

Adam Lockwood, PhD, NCSP, LP

Curriculum Vitae

Kent State University
School of Lifespan Development and Educational Sciences
150 Terrace Drive
Kent, OH 44242
(707) 298-1804 | alockwo2@kent.edu | OSF Profile: <https://osf.io/a95xd/>

EDUCATION

University of Kansas Medical Center, Department of Pediatrics, Kansas City, KS

7/2015 – 7/2016 Leadership Education in Neurodevelopmental and Related Disabilities
Post-Doctoral Psychology Fellow
Supervisors: Rene Jamison, Ph.D. & Catherine Smith, Ph.D.

Northern Arizona University, Department of Educational Psychology, Flagstaff, AZ

8/ 2015 Ph.D., School Psychology
(NASP Approved School Psychology Program)

Louisiana State University, Health Sciences Center, New Orleans, LA

7/ 2014 – 7/2015 Louisiana School Psychology Internship Consortium (APA
Accredited)
Supervisors: Alan Coulter, Ph.D. & Amy Morvant, Ph.D.

University of Oregon, Psychology Department, Eugene, OR

6/2007 B.S., Psychology

TEACHING EXPERIENCE

8/2024 – present Associate Professor, School Psychology Program
1/2021 – 8/2024 Assistant Professor, School Psychology Program
School of Lifespan Development and Educational Sciences
College of Education, Health, and Human Services
Kent State University

8/2017 – 12/2020 Assistant Professor, Applied Psychology Program
Department of Psychology
College of Education & Behavioral Sciences
Western Kentucky University

8/2010 – 5/2015 Graduate Teaching Assistant
Department of Educational Specialties
College of Education
Northern Arizona University

5/ 2011 – 5/ 2014 Substitute Teacher
Flagstaff Unified School District

11/2008 – 6/2010 Special Education Para-Educator
Portland Public Schools

PUBLICATIONS

*Student or Trainee Contributor

Refereed Publications (n = 27)

 Open materials

 Open data

 Pre-registered

Lockwood, A., *Shergill, G. & Choi, D. (in press). AI Integration or domestication? Adoption patterns and ethical concerns among Ohio school psychologists. *Contemporary School Psychology*. https://osf.io/preprints/osf/rv7du_v1.  

Lockwood, A., Newman, D. S., *Mossing, K.W., *Glubzinski, A., & *Cohen, E. (2025). [Human vs. machine: A comparative analysis of qualitative coding by humans and ChatGPT-4](#). *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000715>. 

Farmer, R., **Lockwood, A.**, Floyd, R., & *Sisco, A. (2025). [How are school psychologists using artificial intelligence in 2024? A descriptive study](#). *School Psychology*. Advance online publication. <https://psycnet.apa.org/doi/10.1037/spq0000713>.  

Lockwood, A. Brown, J. (2025). [Mitigating AI bias in school psychology: Toward equitable and ethical implementation](#). *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2025.2529148>.

Lockwood, A., Farmer, R., *Shergill, G., Benson, N., Gilbert, K. (2025). [Human vs. machine: Comparing AI-generated and human-written psychological reports](#). *Journal of Psychoeducational Assessment*. Advance online publication. <https://doi.org/10.1177/07342829251346623>.   

Farmer, R., **Lockwood, A.**, Goforth, A., & Thomas, C. (2024). [Artificial intelligence in practice: Opportunities, challenges, and ethical considerations](#). *Professional Psychology: Research and Practice*. 56(1), 19–32. doi.org/10.1037/pro0000595

- Lockwood, A., Wiley, A. & Cowan, R. (2024).** [Special educator training in norm-referenced academic assessment: An analysis of syllabi](#). *Special Education Research, Policy and Practice*. 8, 112-127. [OSF: <https://osf.io/swfzk/>] 
- Lockwood, A., & Castleberry, J. (2024).** [Examining the capabilities of GPT-4 to write an APA-style school psychology paper](#). *Contemporary School Psychology*. doi.org/10.1007/s40688-024-00500-z [OSF: <https://osf.io/v9537/>] 
- Lockwood, A., Benson, N., Farmer, R., *Klatka, K., & Lilly, K. (2023).** [A comparison of special education students' norm-referenced academic achievement before and during COVID-19](#). *Remedial and Special Education*. 45(4), 203– 215 doi.org/10.1177/07419325231199272 [OSF: <https://osf.io/v9537/>] 
- Lockwood, A., *Klatka, K., *Parker, B., & Benson, N. (2023).** [Administration and scoring errors on The Woodcock Johnson IV Tests of Achievement: Before and during COVID-19](#). *Journal of Psychoeducational Assessment*. doi.org/10.1177/07342829231166725 [OSF: <https://osf.io/v9537/>] 
- Lockwood, A., *Klatka, K., *Freeman, K., Benson, N., & Farmer, R. (2023).** [School psychology trainees' administration and scoring errors on The Woodcock Johnson IV Tests of Achievement](#). *Journal of Psychoeducational Assessment*. 41(1). 36-48. doi.org/10.1177/07342829221124355. [OSF: <https://osf.io/r85ax/>] 
- Farmer, R. L., McGill, R. J., **Lockwood, A. B.**, Dombrowski, S., Canivez, G.L., & Zaheer, I. (2022). [Warning signs for hype in school-based assessment: Implications for training and pedagogy](#). *School Psychology Training & Pedagogy*, 39(1). <https://www.sptpjournals.org/>
- Lockwood, A., Farmer, R., & Krach, K. (2022).** [Examining school psychologists' attitudes toward standardized assessment tools](#). *Journal of Psychoeducational Assessment*, (40)3. 311-326. doi.org/10.1177/07342829211057642. [OSF: <https://osf.io/u2k48/>] 
- Lockwood, A., Benson, N., Farmer, R., & *Klatka, K. (2022).** [Test use and assessment practices of school psychology training programs: Findings from a 2020 survey of U.S. faculty](#). *Psychology in the Schools*, 59(4). 698-725. doi.org/10.1002/pits.22639. [OSF: <https://osf.io/62k3z/>] 
- Lockwood, A., Farmer, R., *Schmitt, M., Sealander, K., Lanterman, C., & Adkins, M. (2022).** [The course on norm-referenced academic assessment: A survey of special education faculty](#). *Psychology in the Schools*, 59(2). 398–412. doi.org/10.1002/pits.22616 [OSF: <https://osf.io/ebc5y/>] 
- Lockwood, A., Farmer, R., *Winans, S., & Sealander, K. (2021).** [Specific learning disability identification practices in the U.S.A: A survey of special education administrators](#). *Contemporary School Psychology*. doi.org/10.1007/s40688-021-00375-4 [OSF: <https://osf.io/wcuvz/>] 

