**Kristen N. Missall**

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United States Citizen

# Education

Ph.D. UNIVERSITY OF MINNESOTA, Minneapolis, MN

June 2002 Department of Educational Psychology, School Psychology

M.A. UNIVERSITY OF MINNESOTA, Minneapolis, MN

May 1999 Department of Educational Psychology, School Psychology

B.A. UNIVERSITY OF NEBRASKA, Lincoln, NE

May 1996 College of Arts and Sciences, Department of Psychology

# Certification

2004-Present Nationally Certified School Psychologist, National Association of School Psychologists #33558 (through 2026)

2005-2010 State of Kentucky Department of Education, School Psychologist Certification

2001-2006 State of Minnesota Department of Children, Families and Learning School Psychologist Certification #396574

# Academic Appointments

2020-Present Professor, College of Education, School Psychology Program, University of Washington, Seattle, WA

2020-Present Program Director, School Psychology Program, College of Education, University of Washington, Seattle, WA

2015-2020 Associate Professor, College of Education, School Psychology Program, University of Washington, Seattle, WA

2009-2015 Associate Professor, College of Education, Department of Psychological and Quantitative Foundations, School Psychology Program, University of Iowa, Iowa City, IA

2004-2009 Assistant Professor, College of Education, Department of Educational, School, and Counseling Psychology, School Psychology Program, University of Kentucky, Lexington, KY

2002-2004 Post-Doctoral Research Associate, Center for Early Education and Development, College of Education and Human Development, University of Minnesota, Minneapolis, MN

**Other Professional Work**

2024-Present Steering Committee, Big 10 Early Learning Alliance (BTELA; [https://btela.osu.edu/](https://urldefense.com/v3/__https:/btela.osu.edu/__;!!K-Hz7m0Vt54!gWadLoi3a5YWemAUXNx5Xz7Mv7_kugQ1ymEPLfoN0pZyphXmXcY_pqFF-A1DQlA4k5689Voi6jgJH6Dl8Q$))

2015-Present Affiliate Research Faculty, Haring Center, University of Washington

2023-2024 Cohort Member, Path Forward and OSPI Work Group on Science of Reading

2022 MTSS Consultant, Crown Point School District, Indiana

2021 MTSS Consultant, International School of Luxembourg, Luxembourg

2020-2025 Principal Member, Institute of Education Sciences’ Early Intervention and Early Childhood Education Research Peer Review Panel

2019-2024 MTSS Instructor for International Inclusive Leadership Program: Kuala Lumpur International Schools (KLIS), Kuala Lumpur Malaysia; International School Nido de Aguilas, Santiago Chile; Crown Point School District, Crown Point Indiana

2017-2018 MTSS Instructor, International Inclusive Education Program: American Schools Foundation (ASF), Mexico City Mexico; American School Foundation Monterrey (ASFM), Monterrey Mexico

2016-2017 RTI Consultant for Elementary Reading, International Schools Group (ISG), Al Khobar Saudi Arabia

2015-2016 Faculty Mentor, Strategic Analysis, Research & Training [START] Center, University of Washington

2012-2015 Full Member Scientist, DeLTA Center, University of Iowa

2001-2004 Instructor, College of Education and Human Development, University of Minnesota

2001-2002 School Psychologist Intern, Mounds View Public Schools,

Shoreview, MN

2001-2002 Consultant, American Guidance Service, Circle Pines, MN

1999 Mental Health Intern, Community-University Health Care Center, Minneapolis, MN

1997-2001 Assessor, Department of Research, Evaluation and Assessment, Minneapolis Public Schools, Minneapolis MN

1996-2001 Research Assistant, Center for Early Education and Development, College of Education and Human Development, University of Minnesota

# Honors and Awards

2023-2024 Selected for UW Opportunities in Leadership Program (OLP)

2023 Runner-Up, 2023 Best Practices Award for Leadership, Washington State Association of School Psychologists (WSASP)

2021 Nominated, College of Education Outstanding Faculty Advisor for 2020-2021, University of Washington

2016, 2017, 2018, Teaching Excellence Award, College of Education, University of

2019, 2020, 2021, Washington

2022

2017 Selected to attend the IES-Sponsored Summer Research Training Institute in Single-Case Research Design and Analysis, Madison, WI

2013-2015 Selected for Advisory Board, Iowa Reading Research Center, State of Iowa (term through 2017; served through 2015)

2011-2015 Selected to teach First-Year Seminar, The University of Iowa

2012 Commissioned by the Iowa General Assembly to serve the Kindergarten Readiness Assessment Task Force

2011 Voted Reviewer of the Year, Journal of School Psychology

2010 Selected as School Psychology Research Summit participant by the Society for the Study of School Psychology

2008 Recipient of Wethington Research Award, College of Education, University of Kentucky

2007 Selected as Early Career Scholar, Society for the Study of School Psychology

2001 Awarded Doctoral Dissertation Special Grant, University of Minnesota

1996 Selected for Mortar Board National Honorary, University of Nebraska-Lincoln

1992-1996 Awarded undergraduate Tim D. Leon Scholarship for Music, University of Nebraska-Lincoln

# Refereed Publications

(student authors in italics)

Wackerle-Hollman, A., Missall, K., Hojnoski, R., Abuela, M., & Running, K. (2024) Using empirical information to prioritize early literacy assessment and instruction in preschool and kindergarten. *Assessment for Effective Intervention*. [https://doi.org/10.1177/15345084241247059](https://urldefense.com/v3/__https:/doi.org/10.1177/15345084241247059__;!!K-Hz7m0Vt54!lBnoG-C39W5qR9XqLg5rrXc1ZcVIg6n-5nwg5ha41mTm1Rbu82elgfzxeZuifQbcVAGcSr6uw6UDxa2B$)

Missall, K., Polk, K., & Nanda, S*.* (2021). Preliminary examination of the reliability and validity of the teacher rating scale of social competence and school adjustment for preschool and kindergarten children. *Perspectives in Early Childhood Psychology and Education, 6*(2), 245-270. <https://doi.org/10.58948/2834-8257.1020>

*De Vries, H. G., Polk, K. D.,* & Missall, K. N. (2021). Math talk during traditional and digital number board game play. *Journal of Applied Developmental Psychology, 76.* <https://doi.org/10.1016/j.appdev.2021.101312>

*Alfes, C.,* Missall, K. N., & Artman-Meeker, K. (2021). Shared book reading effects on number naming in preschoolers at-risk for early numeracy delays. *Infants and Young Children, 34*(2), 122-140.

Missall, K., Artman-Meeker, K., Roberts, C., & *Ludeman*, S. (2021). Implementing multi-tiered systems of support in preschool: Begin with universal screening. *Young Exceptional Children*, *24*(4), 213-224. <https://doi.org/10.1177/1096250620931807>

Hojnoski, R. L., & Missall, K. N. (2021). Supporting all children in the transition from preschool to kindergarten. *Division for Early Childhood of the Council for Exceptional Children Recommended Practices Monograph Series,* 8, 49-62.

Hendrix, N., Missall, K. N., & Hojnoski, R. L. (2020). Promoting numeracy skills through board game play. *Young Exceptional Children, 23*(2), 100-111. <https://doi.org/10.1177/1096250618814239>

Hojnoski, R. L., & Missall, K. N. (2020). Using a multiple-gate assessment approach to support the social-emotional development of preschoolers*. Division for Early Childhood of the Council for Exceptional Children Recommended Practices Monograph Series,* 7, 15-24.

DeVane, B., *Dietmeier, J.,* Missall, K., *Nanda, S.,* *Cox, M.,* *Miller, B. J.,* *Valentine, E.,* & Dunkhase, D. M. (2019). Dropping into game design: Iterations of a skatepark physics game for a children’s museum exhibit. *Information and Learning Sciences*, *120*(9/10), 663-678. <https://doi.org/10.1108/ILS-03-2019-0023>

Hendrix, N., Hojnoski, R. L., & Missall, K. N. (2019). Shared book reading to promote math talk in parent–child dyads in low-income families.*Topics in Early Childhood Special Education,* 39(1), 45-55. <https://doi.org/10.1177/0271121419831762>

Missall, K. N., Hosp, M. K., & Hosp, J. L. (2019). Reading proficiency in elementary: Considering statewide testing, teacher ratings and rankings, and reading curriculum-based measurement. *School Psychology Review.* 48(3), 267-275. <https://doi.org/10.17105/SPR-2017-0152.V48-3>

Hojnoski, R. L., Missall, K. N., & Wood, B. (2018). Measuring engagement in early education: Preliminary evidence for the behavioral observation of students in schools-early education (BOSS-EE). *Assessment for Effective Intervention, 45*(4),243–254. <https://doi.org/10.1177/1534508418820125>

Ford, J. W., Kern, A. M., Hosp, M. K., Missall, K. N., & Hosp, J. L. (2018). Improving efficiency for making screening decisions: A statewide comparison of early literacy curriculum-based measurement tools. *Learning Disabilities: Research & Practice,* *33*(4), 207–218. <https://doi.org/10.1111/ldrp.12181>

Ruble, L. A., McGrew, J. H., Missall, K. N., & *Wong, W. H*. (2018). Special education teachers’ perceptions and intentions toward data collection. *Journal of Early Intervention, 40*(2), 177–

191. <https://doi.org/10.1177/1053815118771391>

*McVancel, S.,* Missall, K., & Bruhn, A. (2018). Examining incremental rehearsal: Multiplication fluency with fifth-grade students with math IEP goals. *Contemporary School Psychology, 22*(3), 220-232. <https://doi.org/10.1007/s40688-018-0178-x>

Ford, J. W., Missall, K. N., Hosp, J. L., & Kuhle, J. L.(2017). Examining oral passage reading rate across three curriculum-based measurement tools for predicting grade-level proficiency. *School Psychology Review, 46*(4), 363-378. <https://doi.org/10.17105/SPR-2016-0014.V46-4>

Missall, K. N., Hojnoski, R. L., & *Moreano, G*. (2017). Parent-child math interactions:

Examining self-report and direct observation. *Early Child Development and Care, 187*(12), 1896-1908. [https://doi.org/10.1080/03004430.2016.1193731](https://psycnet.apa.org/doi/10.1080/03004430.2016.1193731)

