VITA

KEVIN MICHAEL JONES

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EDUCATION:

Louisiana State University
Baton Rouge, Louisiana
Master of Arts (Psychology): December 1994
Doctor of Philosophy (Psychology): December 1996

Louisiana State University in Shreveport
Shreveport, Louisiana
Specialist in School Psychology: May 1989
Bachelor of Science (Psychology): May 1986

PROFESSIONAL EXPERIENCE:

August 2008 to Present: Associate Professor in the School Psychology Program at Louisiana State University - Shreveport. Duties include teaching both undergraduate and graduate courses, advising graduate students, and serving as Director of the Specialist in School Psychology program.

August 2004 to July 2008: Associate Professor in the School Psychology Program at Miami University in Oxford, OH. Duties include supervision of practicum, teaching graduate seminar courses, directing programmatic research, and chairing/serving on thesis committees. Promotion to Associate (February 2006). *July 2004 to July 2008:* Graduate Studies Director. Duties include coordination of recruitment, admission, and policy for three graduate programs in the Department of Educational Psychology. *September 2006 to July 2008:* Coordinator, School Psychology Program.

August 2000 to July 2004: Assistant/Associate (Sept. 2003) Professor in the School Psychology Program at the University of Cincinnati. Duties include supervision of externship and practica,

teaching graduate seminar courses, directing research, and serving on division, college, and university committees.

August 1996 to July 2000: Assistant Professor in the Department of Psychology and member of the school psychology graduate faculty at Eastern Illinois University. Duties included teaching both undergraduate and graduate level courses, supervising thesis research and serving on departmental committees.

August 1987 to December 1991: Certified School Psychologist, Livingston, Bienville Parish School Boards. Duties included administration and interpretation of psychological, adaptive functioning, and educational instruments, participation on multi-disciplinary teams, and behavioral assessment/intervention.

PROFESSIONAL MEMBERSHIPS AND SERVICES:

Member, *National Association of School Psychologists (1989 – present)*
Member*, Louisiana School Psychological Association (2009-present)*
Executive Council*, Louisiana School Psychological Association (2010-2013)*
President-Elect, President, Past President
Executive Council*, Louisiana School Psychological Association (2015-2019)*
Chair, Continuing Professional Development

CERTIFICATION/LICENSURE

Type A School Psychologist (AN 508429), Louisiana Department of Education
Valid until February 1, 2021

EDITORIAL EXPERIENCE:

Associate Editor, *Proven Practice: Prevention and Remediation Solutions for Schools* (2001 - 2017)
Editorial Board, *Journal of School Psychology* (2006 - 2011)
Editorial Board, *Journal of Behavioral Education* (2004-2005)
Editorial Board, *Journal of Applied Behavior Analysis* (1999-2001; 2003-2006)
Editorial Board, *School Psychology Review* (2003-2006)

PUBLICATIONS (bolded names are student coauthors):

Refereed Articles

Davies, S. C., Jones, K. M., & Rafoth, M. A. (2010). Effects of a self-monitoring intervention on children with traumatic brain injury. *Journal of Applied School Psychology, 26, 308-326.*

Hofstadter, K. L., Jones, K. M., & Therrien, W. J. (2009). Class-wide effects of positive peer reporting on the academic engagement of children with emotional disturbance. *Journal of Evidence Based Practices for Schools, 10, 2-19.*

Jones, K. M., Wickstrom, K. F., **Noltemeyer, A**., **Brown, S.**, **Schuka, J.**, & Therrien, W. J. (2009). *An experimental analysis of reading fluency. Journal of Behavioral Education, 18, 35-55.*

Therrien, W. J., **Ojwaja, J. A**.,, Wickstrom, K. F., & Jones, K. M. (2008). Comparison of the effects of repeated reading and sequential reading on fluency and word acquisition. *Journal of Balanced Reading Instruction, 15,* 27-38*.*

Morrison, J., & Jones, K. M. (2007). The effects of positive peer reporting as a class-wide positive behavior support. *Journal of Behavioral Education, 16, 111-124.*

Friman, P. C., **Hofstadter, K. L**., & Jones, K. M. (2006). A biobehavioral treatment of functional encopresis in children. *Journal of Early and Intensive Behavioral Intervention, 3,* 247-256*.*

Therrien, W. J., Wickstrom, K. F., & Jones, K. M. (2006). Effects of a combined repeated reading and question generation intervention on reading achievement. *Learning Disabilities Research & Practice, 21(2), 89-97*.