- Lockwood, A.,** Farmer, R., Bohan, K., *Winans, S., & Sealander, K. (2021). [Academic achievement test use and assessment practices: A national survey of special education administrators](#). *Journal of Psychoeducational Assessment*, 39(4), 436-451. doi.org/10.1177/0734282920984290 [OSF: <https://osf.io/wcuvz/>] 
- Lanterman, C., **Lockwood, A.,** Sealander, K., & *Winans, S. (2021). [Expanding the gaze and moving the needle: Inclusion for students with emotional and behavioral disorders](#). *Preventing School Failure*, 65(3), 185-193. doi.org/10.1080/1045988X.2020.1852526
- Farmer, R. L., McGill, R. J., Dombrowski, S., Benson, N. J., Smith-Kellen, S., **Lockwood, A.,** Powell, S., Pynn, C., & Stinnett, T. (2021). [Conducting psychoeducational assessments during the COVID-19 crisis: The danger of good intentions](#). *Contemporary School Psychology*, 25, 27–32. doi.org/10.1007/s40688-020-00293-x
- Farmer, R. L., McGill, R. J., Dombrowski, S. C., McClain, M. B., Harris, B., **Lockwood, A.,** Powell, S. L., Pynn, C., Smith-Kellen, S., Loethen, E., Benson, N. F., & Stinnett, T. A. (2020). [Teleassessment with children and adolescents during the Coronavirus \(COVID-19\) pandemic and beyond: Practice and policy implications](#). *Professional Psychology: Research and Practice*, 51(5), 477–487. doi.org/10.1037/pro0000349
- Lockwood, A.,** & Farmer, R. (2020). [The course on cognitive assessment: Two decades later](#). *Psychology in the Schools*, 57(2), 265-283. doi.org/10.1002/pits.22298 [OSF: <https://osf.io/69w58/>] 
- Lockwood, A.,** Sealander, K., Gross, T.J., & Lanterman, C. (2020). [Teacher trainees' administration and scoring errors on the Kaufman Test of Educational Achievement](#). *Journal of Psychoeducational Assessment*, 38(5), 551-563. doi.org/10.1177/0734282919871144
- Gross, T., Li, Q., & **Lockwood, A.** (2019). [Pilot study to develop an augmented student support needs scale to address the needs of HBCU students](#). *The Journal of Negro Education*, 88(3), 213-228. doi.org/10.7709/jnegroeducation.88.3.0213
- Lockwood, A.,** Gross, T. J., Farmer, R.L., & Loke, S. W. (2019). [Huber Inventory of Trainee Self-efficacy \(HITS\): Assessment of measurement models](#). *Psychology in the Schools*, 56(6), 992-1003. doi.org/10.1002/pits.22230
- Lockwood, A.,** McClure, J., Sealander, K., & Baker, C.N. (2017). Measuring school psychology trainees' self-efficacy. *Psychology in the Schools*, 54(6), 655-670. doi.org/10.1002/pits.22016
- Lockwood, A.** (2013). Mindfulness: Implications of, and evidence for, its use in couple's therapy. *Counseling and Wellness: A Professional Counseling Journal*, 4, 43-53.
- Sealander, K., Johnson, G., **Lockwood, A.,** & Medina, C. (2012). Concrete–semiconcrete–abstract (CSA) instruction: A decision rule for improving instructional efficacy. *Assessment for Effective Intervention*, 38(1), 53-65. doi.org/10.1177/1534508412453164

Invited Peer Reviewed Publications (n = 4)

Lockwood, A., Dillon, C. Farmer, R., & Kubick, R. (2025). [Adoption and ethics of AI in school psychology in the 2024-2025 school year: A statewide survey of Ohio practitioners](https://doi.org/10.13140/RG.2.2.33499.07209). *The Ohio School Psychologist*. 69(3). 12-25. <https://doi.org/10.13140/RG.2.2.33499.07209>

Lockwood, A., York, J., Kubick, R., Reynolds, J., & VanHoorhis, R. (2025). 2023 OSPA omnibus survey, part I: Ohio school psychologists' individual and work setting characteristics. *The Ohio School Psychologist*. 69(3). 5-11.

Goforth, A. N., Farmer, R. L., Kim, S. Y., Naser, S. C., **Lockwood, A.,** & Affrunti, N. (2021). Status of school psychology in 2020: [A look at the NASP membership survey](https://www.nasponline.org/Documents/Research%20and%20Policy/Research%20Center/NRR_2020-Membership-Survey-P1.pdf). *NASP Research Reports*, 5(2). 1-17. https://www.nasponline.org/Documents/Research%20and%20Policy/Research%20Center/NRR_2020-Membership-Survey-P1.pdf

Farmer, R. L., Goforth, A. N., Kim, S. Y., Naser, S. C., **Lockwood, A.,** & Affrunti, N. (2021). [Status of school psychology in 2020: Part 2, professional practices in the NASP membership survey](https://www.nasponline.org/Documents/Research%20and%20Policy/Research%20Center/RR_NASP-2020-Membership-Survey-part-2.pdf). *NASP Research Reports*, 5(3). 1-17. https://www.nasponline.org/Documents/Research%20and%20Policy/Research%20Center/RR_NASP-2020-Membership-Survey-part-2.pdf

Book Chapters (n = 1)

Sealander, K., Lanterman, C., Novelli, M. Sujo-Montes, L., & **Lockwood, A.** (2017). Reconceptualizing inclusion in an era of reform. In F. Mizikaci & G. Senese (Eds.), *The Language of Freedom and the Teacher's Authority: Critical Case Connections, Turkey and the United States*. Rowman & Littlefield.

Newsletter/Media/Other Publications (n = 7)

Lockwood, A. (2025, October). Rethinking practice with AI: A preview of what's ahead in Chicago. [Interview]. *Communiqué*, 54(3), 38–39.

Lockwood, A. (2025). Leveraging AI to create accessible, patient-centered tools: A voice-activated history form case study. *The Florida School Psychologist*, 50(2). 24-27. https://fasp.memberclicks.net/assets/Newsletter/FloridaSchoolPsychologist_Fall2025.pdf

Lockwood, A. (2025). Building educational apps with AI. *Communiqué*. 53(2). 28-30. [https://www.nasponline.org/resources-and-publications/periodicals/communiqu%C3%A9-volume-54-number-1-\(september-2025\)/building-educational-apps-with-ai](https://www.nasponline.org/resources-and-publications/periodicals/communiqu%C3%A9-volume-54-number-1-(september-2025)/building-educational-apps-with-ai)

Lockwood, A. (2025). The Red Queen effect and AI in a rapidly evolving technological landscape. *Communiqué*. 53(6). 17-19. <https://www.nasponline.org/publications/periodicals/communiqué/issues/volume-53-issue-6/the-red-queen-effect-of-ai-in-a-rapidly-evolving-technological-landscape>

Lockwood, A. (2024, November). AI in scholarship: What is it and how can it help me? [Interview]. *Society for the Study of School Psychology*. <https://www.sssp-research.org/ai-in-scholarship-what-is-it-and-how-can-it-help-me/>

Farmer, R., **Lockwood, A.**, Harris, B., McClain, M., Dombrowski, S., & McGill, R. (2020). [Questions to ask before remote testing](#). Figshare. Media. doi.org/10.6084/m9.figshare.12330533.v1

Lockwood, A., & Coulter, A. (2017). Rights without labels: Thirty years later. *Communiqué*, 45(6), 29-30.

Lockwood, A. (2015). DSM-5 and school psychology: Specific learning disorders. *Communiqué*, 44(4), 28-29.

Manuscripts Under Review (n = 8)

Lockwood, A., Farmer, & Monsour, T. (under review). GenAI in Occupational Therapy: A Survey of Adoption, Ethical Concerns, and Training Needs. 

