

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

Department of Special Education, School Psychology, and Early Childhood Studies  
P.O. Box 117050  
University of Florida  
Gainesville, FL 32611  
Kathrin.maki@coe.ufl.edu  
352-273-4292

### **EDUCATION**

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

### **LICENSURE**

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

### **PROFESSIONAL POSITIONS**

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

## HONORS AND AWARDS

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- 4/2022 Diane E. Haines Teaching Excellence Award, College of Education, University of Florida
- 2/2019 Article of the year (2018), *Assessment for Effective Intervention*
- 2/2019 Early Career Scholar, School Psychology Research Collaboration Conference sponsored by the Society for the Study of School Psychology
- 1/2017 Nominated for Council for Exceptional Children Division of Learning Disabilities Outstanding Doctoral Research Award
- 8/2014-9/2015 Eva O. Miller Doctoral Research Fellowship, University of Minnesota

## PEER-REVIEWED PUBLICATIONS

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34. Adams, S. R.\* & **Maki, K. E.** (in press). Comparison of the effects of drill-based interventions on multiplication fact retention, fluency, and maintenance. *Psychology in the Schools*.
33. Barrett, C., Spear, S.,\* Clinksales, A.,\* Wood, L., & **Maki, K. E.** (in press). What is cost-effective? A systematic review of cost-effectiveness analyses of school-based programs from 2000-2020. *School Psychology*.
32. **Maki, K. E.**, Moody, M. E.,\* Cullins, S. L.,\* & Griffin, T. L.\* (2022). Examination of modified incremental rehearsal to explore causal mechanisms and increase effectiveness. *Journal of Behavioral Education*. Advance online version.
31. **Maki, K. E.**, Kranzler, J. H., & Wheeler, J.\* (2022). Ethical dilemmas in school psychology: Which dilemmas are most prevalent today and how well prepared are school psychologists to face them? *School Psychology Review*. Advance online version.
30. Hajovsky, D. B., **Maki, K. E.**, Chesnut, S. R., Morsi, C. A., & Burns, M. K. (2022). Predicting specific learning disability status in a RtI identification model: Comparing measures of achievement and cognitive ability. *Learning Disabilities Research & Practice*, 37, 280-293.
29. **Maki, K. E.** & Hammerschmidt-Snidarich, S. (2022). Reading fluency intervention dosage: A novel research synthesis. *Journal of School Psychology*, 92, 148-165.

28. **Maki, K. E.**, Kranzler, J. H., & Moody, M. E.\* (2022). Dual Discrepancy/Consistency pattern of strengths and weaknesses method for the identification of specific learning disability: Does clinical judgment improve classification accuracy? *Journal of School Psychology, 92*, 33-48.
27. Barrett, C. A., Burns, M. K., **Maki, K. E.**, Clinkscales, A., Hajovsky, D. B., & Spear, S. E. (2022). Language used in school psychological evaluation reports as predictors of SLD identification within a response to intervention model. *School Psychology, 37*(2):107-118. <https://doi.org/10.1037/spq0000485>.
26. **Maki, K. E.**, Ittner, A., Pulles, S., Burns, M. K., Helman, H., & McComas, J. J. (2022). Examining the effectiveness of a class-wide reading intervention for third graders. *Contemporary School Psychology, 26*, 359-367. <https://doi.org/10.1007/s40688-020-00343-4>
25. **Maki, K. E.** & Adams, S. R.\* (2022). Special education evaluation practices and procedures: Implications for referral and eligibility decisions. *Contemporary School Psychology, 26*, 350-358. <https://doi.org/10.1007/s40688-020-00335-4>.
24. Adams, S. R.\* & **Maki, K. E.** (2021). Examining the differential effectiveness and efficiency of alternative multiplication drill interventions with third-grade students. *Journal of Applied School Psychology, 37*, 352-376. <https://doi.org/10.1080/15377903.2020.1848956>
23. **Maki, K. E.**, McGill, R. J., Conoyer, S. J., Fefer, S. A., & Ward, T. (2021). Assessing the impact of cumulative data presentation on specific learning disabilities identification decisions. *Journal of Psychoeducational Assessment, 3*, 372-380.
22. **Maki, K. E.**, Zaslofsky, A. F., Knight, S.\* , Ebbesmeyer, A.\* , & Boatman, A.\* (2021). Intervening with multiplication fact difficulties: Examining the utility of the Instructional Hierarchy to target interventions. *Journal of Behavioral Education, 30*, 534-558. <https://doi.org/10.1007/s10864-020-09388-0>.
21. **Maki, K. E.**, Barrett, C. A., Hajovsky, D. B., & Burns, M. K. (2020). An examination of the relationships between SLD identification and growth rate, achievement, cognitive ability, and student demographics. *School Psychology, 35*(5), 343–352 <https://doi.org/10.1037/spq0000400>
20. Kranzler, J. H., **Maki, K. E.**, Eckert, T. L., Benson, N. F., Floyd, R. G., & Fefer, S. A. (2020). How do school psychologists interpret intelligence tests for the identification of specific learning disabilities? *Contemporary School Psychology, 24*, 445-456. <https://doi.org/10.1007/s40688-020-00274-0>

