

Kristen N. Missall

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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 Department of Psychology

Certification

2005 State of Kentucky Department of Education, School Psychologist Certification
2004 Nationally Certified School Psychologist, National Association of School Psychologists
2001 State of Minnesota Department of Children, Families and Learning School Psychologist Certification

Academic Appointment

2004-Present Assistant Professor, Department of Educational, School and Counseling Psychology
University of Kentucky

Significant Professional Experiences

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

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

2001-2002 School Psychologist, 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

- 2007 Selected as Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology/American Psychological Association Division 16/National Association for School Psychologists
- 2005 Recipient of Summer Research Fellowship, University of Kentucky
- 2001 Awarded Doctoral Dissertation Special Grant for doctoral students who demonstrate promise of substantial contribution to their field, University of Minnesota
- 1996 Selected for membership in Mortar Board National Honorary, University of Nebraska
- 1992-1996 Awarded undergraduate Tim D. Leon Scholarship, University of Nebraska

Refereed Publications

- Cadigan, K. & **Missall, K. N.** (accepted for publication). Measuring expressive language growth in young children with autism spectrum disorders. *Topics in Early Childhood Special Education*.
- Hojnoski, R. L. & **Missall, K. N.** (accepted for publication). Monitoring preschoolers' growth in language and early literacy: Linking assessment to instruction and intervention. *Young Exceptional Children*.
- Missall, K.**, Carta, J., McConnell, S., Walker, D., & Greenwood, C. (accepted for publication). A general outcomes approach to measuring early language and literacy in young children. *Infants and Young Children*.
- Hojnoski, R. L., & **Missall, K. N.** (in press). Addressing School Readiness: Expanding School Psychology in Early Education. *School Psychology Review*, 35(4).
- Missall, K. N.**, McConnell, S. R. & Cadigan, K. (in press). Early literacy development: Skill growth and relations between classroom variables for preschool children. *Journal of Early Intervention*, 29(1).
- Missall, K.**, Reschly, A., Betts, J., McConnell, S., Heistad, D., Pickart, M., Sheran, C., & Marston, D., (in press). A longitudinal examination of early literacy skills. *School Psychology Review*.
- McCormick, K., **Missall, K.**, Woods, J., & Sampers, J. (2006). *Council for Exceptional Children – Division for Early Childhood position paper on assessment*. Missoula, MT: Division for Early Childhood.
- 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.

Manuscripts under Review

- Missall, K. N.**, Tanabe, M. D., & McConnell, S. R. (submitted). Young children and early literacy experiences: Are preschool environments adequately differentiated for the children they serve? *Topics in Early Childhood Special Education*.

Manuscripts in Preparation

- Missall, K. N.**, & Jung, L. A. (in preparation). *Early reading and mathematical outcomes: Effects of early identification for special education services*.
- Missall, K. N.**, & McConnell, S. R. (in preparation). *Relations between general outcome measures of early literacy in preschool and kindergarten*.
- Missall, K.**, Cadigan, K., Carta, J., McConnell, S., Walker, D., & Greenwood, C. (in preparation). *Trends du jour in early childhood: What school psychologists should know*.

Chapters

- McConnell S. R., **Missall, K. N.**, Davis, S. D., Wackerle, A., & Cadigan, K. (TBD). Best practices in assessment of children ages three to five. To appear in A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*. Bethesda, MD: National Association of School Psychologists.

- Missall, K. N.**, & Hojnosi, R. L. (2006). The critical nature of young children's emerging peer-related social competence for transition to school. To appear in W. H. Brown, S. L. Odom, & S. R. McConnell (Eds.) *Peer-related social competence of young children* (2nd ed.). Baltimore, MD: Brookes.
- McConnell, S. R., **Missall, K. N.**, Silbergliitt, B., & McEvoy, M. A. (2002). Promoting social development in preschool classrooms. In M. R. Shinn, G. Stoner, & 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.

Curriculum and Technical Reports

- Missall, K.**, Bartholomay, T., & Olson, C. (2004). Paraprofessional online curriculum (Para eLink): Early childhood specialized area. Available at www.paraelink.net. Roseville, MN: Minnesota Department of Education.
- Missall, K. N.**, & McConnell, S. R. (2004). *Technical Report: Psychometric characteristics of individual growth and development indicators – Picture Naming, Rhyming & Alliteration*. Available at www.getgotgo.net. Minneapolis, MN: Center for Early Education and Development.

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.

Peer-Reviewed Paper Presentations: National/international

- Walker, D., Greenwood, C., **Missall, K.**, & Kaminski, R. (2006, February). *Outcomes of general outcome measurement: Informing intervention, policy implications and scaling up*. 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*. 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*. 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?* 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*. 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*. 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*. 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*. 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*. 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?* 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*. 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?* 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!* 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*. 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*. Pacific Coast Research Conference, La Jolla, CA.

Peer-Reviewed Paper Presentations: Regional

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

Invited Training Presentations

- 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 Indicators (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.

