

Jennifer Braden Kirkpatrick, Ph.D.

Assistant Professor of Practice
Department of Disabilities and Psychoeducational Studies
University of Arizona
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EDUCATION

- Ph.D.** 2002
The University of Arizona, Tucson, Arizona
Department of Educational Psychology
Major Concentration: School Psychology
Minor Concentration: Family Studies
Dissertation: *Gender and Juvenile Offending: An exploratory study.*
Advisor: Darrell Sabers, PhD.
- M.S.** 1993
Syracuse University, Syracuse, New York
Concentration: Special Education
- B.S.** 1991
The College of William and Mary, Williamsburg, Virginia
Major: Psychology

LICENSURE/CERTIFICATION

Licensed Psychologist, Arizona (#4782)
Arizona Certified School Psychologist (#3288265)

PROFESSIONAL EXPERIENCE

Assistant Professor of Practice, August 2015 to present.
School Psychology Program, Department of Disability and Psychoeducational Studies, College of Education, University of Arizona
Taught core and fieldwork courses in School Psychology Graduate Program.
Coordinated all community fieldwork placements for students engaged in practicum and externship. Facilitated student application process for internship placement.
Served as university supervisor for all students engaged in practicum, externship, and internship. Advisor to all students enrolled in Educational Specialist Program. Served on department and program committees. Served on doctoral dissertation committees.

President/President-elect, Arizona Association of School Psychologists, July 2017 to present.

Responsible for coordinating all aspects of association management including addressing member concerns, responding to state legislative initiatives, and coordinating with National Association of School Psychologists leadership. Served as liaison between Executive Board and outside agencies including ADE, AZ/CEC, and AZPA. Coordinated all aspects of state-wide annual conference (attendance = 425+) including facility, speakers, and sponsors. Led Executive Board planning meetings. Facilitated Executive Board Meetings. Chaired Professional Development Committee and Executive Leadership Committee. Planned AASP reception at the National Association of Psychologists Annual Conference. Planned and facilitated Executive Board annual board planning retreat. Mentored current President-elect. Prior to role of President, assisted current President as President-elect in all above described responsibilities.

School Psychologist, October 2007 to May 2016.

Vail Unified School District, Vail, Arizona

Served as School Psychologist at the Preschool, Elementary, and Middle School levels. Conducted functional behavioral and psychoeducational assessments, designed and implemented academic and behavioral interventions and progress monitoring programs. Promoted a school-wide, data-based decision-making approach to address school concerns with a focus on prevention and intervention. Provided individual and group counseling for middle school students with severe emotional disabilities in a Private Placement. Participated as a member of district-level teams guiding the development of progress monitoring systems for special education students and district-wide Student Solutions Teams. Participated in Arizona Department of Education (ADE) monitoring of special education compliance. Supervised doctoral and educational specialist level school psychology externs and interns.

Consulting School Psychologist, August 2010 to June 2012.

Flagstaff, Hotevilla Bacavi, and Keams Canyon, AZ

Worked with licensed psychologists to complete school-based psychoeducational evaluations, functional behavioral assessments, and group and individual school-based counseling in Flagstaff charter schools and on the Hopi Reservation. Evaluations included initial placement in special education, reevaluations, and evaluations for students transitioning from high school to work, trade school, or higher education. Consulted on the development of Individualized Education Plans (IEPs) and 504 plans. Provided guidance and professional development to schools seeking to improve school-wide data-based decision making.

Part-time Assistant Clinical Professor, August 2010 to December 2011.

Northern Arizona University, Flagstaff, AZ

Instructor for graduate-level school psychology courses in NASP accredited program. EPS 607 – School-based Interventions: course topics included universal screening, academic, behavioral, and mental health interventions in the schools. EPS 738 Psychodiagnostics II: course topics included social, emotional, and behavioral assessments including standardized measures, interviews, observations, and functional behavioral assessments.

Consultant, June 2007 to October 2007.

Exceptional Student Services, Arizona Department of Education, Tucson, Arizona
Served as part-time Arizona State Response to Intervention (RTI) Coordinator. Helped coordinate state RTI Training, organized RTI Coaches, and school RTI teams. Delivered presentations on the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an RTI program. Participated in national forum on RTI as Arizona Department of Education representative in Washington, DC.