Lockwood, A., *Islam Nisha, S., Hendricks, A. E., & Meadan, H. (under review). Artificial intelligence adoption and ethical considerations among speech-language pathologists in 2025. 

Lockwood, A., *Shergill, G, Kim, S., Choi, D., Farmer, R., & Sansosti, F. (under review). Smart tools, wise practice: Ethical integration of AI in school psychology. *PsyArXiv*. https://osf.io/preprints/psyarxiv/jm925_v1

Reichert, K., **Lockwood, A.**, & Bohanon, H. (under review). AI-driven systems in MTSS: Potential opportunities and challenges. *PsyArXiv*. https://doi.org/10.31234/osf.io/gpd36_v1

Farmer, R., **Lockwood, A.**, & Floyd, R. *Sisco, A. (under review). AI in psychoeducational assessment: A descriptive study of report generation. *PsyArXiv*. https://doi.org/10.31234/osf.io/ku964_v1 

Dillon, C., **Lockwood, A. B.**, Newman, D. S., Villarreal, J. N., *Fulwood, J., & Choi, D. (under review). Artificial intelligence governance in school psychology programs: Institutional and programmatic policies. *PsyArXiv*. <http://dx.doi.org/10.13140/RG.2.2.22725.36324>. 

Reichert, K., **Lockwood, A.**, & Kukura, J. (under review). Leveraging artificial intelligence (AI) to strengthen MTSS within Catholic schools. *PsyArXiv*. https://doi.org/10.31219/osf.io/xj5ye_v1

*Shergill, G., Stage, S., **Lockwood, A.**, Rodriguez, L., & Adams, C. (under review). Lost in translation? Evaluating machine translation for psychoeducational data

Refereed Conference Proceedings (n = 5)

Lockwood, A., Sealander, K., Lanterman, C., *Winans, S., & Hendrickson, J. (2019). High stakes decision making: How accurate are some of the assessment results? In Chitiyo, M., Aylward, L., Sealander, K., Pistorio, K., Evans, D., Nonis, K...Shehaghilo, J. (Eds.) *Empowering Persons with Disabilities: Developing Resilience and Inclusive Sustainable Development*. Magamba, Tanzania: International Association of Special Education.

Lanterman, C., Novelli, M., Brady, M., **Lockwood, A.**, Sealander, K., & *Winans, S., Hendrickson, J. (2019). Moving the inclusion needle: from proximity to integration. In Chitiyo, M., Aylward, L., Sealander, K., Pistorio, K., Evans, D., Nonis, K...Shehaghilo, J. (Eds.) *Empowering Persons with Disabilities: Developing Resilience and Inclusive Sustainable Development*. Magamba, Tanzania: International Association of Special Education.

Lanterman, C.S., Sealander, K., Novelli, M., **Lockwood, A.**, & Hutson, N.R. (2017) Inclusion and inclusive practices: Time for a reset? In Chavez, R., Ticha, R., & Dalton, E. (Eds.) *Addressing the Exceptional Needs of the Whole Child and Young Adult: Embracing the Future*. Perth, Australia: International Association of Special Education.

Lockwood, A., Lilly, K., Sealander, K., McClure, J., & Medina, C. (2013). Practicum and field-based experiences: Are we bridging the research to practice gap? In Chitiyo, M., Prater, G., Aylward, L., Chitiyo, G., Dalton, E., & Hughes, A. (Eds.) *Bridge from Segregation to Inclusion...A Long Journey*. Vancouver, B.C., Canada: International Association of Special Education.

Sealander, K., Hendrickson, J., **Lockwood, A.**, & Medina, C. (2011). Implementing response to intervention (RTI): A multidimensional data-based approach to educate all learners. In Chitiyo, M., Prater, G., Aylward, L., Chitiyo, G., Chata, C., & Hughes, A. (Eds.) *Educating Every Learner, Every Day: A Global Responsibility*. Windhoek, Namibia: International Association of Special Education.

REFEREED PRESENTATIONS

*Student or Trainee Contributor

Professional Conferences- International, National & Electronic (n = 65)

Brown, J., Lockwood, A., *Francois, M., & *Rachlin, A. (2026, February). *AI bias in school psychology: Equity challenges and solutions*. To be presented at the National Association of School Psychologists (NASP) 58th Annual Convention, Chicago, IL.

*Shergill, G., & **Lockwood, A.**, (2025, February). *School psychologists through their eyes: Insights from Reddit users*. To be presented at the National Association of School Psychologists (NASP) 58th Annual Convention, Chicago, IL.

Lockwood, A., *Shergill, G., & Choi, D. (2026, February). *Patterns of AI use and ethical considerations among Ohio school psychologists*. To be presented at the National Association of School Psychologists (NASP) 58th Annual Convention, Chicago, IL.

- Choi, D., & **Lockwood, A.** (2026, February). *How to prevent your practicum trainee's inappropriate AI use*. To be presented at the National Association of School Psychologists (NASP) 58th Annual Convention, Chicago, IL.
- Lockwood, A.**, & Ungler, D. (2025, October) *Empowering students through AI: Culturally responsive tools for self-determination & careers*. Presented at the Division on Career Development and Transition, Annual Convention, Denver, CO.
- *Shergill, G., Stage, S., **Lockwood, A.**, Rodriguez, L. & Adams, C. (2025, August). *Lost in translation? Evaluating machine translation for psychoeducational*. Presented at the American Psychological Association (APA), Annual Convention, Denver, CO.
- Lockwood, A.**, Farmer, R., & Gilbert, K. (2025, February). *Comparative analysis of AI and human-generated psychoeducational reports*. Presented at the National Association of School Psychologists (NASP) 57th Annual Convention, Seattle, WA.
- Lockwood, A.**, Newman, D., Mossing, K., & Glubzinski, A. (2025, February). *A comparison of ChatGPT-4 vs. human coding in qualitative analysis*. Presented at the National Association of School Psychologists (NASP) 57th Annual Convention, Seattle, WA.
- Farmer, R., Floyd, R., *Sisco, A. & **Lockwood, A.** (2025, February). *I, school psychologist: The use of AI in school psychology*. Presented at the National Association of School Psychologists (NASP) 57th Annual Convention, Seattle, WA.
- Lockwood, A.** (2024, April). *Leveraging large language models in special education: Opportunities, challenges, and ethical considerations*. Presented at the Badar-Kauffman Conference on Contemporary Issues in Special Education Research, Annual Convention, Kent, OH.
- Lockwood, A.** (2024, March). *Artificial intelligence in higher ed*. Presented at the Education Elevated (e2) Conference, Virtual.
- Lockwood, A.** (2024, February). *Use of GPT-4 to write a school psychology paper*. Presented at the annual conference of the Trainers of School Psychology, New Orleans, LA.
- Lockwood, A.**, Benson, N., Gilbert, K., Farmer, R. *Bartman, C., & *Allen, M. (2024, February). *Examining the ability of artificial intelligence to write psychoeducational reports*. Presented at the National Association of School Psychologists (NASP), 56th Annual Convention, New Orleans, LA.
- *Bartman, C., *Allen, M., & **Lockwood, A.** (2024, February). *Implications of emerging AI technology for report writing in psychology*. Presented at the National Association of School Psychologists (NASP), 56th Annual Convention, New Orleans, LA.