19. Burns, M. K., Barrett, C. A., **Maki, K. E.**, & Hajovsky, D. B. (2020). Recommendations in school psychological evaluation reports for academic deficits: Frequency, types, and consistency with student data. *Contemporary School Psychology, 24*, 478-487. <https://doi.org/10.1007/s40688-020-00313-w>
18. Burns, M. K., **Maki, K. E.**, Brann, K., McComas, J. J., & Helman, L. A. (2020). Comparison of reading growth among students with severe reading deficits who received reading intervention to students with disabilities and typically achieving children. *Journal of Learning Disabilities, 53*, 444-453. <https://doi.org/10.1177/0022219420918840>
17. Benson, N. F., **Maki, K. E.**, Floyd, R. G., Eckert, T. L., Kranzler, J. H., & Fefer, S. A. (2020). A national survey of school psychologists' practices in identifying specific learning disabilities. *School Psychology, 35*(2), 146–157. <https://doi.org/10.1037/spq0000344>
16. **Maki, K. E.** & Adams, S. R.\* (2020). Specific Learning Disabilities identification: Do the identification methods and data matter?. *Learning Disability Quarterly, 43*, 63-74. <https://doi.org/10.1177/0731948719826296>
15. Hammerschmidt-Snidarich, S., **Maki, K. E.**, & Adams, S. R.\* (2019). Evaluating the effects of repeated reading and continuous reading using a standardized dosage of words read. *Psychology in the Schools, 56*, 635-651. <https://doi.org/10.1002/pits.22241>
14. **Maki, K.E.** & Adams, S. R. (2019). A current landscape of specific learning disability identification: Training, practices, and implications. *Psychology in the Schools, 56*, 18-31.
13. Burns, M. K., **Maki, K. E.**, Helman, L., McComas, J., & Young, H. (2018). Contributions of the components of phonemic awareness to letter-sound knowledge of kindergarten students. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 34*, 409-418. <https://doi.org/10.1080/10573569.2018.1468835>
12. **Maki, K. E.**, Burns, M. K., & Sullivan, A. (2018). School psychologists' confidence in LD identification decisions. *Learning Disability Quarterly, 41*, 243-256. <https://doi.org/10.1177/073194871876925>.
11. **Maki, K. E.** (2018). Response to intervention for specific learning disabilities identification: The impact of training and experience on identification consistency. *School Psychology Forum, 12*, 6-16
10. Van Norman, E. R., **Maki, K. E.**, Burns, M. K., Helman, L., & McComas, J. J. (2018). Comparison of progress monitoring data from general outcome measures and specific subskill mastery measures for reading. *Journal of School Psychology, 67*, 179-189.