RTI and Assessment Project Specialist, August 2006 to September 2007.

Title I Programs, Tucson Unified School District, Tucson, Arizona
Provided professional development to Title I schools on DIBELS administration, DIBELS error analysis, using data for instructional and intervention planning, using data to make decisions, curriculum-based measurement, and Response to Intervention. Provided on-site consultation services regarding Positive Behavior Intervention Support, DIBELS, curriculum-based measurement, school-wide data-based decision making, and connecting data to instruction. Participated in the development of district literacy plan. Supported schools and principals, in implementation of Arizona Reading First grant. Reviewed and monitored Title I school-wide plans.

Arizona RTI Coach, October 2005 to May 2008.

Arizona Department of Education; Phoenix, Arizona
Provided ongoing technical assistance to schools newly implementing a standard protocol based Response to Intervention model. Attended state trainings and related professional development.

School Psychologist, June 2002 to September 2007.

Tucson Unified School District, Tucson, Arizona
Conducted functional and psychoeducational assessments, designed and implemented academic and behavioral interventions and progress monitoring programs. Promoted a school-wide, data-based decision making approach to address school concerns with a focus on prevention and intervention. Provided guidance and consultation on development and implementation of school-wide use of Positive Behavior Intervention Support. Consulted with teachers and parents regarding academic and behavioral concerns. Facilitated district-wide changes in school psychological services to improve student outcomes. Provided training on intervention assistance teams, response to intervention, and Curriculum-based Measurement within a data-based decision-making model. Supervised masters, educational specialist, and doctoral-level school psychology interns. Coordinated district's RTI initiative. Mentored psychologists new to the district.

Assessment Coordinator, August 2003 to May 2006.

Tucson Unified School District, Menlo Park Elementary School, Tucson, Arizona.
Coordinated and implemented a school-wide CBM Benchmark Assessment and Progress Monitoring system. Developed related data analysis systems and led data team meetings. Monitored student progress to determine effectiveness of interventions and K-3 reading program. Supported principal, curriculum specialists, and teachers in the implementation of the Reading First grant. Provided training on

development of early reading skills, and use of DIBELS assessment. Coordinated use of research-based reading interventions. Consulted with other schools to assist with the implementation of DIBELS and school-wide, data based decision-making.

School Psychology Intern, August 2001 to May 2002.

Tucson Unified School District, Tucson, Arizona.

Obtained supervised experience at the elementary, middle, and preschool levels in inclusive and traditional models of special education service provision. Conducted formal and informal assessment (including intelligence tests, classroom observation, and academic probing), teacher consultation, and educational and behavioral interventions. Administered a variety of psychological assessments to identify learning problems, emotional problems, and other difficulties that impact educational achievement. Served as case manager for referrals, ran counseling groups at the elementary level, and conducted individual counseling at the intermediate level. Participated in 504 and manifestation determination meetings.

Psychology Intern, August 1999 to July 2001.

Pima County Juvenile Court Center, Tucson, Arizona.

Obtained supervised experience in crisis intervention and brief therapy with juveniles ages 8 to 17 who were detained at PCJCC. Consulted with detention officers, probation officers, and detention supervisors regarding behavior plans and programs for minors having difficulties. Completed psychological assessments including substance use evaluations, pre-competency evaluations, psychoeducational screenings, and personality assessments. Prepared detailed psychological reports with DSM-IV diagnoses and recommendations for services.

Graduate Research Associate, August 1997 to July 2000.

Department of Educational Psychology, University of Arizona, Tucson, Arizona.

Assisted faculty in identifying funding agencies, writing grant proposals, preparing budgets, and editing and submitting grant proposals. Managed departmental web page. Assisted in development of school counseling program including proposal development, program planning, and faculty search.

Graduate Research Associate, August 1996 to July 1999

Thomas L. Good, Department of Educational Psychology, University of Arizona, Tucson, AZ.

Researched charter schools at the national and local levels. Supervised graduate students on grant related research effort. Performed analysis of qualitative and quantitative data. Assisted in report writing. Performed detailed literature and Internet searches. Co-authored book and a variety of publications related to charter schools and education.