Friman, P. C., & Jones, K. M. (2005). Behavioral treatment for nocturnal enuresis. *Journal of Early and Intensive Behavioral Intervention, 2,* 259-267.

Barnett, D. W., Daly, E. J., III, Jones, K. M., & Lentz, F. E. (2004). Response to intervention: Empirically-based special service decisions from single-case designs of increasing and decreasing intensity. *Journal of Special Education, 38,* 66-79.

Jones, K. M., **Weber, N. L**., & **Drew, H. A.** (2002). Effects of guided compliance on the off-task behavior of students with Attention Deficit-Hyperactivity Disorder. *Proven Practice: Prevention and Remediation Solutions for Schools, 4,* 65-69.

Jones, K. M., & Wickstrom, K. F. (2002). Done in sixty seconds: Further analysis of the brief assessment model for academic problems. *School Psychology Review, 31,* 554-568.

Moroz, K. B., & Jones, K. M. (2002). The effects of positive peer reporting on children's social involvement. *School Psychology Review, 31,* 235-245.

Skinner, C. H., Neddenriep, C. E., Robinson, S. L., Ervin, R. A., & Jones, K. M. (2002). Altering educational environments through positive peer reporting: Prevention and remediation of social problems associated with behavior disorders. *Psychology in the Schools, 39,* 1-12.

MacLeod, I. R., Jones, K. M., Somers, C. L., & Havey, J. M. (2001). An evaluation of the effectiveness of school-based behavioral consultation. *Journal of Educational and Psychological Consultation, 12*¸ 203-216.

Jones, K. M., **Harmon, A.,** & Wickstrom, K. F. (2001). A comparison of brief and extended experimental analyses of oral reading fluency. *Proven Practice: Prevention and Remediation Solutions for Schools, 3,* 61-67.

Jones, K. M., & **Lungaro, C. J**. (2000). Teacher acceptability of functional assessment-derived treatments. *Journal of Educational and Psychological Consultation, 11,* 323-332.

Jones, K. M., **Drew, H. A**., & **Weber, N. L**. (2000). Noncontingent peer attention as treatment for disruptive classroom behavior. *Journal of Applied Behavior Analysis, 33,* 343-346.

Jones, K. M., Young, M. M., & Friman, P. C. (2000). Increasing peer praise of socially rejected delinquent youth: Effects on cooperation and acceptance. *School Psychology Quarterly, 15,* 30-39.

Jones, K. M., & Friman, P. C. (1999). A case study of behavioral assessment and treatment of insect phobia. *Journal of Applied Behavior Analysis, 32,* 95-98.

Wickstrom, K. F., Jones, K. M., LaFleur, L., & Witt, J. C. (1998). An analysis of treatment integrity in school-based consultation. *School Psychology Quarterly, 13,* 141-154.

Jones, K. M., Wickstrom, K. F., & Friman, P. C. (1997). The effects of observational feedback on treatment integrity in school-based behavioral consultation. *School Psychology Quarterly, 12,* 316-326.

Jones, K. M., Swearer, S. M., & Friman, P. C. (1997). Relax and try this instead: Abbreviated habit reversal for maladaptive self-biting. *Journal of Applied Behavior Analysis, 30,* 697-699.

Northup, J., Jones, K., Broussard, C., DiGiovanni, G., Herring, M., Fusilier, I., & Hanchey, A. (1997). A preliminary analysis of interactive effects between common classroom contingencies and methylphenidate. *Journal of Applied Behavior Analysis, 30,* 121-125.

Northup, J., George, T., Jones, K. M., Broussard, C. D., & Vollmer, T. R. (1996). A comparison of reinforcer assessment methods: The utility of verbal and pictorial choice procedures. *Journal of Applied Behavior Analysis, 29,* 201-212.

Northup, J., Broussard, C., Jones, K., George, T., Vollmer, T. R., & Herring, M. (1995). The differential effects of teacher and peer attention for three children with a diagnosis of attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis, 28,* 227-228.

Northup, J., Jones, K., Broussard, C. & George, T. (1995). A preliminary comparison of reinforcer assessment methods for children with attention-deficit hyperactivity disorder. *Journal of Applied Behavior Analysis, 28,* 99-100.

Test Reviews and Book Chapters

Jones, K. M., & Wickstrom, K. F. (2009). Using functional assessment to select behavioral interventions. In R. Ervin, G. Peacock, E. Daly, & K. Merrell (Eds.), *Practical handbook of school psychology (pp 192-210)*. New York: Guilford.

