

School Psychology Doctoral Student Publications with  
School Psychology Faculty (2000-2024)  
Student Names Are in Bold

Journal Articles ( $n = 60$ )

1. **Fennimore, L., Pursley, E., Manning, H. R.**, Joyner, R. W., & Meisinger, E. B. (2024). The validity of retell coding procedures in elementary school students with dyslexia. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 1-16. <https://doi.org/10.1080/10573569.2024.2304772>
2. **Singh, L. J.**, Floyd, R. G., Reynolds, M. R., **Pike, N. A.**, & **Huenergarde, M. C.** (2024). What does the Developmental Neuropsychological Assessment–II (NEPSY-II) measure in children ages 7 to 12? A structural and psychometric analysis. *Child Neuropsychology*. <https://doi.org/10.1080/09297049.2024.2357376>
3. Srisarajivakul, E. N., **Fennimore, L.**, **Thornton, K.**, **Blake, J.**, Rice, K., & Varjas, K. (2024). Measurement invariance of the Inventory of Teacher Student Relationships among middle and high school students. *School Psychology*. <https://doi.org/10.1037/spq0000627>
4. Choe, E. J., **Blake, J.**, **Huenergarde, M.**, **Wells, L.**, & Srisarajivakul, E. N. (2024). When you're the 'other': A scoping review of the experiences of clinicians of color working with White clients. *Journal of Counseling Psychology*, 71(3), 170-178. <https://doi.org/10.1037/cou0000729>
5. **Pike, N. A.**, & Floyd, R. G. (2024). Stress in United States school psychologists: Development and preliminary psychometric properties of the School Psychologist Distress Inventory. *Journal of School Psychology*, 106. <https://doi.org/10.1016/j.jsp.2024.101351>
6. Floyd, R. G., **Fitzpatrick, S. A.**, McNicholas, P. J., & **Pike, N. A.** (2024). A bibliometric and content analysis of *Best Practices in School Psychology*. *School Psychology*, 39(1), 106-188. <https://doi.org/10.1037/spq0000546>
7. **Stith, B. R.** & Jiang, X. (2023). Personal growth Initiative as a protective factor between the relation of practical stress and life satisfaction. *Journal of American College Health*, 1-9. <https://doi.org/10.1080/07448481.2023.2277196>
8. **Huenergarde, M. C.**, Floyd, R. G., & Harris, B. (2023). Current nationwide practices in U.S. test accommodations for active bilingual learners/users of English (ABLE) students. *Bilingual Research Journal*, 45(3-4), 380-400. <https://doi.org/10.1080/15235882.2022.2155885>
9. **Fitzpatrick, S. A.**, Floyd, R. G., & **Pursley, E. C.** (2023). Women's representation on journal editorial boards in school psychology across 55 years. *School Psychology*, 38(5), 319-329. <https://doi.org/10.1037/spq0000541>