Ford, J. W., Missall, K. N., Hosp, J. L., & *Kuhle, J. L.* (2016). Comparing two CBM maze selection tools: Considering scoring and interpretive metrics for universal screening. *Journal of Applied School Psychology, 32*(4), 329-353. <https://doi.org/10.1080/15377903.2016.1207738>

*Vancel, S*., Missall, K., & Bruhn, A. (2016). Teacher ratings of the social validity of schoolwide positive behavioral intervention and supports: A comparison of school groups. *Preventing School Failure: Alternate Education for Children and Youth, 60*(4), 320-328. <https://doi.org/10.1080/1045988X.2016.1157784>

Missall, K. N., Hojnoski, R. L., Caskie, G., & *Rapasky, P.* (2015). Home numeracy environments of preschoolers: Examining mathematical activities, parent mathematical beliefs, and early mathematical skills. *Early Education and Development, 26*(3), 356-376. <https://doi.org/10.1080/10409289.2015.968243>

(Early Math Questionnaire from this paper adapted into Turkish and published; Karakuş, H. (2022). Erken Matematik Ölçeği’nin Türkçeye uyarlanması: Geçerlik ve güvenirlik çalışması. *Kocaeli Üniversitesi Eğitim Dergisi, 5*(1), 197-220. <http://doi.org/10.33400/kuje.1059336>)

Reid, E., DiPerna, J., Missall, K., & Volpe, R. (2014). Reliability and structural validity of the teacher rating scales of early academic competence. *Psychology in the Schools, 51*(6), 535-553. <https://doi.org/10.1002/pits.21769>

Roseth, C. J., Missall, K. N., & McConnell, S. R. (2012). Early literacy individual growth and

development indicators (EL-IGDIs): Growth trajectories using a large, internet-based sample. *Journal of School Psychology, 50*(4), 483-501. [https://doi.org/10.1016/j.jsp.2012.03.001](https://psycnet.apa.org/doi/10.1016/j.jsp.2012.03.001)

Missall, K. N., Mercer, S. H., Martinez, R. S., & Casebeer, D. (2012). Concurrent and longitudinal patterns and trends in performance on early numeracy curriculum-based measures in kindergarten through third grade. *Assessment for Effective Intervention, 37*(2), 95-[106.](http://dx.doi.org/10.1177/1534508411430322)  <https://doi.org/10.1177/1534508411430322>

Grisham-Brown, J., *Cox, M.,* Gravil, M., & Missall, K. (2010). Differences in child care quality for children with and without disabilities. *Early Education and Development, 21*(1), 21-37. <https://doi.org/10.1080/10409280902783491>

Graney, S. B., Martinez, R. S., Missall, K. N., & Aricak, T. (2009). Universal screening of reading in late elementary school: R-CBM versus CBM Maze. *Remedial and Special Education, 31*(5), 368-377. <https://doi.org/10.1177/0741932509338371>

*Gischlar, K.*, Hojnoski, R., & Missall, K. (2009). Data-based decision making to improve child outcomes: Interpreting and using data. *Young Exceptional Children, 13*(1), 2-18. <https://doi.org/10.1177/1096250609346249>

Martinez, R. S., Missall, K. N., Graney, S. B., Aricak, T., & Clarke. B. (2009). Technical adequacy of early numeracy curriculum-based measurement in kindergarten. *Assessment for Effective Intervention, 34*(2), 116-125. <https://doi.org/10.1177/1534508408326204>

Hojnoski, R., *Gischlar, K.*, & Missall, K. (2009). Improving child outcomes with data-based decision making: Graphing data. *Young Exceptional Children, 12*(4), 15-30. <https://doi.org/10.1177/1096250609337696>

Hojnoski, R., *Gischlar, K.*, & Missall, K. (2009). Improving child outcomes with data-based decision making: Collecting data. *Young Exceptional Children, 12*(3), 32-44. <https://doi.org/10.1177/1096250609333025>

Graney, S. B., Missall, K. N., Martinez, R. S., & Bergstrom, M. K., (2009). Within-year growth patterns in reading and mathematics curriculum-based measures. *Journal of School Psychology, 47,* 121-142. <https://doi.org/10.1016/j.jsp.2008.12.001>

Missall, K., Carta, J., McConnell, S., Walker, D., & Greenwood, C. (2008). Using Individual Growth and Development Indicators to measure early language and literacy*. Infants and Young Children, 21*(3), 241-253. DOI: 10.1097/01.IYC.0000324553.85187.dc

*Cadigan, K*., & Missall, K. N. (2007). Measuring expressive language growth in young children with autism spectrum disorders. *Topics in Early Childhood Special Education, 27*(2), 110-118. <https://doi.org/10.1177/02711214070270020101>

Missall, K., Reschly, A., Betts, J., McConnell, S., Heistad, D., Pickart, M., Sheran, C., & Marston, D. (2007). Examination of the predictive validity of preschool early literacy skills. *School Psychology Review, 26*(3), 433-452. <https://doi.org/10.1080/02796015.2007.12087932>

Hojnoski, R. L., & Missall, K. N. (2007). Monitoring preschoolers’ language and early literacy growth and development. *Young Exceptional Children, 10*(3), 17-27. <https://doi.org/10.1177/109625060701000303>

Hojnoski, R. L., & Missall, K. N. (2006). Addressing school readiness: Expanding school psychology in early education. *School Psychology Review, 35*(4), 602-614. <https://doi.org/10.1080/02796015.2006.12087964>

Missall, K. N., McConnell, S. R., & *Cadigan, K*. (2006). Early literacy development: Skill growth and relations between classroom variables for preschool children. *Journal of Early Intervention, 29*(1)*,* 1-21. <https://doi.org/10.1177/105381510602900101>

McConnell, S. R., & Missall, K. N. (2004). Defining “school readiness.” *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 7*(1), 10-12.

# Conference Proceedings

(student authors in italics)

*Cox, M.,* DeVane, B., *Dietmeier, J.,* Missall, K., & *Nanda, S.* (2020, June). *Characterizing parent-child communication, affect, and collaboration during multi-user digital tabletop gameplay.* In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 2* (pp. 701-704). Nashville, Tennessee: International Society of the Learning Sciences. International Conference on Learning Sciences, Nashville, TN (held virtually).

Missall, K., *Nanda, S., Courshon, C.,* DeVane, B., *Dietmeier, J., Miller, B., & Brand, M.* (2018). Examining parent-child communication and affect during tabletop gameplay in a children’s museum: Implications for learning. In J. Kay and R. Luckin (Eds.). *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018* (vol. 3, pp. 1747-1748). London, UK: International Society of the Learning Sciences.

DeVane, B., *Dietmeier, J.,* Missall, K., Miller, B., & *Nanda, S*. (2018). Dropping in to game design: Iterations of a skatepark physics game for a children’s museum exhibit. In J. Kay and R. Luckin (Eds.). *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018* (vol. 3, pp. 1349-1350). London, UK: International Society of the Learning Sciences.

*Dietmeier, J., Miller, B. J.,* DeVane, B., Missall, K., & *Nanda, S.* (2017). Shredding with mom and dad: Intergenerational physics gaming in a children's museum. In S. Deterding, A. Canossa, C. Harteveld, J. Zhu, and M. Sicart (Eds.), *FDG '17 Proceedings of the 12th International Conference on the Foundations of Digital Games* (pp. 58-61). New York, NY: Association for Computing Machinery.

# Book Chapters

(student authors in italics)

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

Hojnoski, R. L., & Missall, K. N. (2020). Considerations and methods in assessing early learning and social-emotional development in young children. In V. C. Alfonso and G. DuPaul (Eds.), *Healthy development in young children: Evidence-based interventions for early education* (pp. 45-64*).* Washington, DC: American Psychological Association.

Missall, K., & *Hendrix, N.* (2015). Kindergarten and classroom management. In W. Scarlett (Ed.), *The SAGE encyclopedia of classroom management* (pp. 450-456). Thousand Oaks, CA: SAGE.

Missall, K., & *Wilkinson, S.* (2015). Recess. In W. Scarlett (Ed.), *The SAGE encyclopedia of classroom management* (pp. 649-655). Thousand Oaks, CA: SAGE.

*Vancel, S.,* & Missall, K. (2015). Middle school and classroom management. In W. Scarlett (Ed.), *The SAGE encyclopedia of classroom management* (pp. 533-539). Thousand Oaks, CA: SAGE.

*O’Bleness, J*., Missall, K., & Scarlett, W. G. (2015). Attachment theory and classroom management. In W. Scarlett (Ed.), *The SAGE encyclopedia of classroom management* (pp. 155-161). Thousand Oaks, CA: SAGE.

Hojnoski, R. L., Missall, K. N., & Miller Young, R. (2016). Defining and measuring early academic development to promote student outcomes. In A. Garro (Ed.), *Early childhood assessment in school and clinical psychology* (pp. 51-72). New York: Springer Publishing.

Missall, K., & *O’Bleness, J*. (2013). Quality of life in early childhood. In A. C. Michalos (Ed.), *Encyclopedia of quality of life research* (pp. 786-789). New York: Springer.

Gilman, R., Missall, K., & Macks, R. (2011). Emerging trends in the preparation of school psychologists for practice. In M. Bray and T. Kehle (Eds.), *Oxford handbook of school psychology* (pp. 774-785). New York: Oxford University Press.

Missall, K. N. & McConnell, S. R. (2010). Early literacy and language IGDIs for preschool-aged children. In J. J. Carta and C. Greenwood (Eds.), *Individual growth and development indicators: Tools for monitoring progress and measuring growth in very young children* (pp. 181-201).

Baltimore, MD: Brookes.

Hojnoski, R. L., & Missall, K. N. (2010). Social development in preschool classrooms: Promoting engagement, competence, and school readiness. In M. R. Shinn and H. M. Walker (Eds.), *Interventions for achievement and behavior in a three-tier model including RTI* (pp. 703-728).

Bethesda, MD: National Association of School Psychologists.

Armstrong, K., Missall, K. N., *Shaffer, E*., & Hojnoski, R. L. (2009). Promoting positive adaptation during the early childhood years. In R. Gilman, S. Huebner, and M. Furlong (Eds.), *Handbook of positive psychology* (pp. 339-351). New York: Routledge.

Missall, K. N. & Hojnoski, R. L. (2008). Transitioning into elementary school. In E. M.

Anderman and L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Gale.

