

Kizzy Albritton, Ph.D.

Assistant Professor, Kent State University
School of Lifespan Development and Educational Sciences
College of Education, Health, and Human Services
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EDUCATION

Doctor of Philosophy, School Psychology, Georgia State University
August 2014 (APA Accredited; NASP Approved)

Dissertation: *Consultation with Performance Feedback to Increase Phonological Awareness in Preschool Age Children*

Master of Education, Behavior/Learning Disabilities, Georgia State University
December 2007

Bachelor of Science, Management Information Systems, University of Alabama
May 2000

CERTIFICATIONS

Georgia: School Psychologist
P-12
2015-2020

Georgia: Special Education Teacher
Kindergarten- Grade 8
2015-2020

RESEARCH & SCHOLARLY INTERESTS

- Role of school psychologists in early childhood settings
 - Response-to-intervention implementation in early childhood settings
 - Improving early language and literacy skills in preschool-age children
 - School based interventions for students from ethnic minority backgrounds
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EMPLOYMENT AND TRAINING

Higher Education

August 2015 – present

Assistant Professor, School Psychology Program, Kent State University (APA Accredited; NASP Approved)

Spring 2012

Graduate Teaching Assistant, *Alternative Approaches to Literacy Instruction for Students with Disabilities (EXC 7190)*, Educational Psychology and Special Education, Georgia State University

- This course focuses on the design, implementation, and evaluation of reading and writing instruction for students with mild to moderate high-incidence disabilities, including individuals from diverse cultural, linguistic, and socioeconomic backgrounds.

Fall 2011

Graduate Teaching Assistant (Instructor of Record), *Career Development and Life Planning (CPS 2500)*, Counseling and Psychological Services, Georgia State University.

- This course is designed to assist students in managing their career development and life planning, based on relevant theories, practice, and trends in economic, technology, and labor market development. Students obtain skills for career decision making and life planning, and adapting to the rapidly changing world of work.

Fall 2011

Graduate Teaching Assistant, *Introduction to School Psychological Services (CPS 6040)*, Counseling and Psychological Services, Georgia State University.

- This course provides an overview of the unique issues of the specialty of school psychological services, including history and ethical/legal concerns. Students become familiar with multicultural diversity, research, and professional/organizational issues as they apply to the school psychologist.

Fall 2010

Graduate Teaching Assistant (Instructor of Record), *Freshman Orientation (GSU 1010)*, Georgia State University.

- This course is an introduction to the academic life of the university; interdisciplinary study of urban Atlanta and the Georgia State community. The course also is an introduction to the academic demands, learning resources, and rules and procedures of the institution.

July 2010 – August 2014

Graduate Research Assistant, Educational Psychology and Special Education

- Responsibilities included working within a research team to evaluate the effectiveness of a professional development initiative focused on strengthening and enriching the language and literacy development of preschool age children.

June 2012 – April 2013

Graduate Student Clinician, Georgia State University, Department of Psychology

- Responsibilities included administering the Mullen Scales of Early Learning (MSEL) and the Vineland Adaptive Behavioral Scales Second Edition (VABS) to

identify toddlers at risk for a diagnosis of an autism spectrum disorder. Comprehensive psychological reports are provided to parents and pediatricians (with parental permission) upon completion of the evaluation.

June 2008-July 2010

Graduate Research Assistant, Georgia State University, Counseling and Psychological Services

- Responsibilities included working within a research team to identify and implement research-supported professional development models and adapting them to meet the needs of local school systems.