10. Bergeron, R., Floyd, R. G., **McNicholas, P. J.**, & Farmer, R. L. (2023). Assessment of intellectual disability with the Wechsler Intelligence Scale for Children, Fifth Edition: Analysis of part score profiles and diagnostic outcomes. *School Psychology Review*, 52(6), 747-762. <https://doi.org/10.1080/2372966X.2022.2094284>
11. **Walker, K.** & Jiang, X. (2022). An examination of the moderating role of growth mindset in the relation between social stress and externalizing behaviors among adolescents. *Journal of Adolescence*, 94(1), 69-80. <https://doi.org/10.1002/jad.12006>
12. **Robinson, M. F.**, & Meisinger, E. B. (2022). The relation among phonological processing, oral and silent reading fluency, and reading comprehension for students with dyslexia: A longitudinal investigation. *Reading & Writing Quarterly: Overcoming Learning Disabilities*, 38, 436-453. <https://doi.org/10.1177/07319487211037256>
13. **McNicholas, P. J.**, Floyd, R. G., **Fennimore, L. E.**, & **Fitzpatrick, S. A.** (2022). Determining journal article citation classics in school psychology: An updated bibliometric analysis using Google Scholar, Scopus, and Web of Science. *Journal of School Psychology*, 90, 94-113.
14. Floyd, R. G., **Lewis, E. K.**, **Walker, K. A.**, **McNicholas, P. J.**, & **Jones, K. L.** (2022). A historical review and analysis of impact factors across school psychology journals from 1977 to 2019. *Canadian Journal of School Psychology*, 37(2), 139-159.
15. Jiang, X., **Moreno, J.** & Ng, Z-J. (2021). Examining the interplay of emotion regulation strategies, social stress, and gender in predicting life satisfaction of emerging adults. *Personality and Individual Differences*, 185, 111255. <https://doi.org/10.1016/j.paid.2021.111255>
16. Meisinger, E. B., **Breazeale, A. M.**, & Davis, L. H. (2021). Word- and text-level reading difficulties in students with dyslexia. *Learning Disabilities Quarterly*. Advance online publication. <https://doi.org/10.1177/07319487211037256>
17. **Woods, I. L.**, Niileksela, C. R., & Floyd, R. G. (2021). Do Cattell-Horn-Carroll cognitive abilities predict reading achievement similarly for Black children as for other racial/ethnic groups? *Contemporary School Psychology*, 25, 183-199.
18. Jiang, X., Fang, L., **Stith, B. R.**, Liu, R., & Huebner, E. S. (2021). A cross-cultural evaluation of the Student Life Satisfaction Scale in Chinese and American adolescent samples. *Current Psychology*, 40, 2552-2560.
19. **McNulty, R. J.**, & Floyd, R. G. (2021). What does the Detroit Tests of Learning Abilities, Fifth Edition measure? Revelations from a hierarchical exploratory factor analysis. *Psychology in the Schools*, 58, 1474-1489.
20. Jiang, X., **Walker, K.**, & **Topps, A. K.** (2021). A systematic review of self-care measures for adolescents with healthcare needs. *Quality of Life Research*, 30, 967-981.

21. Jiang, X., **Topps, A.**, & Suzuki, R. (2021). A systematic review of self-care measures in professional settings. *Training and Education in Professional Psychology*, *15*(2), 126-139.
22. Farmer, R. L., Floyd, R. G., & **McNicholas, P. J.** (2021). Is the Vineland-3 Comprehensive Interview Form a multidimensional or unidimensional scale? Structural analysis of subdomain scores across early childhood to adulthood. *Assessment*, *28*, 1848-1864.
23. **Younger, R. L.**, & Meisinger, E. B. (2020). Group stability and reading profiles of students with dyslexia: A double deficit perspective. *Learning Disabilities Quarterly*. Advance online publication. <https://doi.org/10.1177/0731948720963694>
24. **Farmer, R. L.**, Floyd, R. G., Reynolds, M. R., & Berlin, K. S. (2020). How can general intelligence composites most accurately index psychometric *g* and what might be good enough? *Contemporary School Psychology*, *24*, 52-67.
25. Jiang, X., Shi, D., **Topps, A. K.**, & **Archer, C. M.** (2020). From family support to goal-directed behaviors: Examining the mediating role of cognitive well-being factors. *Journal of Happiness Studies*, *21*(3), 1015-1035. DOI: 10.1007/s10902-019-00117-7.
26. **Archer, C. M.**, Jiang, X., Thurston, I. B., & Floyd, R. G. (2019). The differential effects of perceived social support on adolescent hope: Testing the moderating effects of age and gender. *Child Indicators Research*, *12*, 2079-2094. DOI: 10.1007/s12187-019-9628-x.
27. **Taylor, C. D.**, Murphy, L., & Floyd, R. G. (2019). Concurrent and predictive relationships between the Bayley-III and Stanford-Binet. *Perspectives on Early Childhood Psychology and Education*, *4*, 71-104.
28. **Robinson, M. F.**, Meisinger, E. B., & Joyner, R. W. (2019). The influence of oral versus silent reading on reading comprehension in students with reading disabilities. *Learning Disabilities Quarterly*, *42*, 105-116.
29. **Woods, I. L.**, Floyd, R. G., **Singh, L. J.**, **Hawkins, H. K.**, **Norfolk, P. A.**, & Farmer, R. L. (2019). What's in a name? A historical review of intelligence test score labels. *Journal of Psychoeducational Assessment*, *37*, 692-705.
30. Jiang, X., Fang, L., **Stith, B. R.**, Liu, R., & Huebner, E. S. (2017). A psychometric evaluation of the Chinese version of the Student Life Satisfaction Scale. *Applied Research in Quality of Life*, *13*, 1081-1095.
31. **McNicholas, P. J.**, Floyd, R. G., **Woods, I. L.**, **Singh, L. J.**, **Manguno, M. S.**, & Maki, K. E. (2018). State special education criteria for identifying intellectual disability: A review following revised diagnostic criteria and Rosa's Law. *School Psychology Quarterly*, *33*, 75-82.