Jones, K. M., Wickstrom, K. F., & Daly, E. J. (2008). Best practices in the brief assessment of reading concerns. In A. Thomas & T. Grimes (Eds.), *Best practices in school psychology-V (pp 489-501)*. Bethesda, MD: National Association of School Psychologists.

Green, J. H., Reiger, C. J., Maras, M. A., Jones, K. M., Marconi, M., & Perlin, R. (2008). Triumphs and tribulations of a community-university partnership in expanded school

mental health. In T. Poetter (Ed.), Poetter, T.S., & Eagle, J. (2009). *The Art and Science of Partnership: Catalytic Cases of School, University, and Community Renewal (pp. 123-144)*. Lanham, MD: University Press of America.

Jones, K. M. (2005). Functional behavioral assessment. In S. W. Lee (Ed.), *Encyclopedia of School Psychology* (pp. 214-216). Thousand Oaks, CA: Sage.

Jones, K. M. (2003). A review of the Reynolds Adolescent Adjustment Screening Inventory. In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *Fifteenth Mental Measurements Yearbook* (pp. 735-737). Lincoln, NE: Buros Institute of Mental Measurement.

Jones, K. M. (2003). A review of the ADHD-Symptoms Rating Scale. In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *Fifteenth Mental Measurements Yearbook* (pp. 30-32). Lincoln, NE: Buros Institute of Mental Measurement.

Ervin, R. A., Jones, K. M., Radford, P. M., & Gingerich, M. (2002). Proactive and preventative assessment, intervention selection, and progress monitoring practices for students with or at-risk for ADHD. In K. L. Lane, F. M. Gresham, & T. E. O=Shaughnessy (Eds.), *Interventions for children with or at-risk for emotional and behavioral disorders*. Boston: Allyn & Bacon.

Jones, K. M. (2001). Review of the BASC Monitor. In B. S. Plake & J. C. Impara (Eds.), *Fourteenth Mental Measurements Yearbook* (pp. 110-112). Lincoln, NE: Buros Institute of Mental Measurement.

Jones, K. M. (2001). Review of the Behavior Dimensions Scale. In B. S. Plake & J. C. Impara (Eds.), *Fourteenth Mental Measurements Yearbook* (pp. 140-141). Lincoln, NE: Buros Institute of Mental Measurement.

Witt, J. C., & Jones, K. M. (1998). Review of the Behavior Assessment System for Children. In J. C. Impara & B. C. Plake (Eds.), *Thirteenth Mental Measurements Yearbook*. Lincoln, NE: Buros Institute of Mental Measurement.

Friman, P. C., & Jones, K. M. (1997). Elimination disorders. In F. M. Gresham & T. S. Watson (Eds.), *Handbook of child behavior therapy* (pp 239-260). New York: Plenum.

Witt, J. C., & Jones, K. M. (1995). A review of Monitoring Basic Skills Progress. In J. C. Conoley & J. C. Impara (Eds.), *Twelfth Mental Measurements Yearbook*. Lincoln, NE: Buros

Institute of Mental Measurement.

Newsletter Articles and Other Works

Jones, K. M., & Ervin, R. A. (1999). Functional behavior assessment: Looking beyond feeling good about ourselves. *NASP Communique, 28,* 23-24.

Jones, K. M., Swearer, S. M., & Friman, P. C. (1996). Functional analysis of entomophobia in a boy in residential care: A preliminary case report. *The Clinical Behavior Analyst, 1,* 5-7.

Jones, K. M., & Witt, J. C. (1994). Rating the ratings of raters: A critique of the Behavior Assessment System for Children. *Child Assessment News, 4*, 10-11.

Jones, K., & Witt, J. C. (1992). *What works: A handbook for dealing effectively with behavior problems*. Baton Rouge, LA: Louisiana State Department of Education.

Grants and Contracts

Crosby, M., Jones, K., Welch, M., & Wickstrom, K. (2012). *Comprehensive Learning Supports.* Louisiana Department of Education. August 2011-July 2012. $150,000.

Jones, K. M., & Krug, K. (2009). *School of Reading and Organization for Cool Kids.* Shreveport-Bossier Community Foundation. August 2009-July 2010. $17, 950.

Jones, K. M. (2015). *Staying ahead of the (bell) curve.* Technology grant. LSU Shreveport. $5918.42.

Jones, K. M. (2017). *Better teaching through real-world lessons: Enhanced school psychology training using clinical case studies*. Targeted enhancement grant. LSU Board of Regents. $92,293 **(Not Funded).**

Jones, K. M. (2018). *Two birds, one stone: Teaching science while treating reading disabilities*. Faculty Research/Development Grant. LSU Shreveport. $5000.