9. McNicholas, P. J., Floyd, R. G., Woods, I. L., Singh, L. J., Manguno, M. S., & **Maki, K. E.** (2018). State special education criteria for identifying intellectual disability: A review following revised diagnostic criteria and Rosa's Law. *School Psychology Quarterly, 33*, 75-82. <https://doi.org/10.1037/spq0000208>
8. Burns, M. K., Davidson, K., Zaslofsky, A., Parker, D., & **Maki, K. E.** (2018). Relationship between acquisition rate for words and working memory, short-term memory, and reading skills: Aptitude-by-treatment or skill-by-treatment interaction? *Assessment for Effective Intervention, 43*, 182-192. <https://doi.org/10.1177/1534508417730822>.
7. Burns, M. K., **Maki, K. E.**, Karich, A. C., & Coolong-Chaffin, M. (2017). Using performance feedback of reciprocal teaching strategies to increase reading comprehension strategy use with seventh grade students with comprehension difficulties. *Learning Disabilities: A Multidisciplinary Journal, 22*, 21-33.
6. **Maki, K. E.**, Burns, M. K., & Sullivan, A. (2017). Learning disability identification consistency: The impact of methodology and student evaluation data. *School Psychology Quarterly, 32*, 254-267.
5. Burns, M. K., Zaslofsky, A. F., **Maki, K. E.**, & Kwong, E. (2016). Effect of modifying instructional set size with acquisition rate data while practicing single-digit multiplication facts. *Assessment for Effective Intervention, 41*, 131-140. <https://doi.org/10.1177/1534508415593529>
4. Burns, M. K., Pulles, S. M., **Maki, K. E.**, Kanive, R., Hodgsen, J., Helman, L. A., & McComas, J. J. (2015). Accuracy of student performance while reading leveled books rated at their instructional level by a reading inventory. *Journal of School Psychology, 53*, 437-445. <https://doi.org/10.1016/j.jsp.2015.09.003>
3. **Maki, K. E.**, Floyd, R. G., & Roberson, T. (2015). State learning disability eligibility criteria: A comprehensive review. *School Psychology Quarterly, 30*, 457-469. <https://doi.org/10.1037/spq0000109>
2. Burns, M. K., Karich, A. C., **Maki, K. E.**, Anderson, A., Pulles, S., Ittner, A., McComas, J., & Helman, L. (2015). Identifying classwide problems in reading with screening data. *Journal of Evidence Based Practices in Schools, 14*, 186-204.
1. Karich, A. C., Burns, M. K., & **Maki, K. E.** (2014). Updated meta-analysis of learner control within educational technology. *Review of Educational Research, 84*, 392-410.

## MANUSCRIPTS UNDER REVIEW

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4. **Maki, K. E.**, Zaslofsky, A. F., Coddling, R., & Woods, B. (under review). Math anxiety in elementary students: Examining the role of timing, task complexity, task difficulty, and strategy use.
3. Longhurst, D. \*, Callan, G., & **Maki, K. E.** (under review). Assessing the effectiveness of a virtual repeated reading intervention with self-monitoring on reading fluency
2. **Maki, K. E.**, Zaslofsky, A. F., Newell, K., Puig, L.,\* Milam, A.,\* & Nudelman, E.\* (under review). Single-case design reading intervention studies: Application of Methodological Standards.
1. Newell, K., **Maki, K. E.**, & Zaslofsky, A. F. (under review). The science of biliteracy: A framework to support participatory action research.

\* Student author

## BOOK CHAPTERS

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4. Sullivan, A. L., Ardoin, S. P., **Maki, K. E.**, Harper, E. A., & Kulkarni, T. (2021). Obtaining your first academic job. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology* (pp. 39-54). Routledge.
3. Burns, M. K., **Maki, K. E.**, & Aguilar, L. (2021). Being a mentor in research. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology* (pp. 401-418). Routledge.
2. Burns, M. K., **Maki, K. E.**, Warm-bold-Brann, K., & Preast, J. L. (2018). Using response to intervention to identify SLD: Requirements, recommendations, and future research. In V. C. Alfonso & D. P. Flanagan (Eds.), *Essentials of Specific Learning Disability Identification, 2<sup>nd</sup> Edition* (pp. 257-285). Hoboken, NJ: Wiley.
1. Burns, M. K., **Maki, K. E.**, Karich, A. C., Hall, M., McComas, J., & Helman, L. (2015). Problem analysis at tier 2: Using data to find the category of the problem. In S. R. Jimerson, M. K. Burns, & A. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support, 2<sup>nd</sup> Ed.* New York, New York: Springer.

## OTHER PUBLISHED WORKS

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

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

### **INVITED PROFESSIONAL PRESENTATIONS**

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5. **Maki, K. E.** (2022, January). *Issues, Problems, and Meaningful Practices in Specific Learning Disabilities Identification*. Presented at the Minnesota School Psychologists Mid-Winter Conference.
4. **Maki, K. E.** (2019, November). *Specific Learning Disabilities Identification: Implementing Meaningful Practices for a Problematic Construct*. Presented to the University of Wisconsin-River Falls, River Falls, WI.
3. **Maki, K. E.** (2019, June). *Effective intervention practices within multi-tiered systems of support*. Presented to the Berrien County Regional Education Services Agency, Berrien Springs, MI.
2. Burns, M.K., **Maki, K.E.**, & Moran, S. (2012, November). *PRESS: Solving Problems at Three Tiers*. Presented to the East Metro School Psychologists Association, Saint Paul, MN.
1. Ittner, A. & **Maki, K.E.** (2012, August). *Partner Reading as a Classwide Intervention*. Presented at the Minnesota Center for Reading Research Summer Conference, Saint Paul, MN.