- Gilbert, K., Benson, N., & **Lockwood, A.** (2024, February). *Internal validity of the BASC-3 self-report of personality*. Presented at the National Association of School Psychologists (NASP), 56th Annual Convention, New Orleans, LA.
- *Paul, J., Sealander, K., & **Lockwood, A.** (2024, February). *Promoting scoring competence on norm-referenced assessments using simulated learning experiences*. Presented at the National Association of School Psychologists (NASP), 56th Annual Convention, New Orleans, LA.
- *Klatka, K., & **Lockwood, A.** (2023, March). *Investigatory analysis of examiner errors on the WJ IV ACH*. Presented at the Badar-Kauffman Conference on Contemporary Issues in Special Education Research, Annual Convention, Kent, OH.
- Lockwood, A.**, Cowan, R., & Farmer, R. L. (2023, February). *Special educator training in norm-referenced testing: An analysis of syllabi*. Presented at the National Association of School Psychologists (NASP), 55th Annual Convention, Denver, CO.
- Benson, N. F., Gilbert, K., **Lockwood, A.**, *Hoover, E. A., *Jennings, C., *Parker, B. S., & *Calvin, B. D. (2023, February). *Structural fidelity of the BASC-3 Parent Rating Scales*. Presented at the National Association of School Psychologists (NASP), 55th Annual Convention, Denver, CO.
- Benson, N. F., **Lockwood, A.**, Gilbert, K., *Jennings, C., *Hoover, E. A., *Parker, B. S., & *Calvin, B. D. (2023, February). *BASC-3 Teacher Rating Scales: An examination of internal validity*. Presented at the National Association of School Psychologists (NASP), 55th Annual Convention, Denver, CO.
- Farmer, R. L., **Lockwood, A.**, Shaw, S.R., Flowers, & J.M (2023, February). *Open science: Practices and attitudes among school psychologists*. Presented at the National Association of School Psychologists (NASP), 55th Annual Convention, Denver, CO.
- Lockwood, A.**, Farmer, R. L., Sealander, K. (2022, February). *Examining differences in U.S. SLD identification practices*. Presented at the National Association of School Psychologists (NASP), 54th Annual Convention, Boston, MA.
- Lockwood, A.**, Benson, N.F., *Klatka, K.E., Farmer, R. L., & Lilly, K. (2022, February). *The impact of COVID-19 on special education students' academic achievement*. Presented at the National Association of School Psychologists (NASP), 54th Annual Convention, Boston, MA.
- Benson, N. F., **Lockwood, A.**, *Klatka, K. E., Farmer, R. L., Parker, B., Kubick, R. J., Jr., & Lilly, K. (2022, February). *Impact of COVID-19 on WJ IV ACH administration and scoring errors*. Presented at the National Association of School Psychologists (NASP), 54th Annual Convention, Boston, MA.

- Farmer, R. L., Howell, M., Loethen, E., **Lockwood, A.**, & Shaw, S. (2022, February). *Replication in school psychology*. Presented at the National Association of School Psychologists (NASP), 54th Annual Convention, Boston, MA.
- Lockwood, A.**, Benson, N.F., & Farmer, R. L. (2021, November). *Current training in test use and assessment practices: A survey of school psychology programs*. Presented at the Trainers of School Psychologists (TSP) Mini-Conference. Virtual.
- Lantermann, C. S., Zirkus, K., Sealander, K., & **Lockwood, A.** (2021, November). *Beliefs about learning and disability: Factors affecting middle grades science teachers' sense of efficacy*. Presented at the Teacher Educators for Children with Behavioral Disorders (TECBD), 43rd Annual Conference, Tempe, AZ.
- Benson, N., **Lockwood, A.**, & Farmer, R. (2021, August). *National survey of training and assessment practices*. Presented at the American Psychological Association (APA), Annual Convention, Virtual.
- Lockwood, A.**, Farmer, R., Sealander, K. & *Schmitt, M. (2021, February). *The training of special education teachers in norm-referenced testing*. Presented at the National Association of School Psychologists (NASP), 53rd Annual Convention. Virtual.
- Lockwood, A.**, *Sergott, K., & Farmer, R. (2021, February). *School psychology trainee administration and scoring errors on the WJ-IV-ACH*. Presented at the National Association of School Psychologists (NASP), 53rd Annual Convention. Virtual.
- Goforth, A. N., Farmer, R. L., Kim, S. Y., Affrunti, N., Naser, S. C., & **Lockwood, A.** (2021, February). *School psychology: A national perspective from the NASP 5-year membership survey*. Presented at the National Association of School Psychologists (NASP), 53rd Annual Convention. Virtual.
- *Winans, S., **Lockwood, A.**, Bohan, K., & Sealander, K. (2020, February). *Promoting competency in the administration of norm-referenced academic assessments*. Presented at the National Association of School Psychologists (NASP), 52nd Annual Convention, Baltimore, MD.
- Farmer, R. L., **Lockwood, A.**, *Ritchie, M. R., & *Godbey, G. (2020, February). *Understanding perceptions of standardized assessment*. Presented at the National Association of School Psychologists (NASP), 52nd Annual Convention, Baltimore, MD.
- Lockwood, A.**, Bohan, K. *Godbey, G., *Winans, S., & Sealander, K. (2020, February). *National survey of SLD eligibility practices*. Presented at the National Association of School Psychologists (NASP), 52nd Annual Convention, Baltimore, MD.
- Lockwood, A.**, Farmer, R. L., *Ritchie, M. R., & *Godbey, G. (2020, February). *The initial course on cognitive assessment in the new millennium*. Presented at the National Association of School Psychologists (NASP), 52nd Annual Convention, Baltimore, MD.

