*

## PRESENTATIONS

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- \***King, K.,** Sims, W., Wicoff, M., & Rivera, C. (2017). *Supporting Positive Classrooms: Teacher, Administrator, and School Psychologist Perceptions.* Paper to be presented at the Convention of the National Association of School Psychologists; San Antonio, TX
- \*Rivera, C., Wicoff, M., & **King, K.** (2017). *An Examination of the Structure and Correlates of Classroom Rules.* Poster to be presented at the Convention of the National Association of School Psychologists; San Antonio, TX
- \*Sims, W., **King, K.,** Rivera, C., & Wicoff, M. (2017). *School-Based Problem Solving Teams: Educator Reports of Current Practices.* Paper to be presented at the Convention of the National Association of School Psychologists; San Antonio, TX
- \*Gray, A. & **King, K.** (2017). *Effectiveness of a Repeated Reading Intervention for Postsecondary Students.* Poster to be presented at the Convention of the National Association of School Psychologists; San Antonio, TX
- \*Wicoff, M. & **King, K.** (2016). *Classification of Children Based on Physical Activity and Screen Time.* Poster presented at the 124<sup>th</sup> American Psychological Association Annual Convention: Denver, CO.
- King, K. & Reschly, A.** (2016). *Long-Term Predictive Validity of Behavior Screening: A 5-year Follow-Up Study.* Paper presented at the Convention of the National Association of School Psychologists; New Orleans, LA
- \*Rivera, C., Walcott, C., & **King, K.** (2016). *Identifying and Comparing Profiles of At-Risk Readers Throughout Elementary School.* Poster presented at the Convention of the National Association of School Psychologists; New Orleans, LA
- \*Wicoff, M. & **King, K.** (2016). *Physical Activity and Screen Time Participation Over Time.* Poster presented at the Convention of the National Association of School Psychologists; New Orleans, LA
- \*Walcott, C., Rivera, C., & **King, K.** (2015). *Using Latent Class Analysis to Identify Profiles of At-Risk Readers in 1<sup>st</sup> Grade.* Poster presented at the 123rd American Psychological Association Annual Convention; Toronto, Ontario.
- King, K.,** Reinke, W., & Lembke, E. (2015). *Identifying Academic Profiles of Children with Behavior Risk Using LCA.* Poster presented at the Convention of the National Association of School Psychologists; Orlando, FL

- \*Owens, S., **King, K.**, Stormont, M., Herman, K., Reinke, W. (2015). *Predictive Validity and Diagnostic Accuracy of a School Readiness Screener*. Poster presented at the Convention of the National Association of School Psychologists; Orlando, FL
- King, K.** & Reinke, W. (2014). *Identifying Moderators of Classroom Management through Meta Analysis*. Poster presented at the 6<sup>th</sup> Annual Educational, School & Counseling Psychology Conference; Columbia, MO.
- \*Owens, S., **King, K.**, Stormont, M., Herman, K., Reinke, W. (2014). *Predictive Validity and Diagnostic Accuracy of the Kindergarten Academic and Behavior Readiness Screener*. Poster presented at the 6<sup>th</sup> Annual Educational, School & Counseling Psychology Conference; Columbia, MO.
- King, K.** & Reinke, W. (2014). *Evaluating the Effectiveness of Positive Classroom Behavior Interventions: A Meta-Analysis*. Poster presented at the Convention of the National Association of School Psychologists; Washington, DC
- \*Gilliam, J., Reschly, A.L., & **King, K.** (2014). *Examining the BSC: Concurrent validity among high school students*. Poster presented at the Convention of the National Association of School Psychologists; Washington, DC
- \*Barrett, C., Hickmon-Rosa, J., Mesecher, R., **King, K.**, & Reinke, W. (2013). *Understanding Classroom Management: A Way to Improve K-12 Teacher Retention*. Poster presented at the 5<sup>th</sup> Annual Educational, School & Counseling Psychology Conference; Columbia, MO
- \*Chuang, C., Reinke, W., **King, K.**, & Herman, K. (2013). *Profiles of Disruptive Behavior and Concentration Problems and Associated Academic Outcomes among an At-risk Sample of Elementary Students*. Poster presented at the 121st American Psychological Association Annual Convention; Honolulu, HI
- Lembke, E., **King, K.**, & Reinke, W. (2013). *Using Latent Class Analysis to Identify Academic/Behavioral Risk Status*. Poster presented at the 121st American Psychological Association Annual Convention; Honolulu, HI
- King, K.**, (2013). *A Comparison of Behavior Screening Instruments: Predictive and Social Validity*. Presentation at the 10th Annual International Conference on Positive Behavior Support; San Diego, CA
- Reschly, A.L., & **King, K.** (2011). *Behavior Screening in Response to Intervention*. Presentation at the Georgia SSTAGE Best Practices Conference; Athens, GA
- Williamson, D., **King, K.**, Thomas, T., & Saldivar, T. (2009). *Implementing Behavioral RTI System-Wide at the Elementary Level*. Presented at the Georgia SSTAGE Best Practices Conference; Athens, GA  
*Selected as system finalist*
- King, K.**, & McCord, D. (2006). *Measuring Artistic Interest: A Validation Study of the M5 Questionnaire*. Poster presented at the Southeastern Psychological Association Conference; Atlanta, GA

