

# Randy G. Floyd

## CURRICULUM VITAE

### POSITIONS HELD

August 2001 to Present	<b>Professor of Psychology</b> (2014 to Present) <b>Associate Professor of Psychology</b> (2007 to 2014) <b>Assistant Professor of Psychology</b> (2001 to 2007) Department of Psychology The University of Memphis
January 2020 to Present	<b>Chair</b> Department of Psychology The University of Memphis
August 2014 to December 2019	<b>Associate Chair</b> Department of Psychology The University of Memphis
July 2014 To December 2019	<b>Director of Training</b> , School Psychology Doctoral Program American Psychological Association Accredited Program Department of Psychology The University of Memphis
August 2007 to July 2014	<b>Co-Director</b> , Child and Family Studies Research Area (2012-2014) <b>Director</b> , Child and Family Studies Research Area (2007-2008) Department of Psychology The University of Memphis
August 1999 to July 2001	<b>Assistant Professor of Psychology</b> Department of Psychology Middle Tennessee State University

### EDUCATION

1999	<b>Doctor of Philosophy</b> , Department of Educational and School Psychology Indiana State University (American Psychological Association Accredited Program) <i>Subspecialization</i> : Clinical Child Psychology
1995	<b>Master of Education</b> , Department of Educational and School Psychology Indiana State University <i>Major</i> : School Psychology
1994	<b>Bachelor of Arts</b> , Department of Psychology Hendrix College Conway, Arkansas <i>Major</i> : Psychology <i>Area of Concentration</i> : Secondary Education

## PROFESSIONAL PUBLICATIONS

(\* = University of Memphis student)

### Books

- Floyd, R. G., & Eckert, T. L. (Eds.). (2021).** *Handbook of university and professional careers in school psychology*. New York, NY: Routledge.
- Kranzler, J. H., & **Floyd, R. G. (2020).** *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment* (2nd ed.). Rowman & Littlefield.
- Floyd, R. G. (Ed.). (2018).** *Publishing in school psychology and related fields: An insider's guide*. New York, NY: Routledge.
- Briesch, A. M., Volpe, R. J., & **Floyd, R. G. (2018).** *School-based observation: A practical guide to assessing student behavior*. New York, NY: Guilford Press.
- Kranzler, J. H., & **Floyd, R. G. (2013).** *Assessing intelligence in children and adolescents: A practical guide*. New York, NY: Guilford Press.

### Journal Articles (*n* = 71)

- Bergeron, R., **Floyd, R. G., \*McNicholas, P. J., & Farmer, R. L. (2022).** Assessment of intellectual disability with the Wechsler Intelligence Scale for Children, Fifth Edition: Analysis of part score profiles and diagnostic outcomes. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2022.2094284>
- \*McNicholas, P. J., **Floyd, R. G., \*Fennimore, L. E., & \*Fitzpatrick, S. A. (2022).** Determining journal article citation classics in school psychology: An updated bibliometric analysis using Google Scholar, Scopus, and Web of Science. *Journal of School Psychology, 90*, 94–113.
- Floyd, R. G., \*Lewis, E. K., \*Walker, K. A., \*McNicholas, P. J., & \*Jones, K. L. (2022).** A historical review and analysis of impact factors across school psychology journals from 1977 to 2019. *Canadian Journal of School Psychology, 37*(2), 139–159.
- \*Voss, A. T., **Floyd, R. G., Campbell, K. W., Dennhardt, A. A., MacKillop, J., & Murphy, J. G. (2021).** Psychometric evaluation of the Reward Probability Index in emerging adult heavy drinkers. *Psychology of Addictive Behaviors, 35*, 432–443.
- \*Woods, I. L., Niileksela, C. R., & **Floyd, R. G. (2021).** Do Cattell-Horn-Carroll cognitive abilities predict reading achievement similarly for Black children as for other racial/ethnic groups? *Contemporary School Psychology, 25*, 183–199.
- \*McNulty, R. J., & **Floyd, R. G. (2021).** What does the Detroit Tests of Learning Abilities, Fifth Edition measure? Revelations from a hierarchical exploratory factor analysis. *Psychology in the Schools, 58*, 1474–1489.
- McClain, M. B., Callan, G., Harris, B., **Floyd, R. G., Golson, M. E., Haverkamp, C. R., Longhurst, D. N., Benallie, K. J. (2021).** Methods for addressing publication bias in school psychology journals: A descriptive review of meta-analyses from 1980 to 2019. *Journal of School Psychology, 84*, 74–94.

- Farmer, R. L., **Floyd, R. G.**, & \*McNicholas, P. J. (2021). Is the Vineland-3 Comprehensive Interview Form a multidimensional or unidimensional scale? Structural analysis of subdomain scores across early childhood to adulthood. *Assessment*, 28, 1848–1864.
- Kranzler, J. H., **Floyd, R. G.**, Bray, M. A., & Demaray, M. K. (2020). Past, present, and future of research in school psychology: The biopsychosocial ecological model as an overarching framework. *School Psychology*, 35, 419–427.
- Kranzler, J. H., Maki, K. E., Eckert, T. L., Benson, N. F., **Floyd, R. G.**, & Fefer, S. A. (2020). How do school psychologists interpret intelligence tests for the identification of specific learning disabilities?. *Contemporary School Psychology*, 24, 445–456.
- Benson, N. F., Maki, K. E., **Floyd, R. G.**, Kranzler, J. H., Eckert, T. L., & Fefer, S. A. (2020). A national survey of school psychologists' practices in identifying specific learning disabilities. *School Psychology*, 35, 146–157.
- \*Farmer, R. L., **Floyd, R. G.**, Reynolds, M. R., & Berlin, K. S. (2020). How can general intelligence composites most accurately index psychometric g and what might be good enough? *Contemporary School Psychology*, 24, 52–67.
- Benson, N., Kranzler, J. H., & **Floyd, R. G.** (2020). Exploratory and confirmatory factor analysis of the Universal Nonverbal Intelligence Test-Second Edition: Testing dimensionality and invariance across age, gender, race, and ethnicity. *Assessment*, 27, 996–1006.
- \*Archer, C. M., Jiang, X., Thurston, I. B., & **Floyd, R. G.** (2019). The differential effects of perceived social support on adolescent hope: Testing the moderating effects of age and gender. *Child Indicators Research*, 12, 2079–2094.
- Kranzler, J. H., Gilbert, K., Robert, C., **Floyd, R. G.**, & Benson, N. F. (2019). Further examination of a critical assumption underlying the dual discrepancy/consistency approach to SLD identification. *School Psychology Review*, 48, 207–221.
- \*Taylor, C. D., Murphy, L., & **Floyd, R. G.** (2019). Concurrent and predictive relationships between the Bayley-III and Stanford-Binet. *Perspectives on Early Childhood Psychology and Education*, 4, 71–104.
- Benson, N. F., **Floyd, R. G.**, Kranzler, J. H., Eckert, T. L., Fefer, S. A., & Morgan, G. B. (2019). Test use and assessment practices of school psychologists in the United States: Findings from the 2017 National Survey. *Journal of School Psychology*, 72, 29–48.
- \*Bottomley, J. S., \*Smigelsky, M. A., **Floyd, R. G.**, & Neimeyer, R. A. (2019). Closeness and conflict with the deceased: Exploring the factor structure of the Quality of Relationships Inventory in a bereaved student sample. *OMEGA—Journal of Death and Dying*, 79, 377–393.
- \*Woods, I. L., **Floyd, R. G.**, \*Singh, L. J., \*Hawkins, H. K., \*Norfolk, P. A., & \*Farmer, R. L. (2019). What's in a name? A historical review of intelligence test score labels. *Journal of Psychoeducational Assessment*, 37, 692–705.

- \*McNicholas, P. J., **Floyd, R. G.**, \*Woods, I. L., \*Singh, L. J., \*Manguno, M. S., & Maki, K. E. (2018). State special education criteria for identifying intellectual disability: A review following revised diagnostic criteria and Rosa's Law. *School Psychology Quarterly*, 33, 75–82.
- \*Irby, S. M., & **Floyd, R. G.** (2017). Exchangeability of brief intelligence tests: Illuminating error variance components' influence on IQs for children with intellectual giftedness. *Psychology in the Schools*, 54, 1064–1078.
- Kranzler, J. H., **Floyd, R. G.**, Benson, N., Zaboski, B., & Thibodaux, L. (2016). Cross-battery pattern of strengths and weaknesses approach to the identification of specific learning disorders: Evidence-based practice or pseudoscience? *International Journal of School and Educational Psychology*, 4, 146–157.
- Kranzler, J. H., **Floyd, R. G.**, Benson, N., Zaboski, B., & Thibodaux, L. (2016). Classification agreement analysis of cross-battery assessment in the identification of specific learning disorders in children and youth. *International Journal of School and Educational Psychology*, 4, 124–136.
- Farmer, R. L., & **Floyd, R. G.** (2016). An evidence-driven, solution-focused approach to functional behavior assessment report writing. *Psychology in the Schools*, 53, 1018–1031.
- Kranzler, J. H., Benson, N., & **Floyd, R. G.** (2016). Intellectual assessment of children and youth in the United States of America: Past, present, and future. *International Journal of School and Educational Psychology*, 4, 276–282.
- \*Norfolk, P. A., & **Floyd, R. G.** (2016). Detecting parental deception using a behavior rating scale during assessment of attention-deficit/hyperactivity disorder: An experimental study. *Psychology in the Schools*, 53, 158–172.
- \*Taylor, C. D., Meisinger, E. B., & **Floyd, R. G.** (2016). Disentangling verbal instructions, experimental design, and sample characteristics: Results of Curriculum-based Measurement of Reading research. *School Psychology Review*, 45, 53–72.
- Benson, N., Kranzler, J. H., & **Floyd, R. G.** (2016). Examining the integrity of measurement of cognitive abilities in the prediction of achievement: Comparisons and contrasts across variables from higher-order and bifactor models. *Journal of School Psychology*, 58, 1–19.
- Kranzler, J. H., Benson, N., & **Floyd, R. G.** (2015). Using estimated factor scores from a bifactor analysis to examine the unique effects of the latent variables measured by the WAIS-IV on academic achievement. *Psychological Assessment*, 27, 1402–1416.
- Maki, K. E., **Floyd, R. G.**, & \*Roberson, T. (2015). State learning disability eligibility criteria: A comprehensive review. *School Psychology Quarterly*, 30, 457–469.
- \*Norfolk, P. A., \*Farmer, R. L., **Floyd, R. G.**, \*Woods, I. L., \*Hawkins, H. K., & \*Irby, S. M. (2015). Norm block sample sizes: A review of 17 individually administered intelligence tests. *Journal of Psychoeducational Assessment*, 33, 544–555.
- Floyd, R. G.**, \*Shands, E. I., \*Phillips, J., \*Autry, B., \*Mosteller, J., Alfonso, V., \*Skinner, M., & Irby, S. M. (2015). A systematic review and evaluation of the technical characteristics of adaptive behavior scales. *Journal of Applied School Psychology*, 31, 83–113.

- Hajovsky, D. B., Reynolds, M. R., **Floyd, R. G.**, Turek, J. J., & Keith, T. Z. (2014). A multigroup investigation of latent cognitive abilities and reading achievement relations. *School Psychology Review*, 43, 385–406.
- \*Farmer, R. L., **Floyd, R. G.**, Reynolds, M. R., & Kranzler, J. H. (2014). IQs are very strong but imperfect indicators of psychometric g: Results from joint confirmatory factor analysis. *Psychology in the Schools*, 51, 801–813.
- Floyd, R. G.**, Reynolds, M. R., \*Farmer, R. L., & Kranzler, J. H. (2013). Are the general factors from different child and adolescent intelligence tests the same? Results from a five-sample, six-test analysis. *School Psychology Review*, 42, 383–401.
- \*Taylor, C. D., Meisinger, E. B., & **Floyd, R. G.** (2013). Variations in directions and overt timing on oral reading accuracy, fluency, and prosody. *School Psychology Review*, 42, 437–447.
- Reynolds, M. R., **Floyd, R. G.**, & Niileksela, C. R. (2013). How well is psychometric g indexed by global composites? Evidence from three popular intelligence tests. *Psychological Assessment*, 25, 1314–1321.
- Bergeron, R., & **Floyd, R. G.** (2013). Individual part score profiles of children with intellectual disability: A descriptive analysis across three intelligence tests. *School Psychology Review*, 42, 22–38.
- Floyd, R. G.**, Meisinger, E. B., Gregg, N., Keith, T. Z. (2012). An explanation of reading comprehension across development using models from the Cattell–Horn–Carroll theory: Support for integrative models of reading. *Psychology in the Schools*, 48, 725–743.
- \*Maynard, J. L., **Floyd, R. G.**, \*Acklie, T. J., & \*Houston, L. (2011). General factor loadings and specific effects of the Differential Ability Scales, Second Edition composites. *School Psychology Quarterly*, 26, 108–118.
- Williams, J. L., Skinner, C. H., **Floyd, R. G.**, Hale, A. D., & Neddenriep, C. (2011). Words correct per minute: The variance in standardized reading scores accounted for by reading speed. *Psychology in the Schools*, 48, 87–101.
- Floyd, R. G.**, \*Cooley, K. M., \*Arnett, J. E., Fagan, T. K., Mercer, S. H., & \*Hingle, C. (2011). An overview and analysis of journal operations, journal publication patterns, and journal impact in school psychology and related fields. *Journal of School Psychology*, 49, 617–647.
- \*Price, K. W., **Floyd, R. G.**, Fagan, T. K., & \*Smithson, K. (2011). Journal article citation classics in school psychology: Analysis of the most cited articles in five school psychology journals. *Journal of School Psychology*, 49, 649–667.
- Albers, C. A., **Floyd, R. G.**, Fuhrmann, M. J., & Martínez, R. S. (2011). Publication criteria and recommended areas of improvement within school psychology journals as reported by editors, journal board members, and manuscript authors. *Journal of School Psychology*, 49, 669–689.