School Psychology Doctoral Training Experience

August 2013 - July 2014

Psychology Pre-doctoral Intern, Atlanta Speech School, Atlanta, GA

- Completed psycho-educational evaluations through the Learning Evaluation Clinic, conducted parent interviews, provided parents with evaluation feedback, and prepared comprehensive psycho-educational reports
- Facilitated a class-wide social skills program for preschool age children to prevent future behavioral difficulties and promoted social-emotional well-being
- Co-facilitated social skills groups in a small group setting to assist children within the Atlanta Speech School and the surrounding community in improving their interpersonal relationships, social communication skills, and problem-solving skills
- Provided social, emotional, and behavioral consultation to teachers and students within all programs of the Atlanta Speech School including the Kenan Preschool Program, Stepping Stones Program, Wardlaw School, and the Katherine Hamm Center
- Provided consultative services to teachers within the Katherine Hamm Center regarding students who were demonstrating difficulties in the area of emergent language and literacy

August 2010 to May 2011

School Psychology Advanced Practicum Student, Carroll County Schools, Carrollton, GA

- Collaborated with assistant principal to implement the Behavior Education Program – Check-in Check-out to provide daily support and monitoring to students who were at risk for developing serious or chronic behavioral problems
- Conducted small group and individual counseling for students exhibiting behavioral challenges
- Provided small group academic intervention for students exhibiting difficulties in the area of reading
- Completed psycho-educational evaluations for children with a number of suspected disabilities including learning, behavioral, and/or social-emotional difficulties

- Provided consultative services to teachers and parents regarding the implementation of interventions to address various learning and behavioral difficulties

August 2009 to May 2010

School Psychology Practicum Student, Cobb County Schools, Marietta, GA

- Completed psycho-educational evaluations on children and adolescents with a number of suspected disabilities including learning, behavioral, and/or social-emotional difficulties
- Provided consultative services to teachers and parents regarding the implementation of interventions to address various learning and behavioral difficulties

Public School (K-12) Teaching

August 2006 – July 2008

Interrelated Special Education Teacher, Powers Ferry Elementary School, Marietta, GA

- Provided specialized differentiated instruction for 3rd, 4th, and 5th grade special education students in the areas of reading, language arts, and mathematics
- Conducted annual IEP meetings and 3-year re-evaluation meetings informing parents and other committee members of academic progress on goals and objectives and present levels of performance
- Developed initial and interim/re-evaluation eligibility reports by compiling psycho-educational evaluation data, standardized assessments, present levels of performance, and data from related services such as speech/language and occupational therapy
- Primary contact person and facilitator of all interim meetings for students who transferred within and out- of state with current special education eligibility
- Served as special education liaison by providing instructional and behavior management strategies/interventions to general education teachers

August 2004 – July 2006

Interrelated Special Education Teacher, Sylvan Hills Middle School, Atlanta, GA

- Provided differentiated instruction for 6th, 7th, and 8th grade special education students in the areas of mathematics, science, social studies, language arts, and reading
- Created and updated annual individualized education plans for students with mild intellectual disabilities and specific learning disabilities
- Routinely communicated students' performance and progress with their parents via parent-teacher meetings, weekly telephone calls, and monthly progress reports

Corporate Work Experience

June 2001 – May 2004

Systems Analyst, Exxon Mobil Global Services Company, Baytown, TX

- Primary focal point for four business units where responsibilities included system upgrades and enhancements, maintaining application interfaces, troubleshooting data outages, security issues, and general end-user support questions
- Developed monthly stewardship reports for business owners to reflect system outages and provide notifications of upcoming events

June 2000 – June 2001

Americas Email Conversion Coordinator, Exxon Mobil Global Services Company, Houston, TX

- Coordinator and primary contact for email conversion activities within Exxon Mobil Chemical Americas
- Prepared prioritized plans/schedules and provided project team weekly updates on the status of email conversion activities

SCHOLARLY ACTIVITY

Ad-Hoc Reviewer

Contemporary School Psychology

January 2014 – present

Ad-Hoc Reviewer

Journal of Early Intervention

May 2016 – present

Convention Proposals Reviewer

National Association of School Psychologists (NASP)

July 2014

PEER REVIEWED JOURNAL ARTICLES

Albritton, K., Stuckey, A., & Patton Terry, N. (accepted). Identifying Head Start children for higher tiers of language and literacy instruction within a response to intervention framework. *Journal of Early Intervention*.

Albritton, K. Anhalt, K., Patton Terry, N. (in press). Promoting equity for our nation's youngest students: School psychologists as agents of racial and social justice in early childhood settings. *School Psychology Forum: Research in Practice*.