32. **Irby, S. M., & Floyd, R. G.** (2017). Exchangeability of brief intelligence tests: Illuminating error variance components' influence on IQs for children with intellectual giftedness. *Psychology in the Schools, 54*, 1064-1078.
33. **Dickens, R. H., & Meisinger, E. B.** (2017). Examining the effects of reading modality and passage genre on reading comprehension in middle school students. *Reading Psychology, 38*, 321-347.
34. **Taylor, C. D., Meisinger, E. B., & Floyd, R. G.** (2016). Disentangling verbal instructions, experimental design, and sample characteristics: Results of Curriculum-based Measurement of Reading research. *School Psychology Review, 45*, 53-72.
35. **Dickens, R. H., & Meisinger, E. B.** (2016). Examining the effects of skill level and reading modality on reading comprehension. *Reading Psychology, 37*, 318-337.
36. **Norfolk, P. A., & Floyd, R. G.** (2016). Detecting parental deception using a behavior rating scale during assessment of attention-deficit/hyperactivity disorder: An experimental study. *Psychology in the Schools, 53*, 158-172.
37. **Price, K. W., Meisinger, E. B., D'Mello, S., & Louwse, M. M.** (2016). The contributions of oral and silent reading fluency to reading comprehension. *Reading Psychology, 37*, 167-201.
38. **Maki, K. E., Floyd, R. G., & Roberson, T.** (2015). State learning disability eligibility criteria: A comprehensive review. *School Psychology Quarterly, 30*, 457-469.
39. **Norfolk, P. A., Farmer, R. L., Floyd, R. G., Woods, I. L., Hawkins, H. K., & Irby, S. M.** (2015). Norm block sample sizes: A review of 17 individually administered intelligence tests. *Journal of Psychoeducational Assessment, 33*, 544-555.
40. **Floyd, R. G., Shands, E. I., Phillips, J., Autry, B., Mosteller, J., Alfonso, V., Skinner, M., & Irby, S. M.** (2015). A systematic review and evaluation of the technical characteristics of adaptive behavior scales. *Journal of Applied School Psychology, 31*, 83-113.
41. **Farmer, R. L., Floyd, R. G., Reynolds, M. R., & Kranzler, J. H.** (2014). IQs are very strong but imperfect indicators of psychometric g: Results from joint confirmatory factor analysis. *Psychology in the Schools, 51*, 801-813.
42. **Floyd, R. G., Reynolds, M. R., Farmer, R. L., & Kranzler, J. H.** (2013). Are the general factors from different child and adolescent intelligence tests the same? Results from a five sample, six-test analysis. *School Psychology Review, 42*, 383-401.
43. **Taylor, C. T., Meisinger, E. B., & Floyd, R. G.** (2013). Variations in directions and overt timing have no effects on oral reading accuracy, fluency, and prosody. *School Psychology Review, 42*, 437-447.