- Martínez, R. S., **Floyd, R. G.**, & Erichsen, L. (2011). Strategies and attributes of highly productive scholars and contributors to the school psychology literature: Recommendations for increasing scholarly productivity. *Journal of School Psychology, 49*, 691–720.
- McNamara, D. S., Ozuru, Y., & **Floyd, R. G.** (2011). Comprehension challenges in the fourth grade: The roles of text cohesion, text genre, and readers' prior knowledge. *International Electronic Journal of Elementary Education, 4*, 229–257.
- Floyd, R. G.**, Bergeron, R., Hamilton, G., & Parra, G. R. (2010). How do executive functions fit with the CHC model?: Some evidence from a joint factor analysis of the Delis-Kaplan Executive Function System and the WJ III Tests of Cognitive Abilities. *Psychology in the Schools, 27*, 721–738.
- Hojnoski, R. L., Siberglitt, B., & **Floyd, R. G.** (2009). Sensitivity to growth over time of the Preschool Numeracy Indicators with a sample of preschoolers in Head Start. *School Psychology Review, 38*, 402–418.
- Floyd, R. G.**, \*Shands, E. I., \*Rafael, F. A., Bergeron, R., & McGrew, K. S. (2009). The dependability of general-factor loadings: The effects of factor-extraction methods, test battery composition, test battery size, and their interactions. *Intelligence, 37*, 453–465.
- Floyd, R. G.**, McGrew, K. S., \*Barry, A., \*Rafael, F. A., & \*Rogers, J. (2009). General and specific effects on Cattell–Horn–Carroll broad ability composites: Analysis of the Woodcock–Johnson III Normative Update CHC factor clusters across development. *School Psychology Review, 38*, 249–265.
- Floyd, R. G.**, Clark, M. H., & Shadish, W. R. (2008). The exchangeability of intelligent quotients: Implications for professional psychology. *Professional Psychology: Research and Practice, 39*, 414–423.
- Floyd, R. G.**, McGrew, K. S., & Evans, J. J. (2008). The relative contributions of the Cattell–Horn–Carroll (CHC) cognitive abilities in explaining writing achievement during childhood and adolescence. *Psychology in the Schools, 45*, 132–144.
- \*Bergeron, R., **Floyd, R. G.**, \*McCormack, A. C., & Farmer, W. (2008). The generalizability of externalizing behavior composites and subscale scores across time, rater, and instrument. *School Psychology Review, 37*, 91–108.
- \*Margulies, A. S., **Floyd, R. G.**, & Hojnoski, R. P. (2008). Body size stigmatization: An examination of attitudes of preschool-age children attending Head Start. *Journal of Pediatric Psychology, 33*, 487–496.
- \*Bergeron, R., **Floyd, R. G.**, & \*Shands, E. I. (2008). State eligibility guidelines for mental retardation: An update and consideration of part scores and unreliability of IQs. *Education and Training in Developmental Disabilities, 41*, 123–131.
- Taub, G., **Floyd, R. G.**, Keith, T. Z., & McGrew, K. S. (2008). Effects of general and broad cognitive abilities on mathematics achievement from kindergarten through high school. *School Psychology Quarterly, 23*, 187–198.

- Best, R. M., **Floyd, R. G.**, & McNamara, D. S. (2008). Differential competencies contributing to children's comprehension of narrative and expository texts. *Reading Psychology*, 29, 137–164.
- Methe, S. A., Hintze, J. M. & **Floyd, R. G.** (2008). Development and validation of Early Numeracy Skill Indicators. *School Psychology Review*, 37, 359–373.
- Floyd, R. G.**, Keith, T. Z., Taub, G. E., & McGrew, K. S. (2007). Cattell–Horn–Carroll cognitive abilities and their effects on reading decoding skills: *g* has indirect effects, more specific abilities have direct effects. *School Psychology Quarterly*, 22, 200–233.
- Floyd, R. G.**, Hojniski, R. L., & \*Key, J. (2006). Preliminary evidence of technical adequacy of the Preschool Numeracy Indicators. *School Psychology Review*, 35, 627–644.
- Floyd, R. G.**, \*McCormack, A. C., \*Ingram, E., \*Davis, A., \*Bergeron, R., & Hamilton, G. (2006). Relations between the Woodcock–Johnson III clinical clusters and measures of executive functions. *Journal of Psychoeducational Assessment*, 24, 303–317.
- Floyd, R. G.**, \*Bergeron, R., & Alfonso, V. C. (2006). Cattell-Horn-Carroll cognitive ability profiles of poor comprehenders. *Reading and Writing: An Interdisciplinary Journal*, 19, 427–456.
- \*Bergeron, R., & **Floyd, R. G.** (2006). Broad cognitive abilities of children with mental retardation: An analysis of group and individual profiles. *American Journal of Mental Retardation*, 111, 417–432.
- Cohen, R., Hsueh, Y., \*Hancock, M. H., Zhou, Z., & **Floyd, R. G.** (2006). Respect, liking, and children's social competence in China and the United States. *New Directions for Child and Adolescent Development*, 114, 53–65.
- Floyd, R. G.**, \*Bergeron, R., \*McCormack, A. C., \*Anderson, J. L., & \*Hargrove-Owens, G. L. (2005). Are Cattell–Horn–Carroll (CHC) broad ability composite scores exchangeable across batteries? *School Psychology Review*, 34, 386–414.
- Floyd, R. G.**, Phaneuf, R. L., & Wilczynski, S. M. (2005). Measurement properties of indirect methods for functional behavioral assessment: A review of research. *School Psychology Review*, 34, 15–30.
- Proctor, B., **Floyd, R. G.**, & \*Shaver, R. B. (2005). CHC broad cognitive ability profiles of low math achievers. *Psychology in the Schools*, 42, 1–12.
- Floyd, R. G.**, Evans, J. J., & McGrew, K. S. (2003). Relations between measures of Cattell–Horn–Carroll (CHC) cognitive abilities and mathematics achievement across the school-age years. *Psychology in the Schools*, 40, 155–171.
- Floyd, R. G.**, & \*Bose, J. E. (2003). Behavior rating scales for assessment of emotional disturbance: A critical review of measurement characteristics. *Journal of Psychoeducational Assessment*, 21, 43–78.
- Evans, J. J., **Floyd, R. G.**, McGrew, K. S., & Leforgee, M. H. (2002). The relations between CHC abilities and reading achievement in school-age children. *School Psychology Review*, 31, 246–262.

**Floyd, R. G., & Kirby, E. A. (2001).** Psychometric properties of measures of behavioral inhibition with preschool-age children: Implications for assessment of young children at-risk for ADHD. *Journal of Attention Disorders*, 5, 11–23.

### **Test Reviews and Book Reviews (n = 12)**

#### *Unsolicited, Refereed Reviews in Journals*

- \*McNicholas, P. J., & **Floyd, R. G.** (2017). Test review. [Review of the test *Reynolds Intellectual Assessment Scales, Second Edition* and *Reynolds Intellectual Screening Test, Second Edition*]. *Canadian Journal of School Psychology*, 32, 176–180.
- \*Irby, S. M., & **Floyd, R. G.** (2013). Test review. [Review of the test *Wechsler Abbreviated Scales of Intelligence, Second Edition*]. *Canadian Journal of School Psychology*, 28, 295–299.
- \*Margulies, A. S., & **Floyd, R. G.** (2004). Test review. [Review of the *Gifted Rating Scales*.] *Journal of Psychoeducational Assessment*, 22, 175–180.
- \*Bose, J. E., & **Floyd, R. G.** (2004). Test review. [Review of the *Beck Youth Inventories*.] *Journal of School Psychology*, 42, 333–340.
- \*Shaver, R. B., & **Floyd, R. G.** (2003). Test review. [Review of the test *Illinois Test of Psycholinguistic Abilities—Third Edition*]. *Journal of Psychoeducational Assessment*, 21, 212–218.

#### *Solicited Reviews*

- Floyd, R. G., & \*McNicholas, P. J.** (2021). Test review. [Review of the *Naglieri Nonverbal Ability Test, Third Edition*.] In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twenty-first mental measurements yearbook* (pp. 443–446). Buros Institute of Mental Measurements.
- Floyd, R. G., & \*Topps, A. K.** (2021). Test review. [Review of the *Feifer Assessment of Mathematics*.] In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twenty-first mental measurements yearbook* (pp. 279–282). Buros Institute of Mental Measurements.
- Floyd, R. G., & \*Woods, I. L.** (2017). Test review. [Review of the *Comprehensive Test of Nonverbal Intelligence—Second Edition*.] In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 223–225). Lincoln, NE: Buros Institute of Mental Measurements.
- Floyd, R. G., & \*Singh, L. J.** (2017). Test review. [Review of the *Reynolds Adaptable Intelligence Test*.] In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 605–607). Lincoln, NE: Buros Institute of Mental Measurements.
- Floyd, R. G.** (2010). Test review. [Review of the *Massachusetts Youth Screening Instrument-Version 2*.] In K. F. Geisinger & R. A. Spies (Eds.), *The eighteenth mental measurements yearbook* (pp. 319–321). Lincoln, NE: Buros Institute of Mental Measurements.



**Floyd, R. G.** (2010). Test review. [Review of the *CARE-2 Assessment: Chronic Violent Behavior Risk and Needs Assessment*.] In K. F. Geisinger & R. A. Spies (Eds.), *The eighteenth mental measurements yearbook* (pp. 90–92). Lincoln, NE: Buros Institute of Mental Measurements.

**Floyd, R. G.** (2009). Book review. [Review of *Sattler's Assessment of Children: Cognitive Foundations (5th ed.)*.] *Journal of Psychoeducational Assessment*, 27, 508–514.

### **Book Chapters ( $n = 23$ )**

Kranzler, J. H., & **Floyd, R. G.** (in press). Cognitive assessment. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices* (2<sup>nd</sup> ed.) Springer.

**Floyd, R. G.**, & Norfolk, P. A. (in press). Best practices in identifying, evaluating, and communicating research evidence. In P. L. Harrison, S. Proctor, & A. Thomas (Eds.), *Best practices in school psychology VII*. National Association of School Psychologists.

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

Floyd, R. G., Arora, P. G., Garbacz, S. A., & January, S.-A. A. (2021). Reviewing manuscripts submitted to peer-reviewed journals. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology* (pp. 351–380). Routledge.

**Floyd, R. G.**, Farmer, R. L., Schneider, W. J., & McGrew, K. S. (2021). Theories and measurement of intelligence. In L. M. Glidden (Ed.), *APA handbook of intellectual and developmental disabilities* (Vol. 1, pp. 386–424). American Psychological Association.

**Floyd, R. G.**, & Kranzler, J. H. (2019). Remediating student learning problems: Aptitude-by-treatment interaction vs. skill-by-treatment interaction. In M. K. Burns (Ed.), *Introduction to school psychology: Controversies and current practice* (pp. 413–434). New York, NY: Oxford University Press.

Farmer, R. L., & **Floyd, R. G.** (2018). Use of intelligence tests in the identification of children and adolescents with intellectual and developmental disabilities. In D. P. Flanagan & E. M. McDonough (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed., pp. 643–661). New York, NY: Guilford Press.

Kranzler, J. H., & **Floyd, R. G.** (2018). Cognitive assessment. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices* (pp. 167–179). New York, NY: Springer.

**Floyd, R. G.** (2018). Writing for publication. In R. G. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide* (pp. 3–21). New York, NY: Routledge.

**Floyd, R. G.** (2018). Selecting the optimal journal outlets. In R. G. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide* (pp. 22–44). New York, NY: Routledge.

**Floyd, R. G.** (2018). The peer-review process and responding to reviewer feedback. In R. G. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide* (pp. 45–61). New York, NY: Routledge.