- Gross, T., Keesey, S., Noel, C., **Lockwood, A.**, *Hacherl, G., & *Richardson, S. (2020, February). *Demystifying behavioral assessment: A model of teacher training for screening*. Presented at the National Association of School Psychologists (NASP), 52nd Annual Convention, Baltimore, MD.
- Novelli, M., Lanterman, C., Sealander, K., *Winans, S., & **Lockwood, A.** (2019, October). *The impact of culture, fieldwork experience, and reflection in preparing teacher candidates to work with students with EBD in inclusive settings*. Presented at the Teacher Educators for Children with Behavioral Disorders (TECBD), 43rd Annual Conference. Tempe, AZ.
- Lockwood, A.**, Sealander, K., Lanterman, C., *Winans, S., & Hendrickson, J. (2019, July). *High Stakes decision making: How accurate are some of the assessment results*. Presented at the International Association of Special Education (IASE), 16th Biennial Conference. Magamba, Tanzania.
- Lanterman, C., Novelli, M., Brady, A., **Lockwood, A.**, Sealander, K., *Winans, S., & Hendrickson, J. (2019, July). *Moving the needle: From proximity to integration*. Presented at the International Association of Special Education (IASE), 16th Biennial Conference. Magamba, Tanzania.
- Lockwood, A.**, Bohan, K., Loke, S., Sealander, K., Lanterman, C., & *Lafoon, T. (2019, February). *Who administers norm-referenced academic achievement assessments?* Presented at the National Association of School Psychologists (NASP), 51st Annual Convention, Atlanta, GA.
- Lockwood, A.**, Gross, T., & Loke, S. (2019, February). *Best model fit to assess school psychology trainee self-efficacy*. Presented at the National Association of School Psychologists (NASP), 51st Annual Convention, Atlanta, GA.
- Loke, S., & **Lockwood, A.** (2019, February). *Validation of the student-teacher relationship scale – short form*. Presented at the National Association of School Psychologists (NASP), 51st Annual Convention, Atlanta, GA.
- Loke, S., & **Lockwood, A.** (2019, February). *Validation of the Teacher-Student Relationship Inventory among young children*. Presented at the National Association of School Psychologists (NASP), 51st Annual Convention, Atlanta, GA.
- Bohan, K., **Lockwood, A.**, Loke, S., Lanterman, C., & Sealander, K. (2019, February). *Use of curriculum-based measures in US schools*. Presented at the National Association of School Psychologists (NASP), 51st Annual Convention, Atlanta, GA.
- Lanterman, C., Novelli, M., Brady, A., **Lockwood, A.**, Sealander, K., Hendrickson, J., Lilly, K., & *Winans, S. (2018, October). *Moving the needle: The time is now to include students with EBD*. Presented at the Teacher Educators for Children with Behavioral Disorders (TECBD), 42nd Annual Conference. Tempe, AZ.

- Lockwood, A.,** Persinger, L., & Sealander, K. (2018, February). *The effects of practical experience on school psychology trainee self-efficacy*. Presented at the National Association of School Psychologists (NASP), 50th Annual Convention, Chicago, IL.
- Sealander, K., Hendrickson, J., **Lockwood, A.,** Woods-Groves, S., Lanterman, C., Lilly, K., & Novelli, M. (2017, October). *Reexamining the concept of inclusion for students with EBD*. Presented at the Teacher Educators for Children with Behavioral Disorders (TECBD), 41st Annual Conference. Tempe, AZ.
- Lanterman, C.S., Sealander, K., Novelli, M., **Lockwood, A.,** & Hutson, N.R. (2017, July) *Inclusion and inclusive practices: Time for a reset?* Presented at the International Association of Special Education (IASE), 15th Biennial Conference. Perth, Australia.
- Lockwood, A.,** Persinger, L., Sealander, K., & Loke, S. (2017, February). *Predictors of school psychology trainee self-efficacy*. Presented at the National Association of School Psychologists (NASP), 49th Annual Convention, San Antonio, TX.
- Loke, S., **Lockwood, A.,** Jobickson, L., Salley, B., & Smith, C. (2017, February). *Diagnoses and age-group differences in children clinically referred for ASD*. Presented at the National Association for School Psychologists (NASP), 49th Annual Convention, San Antonio, TX.
- Loke, S., **Lockwood, A.,** Jobickson, L., Smith, C., & Salley, B. (2017, February). *Sex differences between children with and without an ASD diagnoses*. Presented at the National Association for School Psychologists (NASP), 49th Annual Convention, San Antonio, TX.
- Novelli, M., Sealander, K., Lanterman, C., Hutson, N., & **Lockwood, A.** (2016, October). *Paraprofessionals: The invisible educators*. Presented at the Teacher Educators for Children with Behavioral Disorders (TECBD), 40th Annual Conference. Tempe, AZ.
- Lockwood, A.,** & Baker, C. (2016, February). *School psychology graduate student self-efficacy: A psychometric study*. Presented at the National Association of School Psychologists (NASP), 48th Annual Convention, New Orleans, LA.
- Adkins, M., & **Lockwood, A.** (2015, November). *Teaching for life: A users guide to teaching self-determination*. Presented at the Association of University Centers on Disabilities (AUCD), Annual Conference. Washington, D.C.
- Loke, S., **Lockwood, A.,** & Duffy, K. (2015, September). *Developing talents: Helping young people on the spectrum chart their course*. Presented at the Beyond the Diagnosis: Autism Across the Life Span Annual Conference, Overland Park, KS.
- Sealander, K., **Lockwood, A.,** Hackwell, A., Lilly, K., & Schwiebert, V. (2015, October). *Increasing teacher trainee self-efficacy to promote retention of educators that work with children with EBD*. Presented at the Teacher Educators for Children with Behavioral Disorders (TECBD), 39th Annual Conference. Tempe, AZ.

- Sealander, K., **Lockwood, A.**, McClure, J., & Hendrickson, J. (2015, July). *Current research and implications for increasing assessment self-efficacy among educational professionals*. Presented at the International Association of Special Education (IASE), 14th Biennial Conference. Wroclaw, Poland.
- Sealander, K., Medina, C., **Lockwood, A.**, Perrett, H., & Yazzie, A. (2015, January). *Field-based assessment experiences: Do they make a difference in decision making and program planning?* Presented at the Hawaii International Conference on Education, 13th Annual Conference. West Oahu, HI.
- Sealander, K., **Lockwood, A.**, Medina, C., Lilly, K., & Jimmie, C. (2014, October). *Increasing teacher candidates' performance through mentoring*. Presented at the Teacher Educators for Children with Behavioral Disorders (TECBD), 38th Annual Conference. Tempe, AZ.
- Lockwood, A.**, Sealander, K., & Le Grand, A. (2014, February). *Short-form measure of school psychologists' self-efficacy*. Presented at the National Association of School Psychologists (NASP), 46th Annual Convention, Washington, D.C.
- Le Grand, A., Gaddis, L., & **Lockwood, A.** (2014, February). *Gender differences in children's math and reading achievement and self-concept*. Presented at the National Association of School Psychologists (NASP), 46th Annual Convention, Washington, D.C.
- Lockwood, A.**, Lilly, K., Sealander, K., McClure, J., & Medina, C. (2013, July). *Practicum & field-based experiences: Are we bridging the research to practice gap?* Presented at the International Association of Special Education (IASE), 13th Biennial Conference. Vancouver, B.C., Canada.
- Lockwood, A.**, Lilly, K., & Sealander, K. (2013, February). *Data based decision making: Practitioners' perception of a multidimensional approach*. Presented at National Association of School Psychologists (NASP), 45th Annual Convention, Seattle, WA.
- Lilly, K., **Lockwood, A.**, Worssam, S., & Sealander, K. (2013, February). *Teachers' adherence to and perception of data collection and eco-behavioral assessment*. Presented at the National Association of School Psychologists (NASP), 45th Annual Convention, Seattle, WA.
- Lilly, K., **Lockwood, A.**, Sealander, K., Medina, C., & Timmerman, J. (2012, October). *Field-based assessment experiences in EBD: Do they make a difference?* Presented at the Teacher Educators for Children with Behavioral Disorders (TECBD), 36th Annual Conference. Tempe, AZ.
- Lilly, K., Bohan, K., Sealander, K., Timmerman, J., & **Lockwood, A.** (2011, October). *Teacher perceptions of the development and implementation of FBAs and PBIPs*. Presented at the Teacher Educators for Children with Behavioral Disorders (TECBD), 35th Annual Conference. Tempe, AZ.