Jones, K. M. (2018). *Launching the LSUS Flight School*. Faculty Research/Development Grant. LSU Shreveport. $5000.

Whiting, S. & Jones, K. M. *Penny for your thoughts*. Faculty Research/Development Grant. LSU Shreveport. $3100.

CONFERENCE PRESENTATIONS (First Authored Only)*:*

Jones, K.M., Judd, M., & Wickstrom, K. (2019, March). *Two birds, one stone: Teaching science while treating reading disabilities*. Paper presentation at the annual conference of the National Association of School Psychologists. Atlanta, GA.

Jones, K.M., Purvis, L., & Judd, M. (2018, November). *Gifted screening and assessment*. Presentation at the annual conference of the Louisiana School Psychological Association. Lafayette, LA.

Jones, K. M. & Horton, H. (2017, February). *The unbearable lightness of rereading*. *Poster* presentation a the annual conference of the National Association of School Psychologists. San Antonio, TX.

Jones, K. M. (2017, November). Mobile iPhone app for multi-tiered reading interventions. *Paper* presentation at the annual conference of the 37th Annual Louisiana School Psychologists Association meeting. Lafayette, LA.

Jones, K. M. (2015, November). *Victorious Secret: Models for Best Practices in Louisiana*. *Paper* presentation at the annual conference of the Louisiana School Psychologists Association meeting. Lafayette, LA.

Jones, K. M., Welch, M., & Wickstrom, K. F. (2015, February). *A positive impact evaluation model for school psychologists. Paper* presentation at the annual conference of the National Association of School Psychologists. Orlando.

Jones, K. M. (2015, February). *RAAC: A combined fluency-comprehension-prosody strategy for struggling readers.* Paper presentation at the annual conference of the National Association of School Psychologists. Orlando.

Jones, K. M., Welch, M., & Wickstrom, K. F. (2013, November). *The positive impact evaluation model for school psychological services. Paper* presentation at the annual conference of the Louisiana School Psychologists Association meeting. Lafayette, LA.

Jones, K. M., Welch, M., Wickstrom, K. F., & Gearheart, S. (2013, February). *The final, front tier:*

Comprehensive learning supports. Poster presentation at the annual conference of the National Association of School Psychologists. Seattle.

Jones, K. M., Welch, M., & Wickstrom, K. F. (2013, February). *Show thy impact: Value-added assessment of school psychological services*. Mini-skills workshop presentation at the annual conference of the National Association of School Psychologists. Seattle.

Jones, K. M., Welch, M., Magee, R., & Wickstrom, K. (2012, November). *The Added Value of Value Added*. Paper presentation at the annual Louisiana School Psychologist's Association meeting in Lafayette, LA.

Jones, K. M., & Wickstrom, K. F. (2011, February). *SMART: Self-monitoring and retention training for anti-social children*. Paper presentation at the annual conference of the National Association of School Psychologists. San Francisco.

Jones, K. M., & Wickstrom, K. F. (2010, April). *Repeated readings: A component analysis*. Paper presentation at the annual conference of the National Association of School Psychologists. Chicago.

Jones, K. M., & Wickstrom, K. F. (2009, November). *Functional behavior assessment: A toolkit for practitioners*. Paper presentation at the annual Louisiana School Psychologist's Association meeting in Lafayette, LA.

Jones, K. M., & Wickstrom, K. F. (2008, November). *A data-based problem solving model for addressing student response to intervention*. Paper presentation at the annual Louisiana School Psychologist's Association meeting in Lafayette, LA.

Jones, K. M., Vincent, E., Albrecht, M., Stephan, S., & Russ, L. (2008, February). *School of R.O.C.K.(Reading and Organization for Cool Kids).* Mini-skills workshop presented at the annual conference of the National Association of School Psychologists. New Orleans.

Jones, K. M., Wickstrom, K. F., Hofstadter, K., & Rodriguez. (2007, March). *A Comprehensive Evaluation Model Incorporating Response to Intervention*. Mini-skills workshop presented at the annual conference of the National Association of School Psychologists, New York.

Jones, K. M., VanDerHeyden, & A., Burns, M. (2005, April). *Problem solving accelerators: Innovations in intervention-based service delivery.* Symposium presentation at the annual conference of the National Association of School Psychologists, Atlanta.