Graduate Teaching Associate, January 1997 to May 1997.

Department of Educational Psychology, University of Arizona, Tucson, Arizona.

Worked as teaching assistant for Educational Psychology 301, Child Development. Planned and conducted weekly discussion sections, designed activities and exams, assisted students, and graded assignments.

Graduate Research Associate, September 1995 to July 1996.

Department of Special Education and Rehabilitation, University of Arizona, Tucson, Arizona.

Research assistant on DISCOVER project. Worked as part of a team to assess giftedness of ethnic minority students (in Tucson and Window Rock, AZ), preschool to high school age, utilizing Howard Gardner's Theory of Multiple Intelligences as a conceptual framework. Responsibilities included performing assessments, completing student and teacher observations, collecting and organizing data, and completing related research.

Special Education Teacher, January 1994 to July 1995.

Grafton School, Winchester, Virginia

Worked as a teacher in a self-contained special education classroom. Responsibilities included assessing, teaching, and supporting students, ages 13-22, with moderate to severe autism. Prepared and implemented individualized education programs. Utilized methods such as individualized direct instruction, community-based education, and behavioral interventions.

PUBLICATIONS

*Denotes student author

Books:

Good, T. L., & **Braden, J. S.** (2000). *The great school debate: Choice, vouchers, and charters*. Mahwah, NJ: Lawrence Erlbaum, Associates.

Peer-reviewed articles:

Persinger, L., **Kirkpatrick, J.**, Bohan, K., & Woodward, M.* (in preparation). Process and impact of RTI within SLD identification: Procedures and district-wide long-term outcomes.

Braden, J. S., & Obrzut, J. E. (2002). Williams Syndrome: Neuropsychological findings and implications for practice. *The Journal of Developmental and Physical Disabilities*, 14, 203-213.

Braden, J. S., DiMarino-Linnen, E., & Good, T. L. (2001). Schools, society, and school psychologists. *The Journal of School Psychology*, 39, 203-219.

Braden, J. S., & Sabers, D. L. (2001). Review of the Hammill Multiability Achievement Test. *The Journal of Psychoeducational Assessment*, 19, 188-197.

Braden, J. S., & Sabers, D. L. (2001). Review of the Hammill Multiability Intelligence Test. *The Journal of Psychoeducational Assessment*, 19, 383-391.

Book Chapters:

White, J. M., Mather, N., Schneider, D.A., & Kirkpatrick, J. (in press). Achievement Assessment. In Sellbom, M. & Suhr, J. *Cambridge Handbook of Clinical Assessment and Diagnosis*. New York: Cambridge University Press.

Newsletter/Media/Other Publications:

Kirkpatrick, J.B. (2018, November). President's message. *Arizona Association of School Psychologists Intervention Newsletter*, 50 (9), 1.

Kirkpatrick, J.B. (2018, October). President's message. *Arizona Association of School Psychologists Intervention Newsletter*, 50 (8), 1.

Kirkpatrick, J.B. (2018, August). President's message. *Arizona Association of School Psychologists Intervention Newsletter*, 50 (6), 1.

Gross, J. N. & **Kirkpatrick, J. B.** (2017, May). Family processes and firearms: Keeping children safe. *Arizona Association of School Psychologists Intervention Newsletter*, 49 (4), 2-8.

Good, T.L., & **Braden, J.S.** (2000). *Fact and fiction about charter schools*. Alexandria, VA: National School Board Association.

Good, T. L., & **Braden, J. S.** (2000). Charter schools: Another reform failure or a worthwhile investment? *Phi Delta Kappan*, 81, 745-750.

Good, T. L., & **Braden, J. S.** (2000). The charter school zeitgeist: Politicians should focus on issues of quality, not just of form. *Education Week*, 19, 45- 48.

PRESENTATIONS

Conference Presentations/Posters (Peer Reviewed):

Halpin, C.*, Yoon, J., & **Kirkpatrick, J.** (2019, February). *Self Determination and autonomy in individual education programs*. Poster accepted to be presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Persinger, L., Bohan, K., & **Kirkpatrick, J. B.**, (2018, February). Does MTSS impact young children before entering school? Poster presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

Persinger, L., **Kirkpatrick, J.**, Bohan, K., & Woodward, M.* (2018, February). Process and impact of RTI within SLD identification: Procedures and district-wide long-term outcomes. National Association of School Psychologists Annual Conference, Chicago, IL.

