

Curriculum Vitae

Nicholas F. Benson, PhD

Associate Professor
School Psychology Program
Department of Educational Psychology
Baylor University
Nicholas_Benson@baylor.edu

Academic Degrees

2005 Ph.D. University of Florida, Gainesville, FL

- Major Area of Study: School Psychology – APA Accredited and NASP Approved Program
- Dissertation: Cross-national construct equivalence of school-age children's temperament types as measured by the Student Styles Questionnaire

2001 Ed. S. University of Florida, Gainesville, FL

- Major Area of Study: School Psychology
- Thesis: Curriculum-based measurement: Meta-analyses of criterion-related validity

1998 M.S. Illinois State University, Normal, IL

- Major Area of Study: Psychology
- Thesis: Exploring the relationship between personality and health

1994 B.A. Moorhead State University, Moorhead, MN

- Major Area of Study: Psychology

Professional Licenses and Certifications

Licensed Psychologist, Texas, License Number 37757

National Provider Identifier, 1952873010.

Licensed Specialist in School Psychology, License Number 71457

Nationally Certified School Psychologist, Certification Number 36918

Professional Experience

August 2015- Baylor University

Present *Associate Professor*
Graduate Program Director (2019-present)

August 2008- University of South Dakota

August 2015
Associate Professor (2014-2015)
School Psychology Program Coordinator (2009-2015)
Assistant Professor (2008-2014)

August 2005- Florida International University

August 2008

Assistant Professor and Program Coordinator (2006-2008)
Visiting Assistant Professor (2005-2006)

August 2002- Miami-Dade County Public Schools

August 2005 *School Psychologist*

August 2001- Broward County Public Schools

August 2002 *School Psychologist*

Publications: Peer-reviewed Journal Articles (N = 49, Reverse Chronological Order)

Gilbert, K., Kranzler, J. H., & Benson, N. F. (In press). An independent examination of the equivalence of the standard and digital administration formats of the Wechsler Intelligence Scale for Children-5th Edition. *Journal of School Psychology*.

Benson, N. F., Floyd, R. G., Kranzler, J. H., Eckert, T. L., Fefer, S. A., & Morgan, G. B. (2020). On the declining use of projective techniques in school psychology: A response to Piotrowski (2019). *Journal of Projective Psychology and Mental Health*, 27, 57-60.

Benson, N. F., Maki, K. E., Floyd, R. G., Eckert, T. L., Kranzler, J. K., & Fefer, S. A. (2020). A national survey of school psychologists' practices in identifying specific learning disabilities. *School Psychology* 35, 146-157.

Farmer, R. L., McGill, R. J., Dombrowski, S. C. Benson, N. F., Smith-Kellen, S., Lockwood, A., Powell, S., Pynn, C., & Stinnett, T. A. (2020). Conducting Psychoeducational Assessments During the COVID-19 Crisis: The Danger of Good Intentions. *Contemporary School Psychology*. <https://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, 477-487.

Kranzler, J. H., Maki, K. E., Eckert, T. L., Benson, N. F., Floyd, R. G., & Fefer, S. A. (2020). How do school psychologists interpret intelligence tests for the identification of specific learning disabilities?. *Contemporary School Psychology*, 24, 445-456.

Oglesby, L. W., Gallucci, A. R., Wynveen, C. J., Ylitalo, K. R., & Benson, N. F. (2020). The relationship between burnout and substance use in collegiate athletic trainers. *Journal of Athletic Training*, 55, 744-751.

Beaujean, A. A., & Benson, N. F. (2019a). The one and the many: Enduring legacies of Spearman and Thurstone on intelligence test score interpretation. *Applied Measurement in Education*, 32:3, 198-215, doi: 10.1080/08957347.2019.1619560