44. **Bergeron, R.,** & Floyd, R. G. (2013). Individual part score profiles of children with intellectual disability: A descriptive analysis across three intelligence tests. *School Psychology Review, 42,* 22-38.
45. **Price, K. W.,** Meisinger, E. B., D’Mello, S., & Louwse, M. M. (2012). Silent reading fluency using underlining: Evidence for an alternative method of assessment. *Psychology in the Schools, 49,* 606-618.
46. **Maynard, J. L.,** Floyd, R. G., Acklie, T. J., & Houston, L. (2011). General factor loadings and specific effects of the Differential Ability Scales, Second Edition composites. *School Psychology Quarterly, 26,* 108-118.
47. **Price, K. W.,** Floyd, R. G., Fagan, T. K., & Smithson, K. (2011). Journal article citation classics in school psychology: Analysis of the most cited articles in five school psychology journals. *Journal of School Psychology, 49,* 649-667.
48. Floyd, R. G., **Bergeron, R.,** Hamilton, G., & Parra, G. R. (2010). How do executive functions fit with the CHC model?: Some evidence from a joint factor analysis of the Delis-Kaplan Executive Function System and the WJ III Tests of Cognitive Abilities. *Psychology In the Schools, 27,* 721-738.
49. Floyd, R. G., **Shands, E. I.,** Rafael, F. A., **Bergeron, R.,** & McGrew, K. S. (2009). The dependability of general-factor loadings: The effects of factor-extraction methods, test battery composition, test battery size, and their interactions. *Intelligence, 37,* 453-465.
50. **Bergeron, R.,** Floyd, R. G., **McCormack, A. C.,** & Farmer, W. (2008). The generalizability of externalizing behavior composites and subscale scores across time, rater, and instrument. *School Psychology Review, 37,* 91-108.
51. **Margulies, A. S.,** Floyd, R. G., & Hojnoski, R. P. (2008). Body size stigmatization: An examination of attitudes of preschool-age children attending Head Start. *Journal of Pediatric Psychology, 33,* 487-496.
52. **Bergeron, R.,** Floyd, R. G., & **Shands, E. I.** (2008). State eligibility guidelines for mental retardation: An update and consideration of part scores and unreliability of IQs. *Education and Training in Developmental Disabilities, 41,* 123-131.
53. Floyd, R. G., Hojnoski, R. L., & **Key, J.** (2006). Preliminary evidence of technical adequacy of the Preschool Numeracy Indicators. *School Psychology Review, 35,* 627-644.

54. Floyd, R. G., **McCormack, A. C., Ingram, E.,** Davis, A., **Bergeron, R.,** & Hamilton, G. (2006). Relations between the Woodcock-Johnson III clinical clusters and measures of executive functions. *Journal of Psychoeducational Assessment, 24*, 303-317.
55. Floyd, R. G., **Bergeron, R.,** & Alfonso, V. C. (2006). Cattell-Horn-Carroll cognitive ability profiles of poor comprehenders. *Reading and Writing: An Interdisciplinary Journal, 19*, 427-456.
56. **Bergeron, R.,** & Floyd, R. G. (2006). Broad cognitive abilities of children with mental retardation: An analysis of group and individual profiles. *American Journal of Mental Retardation, 111*, 417-432.
57. Floyd, R. G., **Bergeron, R., McCormack, A. C.,** Anderson, J. L., & Hargrove-Owens, G. L. (2005). Are Cattell-Horn-Carroll (CHC) broad ability composite scores exchangeable across batteries? *School Psychology Review, 34*, 386-414.
58. Proctor, B., Floyd, R. G., & **Shaver, R. B.** (2005). CHC broad cognitive ability profiles of low math achievers. *Psychology in the Schools, 42*, 1-12.
59. Floyd, R. G., & **Bose, J. E.** (2003). A critical review of rating scales assessing emotional disturbance. *Journal of Psychoeducational Assessment, 21*, 43-78.
60. Fagan, T. K., & **Wells, P. D.** (2000). History and status of school psychology accreditation in the United States. *School Psychology Review, 29*, 28-51.

Test Reviews ( $n = 15$ )

1. Floyd, R. G., & **Huenergarde, M. C.** (in press). Test review. [Review of the *Kaufman Brief Intelligence Test, Second Edition Revised.*] In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twenty-second mental measurements yearbook*. Buros Institute of Mental Measurements.
2. Floyd, R. G., & **Pike, N. M.** (in press). Test review. [Review of the *Comprehensive Mathematical Abilities Test, Second Edition.*] In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twenty-second mental measurements yearbook*. Buros Institute of Mental Measurements.
3. Floyd, R. G., & **McNicholas, P. J.** (2021). Test review. [Review of the Naglieri Nonverbal Ability Test, Third Edition.] In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twenty-first mental measurements yearbook* (pp. 443-446). Buros Institute of Mental Measurements.
4. Floyd, R. G., & **Topps, A. K.** (2021). Test review. [Review of the Feifer Assessment of Mathematics.] In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twenty-first mental measurements yearbook* (pp. 279-282). Buros Institute of Mental Measurements.
5. **Johnson, J., Robinson, M. F.,** & Meisinger, E. B. (2018). Test review. [Review of the *Feifer Assessment of Reading.*] *Journal of Psychoeducational Assessment.*