### **PEER-REVIEWED NATIONAL PROFESSIONAL PRESENTATIONS**

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50. Fallon, L. M., **Maki, K. E.**, Heidelberg, K. J., Kember, J. M., McClure, E., Harris, B., & Sullivan, A. (2023, February). *You're Hired: Supporting Trainees and Practitioners to Land Faculty Jobs*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
49. **Maki, K. E.**, Zaslofsky, A. F., Coddling, R. S., Goodridge, A., & VanDerHeyden, A. M. (2023, February). *Connecting the Dots: Math Anxiety and Math Performance*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
48. Moody, M. E.\*, Miller, H.\*, Nudelman, E.\*, Puig, L\*, Milam, A.\*, **Maki, K. E.**, Newell, K. W., & Zaslofsky, A. F. (2023, February). *A Novel Synthesis of Single-Case Design Reading Intervention Effects*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.

47. Woods, B.\*, Dougé, M. C. E.\*, Newpower, A. J.\*, Nelson, K. J.\*, **Maki, K. E.**, Zaslofsky, A. F., Coddling, R., & Hall, G. (2023, February). *Development of a Math Metacognition Measure to Support Math Learning*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
46. Wheeler, J. M. J.\*, **Maki, K. E.**, & Kranzler, J. H. (2023, February). *Ethical Dilemmas in School Psychology*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
45. Greene, A. K.\*, Dougé, M. C. E.\*, **Maki, K. E.**, & Kranzler, J. H. (2023, February). *Gifted Eligibility and Identification Methods across the United States*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
44. Nudelman, E. C.\*, Milam, A. N.\*, **Maki, K. E.** (2023, February). *Using Methodological Rigor Standards of Single-Case Design in Practice*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
43. Griffin, T. L.\*, Winkleman, E.\*, **Maki, K. E.**, Anthony, C., McGill, R., Conoyer, S., Fefer, S., & Ward, T. (2023, February). *Data weighing patterns in preferred SLD identification methods*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
42. **Maki, K. E.**, Moody, M. E., & Kranzler, J. H., (2022, August). *Clinical Judgment and Specific Learning Disability Classification Accuracy*. Presented at the American Psychological Association Annual Convention in Minneapolis, MN.
41. **Maki, K. E.** & Zaslofsky, A. F. (2022, August). *Math Smarter: Matching Intervention to Student Needs*. Presented at the American Psychological Association Annual Convention in Minneapolis, MN.
40. **Maki, K. E.**, Kranzler, J. H., & Moody, M. E. (2022, February). *Clinical Judgment and Specific Learning Disability Identification Classification Accuracy*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.
39. Harris, B., Fallon, L. M., Van Norman, E. R., & **Maki, K. E.** (2022, February), *Navigating Job Searches for Academic Positions*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.
38. Puig, L.\* **Maki, K. E.**, Choi, D.\*, & Moody, M. E.\* (2022, February). *A novel synthesis of single-case design reading intervention effects*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.
37. Moody, M. E.\*, Cullins, S.\*, Griffin, T. L.\*, & **Maki, K. E.** (2022, February). *Examining the effects of a virtual modified multiplication fact intervention*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.