- Floyd, R. G.** (2018). Ethics in manuscript preparation, publishing, and dissemination. In R. G. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide* (pp. 62–80). New York, NY: Routledge.
- Floyd, R. G., \*Woods, I. L., \*Singh, L. J., & \*Hawkins, H. K.** (2016). Use of the Woodcock–Johnson IV in the diagnosis of intellectual disability. In D. P. Flanagan & V. C. Alfonso (Eds.), *WJ IV clinical use and interpretation: Scientist-practitioner perspectives* (pp. 272–290). New York, NY: Academic Press.
- Floyd, R. G., & \*Norfolk, P. A.** (2014). Best practices in identifying, evaluating, and communicating research evidence. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations* (6th ed., Vol. 4, pp. 265–279). Bethesda, MD: National Association of School Psychologists.
- Floyd, R. G.** (2014). Reactions from journal editors: *Journal of School Psychology*. In T. K. Kratochwill & J. R. Levin (Eds.), *Single-case intervention research: Methodological and statistical advances* (pp. 325–330). New York, NY: American Psychological Association.
- Floyd, R. G., & Kranzler, J. H.** (2013). The role of intelligence testing in understanding students' academic problems. In R. Brown-Chidsey & K. J. Andren (Eds.), *Assessment for intervention: A problem-solving approach* (2nd ed., pp. 229–249). New York, NY: Guilford Press.
- Floyd, R. G., & Kranzler, J. H.** (2012). Processing approaches to interpretation of information from cognitive ability tests: A critical review. In D. P. Flanagan & P. Harrison (Eds.), *Contemporary intellectual assessment* (3rd ed., pp. 497–523). New York, NY: Guilford Press.
- McNamara, D. S., Raine, R., Roscoe, R., Crossley, S., Jackson, G. T., Dai, J., Cai, Z., \*Renner, A., \*Brandon, R., \*Weston, J., \*Dempsey, K., \*Lam, D., Sullivan, S., Kim, L., Rus, V., **Floyd, R. G.**, McCarthy, P. M., & Graesser, A. C. (2011). The Writing-Pal: Natural language algorithms to support intelligent tutoring on writing strategies. In P. M. McCarthy & C. Boonthum (Eds.), *Applied natural language processing and content analysis: Identification, investigation, and resolution* (pp. 298–311). Hershey, PA: IGI Global.
- Floyd, R. G.** (2009). Cognitive abilities and cognitive processes: Issues, applications, and fit within a problem-solving model. In G. G. Peacock, R. A. Ervin, E. J. Daly, III, & K. W. Merrell (Eds.), *Practical handbook in school psychology: Effective practices for the 21<sup>st</sup> century* (pp. 48–66). New York, NY: Guilford Press.
- Floyd, R. G., & Bergeron, R.** (2008). Using the ABAS-II with elementary and middle school students. In T. Oakland & P. Harrison (Eds.), *Adaptive Behavior Assessment System II: Clinical use and interpretation* (pp. 293–312). New York, NY: Elsevier.
- Floyd, R. G.** (2005). Information-processing approaches to interpretation of contemporary intellectual assessment instruments. In D. P. Flanagan & P. Harrison (Eds.), *Contemporary intellectual assessment* (2nd ed., pp. 203–233). New York, NY: Guilford Press.

**Floyd, R. G., \*Shaver, R. B., & McGrew, K. S. (2003).** Interpretation of the Woodcock–Johnson III Tests of Cognitive Abilities: Acting on evidence. In F. A. Schrank & D. P. Flanagan (Eds.), *WJ III clinical use and interpretation* (pp. 1–46, 403–408). New York, NY: Academic Press.

Ford, L. A., Keith, T. Z., **Floyd, R. G.**, Fields, A. B., & Schrank, F. A (2003). Using the Woodcock–Johnson III with students with attention deficit/hyperactivity disorder. In F. A. Schrank & D. P. Flanagan (Eds.), *WJ III clinical use and interpretation* (pp. 319–344). New York, NY: Academic Press.

### Other Publications (*n* = 11)

Benson, N. F., **Floyd, R. G.**, Kranzler, J. H., Eckert, T. L., Fefer, S. A., & Morgan, G. B. (2020). On the declining use of projective techniques in school psychology: A response to Piotrowski (2019). *Journal of Projective Psychology and Mental Health*, 27, 57-60.

**Floyd, R. G.** (2014). Growth of *Journal of School Psychology* and accolades for contributors: Every writer (and journal) needs a good editor. *Journal of School Psychology*, 52, 527–529.

**Floyd, R. G.** (2013). Enactment and evolution of the vision of the future of the *Journal of School Psychology*. *Journal of School Psychology*, 51, 261–266.

**Floyd, R. G.** (2012). A golden anniversary: Celebrating successes and establishing a vision for the future of the *Journal of School Psychology*. *Journal of School Psychology*, 50, 1–6.

\*Margulies, A. S., & **Floyd, R. G.** (2009). A preliminary examination of the CHC cognitive ability profiles of children with high IQ and high academic achievement enrolled in services for intellectual giftedness. *Woodcock–Muñoz Foundation Press*.

Ozuru, Y., Best, R., **Floyd, R. G.**, & McNamara, D. S. (2006). Children’s text comprehension: Effects of genre, knowledge, and text cohesion. In S. A. Barab, K. E. Hay, & D. T. Hickey (Eds.), *Proceedings of the seventh International Conference of the Learning Sciences* (pp. 37–42). Mahwah, NJ: Erlbaum.

McNamara, D. S., **Floyd, R. G.**, Best, R., & Louwerse, M. (2004). World knowledge driving young readers’ comprehension difficulties. In Y. B. Yasmin, W. A., Sandoval, N. Enyedy, A. S. Nixon, F. Herrera (Eds.), *Proceedings of the sixth International Conference of the Learning Sciences* (pp. 326–333). Mahwah, NJ: Erlbaum.

**Floyd, R. G.**, Hamilton, G., & \*Shaver, R. B. (2004). Relations between executive function measures and measures of the g factor [Abstract]. *The Clinical Neuropsychologist*, 18, 477.

**Floyd, R. G.** (2002). The Cattell–Horn–Carroll (CHC) Cross-Battery approach: Recommendations for school psychologists. *NASP Communiqué*, 30(5), 10, 12, 13.

## PROFESSIONAL PRESENTATIONS

(\* = University of Memphis student)

### National and International Presentations ( $n = 127$ )

- \*Fitzpatrick, S. A., & **Floyd, R. G.** (2021, August). *Representation of women amongst school psychology journals across 55 years*. Poster presented at the annual convention of the American Psychological Association, Virtual.
- \*Jones, K. L., & **Floyd, R. G.** (2021, August). *Historical trends in ecological and medical model service delivery in school psychology research*. Poster presented at the annual convention of the American Psychological Association, Virtual.
- \*Fitzpatrick, S. A., **Floyd, R. G.**, & Albers, C.A. (2021, February). *Exploratory factor analysis of the criteria for quality manuscripts survey in school psychology*. Poster presented at the annual convention of the National Association of School Psychologists, Virtual.
- Floyd, R. G.**, Benson, N. F., Kranzler, J. H., Maki, K. E., Eckert, T. L., & Fefer, S. A. (2020, February). *A national survey of intelligence test interpretation in school psychology*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- \*McNicholas, P. J., & **Floyd, R. G.** (2020, February). *Using Google Scholar to identify citation classics in school psychology*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- \*Lewis, E., & **Floyd, R. G.** (2020, February). *Journal impact factors: School psychology trends from 1977*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Benson, N. F., **Floyd, R. G.**, Kranzler, J. H., Tipton, R. J., & \*Lewis, E. K. (2020, February). *Do interventions based on intelligence tests improve academic outcomes?* Paper presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Floyd, R. G.** (2019, August). A discussion of four conceptions of general academic achievement: Attribute or artifact. In A. Beaujean (Chair), *General academic achievement: Attribute or artifact*. Symposium conducted at the annual meeting of the American Psychological Association. San Francisco, CA.
- \*McNulty, R. J., **Floyd, R. G.**, McNicholas, P. J., Benson, N. F., & Kranzler, J. H. (2019, August). *Evaluating the treatment utility of the Cognitive Assessment System*. Poster presented at the 2019 annual meeting of the American Psychological Association, Chicago, IL.
- \*McNulty, R. J. & **Floyd, R. G.** (2019, August). *Exploratory factor analysis of the DTLA-5*. Poster presented at the 2019 annual meeting of the American Psychological Association, Chicago, IL.
- Floyd, R. G.**, Benson, N. F., & Kranzler, J. H. (2019, February). *Analysis of construct scores in the assessment of intellectual giftedness*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

- \*McNicholas, P. J., Farmer, R. L., & **Floyd, R. G.** (2019, February). *Structural validity of the Vineland-3 Comprehensive Interview Form*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- Benson, N. F., & Kranzler, J. H., Maki, K., **Floyd, R. G.**, Eckert, T. L., & Fefer, S. A. (2019, February). *National survey of SLD identification practices in school psychology*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- \*Norfolk, P. A., & **Floyd, R. G.** (2019, February). *Bookmarking the Woodcock-Johnson IV to establish math proficiency cut scores*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- \*Norfolk, P. A., & **Floyd, R. G.** (2019, February). *Establishing proficiency cut scores in reading: Bookmarking the Woodcock-Johnson IV*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- Floyd, R. G.**, Benson, N., Kranzler, J. H., Fefer, S., Eckert, T. L., & Morgan, G. B. (2018, August). *School psychologists supporting evidence-based assessment practices: A national survey*. Poster presented at the annual convention of the American Psychological Association. San Francisco, CA.
- \*McNicholas, P. J., & **Floyd, R. G.** (2018, August). *A battery of time perception tasks: Estimation, production, reproduction, and discrimination*. Poster presented at the annual convention of the American Psychological Association. San Francisco, CA.
- Floyd, R. G.**, & Farmer, R. L. (2018, June). *Analysis of the Wechsler Intelligence Scale for Children, Fifth Edition global composites and part scores with students with intellectual disability*. Poster presented at the annual convention of the American Association on Intellectual and Developmental Disabilities. Saint Louis, MO.
- Floyd, R. G.** (Chair). (February, 2018). *Get involved in publishing with NASP*. Symposium presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Floyd, R. G.**, Benson, N., & Kranzler, J. H. (February, 2018). *Using construct scores in the assessment of intellectual disability*. Poster presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Benson, N., **Floyd, R. G.**, Kranzler, J. H., Eckert, T. L., & Fefer, S. (February, 2018). *Contemporary assessment practices in school psychology: National survey results*. Paper presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Benson, N., Kranzler, J. H., & **Floyd, R. G.** (February, 2018). *Structural reanalysis of the Universal Nonverbal Intelligence Test—Second Edition*. Poster presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Kranzler, J. H., Gilbert, K., & Robert, C., **Floyd, R. G.**, & Benson, N. (February, 2018). *Diagnostic Utility of the XBA PSW Approach to SLD Identification*. Poster presented at the annual convention of the National Association of School Psychologists. Chicago, IL.

- \*Joyner, J. S., & **Floyd, R. G.** (2017, August). *An updated analysis of journal impact in school psychology*. Poster presented at the annual convention of the American Psychological Association, Washington DC.
- \*McNicholas, P. J., & **Floyd, R. G.** (2017, August). *Measuring time perception: A psychometric analysis*. Poster presented at the annual convention of the American Psychological Association, Washington DC.
- Floyd, R. G.** (February, 2017). *Best practices in assessment of intellectual disability in school settings*. 3-hour workshop presented at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- \*Woods, I. L., & **Floyd, R. G.** (February, 2017). *Measurement invariance of the WJ IV Test Cognitive Abilities*. Poster presented at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Benson, N., Kranzler, J. H., & **Floyd, R. G.** (February, 2017). *Comparing cognitive models and scoring methods in predicting academic achievement*. Poster presented at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- \*Woods, I. L., \*Singh, L. J., **Floyd, R. G.**, & Frisby, C. L. (2016, August). *Parent preferences for classification of intelligence and reading scores*. Poster presented at the American Psychological Association annual convention. Denver, CO.
- \*Singh, L. J., **Floyd, R. G.**, & Reynolds, M. R. (2016, August). *Confirmatory factor analysis: Measuring the Developmental Neuropsychological Assessment–II*. Poster presented at the American Psychological Association annual convention. Denver, CO.
- Floyd, R. G.** (February, 2016). *Best practices in assessment of intellectual disability in school settings*. 3-hour workshop presented at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- \*McNicholas, P. \*Woods, I. L., \*Singh, L. J., \*Manguno, M., & **Floyd, R. G.** (February, 2016). *State intellectual disability eligibility criteria: A comprehensive review and update*. Paper presented at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Farmer, R. L., & **Floyd, R. G.** (February, 2016). *Toward best practices in functional behavior assessment reporting*. Poster presented at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Kranzler, J. H., **Floyd, R. G.**, Benson, N., Zabolski, B., & Thibodaux, L. (February, 2016). *Diagnostic utility of the XBA PSW approach to SLD identification*. Poster presented at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- \*Singh, L. J., **Floyd, R. G.**, & Reynolds, M. R. (February, 2016). *Confirmatory factor analysis of the Developmental Neuropsychological Assessment–II*. Poster presented at the annual convention of the National Association of School Psychologists. New Orleans, LA.