## INVITED PRESENTATIONS/DISCUSSANTS

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- King, K. & **Sims, W.A.** (2015). *Implementing MTSS in Schools*. Presentation to the North Carolina School Psychology Association Coastal Region Drive-in; Greenville, N.C.
- King, K.** (2013). *System-Wide Behavioral RTI: Empirical Support and Practical Implications*. Presentation to the Missouri Association of School Psychologists, Spring Conference; Columbia, MO
- Expert Panel Member (2014). *Classroom Behavior Management and the Classroom Check-Up*. Missouri Prevention Center & Wendy Reinke, Ph.D.

Expert Panel Member (2013). *Direct Behavior Rating: Classroom Management*. University of Missouri-Columbia & Wesley Sims, MEd, CAGS, NCSP

## GRANT WRITING

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*Physical Activity in the Classroom: Reducing Teacher Stress and Improving Outcomes for All Students*

Submitted to Society for the Study of School Psychology Early Career Research Awards Program

April, 2016

Principal Investigator: Kathleen King, Ph.D., NCSP

Mentor: Amy L. Reschly, Ph.D.

Requested Budget: \$19,958

Status: [Unfunded]

*Promoting Culturally Competent Classroom Management Practices*

Submitted to APF/F.I.S.H. Foundation, Inc. Visionary Grant to Decrease Ethnic and Racial Discrimination in Education

October, 2015

Principal Investigator: Kathleen King, Ph.D., NCSP

Co- PI: Wesley Sims, MEd, CAGS, NCSP

Requested Budget: \$19,960

Status: [Unfunded]

*Improving Teacher and Student Outcomes with a Physical Activity Intervention: Evaluation and Validation of the Energizers Classroom Activity Intervention*

Submitted to Society for the Study of School Psychology Early Career Research Awards Program

April, 2015

Principal Investigator: Kathleen King, Ph.D., NCSP

Mentor: Amy L. Reschly, Ph.D.

Requested Budget: \$15,157

Status: [Unfunded]

## RESEARCH EXPERIENCE

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**CHAMPS project, University of Missouri (2012-2014)**

\$2.9 million IES grant awarded to Keith Herman, Ph.D.

*Evaluation of a Classroom Management Training Program for Middle School Teachers*

My role: Participation in individual and classroom observations using MOOSES data collection devices; tracking and entering observation data; entering data into SPSS, SAS, and Excel; directing graduate students and research assistants; and, analyzing data.

**LEAP to Achieve project, University of Missouri (2012-2014)**

\$2.9 million IES grant awarded to Wendy Reinke, Ph.D.

*Evaluation of A Video-based Modeling Program to Promote Effective Teacher Classroom management practices*

My role: Training in individual and classroom observations using MOOSES data collection devices; training data collectors in the administration and scoring of WJ-III Tests of Achievement; entering data into SPSS, SAS, and Excel; directing graduate students and research assistants; and, analyzing data.

**VIABLE-II project, University of Missouri (2012-2014)**

Grant funded project of T. Chris Riley-Tillman, Ph.D.

My role: Classroom training in Direct Behavior Ratings (DBR); systematic direct observation of each consented child; data entry; and data analysis.

***National Center for Intensive Intervention (2013-2014)***

Study evaluating the effectiveness of academic and behavioral interventions at the elementary school level

My role: administration and scoring of individual and group academic assessments; coordinating data collection procedures with school personnel; and, ensuring fidelity of test administration procedures of data collectors.

***PASS System, University of Missouri (2013-2014)***

Evaluation of the PASS System behavior intervention by Tracey Latimore, M.A.

My role: Developing a measure of student engagement; using MOOSES data collection devices; and, utilizing the measure during direct observations of student behavior.