McConnell S. R., & Missall, K. N. (2008). Best practices in assessment of children age three to five. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 561-574). Bethesda, MD: National Association of School Psychologists.

Missall, K. N., & Hojnoski, R. L. (2008). The critical nature of young children’s emerging peer- related social competence for transition to school. W. H. Brown, S. L. Odom, and S. R. McConnell (Eds.), *Social competence of young children: Risk, disability, and intervention* (pp. 117-137)*.* Baltimore, MD: Brookes.

McConnell, S. R., Missall, K. N., *Silberglitt, B.*, & McEvoy, M. A. (2002). Promoting social development in preschool classrooms. In M. R. Shinn, G. Stoner, and H. M. Walker (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 501-536). Bethesda, MD: National Association of School Psychologists.

# Policy Reports

(student authors in italics)

*Hwang, P., Small, C., Deichsel, E*., Kwan-Gett, T., Missall, K., & Hawes, S. (2016). *Place-based collaborations: Assessing impact on early education success*. Report to the Pacific Northwest Initiative of the Bill and Melinda Gates Foundation. Seattle, Washington: University of Washington Strategic Analysis, Research, & Training (START) Center.

Hutchison, A., Missall, K., & Forbes S. (2015). *A look at summer reading programs across Iowa: An empirical summary and progress report*. Iowa City, IA: Iowa Reading Research Center.

Missall, K. N. (2013). *Standard protocol for prekindergarten early literacy: Literature review and recommendations. Final grant report prepared for the Iowa Reading Research Center.*

Cedar Rapids, IA: Iowa Reading Research Center.

Missall, K. N., & Hosp, J. L. (2012). *Goal setting for grade-level standards in Iowa: K-6 reading. Final grant report prepared for Iowa Department of Education.* Des Moines, IA: Iowa Department of Education.

Missall, K. N., & *Wilkinson, S.* (2012). *Iowa’s early literacy survey report: Assessment practices in early childhood. Final grant report prepared for Iowa Department of Education.* Des Moines, IA: Iowa Department of Education.

# Position Statements

# (student authors in italics)

Hojnoski, R. L., Missall, K. N., Albritton, K., Feden, K., & Sarampote, N. (2022). *NASP position statement on early childhood services.* Bethesda, MD: National Association of School Psychologists.

Division for Early Childhood of the Council for Exceptional Children (2021). *Position statement on multitiered system of support framework in early childhood: Description and implications*. Author.

Hojnoski, R. L., Missall, K. N., Coffee, G., & McGoey, K. (2015). *NASP position statement on early childhood services.* Bethesda, MD: National Association of School Psychologists.

Samuelson, L., McMurray, B., Missall, K., & Spencer, J. P. (2014). *Erasing the achievement gap in Iowa: A DeLTA Center white paper.* Iowa City, IA: DeLTA Center and University of Iowa (https://deltacenter.uiowa.edu/).

McCormick, K., Danaher, J., Chen, D., Kilgo, J., Missall, K., Innocenti, M., Grisham-Brown, J.,

& Walsh, S. (2009). *Concept paper: Developmental delay as an eligibility category*. Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.

McCormick, K., Missall, K., Woods, J., & Sampers, J. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for assessment.* Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.

# Assessment Tools

Hojnoski, R. L., Missall, K. N., Albano, A., & Purpura, D. (2023). *Links to learning: Adaptive math assessment (LLAMA)*. Unpublished scale.

Missall, K. N. (2014). *Profile of preschool learning and development readiness (Pro-LADR): For children one and two years prior to kindergarten P3 and P4.* St. Paul, MN: Early Learning Labs.

Missall, K. N. (2002). *Scale of social competence and school adjustment: Preschool and kindergarten.* Unpublished scale.

Missall, K. N., & McConnell, S. R. (2004). *Technical Report: Psychometric characteristics of individual growth and development indicators 1.0 – Picture Naming, Rhyming & Alliteration.*

Minneapolis, MN: Center for Early Education and Development.

McConnell, S. R., McEvoy, M., Missall, K., & Priest, J. (1998, 2000). *Early literacy individual growth and development indicators (EL-IGDIs 1.0).* St. Paul, MN: Early Learning Labs.

# Other Media

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

University of Washington College of Education (2020). A *skateboard ride to STEM learning: 360° VR video narrated by Kristen Missall, PhD*. <https://www.youtube.com/watch?v=5KU8us7oEOo>.

The production blends *360°* video of the NSF-funded skatepark exhibit at the Iowa Children’s Museum that allows for an in-person experience using mouse or goggles with narration from grant Co-PI, Kristen Missall, about the science behind the exhibit development.

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

Feature on NSF-funding partnership with the Iowa Children’s Museum.

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

# Dissertation

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

# Research Support: Grants

Ongoing Research Support

Institute for Education Sciences: Measurement August, 2021-2025

*Development of a Responsive Computerized-Adaptive Assessment System for PreK Mathematics*

Project to develop and a test computer-adaptive universal screening and mastery measurement for preschool students, called Links to Learning: Adaptive Math Assessment (LLAMA)

Role: Co-I (PI R. Hojnoski)

Total Award $1,400,000

Office of Special Education Programs September 2022-2026

*Project MTSS LEADS (Leadership in Evidence-Based Approaches to Delivering  
Supports): Preparing Special Education and School Psychology Leaders in PK-12 Multi-Tiered  
Systems of Support for Academics, Behavior, and School Mental Health*

Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (84.325D)

Role: Co-I (PI C. Davis)

Total Award $1,213,831

Office of Special Education Programs September 2022-2026

*Project Mixer: Preparing Special Education Leaders to Use Mixed Methods Research to Effectively Support Children with High Intensity Needs and Their Families*

Preparation of special education, early intervention, and related services leadership personnel (CFDA 84.325D)

Role: Key Personnel (PI A. Fettig)

Total Award $3,507,578

Office for Elementary and Secondary Education May 2023-2028

*Recruiting, Training, and Retaining Men of Color in School Psychology: Diversifying the School-*

*Based Mental Health Workforce*

Safe & Supportive Schools: Mental Health Service Professional (MHSP) Demonstration Grant Program, Assistance Listing Number 84.184X

Role: PI

Total Award: $1,612,580

Completed Research Support

National Science Foundation: Advancing August, 2016-2021 Informal STEM Learning (AISL)

*Understanding Physics through Collaborative Design and Play: Integrating Skateboarding and STEM in a Digital and Physical Game-Based Children’s Museum Exhibit*

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

Role: PI

Total Award $1,276,530

Institute for Education Sciences: Goal 5 August, 2016-2021 *Making Progress with Progress Monitoring: Developing Early Literacy and Language Individual Growth and Development Indicators as Progress Monitoring Tools*

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

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

Total Award $1,400,000

Society of the Study of School Psychology  05/01/16-05/01/17

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

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

Role: Faculty Advisor (PI *N. Hendrix*)

Total Award $4,900

Iowa Department of Education 09/30/14 – 06/01/15

*Iowa’s Summer School Landscape Assessment*

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

Role: PI

Iowa Reading Research Center/IDE 07/01/13 – 09/01/13

*Early Literacy Standard Protocol Interventions for Preschool*

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

Role: PI

Total Award $15,000

Iowa Department of Education, Bureau of 04/01/12 – 09/30/12 Early Childhood Services

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

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

Role: PI

Total Award $42,591

Iowa Department of Education, Bureau of Student 06/15/11 – 06/30/12 and Family Support Services

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

Role: Co-I

Total Award $198,091

Institute for Educational Sciences 08/01/08 – 07/01/12

*Center for Early Childhood Response to Intervention*

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

Role: Consultant (PI C. Greenwood)

Total Award $10,000,000

University of Iowa Old Gold Summer Fellowship 05/15/11 – 08/15/11

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

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

Role: PI

Total Award $6,000

Society for the Study of School Psychology 09/01/07 – 12/01/09

*Examining Caregiver Variables in the Development of Early Number Sense in Young Children.* Project to identify relations between caregiver attitudes, beliefs, reported home activities and observed interaction with their preschool-aged children, and young children’s mathematical performance.

Role: Co-I

Total Award $9,860

Kentucky Department of Education 07/01/08 – 12/30/09

*Early Childhood Teacher Academies*

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

Total Award $350,000

Kentucky Department of Education 07/01/08 – 06/30/09

*KIDS NOW*

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

Role: Co-I

Total Award $250,000

Center for Collaborative Literacy Development 07/01/07 – 07/01/08

*Evaluation of Kentucky’s Early Childhood Teacher Graduate Academies*

Project to evaluate language, literacy and numeracy classroom instructional practices and child outcomes as a result of professional development.

Role: PI

Total Award $66,000

Kentucky Department of Education 07/01/07 – 07/01/08

*Kentucky’s Early Childhood Teacher Undergraduate Academies*

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

Role: Co-I

Total Award $150,000

Kentucky Department of Education 06/30/07 – 06/30/08

*KIDS NOW*

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

Role: Co-I

Total Award $250,000

Center for Collaborative Literacy Development 07/01/06 – 07/01/07

*Evaluation of Kentucky’s Early Childhood Teacher Graduate Academies*

Project to evaluate language, literacy and numeracy classroom instructional practices and child outcomes as a result of professional development.

Role: PI

Total Award $66,000

Organization for Autism Research 09/01/2005 – 08/31/06

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

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

Role: Faculty Advisor (PI *R. Hammond*)

Total Award $2,000

Center for Collaborative Literacy Development 07/01/05 – 07/01/06

*Evaluation of Kentucky’s Early Childhood Teacher Graduate Academies*

Project to evaluate language, literacy and numeracy classroom instructional practices and child outcomes as a result of professional development.

Role: PI

Total Award $66,000

University of Kentucky (Summer Fellowship) 05/15/05 – 08/15/05

*General Outcome Measurement for Assessing Emergent Literacy: Links to Reading*

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

Role: PI

Total Award $6,000

OSEP, USDE (HD324D000018) 08/31/01 – 08/31/04

*Improving Preschoolers’ Reading Outcomes through Measurement and Intervention in Classroom Environments (I’PROMICE)*

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

Role: Project Director (PI: S. McConnell)

Total Award $525,000

University of Minnesota 10/01/01 – 06/01/02

*Reconceptualizing Early School Adjustment: A Search for Intervening Variables*

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

Role: PI

Total Award $2,500

H024R10004 08/01/96 - 08/01/01

OSEP, USDE

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

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

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

# Peer-Reviewed Paper Presentations: National/International

(student authors in italics)

*Gipson, P., Killin, S.,* Missall, K., & Davis, C. (2024, March). *Integrating culturally responsive literacy and social emotional MTSS practices in classrooms*. Presentation at the annual conference for the Council for Exceptional Children, San Antonio, TX.