- \*Woods, I. L., & **Floyd, R. G.** (February, 2016). *Examining racial bias: Teacher ratings of problem behaviors*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- \*Hawkins, H. K., \*Woods, I. L., \*Singh, L. J., \*Norfolk, P. A., & **Floyd, R. G.** (2015, February). *A historical review of score labeling for intelligence tests*. Poster presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- \*Woods, I. L., \*Singh, L. J., \*Hawkins, H. K., \*Norfolk, P. A., \*Farmer, R. L., & **Floyd, R. G.** (2015, February). *Parental preferences for intelligence and reading score labels*. Poster presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- Benson, N., Kranzler, J. H., & **Floyd, R. G.** (2015, February). *Predicting academic achievement using KABC-II scores: An incremental validity study*. Poster presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- Kranzler, J. H., Benson, N., & **Floyd, R. G.** (2015, February). *Incremental validity of the constructs measured by the WAIS-IV*. Poster presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- \*Farmer, R. L., & **Floyd, R. G.** (2014, February). *Building a better IQ: Experimental trials to increase g-loadings*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- \*Farmer, R. L., \*Hawkins, H. K., & **Floyd, R. G.** (2014, February). *Use and interpretation of the Screening Tool for Assessment: Evaluating test interference*. Mini-skills session presented at the National Association of School Psychologists, Washington, DC.
- \*Norfolk, P. A., & **Floyd, R. G.** (2014, February). *Detecting parental deception: Utility of the Conners 3-P validity scales*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- \*Norfolk, P. A., \*Woods, I. L., \*Farmer, R. L., \*Hawkins, H. K., & **Floyd, R. G.** (2014, February). *Score range labeling: A review of 15 multidimensional intelligence tests*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- Reynolds, M. R., Niileksela, C. R., & **Floyd, R. G.** (2014, February). *How well is psychometric g indexed by global composites? Evidence from three popular intelligence tests*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- \*Woods, I. L., & **Floyd, R. G.** (2014, February). *Effects of the teacher-student racial/ethnic match on assessment of problem behaviors*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- \*Hawkins, H. K., & **Floyd, R. G.** (2014, February). *Evaluating the Screening Tool for Assessment (STA): A preassessment measure for vision, hearing, and articulation difficulties in preschool students in a Head Start setting*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC.

- \*Irby, S. M., & **Floyd, R. G.** (2014, February). *Do brief intelligence tests produce exchangeable scores for gifted students?* Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- \*Taylor, C.D., Murphy, L., **Floyd, R. G.**, & Myszak, J. P. (2014, February). *Concurrent and predictive validity of the Bayley-III.* Poster session presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- Floyd, R. G.** (2013, August). Origins and outcomes of the McIntosh et al. search for themes in the scientific research in school psychology. In K. McIntosh (Chair), *School psychology research: Leading researchers weigh in on our past, present, and future.* Symposium conducted at the annual meeting of the American Psychological Association. Honolulu, Hawaii.
- \*Farmer, R. L., \*Norfolk, P.A., \*Woods, I. L., \*Hawkins, H. K., & **Floyd, R. G.** (2013, August). *Age-norm block sample sizes: A review of 15 multidimensional intelligence tests.* Poster session presented at the annual convention of the American Psychological Association, Honolulu, HI.
- \*Taylor, C. T., Meisinger, E. B., **Floyd, R. G.**, \*Jack, S. L., \*Haley, R. S., Alexander, A., Henson, B., & Donald, S. (2013, February). *Examining the effects of instructions and overt timing on R-CBM.* Poster session presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- \*Irby, S. M., & **Floyd, R. G.** (2012, August). *Exchangeability of brief intelligence tests: Implications for school psychologists.* Poster session presented at the annual convention of the American Psychological Association, Orlando, FL.
- \*Maynard, J. L., & **Floyd, R. G.** (2012, February). *Factor analysis of measures of math, reading, and processing speed.* Poster session presented at the annual conference of the National Association of School Psychologists. Philadelphia, PA.
- \*Farmer, R. L., **Floyd, R. G.**, Reynolds, M. R., & Kranzler, J. H. (2012, February). *Relations between IQs and Brief IQs and the general factor of intelligence.* Paper session presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- Floyd, R. G.**, Schaughency, E., Hojnoski, R., Gill, A., & Galland, B. (2012, February). *Factor analysis of indicators of early literacy and numeracy skills.* Poster session presented at the annual conference of the National Association of School Psychologists. Philadelphia, PA.
- Floyd, R. G.**, McIntosh, D., McLoughlin, C., Kamphaus, R., & Burns, M. (2012, February). *Journal editors' perspectives on publishing in school psychology.* Symposium presented at the annual conference of the National Association of School Psychologists. Philadelphia, PA.
- \*Begg, N. A., & **Floyd, R. G.** (2012, February). *Detection of dissimulation in children on the BASC-2 Self-Report of Personality.* Poster session presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.



- \*Irby, S. M., & **Floyd, R. G.** (2011, August). *Relations between brief and abbreviated IQs across four tests and two scorers*. A poster presented at the annual convention of the American Psychological Association, Washington, D.C.
- \*Farmer, R. L., **Floyd, R. G.**, Reynolds, M. R., & Kranzler, J. H. (2011, February). *Relations between IQs and the general factor of intelligence*. Poster session presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.
- \*Maynard, J. L., & **Floyd, R. G.** (2011, February). *Construct validity of measures of mathematics fluency*. Poster session presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.
- Floyd, R. G.** (2010, August). *The process and products of publication in school psychology journals: An overview*. Paper presented at the annual meeting of the American Psychological Association. San Diego, CA.
- Martínez, R. S., Erichsen, L., & **Floyd, R. G.** (2010, August). *Strategies and attributes of highly productive contributors to the school psychology literature*. Paper presented at the annual meeting of the American Psychological Association. San Diego, CA.
- Floyd, R. G.**, & Albers, C. A. (2010, August). *Criteria for publication and needed improvements in school psychology journals*. Paper presented at the annual meeting of the American Psychological Association. San Diego, CA.
- \*Price, K., & **Floyd, R. G.** (2010, August). *Article citation classics in school psychology: Analysis of the most cited articles in five school psychology journals*. Paper presented at the annual meeting of the American Psychological Association. San Diego, CA.
- Floyd, R. G.** (2010, March). *Methodological and statistical errors in manuscripts submitted for publication and how to avoid them*. Paper presented at the annual meeting of the National Association of School Psychologists. Chicago, IL.
- \*Maynard, J. L., **Floyd, R. G.**, \*Acklie, T. J., & \*Houston, L. (2010, March). *General factor loadings and specific effects of the Differential Ability Scales, Second Edition composites*. Poster presented at the annual meeting of the National Association of School Psychologists. Chicago, IL.
- Methe, S. A., McCulloch, L. M., & **Floyd, R. G.** (2010, March). *Meta-analysis of early numeracy curriculum-based measurement*. Poster presented at the annual meeting of the National Association of School Psychologists. Chicago, IL.
- \*Arnett, J., & **Floyd, R. G.** (2010, March). *Meta-analysis of g loadings according to the Cattell-Horn-Carroll theory of intelligence*. Poster presented at the annual meeting of the National Association of School Psychologists. Chicago, IL.
- Floyd, R. G.**, McGrew, K. S., \*Barry, A., \*Rafael, F. A., & \*Rogers, J. (2009, February). *General and specific effects on the Woodcock-Johnson III NU CHC Factor Clusters*. Paper presented at the annual meeting of the National Association of School Psychologists. Boston, MA.

- Floyd, R. G., \*McCloud, K., \*Arnett, J. E., Fagan, T. K., \*Steele, D. M., \*Hingle, C., & \*Hooss, K. A.** (2009, February). *Journal operations, journal impact, and journal editors' recommendations in school psychology and related fields*. Paper presented at the annual meeting of the National Association of School Psychologists. Boston, MA.
- Floyd, R. G., \*Shands, E. I., \*Rafael, F. A., Bergeron, R., & McGrew, K. S.** (2008, December). *The dependability of general factor loadings: A partial replication and extension of Thorndike's (1987) Stability of Factor Loadings*. Paper presented at the annual meeting of the International Society for Intelligence Research. Atlanta, Georgia.
- Floyd, R. G., & \*McCormack, A. C.** (2008, August). *General-factor saturation of Wechsler FSIQs and General Ability Indexes*. Poster presented at the annual meeting of the American Psychological Association. Boston, MA.
- Floyd, R. G., Gregg, N., Keith, T. Z., & Meisinger, E. B.** (2008, August). *Understanding reading comprehension using abilities from CHC theory*. Poster presented at the annual meeting of the American Psychological Association. Boston, MA.
- Hojnoski, R. L., **Floyd, R. G., & Silberglitt, B.** (2008, February). *Field validation of the Preschool Numeracy Indicators*. Poster presented at the biannual meeting of the Conference on Research Innovations in Early Intervention. San Diego, CA.
- \*Shands, E. I., **Floyd, R. G., & \*Haney, M.** (2008, February). *Text difficulty of rating scales and self-report inventories used by school psychologists*. Paper presented at the annual meeting of the National Association of School Psychologists. New Orleans, Louisiana.
- \*Shands, E. I., \*Phillips, J. F., \*Autry, B. K., **Floyd, R. G., & Alfonso, V.** (2008, February). *A quantitative review of adaptive behavior assessment instruments*. Paper presented at the annual meeting of the National Association of School Psychologists. New Orleans, Louisiana.
- \*Murphy, D., \*Tesreau, C. G., & **Floyd, R. G.** (2008, February). *Does administration order effect WJ III BIA and GIA-Std scores?* Poster presented at the annual meeting of the National Association of School Psychologists. New Orleans, Louisiana.
- Floyd, R. G., \*Bergeron, R. & \*Shands, E. I.** (2007, March). *States' eligibility guidelines for mental retardation: Implications for school psychologists*. Paper presented at the annual meeting of the National Association of School Psychologists. New York, New York.
- Hojnoski, R. P., Silberglitt, B., & **Floyd, R. G.** (2007, March). *Field validation of the Preschool Numeracy Indicators*. Paper presented at the annual meeting of the National Association of School Psychologists. New York, New York.
- McWayne, C., Manz, P., Ginsburg-Block, M., Power, T., & **Floyd, R. G.** (2007, March). *Enhancing responsiveness of family involvement practices by establishing cross-cultural congruence*. Discussant for papers presented at the annual meeting of the National Association of School Psychologists. New York, New York.

- \*Margulies, A. S., Hojnoski, R. P., & **Floyd, R. G.** (2006, August). *Body size stigmatization: Attitudes of children attending Head Start*. Poster presented at the annual meeting of the American Psychological Association. New Orleans, Louisiana.
- \*Bergeron, R., \*McCormack, A. C., & **Floyd, R. G.** (2006, August). *The generalizability of externalizing behavior composites and subscale scores across time, rater, and instrument*. Poster presented at the annual meeting of the American Psychological Association. New Orleans, Louisiana.
- Best, R., Ozuru, Y., **Floyd, R. G.**, & McNamara, D. S. (2006, June). *Children's text comprehension: Effects of genre, knowledge, and text cohesion*. Paper presented at the annual meeting of the International Conference of the Learning Sciences. Bloomington, IN.
- Floyd, R. G.**, \*Key, J., & Hojnoski, R. P. (2006, March). *Measuring number skills in preschoolers with the Preschool Numeracy Indicators*. Paper presented at the annual meeting of the National Association of School Psychologists. Anaheim, California.
- \*Barry, A., & **Floyd, R. G.** (2006, March). *Exchangeability of Woodcock-Johnson III BIA scores across the lifespan*. Poster presented at the annual meeting of the National Association of School Psychologists. Anaheim, California.
- \*Bergeron, R., & **Floyd, R. G.** (2006, March). *CHC broad cognitive abilities of children with mild mental retardation*. Paper presented at the annual meeting of the National Association of School Psychologists. Anaheim, California.
- \*Bergeron, R., \*McCormack, A. C., & **Floyd, R. G.** (2006, March). *Generalizability of behavior rating scale scores across time, rater, and instrument*. Paper presented at the annual meeting of the National Association of School Psychologists. Anaheim, California.
- \*McCormack, A. C., \*Ingram, E., \*Davis, A., \*Bergeron, R., & **Floyd, R. G.** (2005, August). *Relations between the Woodcock-Johnson III clinical clusters and measures of executive functions*. Poster presented at the annual meeting of the American Psychological Association. Washington, DC.
- \*Barry, A., & **Floyd, R. G.** (2005, August). *Woodcock-Johnson III CHC factor clusters: g loadings and specificity estimates*. Poster presented at the annual meeting of the American Psychological Association. Washington, DC.
- Cohen, R., Hsueh, Y., Zhou, Z., \*Hancock, M. H., & **Floyd, R. G.** (2005, April). Respect, liking, and children's social competence in China and the United States. In D. W. Shwalb & B. J. Shwalb (Chairs), *Respect and valuing of others: Cultural perspectives on antecedents and consequences for children and parents*. Symposium presented at the biennial meeting of the Society for Research in Child Development. Atlanta, Georgia.
- Floyd, R. G.** (Chair). (2005, March). *Are comprehensive IQs, broad ability clusters, and brief IQ exchangeable?* Symposium presented at the annual meeting of the National Association of School Psychologists. Atlanta, Georgia.
- \*Bergeron, R., & **Floyd, R. G.** (2005, March). *The exchangeability of broad ability clusters*. Paper presented at the annual meeting of the National Association of School Psychologists. Atlanta, Georgia.