Gross, J. N.* & **Kirkpatrick, J. B.** (2017, November). Family processes and firearms: Keeping children safe. Poster presented at the Arizona Association of School Psychologists Annual Conference, Phoenix, AZ.

Invited Talks:

Spencer, M. & **Kirkpatrick, J.B.**, (2018, October). School psychology fieldwork supervisor training. Presentation for the UA School Psychology Program, Tucson, AZ.

Kirkpatrick, J. B., Weiss, C., & Bohan, K., Rice, K. (2017, November). Update on the Arizona Department of Education Dyslexia Handbook. Presentation at the Arizona Association of School Psychologists Annual Conference, Phoenix, AZ.

Kirkpatrick, J. B. & Thompson, S. (2016, April). Implementation of school and district-wide multi-tiered systems of support. Presentation for UA Chandler Professional Development Series, Chandler, AZ.

Kirkpatrick, J. B. & Weiss, C. (2016, February). SLD Guidelines: A discussion of current practices and best practices for the future. Presentation at the Arizona Council for Exceptional Children/Council for Administrators of Special Education, Phoenix, AZ.

Kirkpatrick, J. B., Rigdon, E., & Weiss, C. (2015, November). SLD Guidelines: A discussion of current practices and best practices for the future. Presentation at the Arizona Association of School Psychologists Annual Conference, Phoenix AZ.

Bohan, K., Cohen, S., Crosby, J., Hanna, B., **Kirkpatrick, J.**, Ostrom, J., Ratcliff, D., & Reynolds, A. (2007) How to Use the RTI process to identify learning disabilities, Arizona RTI Training, Phoenix, Arizona.

Cohen, S., **Kirkpatrick, J.**, & Ostrom, J. (2007, December). The School Psychologists Role in RTI, Arizona RTI Conference, Phoenix, Arizona.

Kirkpatrick, J., & Denning, A. (2007, December). RTI and Reading First: It all fits, Arizona RTI Conference, Phoenix, Arizona.

Kirkpatrick, J., & Denning, A. (2007). RTI and Reading First: It all fits, Leading Change Conference, Phoenix, Arizona.

Kirkpatrick, J. B., & Thompson, S.S. (2006, November). Understanding and using Curriculum Based Measurement. Arizona Association of School Psychologists Annual Conference, Phoenix, Arizona.

Kirkpatrick, J. B., & Thompson, S. S. (2004). Administration and use of Curriculum Based Measurement. Southern Arizona Psychological Association, Tucson, Arizona.

Hancock, C., & **Kirkpatrick, J. B.** (2004, January). DIBELS: An Overview. Southern Arizona Psychological Association, Tucson, Arizona.

GRANT/FUNDING ACTIVITIES

Pending:

PI: **Kirkpatrick, J. B.** & Wagman, R. (under review). Tucson Psychology Internship Consortium. American Psychological Association, Grant Program for School Psychology Internships. Amount requested: \$9,945.

Not funded:

PI: Antia, S., Yoon, J., Rivera, C., Kreimeyer, K., & **Kirkpatrick, J.** (2017). Improving teacher preparation of D/HH students through collaboration. U.S. Department of Education, Office of Special Education and Rehabilitative Services. Amount requested: \$1,249,040.

PI: Persinger, L., Bohan, K., **Kirkpatrick, J.** & Craddock, E.* (2017). Clinical judgment in decision making for eligibility in school psychology practice. Northern Arizona University, Faculty Grant Program. Amount requested: \$23,310.

SERVICE

National:

National Association of School Psychologists, Western Region ATS/GPR Committee Member July 2017 to present.

NRCLD RTI Study Participant, Dr. Don Deschler and Dr. Daryl Mellard, University of Kansas, October 2009 to May 2010.

U.S. Department of Education Arizona Representative, National Forum on RTI, Washington, DC, September 2007

State:

Arizona Department of Education, Program Reviewer, November 2018 to present

Arizona Association of School Psychologists, President, July 2018 to June 2019.

Arizona Association of School Psychologists, President-elect, July 2017 to June 2018.