Research Support

Ongoing Research Support

Center for Collaborative Literacy Development **Missall (PI)** 07/01/06 – 07/01/07
Evaluation of Kentucky's early childhood teacher academies.
 Project to evaluate language, literacy and numeracy classroom instructional practices and child outcomes as a result of professional development. (\$66,000)

Completed Research Support

Organization for Autism Research Hammond (PI) 09/1/2005 – 8/31/06
Project ASIST (Asperger Syndrome and internalizing symptoms for future treatment)
 Project to investigate the prevalence, manifestation, and service of adolescent-aged children with Asperger's Syndrome (\$2,000)
 Role: Faculty Advisor

Center for Collaborative Literacy Development **Missall (PI)** 07/01/05 – 07/01/06
Evaluation of Kentucky's early childhood teacher academies.
 Project to evaluate language, literacy and numeracy classroom instructional practices and child outcomes as a result of professional development. (\$66,000)

University of Kentucky (Summer Fellowship) **Missall (PI)** 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. (\$6,000)

HD324D000018 McConnell (PI) 08/31/01 – 08/31/04
 OSEP, USDE
Improving preschoolers' reading outcomes through measurement and intervention in classroom environments.
 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. (\$525,000)
 Role: Project Director

University of Minnesota **Missall (PI)** 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. (\$2,500)

H024R10004
 OSEP, USDE
 McConnell (PI) 08/01/96 - 08/01/01
Early childhood research institute on substance abuse – kindergarten through third grade follow-up.
 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.

Requested Research Support

Unfunded Research

American Educational Research Association
 Missall (Co-PI) September, 2005
Special delivery: Gaining insight into service delivery and academic profiles of special education using ECLS K-3
 Project to analyze special education data from the Early Childhood Longitudinal Study developed by the National Center for Educational Statistics. (\$19,955)

Office of Elementary and Secondary Education, USDE
 McCormick (PI) April, 2005
 April, 2006
Kentucky quality enhancement through engaged and supportive training (K-QUEST)
 Project to provide professional development to early childhood educators in Eastern Kentucky and evaluate resulting child outcomes. (\$610,586)
 Role: External Evaluator

National Institutes of Health
 Missall (Co-PI) January, 2005
Developing outcome measures for young children.
 Project to refine and develop general outcome measures of language and early literacy for preschool-aged children. (\$2,300,000)
 Role: Site Principal Investigator
 (Scored, but not funded)

American Educational Research Association
 Missall (Co-PI) March, 2005
 September, 2006
Examining early educational experiences of young children with disabilities
 Project to analyze special education data from the Early Childhood Longitudinal Study developed by the National Center for Educational Statistics. (\$35,000)

OSEP, USDE (Field Initiated Research)
 McConnell (PI) February, 2003
Improving and expanding individual growth and development indicators to monitor progress for preschool children.
 Project to improve and expand general outcome measures of language, literacy, social development and numeracy for preschool-aged children. (\$540,000)
 Role: Co-PI and Project Director
 (Approved, but not funded)

OSEP, USDE (Initial Career Award)
 Missall (PI) February, 2003
School adjustment: Developing a trajectory and evaluating intervention for children transitioning from preschool to early elementary school.
 Project to monitor early literacy and early social skill development concurrently using general outcome measurement to create a norm-referenced trajectory of early school adjustment for screening. (\$225,000)
 (Unfunded)

University Instruction

University of Kentucky (2004-Present)

Educational Psychology (EDP) 675
EDP 640
EDP 776-002
EDP 782-007

Practicum in School Psychology
Individual Assessment of Cognitive Functioning
Individual Assessment of Psychoeducational Functioning
Independent Study in Educational Psychology

University of Minnesota (1999-2004)

Educational Psychology (EPsy) 5849
EPsy 8994

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

Guest Lectures (2001-Present)

University of Minnesota, EPsy 8811
University of St. Thomas (St. Paul, MN), SpEd 787
Bethel College (Arden Hills, MN), Psy 335

Foundations of Cognitive Assessment
Preschool Assessment
Tests and Measurement

Editorial Activities

2006-Present	Guest Reviewer, Young Exceptional Children
2005-Present	Guest Reviewer, Early Education and Development
2005-Present	Guest Reviewer, Topics in Early Childhood Special Education
2003-Present	Guest Reviewer, School Psychology Review
2003-Present	Ad Hoc Reviewer, Journal of Early Intervention

Professional Memberships

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

Professional Service

2006-Present	Member, Board of Directors, Child Development Centers of the Bluegrass, Lexington, Kentucky
2005-Present	Member, Great Schools Initiative Subcommittee on Mental Health and Well-Being, Fayette County Schools, Lexington, KY
2005-2006	Co-Author, DEC Position Paper on Developmental Disabilities
2005-2006	Co-Author, DEC Position Paper on Assessment
2005	Member, APA Division 16 Outstanding Dissertation Award Committee

University Service

University of Kentucky

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

2004-Present Early Childhood Program Faculty, Department of Special Education
 2006-2007 NCATE committee on assessment
 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

University of Minnesota

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

Graduate Committees

University of Kentucky

Chair, School Psychology Educational Specialist Committees

2009 Tracy Fisher
 2009 Erin Roberts
 2009 Laura Pierce
 2008 Jordan Shaw
 2008 Shakira Goldsmith-Mason
 2008 Bethany Hair
 2008 Zsuzsanna Costanzo
 2007 Erin Enyart
 2007 Allison Moore
 2007 Emily Greenglass
 2006 Joseph Babcock

Doctoral Committees, School Psychology

Ralph Johnson (Co-Chair)
 Katherine Matthews (Co-Chair)
 Rachel Hammond
 Stephanie Kampfer-Bohach
 Patricia Millett
 Theresa Nowak
 Nathan Roth
 2005 Leigh Ann Smith Ford
 Masters Committees, College of Education
 2006 Robyn Brookshire (IECE)

University of Minnesota

Master's Thesis Committees

2005	Jessica VanAlstine-Umhoefer (SP)
2004	Kristen Masters (SP)
2004	Ana Pratt (ECSE)