36. **Maki, K. E.**, McGill, R., Conoyer, S., & Fefer, S. (2021, February). *The impact of data presentation on SLD identification decision making*. Presented at the National Association of School Psychologists Annual Convention in Salt Lake City, UT.
35. Newell, K., Zaslofsky, A. F., & **Maki, K. E.** (2021, February). *Difficult data-based decisions: Finetuning intervention match in reading*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
34. Hammerschmidt-Snidarich, S., **Maki, K. E.**, McEvet, N. Defouw, E., & Coddling, R. (2020, February). *How much matters: Dosage issues in reading, math, and writing*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
33. **Maki, K. E.**, Barrett, C. A., Hajovsky, D. B., Burns, M. K., & Romero, M. (2020, February). *Specific learning disabilities: Factors related to identification and recommendations*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
32. **Maki, K. E.**, Zaslofsky, A. F., Van Norman, E. R., & Ysseldyke, J. E., (2020, February). *Specific learning disabilities identification. Optimizing the problematic construct with RtI*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
31. Zaslofsky, A. F., **Maki, K. E.**, Burns, M. K., & Coddling, R. S. (2020). *Game set match: Better academic outcomes using the learning hierarchy*. Symposium presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
30. Fallon, L. **Maki, K. E.**, Dever, B., Hier, B., & Jimerson, S. (2020, February). *Effectively mentoring student research: Leading a productive lab*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
29. Floyd, R. G., Benson, N. F., Kranzler, J. H., **Maki, K. E.**, Eckert, T. L., & Fefer, S. A. (2020, February). *A national survey of intelligence test interpretation in school psychology*. Presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
28. Ebbesmeyer, A., Knight, S., Boatman, A., Zaslofsky, A. F., & **Maki, K. E.** *Examining the instructional hierarchy for determining appropriate mathematics intervention*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
27. Hammerschmidt-Snidarich, S. & **Maki, K. E.** (2019, April). *Reconceptualizing intervention dosage: The confluence of equity, causal mechanisms, and pragmatic issues*. Presented at the Badar-Kauffman Conference in Kent, OH.

26. **Maki, K. E.** & Zaslofsky, A. F. (2019, April). *Examining the instructional hierarchy for determining appropriate mathematics intervention*. Presented at the Badar-Kauffman Conference in Kent, OH.
25. **Maki, K. E.** Burns, M. K., McGill R., & Beaujean, A. (2019, February). *SLD Identification: The Problems and What We Can Do Better*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
24. **Maki, K. E.** & Hammerschmidt-Snidarich, S. (2019, February). *Reading Fluency Intervention Dosage: A Novel Research Synthesis*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
23. Benson, N. F., Kranzler, J. H., Maki, K. E., & Floyd, R. G. (2019, February). *National Survey of SLD Identification Practices in School Psychology*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
22. Hammerschmidt-Snidarich, S., **Maki, K. E.**, Zaslofsky, A. F., & Varma, S. (2019, February). *Theoretical Mechanisms: Designing Interventions for Increased Effectiveness, Efficiency, and Engagement*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
21. Hammerschmidt-Snidarich, S. & **Maki, K. E.** (2019, January). *Does Reading Beget Reading? Examining Cognitive Mechanisms of Repeated versus Continuous Reading*. Presented at the Council for Exception Children Annual Convention in Indianapolis, IN.
20. **Maki, K. E.** (2018, February). *Variables Impacting School Psychologists' Specific Learning Disabilities Identification Decisions*. Presented at the National Association of School Psychologists Annual Convention in Chicago, IL.
19. Hammerschmidt-Snidarich, S., **Maki, K. E.**, & Adams, S. R. (2018, February). *Repeated Versus Continuous Reading: Examining Whether Reading Begets Reading*. Presented at the National Association of School Psychologists Annual Convention in Chicago, IL.
18. Hammerschmidt-Snidarich, S., **Maki, K. E.**, Zaslofsky, A. F., & Varma, S. (2018, February). *Inter-disciplinary Collaboration: Designing interventions for increased effectiveness, efficiency, and engagement*. Presented at the Pacific Coast Research Conference in San Diego, CA.
17. Burns, M. K., **Maki, K. E.**, Stevenson, N., & Miciak, J. (2017, February). *Identifying Specific Learning Disabilities: Where Do We Go From Here?* Presented at the Pacific Coast Research Conference in San Diego, CA.