Missall, K., Hojnoski, R., Albano, A., Purpura, D., & *Alfes, C*. (2024, February). *Increasing access and equity in early mathematics assessment through the research and development process*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Albano, A., Hojnoski, R., Missall, K., Purpura, D., & *Xu, X*. (2024, February). *Psychometric evidence for LLAMA, an early mathematics assessment.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

*Perlmutter, L.,* & Missall, K. (2024, February). *Stay, play, talk: Sibling-mediated intervention for ASD and play.* Poster presentation at the annual conference for the National Association of School Psychologists, New Orlean, LA.

*Price, L.,* & Missall, K. (2024, February). *Examining K-8 summer slide: Effects of a summer reading program.* Poster presentation at the annual conference for the National Association of School Psychologists, New Orlean, LA.

*Kaufman, S.,* & Missall, K. (2024, February). *Zones of regulation as tier-II instruction for preschoolers’ emotion regulation.* Poster presentation at the annual conference for the National Association of School Psychologists, New Orlean, LA.

Hojnoski, R., Missall, K., Albano, A., & Purpura, D. (2023, July). LLAMA: Development of a Computerized Adaptive Assessment for Early Mathematics. Poster presentation at the annual meeting of the International School Psychology Association, Bologna, Italy.

Albano, A., *Xu, X.,* Hojnoski, R., Missall, K., & Purpura, D. (2023, April). *Psychometric and design considerations in early educational assessment*. Presentation at the Annual Meeting of the National Council on Measurement in Education. Chicago, IL.

Missall, K., Hojnoski, R., Purpura, D., & Albano, A. (2023, March). *LLAMA: Development of a computerized adaptive assessment for preschool mathematics.* Poster presented at the 2023 Society for Research in Child Development Biennial Meeting, Salt Lake City, UT.

*Courshon, C.,* Missall, K., & Aaronson, B. (2023, February). *Predicting changes in life satisfaction during the Summer Treatment Program (STP).* Poster presentation at the annual conference for the National Association of School Psychologists, Denver, CO.

*Kaufman, S.,* & Missall, K. (2023, February). *Who is represented in preschool social-emotional   
universal screeners?* Poster presentation at the annual conference for the National Association of School Psychologists, Denver, CO.

*Alfes, C.,* Albano, T., Missall, K., Hojnoski, R., Purpura, D, & *Xu, X*. (2023, February). *Exploring the role of context choice on preschooler assessment performance*. Poster presentation at the annual conference for the National Association of School Psychologists, Denver, CO.

Tuttle, M., Xu, X., Hojnoski, R., Missall, K., Albano, A., & Purpura, D. (2023, February). *Who is included in early mathematics education research?* Poster presentation at the annual conference for the National Association of School Psychologists, Denver, CO.

*Perlmutter, L*., & Missall, K. (2023, February). *Sibling-mediated interventions for ASD & play: What’s in the literature?* Poster presentation at the annual conference for the National Association of School Psychologists, Denver, CO.

*Kaufman, S.,* & Missall, K. (2022, September). *Social-emotional preschool universal screeners: Who is included in research?* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Chicago, IL.

*Alfes, C.,* Hojnoski, R., Missall, K., Albano, A., Purpura, D, Limlingan, M. C., Cosso, J., *Xu, X.,* & *Tuttle, M.* (2022, September). *Accessibility for links to learning: Adaptive math assessment (LLAMA).* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Chicago, IL.

*Perlmutter, L*., & Missall, K. (2022, September). *Sibling-mediated interventions for ASD & play: What’s in the literature?* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Chicago, IL.

*Posner, E.,* & Missall, K. (2022, September). *Experiences of families attending "sensory friendly" museum events.* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Chicago, IL.

*Courshon, C.,* Missall, K., & Aaronson, B. (2022, February). *Summer treatment program for children with ADHD: Effects on self-esteem.* Poster presentation at the annual conference for the National Association of School Psychologists, Boston, MA.

*Ludeman, S.,* Missall, K., & Aaronson, B. (2022, February). *STP for ADHD and ASD: Predicting behavior change*. Poster presentation at the annual conference for the National Association of School Psychologists, Boston, MA.

Missall, K., Hojnoski, R., Albano, A., & Purpura, D. (2022, February). *Developing LLAMA (links to learning via adaptive math assessment): Year 1 of research and development.* Poster presentation at the annual conference for the National Association of School Psychologists, Boston, MA.

Hojnoski, R., Wackerle-Hollman, A., Albano, A., & Missall, K. (2022, February). *Applying a social justice framework in early childhood measurement development.* Presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Missall, K., Hojnoski, R., Albano, A., & Purpura, D. (2022, February). *Developing LLAMA (links to learning via adaptive math assessment): Year 1 of research and development.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

*Alfes, C*., Missall, K., & Artman-Meeker, K. (2022, February). *Tier 2 board game intervention for preschoolers at-risk of early math delays.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Duran, L., & Missall, K. (2021, September). *The nuts and bolts of data-based decision making for all children.* Pre-conference workshop at the annual meeting of the Division of Early Childhood Council for Exceptional Children, virtual.

*Perlmutter, L.,* Missall K., Wackerle-Hollman, A., & Hojnoski, R. (2021, September). *3 R's from teacher data-based decision making: Report, reflect, & recommend.* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, virtual.

*Posner, E.,* & Missall, K. (2021, September). *Experiences of families of children with autism at an inclusive museum event.* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, virtual.

*Alfes, C.,* Missall, K., Hirschstein, M., & Brudvig, A. (2021, April). *Tier 2 intervention for supporting preschoolers’ social-emotional learning during COVID-19 pandemic.* Poster presented at the biennial conference for the Society for Research in Child Development, virtual.

Wackerle-Hollman, A., Missall, K., & Hojnoski, R. (2021, February). *Helping teachers use early language and literacy screening data to prioritize intervention.* Paper presentation at the annual conference for the National Association of School Psychologists, virtual.

*Blazen, J*., & Missall, K. (2021, February). *School psychological services with children experiencing parental incarceration.* **Poster presentation at the annual conference of the National Association of School Psychologists, virtual.**

**Missall, K., Hojnoski, R., Purpura, D., & Albano, A. (2021, February).** *Adding to IGDIs: Developing an early math measure for preschool.* **Poster presentation at the annual conference of the National Association of School Psychologists, virtual.**

***Picoto, M.,* & Missall. K. (2021, February). *Social skills interventions for adolescent females with autism spectrum disorders.* Poster presentation at the annual conference of the National Association of School Psychologists, virtual.**

Wackerle-Hollman, A., Missall, K., & Hojnoski, R. (2021, January). *Using early literacy and language trajectories to predict reading success.* Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, virtual.

Wackerle-Hollman, A., Hojnoski, R., & Missall, K. (2020, December). *To time or not to time: The effects of timing on young children’s early literacy performance.* Poster presentation at the annual

National Research Conference on Early Childhood, virtual.

*Cox, M.,* DeVane, B., *Dietmeier, J.,* Missall, K., & *Nanda, S.* (2020, June). *Characterizing parent-child communication, affect, and collaboration during multi-user digital tabletop gameplay.* Short paper presented at the International Conference on Learning Sciences, virtual.

Wackerle-Hollman, A., Missall, K., *Running, K.,* Hojnoski, R., *& Yang, Y.* (2020, February). *To time or not to time: Effects of timing on assessment of preschooler’s language and early literacy skills.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

*Ludeman, S.,* Aaronson, B., & Missall, K. (2020, February). ASD, ADHD, and SPF: Parent perceptions of summer treatment program*.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

*Alfes, C., Anderson, J.,* Missall, K., & Artman-Meeker, K. (2020, February). *Board game play: A tier 2 intervention for early math*. Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

*Anderson, J. F.,* Missall, K. N., *Alfes, C., &* Artman-Meeker, K.(2020, February). *Preschool teacher candidates’ perceptions of early numeracy universal screening.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

*DeVries, H. G., Polk, K. D., Blazen, J. N.,* & Missall, K. N. (2020, February). *Impact of digital board game play on caregiver-child interactions.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

*DeVries, H. G., Polk, K. D., VanEtten, J.,* & Missall, K. N. (2020, February). *Impact of digital number board game play on caregiver math talk.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

*Ludeman, S.,* Aaronson, B., & Missall, K. (2020, February). ASD, ADHD, and SPF: Parent perceptions of summer treatment program*.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

*Polk, K. D.,* & Missall, K. N. (2020, February). *Technical adequacy of a prosocial teacher rating scale for children.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Wackerle-Hollman, A., Missall, K., *Running, K.,* Hojnoski, R., *& Yang, Y.* (2020, February). *Early literacy and language growth profiles for preschool age children.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Wackerle-Hollman, A., Missall, K., *Running, K.,* Hojnoski, R., *& Yang, Y.* (2020, February). *Examining early literacy IGDI growth estimates and preschool classroom features.* Poster presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

*Anderson, J. F.,* & Missall, K. N. (2019, October). *Early childhood teacher candidate perceptions on usefulness of universal screening of numeracy.* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Dallas, TX.

*Nanda, S.,* Missall, K., *Courshon, C.,* DeVane, B., & *Dietmeier, J.* (2019, March). *Parent-child collaborative engagement during digital tabletop play in a children’s museum.* Poster presentation at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Missall, K., *Nanda, S., Courshon C.,* DeVane, B., & *Dietmeier, J.* (2019, March). *Learning physics in a children’s museum: Examining parent-child communication during digital gameplay.* Poster presentation at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

DeVane, B., *Dietmeier, J*., Missall, K., *Miller, B.,* *Nanda, S.,* & *Courshon, C.* (2019, March). *More than standing around: Parent-child positioning informs collaboration during large-format gameplay.* Poster presentation at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

*Alfes, C.,* Missall, K., Artman-Meeker, K., *Ludeman, S.,* & *Henry, A*. (2019, March). *Evaluating delivery context of tier 2 numeracy intervention in preschool.* Poster presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Wackerle-Hollman, A., Hojnoski, R., McConnell, S. R., & Missall, K. N. (2019, March). *Using fluency and central tendency to understand early literacy performance.* Presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Hosp, J. L., Hosp, M. K., & Missall, K. N. (2018, January). *Sensitivity and CBM decision making: Making the right instructional decision.* Presentation at the annual meeting of the Council of Exceptional Children, Indianapolis, IN.