- Beaujean, A. A., & Benson, N. F. (2019b). Theoretically consistent cognitive ability test development and score interpretation. *Contemporary School Psychology, 23*, 126-137.
- Benson, N. F., Beaujean, A. A., McGill, R. J., & Dombrowski, S. C. (2019). Rising to the Challenge of SLD Identification: A Rejoinder. *The Dialog, 48*, 17-18.
- Benson, N. F., Floyd, R. G., Kranzler, J. H., Eckert, T. L., Fefer, S. A., & Morgan, G. B. (2019). Test use and assessment practices of school psychologists in the United States: Findings from the 2017 national survey. *Journal of School Psychology, 72*, 29-48.
- Benson, N. F., Wechsler, S.M., & Parker, B. (2019). Challenges for Behavioral Assessment in Brazilian Schools. *Estudos de Psicologia (Campinas), 36*, e190010. Epub July 04, 2019. <https://dx.doi.org/10.1590/1982-0275201936e190010>
- Dombrowski, S. C., Beaujean, A. A., McGill, R. J., Benson, N. F., & Schneider, W. J. (2019). Using exploratory bifactor analysis to understand the latent structure of multidimensional psychological measures: An example featuring the WISC-V. *Structural Equation Modeling: A Multidisciplinary Journal, 26*, 847-860.
- Kranzler, J. H., Gilbert, K., Robert, C. R., & Floyd, R. G., & Benson, N. F. (2019). Further Examination of a Critical Assumption Underlying the Dual-Discrepancy/Consistency Approach to Specific Learning Disability Identification. *School Psychology Review, 48*, 207-221.
- Soto, C., Gutierrez de Blume, A. P., Jacovina, M., McNamara, D., Benson, N., & Riffo, B. (2019). Reading comprehension and metacognition: The importance of inferential skills. *Cogent Education*. doi: 10.1080/2331186X.2019.1565067
- Beaujean, A. A.; Benson, N. F.; McGill, R. J.; Dombrowski, S. C. (2018). A misuse of IQ scores: Using the Dual Discrepancy/Consistency Model for identifying specific learning disabilities. *Journal of Intelligence, 6*, 36. doi: <https://doi.org/10.3390/Jintelligence6030036>
- Benson, N. F. (2018). Introduction to a special issue on simulation studies as a means of informing psychoeducational testing and assessment. *Journal of Psychoeducational Assessment, 36*(1), 3-6. doi:10.1177/0734282917728236
- Benson, N. F., Beaujean, A. A., McGill, R. J., & Dombrowski, S. C. (2018). Revisiting Carroll's survey of factor-analytic studies: Implications for the clinical assessment of intelligence. *Psychological Assessment*, doi:10.1037/pas0000556
- Benson, N. F., Beaujean, A. A., McGill, R. J., & Dombrowski, S. C. (2018). A critique of the Core-Selective Evaluation Process. *The Dialog, 47*(1), 14-28.
- Benson, N. F., Kranzler, J. H., & Floyd, R. G. (2018). Exploratory and confirmatory factor

analysis of the Universal Nonverbal Intelligence Test—Second Edition: Testing dimensionality and invariance across age, gender, race, and ethnicity. *Assessment*, doi: 10.1177/1073191118786584

Dombrowski, S. C., McGill, R. J., Beaujean, A. A., & Benson, N. F. (2018). The Woodcock-Johnson IV Tests of Achievement provides too many scores for clinical interpretation. *Journal of Psychoeducational Assessment*. doi 10.1177/0734282918800745

Grapin, S. L., & Benson, N. F. (2018). Assessment in the Every Student Succeeds Act: Considerations for school psychologists. *Contemporary School Psychology*, doi:10.1007/s40688-018-0191-0

Wechsler, S. M., Benson, N., Machado, W. L., Bachert, C.M., & Gums, E. F. (2018). Adult Temperament Styles: A Network Analysis of Their Relationships with the Big Five Personality Model. *European Journal of Education and Psychology*. doi: 10.30552 / ejep.v11i1.186

Benson, N. F., & Kranzler, J. K. (2017). Another look at the construct validity of the Gifted Rating Scales: Preschool/Kindergarten and School Forms. *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282917710377

Benson, N. F., Beaujean, A. A., Donohue, A., & Ward, E. (2016). W Scores: Background and derivation. *Journal of Psychoeducational Assessment*. DOI: 10.1177/0734282916677433

Benson, N. F., Kranzler, J. H., & Floyd, R. G. (2016). Examining the integrity of measurement of cognitive abilities in the prediction of achievement: Comparisons and contrasts across variables from higher-order and bifactor models. *Journal of School Psychology*, 58, 1-19.

Choi, H., Benson, N., & Shudak, N. (2016). The assessment of teacher candidate dispositions: Evidence of reliability and validity. *Teacher Education Quarterly*, 43, 71-89.

Hulac, D. M., Benson, N., Nesmith, M. C., & Wollersheim-Shervey, S. (2016). Using variable interval reinforcement schedules to support students in the classroom: An introduction with illustrative examples. *Journal of Educational Research and Practice*, 6, 90-96.

Kranzler, J. H., Benson, N., & Floyd, R. G. (2016). Intellectual Assessment of Children and Youth in the United States of America: Past, Present, and Future. *International Journal of School & Educational Psychology*, 4, 276-282. doi: 10.1080/21683603.2016.1166759

Kranzler, J. H., Floyd, R. G., Benson, N., Zaloski, B., & Thibodaux, L. K. (2016). Classification agreement analysis of cross-battery assessment in the identification of Specific Learning Disorders in children and youth. *International Journal of School and Educational Psychology*, 4, 1-13. doi: 10.1080/21683603.2016.1155515

Kranzler, J. H., Floyd, R. G., Benson, N., Zaloski, B., & Thibodaux, L. K. (2016). Cross-Battery Pattern of Strengths and Weaknesses Approach to the Identification of Specific Learning

Disorders: Evidence-based practice or pseudoscience? *International Journal of School and Educational Psychology*, 4, 146-157. doi: 10.1080/21683603.2016.1192855.

