

Kizzy Albritton, Ph.D., NCSP
Assistant Professor, Kent State University
School Psychology Program
kalbritt@kent.edu

EDUCATION

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

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

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

ACADEMIC EMPLOYMENT AND PROFESSIONAL CERTIFICATIONS

Assistant Professor
Kent State University, School Psychology Program (APA Accredited; NASP Approved)
August 2015 – present

Nationally Certified School Psychologist
P-12
2016-2019

Georgia: School Psychologist
P-12
2015-2020

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

PROFESSIONAL EMPLOYMENT HISTORY

Graduate Research Assistant
Georgia State University, Counseling and Psychological Services and Special Education
June 2008 – August 2014

Graduate Student Clinician
Georgia State University, Department of Psychology
June 2012 – April 2013

Graduate Teaching Assistant

Georgia State University, Educational Psychology and Special Education
Spring 2012

Graduate Teaching Assistant

Georgia State University, Counseling and Psychological Services
Fall 2011

Interrelated Special Education Teacher

Sylvan Hills Middle School, Atlanta, GA
August 2004 – July 2006

Corporate Work Experience

Systems Analyst

Exxon Mobil Global Services Company, Baytown, TX
June 2001 – May 2004

Americas Email Conversion Coordinator

Exxon Mobil Global Services Company, Houston, TX
June 2000 – June 2001

PEER REVIEWED JOURNAL ARTICLES

*denotes graduate student

Stuckey, A & **Albritton, K.** (2019). Examining the use of a multiple gating screening process to identify preschool-age children for multi-tiered instructional support. *Topics in Early Childhood Special Education*. Advanced online publication. <https://doi.org/10.1177/0271121418823993>

Albritton, K., Cureton, J., Byrd, J., & Storlie, C. (2019). Exploring perceptions of the path to work/life success among middle school students of color. *Journal of Career Development*. Advanced online publication. <https://doi.org/10.1177/0894845319832667>

Albritton, K., & *Mathews, R., & Anhalt, K. (2018). Systematic review of early childhood mental health consultation: Implications for improving preschool discipline disproportionality. *Journal of Educational and Psychological Consultation*. Advanced online publication. <https://doi.org/10.1080/10474412.2018.1541413>

- Albritton, K.,** *Mathews, R., & *Boyle, S. (2018). Is the role of the school psychologist in early childhood truly expanding? A survey examining school psychologists' practices and training experiences. *Journal of Applied School Psychology*. Advanced online publication. <https://doi.org/10.1080/15377903.2018.1462280>
- Albritton, K.,** Patton Terry, N., & Truscott, S. (2018). Examining the effects of performance feedback on preschool teachers' fidelity of implementation of a small-group phonological awareness intervention. *Reading & Writing Quarterly: Overcoming Learning Difficulties*. Advanced online publication. <https://doi.org/10.1080/10573569.2018.1456990>
- Albritton, K.,** Truscott, S., & Patton Terry, N. (2018). Exceptional professional learning for RtI implementation in early childhood settings. *Contemporary School Psychology*, 22(4), 401- 412.
- Storlie, C., & **Albritton, K.,** Cureton, J. (2017). Familial and social influences for ethnic minority female adolescents: A study of relational cultural theory. *The Family Journal*, 25(4), 351-358.
- Albritton, K.,** Stuckey, A., & Patton Terry, N. (2017). Identifying Head Start children for higher tiers of language and literacy instruction within a response to intervention framework. *Journal of Early Intervention*, 39(4), 267-280.
- Albritton, K.** Anhalt, K., Patton Terry, N. (2016). 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*, 3, 237-250.
- 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. <https://doi.org/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*, 18(1), 44-58.
- 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.

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.

Truscott, S. D. & **Albritton, K.** (2011). Addressing pediatric health concerns through school-based consultation. *Journal of Educational and Psychological Consultation*, 21(2), 169-174.

Manuscripts Under Review

Albritton, K., Ching-I, C., *Boyle, S., *Johnson, A., & *Mathews, R. (revision under review). Collaborating with school psychologists: Moving beyond traditional assessment practices.