Jones, K. M., Wickstrom, K. F., Ardoin, S., Daly, E. J., Bossard, M., & Kolavaleski, J. (2005, April). *Response to intervention: A review of three demonstration projects.* Symposium presentation at the annual conference of the National Association of School Psychologists, Atlanta.

Jones, K. M. (2004, May). *Response to intervention: A comprehensive service delivery model.* Symposium presentation at the annual conference of the Association for Behavior Analysis, Boston.

Jones, K. M., & Morrison, J. (2004, May). *Positive peer reporting as a school-wide positive behavioral support.* Poster presentation at the annual conference of the Association for Behavior Analysis, Boston.

Jones, K., Adams, A., Burt, J., Kuess, C., & Ransdell, A. (2002, April). *Training school psychologists to use increasing intensity designs*. Poster presentation at the annual Spring Research Conference, Cincinnati.

Jones, K. M., Barnett, D. W., Wronkiewicz, C. C., Sloniker, R. J., & Morris, J. E. (2001, May). *Intervention-based assessment: A behavioral approach to determining special education eligibility.* Poster presentation at the annual conference of the Association for Behavior Analysis, New Orleans.

Jones, K. M., & Moroz, K. B. (2001, May). *The effects of positive peer reporting on the social involvement of three withdrawn children*. Poster presentation at the annual meeting of the Association for Behavior Analysis, New Orleans.

Jones, K. M., Eckert, T. L., Mace, A. B., Ervin, R. A., Broussard, C. D., & Northup, J. (2000, April). *Linking functional analysis to treatment design.* Symposium at the annual meeting of the National Association of School Psychologists, New Orleans.

Jones, K. M., & Lungaro, C. J. (2000, April). *Teachers' acceptability of functional assessment-based treatments.* Poster presentation at the annual meeting of the National Association of School Psychologists, New Orleans.

Jones, K. M., Weber, N., & Drew, H. (1999, May). *A brief evaluation of noncontingent reinforcement as treatment for disruptive behavior maintained by peer attention.* Poster presentation at the annual meeting of the Association for Behavior Analysis, Chicago.

Jones, K. M., & Ervin, R. A. (1998, May). *Effects of peer praise on the cooperation and acceptance of socially rejected delinquent youth*. Research symposia at the annual meeting of the Association for Behavior Analysis, Orlando.

Jones, K. M. (1998, May). *Functional analysis and treatment of insect phobia*. Poster presentation at the annual meeting of the Association for Behavior Analysis, Orlando.

Jones, K. M., Young, M. M., & Friman, P. C. (1996, May). *Increasing treatment integrity in behavioral consultation using a performance feedback package*. Poster presented at the annual meeting of the Association for Behavior Analysis, San Francisco.

Jones, K. M., Wickstrom, K. F., Young, M. M., & Friman, P. C. (1996, May). *Positive peer reporting: A direct replication*. Poster presented at the annual meeting of the Association for Behavior Analysis, San Francisco.

TEACHING (LSU SHREVEPORT APPOINTMENT)

PSYC 491/691 Field Experience in Applied Psychology
PSYC 409/609 Human Exceptionality
PSYC 710 Introduction to School Psychology
PSYC 745 Pediatric Psychology
PSYC 751 Psychological Assessment I
PSYC 752 Psychological Assessment II
PSYC 753 Assessment Practicum I
PSYC 754 Assessment Practicum II
PSYC 755 Applied Behavior Analysis
PSYC 748 Law and Ethics for School Psychologists

COMMUNITY ENGAGEMENT AND SERVICE

Parting the Waters: Providing school psychological services to English Language Learners. This partnership between the school psychology program and the Children's

Center's Afterschool Program at Hamilton Living Water Ministries, Hamilton, Oh, provided program evaluation and phonemic awareness training to children at risk for poor literacy outcomes. (September 2006 - August 2008).

School of Reading and Organization for Cool Kids (R.O.C.K.). This partnership between the school psychology program and local educational agencies provides intensive academic and self-management tutoring to children identified at risk for poor academic and social outcomes (Summer 2005 - present).

Oxford Literacy Team. This partnership with literacy experts in the community created a non-profit organization devoted to securing funds for at-risk children and youth to access summer reading programs and preschool services (Aug 2006-.July 2008).

AWARDS

Teaching

Outstanding faculty member of the year. Psi Chi, Eastern Illinois University, April 20, 2000.

Service

Editorial Appreciation Award. School Psychology Review, May 2003.

Outstanding Service Award. Louisiana State University-Shreveport, May 2017.

REFERENCES

T. Steuart Watson, PhD
Head, Dept. of Educational Psychology
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