Benson, N., Beaujean, A. A., & Taub, G. E. (2015). Using score equating and measurement invariance to examine the Flynn Effect in the Wechsler Adult Intelligence Scale. *Multivariate Behavioral Research*, 50(4), 398-415.

Kranzler, J. H., Benson, N., & Floyd, R. G. (2015). Using estimated factor scores from a bifactor analysis to examine the unique effects of the latent variables measured by the WAIS-IV on academic achievement. *Psychological Assessment*, 27(4), 1402-1416. doi:10.1037/pas0000119

Wechsler, S., Benson, N., Oakland, T., & Lourenconi, M.A. (2014). Factor structure of the Inventory of Adult Temperament Styles [Estrutura fatorial do Inventário de Estilos de Temperamento de Adultos]. *Psicologia: Reflexão e Crítica*, 27(4), 720-727. DOI: 10.1590/1678-7153.201427412

Taub, G. E., Benson, N., & Szente, J. (2014). Improving mathematics: An examination of the effects of specific cognitive abilities on college-age students' mathematics achievement. *International Journal for the Scholarship of Teaching and Learning*, 8(2), Article 8. Available at: <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol8/iss2/8>

Benson, N., Hulac, D. H., & Bernstein, J. (2013). An independent confirmatory factor analysis of the Wechsler Intelligence Scale for Children—Fourth Edition (WISC–IV) Integrated: What do the process approach subtests measure? *Psychological Assessment*, 25, 692-705. doi:10.1037/a0032298.

Benson, N., & Taub, G. E. (2013). Invariance of Woodcock-Johnson III scores for students with learning disorders and students without learning disorders. *School Psychology Quarterly*, 28, 256-272. doi:10.1037/spq0000028.

Taub, G. E., & Benson, N. (2013). Identifying the effects of specific CHC factors on college students' reading comprehension. *International Journal for the Scholarship of Teaching and Learning*, 7(2), Article 10. Available at: <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol7/iss2/10>

Taub, G. E., & Benson, N. (2013). Matters of Consequence: An empirical investigation of the WAIS-III and WAIS-IV and implications for addressing the Atkins intelligence criterion. *Journal of Forensic Psychology Practice*, 13, 27-48.

Hulac, D. M., Dejong, K., & Benson, N. (2012). Can students run their own interventions?: A self-administered math fluency intervention. *Psychology in the Schools*, 49, 526-538.

Benson, N., & Oakland, T. (2011). International Classification of Functioning, Disability and Health: Implications for school psychologists. *Canadian Journal of School Psychology*, 26, 3-17.

Hulac, D. M., & Benson, N. (2011). Getting students to work smarter and hard: Decreasing off-task behavior through interspersal techniques. *School Psychology Forum*, 5, 29-36.

Benson, N. Hulac, D. M., & Kranzler, J. K. (2010). Independent examination of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV): What does the WAIS-IV measure? *Psychological Assessment*, 22, 121-130.

Benson, N. & Newman, I. (2010). Potential utility of actuarial methods for identifying specific learning disabilities. *Psychology in the Schools*, 47, 538-550.

Carlson, J., Benson, N., & Oakland, T. (2010). Implications of the ICF for clinical and diagnostic test development and use. *School Psychology International*, 31, 353-371.

Edwards, O. W., Benson, N. (2010). A four-factor social support model to mediate stressors experienced by children raised by grandparents. *Journal of Applied School Psychology*, 26, 54-69.

Hulac, D. M., & Benson, N. (2010). The use of group contingencies for preventing and managing disruptive behaviors. *Intervention in School and Clinic*, 45, 257-262.

Benson, N., Oakland, T., & Shermis, M. (2009). Cross-national invariance of children's temperament. *Journal of Psychoeducational Assessment*, 14, 109-120.

Benson, N. (2008). Cattell-Horn-Carroll cognitive abilities and reading achievement. *Journal of Psychoeducational Assessment*, 26, 27-41.

Publications: Book Chapters (N = 4, Reverse Chronological Order)

Benson, N. F., Klingbeil, D. A., & Caemmerer, J. M. (2020). Enhancing skills in research methods and statistics. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology*. New York, NY: Routledge.

Benson, N. F., & Donohue, A. (2018). Assessment in school psychology. In S. L. Grapin and J. H. Kranzler (Eds.), *School psychology: Professional issues and practices*. (pp. 97-114). New York, NY: Springer Publishing.