Missall, K. N., Hosp, J. L., & Hosp, M. K. (2018, January). *Predicting reading proficiency: Contributions of CBM and teacher ratings.* Poster presentation at the annual meeting of the Council of Exceptional Children, Indianapolis, IN.

Missall, K., Artman-Meeker, K., & *Alfes, C.* (2018, October). *Math by the book: Using children’s literature in early math tier 2 instruction*. Presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Orlando, FL.

DeVane, B., *Dietmeier, J., Miller, B.,* Missall, K., & *Nanda, S.* (2018, June). *Dropping in to game design: Iterations of a skatepark physics game for a children’s museum exhibit.* Poster presentation at the International Conference on Learning Sciences, London, UK.

Missall, K., *Nanda, S., Courshon, C*., DeVane, B., *Dietmeier, J., Miller, B.,* & *Brand, M.* (2018, June). *Examining parent-child communication and affect during tabletop gameplay in a children’s museum: Implications for learning.* Poster presentation at the International Conference on Learning Sciences, London, UK.

Dunkhase, D., Mussman, A., & Missall, K. (2018, May). *New strategies for successful STEM exhibits.* Presentation at the annual meeting of the Association of Children’s Museums, Raleigh, NC.

Missall, K., McConnell, S., *Nanda, S.,* & *Xiong, E.* (2018, March). *Developing a prosocial teacher rating scale for universal screening in preschool and kindergarten.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Hojnoski, R., Missall, K., Wackerle-Hollman, A., *Boyd, E.,* & *Zakseski, B.* (2018, March). *What’s in a name: Exploring children’s alternate responses to picture naming?* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Ford, J., Kern, A., Hosp, M., Missall, K., & Hosp, J. (2018, February). *Improving accuracy in early reading screening decisions.* Presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Hosp, M., Missall, K., Hosp, J., & *Boyle, C.* (2018, February). *Goal setting in reading: Does a curriculum-based measure’s publisher matter?* Presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.

*Hendrix, N.,* Missall, K., & Cook, S. W. (2018, February). *Give early math a hand with research-based strategies*. Presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.

*Nevell, A.,* & Missall, K. (2018, February). *Anxiety and academic achievement in middle school students receiving special education services*. Poster presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.

*Ludeman, S.,* & Missall, K. (2018, February). *Early social development: A numbers game*. Poster presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Hojnoski, R., Wackerle-Hollman, A., Missall, K., *Boyd, E., Hussain, S.,* & *Running, K*. (2018, February). *Finding meaning in labels: Exploring picture naming IGDI responses*. Symposium at the annual meeting of the National Association of School Psychologists, Chicago, IL.

*Nanda, S.,* & Missall, K. (2018, February). *Using teacher rating to evaluate student growth of prosocial behavior*. Poster presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.

*Boyle, C.,* Hosp, M., Marcotte, A., & Missall, K. (2017, October). *National vs. state assessment: Are states preparing students to excel at a national level?* Poster presentation at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.

Johnston, S., Kanarowski, B., Davis, C., & Missall, K. (2017, October). *Manipulating aspects of the physical, social, and temporal environment to support learning.* Ignite presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Portland, OR.

*Ludeman, S.,* Missall, K., Meeker, K., & Roberts, C. (2017, October). *Universal screening of academic and social-emotional skills in inclusive preschool and kindergarten.* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Portland, OR.

McConnell, S., Wackerle-Hollman, A., Missall, K., & Hojnoski, R. (2017, October). *Individual Growth and Development Indicators keep growing! New applications and opportunities.* Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Portland, OR.

*Dietmeier, J.,* Devane, B., *Miller, B.,* Missall, K., & *Nanda, S.* (2017, October). *Drop in to skatepark design: Connected family physics gaming in a children’s museum.* Panel presentation at the annual Digital Media and Learning Conference, Irvine, CA.

Gee, E., Siyahhan, S., Tran, K., Devane, B., *Dietmeier, J., Miller, B. J.,* Missall, K., *Nanda, S.,* Banerjee, R., & Yip, J. (2017, August). *Intergenerational game play and family learning: Current insights and future directions.* Panel presentation at the annual conference of the Foundation of Digital Games of the Society for the Advancement of the Science of Digital Games, Cape Cod, MA.

*Kern, A.,* Ford, J., Missall, K., Hosp, M., & Hosp, J. (2017, April). *Improving accuracy in early reading screening decisions.* Presentation at the annual meeting of the Council for Exceptional Children, Boston, MA.

*Hendrix, N.,* Wagner-Cook, S., & Missall, K. N. (2017, April). *Gesture and early math instruction going hand in hand: Influences on shape learning and verbal and gestural strategy usage*. Poster presentation at the annual meeting for the Society on Research in Child Development, Austin, TX.

Wackerle-Hollman, A., Missall, K., & Hojnoski, R. (2017, February). *Data-based decision making: Advances in early language and literacy assessment.* Presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Missall, K. N., Hojnoski, R. L., & *Ludeman, S.* (2017, February). *Using a multiple-gating approach to social-emotional universal screening in preschool and kindergarten.* Presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Pruitt, R., Jung, L. A., & Missall, K. N. (2016, October). *Meeting the challenge of teaching all learners:  Bringing RtIi to international schools.* Presentation at the Near East South Asia (NESA) Leadership Conference, Doha, Qatar.

*Hendrix, N*., Hojnoski, R. L., & Missall, K. N. (2016, February). *Examining math talk through shared book reading intervention in the home.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

*Witek, E.,* & Missall, K. (2016, February). *Using a board game intervention to teach word learning*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Hojnoski, R. L., Missall, K. N., & *Hendrix, N.* (2015, March). *Promoting spatial development: Parent and preschooler spatial talk during play.* Poster presentation at the annual meeting for the Society on Research in Child Development, Philadelphia, PA.

*Vancel S.,* & Missall, K. N. (2015, February). *Incremental rehearsal to improve multiplication fluency.* Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

*Ford, J.,* Hosp, J. L., & Missall, K. N. (2014, April). *Your curriculum-based measurement tool for reading comprehension: Appropriate benchmark use matters.* Poster presentation at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.

*Hendrix, N*., & Missall, K. N. (2014, February). *Effect of parent-guided board game on numeracy development in Head Start children.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

*O’Bleness, J.,* & Missall, K. N. (2014, February). *Play-based intervention effects on language production in toddlers from a high-risk sample*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

*Hendrix, N*., & Missall, K. (2014, February). *Promoting parent involvement in early numeracy development at home.* Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Missall, K., Hosp, J., *Kuhle, J.,* & *Osborn, A*. (2013, February). *Predicting K-6 reading proficiency: Use of teacher rating and CBM.* Presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Hosp, J., & Missall, K., (2013, February). *Predictive power of K-6 reading CBM for high-stakes assessment.* Presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.

*Osborn, A.,* Missall, K., & Hosp, J. (2013, February). *Comparing first grade early literacy and oral reading fluency measures.* Poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.

*Miller, K.,* & Missall, K. (2013, February). *Curricular and pedagogical changes in parent reasons for homeschooling.* Poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.

*Ford, J.,* Hosp, J., & Missall, K. (2013, February). *A comparison of reading comprehension performance between two CBM tools.* Poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.

*Kuhle, J.,* Missall, K., & Hosp, J. (2013, February). *An examination of oral reading fluency across three CBM tools*. Poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Missall, K., *Wilkinson, S*., Gethmann, D., & Johnson, K. (2012, September). *A statewide effort to identify and evaluate prek assessments for universal screening and monitoring progress in early literacy.* Poster presentation at the Early Childhood RtI Summit, Santa Ana Pueblo, New Mexico.

*Kuhle, J. L.,* & Missall, K. (2012, February) *Using word boxes to increase early reading skills.* Poster presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

*Miller, K.,* & Missall, K. (2012, February). *Motivating factors for homeschooling and their relation to curriculum choice and pedagogy.* Poster presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Hojnoski, R., & Missall. K. (2011, November). *Data-based decision making for early mathematics: Linking assessment and instruction*. Presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, National Harbor, MD.

Hojnoski, R., Missall, K., *Gray, L*., & *Moreano, G*. (2011, November). *Parent and child mathematics interactions in a sample of Hispanic families.* Poster presented at the annual meeting of the Division of Early Childhood Council for Exceptional Children, National Harbor, MD.

O’Bleness, J., & Missall, K. (2011, November). *Possible application of play-based intervention on language production.* Poster presented at the annual meeting of the Division of Early Childhood Council for Exceptional Children, National Harbor, MD.

Graney, S., Mercer, S., & Missall, K. (2011, March). *The effects of frequent progress monitoring on the reading achievement of elementary students at risk for reading failure.* Poster presentation at the annual meeting for the National Association of School Psychologists, San Francisco, CA.

*Yang, N*., Missall, K., *Muller, L.,* & Gerken, K. (2011, March). *Case study: Effectiveness of repeated reading intervention with low-achieving early elementary students.* Poster presentation at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Hojnoski, R., & Missall, K. (2010, October). *One, two, three: A CBM framework for assessing mathematics in preschool.* Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Kansas City, MO.

Hojnoski, R., Missall, K., McColley, C., Windram, H., Snow, L., & Navin-O’Meara, C. (2010, March). *Data-based decision making in preschool: Promoting early academic success.* Panel presentation at the annual meeting for the National Association of School Psychologists, Chicago, IL.

McConnell, S., Missall, K., Rodriguez, M., & Wackerle, A. (2010, February). *Monitoring progress on progress monitoring: Recent innovations in the design and evaluation of individual growth and development indicators.* Panel presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Missall, K., Hojnoski, R., & *Gray, L*. (2010, February). *Preliminary investigation of the home numeracy environment and early math performance.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

McCormick, K., Innocenti, M., Missall, K., Chen, D., & McLean, M. (2009, October). *DEC developmental delay: Past, present, and future.* Panel presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Albuquerque, NM.

Missall, K., Hojnoski, R., & *Gray, L*. (2009, October). *School readiness: Caregiver behaviors of children who are high and low performing*. Poster presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Albuquerque, NM.