- \*Barry, A. & **Floyd, R. G.** (2005, March). *Exchangeability of the WJ III Brief Intellectual Ability with the WJ III GIAs*. Paper presented at the annual meeting of the National Association of School Psychologists. Atlanta, Georgia.
- \*McCormack, A. C., & **Floyd, R. G.** (2005, March). *Exchangeability of the WAIS-III General Ability Index*. Paper presented at the annual meeting of the National Association of School Psychologists. Atlanta, Georgia.
- Floyd, R. G.** (2005, March). *The exchangeability of IQs*. Paper presented at the annual meeting of the National Association of School Psychologists. Atlanta, Georgia.
- Floyd, R. G.**, \*Bergeron, R., & Hamilton, G. (2005, March). *What does the D-KEFS measure? Joint factor analysis with the WJ III Tests of Cognitive Abilities*. Poster presented at the annual meeting of the National Association of School Psychologists. Atlanta, Georgia.
- Graesser, A., Ozuru, Y., \*Rowe, M., & **Floyd, R.** (October, 2004). *Enhancing the landscape and quality of multiple choice questions*. Paper presented at the Fourth Annual Spearman Seminar. Philadelphia, Pennsylvania.
- Floyd, R. G.**, \*Shaver, R. B., \*Hargrove, G., \*Anderson, J., \*Hart, J., & \*McCormack, A. (August, 2004). *Exchangeability of CHC broad ability clusters: Informing the Cross-Battery approach*. Poster presented at the annual meeting of the American Psychological Association. Honolulu, Hawaii.
- Floyd, R. G.**, Hamilton, G., & \*Shaver, R. B. (August, 2004). *Relations between executive function measures and measures of the g factor*. Poster presented at the annual meeting of the American Psychological Association. Honolulu, Hawaii.
- McNamara, D. S., **Floyd, R. G.**, Best, R., & Louwerse, M. (June, 2004). *World knowledge driving young readers' comprehension difficulties*. Paper presented at the annual meeting of the International Conference of the Learning Sciences. Los Angeles, California.
- Gregg, K. N., & **Floyd, R. G.** (June, 2004). *Reading comprehension: Cognitive and linguistic predictors across the lifespan*. Paper presented at the annual meeting of the Society for the Scientific Studies of Reading. Amsterdam, the Netherlands.
- Floyd, R. G.**, Gregg, K. N., & Keith, T. Z. (April, 2004). *Explaining reading comprehension across childhood, adolescence, and early adulthood is somewhat simple*. Paper presented at the annual meeting of the American Educational Research Association. San Diego, California.
- Floyd, R. G.**, \*Shaver, R. B., & Alfonso, V. C. (April, 2004). *Ability profiles of children with low and high reading comprehension ability: The importance of general and specific aptitudes*. Paper presented at the annual meeting of the American Educational Research Association. San Diego, California.
- Best, R., **Floyd, R. G.**, & McNamara, D. S. (April, 2004). *Understanding the fourth-grade slump: Comprehension difficulties as a function of reader aptitudes and text genre*. Paper presented at the annual meeting of the American Educational Research Association. San Diego, California.

- \*Shaver, R. B., \*McCormack, A., Hamilton, G., Polk, J., & **Floyd, R. G.** (April, 2004). *Relations between executive functions and general and broad cognitive abilities*. Paper presented at the annual conference of the National Association of School Psychologists, Dallas, Texas.
- Floyd, R. G. (Chair).** (April, 2004). *Cattell-Horn-Carroll broad cognitive ability profiles of exceptional learners: Group and individual profiles*. Paper presented at the annual meeting of the National Association of School Psychologists. Dallas, Texas.
- Floyd, R. G.** (April, 2004). *IQs are not exchangeable across batteries: Just say no to general ability measures???* Paper presented at the annual meeting of the National Association of School Psychologists. Dallas, Texas.
- \*Margulies, A. S., & **Floyd, R. G.** (April, 2004). *Children with giftedness: Analysis of broad cognitive ability profiles with the Woodcock-Johnson III*. Paper presented at the annual meeting of the National Association of School Psychologists. Dallas, Texas.
- Gregg, K. N., & **Floyd, R. G.** (October, 2003). *State of the art in reading comprehension*. Paper presented at the annual meeting of the International Dyslexia Association. San Diego, California.
- Shades, W.R., **Floyd, R. G.**, & \*Clark, M. H. (September, 2003). *The exchangeability of IQ scores*. Paper presented at the Society for Multivariate Experimental Psychology. Keystone, Colorado.
- \*Shaver, R. B., & **Floyd, R. G.** (March, 2003). *Children with mild mental retardation: CHC broad cognitive ability profiles*. Paper presented at the annual meeting of the National Association of School Psychologists. Toronto, Ontario.
- \*Clark, M. H., **Floyd, R. G.**, & Shades, W. (October, 2002). *Assessing consistency of intelligence quotients across measurement tests*. Paper presented at the annual meeting of the Education Research Association.
- \*Shaver, R. B., & **Floyd, R. G.** (August, 2002). *Children with mild mental retardation: Characteristics of performance on measures of CHC broad cognitive abilities*. Paper presented at the annual meeting of the American Psychological Association. Chicago, Illinois.
- Floyd, R. G.** (June, 2002). *WJ III CHC factor clusters and clinical clusters and the prediction of reading, writing, and mathematics*. Paper presented at Riverside Publishing Company's Train-the-Trainer session. Chicago, Illinois.
- Floyd, R. G.**, & McGrew, K. S. (February, 2002). *Validity of CHC abilities in predicting concurrent levels of reading, mathematics, and writing achievement across childhood and adolescence*. Paper presented at the annual meeting of the National Association of School Psychologists. Chicago, Illinois.
- McGrew, K. S., & **Floyd, R. G.** (February, 2002). *CHC cognitive and achievement causal modeling research: "Beyond g."* Paper presented at the annual meeting of the National Association of School Psychologists. Chicago, Illinois.
- Lafarge, M. H., Brassie, J., & **Floyd, R. G.** (February, 2002). *Using the Woodcock-Johnson Psychoeducational Battery, Third Edition (WJ III) and the Cattell-Horn-Carroll (CHC) theory to*

*identify cognitive profiles of children with difficulties in reading.* Paper presented at the annual meeting of the National Association of School Psychologists. Chicago, Illinois.

**Floyd, R. G., & Flanagan, D. P.** (April, 2001). *Introduction to the Cross-Battery approach: Implications for assessment and interpretation.* Paper presented at the annual meeting of the National Association of School Psychologists. Washington, DC.

Volpe, R., **Floyd, R. G.,** McGee, K., & DePaul, G. (April, 2001). *Assessment of preschool children at-risk for attention-deficit/hyperactivity disorder.* Paper presented at the annual meeting of the National Association of School Psychologists. Washington, DC.

**Floyd, R. G.** (April, 2000). *Increasing the utility of Woodcock's Gf-Go Diagnostic Worksheet for school psychologists.* Paper presented at the annual meeting of the National Association of School Psychologists. New Orleans, Louisiana.

**Floyd, R. G.,** Strawn, D., & Gilligan, T. D. (March, 2000). *Practical Guide to Functional Assessment: Applications for training and practice.* Paper presented at the annual meeting of the National Association of School Psychologists. New Orleans, Louisiana.

**Floyd, R. G.** (August, 1999). *Convergent and divergent validity of the Preschool Checking Task.* Paper presented at the annual meeting of the American Psychological Association. Boston, Massachusetts.

**Floyd, R. G., & Kirby, E. A.** (August, 1999). *Performance-based measures of Barkley's behavioral inhibition in preschool-age children: Preliminary findings.* Paper presented at the annual meeting of the American Psychological Association. Boston, Massachusetts.

**Floyd, R. G.,** Runyon, K. A., & Kirby, E. A. (March, 1996). *Assessing preschool-age children for ADHD.* Paper presented at the annual meeting of the National Association of School Psychologists. Atlanta, Georgia.

Runyon, K. A., **Floyd, R. G.,** & Kirby, E. A. (March, 1996). *Assisting physicians with the diagnosis and monitoring of ADHD.* Paper presented at the annual meeting of the National Association of School Psychologists. Atlanta, Georgia.

Varo, M. B., & **Floyd, R. G.** (March, 1995). *Effects of parent training on home and school behavior of Head Start participants.* Poster session presented at the annual meeting of the National Association of School Psychologists. Chicago, Illinois.

### **Regional and University Presentations (n = 98)**

Farmer, R. L., & **Floyd, R. G.** (2021, January). *Theories of cognitive abilities, intelligence tests, and assessment of intellectual disability.* Three-hour training workshop presented to school psychologists in the Metro Nashville Public Schools. Virtual.

Floyd, R. G. (2020, April). *Trends to watch in psychology.* Presentation at the University of Memphis Psi Chi Induction Ceremony. Memphis, TN.

- \*Jones, K. L., \*Topps, A. K., & **Floyd, R. G.** (2019, October). *Introduction and discussion of Jenni Chang and Lisa Diazole's TED Talk, "This is what LGBT Life is like Around the World."* Presentation at the University Of Memphis Department Of Psychology's Welcoming Diversity Forum, Memphis, TN.
- \*Lipinski, A. J., Zachariah, R. J., & **Floyd, R. G.** (2019, September). *Introduction and discussion of Yoruba Richen's TED Talk, "What the Gay Rights Movement Learned from the Civil Rights Movement."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- \*Archer, C. M., \*Cao, M., \*Kaufman, C. C., \*Washington, R., II, & **Floyd, R. G.** (2019, April). *Introduction and discussion of Zachary R. Wood's TED Talk, " Why It's Worth Listening to People You Disagree With."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- \*Kaufman, C. C., & **Floyd, R. G.** (2019, March). *Introduction and discussion of Melinda Epler's TED Talk, "3 Ways to be a Better Ally in the Workplace."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- Floyd, R. G.** (2019, February). *Introduction to the panel "Applying to Graduate School in Psychology."* Chair of faculty panel at the MidSouth Psychology Conference. Jackson, TN.
- \*Kaufman, C. C., \*Topps, A. K., & **Floyd, R. G.** (2019, February). *Introduction and discussion of Marilyn Sanders Mobley's TED Talk, "The Paradox of Diversity."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- \*Zakarian, R. J, & **Floyd, R. G.** (2018, November). *Introduction and discussion of Ivan Coyote's TED Talk, "We All Need a Safe Place to Pee."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- \*Topps, A. K., & **Floyd, R. G.** (2018, October). *Introduction and discussion of Dena Simmon's TED Talk, "How Students of Color Confront Impostor Syndrome."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- \*Kaufman, C. C., & **Floyd, R. G.** (2018, September). *Introduction and discussion of Lee Mun Wah's TEDx Talk, "The Secret to Changing the World."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- Floyd, R. G.** (2018, April). *The manuscript review process for journals: Insights from a former journal editor and from research.* Presentation to students enrolled in the Research Design and Methodology course at The University of Memphis. Memphis, Tennessee.
- \*Kaufman, C. C., & **Floyd, R. G.** (2018, March). *Introduction and discussion of Bryan Stevenson's TED Talk, "We Need to Talk About an Injustice."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- \*Stith, B., & **Floyd, R. G.** (2018, February). *Introduction and discussion of Vernā Myers's TED Talk, "How to Overcome Our Biases? Walk Boldly Toward Them."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.

- Floyd, R. G.** (2018, January). *The curriculum vitae: The course of life*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- \*Kaufman, C. C., & **Floyd, R. G.** (2017, November). *Introduction and discussion of Meliha Grbic's TED Talk, "Calling In, Not Calling Out."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- Floyd, R. G.** (2017, November). *Assessing intellectual disability: Best practices and innovations*. 5-hour workshop presented to the British Columbia Association of School Psychologists. Vancouver, British Columbia.
- \*Kaufman, C. C., & **Floyd, R. G.** (2017, October). *Introduction and discussion of Deborah Lipstadt's TED Talk, "Behind the Lies of Holocaust Denial."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- Floyd, R. G.** (2017, September). *Inside the peer-review process for journals*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- \*Stith, B., & **Floyd, R. G.** (2017, September). *Introduction and discussion of Adam Galinky's TED Talk, "How to Speak Up for Yourself."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- Floyd, R. G.** (2017, July). *Assessing intellectual disability in school settings*. 3-hour workshop presented to school psychologists in the Shelby County Schools. Memphis, TN.
- Floyd, R. G.** (2017, April). *What is consent?* Presentation at the Men's Forum on Sexual Assault Awareness at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2017, April). *The manuscript review process for journals: Insights from a former journal editor and from research*. Presentation to students enrolled in the Research Design and Methodology course at The University of Memphis. Memphis, Tennessee.
- \*Pickover, A., & **Floyd, R. G.** (2017, February). *Introduction and discussion of Michael Kimmel's TED Talk, "Why Gender Equality is Good for Everyone — Men Included."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- \*Pickover, A., & **Floyd, R. G.** (2016, October). *Introduction and discussion of Stella Young's TED Talk, "I'm Not Your Inspiration, Thank You Very Much."* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.
- Floyd, R. G.** (2016, October). *The curriculum vitae: The course of life*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- \*Pickover, A., & **Floyd, R. G.** (2016, September). *Introduction and discussion of Dalia Mogahed's TED Talk, "What it's like to be Muslim in America"* Presentation at the University of Memphis Department of Psychology's Welcoming Diversity Forum, Memphis, TN.