Benson, N., Hulac, D. M., & Kranzler, J. H. (2012). Independent examination of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV): What does the WAIS-IV measure? *Psychological Assessment*, 22, 121-130. [Reprinted in: G. J. Boyle, D. H. Saklofske, & G. Matthews (Eds.), *Psychological assessment: SAGE benchmarks in psychology*. SAGE: London.]

Benson, N. (2010). Types of tests and assessments. In E. Mpofu & T. Oakland (Eds.), *Assessment in rehabilitation and health* (pp. 72-90). Boston, MA: Allyn & Bacon.

Publications: Encyclopedia Entries (N = 3, Reverse Chronological Order)

Kranzler, J. H., & Benson, N. F. (In press). Assessment in school psychology. In T. L. Good & M. M. Mccaslin (Eds.), *The Routledge Encyclopedia of Education: Educational Psychology* (pp. xx-xx). New York, NY: Routledge.

Benson, N. F., Donohue, A., & Ward, E. (2018). W Difference Scores. In B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. Thousand Oaks, CA: Sage

Lazarus, P. J., & Benson, N. (2008). Emotional intelligence. In N. Salkind (Ed.), *Encyclopedia of Educational Psychology*. Thousand Oaks, CA: Sage Publications.

Publications: Test Reviews (N = 7, Reverse Chronological Order)

Benson, N. F., & Tipton, R. J. (In Press). Test review of the Academic Achievement Battery Standard Form. In J. F. Carlson, K. F. Geisinger, & R. A. Spies (Eds.), *The twenty-first mental measurements yearbook*.

Benson, N. F., & Tipton, R. J. (In Press). Test review of the Naglieri Nonverbal Ability Test—Third Edition. In J. F. Carlson, K. F. Geisinger, & R. A. Spies (Eds.), *The twenty-first mental measurements yearbook*.

Benson, N. (2016). Test review of the Test of Reading Comprehension, Fourth Edition. In J. F. Carlson, K. F. Geisinger, & R. A. Spies (Eds.), *The twentieth mental measurements yearbook*. Retrieved from the Buros Institute's Test Reviews Online website: <http://www.buros.org/>.

Benson, N. (2016). Test review of the Wechsler Intelligence Scale-Fifth Edition. In J. F. Carlson, K. F. Geisinger, & R. A. Spies (Eds.), *The twentieth mental measurements yearbook*. Retrieved from the Buros Institute's Test Reviews Online website: <http://www.buros.org/>.

Benson, N. (2014). Test review of the Dimensional Assessment of Personality Pathology-Basic Questionnaire. In J. F. Carlson, K. F. Geisinger, & R. A. Spies (Eds.), *The nineteenth mental measurements yearbook*. Retrieved from the Buros Institute's Test Reviews Online website: <http://www.buros.org/>.

Benson, N. (2014). Test review of the NEO Personality Inventory-3. In J. F. Carlson, K. F. Geisinger, & R. A. Spies (Eds.), *The nineteenth mental measurements yearbook*. Retrieved from the Buros Institute's Test Reviews Online website: <http://www.buros.org/>.

Shaw, S. R., & Benson, N. (1998). Review of the Student Goals Exploration. In J. C. Impara & B. S. Plake (Eds.), *The Thirteenth Mental Measurements Yearbook*. Lincoln, NE: Buros Institute of Mental Measurement.

Publications: Technical Reports (N = 1)

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Nordyke, S., Braunstein, R., Benson, N., & Peterson, D. (2009). *Evaluation of Driver Education in South Dakota*.

Peer-Reviewed Conference Presentations (N = 55, Reverse Chronological Order)

Benson, N. F., Floyd, R. G., Kranzler, J. H., Tipton, R. J., & Lewis, E. K. (2020, February). *Do interventions based on intelligence tests improve academic outcomes?* Presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Floyd, R. G., Benson, N. F., Kranzler, J. H., Maki, K. E., Eckert, T. L., & Fefer, S. A. (2020, February). *A national survey of intelligence test interpretation in school psychology*. Presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Gilbert, K., Kranzler, J. H., Boss, D. L., Matthews, K. E., & Benson, N. F. (2020, February). *Effects of WISC-V type of administrations on test performance*. Presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Benson, N. F., Kranzler, J., Maki, K. E., Floyd, R.G., Eckert, T. L., & Fefer, S. A. (2019, February). *National survey of SLD identification practices in school psychology*. Presented at the annual convention of the National Association of School Psychologists. Atlanta, GA.

Floyd, R. G., Benson, N. F., & Kranzler, J. (2019, February). *Analysis of construct scores in the assessment of intellectual giftedness*. Presented at the annual convention of the National Association of School Psychologists. Atlanta, GA.