*Pierce, L., Gustman, B.,* Missall, K., & Grisham-Brown, J. (2009, April). *Language-reasoning as a predictor of preschool children’s scholastic ability*. Poster presentation at the annual meeting for the National Association for School Psychologists. Boston, MA.

Hojnoski, R., Missall, K., *Smith, A., & Polignano, J.* (2009, April). *What shall we play? Gender and early math performance*. Poster presentation at the annual meeting for the Society on Research in Child Development, Denver, CO.

*Gustman, B.,* Missall, K., Grisham-Brown, J., & *Pierce, L.* (2009, February). *Examining group differences on the Social Skills Rating Scale*. Poster presentation at the annual meeting for the National Association of School Psychologists. Boston, MA.

*Thomas, L.,* Hojnoski, R., & Missall, K., (2009, February). *Gender and math toy selection in play*. Poster presentation at the annual meeting for the National Association of School Psychologists.

Boston, MA.

*Thomas, M., Smith, A,* Missall, K., & Hojnoski, R. (2009, February). *Relations among caregiver self- efficacy, self-efficacy-building experiences, and child math performance.* Poster presentation at the annual meeting for the National Association of School Psychologists. Boston, MA.

*Smith, A., Thomas, M.,* Missall, K., & Hojnoski, R. (2009, February). *Children’s play with toys eliciting math talk and play*. Poster presentation at the annual meeting for the National Association of School Psychologists. Boston, MA.

Missall, K., & Hojnoski, R. (2009, February). *Early math development: The influence of caregiver attitudes and actions.* Paper presentation at annual meeting for the National Association of School Psychologists. Boston, MA.

McConnell, S., *Cadigan, K*., Missall, K*., Bradfield, T., & Wackerle-Holman, A*. (2008, October). *Individual Growth and Development Indicators for preschool children: What’s up?* Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Minneapolis, MN.

Gravil, M., Grisham-Brown, J., *Hawkins, S.*, & Missall, K. (2008, October). *High quality early care and education settings for at-risk children: A descriptive study.* Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Minneapolis, MN.

Roseth, C., & Missall, K. (2008, February). *Preschoolers with disabilities: What do we learn from Early Literacy Individual Growth and Development Indicators?* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Missall, K., & Roseth, C. (2008, February). *National norms for early literacy Individual Growth and Development Indicators.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Shapiro, E., Gonzales, J., Missall, K., & Stoiber, K. (2008, February). *Starting early: New directions in assessment of emergent literacy skills.* Symposium at the National Association for School Psychologists. New Orleans, LA.

Hojnoski, R. L., McGoey, K. E., Missall, K. N., McConnell, S. R., & *Griffiths, A*. (2007, March). *Responding to school readiness: Expanding school psychology in early education.* Symposium at the National Association for School Psychologists. New York, NY.

McConnell, S. R., *Wackerle, A*., *Wagner, A., Hays, A., Roverud, J.,* & Missall, K. N., (2007, March). *Recent assessment and intervention research in early literacy development.* Paper presentation at the National Association for School Psychologists. New York, NY.

Walker, D., Greenwood, C., Missall, K., & Kaminski, R. (2006, February). *Outcomes of general outcome measurement: Informing intervention, policy implications, and scaling up.* Panel presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Frontczak, K., Bricker, D., Grisham-Brown, J., McLean, M., Hallam, R., Missall, K., & Ledet,

T. (2006, February). *Alternative assessment approaches to meeting accountability mandates: Issues and initial findings.* Panel presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Missall, K. N., & Jung, L. A. (2006, February). *Early reading and mathematical outcomes: Effects of early identification for special education services.* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Missall, K. N., *Tanabe, M. D.,* & McConnell, S. R. (2005, October). *Classroom variables that support literacy: Is programming adequately differentiated?* Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Portland, OR.

Anderson, A. R., & Missall, K. N. (2005, August). *Examining literacy development from preschool to first grade*. Poster presentation at the annual meeting of the American Psychological Association. Washington, DC.

Missall, K. N. & Anderson, A. R. (2005, April). *A longitudinal examination of literacy development from preschool to kindergarten*. Paper presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Missall, K.N. (2004, December). *Individual Growth and Development Indicators for assessing early literacy: Links to reading*. Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Chicago, IL.

McConnell, S. R. & Missall, K. N. (2004, March). *Individual Growth and Development Indicators: Assessing progress in early literacy development from preschool to kindergarten*. Panel presentation at the first annual DIBELS Summit, Santa Ana Pueblo, New Mexico.

Missall, K. N. (2004, February). *Variation on a theme: Examining rates of literacy growth and classroom variables for diverse groups of children*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Missall, K. N., McConnell, S. R., *Cadigan, K.,* & *VanAlstine, J.* (2003, October). *Do classroom variables influence early literacy development?* Paper presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Washington, DC.

Missall, K. N., & McConnell, S. R. (2002, February). *A predictive validity study: The Battelle Developmental Inventory and early reading skills*. Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Missall, K. N. (2001, April). *Early school adjustment: How are academic and social skills related*? Poster presentation at the annual meeting of the National Association of School Psychologists, Washington, DC.

Priest, J., Davis, K., McConnell, S., McEvoy, M., & Shin, J. (1999, December). *Individual Growth and Development Indicators of preschoolers' "expressing meaning" skills: Follow that trajectory!* Panel presentation at the annual meeting of the Division of Early Childhood Council for Exceptional Children, Washington, DC.

McConnell, S. R., Priest, J. S., Davis, K. N., & Madyun, N. (1999, April). *Reliability and validity of three continuous-progress measures of expressing meaning to others for preschool-aged children.* Paper presentation at the biennial meeting of Society for Research on Child Development, Albuquerque, NM.

McConnell, S. R., Priest, J. S., Davis, K. N., & Madyun, N. (1999, February). *Measuring growth and development for infants, toddlers, and young children: Three R and D efforts in the same developmental domain.* Poster presentation at the annual Pacific Coast Research Conference, La Jolla, CA.

# Peer-Reviewed Paper Presentations: Regional

(student authors in italics)

*Alfes, C.,* Missall, K., & *Anderson J.* (2019, October). *Shared book reading for numeracy.* Presentation at the annual meeting of the Washington Association for the Education of Young Children, Lynnwood, WA.

*Alfes, C.,* Missall, K., & *Anderson J.* (2019, October). *Adding math to the classroom: Using board games to teach early numeracy skills.* Presentation at the annual meeting of the Washington Association for the Education of Young Children, Lynnwood, WA.

King, S., & Missall, K. (2019, October). *Utilizing MTSS practices to inform eligibility for special education: School psychologist’s role in leadership and collaboration*. Presentation at the Washington State Association of School Psychologists annual conference, Spokane, WA.

*Alfes, C.,* & Missall, K. (2019, May). *Using shared book reading to teach numeracy skills in preschool*. Presentation at the annual Infant and Early Childhood Conference, Tacoma, WA.

Missall, K., Artman-Meeker, K., & *Alfes, C.* (2018, November). *Math by the book: Using children’s literature in early math tier 2 instruction*. Presentation at the MTSS Fest Conference, Seattle, WA.

Missall, K., Artman-Meeker, K., & *Alfes, C.* (2018, November). *Universal screening of academic and prosocial skills in inclusive preschool and kindergarten*. Presentation at the MTSS Fest Conference, Seattle, WA.

*Alfes, C.,* Missall, K., Artman-Meeker, K., *Ludeman, S., & Henry, A*. (2018, October). *Evaluating delivery context of tier 2 numeracy intervention in preschool*. Presentation at the annual Washington State Association of School Psychologists Conference, Seattle, WA.

Missall, K., & *Alfes, C.* (2018, May). *Adding math to the classroom: Using board games to teach preschoolers early numeracy skills.* Presentation at the annual Infant and Early Childhood Conference, Tacoma, WA.

Missall, K., *Ludeman, S*., Roberts, C., & Meeker, K. (2017, May). *A multiple-gate approach for assessing preschool adjustment and engagement.* Presentation at the annual Infant and Early Childhood Conference, Tacoma, WA.

*Hendrix, N.,* Missall, K., & Hojnoski, R. (2015, September). *Early childhood mathematics: Fostering math talk through play.* Presentation at the Iowa Association for the Education of Young Children Conference, Ankeny, IA.

*Goodwin, J.,* & Missall, K. N. (2014, January). *Early math development in white and Latino preschoolers: Are there ethnic differences in parents’ math beliefs and math activity engagement?* Presentation at the MLK Research Day, College of Education, University of Iowa, Iowa City, IA.

*Holland, B.,* & Missall, K. N. (2012, March). *Effects of a token economy and help card: DA comparison study of on-task behavior and spelling accuracy with a child diagnosed with ADHD.* Poster presented at the James F. Jakobsen graduate student conference, Iowa City, IA.

Missall, K., & Zebrowski, P. (2012, October). *Early literacy instruction: Foundation and practice.* Presentation at the Iowa Association for the Education of Young Children Annual Conference, Des Moines, IA.

Missall, K., Lay, M., & Hicks, D. (2008, October). *Response to Intervention forum.* Kentucky Association of Psychology in the Schools, Lexington, KY.

McConnell, S. R., Missall, K. N., & *Cadigan, K.* (2005, November). *Measuring early literacy growth*. International Reading Association – Plains Meeting, Minneapolis, MN.

# Keynote Presentations

Missall, K. (2023, November). *Emotions, behaviors, and play: It all comes together in a children’s museum*. Keynote presentation at the Northwest Association of Youth Museums Annual Conference. Everett, WA.

Missall, K. (2017, March). *Understanding and supporting social-emotional learning.* Keynote presentation at Lake Washington School District Instructional Assistant Annual Training. Redmond, WA.

Missall, K. (2015, March). *STEM learning for young children: Understanding development and everyday opportunities.* Keynote presentation at 4Cs Early Childhood Institute – Spring 2015. Iowa City, IA.

Missall, K. N. (2009, December). *Preschool literacy development: Assessment of early skills and relation to classroom variables for diverse children*. Keynote presentation at The University of Iowa College of Education Emeritus Faculty Annual Meeting, Iowa City, IA.

# Invited Presentations

Missall, K. (2019, March). *Playing is learning*. Presentation for University of Washington College of Education EduTalks: A Place Called School. Renton, WA.