- Floyd, R. G.** (2016, April). *The manuscript review process for journals: Insights from a former journal editor and from research*. Presentation to students enrolled in the Research Design and Methodology course at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2016, April). *Assessing intellectual disability: Best practices and innovations*. 2½-hour workshop presented to Second Annual Gonzaga School of Education Assessment Conference. Spokane, WA.
- Floyd, R. G.** (2016, February). *Applying to graduate school in psychology*. Presentation offered at the MidSouth Psychology Conference. Memphis, TN.
- Floyd, R. G.** (2015, October). *The curriculum vitae: The course of life*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2015, May). *The manuscript review process for journals: Insights from a former journal editor and from research*. Presentation to students enrolled in the Research Design and Methodology course at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2014, November). *Intelligence test interpretation in the era of RTI: Keep it simple, scholar*. Presentation at the MidSouth Conference on Psychology in the Schools. Chattanooga, TN.
- Floyd, R. G.** (2014, October). *The curriculum vitae: The course of life*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2014, May). *The manuscript review process for journals: Insights from a journal editor and from research*. Presentation to students enrolled in the Research Design and Methodology course at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2014, March). *The curriculum vitae: The course of life*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2013, November). *Intelligence test interpretation in the era of RTI: Keep it simple scholar*. Presentation at the annual convention of the Tennessee Association of School Psychologists. Montgomery Bell State Park, TN.
- Floyd, R. G.** (2013, May). *Identifying intellectual disability in the era of RTI, multiple intelligences, and disproportionality*. Presentation at the Indiana Research to Practice Conference. Indianapolis, IN.
- Floyd, R. G.** (2013, March). *Individual part score profiles of children with intellectual disability: A descriptive analysis across three intelligence tests*. Presentation at the Child and Family Studies Research Colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2013, March). *The curriculum vitae: The course of life*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2012, November). *Individual part score profiles of children with intellectual disability: A descriptive analysis across three intelligence tests*. Presentation at the Educational Psychology Research Colloquium at The University of Memphis. Memphis, Tennessee.

- Floyd, R. G.** (2012, March). *The curriculum vitae: The course of life*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2011, November). *Intelligence test interpretation following mainstream science: Focus on intellectual disability*. Presentation at the annual convention of the Tennessee Association of School Psychologists. Montgomery Bell State Park, TN.
- Floyd, R. G.** (2011, March). *The curriculum vitae: The course of life*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2010, November). *Criteria for publication and needed improvements in school psychology journals: Implications for Child and Family Studies*. Presentation to the Child and Family Studies Research Colloquium at The University of Memphis, Memphis, TN.
- Floyd, R. G.** (2010, November). *The curriculum vitae: The course of life*. Presentation to the School Psychology Association at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2009, March). *The dependability of general-factor loadings: The effects of factor-extraction methods, test battery composition, test battery size, and their interactions*. Presentation to the Child and Family Studies Research Colloquium at The University of Memphis, Memphis, TN.
- Floyd, R. G.** (2009, February). *The curriculum vitae: The course of life*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2008, September). *Child and Family Studies as Child and Family Science: The scientific method, theories and models, and peer review*. Presentation to the Child and Family Studies Research Colloquium at The University of Memphis, Memphis, TN.
- Floyd, R. G.** (2007, November). *Recent research findings from CHC Theory and reflections on the contributions of CHC theory to assessment of learning disabilities*. Presentation at the Tennessee School Psychologist Association conference. Pickwick Landing, TN.
- Floyd, R. G.** (2007, October). *Recent research findings from CHC Theory and reflections on the contributions of CHC theory to understanding patterns of strengths and weaknesses*. Presentation at the Oregon School Psychologist Association conference. Seaside, OR.
- Floyd, R. G.** (2007, October). *Introduction to the Preschool Numeracy Indicators: Evidence of reliability, validity, and growth over time*. Presentation at the Oregon School Psychologist Association conference, Seaside, OR.
- Floyd, R. G.** (2007, September). *Clumpers and splitters: An introduction to general and specific cognitive abilities and cognitive processes*. Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2007, September). *Applications of Generalizability theory: Dependability of IQs, externalizing behaviors, and general factor loadings*. Presentation to Child and Family Studies Research Colloquium at The University of Memphis, Memphis, TN.

- Floyd, R. G.** (2007, August). *Child and Family Studies as "Child and Family Science."* Presentation to Child and Family Studies Research Colloquium at The University of Memphis, Memphis, TN.
- Floyd, R. G.** (2007, March). *The curriculum vitae: The course of life.* Presentation to students enrolled in the First-Year Colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2007, January). *The curriculum vitae: The course of life.* Presentation to the School Psychology Association at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2006, December). *g and specific cognitive abilities: Six studies to increase understanding.* Presentation presented to industrial-organization psychologists at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2006, November). *g and specific cognitive abilities: Two studies to increase understanding.* Presentation to Child and Family Studies Research Colloquium at The University of Memphis, Memphis, TN.
- Floyd, R. G.** (2006, October). *Top 10 (or so) general recommendations for success during the pre-tenure period.* Presentation presented to students enrolled in the Teaching of Psychology course at The University of Memphis, Memphis, TN.
- Floyd, R. G.** (2006, October). *Introduction to theories of human cognitive abilities.* Presentation presented to students enrolled in the General Psychology course at The University of Memphis, Memphis, TN.
- \*Shands, E. I. & **Floyd, R.G.** (2006, September). *States' eligibility guidelines for mental retardation.* Presentation to Child and Family Studies Research Colloquium at The University of Memphis, Memphis, TN.
- Floyd, R. G.** (2005, November). *Information processing and cognitive processes in psychoeducational assessment.* Paper presented at the Tennessee Association of School Psychologists Conference. Montgomery Bell State Park, Tennessee.
- Hojnoski, R. L., & **Floyd, R. G.** (2005, November). *Measurement properties of the Early Numeracy Indicators.* Paper presented at the Tennessee Association of School Psychologists Conference. Montgomery Bell State Park, Tennessee.
- Floyd, R. G.** (2005, October). *The curriculum vitae: The course of life.* Presentation to the School Psychology Association at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.,** \*McCormack, A. C., & \*Ingram, E. L. (2005, October). *Relations between the Woodcock Johnson III clinical clusters and Delis-Kaplan Executive Function System.* Presentation at Child and Family Studies research colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (2005, October). *Using published and on-line resources to "pull oneself up by one's bootstraps: " Useful books, web pages, and software for emerging researchers.* Presentation at Child and Family Studies research colloquium at The University of Memphis. Memphis, Tennessee.

- Floyd, R. G.** (2005, September). *Coding cognitive ability tests using Carroll's taxonomy of cognitive processes*. Presentation at Cognitive Science research colloquium at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (July, 2003). *General and specific cognitive abilities and prediction of job performance*. Presentation presented to industrial-organization psychologists at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (September, 2003). *The exchangeability of IQs*. Presentation presented to the Child and Family Research Group at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (July, 2003). *Advanced Interpretation of the Woodcock–Johnson III Tests of Achievement*. Three-hour training workshop presented to the Kentucky Psychological Association. Louisville, Kentucky.
- Floyd, R. G.** (April, 2003). *Assessment of preschool-age children with the Woodcock–Johnson III Tests of Achievement*. Three-hour training workshop presented to educators in Core Knowledge. Monticello, Arkansas.
- \*Shaver, R. B., & **Floyd, R. G.** (November, 2002). *Cognitive ability profiles of children with exceptionalities in mathematics*. Presentation presented to the Child and Family Research Group at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (October, 2002). *Administration and interpretation of the Woodcock–Johnson III Tests of Achievement*. Three-hour training workshop presented to educators in Madison City Schools. Madison, Alabama.
- Floyd, R. G.** (October, 2002). *Administration and interpretation of the Woodcock–Johnson III Tests of Cognitive Abilities*. Three-hour training workshop presented to assessors in Madison City Schools. Madison, Alabama.
- Floyd, R. G.** (October, 2002). *Prediction of reading decoding skills: Applications of structural equation modeling*. Presentation presented to the Child and Family Research Group at The University of Memphis. Memphis, Tennessee.
- Floyd, R. G.** (May, 2002). *Advancements in Cattell–Horn–Carroll cognitive ability assessment with the WJ III: Implications for learning disability assessment*. Five-hour training workshop presented to school psychologists at the bi-annual meeting of the West Tennessee Association of School Psychologists. Memphis, Tennessee.
- Floyd, R. G.** (October, 2001). *The Woodcock–Johnson III Tests of Cognitive Abilities: Advanced interpretations and practical applications*. Five-hour training workshop presented to school psychologists at the bi-annual conference of the Tennessee Association of School Psychologists. Franklin, Tennessee.
- Floyd, R. G.** (September, 2001). *The Woodcock–Johnson III Tests of Cognitive Abilities*. Three-hour training workshop presented to school psychologists and other educators in Hardeman County School District. Bolivar, Tennessee.

- Floyd, R. G.** (May, 2001). *Assessment of reading abilities with the Woodcock–Johnson III Tests of Achievement and Tests of Cognitive Abilities*. Six-hour training workshop presented to the staff at the Tennessee Dyslexia Center. Murfreesboro, Tennessee.
- Floyd, R. G.** (March, 2001). *Assessment of non-cognitive influences and cognitive abilities according to an information processing perspective*. Seven-hour training workshop presented to school psychologists in Idaho Falls, Idaho Independent School District. Idaho Falls, Idaho.
- Floyd, R. G.** (March, 2001). *The Woodcock–Johnson III Tests of Cognitive Abilities*. Seven-hour training workshop presented to school psychologists in Idaho Falls, Idaho Independent School District. Idaho Falls, Idaho.
- Floyd, R. G.** (January, 2001). *The Woodcock–Johnson III Tests of Cognitive Abilities*. Four-hour training workshop presented to school psychologists in the Nashville Metro Schools and the Tennessee Association of School Psychologists. Nashville, Tennessee.
- Floyd, R. G.** (November, 2000). *The Woodcock–Johnson III Tests of Achievement*. Three-hour training workshop presented to school psychologists in the Memphis City Schools. Nashville, Tennessee.
- Floyd, R. G.** (October, 2000). *The Woodcock–Johnson III Tests of Achievement and Tests of Cognitive Abilities*. Six-hour training workshop presented under the auspices of Riverside Publishing Company. Nashville, Tennessee.
- Floyd, R. G.** (October, 2000). *Introduction to the CHC Diagnostic Worksheet: An integrative approach to psychoeducational assessment*. Two-hour training workshop presented to school psychological in the Metropolitan Nashville Schools. Nashville, Tennessee.
- Floyd, R. G.** (October, 2000). *Who are school psychologists?* Lecture presented to students enrolled in the Careers in Psychology course at Middle Tennessee State University. Murfreesboro, Tennessee.
- Floyd, R. G.** (September, 2000). *Who are school psychologists?* Lecture presented to students enrolled in the Careers in Psychology course at Middle Tennessee State University. Murfreesboro, Tennessee.
- Floyd, R. G.** (April, 2000). *Who are school psychologists?* Lecture presented to students enrolled in the Careers in Psychology course at Middle Tennessee State University. Murfreesboro, Tennessee.
- Floyd, R. G.** (October, 1999). *Use of medication as a behavior management strategy: Pros and cons*. One-hour presentation given at Middle Tennessee State University’s Children at Risk for Violent Behavior Conference. Murfreesboro, Tennessee.
- Floyd, R. G.** (September, 1999). *Functional behavioral assessment and behavior support plans*. One-hour presentation given to school administrators and special education teachers from the Murfreesboro City Schools. Murfreesboro, Tennessee.
- Floyd, R. G.** (December, 1998). *An introduction to the Woodcock–Johnson Tests of Cognitive Ability-Revised*. Two-hour presentation given to graduate students in intellectual assessment course at James Madison University. Harrisonburg, Virginia.

**Floyd, R. G.** (November, 1998). *Average children. Average problem behaviors*. One-hour presentation given at the Harrisonburg Head Start parent workshop. Harrisonburg, Virginia.

**Floyd, R. G., Boland, B., & Dallman, D.** (November, 1997). *The Woodcock–Johnson Tests of Cognitive Ability-Revised: Making the transition from theory to practice*. One-hour presentation given at the Covered Bridge Special Education District staff inservice training workshop. Terre Haute, Indiana.

**Floyd, R. G. & Dallman, D.** (November, 1997). *Introduction to the revised Leiter International Performance Scale: The art of pantomime*. One-hour presentation given at the Covered Bridge Special Education District staff inservice training workshop. Terre Haute, Indiana.

Runyan, S., Perry, S., & **Floyd, R. G.** (November, 1997). *ADHD: Definition, misconceptions, and management*. One-hour presentation given at the Vigo County School Corporation staff training workshop. Terre Haute, Indiana.

**Floyd, R. G.** (April, 1997). *Vigilance in preschool-age children: Preliminary data from the Conners' Preschool Continuous Performance Test*. Paper presented at the Indiana State University Student Research Showcase. Terre Haute, Indiana.