Truscott, S., Proctor, S., **Albritton, K.**, Matthews, Y., & Daniel, K. (2014). African American School Psychologists' Perceptions of the Opportunities and Challenges of Practicing in Southeastern United States' Schools. *Psychology in the Schools*, *51*(4), 366-383. DOI: 10.1002/pits.21754

- Albritton, K.**, & Truscott, S. (2014). Professional Development to Increase Problem Solving Skills within a Response to Intervention Framework. *Contemporary School Psychology*. DOI: [10.1007/s40688-013-0008-0](https://doi.org/10.1007/s40688-013-0008-0)
- McDaniel, S., **Albritton, K.**, & Roach, A (2013). Highlighting the need for further response to intervention research in general education. *Research in Higher Education Journal*, 20, 1-12.
- Decker, S., Englund, J. & **Albritton, K.** (2012). Integrating multi-tiered measurement outcomes for special education eligibility with sequential decision-making methodology. *Psychology in the Schools*, 49(4), 368-384. DOI: [10.1002/pits.21601](https://doi.org/10.1002/pits.21601)
- Truscott, S.D., Bolling, M., Kreskey, D., Psimas, L., Graybill, E. **Albritton, K.**, & Schwartz, A. (2012). Creating consultee change: Theory-based learning and behavioral change processes in school-based consultation. *Consulting Psychology Journal: Practice and Research*, 64(1), 63-82. DOI: [10.1037/a0027997](https://doi.org/10.1037/a0027997)
- Truscott, S. D. & **Albritton, K.** (2011). Addressing pediatric health concerns through school-based consultation. *Journal of Educational and Psychological Consultation*, 21(2), 169-174. DOI: [10.1080/10474412.2011.574583](https://doi.org/10.1080/10474412.2011.574583)

Manuscripts Under Review

- Albritton, K.**, Truscott, S., & Patton Terry, N. (2016; revised and resubmitted). Exceptional professional learning for RtI implementation in early childhood settings. *Journal of Educational and Psychological Consultation*.

Manuscripts in Preparation

- Albritton, K.**, Patton Terry, N., & Truscott, S. (in preparation). Consultation with performance feedback to increase phonological awareness skills in preschool age children.
- Albritton, K.** & *Mathews, R. (in preparation). Is the role of the preschool psychologist truly expanding?
- *Mathews, R. & **Albritton, K.** (in preparation). Pre-service school psychology students as mental health consultants in Head Start settings.
- Storlie, C., & **Albritton, K.** (in preparation). Exploring career aspirations of Latina and African American female middle school students.

*doctoral student

GRANT ACTIVITIES

College- Sponsored Proposals

Albritton, K. (2016). Pre-service school psychologists as interventionists in early childhood settings. EHHS Internal Seed Grant. (funded). \$5,000.

Albritton, K. (2016). Increasing early language and literacy skills through teacher consultation and performance feedback. Kent State University Foundation. (letter of inquiry submitted; not funded). \$37,466.

Albritton, K. (2012). Consultation with performance feedback to increase phonological awareness in preschool age children. Georgia State University College of Education Dissertation Grant (funded). \$1,000.

Albritton, K. (2013). Consultation with performance feedback to increase phonological awareness in preschool age children. Georgia State University Ron Colarusso Outstanding Urban Education Dissertation Award (funded). \$1,000.

Professional Proposals

Albritton, K. (2012). Consultation with performance feedback to increase phonological awareness in preschool age children. National Association of School Psychologists Graduate Student Research Grant (funded). \$1,000

Albritton, K. (2012). Consultation with performance feedback to increase phonological awareness in preschool age children. Southern Regional Education Board Dissertation Fellowship (funded). \$20,000.

INVITED REGIONAL PRESENTATIONS

Albritton, K. (2016). Basic Processes that Support Reading. Paper presented at the 2016 School Psychology Conference, Kent, Ohio.