Sealand, K., Lilly, K., **Lockwood, A.**, Linck, E. Medina, C., & Bohan, K. (2011, October). *Effective assessment + effective decision making = effective programs for students with EBD*. Presented at the Teacher Educators for Children with Behavioral Disorders (TECBD), 35th Annual Conference. Tempe, AZ.

Sealand, K., Hendrickson, J., Medina, C., & **Lockwood, A.** (2011, July). *Implementing response to intervention (RTI): A multidimensional data-based approach to educate all learners*. Presented at the International Association of Special Education (IASE), 12th Biennial Conference. Windhoek, Namibia.

Professional Conferences -Regional (n = 7)

Lockwood, A. (2025, October). *Artificial intelligence in school psychology: Emerging tools, ethical use, and practical integration*. Florida Association of School Psychologists Annual Conference. Palm Harbor, FL.

Lockwood, A. (2014, November). *Overcoming the barriers to functional behavioral assessment and positive behavioral support implementation in schools*. Presented at the Louisiana School Psychological Association (LSPA), 34th Annual Conference. Lafayette, LA.

Lockwood, A., & Sealand, K. (2014, November). *The importance of increasing self-efficacy in school psychology trainees*. Presented at the Louisiana School Psychological Association (LSPA), 34th Annual Conference. Lafayette, LA.

Lockwood, A., Sealand, K., Tanner, P., & Le Grand, A. (2013, October). *School psychologists' self-efficacy: Current research and implications*. Presented at the Arizona Association of School Psychologist (AASP), 45th Annual Conference. Phoenix, AZ.

Lockwood, A., Sealand, K., & Lilly, K. (2012, November). *Arizona practitioners' adherence to and perception of data-based decision making*. Presented at the Arizona Association of School Psychologist (AASP), 44th Annual Conference. Phoenix, AZ.

Porter, S., & **Lockwood, A.** (2011, November). *Communicating with parents about the causes of autism*. Presented at the Arizona Association of School Psychologist (AASP), 43rd Annual Conference. Phoenix, AZ.

Hagstrom, R., Gaddis, L., Tanner, P., Haro, D., & **Lockwood, A.** (2011, April). *Relationship of self-concept and the Arizona Instrument to Measure Standards*. Presented at the Western Psychological Association (WPA), 91st Annual Conference. Los Angeles, CA.

AWARDS AND HONORS

2025	Selected Contributor, OpenAI Academy: Professors Teaching with AI series <i>OpenAI</i>
2025	Article of the Year Award <i>Contemporary School Psychology</i>

2024	Reviewer of the Year <i>School Psychology Training and Pedagogy (SPTP)</i>
2023	<u>Outstanding Research and Creative Activity Early Career Award</u> <i>KSU College of Education, Health, and Human Services</i>
2019	<u>College of Education and Behavioral Sciences Spirit of Teaching Honoree</u> <i>WKU Center for Innovative Teaching and Learning</i>
2019	<u>Paul H. Henkin Memorial Scholarship</u> <i>National Association of School Psychologists</i>
2018	<u>Junior Faculty Scholarship</u> <i>Pearson Clinical Assessments/Trainers of School Psychologists</i>
2016	Trainee Register Credentialing Scholarship <i>National Register of Health Service Psychologists</i>
2015	Conference Travel Scholarship <i>Association of University Centers on Disabilities</i>
2013	Poster Award Winner <i>Arizona Association of School Psychologists</i>

GRANTS

External

Project Title: AI-Powered Chatbot (TXPsyBOT) for Supporting School Psychologists (Trainees) with State and Federal Regulations in Texas

Year: 2025

Purpose: Research

Source: Woodcock Institute

Role: Co-principal Investigator

Status: Funded

Amount Requested: \$20,000

Proposal Submitted: 2/01/26 – 3/1/2027

Project Title: Human Validation and Educational Integration of TX PsyBOT: An AI-Powered Supervisor Assistant for School Psychology Practicum in Federal and Texas Laws in Special Education

Purpose: Research Grant

Source: Brady Education Foundation

Role: Co-Principal Investigator
Status: Not Funded
Amount Requested: \$69,800
Proposal Submitted: 8/2025

Project Title: NorthEast Ohio Helpers: Building Capacity for Inclusive Mental Health Services
Year: 2024
Purpose: Training Grant
Source: Office of Elementary and Secondary Education
Role: Principal Investigator
Status: Funded
Amount Requested: \$2,279,014
Dates: 1/1/25 –12/31/2025*

Project Title: A Comparison of Administration & Scoring errors on the KTEA-3: Paper-Pencil v. iPad
Year: 2022
Purpose: Research
Source: Pearson Assessment
Role: Consultant
Status: Not Funded
Amount Requested: \$15,000
Proposal Submitted: 8/2022

Project Title: Impact of COVID-19 on Test Administration
Year: 2021
Purpose: Research
Source: Society for the Study of School Psychology Early Career Research Award
Role: Principal Investigator
Status: Not Funded
Amount Requested: \$15,952
Proposal Submitted: 3/2021

Project Title: Impact of COVID-19 on Test Administration and Scores
Year: 2021
Purpose: Research
Source: Woodcock Institute
Role: Principal Investigator
Status: Funded
Amount Requested: \$15,000
Dates: 2/01/21 – 3/1/2022

Project Title: Embracing Differences, Finding Strengths: A Public Broadcasting Model for Autism Inclusion
Year: 2019
Purpose: Public Service
Source: Corporation for Public Broadcasting

Role : Consultant
Status: Funded
Amount Requested: \$246,766
Dates: 10/01/2019 – 9/30/2021

Internal

Project Title: Crisis Collaborator: An AI-Powered Assistant for School-Based Crisis Response
Year: 2026

Purpose: Research
Source: University Research Council Award
Role: Principal Investigator
Status: Proposed
Amount Requested: \$10,000
Dates: 6/1/26 – 8/31/26

Project Title: AI-Powered Support for Parents of Children with Disabilities
Year: 2024

Purpose: Research
Source: University Research Council Award
Role: Principal Investigator
Status: Funded
Amount Requested: \$3,500
Dates: 10/24/24 – 10/23/2025

Project Title: Structural Fidelity of the BASC-3 Parent and Teacher Rating Scales
Year: 2023

Purpose: Research
Source: University Research Council Award
Role: Principal Investigator
Status: Funded
Amount Requested: \$3,500
Dates: 6/01/23 – 6/01/2024

Project Title: Impact of COVID-19 on Test Administration
Year: 2021

Purpose: Research
Source: University Research Council Award
Role: Principal Investigator
Status: Funded
Amount Requested: \$2,500
Dates: 6/01/21 – 6/01/2022

Project Title: Impact of COVID-19 on Test Administration
Year: 2021

Purpose: Research
Source: EHHS Spring 2021 Internal Seed Award
Role: Principal Investigator

Status: Not funded
Amount Requested: \$5,000
Dates: 6/01/21 – 6/01/2022

Project Title: Administration and Scoring Fidelity on Norm-referenced Measures of Academic Achievement
Year: 2019
Purpose: Research
Source: College of Education and Behavioral Sciences, WKU
Role: Principal Investigator
Status: Funded
Amount Requested: \$3,000