Garbacz, S. A., Albers, C. A., Benson, N. F., Demaray, M. K., Hawkins, R. O., Jenkins, L. N., Kilgus, S. P., Pendergast, L. L., Sanetti, L. M., von der Embse, N., & Keller-Margulis, M. A. (2019, February). *Demystifying publishing: Insight from Journal of School Psychology Editors*. Presented at the annual convention of the National Association of School Psychologists. Atlanta, GA.

McNulty, R. J., Floyd, R. G., McNicholas, P., Benson, N. F., & Kranzler, J. (2019, August). *Evaluating the treatment utility of the Cognitive Assessment System*. Poster presented at the annual convention of the American Psychological Association. Chicago, IL.

Beaujean, A. A., & Benson, N. F. (2018, August). *Distinctions with(out?) a difference: An empirical comparison of higher-order and bifactor models*. Poster presented at the annual convention of the American Psychological Association. San Francisco, CA.

Beaujean, A. A., & Benson, N. F. (2018, August). *Clinical tests of cognitive ability: Theoretically consistent construction and interpretation*. Paper presented at the annual convention of the American Psychological Association. San Francisco, CA.

- Floyd, R. G., Benson, N. F., Kranzler, J. H., Fefer, S., Eckert, T. L., & Morgan, G. B. (2018, August). *School psychologists supporting evidence-based assessment practices: A national survey*. Poster presented at the annual convention of the American Psychological Association. San Francisco, CA
- Freeman, H, Simons, J., Benson, N. (2018, April). *Normative and individual patterns of romantic relationship quality among non-married young adults*. Presented at the Society for Research on Adolescence. Minneapolis, MN.
- Benson, N., Floyd, R. G., Kranzler, J. H., & Eckert, T. L. (2018, February). *Contemporary assessment practices in school psychology: National survey results*. Presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Benson, N., Kranzler, J. H., & Floyd, R. G. (2018, February). *Structural reanalysis of the Universal Nonverbal Intelligence Test—Second Edition*. Presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Floyd, R. G., Benson, N., & Kranzler, J. H. (2018, February). *Using construct scores in the assessment of intellectual disability*. Presented at the annual convention of the National Association of School Psychologists, February 13-16, Chicago, IL.
- Kranzler, J. H., Benson, N., & Floyd, R. G. (2018, February). Diagnostic utility of the XBA PSW approach to SLD identification. Presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Kranzler, J. H., & Benson, N. (2018, February). *Another look at the construct validity of the Gifted Ratings Scales—Preschool/Kindergarten and School Forms*. Presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Rye, J. A., & Benson, N. F. (2018, February). *Adolescent suicide behaviors: Exploring protection afforded through a healthy lifestyle*. Presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Soto, C., Jacovina, M., Gutierrez de Blume, A. P., McNamara, D., Benson, N., & Riffo, B. (2018, August). *Reading comprehension and metacognition: The importance of inferential skills*. Presented at the 8th Biennial Meeting of the European Association for Research on Learning and Instruction Metacognition Special Interest Group (SIG 16), Zurich, Switzerland.
- Benson, N. F., Beaujean, A. A. (2017, August). *History of cognitive assessment: Spearman versus Thurstone*. Presented at the American Psychological Association Annual Convention. Washington, DC.
- Benson, N. F., Beaujean, A. A. (2017, August). *Re-examining the structure of human cognitive abilities*. Presented at the American Psychological Association Annual Convention. Washington, DC.

- Beaujean, A. A., Benson, N. F., & Donohue, A. C. (2017, February). *Reexamining Carroll: A modern reanalysis of his data*. Presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Benson, N. F., Kranzler, J. H., & Floyd, R. G. (2017, February). *Comparing cognitive models and scoring methods in predicting academic achievement*. Presented at the National Association of School Psychologists Annual Convention. San Antonio, TX.
- Shudack, N., Benson, N., & Choi, H. (2017, February). *The challenges of teaching teacher candidates to actively engage K-12 students during a yearlong residency experience*. Presented at the American Educational Research Association Annual Meeting. San Antonio, TX.
- Benson, N. F., Beaujean, A. A., Donohue, A., Chi, Hailin. (2016, October). *Are we over-interpreting students' performance on tests of intelligence? A re-analysis of the foundations of CHC theory*. Presented at the Texas Association of School Psychologists Annual Convention. Houston, TX.
- Benson, N., & Beaujean, A. A. (2016, August). *Human cognitive abilities: A bifactor re-analysis*. Presented at the American Psychological Association Annual Convention. Denver, CO.
- Kranzler, J. H., Floyd, R. G., Benson, N, Zaboski, B., & Thibodaux, L. (2016, February). *Classification agreement analysis of cross-battery assessment in the identification of specific learning disorders in children and youth*. Presented at the National Association of School Psychologists Annual Convention. New Orleans, LA.
- Benson, N., Beaujean, A. A., & Taub, G. E. (2015, September). *Examining the Flynn Effect in the Wechsler Adult Intelligence Scale*. Presented at the International Society for Intelligence Research Annual Conference. Albuquerque, NM.
- Benson, N., Kranzler, J. H., & Floyd, R. G. (2015, February). *Predicting academic achievement using KABC-II scores: An incremental validity study*. Presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Kranzler, J. H., Benson, N. Floyd, R. G. (2015, February). *Incremental validity of the constructs measured by the WAIS-IV*. Presented at the National Association of School Psychologists Annual Convention. Orlando, FL.
- Nelson, T. J., Benson, N. (2014, March). *Meeting the challenges of consistency in supervisor ratings*. Presented at the Spring Council for the Accreditation of Educator Preparation (CAEP) Meeting. Nashville, TN.
- Benson, N., & Choi, H. (2014, February). *Evaluating tier 1 classroom practices: The utility of observational methods*. Presented at the National Association of School Psychologists