PEER REVIEWED NATIONAL PRESENTATIONS

Albritton, K., Mathews, R., & Stuckey, A. (February 2017). Is the role of the preschool psychologist truly expanding? Poster to be presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

- Albritton, K.** (February 2016). Increasing Phonological Awareness in Preschool Age Children Through Teacher Consultation. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Albritton, K.** (February 2016). Bright Beginnings: School Psychology Goes to Head Start. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Albritton, K.,** Stuckey, A., & Patton Terry, N. (February 2015). Assessment of Emergent Literacy Skills within an RtI Framework. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, Florida.
- Albritton, K. &** Truscott, S. (February 2013). Multi-Tiered Consultation to Increase Emergent Literacy Skills in Preschool Children. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, Washington.
- Albritton, K. &** Patton-Terry (September 2012). Early Language and Literacy Assessments for Instruction: Promoting School Readiness and Achievement. Invited paper presented at the annual conference of the Georgia Association on Young Children.
- Truscott, S, Schwartz, A., & **Albritton, K.** (February 2012). Professional Learning to Improve Functional Behavioral Assessments in an Urban School District. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, Pennsylvania.
- Albritton, K.,** Truscott, S, Schwartz, A., & Psimas, L. (August 2011). Elementary Co-Teachers' Perceptions of Learning Problem Solving Processes for Mathematics Instruction. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Pendergrast, M.L, Bingham, G.E. Patton-Terry, N. & **Albritton, K.** (July 2011). Examining the English and Spanish language and literacy growth of preschool dual-language learners: Phonological awareness, vocabulary, and story comprehension. Poser presentation at the annual meeting of the Society for the Scientific Study of Reading.
- Albritton, K.,** Schwartz, A., Psimas, L., & Truscott, S. (February 2011). Professional Learning and Teacher Perceptions of Problem Solving Self-Efficacy. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, California.
- Proctor, S., Truscott, S., & **Albritton, K.** (August 2010). School Psychology Program Leavers Who Persisted in Graduate Education. Poster presented at the annual meeting of the American Psychological Association, San Diego, California.
- Albritton, K.,** Leonard, A., Johnson, D., & Decker, S. (March 2010). Linking Universal Reading Screeners and Norm-Referenced Measures. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, Illinois.

Proctor, S. L., **Albritton, K.**, Jackson, T., Sher, J., & Truscott, S. D. (March 2010). African American School Psychology Program Leavers. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, Illinois.

Truscott, S., Bolling, M.A., Psimas, L., Schwartz, A., **Albritton, K.**, et al. (August 2009). Multi-Level Approach to Evaluating Professional Learning and Practice Change. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Albritton, K., Schwartz, A., Bolling, M.A., Psimas, L., Truscott, S., & Stringer, D. (February 2009). 10 Things All School Psychologists Should Know About Professional Learning. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, Massachusetts.

Psimas, L., Bolling, M.A., Truscott, S., Graybill, E., Schwartz, A., **Albritton, K.**, et al. (February 2009). Designing and Conducting Exceptional Professional Learning to Create Lasting Change. Mini Skills presented at the National Association of School Psychologists 2009 Annual Convention, Boston, Massachusetts.

AWARDS AND HONORS

University- Level

University Research Council Professional Conference Support
Kent State University
2015

Outstanding Doctoral Dissertation Award, Counseling and Psychological Services
Georgia State University
2014

Outstanding Doctoral Student Award, Counseling and Psychological Services
Georgia State University
2013

National Organizations

Trainers of School Psychology (TSP)
Professional Development Travel Scholarship
2011

American Academy of School Psychology (AASP)
Nadine Lambert Memorial Scholarship
2010

American Psychological Association (APA)
Division 16 - Student Affiliates in School Psychology (SASP) Diversity Award
2008

PROFESSIONAL AFFILIATIONS

American Psychological Association
Division 16
July 2009 – December 2009; March 2016 – present

National Association of School Psychologists
June 2008 – present

Student Leader
National Association of School Psychologists (NASP)
September 2009 - May 2011

Southern Regional Educational Board
Doctoral Scholar
July 2012 – June 2013

Southern Regional Education Board
Compact for Diversity, Research Mentoring Institute Member
October 2015 - present