16. **Maki, K. E.** (2017, February). *Specific Learning Disabilities Identification: Considerations for Practicing School Psychologists*. Presented at the National Association of School Psychologists Annual Convention in San Antonio, TX.
15. Van Norman, E. R., **Maki, K. E.**, & Burns, M. K., (2017, February). *Progress Monitoring in Reading: The Relationship between Generalities and Specificities*. Presented at the National Association of School Psychologists Annual Convention in San Antonio, TX.
14. **Maki, K. E.** (2016, February). *School Psychologists' Confidence in Learning Disability Identification Decisions*. Presented at the national Association of School Psychologists Annual Convention in New Orleans, LA.
13. **Maki, K. E.** (2016, February). *School Psychologists' Learning Disability Identification Consistency*. Presented at the national Association of School Psychologists Annual Convention in New Orleans, LA.
12. **Maki, K. E.** & Snidarich, S. (2015, February). *Alleviating the Summer Slide: Effects of a Summer Fluency Intervention*. Presented at the national Association of School Psychologists Annual Convention in Orlando, FL.
11. **Maki, K. E.** & Snidarich, S. (2015, February). *Predicting Student Reading: The Utility of Real and Nonsense Words*. Presented at the national Association of School Psychologists Annual Convention in Orlando, FL.
10. Pulles, S. M. & **Maki, K. E.** (2015, February). *The Role of School Psychologists in Tier 1 Reading Interventions*. Presented at the national Association of School Psychologists Annual Convention in Orlando, FL.
9. **Maki, K. E.** (2014, February). *Comparing State Specific Learning Disability Eligibility Criteria and Prevalence Rates*. Presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
8. Pulles, S. M., **Maki, K. E.**, & Kanive, R. (2014, February). *Relationship between instructional level as measured by a reading inventory and reading performance in corresponding leveled books*. Presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
7. Demers, J., **Maki, K. E.**, & Karich, A. C. (2014, February). *Examining the Key Learning Variables that Contribute to Student Reading Growth*. Presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
6. Kanive, R., Pulles, S. M., **Maki, K. E.**, & Ward, J. (2014, February). *Using Math Procedures and Applications to Conduct Brief Experimental Analyses*. Presented at the National Association of School Psychologists Annual Convention, Washington, D.C.

5. **Maki, K. E.**, Karich, A.C. Burns, M.K., & Coolong-Chaffin, M. (2013, February). *Using Performance Feedback to Increase Reading Comprehension Strategy Use*. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
4. Burns, M.K., Karich, A.C., **Maki, K. E.**, Anderson, A., & Moran, S. (2013, February). *The Role of the School Psychologist within Effective Grade-Level Teams*. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
3. Wagner, D., Coolong-Chaffin, M., Hall, M., & **Maki, K. E.** (2013, February). *BEAs and ELLs: Empirical Data and Teacher Perceptions*. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
2. Olson, J., Moran, S., & **Maki, K. E.** (2012, February). *Comparison of Classification Accuracy of Oral Reading Fluency and Reading Inventory Levels for Reading Failure Risk among Second and Third Grade Students*. Presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
1. Peterson-Brown, S., Parker, D.C., **Maki, K. E.**, Moran, S, & Burns, M.K. (2012, February). *Establishing Growth Norms for Tier 2 Reading Interventions*. Presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

#### **PEER-REVIEWED REGIONAL PROFESSIONAL PRESENTATIONS**

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7. Nudelman, E. C.\*, Milam, A. N.\*, **Maki, K. E.** (2022, November). *Using Methodological Rigor Standards of Single-Case Design in Practice*. Presented at the Florida Association of School Psychologists Annual Conference, Daytona Beach, FL.
6. Moody, M. E.\*, Cullins, S.\*, Griffin, T. L.\*, & **Maki, K. E.** (2022, November). *Examining the effects of a virtual modified multiplication fact intervention*. Presented at the Florida Association of School Psychologists Annual Conference, Daytona Beach, FL.
5. **Maki, K. E.** & Dougé, M. C. E.\* (2022, November). *Examining Math Anxiety: Is Timing Really the Problem?* Presented at the Florida Association of School Psychologists Annual Conference, Daytona Beach, FL.
4. Demers, J., **Maki, K. E.**, & Karich, A. C. (2014, February). *Examining the Key Learning Variables that Contribute to Student Reading Growth*. Presented at the Minnesota School Psychologists Association Annual Conference, Minneapolis, MN.

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

## GRANTS

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### Funded:

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

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

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

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

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

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

**Under Review:**

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

Miciak, J., **Maki, K. E.**, Burns, M. K., & Taylor, P. A longitudinal investigation of predictors and outcomes of specific learning disabilities identification. Submitted to the Institute of Education Sciences, \$1,500,000 Co-Principal Investigator.