Annual Convention. Washington, DC.

Choi, H., & Benson, N. (2014, February). *Assessing professional dispositions: Is it reliable and valid*. Presented at the National Association of School Psychologists Annual Convention. Washington, DC.

Benson, N. Choi, H., Nelson, T., & Melmer, R. (2013, February). *Assessing teacher candidate aptitude for instructional performance*. Paper presented at the Annual Eastern Educational Research Association, February 20-23, Sarasota, FL.

Choi, H., Benson, N., Nelson, T., & Melmer, R. (2013, February). *Assessing teacher candidate dispositions: Evidence of reliability and validity*. Paper presented at the Annual Eastern Educational Research Association, February 20-23, Sarasota, FL.

Nelson, T. J., Choi, H., Benson, N. & Melmer, R. (2013, February). *Assessing teacher candidate performance: The utility of the Charlotte Danielson Framework as a quantitative measure*. Paper presented at the Annual Eastern Educational Research Association, February 20-23, Sarasota, FL.

Benson, N., Reynolds, M. R., & Keith, T. Z. (2012, December). *Testing CHC theory: Conjoint confirmatory factor analysis of test batteries used in the WJ-III validity studies*. Paper presented at the Thirteenth Annual Conference of the International Society for Intelligence Research. San Antonio, TX.

Benson, N., Hulac, D. M., & Bernstein, J. (2012, August). *Confirmatory factor analysis of the Wechsler Intelligence Scale for Children-Fourth Edition Integrated*. Presented at the American Psychological Association Annual Convention, August 2-5, Orlando, FL.

Benson, N. (2012, February). *Cognitive-achievement relations and Specific Learning Disability*. Presented at the National Association of School Psychologists Annual Convention. Philadelphia, PA.

Callueng, C., Benson, N., & Oakland, T. (2011, August). *Temperament of children from Japan and the Philippines*. Paper presented at the Division 52 Suite Program during the 2011 American Psychological Association Convention, Washington, DC.

Benson, N. (2011, February). Opening statements and introductions, discussion, and closing statements. In N. Benson (Chair), *The World Health Organization's ICF: Implications for school psychology*. Symposium conducted at the National Association of School Psychologists Annual Convention. San Francisco, CA.

Benson, N. (2010, August). Opening statements and introductions, discussion, and closing statements. In N. Benson (Chair), *Implications of the ICF framework for school psychology*. Symposium conducted at the 118th Annual Meeting of the American Psychological Association. San Diego.

- Benson, N., Hulac, D., Kolander, K., & Wall, K. (2010, March). *Selecting interventions for children who struggle with mathematics*. Presented at the National Association of School Psychologists Annual Convention. Chicago, IL.
- Benson, N., & Hulac, D. M. (2009, August). *WAIS-IV: What does it measure during middle to late adolescence?* Presented at the American Psychological Association Annual Convention. Toronto, Canada.
- Benson, N., & Moseley, B. (2009, April). Integrating psychometric and information processing perspectives to clarify the process of math problem solving. Presented at the American Educational Research Association Annual Meeting. San Diego, CA.
- Benson, N. (2009, February). Raising average reading performance: Implications from international literacy data. Poster session presented at the National Association of School Psychologists Annual Convention. Boston, MA.
- Benson, N., & Benson, G. (2008, February). *Helping teachers help students*. Presented at the National Association of School Psychologists Annual Convention. New Orleans, LA.
- Benson, N., & Benson, G. (2007, November). *Improving treatment implementation: Helping teachers help students*. Paper presented at the Florida Association of School Psychologists Annual Conference. Daytona Beach, FL.
- Benson, N. & Michel, R. (2007, August). *Temperament and personality measures: Examining cross-national score equivalence*. Poster session presented at the American Psychological Association Annual Convention, August 17-20, San Francisco, CA.
- Lazarus, P. J., & Benson, N. (2007, March). *Retention is an ineffective intervention. So what are the alternatives?* Presentation at the National Association of School Psychologists Annual Convention. New York, NY.
- Benson, N. (2006, October). *Selecting and evaluating interventions*. Presented at the Florida Association of School Psychologists Annual Conference. Orlando, FL.
- Joyce, D., Oakland, T., Benson, N., & Ditterline, J. (2006, October). *International Classification of Functioning, Disability, and Health Model*. Presentation at the Florida Association of School Psychologists Annual Conference. Orlando, FL.
- Lazarus, P. J., Bunn, S., & Benson, N. (2006, October). *Leaving children behind unnecessarily: Alternative intervention strategies to reduce grade retention*. Presentation at the Florida Association of School Psychologists Annual Conference. Orlando, FL.
- Oakland, T., & Benson, N. (2006, July). *Evidence for cross-national generalizability of children's temperament types*. Paper presented at the International Test Commission Conference on educational and psychological test adaptation across language and cultures. Brussels, Belgium.