***Evaluating the Impact of Teacher Engagement in a Training Program on Student Outcomes, University of Missouri (2012-2013)***

Dissertation work of Kimberly David, M.A.

My role: Developing a measurement tool of teacher engagement and utilizing the tool to measure the engagement of teachers participating in a training program designed to improve student behavioral and academic outcomes.

***School-Wide Evaluation Tool, Madison County School District, GA (2011)***

Used to determine successful implementation of School-Wide Positive Behavior Interventions and Supports

My role: Conducting interviews of students and school personnel; evaluating school systems and displays; and, reporting results to schools.

***Council of Graduate Schools, University of Georgia (2008-2010)***

Graduate research assistant under the direction of Maureen Grasso, Ph.D., Thomas Valentine, Ph.D., and Melissa Barry, Ph.D.

My role: Conducting survey research of graduate programs within the university, as well as recent graduates of those program; analyzing data regarding program efficacy; and compiling statistical reports for CGS.

***Evaluating Summer Learning Loss with English Language Learners, University of Georgia (2010)***

Dissertation work of Karen Sandberg-Patton, Ph.D.

My role: Using DIBELS probes to administer benchmark assessments to 600 elementary school children.

***The Use of Behavioral Screeners in Elementary Schools: Concurrent Validity and Concordance Rates, University of Georgia (2010)***

My doctoral dissertation under the direction of Amy Reschly, Ph.D.

Involving the conceptualization and coordination of school-wide universal behavior screening of students using two screening instruments, data entry, data analysis, and manuscript submission.

***The Cognitive Consequences of Suppressing Positive Emotions, Western Carolina University (2006)***

My master's thesis under the direction of C. James Goodwin, Ph.D.

Conceptualization of study, preparation of emotional stimuli materials, individual administration of experimental conditions, data entry, data analysis, and manuscript preparation.

***Measuring Artistic Interest: A Validation Study of the M5 Questionnaire, Western Carolina University (2005)***

Independent Master's Research Project under supervision of David M. McCord, Ph.D.

Preparation of artistic stimuli, individual administration of experimental conditions, data entry, data analysis, and poster preparation.

***Misleading Surface Features Impair the Recognition of Useful Analogy, Kutztown University (2002)***

Undergraduate Research Assistant for Robert Ryan, Ph.D.

Preparation of experimental materials and group administration of experimental conditions.

## RESEARCH SERVICE

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***Dissertation Co-Chair***

Wicoff, M. (2016-Present). *An Evaluation of Performance Feedback Intervention to Increase Children's Physical Activity Levels and Reduce Disruptive Behaviors*

***Thesis Chair***

Rivera, C. (2014-Present). *Using Latent Transition Analysis to Identify and Evaluate Profiles of At-Risk Readers*

Gray, A. (2014-Present). *Children Stigmatizing Obese Children by Association*

Wicoff, M. (2014-Present). *Early Predictors of Physical Activity and Academic Achievement in Middle School*

***Thesis Committee Member***

Dayhoff, N. (2015)

Mauldin, K. (2014-Present)

Eason, T. (2014- Present)

Jewell, A. (2016-Present)

***Guest Associate Editor***

*School Psychology Review* (2016)

***Editorial Advisory Board Member***

*School Psychology Review* (2016 - Present)

***Reviewer***

*School Psychology Review* (2015- 2016)

*Assessment for Effective Intervention* (2014 - Present)

*School Psychology Quarterly* (2013 - 2014)

*Journal of Emotional and Behavioral Disorders* (2013)

***Judge***

*University of Missouri-Columbia & the Office of Undergraduate Research*

Undergraduate Research & Creative Achievements Forum (2014)

## TEACHING

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**University of Alabama (2016-Present)****Graduate Course Taught:**

Cognitive and Behavioral Interventions

**East Carolina University (2014-2016)****Graduate Courses Taught:**

Research Design and Statistics

Educational and Psychological Interventions

School Assessment I: Data-Based Decision Making with Academic Assessment

School Assessment III: Data-Based Decision Making with Behavior Assessment

**Undergraduate Courses Taught:**

Psychology of Sexual Behavior

Advanced General Psychology (*online, writing intensive Capstone course*)

**University of Missouri (2012-2014)****Graduate Courses Taught:**

Psychoeducational Assessment

Behavioral Interventions

Behavior and Social Emotional Assessment

Foundations of Counseling Psychology (independent study)

**University of Georgia (2007-2008) – Instructor of Record****Undergraduate Course Taught:**

Exploring Learning & Teaching (*Under the supervision of Nancy Knapp, Ph.D.*)

**Western Carolina University (2004-2006) - Teaching Assistant****Graduate Course Taught:**

Psychological Assessment (*Under supervision of Mickey Randolph, Ph.D. and Lori Unruh, Ph.D.*)

**Undergraduate Course Taught:**

General Psychology (*Under supervision of Winford Gordon, Ph.D.*)

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## PRACTICAL EXPERIENCE

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***Social Skills Group Leader, Athens Behavioral Medicine, Athens, GA***

Summer 2010

My role: Group co-leader for SuperFlex social skills group for children aged 8 to 10 and a Social Detectives group for children aged 11 to 13.