Kirby, E. A., & **Floyd, R. G.** (August, 1996). *Preschool-age children and ADHD*. One-hour presentation given at the Vigo County Head Start teacher training workshop. Terre Haute, Indiana.

### **ASSESSMENT TASKS DEVELOPED**

Individual Growth & Development Indicators of Early Numeracy (with R. Hojnoski, marketed by Early Learning Labs)

Screening Tool for Assessment: Parent Form and Teacher Form (with R. Farmer and C. Farmer)

Screening Tool for Assessment: Direct Screening Form (with R. Farmer and C. Farmer)

### **FUNDED RESEARCH GRANTS**

Senior Scientist (Hu, Principal Investigator), *Applications of Intelligent Tutoring Systems (ITS) to Improve the Skill Levels of Students with Deficiencies in Mathematics*. Institute for Education Sciences. Funded 2009. \$2,322,310 granted.

Senior Scientist (McNamara, Principal Investigator), *The Writing Pal (W-pal): An Automated Tutoring System that Provides Interactive Writing Strategy Training*. Institute for Education Sciences. Funded 2008. \$2,015,456 granted.

Principal Investigator, *Development and Measurement Properties of the Early Numeracy Indicators*. The University of Memphis Faculty Research Grant Fund, Funded 2004. \$5,000 granted.

Senior Scientist (McNamara, Principal Investigator), *Coh-Metrix: Automated Cohesion and Coherence Scores to Predict Text Readability and Facilitate Comprehension*. Institute for Education Sciences, Funded 2002. \$1,425,200 granted.

Principal Investigator, *CHC Broad Cognitive Ability Profiles of Gifted Children and Children with Mental Retardation*. Woodcock–Muñoz Foundation, Funded 2002. \$5,000 granted.

Principal Investigator, *Validity of the Woodcock–Johnson III Tests of Cognitive Abilities and the Delis–Kaplan Executive Function System*. Woodcock–Muñoz Foundation, Funded 2001. \$20,776 granted.

## TEACHING EXPERIENCES

August 2001  
to  
Present  
*Psychoeducational Assessment I: Cognitive and Achievement Assessment; Psychoeducational Assessment II: Behavioral and Emotional Assessment; Clinical Assessment: Ability and Achievement; Practicum in Psychoeducational Assessment; Abnormal Child Psychology; Introduction to Psychological Research; Research and Statistics; Developmental Psychology; and Measurement Theory and Psychometrics*  
Department of Psychology  
The University of Memphis

Duties: Responsible for all components of teaching including the preparation and administration of lectures, selection of reading materials and assignments, construction and scoring of examinations and other grading procedures, and the assignment of course grades. Train psychology graduate students to administer cognitive and achievement test batteries and to assess behavioral and emotional problems. Teach and mentor undergraduate students.

August 1999  
to  
August 2001  
*Psychology and Assessment of Learning Disabilities, Assessment and Interventions for Children's Behavioral and Emotional Problems, Advanced Internship in School Psychology, Lifespan Development, and Abnormal Child Psychology*  
Department of Psychology  
Middle Tennessee State University

Duties: Responsible for all components of teaching including the preparation and administration of lectures, selection of reading materials and assignments, construction and scoring of examinations and other grading procedures, and the assignment of course grades. Trained school psychology graduate students to administer cognitive and achievement test batteries and to assess behavioral and emotional problems.

August 1998  
to  
May 1999

**COURSE INSTRUCTOR**  
*Child Psychopathology*  
Undergraduate-Level Course  
School of Psychology  
James Madison University

Duties: Responsible for all components of teaching including the preparation and administration of lectures, selection of reading materials and assignments, construction of examinations, and the assignment of course grades.

August 1997  
to  
December 1997

**COURSE INSTRUCTOR**  
*Advanced Child Psychology*  
Graduate-Level Course  
Department of Educational and School Psychology  
Indiana State University

Duties: Responsible for all components of teaching including the preparation and administration of lectures, selection of reading materials and assignments, construction of examinations, and the assignment of course grades.

August 1997  
to  
December 1997

**TEACHING ASSISTANT**  
*Advanced Psychoeducational Strategies*  
Graduate-Level Course  
Department of Educational and School Psychology  
Indiana State University

Duties: Presented a series of lectures on interventions for children with ADHD, assessment and interventions for children with major depressive disorder, assessment of autistic disorder, and diagnosis of learning disabilities.

July 1997  
to  
August 1997

**TEACHING ASSISTANT**  
*Adolescent Psychology*  
Graduate-Level Course  
Department of Educational and School Psychology  
Indiana State University

Duties: Collaborated with course instructor regarding selection of reading materials and assignments, construction of examinations, and assignment of course grades. Responsible for preparation and administration of lectures.



August 1995            **TEACHING ASSISTANT**  
to  
December 1996        *Individual Assessment of Intelligence and Dynamic Assessment*  
Graduate-Level Course  
Indiana State University

Duties: Trained graduate students in the standardized administration and scoring of intellectual assessment batteries for children and adults. Supervised students through test protocol review and analysis of taped administrations.

### **SUPERVISORY EXPERIENCES**

January 2002           **UNIVERSITY SUPERVISOR**  
to  
December 2015        Psychological Services Center  
The University of Memphis

Duties: Provided weekly supervision of school psychology and clinical psychology students completing practica and assistantships in The University of Memphis Psychological Services Center.

January 1999           **UNIVERSITY SUPERVISOR**  
to  
August 2001           *Internship in School Psychology and Advanced Internship in School Psychology*  
Department of Psychology  
Middle Tennessee State University

Duties: Provided university-based supervision of 8 to 14 school psychology interns completing internships in school settings. Conduct monthly intern meetings. Maintained communication with internship supervisors through monthly phone contacts and site visits each semester.

January 2000           **PRACTICUM SUPERVISOR**  
to  
June 2000             *Assessment and Interventions for Children's Behavioral and Emotional Problems*  
Department of Psychology  
Middle Tennessee State University

Duties: Provided direct supervision to 16 graduate students in school and clinical psychology conducting functional behavioral assessments and developing and monitoring interventions in elementary school settings.

August 1998      **PRACTICUM SUPERVISOR**  
to                   James Madison University Human Development Center  
July 1999           James Madison University

Duties: Provided supervision for 6 school psychology graduate students enrolled in a clinical practicum at a university-based, outpatient psychology clinic with a child and adult population. Facilitated weekly individual supervision sessions, observed students in clinic setting, reviewed test protocols, and edited psychoeducational reports. Trained students in psychometric assessment techniques and in cognitive-behavioral treatment strategies.

August 1996      **PRACTICUM SUPERVISOR**  
to                   Porter School Psychology Center  
July 1997           Indiana State University

Duties: Provided supervision to 11 school psychology students enrolled in a clinical practicum at a university-based, outpatient psychology clinic with a child and adult population. Observed students in clinic setting, reviewed test protocols, edited psychoeducational reports, and staffed cases with students. Trained students in psychometric assessment and interview techniques. Participated in supervision with faculty supervisors.

## CLINICAL EXPERIENCES

August 1998      **PSYCHOLOGY INTERN**  
to                   Shenandoah Valley Human Development Center/Child Development Clinic  
August 1999       James Madison University

Duties: Conducted intellectual, behavioral, adaptive behavior, neuropsychological, and diagnostic assessments with clients ranging in age from infancy to adulthood. Participated in multidisciplinary team setting with medical, family systems, and educational components. Executed cognitive-behavioral therapy with children and adults. Consulted with Head Start programs and daycare programs to develop classroom-based behavioral interventions for children's problem behaviors. Completed 2,240 hours of psychological services and teaching. Participated weekly in 2 hours of individual supervision and 2 hours of group supervision with licensed psychologists.

August 1997      **SCHOOL PSYCHOLOGY INTERN**  
to                   Covered Bridge Special Education District  
July 1998           Terre Haute, Indiana

Duties: Provided all school psychology services in two elementary schools. Conducted intellectual, achievement, behavioral, and personality assessments with primary, middle, and secondary school students. Developed and implemented classroom-based behavioral interventions. Conducted skills training sessions for children with depressive symptoms. Collaborated with parents, general education and special education teachers, social workers, occupational therapists, and school administrators to develop pre-referral interventions and to determine eligibility and educational programming for special education programs. Completed 1,000 hours of service and received 2 hours of individual supervision weekly.

January 1998      **GRADUATE PRACTICUM STUDENT**  
to  
May 1998      Indiana State University Psychology Clinic  
Indiana State University

Duties: Provided behavioral assessment and behavior therapy to college students in a university-based, outpatient psychology clinic. Developed and implemented a contingency management plan to increase study skills, conducted thought monitoring assessment, facilitated activity scheduling to promote cognitive change, and developed and implemented a modeling exercise to reduce speech anxiety. Completed 30 hours of direct contact with students.

August 1996      **PSYCHOLOGICAL EXAMINER**  
to  
May 1997      Covered Bridge Special Education District  
Terre Haute, Indiana

Duties: Conducted intellectual, achievement, behavioral, and personality assessments with primary, middle, and secondary school students. Collaborated with parents of children with special needs, general education and special education teachers, social workers, occupational therapists, and school administrators. Completed 640 hours of service.

February 1996      **PEDIATRIC CLINICIAN**  
to  
April 1996      Associated Physicians & Surgeons Clinic  
Terre Haute, Indiana

Duties: Conducted assessments for the identification of attention-deficit/hyperactivity disorder in children in a pediatric health clinic. Obtained data from parents and teachers and conducted direct assessments of children. assessment information to pediatricians to facilitate treatment recommendations and medication monitoring.

September 1995      **PROGRAM FACILITATOR**  
to  
April 1996      READ program  
Indiana State University

Duties: Conducted sessions of phonics-based reading program designed to increase phonological awareness, decoding skills, and reading comprehension in school-age children with reading disorders.

August 1995      **GRADUATE PRACTICUM STUDENT**  
to  
December 1995      Porter School Psychology Center  
Indiana State University

Duties: Provided psychological services to clients who presented concerns with attention-deficit/hyperactivity disorder, autism, learning disabilities, and defiant behaviors in a university-based, outpatient psychology clinic with a child and adult population. Conducted behavioral parent training programs with clients.

August 1994      **PROGRAM FACILITATOR**  
to                    Cognitive, Academic, and Social Skills Training (CAST) program  
May 1995          Dixie Bee Elementary  
Terre Haute, Indiana

Duties: Conducted groups using cognitive-behavioral strategies with elementary students diagnosed with attention-deficit/hyperactivity disorder. Utilized response cost and other behavior management techniques to increase appropriate behaviors.

## **SUPERVISION OF STUDENT DISSERTATIONS AND THESES**

### **Dissertations**

Chair	Kerry Jones, The University of Memphis, proposed 2022
Chair	Richard McNulty, The University of Memphis, defended 2021
Chair	Patrick McNicholas, The University of Memphis, defended 2020
Chair	Leah Singh, The University of Memphis, defended 2018
Chair	Phillip Norfolk, The University of Memphis, defended 2017
Chair	Isaac Woods, The University of Memphis, defended 2017
Chair	Haley Hawkins, The University of Memphis, defended 2015
Chair	Ryan Farmer, The University of Memphis, defended 2014
Chair	Sarah Irby, The University of Memphis, defended 2013
Chair	Jennifer Maynard, The University of Memphis, defended 2012
Chair	Nicole Begg, The University of Memphis, defended 2011
Chair	Elizabeth Shands, The University of Memphis, defended 2008
Chair	Jennifer Key, The University of Memphis, defended 2007
Chair	Allison McCormack, The University of Memphis, defended 2007
Chair	Allison Margulies, The University of Memphis, defended 2006
Chair	Renee Bergeron, The University of Memphis, defended 2006
Member	30+ committees at The University of Memphis

### **Master's and Undergraduate Honors Theses**

Chair	Morgan Huenergarde, The University of Memphis, defended 2022
Chair	Nikita Pike, The University of Memphis, proposed 2021
Chair	Sequoya Fitzpatrick, The University of Memphis, defended 2021
Chair	Kerry Jones, The University of Memphis, defended 2021
Chair	Richard McNulty, The University of Memphis, defended 2019
Chair	Patrick McNicholas, The University of Memphis, defended 2018
Chair	Leah Singh, The University of Memphis, defended 2016
Chair	Isaac Woods, The University of Memphis, defended 2015
Chair	Haley Hawkins, The University of Memphis, defended 2014
Chair	Phillip Norfolk, The University of Memphis, defended 2014
Chair	Ryan Farmer, The University of Memphis, defended 2012
Chair	Sarah Irby, The University of Memphis, defended 2011
Chair	Allison Margulies, The University of Memphis, defended 2003
Chair	Renee Bergeron, The University of Memphis, defended 2003

Member 65+ committees at The University of Memphis

**Comprehensive Examinations, Major Area Papers, and Specialty  
Examinations**

Chair 20 committees at The University of Memphis  
Member 40+ committees at The University of Memphis