Storlie, C., **Albritton, K.**, Cureton, J., & Bryd, J. (under review). African American and Latino Male Youth: Perceived Strengths in Career Exploration.

McDaniel, S, **Albritton, K.**, Stuckey, A., *Freedman, A., & *Shi, Q. (revision under review). Mitigating risk through summer programming for social emotional learning.

Albritton, K., & Cowan, R. J. (under review). Preservice training in early childhood settings: Preparing school psychologists to provide academic intervention to improve early literacy skills.

GRANT ACTIVITIES

University-Level Proposals

Albritton, K. (2017). Increasing the quality of class-wide reading instruction for kindergartners at-risk of reading failure. Kent State University Research Council (not funded). \$9, 988.

College- Level Proposals

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

Albritton, K. (2016). Identifying Head Start children for tiered language and literacy instruction on the basis of oral language status at ages 3-5. EHHS Pre-Tenure Faculty Research Award. (funded). \$1,016.

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

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.

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.

Professional Proposals

Albritton, K. & Stuckey, A. (2018). A pilot study exploring single measure and multiple gating screening procedures to identify early literacy difficulties in preschool settings. Society for the Study of School Psychology. (not funded). \$12,545.

Albritton, K. (2017). Increasing the quality of class-wide reading instruction for kindergartners at-risk of reading failure. Society for the Study of School Psychology. (not funded). \$19,918.

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.

PEER REVIEWED INTERNATIONAL PRESENTATIONS

Albritton, K. (July 2018). The Missing Link: School Psychologists as Early Childhood Mental Health Consultants. Paper presented at the annual meeting of the International School Psychology Association. Tokyo, Japan.

PEER REVIEWED NATIONAL PRESENTATIONS

Albritton, K. & Stuckey, A. (February 2019). Multiple-gated screening: Identifying preschool children for tiered early literacy support. Paper presentation to be presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

- Albritton, K. & Cowan, R.** (February 2019). Pre-service school psychologists as interventionists in preschool settings. Paper presentation to be presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Albritton, K. & Stuckey, A.** (June 2018). Identifying Head Start children for higher tiers of language and literacy instruction within a response to intervention framework. Poster presented at the National Research Conference on Early Childhood. Arlington, VA.
- Albritton, K., & *Mathews, R., Anhalt, K.** (February 2018). Preschool Behavioral Consultation: A Promising Practice to Prevent Disciplinary Disproportionality?. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Albritton, K., & *Mathews, R.** (February 2017). Is the role of the preschool psychologist truly expanding? Poster 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. Poster 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.

INVITED REGIONAL PRESENTATIONS

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

RESEARCH DEVELOPMENT

Summer Research Training Institute in Single-Case Research Design and Analysis
Institute of Education Sciences (IES)
June 2018

School Psychology Research Collaboration Conference
Society for the Study of School Psychology
February 2019

SERVICE

Reviewer

Contemporary School Psychology
January 2014 – present

Reviewer

Journal of Early Intervention
May 2016 – present

Editorial Board

Journal of Early Intervention
March 2018 - present

Convention Proposals Reviewer

National Association of School Psychologists (NASP)
July 2017, July 2014

American Psychological Association (APA) Division 16 Collaborative Proposals
October 2016

Panelist

Mentoring Roundtable: Insight from Practitioners and Scholars of Color, 2018 Annual Meeting of the National Association of School Psychologists. February 2018.

Panel Discussant and Co-Facilitator

Am I Good Enough?: Confronting the Imposter Syndrome Part One & Two, Kent State University Ronald McNair Scholars Program, Summer 2017.

Workshop Facilitator

Conflict Management, Kent State University, EHHS Bridges Aspiring Scholars Program, Summer 2017, Summer 2018

Annual Self-Assessment Team - Community Member

Education Self-Assessment Team, Head Start/Early Head Start, Akron Summit Community Action, Inc. (ASCA), January 2017, January 2018, January 2019

AWARDS AND HONORS

University- Level

University Teaching Council Professional Conference Support
Kent State University
2018

University Research Council Professional Conference Support
Kent State University
2015, 2016, 2017, 2018

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

American Psychological Association (APA)
International Conference Registration Grant
2018

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 – October 2017