Missall, K. (2019, March). *Early language, literacy, math, and social skill development of preschoolers*. Presentation at the 2019 General & Special Education Conference. Seattle, WA.

Missall, K. (2017, April). *Understanding and supporting social-emotional learning.* Presentation at Lake Washington School District After-School Programs Instructional Assistants Training. Redmond, WA.

Missall, K. (2017, February). *Child development from preschool through early elementary: Considering school success.* Presentation at University of Washington P3 Leadership Program. Seattle, WA.

Missall, K. (2016, February). *Child development from age 3 to 8: Focusing on social and cognitive acquisition and growth.* Presentation at University of Washington P3 Leadership Program. Seattle, WA.

Missall, K. (2016, February). *Introduction to the field of school psychology.* Presentation at Seattle University Psi Chi Career Night, Seattle, WA.

Missall, K. (2015, April). *Examining informal math interactions between parents and preschools.* Presentation at DeLTA Center, University of Iowa, Iowa City, IA.

Missall, K., & *Hendrix, N.* (2014, May). *Early math development and play*. Presentation at Loving Arms Preschool, Iowa City, IA.

Missall, K. (2014, April). *Defining high quality preschool.* Presentation at the DeLTA Center, University of Iowa, Iowa City, IA.

Missall, K. (2013, November). *Introduction to the field of school psychology.* Presentation at University of Iowa Psi Chi meeting, Iowa City, IA.

Missall, K. (2013, September). *Overview of early literacy standard-treatment protocol interventions.* Presentation at Iowa Reading Research Center tri-annual meeting, Des Moines, IA.

Missall, K. (2013, August). *Multi-tiered supports and interventions for early literacy*. Heartland Area Education Agency, Johnston, IA.

Missall, K. (2013, March). *Goal setting for grade-level standards in reading: Kindergarten through grade 6*. Presentation at the Delta Center Round Table, College of Liberal Arts and Sciences, Iowa City, IA.

Missall, K. (2012, November). *The scale of social competence and school adjustment for preschoolers: Need and development.* Presentation at the Dean’s Research Colloquium. University of Iowa College of Education, Iowa City, IA.

Ehly, S., Missall, K., & Davine-Bills, V. (2012, November). *Parents and bullying*. Presentation at the Teacher Leader Center, University of Iowa College of Education, Iowa City, IA.

Hosp, J. L., & Missall, K. N. (2012, June). *Linking progress monitoring with high-stakes assessments: Setting standards-based goals in reading.* Paper presented at the Iowa Department of Education Pursuing the Promise Conferenced, Des Moines, IA.

Sanders, K., Missall, K. N., Wesely, P., & Plakans, L. (2010, March). *From graduate school to professional: Navigating the last year of your PhD program.* Panel presentation for The University of Iowa College of Education Department of Psychological and Quantitative Foundations.

Missall, K. N. (2008, April). *Reading development: Helping children who struggle.* Cincinnati Children’s Hospital, Cincinnati, OH.

Missall, K. N. (2006, October). *Individual Growth and Development Indicators for monitoring*

*early literacy in preschool*. State of Indiana Preschool Administrators Annual Meeting. Indianapolis, IN.

Missall, K. N. (2006, October). *Introduction to preschool Early Literacy IGDIs: Foundation and application.* Lafayette Public Schools, Lafayette, IN.

Missall, K. N. (2005, December). *Training on Early Literacy IGDIs.* Malone Central School District Early Reading First Grantee, Malone, NY.

Missall, K. N. (2005, October). *Preschool Early Literacy IGDIs: The ABC’s of data-based decision making.* State of Ohio Department of Education Annual Conference, Columbus, OH.

Missall, K. N. (2005, September). *Individual Growth and Development Indicators: Theory, use & interpretation.* West Central Ohio Special Education Regional Resource Center, Wapakoneta, OH.

McConnell, S. R. & Missall, K. N. (2005, March). *Individual Growth and Development Indictors (IGDIs): Get it, Got it, Go!* State of Ohio Early Childhood Special Education and Southwestern Special Educational Regional Resource Center. Cincinnati, OH.

Missall, K. N. (2005, February). *Training on Early Literacy IGDIs.* University of Nebraska- Lincoln Early Reading First Grantee, South Sioux City, NE.

Missall, K. N. (2005, January). *Individual Growth and Development Indicators: Theory, use & interpretation.* East Ohio Special Educational Regional Resource Center, New Philadelphia, OH.

Missall, K. N. (2004, October). *Training on Individual Growth and Development Indicators.*

Syracuse Public Schools Early Reading First Grantee, Syracuse, NY.

Missall, K. N. (2004, September). *Training on Dynamic Indicators of Basic Early Literacy Skills and Individual Growth and Development Indicators.* National Early Childhood Transition Center, University of Kentucky, Lexington, KY.

Missall, K. N. (2004, May). *Training on Individual Growth and Development Indicators.* CEED Symposium: Innovations in Early Childhood Research and Training, University of Minnesota, Minneapolis, MN.

Missall, K. N. (2004, April). *Get it, Got it, Go!* Mounds View Public School Early Childhood Educators and Special Education Teams, Shoreview, MN.

McConnell, S. R., & Missall, K. N. (2003, December). *General outcome measurement, G3 and IGDIs.* St. Paul Public Schools Special Education Staff, St. Paul, MN.

Missall, K. N. (2003, November). *Individual Growth and Development Indicators: Training for teachers*. North St. Paul Public School Early Childhood Educators and Special Education Teams, Maplewood, MN.

Missall, K. N. (2003, September). *Individual Growth and Development Indicators: Training for teachers.* Mounds View Public School Early Childhood Educators and Special Education Teams, Shoreview, MN.

Missall, K. N. (2003, August). *The influence of classroom variables on early literacy development: Assessment of skills and preschool environments.* Minnesota Early Intervention Summer Institute, St. John’s University, Collegeville, Minnesota.

McConnell, S., Missall, K., & Estrem, T. (2002, December). *Individual Growth and Development Indicators: Training for trainers.* St. Paul Public Schools Special Education Staff, St. Paul, MN.

Missall, K. N. (2002, January). *Developmentally appropriate practice for kindergarten-aged children.* Mounds View Public Schools Elementary Curriculum Development Day, Shoreview, MN.

Missall, K. N. (2001, May). *Adaptive behavior and the Vineland Adaptive Behavior Scales.*

American Guidance Service, Circle Pines, MN.

Missall, K. N. (2000, October). *Assessment as a way of finding a future.* Symposium conducted at the Human Services Forum of the United Way of Central Louisiana, Alexandria, LA.

# University Instruction

University of Washington (2015-Present)

EDPSY 507 Reading, Writing, and Arithmetic: Educational Assessment and Consultation

EDPSY 554 Introduction to Multi-Tiered Systems of Support

EDPSY 500 Field Study in Academic Consultation

EDPSY 573 Preschool Assessment

EDPSY 585 School Psychology Doctoral Seminar

University of Iowa (2009-2015)

7P:342 Graduate Research Project

7P:029:001 Early Childhood Education and Development: Practices and Policies 7P:340/222/218 Foundations of School Psychology

7P:345 Academic Interventions

7P:238 Assessment of [Academic] Learning Differences

7P:337 Advanced Practicum in School Psychology

7P:237 Beginning Practicum in School Psychology

PSQF:3103 Early Childhood Guidance

University of Kentucky (2004-2009)

EDP 675 Practicum in School Psychology

EDP 640 Individual Assessment of Cognitive Functioning

EDP 776-002 Individual Assessment of Psychoeducational Functioning

EDP 658-002 Advanced Study of Curriculum-Based Measurement and Response to Intervention

EDP 658-005 Contemporary Issues in School Psychology EDP 782-007 Independent Study in Educational Psychology

EDP 658 Measurement of Learner Progress (CBM and RTI)

University of Minnesota (1999-2004)

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

# Editorial Activities

2009-2024 Associate Editor, *Journal of Early Intervention*

2008-2024 Editorial Board, *Journal of Early Intervention*

2007-2020 Editorial Board, *Journal of School Psychology*

2018-2019 Guest Reviewer, *School Psychology Review*

2017 Guest Reviewer, *International Journal of Science and Mathematics Education*

2017 Guest Reviewer, *Behavioral Disorders*

2017 Ad Hoc Reviewer, *Topics in Early Childhood Special Education*

2011-2015 Editorial Board, *School Psychology Forum: Research in Practice*

2008 Guest Action Editor, *Journal of School Psychology*

2006-2010 Ad Hoc Reviewer, *Young Exceptional Children*

2005-2009 Ad Hoc Reviewer, *Topics in Early Childhood Special Education*

2007-2009 Ad Hoc Reviewer, *NHSA Dialog: A Research-to-Practice Journal for the Early Education Field*

2005-2008 Ad Hoc Reviewer, *Early Education and Development*

2003-2007 Ad Hoc Reviewer, *School Psychology Review*

2003-2007 Ad Hoc Reviewer, *Journal of Early Intervention*

# Professional Memberships

2016-Present Washington State Association of School Psychologists (WSASP)

2016-Present American Psychological Association

2002-Present Trainers of School Psychologists (NASP) 1999-Present Council for Exceptional Children

1999-Present Council for Exceptional Children, Division of Early Childhood 1997-Present National Association of School Psychologists

2018-2021 International Society of the Learning Sciences (ISLS)

2014-2015 Iowa Network for Women in Higher Education (IWHE)

2011-2015 Iowa School Psychologists Association

2006-2009 Kentucky Association of School Psychologists 1997-2002 Minnesota School Psychology Association

# Professional Service

2024 Reviewer, proposals for the 2019 biennial meeting of the Society for Research in Child Development

2024 Reviewer, proposals for the 2025 Conference of the National Association of School Psychologists

2024 Reviewer, proposals for the 2024 Conference of the Council for Exceptional Children Division for Early Childhood

2023 Reviewer, proposals for the 2024 Conference of the National Association of School Psychologists

2023 Reviewer, proposals for the 2023 Conference of the Council for Exceptional Children Division for Early Childhood

2022 Reviewer, proposals for the 2022 Conference of the Council for Exceptional Children Division for Early Childhood

2021 Reviewer, proposals for the 2022 Conference of the National Association of School Psychologists

2021 Reviewer, proposals for the 2021 Conference of the Council for Exceptional Children Division for Early Childhood

2020 Reviewer, proposals for the 2021 Conference of the National Association of School Psychologists

2019 Reviewer, proposals for the 2020 Conference of the National Association of School Psychologists

2018-2019 Member, ESA Certification Workgroup for OSPI

2018 Reviewer, proposals for the 2019 biennial meeting of the Society for Research in Child Development

2018 Reviewer, proposals for the 2019 Conference of the National Association of School Psychologists

2018 Workgroup Member, DEC Position Paper on Response to Intervention and Multi-tiered Systems of Support

2017 Grant Reviewer, *A Better Start* National Science Challenge & Cure Kids 2017 Competitive Funding Round, Cure Kids, Auckland, New Zealand