6. Floyd, R. G., & **Woods, I. L.** (2017). Test review. [Review of the *Comprehensive Test of Nonverbal Intelligence-Second Edition*.] In J. F. Carlson, K. F. Geisinger, & J. L. Johnson (Eds.), *The twentieth mental measurements yearbook* (pp. 223-225). Lincoln, NE: Buros Institute of Mental Measurements.
7. Floyd, R. G., & **Singh, L. J.** (2017). Test review. [Review of the *Reynolds Adaptable Intelligence Test*.] In J. F. Carlson, K. F. Geisinger, & J. L. Johnson (Eds.), *The twentieth mental measurements yearbook* (pp. 605-607). Lincoln, NE: Buros Institute of Mental Measurements.
8. **McNicholas, P. J.**, & Floyd, R. G. (2017). Test review. [Review of the test *Reynolds Intellectual Assessment Scales, Second Edition* and *Reynolds Intellectual Screening Test, Second Edition*]. *Canadian Journal of School Psychology*, 32, 176-180.
9. **Tarar, J. M.**, Meisinger, E. B., & **Dickens, R. H.** (2015). Test review. [Review of the *Test of Word Reading Efficiency, Second Edition*.] *Canadian Journal of School Psychology*, 30, 320-326.
10. **Dickens, R. H.**, Meisinger, E. B., & **Tarar, J. M.** (2015). Test review. [Review of the *Comprehensive Test of Phonological Processing-Second Edition*.] *Canadian Journal of School Psychology*, 30, 155-162.
11. **Irby, S. M.**, & Floyd, R. G. (2013). Test review. [Review of the test *Wechsler Abbreviated Scales of Intelligence, Second Edition*]. *Canadian Journal of School Psychology*, 28, 295-299.
12. **Traylor, T. B.**, **Price, K. W.**, & Meisinger, E. B. (2011). Test review. [Review of the *Test of Silent Contextual Reading Fluency*]. *Canadian Journal of School Psychology*, 26, 75-79.
13. **Margulies, A. S.**, & Floyd, R. G. (2004). Test review. [Review of the *Gifted Rating Scales*.] *Journal of Psychoeducational Assessment*, 22, 175-180.
14. **Bose, J. E.**, & Floyd, R. G. (2004). Test review. [Review of the *Beck Youth Inventories*.] *Journal of School Psychology*, 42, 333-340.
15. **Shaver, R. B.**, & Floyd, R. G. (2003). Test review. [Review of the test *Illinois Test of Psycholinguistic Abilities-Third Edition*]. *Journal of Psychoeducational Assessment*, 21, 212-218.

Book Chapters ( $n = 10$ )

1. Floyd, R. G., **Farmer, R. L.**, **McNulty, R. J.**, & Kranzler, J. H. (2020). The assessment process with children and adolescents. In J. H. Kranzler & R. G. Floyd, *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment* (pp. 87-130). Lanham, MD: Rowman & Littlefield.