Shaw, S., & Benson, N. (1996). Cognitive and behavioral sequelae of penetrating and closed-head injuries. Division 40 presentation at the American Psychological Association Annual Convention and published in abstract form in *The Clinical Neuropsychologist*, 10, 323.

Dalhouse, A. D., Roise, S., Benson, N., and Kessler, K. (1994). Effects of dietary calcium and sodium on hypertension in SHR and WKY rats. Presentation at Annual Meeting of the Society for Neurosciences in Miami Beach, FL. *Society for Neuroscience Abstracts*, 24, 110.

Invited Presentations (N = 8, Reverse Chronological Order)

Beaujean, A. A., & Benson, N. F. (2018, February). *Simulating data for clinical research*. Invited presentation at the annual conference of the Trainers of School Psychologists. Chicago, IL.

Benson, N. F. (2017). *The assessment and identification of intellectual disability*. Workshop provided for the Region 12 Educational Service Center. July 14, Waco, TX.

Benson, N. F. (2016). *Evaluating tests of intelligence*. Invited webinar for the Buros Center for Testing's Evaluating Test Quality Webinar Series. October 27, 2016.

Benson, N. F., Goforth, A. N., & Sullivan, A. (2015, February). *Productive writing: Developing productive writing habits, writing teams, and mentorship as an Early Career Scholar*. Invited presentation at the annual conference of the Trainers of School Psychologists in Orlando, FL.

Benson, N. F. (2014). *Recent trends in intellectual assessment: With emphasis on the WISC-V and WJ-IV*. Workshop provided for the Nebraska Educational Service Unit #1. November 25, Wakefield, NE.

Benson, N. F. (2014). *The brain and educational neuroscience*. Workshop provided for the South Dakota Lutheran Schools-Missouri Synod, October 10, Pierre, SD.

Benson, N. F. (2011). *Psychological services in the schools*. Guest presentation in seminar for Audiology and Speech Language Communication students at the University of South Dakota.

Benson, N. F. (2009). *Understanding dyslexia*. Presentation for a workshop provided for the South Dakota Association of School Psychologists, March 25, Sioux Falls, SD.

External Grants (N = 6, Under Review or Not Funded)

Benson, G., Benson, N., & Beaujean, A. A. (2017). Newcomers achieving through ASPIRE (Achievement Sustainability via Proactive Interventions for Re-engagement in

Education). (\$4,000,000-Not Funded). Education Innovation and Research program, United States Department of Education.

Brown-R., K., Benson, N., Baugh, L. A., & Schweinle, W. (2012). Historical trauma effects on positive and negative emotions (\$397,344-Not Funded). National Institute of Health.

Benson, N., Dinehart, L., & Tashakkori, A. (2008). Early "I": Early Identification and Intervention (\$994,690-Not Funded). National Center for Special Education Research, United States Department of Education.

Benson, N., & Dinehart, L. (2007). Early "I": Response to Intervention (\$1,284,025-Not Funded). National Center for Special Education Research, United States Department of Education.

Benson, N., & Tashakkori, A. (2006). Promoting literacy knowledge and progress monitoring skills for school psychology students (\$795,850-Not Funded). Office of Special Education and Rehabilitative Services, United States Department of Education.

Benson, N., Tashakkori, A. (2006). The School Psychology Clinic at Florida International University: An ideal setting for a Parent and Information Resource Center (\$1,984,039-Not Funded). Parent Information and Resource Centers Program, United States Department of Education.

Internal Grants (N = 6)

Benson, N. & Li, Y. (2014). Where is Intelligence Located in the Brain? (\$20,000 Funded). Center for Brain & Behavior Research (CBBRe) pilot grant program.

Brown-R., K., Baugh, L. A., Benson, N., & Schweinle, W. (2013). Counseling and Psychology in Education and Medicine collaborate on study of historical trauma and neuroscience. (\$54,575-Funded).