2017 Co-Chair, Policy Strand, Council for Exceptional Children’s Division for Early Childhood Annual Conference

2017 Reviewer, Insight Grants Program, Research Grants & Partnership Division Social Sciences and Humanities Research Council of Canada (SSHRC), Government of Canada

2016 Panel Member, Low-Cost Short-Duration Evaluation of Education Interventions, Institute of Education Sciences, U.S. Department of Education

2015-2016 Member, Planning Committee for 2016 Biennial Conference on Research Innovations in Early Intervention

2016 Reviewer, Research and Program Evaluation strand proposals for the 2016 conference of the Council for Exceptional Children Division for Early Childhood

2015 Single-Session Panel Member, Research Networks Focused on Critical Problems of Education Policy and Practice: Supporting Early Learning from Preschool through Early Elementary School Grades (Early Learning Network), Institute of Education Sciences, U.S. Department of Education

2013-2015 Advisory Board Member, Iowa Reading Research Center

2013-2015 Full Member, DeLTA Center

2012-2015 Member, Get Ready Iowa

2009-2015 Member, State of Iowa Early Childhood Positive Behavior Interventions and Support Leadership Team

2015 Standing Panel Member, Early Intervention and Early Childhood Education One Scientific Panel, Institute of Education Sciences, U.S. Department of Education

2014 Reviewer, Research and Program Evaluation strand proposals for the 2014 conference of the Council for Exceptional Children Division for Early Childhood

2013 Reviewer, proposals for the 2014 Biennial Conference on Research Innovations in Early Intervention

2013-2014 Member, Planning Committee for 2014 Biennial Conference on Research Innovations in Early Intervention

2013 Reviewer, Research and Program Evaluation strand proposals for the 2013 conference of the Council for Exceptional Children Division for Early Childhood

2012-2013 Leadership Team, Response to Intervention, North Bend Elementary, North Liberty, IA

2012 Co-Author, Cluster Hire proposal to University of Iowa Provost focused on early childhood

2012 Reviewer, Research and Program Evaluation strand proposals for the 2012 conference of the Council for Exceptional Children Division for Early Childhood

2012 Member, School Readiness Task Force for state of Iowa

2010-2012 Member, National Advisory Panel for Infinite Campus, Blaine, MN 2010-2012 Member, NASP Publications Board

2011 Reviewer, Practice strand proposals for the 2011 conference of the Council for Exceptional Children Division for Early Childhood

2010 Member, APA Division 16 Lightner Witmer Award Committee

2009 Reviewer, Research and Program Evaluation strand proposals for the 2009 conference of the Council for Exceptional Children Division for Early Childhood

2009 Chair, APA Division 16 Outstanding Dissertation Award Committee 2008-2009 Member, KAPS Committee on Learning Disabilities

2008 Reviewer, Research and Program Evaluation strand proposals for the 2008 conference of the Council for Exceptional Children Division for Early Childhood

2008 Member, APA Division 16 Outstanding Dissertation Award Committee 2006-2009 Member, Board of Directors, Child Development Centers of the Bluegrass,

Lexington, Kentucky

2006-2009 Co-Author, DEC Position Paper on Developmental Disabilities 2005-2007 Co-Author, DEC Position Paper on Assessment

2005-2006 Member, Great Schools Initiative Subcommittee on Mental Health and Well- Being, Fayette County Schools, Lexington, KY

2005 Member, APA Division 16 Outstanding Dissertation Award Committee

# University Service

University of Washington College of Education

2024-2025 Member, Elizabeth Sanders Promotion Committee, College of Education

2024 Reviewer, UW Royalty Research Fund Proposals

2023-2024 Chair, Search Committee for Assistant Professor in School Psychology

2023-2024 Chair, Kathleen Meeker Promotion Committee, College of Education

2023-Present Promotion Mentor, Alexa Matlack, College of Education

2023-Present Faculty Representative, Washington State Association of School Psychologists Executive Board

2022-Present Faculty Representative, OSPI-Appointed Professional Education Advisory Board, UW School Psychology Program

2022-2024 Chair, Search Committee for Assistant Professor and Assistant Teaching Professor in School Psychology

2022-2024 UW Senator for College of Education, UW Faculty Senate

2022-2023 Member, Chun Wang Promotion Committee, College of Education

2022-Present Promotion Mentor, Oscar Olvera-Astivia, College of Education

2020-2023 Promotion Mentor, Chun Wang, College of Education

2020-Present Program Director, UW School Psychology Program

2022 Marshall, College of Education Graduation

2021-2022 Member, Search Committee for Assistant Teaching Professor in Applied Behavior Analysis

2015-2020 Faculty Representative, OSPI-Appointed Professional Education Advisory Board, UW School Psychology Program

2020-2021 Member, Min Li Promotion Committee, College of Education

2019-2020 Member, Chun Wang Promotion and Tenure Committee, College of Education

2019 Member, Selection Committee Academic Programs & Curriculum Manager position, College of Education

2018-2020 Chair and Member, Academic Programs Committee, College of Education

2015-Present Institutional Representative, Professional Education Advisory Board (PEAB), School Psychology Program

2018-2019 Member, Angel Fettig Promotion and Tenure Committee, College of Education

2017-2018 Member, Committee to Evaluate Function of College Areas, College of Education

2017-2018 Member, Search Committee for Assistant Professor in Education Policy, College of Education

2017-2018 Member, Kathleen Meeker Promotion and Tenure Committee, College of Education

2017 Member, Mary Clevenger-Bright (Senior Lecturer) Reappointment Committee, College of Education

2016-2017 Member, Faculty Council, College of Education

2016-2017 Vice Chair, Academic Programs Committee, College of Education

2016 Member, Sara L. Lopez (Senior Lecturer) Reappointment Committee, College of Education

2016 Member, Gordon C. Lee Dissertation Award Committee, College of Education

2016 Member, Search Committee for Preschool Effectiveness Research Center (PERC) Director, College of Education

2015-2016 Member, Academic Programs and Initiatives Committee, College of Education

University of Iowa College of Education

2015 Member, Search Committee, Department of Psychological and Quantitative Foundations

2014-2015 Co-Leader, College of Education Strategic Plan priority of Knowledge and Practice

2014 Co-Chair, Search Committee, Department of Psychological and Quantitative Foundations

2010-2013 Member, Dean’s Faculty Advisory Council, College of Education

2011-2012 Member, Iowa Testing Program’s Special Graduate Assistantship Award Committee, College of Education

2010 Member, Search Committee, Special Education, Department of Teaching and Learning

2010 Taskforce Member, Center for Disability Research and Education Planning, College of Education

2010-2014 Co-Admissions Director, School Psychology Program

2009 Keynote Speaker, College of Education Emeritus Faculty Annual Meeting

University of Kentucky College of Education

2008-2009 Search Committee, Department of Educational and Counseling Psychology 2008-2009 Strategic Planning Committee, College of Education

2008 School Psychology Representative, Education Professions and Activities Mall, College of Education

2008 Search Committee, Educational Psychology, Department of Educational and Counseling Psychology

2008 Search Committee, Department Chair, Department of Educational and Counseling Psychology

2007-2008 Search Committee, Educational Psychology, Department of Educational and Counseling Psychology

2007 Search Committee, Educational Psychology, Department of Educational and Counseling Psychology

2007 Graduate Fellowship Committee, Department of Educational and Counseling Psychology

2006-2007 NCATE Committee on Assessment (Field Experiences and Clinical Practice; Standard 3)

2006-2007 Search Committee, School Psychology, Department of Educational and Counseling Psychology

2006-2007 Search Committee, Counseling Psychology, Department of Educational and Counseling Psychology

2006 Masters Committee, College of Education

2005-2006 Search Committee, Counseling Psychology, Department of Educational and Counseling Psychology

2005-2006 Search Committee, School Psychology, Department of Educational and Counseling Psychology

2005 Brown Bag Colloquium: *Tricks of the Trade – Dr. Somebody and Making the Transition from Graduate Student to Professional*, Department of Educational and Counseling Psychology

2004-2009 Undergraduate Admissions and Standards Committee, College of Education

2004-2009 Interdisciplinary Early Childhood Education Program Faculty, Department of Special Education and Rehabilitation Counseling

University of Minnesota College of Education and Human Development

2004 Chair, Search Committee for Coordinator of Minnesota Early Literacy Training Project

2003-2004 Research Committee, College of Education and Human Development 2003-2004 Facilitator, Project Coordinators Committee, Center for Early Education

and Development

2003 Kickoff Committee, Institute on Community Integration

# Community Service

2018-Present Washington Wind Symphony, Redmond, WA: Member

2018-2024 Imagine Children’s Museum, Everett, WA, Board of Directors: Member

2016-2023 Overlake Christian Church, Redmond, WA: Member and Volunteer

2015-2021 Cottage Lake Elementary School, Woodinville, WA: Parent Volunteer

2013-2015 Coralville Excellence 4-H Club: Coralville, IA: Parent Volunteer

2012-2015 First Presbyterian Church, Cedar Rapids, IA: K-5 Sunday School Teacher

2012-2015 Shimek Elementary School, Iowa City, IA: Weekly Classroom Volunteer

2011-2015 Quad Cities Wind Ensemble, Davenport, IA: Member

2011-2015 Beethoven Club, Cedar Rapids, IA: Member

2010-2015 First Presbyterian Church, Cedar Rapids, IA: Member

2004-2009 Harrodsburg Christian Church, Harrodsburg, KY: Member and Deacon

2002-2004 Encore Wind Ensemble, St Paul, MN: Member

1997-2002 Nativity Lutheran Church, Minneapolis, MN: Member, Confirmation Leader, Small Group Leader