Project Title: Assessment-Related Attitudes, Values, And Practices of Practicing School Psychologists
Year: 2018
Purpose: Research
Source: College of Education and Behavioral Sciences, WKU
Role: Principal Investigator
Status: Funded
Amount Awarded: \$3,000

Courses Taught

Graduate

Social Emotional Assessment for School Psychologists, Kent State University

In-person sections

Role & Function of the School Psychologist, Kent State University

In-person & online sections

Introduction to Digital Citizenship for School Psychologists, Kent State University

In-person sections

Internship in School Psychology, Kent State University

In-person & online sections

Issues & Approaches in School Psychology, Kent State University

In-person & online sections

Home/School/Community Collaboration, Kent State University

Online section

Practicum II in School Psychology, Kent State University

Online section

Practicum of Psychological Assessment, Western Kentucky University

In-person sections

Social Psychology for Applied Practice, Western Kentucky University

Online sections

Undergraduate

Behavior Modification, Western Kentucky University

Online sections

Introduction to Psychology, Western Kentucky

Hybrid & in-person sections

Social Psychology, Western Kentucky University

Online, hybrid & in-person sections

Abnormal Psychology, Western Kentucky University

Online, hybrid & in-person sections

History of Psychology, Western Kentucky University (Online)

Online & in-person sections

Assessment of Exceptional Children, Northern Arizona University

In-person sections

Trainings/Workshops/Webinars Provided (n = 38)

Lockwood, A. (2025, October-November). *Effective AI Communication & Data Security*. Part of the Practice to Proficiency: Ethical AI Skills for Today's Psychologist Training Series. School Neuropsychology Institute. Virtual.

Lockwood, A. (2025, November). *Using AI as a new professional – responsible innovation*. Inter-University Council (IUC) of Ohio, Columbus, OH.

Lockwood, A. (2025, November). *AI in school psychology practice*. Central California Association of School Psychologists. Virtual.

Lockwood, A. B. (2025, November). *Artificial intelligence in practice: Tools and strategies for related service providers*. Summit Educational Service Center, Cuyahoga Falls, OH.

Lockwood, A., & Florell, D. (2025, October). *Responsible integration of AI in psychological practice*. National Register of Health Service Psychologists. Virtual.

- Lockwood, A.** (2025, October). *AI in related service practice*. Francisco Unified School District. Virtual
- Lockwood, A.** (2025, October). *Ethical Use of AI in Special Education*. Mercer County Educational Service Center. Celina, OH.
- Lockwood, A.** (2025, September). *Psychological report writing in the age of AI: Human judgment vs. machine speed*. Beyond the Couch Podcast with Wayde AI.
<https://www.waydeai.com/beyondthecouch/episode/2dcbbfaf/psychological-report-writing-in-the-age-of-ai-human-judgment-vs-machine-speed-with-dr-adam-lockwood>
- Lockwood, A.** (2025, August). *Responsible AI Integration in Clinical Psychology: A Practical Roadmap*. Ohio Psychological Association. Virtual.
- Lockwood, A.** (2025, August). *Integrating AI into School Psychology Practice*. Riverside Unified School District. Virtual.
- Lockwood, A.** (2025, July-August). *Effective AI Communication & Data Security*. Part of the Practice to Proficiency: Ethical AI Skills for Today's Psychologist Training Series. School Neuropsychology Institute. Virtual.
- Lockwood, A.** (2025, June). *How AI Is Reshaping School Psychology*. Teach Smarter Podcast, Episode 22. <https://podcasts.apple.com/us/podcast/teach-smarter/id1784548651>
- Lockwood, A.** (2025, June). *AI, Ethics, and Current Research Updates*. School Psyched Podcast, Episode 197. <https://www.youtube.com/live/ID2KcMXgNUQ?feature=shared>
- Lockwood, A.** (2025, April). *AI in related services in the schools: Ethical considerations and practical applications*. Ohio School Speech Pathology Educational Audiology Coalition. Virtual.
- Lockwood, A.** (2025, April). *AI in related services in the schools: Ethical considerations and practical applications*. Mid-Ohio Educational Service Center. Virtual.
- Lockwood, A.** (2025, March). *Comparative analysis of AI and human-generated psychoeducational reports*. Presented at the School Neuropsychology (SNP) 20th Annual Conference, Virtual.
- Lockwood, A.** (2025, January). *Ethical use of AI in school psychology. Part 2*. SPG Therapy & Education. Virtual.
- Lockwood, A.** (2025, January). *AI applications for school psychologists*. Cleveland Association of School Psychologists Association Webinar. Virtual.
- Lockwood, A.** (2025, January). *Integrating AI into school psychology practice: Opportunities & guidelines*. Ohio School Psychologists Association Webinar Series. Virtual.

- Lockwood, A.** (2024, November). *AI in the school psychologist's toolkit: Navigating ethical frontiers and practical applications*. Trumbull County Educational Service Center. Warren, OH.
- Lockwood, A.** (2024, November). *Ethical use of AI in school psychology*. SPG Therapy & Education. Virtual.
- Lockwood, A.** (2024, November). *School psychology and AI*. Ohio School Psychologists Association Fall Conference. Columbus, OH.
- Lockwood, A.** (2024, September). *Generative AI in Psychology: Practical applications*. Northern Arizona Psychological Society. Virtual.
- Lockwood, A.** (2024, June). *Generative AI in school psychology: Opportunities, challenges, and considerations*. Florida Association of School Psychologists Summer Institute. Virtual.
- Lockwood, A.** (2024, May). *Artificial intelligence in psychological practice*. Northern Arizona Psychological Society. Virtual.
- Lockwood, A.** (2024, April). *Generative AI in school psychology: Opportunities, challenges, and considerations*. Kent/Akron Association of School Psychologists. Virtual.
- Lockwood, A., & Farmer, R.L.** (2024, April). *Use of artificial intelligence in school psychology*. School Psyched Podcast, Episode 178.
<https://www.youtube.com/watch?v=PVB6bRbGsSs>
- Lockwood, A., Cowan, R., & Rumrill, P.** (2023, October). *What's new in school psychology? New directions in pre-service training, direct service delivery, and research*. University of Kentucky Human Development Institute: Inclusion Research Virtual Continuing Education Series. Lexington, KY.
- Farmer, R. L., & **Lockwood, A.** (2020, August). *Pandemic testing and where we stand with remote testing*. School Psyched Podcast, Episode 109. <https://archive.org/download/spp-109-pandemic-testing-and-where-we-stand-with-remote-testing/SPP%20109%20-%20Pandemic%20Testing%20and%20Where%20We%20Stand%20with%20Remote%20Testing.mp3>
- Lockwood, A.** (2017, September). *FBA/BIP implementation: Getting stakeholders on-board*. Invited workshop for Green River Regional Educational Cooperative (GRREC) school psychologists, Bowling Green, KY.
- Lockwood, A.** (2016, June). *The Autism Diagnostic Interview, Revised (ADI-R) training*. Invited workshop presented to Center for Child Health and Development staff at the University of Kansas Medical Center, Kansas City, KS.

Lockwood, A., & Loke, S. (2016, May). *Identifying and managing anxiety and depression.* Invited lecture and workshop presented at the 2016 Kuku Community North America Conference, Des Moines, IA.