Benson, N. (2012). Travel grant to attend the National Association of School Psychologists Annual Meeting (\$1,000-funded), USD Center for Teaching and Learning.

Benson, N. (2011). Travel grant to attend the National Association of School Psychologists Annual Meeting (\$1,500-funded), USD Center for Teaching and Learning.

Benson, N. (2010). Travel grant to attend the National Association of School Psychologists Annual Meeting (\$1,000-funded). USD Center for Teaching and Learning.

Benson, N. (2009). Travel grant to attend the American Educational Research Association Annual Meeting (\$1,000-funded). USD Center for Teaching and Learning.

Awards

- Selected for the early career scholar program. School Psychology Research Collaboration Conference. Society for the Study of School Psychology/National Association of School Psychologists. August 5-6, 2009. Toronto, Canada.
- Nominee for Journal of School Psychology's Reviewer of the Year-2015, 2016.
- Nominee for the Division 16 (APA) Tom Oakland Mid-Career Scholarship Award-2016.
- Excellence in Research Award, Mensa Education & Research Foundation, 2017

Grant Reviews

2017 Guest Reviewer: National Institute of Child Health and Development (NICHD) Learning Disabilities Research Centers Committee

Editorial Work

Editor

2017-2018 Guest Editor: Special issue on Simulation Studies as a Means of Informing Psychoeducational Testing and Assessment, *Journal of Psychoeducational Assessment*

Associate Editor

2017-Present *Journal of School Psychology*
2014-2020 *Journal of Psychoeducational Assessment*

Editorial Review Boards

2020-Present *School Psychology International* (Methodological Advisor)
2017-Present *European Journal of Psychological Assessment*
2014-Present *Journal of Behavioral and Social Sciences*
2014-Present *Journal of School Psychology*
2013-Present *Estudos de Psicologia - PUC Campinas*
2013-Present *School Psychology*

Ad Hoc/Guest Reviews

2017-2020 *Psychological Assessment*
2015-2018 *Intelligence*
2014-2017 *Behavior Research Methods*
2014 *Journal of Learning Disabilities*
2014 *Learning and Individual Differences*
2014 *School Psychology Forum*
2013 *Journal of School Psychology*
2013 *Paediatric and Perinatal Epidemiology*
2012-2015 *Assessment*
2012 *School Psychology Quarterly*
2012 *School Psychology Review*
2011 *Canadian Journal of Behavioral Science*
2011-2014 *Educational Psychology*
2011 *Psychology in the Schools*

Dissertation Committees (Reverse Chronological Order)

Oglesby, L. W. (2018, Baylor University). The relationship between spiritual well-being and burnout in collegiate athletic trainers. (Committee Member).

Chipidza, W. (2017, Baylor University). The network as dependent variable: Antecedents of online social network formation. (Committee Member).

Rye, J. (2015, University of South Dakota). Adolescent suicide-related behaviors: Exploring protection afforded through physical activity, physical education, and healthy diet. **(Chair)**.

Weibers, R. (2014, University of South Dakota). Measuring effectiveness in teacher candidates. (Committee Member).

Engler, J. (2013, University of South Dakota). The effects of a parent component as part of an IEP on parental involvement. (Committee Member).

Wickerd, G. D. (2012, University of South Dakota). The influence of teacher-student conflict on teacher ratings of children's externalizing and internalizing behaviors: A multitrait-multimethod factor analytic approach. **(Chair)**.

Stewart, Carolyn (2007, Florida International University). The role of a Christian church in the career development of congregants. (Committee Member).

Master's Thesis Committees

Padgett, R. N. (2019, Baylor University). Factor analysis in educational setting: A simulation study comparing fit statistics across robust estimators. (Committee Member).

Rivers, S. (2019, Baylor University). Assessing perceived support and countersupport with remembered interactions: Validation of the Inventory of Perceived Support and Countersupport Interactions. (Committee Member).

Other Service

Consulting

- Provided psychological assessments and consultation services through the University of South Dakota Center for Disabilities (2009-2011)

National Service

- Reviewer for the National Association of School Psychologists Program Approval Board, 2010 to present

University Service

- Member of the Assessment Committee for the Quality Enhancement Plan, Baylor University (2017-Present)
- Member of Institutional Review Board, Baylor University (2017-Present)
- Faculty Senate, University of South Dakota (2013-2015)
- Assessment Committee, University of South Dakota School of Education (2013-2015)
- Discipline Chair for School Psychology, South Dakota Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program (2009-2015)
- Co-author of the University of South Dakota's Transformation Initiative for the National Council for Accreditation of Teacher Education (2013)

School of Education

- Enrollment Management Committee, Baylor University SOE (2018-Present)

Professional Associations

American Psychological Association

- Division 16

International Society for Intelligence Research

National Association of School Psychologists