**Unfunded:**

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

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

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

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

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

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

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

**TEACHING AND SUPERVISORY EXPERIENCE**

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Fall 2021

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

Spring 2021-2023	Assistant Professor, University of Florida SPS 6193 Academic Assessment and Intervention for Students with Diverse Learning Needs
Spring 2020	Assistant Professor, University of Florida EEX 4905 Psychology in the Schools
Fall 2019/2020/2022	Assistant Professor, University of Florida SPS 6410 Direct Interventions I: Foundations of Intervention
Fall 2016 – Spring 2019	Assistant Professor, Ball State University EDPS 685/687 Introduction/Pre-Practicum to School Psychology EDPS 654 Academic Assessment and Intervention EDPS 689 Supervision for Practicum in School Psychology EDPS 789 Supervision in School Psychology
Spring 2015 1/2015 – 5/2015	EPsy 8812 Assessment II Graduate Teaching Assistant University of Minnesota
Spring 2014 1/2014 – 5/2014	EPsy 5801, Graduate Student Instructor University of Minnesota
Fall 2013 9/2013 – 12/2013	EPsy 8816/8818 Academic Intervention Graduate Teaching Assistant University of Minnesota

## **GUEST LECTURES**

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2016-present	University of Wisconsin-River Falls, School Psychology Program
2013-2016	University of Minnesota, School Psychology Program

## **ADVISING AND MENTORSHIP**

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2022-present	Shanyn Thompson, Advisor, University of Florida
2021-present	Marie Dougé, Advisor, University of Florida
2021-present	Audrey Milam, Advisor, University of Florida
2020-present	Taylor Griffin, Advisor, University of Florida
2020-present	Elizabeth Nudelman, Advisor, University of Florida
2019-present	Mary Elizabeth Moody, Co-Advisor, University of Florida
2019-present	Leighann Puig, Advisor, University of Florida
2016-2020	Sarah R. Adams, Advisor, Ball State University Dissertation: <i>Comparing the Effects of Drill-Based Interventions on Multiplication Fact Acquisition</i>

## **DOCTORAL STUDENT COMMITTEES**

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2020-present      LeAnna Kehl, Member, University of Florida  
 Jessica Wheeler, Member, University of Florida

## **SERVICE ACTIVITIES**

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### *National:*

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

2018-2021          NASP Annual Convention Proposal Reviewer

2017-2020          APA Annual Convention Proposal Reviewer

### *State:*

10/1/2021-present      Florida Association of School Psychologists Executive Board

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

### *University of Florida, College of Education:*

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

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

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

### *Ball State University:*

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

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

8/2018-5/2019      Department of Educational Psychology, Ball State University  
 Curriculum Committee (secretary)

8/2018-5/2019      Teachers College, Ball State University  
 Curriculum Committee

8/2017-5/2019      Teachers College, Ball State University  
 Dean's Advisory Committee

- 8/2017-5/2018 Department of Educational Psychology, Ball State University  
Salary Committee (Secretary), Salary Appeal Committee
- 8/2016-5/2019 School Psychology Core Faculty
- University of Minnesota:*
- 9/2014-5/2015 Student Representative, Minnesota Association of School Psychologists  
Executive Board
- 9/2013-5/2014 Vice President, School Psychology Student Association, University of  
Minnesota, Minneapolis, MN
- 9/2012-1/2015 Student Lead, Future Faculty Group, University of Minnesota,  
Minneapolis, MN

### **JOURNAL EDITORIAL BOARDS AND REVIEWS**

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- 1/2023-present Editorial Board, *Journal of School Psychology*
- 6/2020-present Editorial Board, *School Psychology Review*
- 2/2020-2/2023 Associate Editor, *Assessment for Effective Intervention*
- 1/2018-2/2020 Editorial Board, *Assessment for Effective Intervention*
- 7/2019-6/2020 Editorial Board, *Psychology in the Schools*
- 10/2021-present Ad hoc reviewer, *Scientific Studies of Reading*
- 1/2020-present Ad hoc reviewer, *Learning Disabilities Research and Practice*
- 12/2019-present Ad hoc reviewer, *Journal of Learning Disabilities*
- 3/2019-present Ad hoc reviewer, *Journal of Applied School Psychology*
- 10/2016-present Ad hoc reviewer, *Journal of School Psychology*
- 2/2020-present Ad hoc reviewer, *Review of Educational Research*
- 8/2020-present Ad hoc reviewer, *Journal of Psychoeducational Assessment*
- 11/2019-6/2020 Ad hoc reviewer, *School Psychology Review*
- 9/2016-5/2019 Ad hoc reviewer, *Psychology in the Schools*

### **OTHER EMPLOYMENT**

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

## **PROFESSIONAL MEMBERSHIPS**

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National Association of School Psychologists (NASP)

American Psychological Association (APA)

Division 16 of the American Psychological Association (APA)

Florida Association of School Psychologists (FASP)