**DEPARTMENT AND UNIVERSITY SERVICE**

**Search Committees**

Chair, Faculty ombudsperson search committee, The University of Memphis, 2021  
Chair, Business Officer II Search Committee, Department of Psychology, The University of Memphis, 2021  
Chair, Administrative Associate I Search Committee, Department of Psychology, The University of Memphis, 2021, 2022  
Psychological Services Center Director Search Committee, Department of Psychology, The University of Memphis, 2020  
Chair, Social Psychology and Social Cognition Faculty Search Committee, Department of Psychology, The University of Memphis, 2017  
Chair, Academic Advisor Search Committee, Department of Psychology, The University of Memphis, 2016  
Chair, School Psychology Faculty Search Committee, Department of Psychology, The University of Memphis, 2015  
Chair, Visiting Assistant Professor Search Committee, Department of Psychology, The University of Memphis, 2015  
Academic Advisor Search Committee, Department of Psychology, The University of Memphis, 2018  
Visiting Assistant Professor Search Committee, Department of Psychology, The University of Memphis, 2017  
Senior Visiting Professor (Lambuth Campus) Search Committee, Department of Psychology, The University of Memphis, 2015  
Clinical Psychology Faculty Search Committee, Department of Psychology, The University of Memphis, 2002, 2013  
Institute for Intelligence Systems Faculty Search Committee, Department of Psychology, The University of Memphis, 2010  
Department Chair Search Committee, Department of Psychology, The University of Memphis, 2007 to 2009  
Postdoctoral Fellow Search Committee, Department of Psychology, The University of Memphis, 2007 to 2009  
School Psychology Faculty Search Committee, Department of Psychology, The University of Memphis, 2001, 2006  
Chair of Excellence Search Committee, Department of Psychology, The University of Memphis, 2006  
Cognitive Psychology Faculty Search Committee, Department of Psychology, The University of Memphis, 2004, 2005

**Committees in Department of Psychology**

Chair or Co-Chair; Diversity, Equity, and Inclusion Committee, The University of Memphis, 2014 to 2020  
Chair, Awards and Recognition Committee, The University of Memphis, 2009 to 2019  
Chair, Milton Addington Award Selection Committee, The University of Memphis, 2016 to 2018  
Undergraduate Advisory Committee, The University of Memphis, 2014 to present  
School Psychology Admissions Committee, The University of Memphis, 2001 to present  
School Psychology Program Committee, The University of Memphis, 2001 to present  
Chair, Faculty promotion subcommittee, The University of Memphis, 2015, 2017  
Chair, Faculty tenure and promotion subcommittee, The University of Memphis, 2013

Chair, Faculty midtenure evaluation subcommittee, The University of Memphis, 2010, 2018  
Member, Faculty tenure and promotion subcommittee, The University of Memphis, 2009, 2011, 2018, 2019  
Strategic Planning Committee, The University of Memphis, 2011-2012  
Strategic Planning Committee, The University of Memphis, 2010  
Master's Degree in General Psychology Admissions Committee, The University of Memphis, 2005 to 2009  
Library Committee, The University of Memphis, 2008 to 2009  
Student Grievance Committee, The University of Memphis, 2003  
Faculty Advisory Committee, The University of Memphis, 2003  
Newsletter Committee, The University of Memphis, 2001

### **University Committees**

Co-Leader, Eradicating systemic racism work group focused on new program development addressing race and social justice, The University of Memphis, 2020 to 2021  
Strategic Enrollment and Retention Sub-Committee for Graduate Studies, The University of Memphis, 2019  
Graduate Grade Appeals Committee, The University of Memphis, 2018 to 2019  
Disability Resources for Students Faculty Advisory Committee, The University of Memphis, 2018 to 2019  
Critical Conversations Planning Committee, The University of Memphis, 2017 to 2019  
Title IX Prevention Task Force, The University of Memphis, 2017 to 2018  
Distinguished Teaching Award Committee, The University of Memphis, 2005, 2006, 2008, 2009

### **EXTERNAL REVIEWER FOR PROMOTION AND TENURE OF UNIVERSITY FACULTY**

2021, University of Massachusetts Amherst; Department of Student Development  
2021, Northern Illinois University; College of Liberal Arts and Sciences  
2021, Texas A&M University; Department of Educational Psychology  
2020, Ball State University; Department of Educational Psychology  
2020, Lehigh University; Department of Education and Human Services  
2019, College of William & Mary; Department of School Psychology and Counselor Education  
2019, University of Washington; Department of Educational Psychology  
2019, University of Connecticut; Department of Educational Psychology  
2018, Northeastern University; Department of Counseling and Applied Educational Psychology  
2018, University of Arizona; Department of Disability and Psychoeducational Studies  
2018, Duquesne University; Department of Counseling, Psychology, and Special Education  
2018, North Carolina State University; Department of Psychology  
2018, Virginia Commonwealth University; School of Education  
2018, University of Wisconsin, Madison; Department of Educational Psychology  
2017, Temple University; College of Education  
2017, University of Albany, SUNY; Department of Educational and Counseling Psychology  
2016, University of Nebraska; Department of Educational Psychology  
2016, Lehigh University; Department of Education and Human Services  
2016, University of Houston; Psychological Health and Learning Sciences  
2016, Northern Illinois University; College of Liberal Arts and Sciences  
2015, Rutgers University; Department of Applied and Professional Psychology  
2015, University of the Pacific; Department of Educational and School Psychology  
2014, Queens College, City University of New York; Department of Educational & Community Programs  
2014, Miami University; Department of Educational Psychology  
2014, University of South Florida; Department of Psychological and Social Foundations  
2013, Duquesne University; Department of Counseling, Psychology, and Special Education

2013, Loyola University, Chicago; School of Education  
 2013, University of Alaska, Anchorage; College of Arts and Science  
 2011, Duquesne University; Department of Counseling, Psychology, and Special Education  
 2011, Northern Illinois University; College of Liberal Arts and Sciences  
 2010, University of Cincinnati; College of Education, Criminal Justice, and Human Services  
 2009, University of Massachusetts, Boston; Graduate College of Education  
 2008, University of Massachusetts, Boston; Graduate College of Education

## SERVICE TO JOURNALS AND GRANT PROGRAMS

*Journal of School Psychology*, Consulting Editor, January 2015 to present  
*School Psychology International*, Associate Editor, June 2014 to present  
*School Psychology Training and Pedagogy*, Advisory Council, September 2020 to present  
*Journal of Psychoeducational Assessment*, Editorial Board Member, September 2003 to December 2010 and March 2015 to present  
*School Psychology Review*, Editorial Board Member, February 2007 to December 2010 and July 2015 to December 2020  
*Perspectives on Early Childhood Psychology and Education*, Editorial Board Member, January 2016 to July 2019  
*Journal of Early Childhood and Infant Psychology*, Editorial Board Member, April 2014 to December 2015  
*Archives of Scientific Psychology*, Consulting Editor, July 2011 to March 2014 and Ad hoc Reviewer, April 2017, August 2017, April 2018  
*Journal of School Psychology*, Editor-in-Chief, July 2011 to December 2014  
*Journal of School Psychology*, Editor Elect, January 2011 to June 2011  
*Journal of School Psychology*, Interim Editor, March 2010 to December 2010  
*Journal of School Psychology*, Associate Editor, January 2007 to March 2010  
*Psychology in the Schools*, Editorial Board Member, March 2007 to March 2010  
*The School Psychologist*, Advisory Board, January 2001 to December 2003  
*Assessment*, Ad hoc Reviewer, August and December 2018  
*Journal of Intelligence*, Ad hoc Reviewer, May 2017  
*BMC Psychiatry*, Ad hoc Reviewer, April 2017  
*Educational Neuroscience*, Ad hoc Reviewer, May 2016  
*Psychological Assessment*, Ad hoc Reviewer, March 2015  
*Sage Open*, Ad hoc Reviewer, August 2014  
*Journal of Applied School Psychology*, Ad hoc Reviewer, September 2009 and February 2010  
*American Psychologist*, Ad hoc Reviewer, June 2009 and January 2013  
*Journal of Abnormal Child Psychology*, Ad hoc Reviewer, September 2008  
*Journal of Educational Psychology*, Ad hoc Reviewer, May 2008 to present  
*School Psychology Review*, Ad hoc Reviewer, January 2006 to February 2007, July 2010, and January 2015 to June 2015  
*School Psychology Quarterly*, Ad hoc Reviewer, March 2004 to March 2007  
*Scientific Studies of Reading*, Ad hoc Reviewer, February 2007  
*Journal of Learning and Individual Differences*, Ad hoc Reviewer, August 2006  
*Developmental Psychology*, Ad hoc Reviewer, December 2003 and May 2004  
*Schizophrenia Research*, Ad hoc Reviewer, June 2003  
*Journal of Psychoeducational Assessment*, Ad hoc Reviewer, May 2003  
 Tennessee Board of Regents Faculty Research Grant Program, 2014  
*School Psychology Review*, Article-of-the-Year Selection Committee, January 2010  
*School Psychology Review*, Article-of-the-Year Nomination Committee, December 2007

## CONSULTATION WITH PUBLISHERS

Guilford Press, 2021  
Springer, 2014  
Canadian Test Centre, 2006  
Cambridge University Press, 2005  
Allyn and Bacon Press, 2001

## LEGAL CONSULTATION

Federal Defender Services of Eastern Tennessee, Inc., 2019  
McDavid & Associates, PC, 2018  
Jenner & Block-Chicago, LLP, 2009

## OTHER PROFESSIONAL SERVICE

Society for the Study of School Psychology Diversity, Equity, and Inclusion Research Award selection committee member, 2021-2022  
Society for the Study of School Psychology Diversity, Equity, and Inclusion Committee member, 2021-2022  
Society for the Study of School Psychology School Psychology Collaborative Research Conference Planning Committee member, 2021-2022  
Society for the Study of School Psychology Task Force on the Further Diversification of the SSSP, Member, 2020.  
American Association on Intellectual and Developmental Disabilities advisory committee supporting the development of *Intellectual Disability: Definition, Diagnosis, Classification, and Systems of Supports, 12<sup>th</sup> Edition*, 2017-2020  
American Psychological Association, Division 16 Fellows Committee, member, 2018, 2019  
School Psychology Collaborative Research Conference, catalyst scholar, Society for the Study of School Psychology, 2017  
American Psychological Association, Division 16 Senior Scientist Award selection committee, chair, 2016 and 2017 and member, 2014 and 2015  
National Association of School Psychologists position statement writing team leader, *School Psychologists' Involvement in Assessment*, 2015-2016  
Society for the Study of School Psychology search committee to select the *Journal of School Psychology* Editor-Elect, member, 2013, 2018  
American Psychological Association, Division 16 committee on conflicts of interest in psychology, member 2011-2016  
American Psychological Association, Division 16 committee on the revision of *Standards for Psychological and Educational Testing*, member, 2011  
School Psychology Collaborative Research Conference, Catalyst Scholar, Society for the Study of School Psychology, member, 2011  
National Association of School Psychologists position statement writing team, member, *Identification of Students with Specific Learning Disabilities*, 2010  
National Association of School Psychologists position statement writing team, member, *School Psychologists' Involvement in the Role of Assessment*, 2008

## PROFESSIONAL AFFILIATIONS

American Psychological Association Division 16 (Division of School Psychology), Fellow  
Society for the Study of School Psychology, Member  
Council of Journal Editors in School Psychology, Co-Founder and Convener (2011-2014)



National Association of School Psychologists, Member  
American Psychological Association, Member  
Trainers of School Psychologists, Member  
Council of Directors of School Psychology Programs, Member  
The University of Memphis School Psychology Association, Faculty Sponsor (2005-2019)

## **HONORS AND AWARDS**

### **Individual Honors and Awards**

Graduate Student Coordinating Committee Appreciation Award, Department of Psychology, University of Memphis, 2019  
Chair's Appreciation Award, Department of Psychology, University of Memphis, 2016  
Graduate Student Coordinating Committee Outstanding Mentoring Award, Department of Psychology, University of Memphis, 2014  
Honorable Mention, *Article of the Year* in *School Psychology Review*, 2014  
Fellow, American Psychological Association Division 16 (Division of School Psychology), 2013  
Graduate Student Coordinating Committee Outstanding Mentoring Award, Department of Psychology, University of Memphis, 2012  
Elected Member, Society for the Study of School Psychology, 2011  
Editorial Appreciation Award, *School Psychology Review*, 2009  
Distinguished Teaching Award, The University of Memphis Alumni Association, 2005  
Early Career Scholar, Society for the Study of School Psychology, 2005  
Becker Award for Outstanding Student in School Psychology, Indiana State University, 1998  
Matt L. Ellis Volunteer of the Year Award, Hendrix College, 1992

### **Student Honors and Awards**

Richard W. Woodcock Dissertation Research Award (Faculty sponsor; Phil Norfolk, lead author), 2017  
Student Blue Ribbon Award, American Psychological Association Division 16 Poster Session (Faculty sponsor; Leah Singh, lead author), 2016  
First-Place, 20<sup>th</sup> Annual University of Memphis Student Research Forum, Social and Political Sciences Division (Faculty sponsor; James Arnett, lead author), 2010  
First-Place, 19<sup>th</sup> Annual University of Memphis Student Research Forum, Social and Political Sciences Division (Faculty sponsor; Jennifer Maynard, lead author), 2009  
Outstanding Student Presentation, American Psychological Association, Division 16 Poster Session (Faculty sponsor; Renee Shaver, lead author), 2002