Lockwood, A., Loke, S. (2015, November). *The Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) training.* Invited workshop presented to Leadership Education in Neurodevelopmental and Related Disabilities (LEND) trainees at the University of Kansas Medical Center, Kansas City, KS.

Loke, S., **Lockwood, A., & *Guthrie, D. (2015, November).** *Autism in the schools: Navigating the school system.* Poster presented at the American Indian Health Research & Education Alliance Community Research Forum and Pow Wow. Mayetta, KS.

Lockwood, A., & Le Grand, A. (2015, May). *Assisting individuals with ASD transition into the workplace.* Webinar presented as part of the Louisiana School Psychology Internship Consortium (LASPIC)/Teams Intervening Early to Reach All Students spring webinar series.

Lockwood, A. (2015, March). *Using technology to improve student behavior.* Training provided to Louisiana School Psychology Internship Consortium (LASPIC) interns, New Orleans, LA.

Lockwood, A. (2015, January). *Behavioral interventions for children with ADHD.* Invited workshop for staff at Washington Parish Schools, Franklinton, LA.

Weddle, S., **Lockwood, A. & Krings, Z. (2011, April).** *Positive behavior support foundations.* Invited workshop for staff at Hopi Headstart, Kykotsmovi, AZ.

LICENSURE/CERTIFICATION

2016 – present	Nationally Certified School Psychologist (NCSP) <i>National Association of School Psychologists</i>
2016 – present	Health Service Psychologist Credential <i>National Register of Health Service Psychologists</i>
2016 – present	Licensed Psychologist <i>Oregon Board of Psychologist Examiners</i>
2022 – present	Licensed Psychologist <i>Ohio Board of Psychology</i>
2018 – 2021	Licensed Psychologist (lapsed) <i>Kentucky Board of Examiners of Psychology</i>

2017 – 2022	Standard Certificate for School Psychologist (lapsed) <i>Kentucky Educational Professional Standards Board</i>
2016 – 2021	Pupil Personnel Services Credential (lapsed) <i>State of California Commission on Teacher Credentialing</i>
2016 – 2019	Preliminary School Psychologist Certificate (lapsed) <i>Oregon Teacher Standards and Practices Commission</i>
2016 – 2022	School Psychologist, PreK-12 Certificate (lapsed) <i>Arizona Department of Education</i>
2014 – 2015	Provisional School Psychologist Certificate (lapsed) <i>Louisiana Department of Education</i>

SERVICE ACTIVITIES

National Level

7/2025 – present	Chair, AI and Tech Committee, National Register of Health Service Psychologists
8/2018 – present	Member, Research Committee, National Association of School Psychologists
3/2024 – present	Member, Artificial Intelligence Task Force, National Association of School Psychologists
8/2025 – present	Member, Executive Board, Trainers of School Psychologists
2018 – 2020	Member, Early and Mid-Career Faculty Support Network Committee, Trainers of School Psychologists
2019 – 2020	Reviewer, Program Accreditation Board Reviewer, National Association of School Psychologists

State Level

11/2024 - present	Member, Ohio School Health Services Association's AI/Teletherapy Task Force
-------------------	---

5/2023 - present	Member, Ohio School Psychology Association Omnibus Survey Committee
10/2021 - present	Member, Inter-University Council (IUC) for Ohio School Psychology

University Level

5/2019 – 12/2020	Consultant, National Public Radio and Kelly Autism Program: Student Employment Fellowship Program, Western Kentucky University
---------------------	--

College/School Level

Fall 2025	Member, School Director Review Committee; School of Lifespan Development and Educational Sciences, Kent State University
8/2025 – present	Member, Faculty Advisory Committee (FAC); School of Lifespan Development and Educational Sciences, Kent State University
8/2022 – June 2023	Member, Research Advisory Committee; School of Lifespan Development and Educational Sciences, Kent State University
8/2021 – present	Member, Curriculum Committee; School of Lifespan Development and Educational Sciences, Kent State University
8/2018 – 12/2020	Member, Quick Turn Around Grant (QTAG) Committee; College of Education and Behavioral Psychology, Western Kentucky University
3/2019 – 12/2020	Member, Outstanding Graduate Student Committee; College of Education and Behavioral Psychology, Western Kentucky University
8/2018 – 12/2020	Quick Turn Around Grant (QTAG) Committee member, Western Kentucky University
3/2019 – 3/2020	Outstanding Graduate Student Committee member, Western Kentucky University
4/2019 – 12/2020	Co-Coordinator, Families First Collaboration with Vanderbilt, Western Kentucky University

Program/Department Level

5/2021 – present	Co-chair, School Psychology Program Scholarship Committee; School Psychology Program, Kent State University
8/2017 – 12/2020	Member, APA Accreditation Task Force member; Psychology Department, Western Kentucky University
3/2018 – 12/2020	Coordinator, Graduate Assistant Performance Evaluation Workgroup; Psychology Department, Western Kentucky University
8/2018 – 12/2020	Member, Undergraduate Psychology Program Committee; Psychology Department, Western Kentucky University
Winter 2019, Spring 2019, Fall 2019, Winter 2020	Member, Hiring committee; Psychology Department, Western Kentucky University
8/2019 – 12/2020	Subcommittee Chair; Undergraduate Psychology Program Committee History of Psychology; Psychology Department, Western Kentucky University

CURRENT PROFESSIONAL ORGANIZATION MEMBERSHIP

2022 – present	Ohio Psychological Association
2021 – present	Ohio School Psychology Association
2017 – present	The Trainers of School Psychologists
2015 – present	National Register of Health Service Psychologists
2011 – present	National Association of School Psychologists

EDITORIAL EXPERIENCE

Editorial Board Member

2025 - present	NASP Communique
2021 – present	Journal of Psychoeducational Assessment
2019 – present	Psychology in the Schools
2019 – present	School Psychology Training and Pedagogy
2019 – 2022	Preventing School Failure

Guest Editor

2025	Guest Editor, Journal of Applied School Psychology, <i>Artificial Intelligence and the Transformation of School Psychological Practice</i> Special Issue
------	--

Ad Hoc Reviewer

2024	School Psychology Review
2023 - present	Journal of Applied School Psychology
2022 – present	Journal of School Psychology
2021	Journal of Intelligence
2020	Assessment
2020 – 2021	Journal of Psychoeducational Assessment
2017 – 2019	Psychology in the Schools
2011 – 2013, 2020	Convention Proposals, National Association of School Psychologists

VOLUNTEER SERVICE

12/2019 – 6/2021	Board Member, Hope Harbor
6/2018 – 6/2021	Event Volunteer, Hope Harbor
7/2007 – 7/2008	Volunteer, Americorps Vista

MULTICULTURAL EXPERIENCES

Worked with students and staff on multiple Native American reservations in AZ, CA, and KS
 Worked with Latinx, Native American, African American, and Caucasian students and staff in multiple Title I schools
 Worked in urban Kansas City, KS with outreach experiences in rural towns, reservations and military bases
 Worked in rural LA parish and urban New Orleans charter school settings

RESEARCH INTERESTS

Use of generative artificial intelligence (AI) in education and psychology

Evidence-based assessment
Improving educator training
Inclusive practices for individuals with disabilities