***School Psychology Practicum Student, Madison County School District, GA***

August 2008 to May 2009

My role: Conducting psychological evaluations; writing psychological reports; determining eligibility for special education; attending Student Support Team meetings; conducting behavior evaluations; and, gathering universal behavior screening data.

***Psychometrist, Positive Outcomes, Athens, GA***

Under the supervision of Richard Bank, Psy.D.



My role: Conducting psychological evaluations for individuals applying for Social Security Insurance through the Georgia Department of Labor.

***School Psychology Practicum Student, University of Georgia School Psychology Clinic***

August 2007 to August 2008

Assessment practicum for 3 semesters under the supervision of Elizabeth Edmonds, Ph.D., Amanda Dyer, Ph.D., and Jonathan Campbell, Ph.D. Completed 10 psychoeducational evaluations and assisted on 12 others.

***Clinic Coordinator, University of Georgia School Psychology Clinic***

August 2006 to August 2007

My role: Psychological assessment; phone consultation with parents and other mental health professionals; scheduling clients; and, other secretarial duties.

***Clinical Psychology Practicum, Western Carolina University Psychological Services Clinic***

August 2005 to May 2006

Assessment practicum totaling 9 credit hours, including 10 full psychological assessments, under supervision of Shawn Acheson, Ph.D.

***Clinic Coordinator, Western Carolina University Psychological Services Clinic***

Spring and Summer 2006

My role: Consultation with potential clients; scheduling clients; and, maintaining psychological assessment materials.

***Mental Health Worker, KidsPeace National Centers for Kids in Crisis, Reading, PA***

February 2004 to August 2004

My role: Implementing a behavior modification program and conducting group therapy sessions with clients aged 6 to 18 years.

## **AWARDS/RECOGNITIONS**

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2016	BB&T Active Learning and Leadership Development Incentive Grant Program <i>Awarded \$1,000</i>
2015	College STAR Program <i>Student Nomination for Excellence in Didactic Practices</i>

## **DEPARTMENTAL SERVICE**

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Founder of the Psychology Department Collaborative Writing Group (2014-Present)  
Curriculum Committee Member (2015-2016)  
Search Committee Member (2015 & 2016)

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## PROFESSIONAL TRAINING

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**As Trainer:*****Parent Academy, Madison County School District***

February 2011

My role: Instructing parents in behavior management techniques, including basic identification of antecedents, behaviors, and consequences.

***Special Education Teacher Training, Madison County School District***

August 2011

My role: Instructing teachers in functional behavior analysis; writing behavioral goals and objectives; and, behavior interventions.

***AIMSWeb Administration and Scoring, University of Missouri***

December 2012

My role: Training graduate students in the administration and scoring of AIMSWeb math benchmark probes.

**As Participant:*****Group Leader Training for the Incredible Years Teacher Classroom Management Program***

August 2012

My role: Participation in group leader training that qualifies me to train teachers in the use of the Incredible Years Teacher Classroom Management Program.

***Autism Diagnostic Observation Schedule***

October 2010

My role: Participation in the ADOS video training program, which allows me to administer the ADOS independently.

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## CERTIFICATION

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Nationally Certified School Psychologist (NCSP)

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## PROFESSIONAL AFFILIATION

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National Association of School Psychologists (NASP)

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## PROFESSIONAL REFERENCES

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**Amy Reschly, Ph.D.**, Associate Professor, 325N Aderhold Hall, University of Georgia, Athens, GA 30602. Tel: (706) 583-5503, Email: Reschly@uga.edu

**Wendy Reinke, Ph.D.**, Associate Professor, Educational, School, and Counseling Psychology, 9 Hill Hall, University of Missouri, Columbia, MO 65211. Tel: (573) 882-7890, Email: ReinkeW@missouri.edu

**Erica Lembke, Ph.D.**, Associate Professor, Department of Special Education, 311J Townsend Hall, University of Missouri, Columbia, MO 65211. Tel: (573) 882-0434, Email: lembkee@missouri.edu