Arizona Department of Education, Dyslexia Handbook Reviewer, March 2017 to present.

Arizona Association of School Psychologists, Professional Standards Committee, University Liaison, September 2016 to June 2017.

Arizona Association of School Psychologists, Grant application reviewer, June 2016 to present.

Arizona Association of School Psychologists, Southern Arizona Director, August 2004 to June 2008; June 2016 to June 2017.

Arizona Department of Education, SLD Guidance Committee, Phoenix, Arizona, February 2015 to December 2015

Arizona Department of Education, Arizona RTI Task Force, Phoenix, Arizona, August 2006 to December 2007.

Arizona Association of School Psychologists, Professional Development Committee Co-Chair, Phoenix, Arizona, August 2005 to June 2006.

University:

University of Arizona, Participant, Protective School Cultures Work Group, November 2018.

University of Arizona, Department of Disability and Psychoeducational Studies, Non-tenure eligible peer review committee (2018 to present).

University of Arizona, Department of Disability and Psychoeducational Studies, School Psychology Graduate Admissions Committee (2015-present).

University of Arizona, Department of Disability and Psychoeducational Studies, Assistant/Associate Professor Search Committee (2015-2016).

University of Arizona, College of Education, Dean's Graduate Student Advisory Group, College of Education, September 1997 to May 2000.

University of Arizona, College of Education, National Advisory Board, September 1998 to May 2000.

University of Arizona Department of Educational Psychology, Faculty Search Committee, September 1998 to May 2000.

University of Arizona, College of Education, Awards and Recognition Committee, September 1998 to May 1999.

University of Arizona, College of Education, Graduate Student Representative to AERA, April 1998, April 1999.

Local:

Southern Arizona Psychological Association, School Psychology Committee, Tucson, Arizona, September 2002 to September 2008, August 2014 to present.

Tucson Unified School District, Sam Hughes Elementary School, Volunteer, August 2017 to present.

Vail School District, District Progress Monitoring Committee (2009-2010, 2012-2015).

Vail School District, District Student Study Team Committee (2012-2015).

Vail School District, District Electronic Dashboard Design Committee (2013-2015).

Vail School District, Electronic Records System Selection Committee (2014-2015).

Tucson Unified School District, School Psychologist Interview Committee (2005-2007).

Tucson Unified School District, Electronic Records System Design Committee (2004-2005).

TEACHING

University of Arizona:

- Cognitive Assessment (SERP 674)
- Early Childhood Assessment and Intervention (SERP 602)
- School Psychology Practicum (SERP 694b)
- School Psychology Externship (SERP 694)
- School Psychology Internship (SERP 693b)
- College Teaching and Supervision (SERP 693C)
- Introduction to School Psychology (SERP 549)

Northern Arizona University:

- School-based Interventions (EPS 607)
- Psychodiagnostics II (EPS 738)

Doctoral Committee Member

- Erin Aldrich (in progress)
- Ashley McClung (in progress)
- Caitlan Allen
- Madison Knight
- Natalie Loomis
- Lauren Meyer
- Imelda Murrieta
- Nick Tanner
- Jennifer White
- Savannah Wright

Academic Advisor for Ed.S. School Psychology Students

- 2015-2016 – 5 students
- 2016-2017 – 15 students
- 2017-2018 – 14 students
- 2018-2019 – 16 students

ADDITIONAL PROFESSIONAL EXPERIENCES

Arizona Response to Intervention Trainer, October 2005 to September 2008.
Arizona DIBELS Trainer, September 2004 to December 2007

HONORS

Nominated for Arizona School Psychologist of the Year, AASP 2017.
Graduate College Fellowship, University of Arizona, 1999 to 2001.
Ora Bretal Scholarship, University of Arizona, August 1998.
Syracuse University Special Education Traineeship, 1992 to 1993.
Burton Blatt Memorial Scholarship, Syracuse University: 1993.
Steven Apter Scholarship, Syracuse University: 1993.
Williams Prize in Psychology, College of William & Mary: 1991.

PROFESSIONAL ASSOCIATION MEMBERSHIP

Arizona Association of School Psychologists
Southern Arizona Psychological Association
National Association of School Psychologists