2. Floyd, R. G., **Lewis, E., McNulty, R. J.,** & Kranzler, J. H. (2020). Evaluation and use of the Wechsler Intelligence Scale for Children—Fifth Edition. In J. H. Kranzler & R. G. Floyd, *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment* (pp. 131-154). Lanham, MD: Rowman & Littlefield.
3. Floyd, R. G., **Lewis, E., Farmer, R. L.,** & Kranzler, J. H. (2020). A review of intelligence tests. In J. H. Kranzler & R. G. Floyd, *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment* (pp. 155-190). Lanham, MD: Rowman & Littlefield.
4. Meisinger, E. B., & **Robinson, M. F.** (2018). Publishing in special education and literacy journals. In R. G. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide* (pp. 191-203). New York, NY: Routledge.
5. Floyd, R. G., **Woods, I. L., Singh, L. J., & Hawkins, H. K.** (2016). Use of the Woodcock-Johnson IV in the diagnosis of intellectual disability. In D. P. Flanagan & V. C. Alfonso (Eds.), *WJ IV clinical use and interpretation: Scientist-practitioner perspectives* (pp. 272-290). New York, NY: Academic Press.
6. Floyd, R. G., & **Norfolk, P. A.** (2014). Best practices in identifying, evaluating, and communicating research evidence. In A. Thomas & P. L. Harrison (Eds.), *Best practices in school psychology VI* (pp. 265-279). Bethesda, MD: National Association of School Psychologists.
7. Floyd, R. G., & **Farmer, R. L.** (2013). A scientific approach to intelligence test selection. In J. H. Kranzler & R. G. Floyd, *Assessing intelligence in children and adolescents: A practical guide* (pp. 101-134). New York, NY: Guilford Press.
8. Floyd, R. G., **Farmer, R. L.,** & Kranzler, J. H. (2013). The assessment process with children and adolescents. In J. H. Kranzler & R. G. Floyd, *Assessing intelligence in children and adolescents: A practical guide* (pp. 32-62). New York, NY: Guilford Press.
9. Floyd, R. G., & **Bergeron, R.** (2008). Using the ABAS-II with elementary and middle school students. In T. Oakland & P. Harrison (Eds.), *Adaptive Behavior Assessment System II: Clinical use and interpretation* (pp. 293-312). New York, NY: Elsevier.
10. Floyd, R. G., **Shaver, R. B.,** & McGrew, K. S. (2003). Interpretation of the Woodcock- Johnson III Tests of Cognitive Abilities: Acting on evidence. In F. A. Schrank & D. P. Flanagan (Eds.), *WJ III clinical use and interpretation* (pp. 1-46, 403-408). New York, NY: Academic Press.

#### Obituaries and Memorial Articles ( $n = 7$ )

1. Fagan, T. & **Bland, J.** (2019). Remembering LeAdelle Phelps 1951-2019. *The School Psychologist*, 73(3) 46-49.

2. Fagan, T. K., & **Manguno, M.** (2015). Rosa Anita Hagin (1921-2014). *American Psychologist*, 70(1), 48.
3. **Johnson, J.**, & Fagan, T. (2015). Remembering Donald Pumroy. *Communique*, 43(6), 31.
4. Fagan, T. K., & **Singh, L. J.** (2014). Gilbert Marvin Trachtman (1926-2013). *American Psychologist*, 69, 625.
5. Fagan, T. K., & **Singh, L. J.** (2013). Remembering Gil Trachtman, 1926-2013. *Communique*, 42(4), 14-15.
6. Fagan, T. K., & **Woods, I. L.** (July, 2013). Remembering Arthur Bindman (1925-2012). *The School Psychologist*. <http://www.apadivisions.org/division-16/publications/newsletters/school-psychologist/2013/07/bindman-obituary.aspx>
7. Fagan, T., & **Woods, I.** (2013). In Memoriam: Mary St. Cyr 1933-2013, NASP's first secretary. *Communique*, 42(2), 1, 28-29.

Newsletter Articles, Research Press Articles, and Abstracts ( $n = 5$ )

1. Fagan, T. K., & **Traylor, T.** (2009). A review of NASP School Psychologist of the Year Award Recipients. *Communique*, 37(7), 1, 12-15.
2. **Margulies, A. S.**, & Floyd, R. G. (2009). A preliminary examination of the CHC cognitive ability profiles of children with high IQ and high academic achievement enrolled in services for intellectual giftedness. *Woodcock-Muñoz Foundation Press*.
3. Fagan, T. K., & **Traylor, T.** (2008). Remembering NASP in Boston, 1989. *Communique*, 37(3), 40.
4. Floyd, R. G., Hamilton, G., & **Shaver, R. B.** (2004). Relations between executive function measures and measures of the g factor [Abstract]. *The Clinical Neuropsychologist*, 18, 477.
5. Fagan, T., & **Bose J.** (2000). NASP: A profile of the 1990s. *Communique*, 29(2), 10-11.