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University of Wisconsin-Madison
Department of Educational Psychology
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Education

- 2013 **Ph.D.**
Educational Psychology (School Psychology; APA Accredited, NASP Approved)
University of Minnesota
Dissertation: *Examining the evidence-base for interventions used in a large urban district.*
- 2010 **M.A.**
Educational Psychology (School Psychology)
University of Minnesota
- 2006 **B.A., Summa Cum Laude**
Psychology
University of Wisconsin-Milwaukee

Credentials

Nationally Certified School Psychologist (#45756)

Professional Experience

- 2020- Assistant Professor, University of Wisconsin-Madison
School Psychology Program (APA Accredited, NASP Approved)
Department of Educational Psychology
- 2018-2020 Assistant Professor, University of Texas at Austin
School Psychology Program (APA Accredited)
Department of Educational Psychology
- 2013-2018 Assistant Professor, University of Wisconsin-Milwaukee
School Psychology Program (APA Accredited, NASP Approved)
Department of Educational Psychology

Honors & Awards

- 2020 Lightner Witmer Award, *American Psychological Association, Division 16 (School Psychology)*
- 2017 Runner-up for Article of the Year, *Journal of School Psychology*
- 2017 Selected Participant, *School Psychology Research Collaboration Conference, Society for the Study of School Psychology*
- 2016 Editorial Service Award (Reviewer of the Year), *School Psychology Review*
- 2015 Selected Participant, *Institute on Single-Case Intervention Research Design and Analysis, National Center for Special Education Research*
- 2015 Teaching Excellence Award, *School of Education, University of Wisconsin-Milwaukee*
- 2012 CEHD Alumni Society Advanced Study Scholarship, *University of Minnesota*
- 2006 Inducted member, *Phi Beta Kappa (National Liberal Arts/Sciences Honor Society)*

Publications

* Indicates student co-author

Peer-Reviewed Journal Articles

49. Nelson, P. M., **Klingbeil, D. A.**, Van Norman, E. R., & Parker, D. C. (in press). A cluster randomized control trial of brief follow-up practice sessions on intervention maintenance. *Journal of School Psychology*.
48. Moeyaert, M., **Klingbeil, D. A.**, Rodabaugh, E., & Turan, M. (2021). Three-level meta-analysis of single-case data regarding the effects of peer-tutoring on academic and social outcomes. *Remedial and Special Education, 42*(2), 94-106.
<https://doi.org/10.1177/0741932519855079>
47. Dart, E. H., Van Norman, E. R., **Klingbeil, D. A.**, & Radley, K. C. (2021). Graph construction and visual analysis: A comparison of curriculum-based measurement vendors. *Journal of Behavioral Education*. Advance online publication.
<https://doi.org/10.1007/s10864-021-09440-7>
46. **Klingbeil, D. A.**, Osman, D. J., *Carberry, C. K., *Carrigan, J. E., Berry-Corie, K. (2021). Predicting performance on a statewide reading achievement test in Spanish with aimswebPlus Spanish. *Psychology in the Schools*. Advance online publication.
<https://10.1002/pits.22535>
45. **Klingbeil, D. A.**, Osman, D. J., *Carrigan, J. E., *Paly, B. J., & Berry-Corie, K. (2021). Evaluating aimswebPlus math as a universal screening measure in upper elementary and middle school. *School Psychology, 36*(2), 97-106.
<https://doi.org/10.1037/spq0000429>

44. Nelson, P. M., **Klingbeil, D. A.**, & Parker, D. C. (2021). An evaluation of the incremental impact of math intervention on early literacy performance. *Psychology in the Schools*, 58(3), 431-442. <https://doi.org/10.1002/pits.22455>
43. **Klingbeil, D. A.** & Collier-Meek, M. (2020). Considerations for school psychology to realize its promise: Commentary on the special issue from early career school psychologists. *School Psychology*, 35(6), 453-456. <https://doi.org/10.1037/spq0000412>
42. January, S-A., A. & **Klingbeil, D. A.** (2020). Universal screening in grades k-2: A systematic review and meta-analysis of early reading curriculum-based measures. *Journal of School Psychology*, 82, 103-122. <https://doi.org/10.1016/j.jsp.2020.08.007>
41. **Klingbeil, D. A.**, Van Norman, E. R., & Nelson, P. M. (2020). Using interval likelihood ratios in gated screening: A direct replication study. *Assessment for Effective Intervention*. Advance online publication. <https://doi.org/10.1177/1534508420953894>
40. Parker, D. C., **Klingbeil, D. A.**, *Hanrahan, A. R., *Schramm, A. L., *Copek, R. A., & *Willenbrink, J. B. (2020). Effects of a multi-component decoding intervention for at-risk first graders. *Journal of Behavioral Education*. Advance online publication. <https://doi.org/10.1007/s10864-020-09400-7>
39. Van Norman, E. R., Nelson, P. M., & **Klingbeil, D. A.** (2020). Typical rates of regression after exiting supplemental interventions in reading. *School Psychology Review*, 49(4), 510-515. <https://doi.org/10.1080/2372966X.2020.1720801>
38. Nelson, P. M., **Klingbeil, D. A.**, & Van Norman, E. R. (2020). Ongoing practice opportunities as a method for maintaining reading intervention effects. *School Psychology Review*, 49(3), 212-221. <https://doi.org/10.1080/2372966X.2020.1720802>
37. Van Norman, E. R., Nelson, P. M., & **Klingbeil, D. A.** (2020). Profiles of reading performance after exiting tier 2 intervention. *Psychology in the Schools*, 57(5), 757-767. <https://doi.org/10.1002/pits.22354>
36. **Klingbeil, D. A.**, January, S-A. A., & Ardoin, S. P. (2020). Comparative efficacy of two reading interventions with English learners in elementary school. *Journal of Behavioral Education*, 29(3), 490-518. <https://doi.org/10.1007/s10864-019-09331-y>
35. **Klingbeil, D. A.**, *Maurice, S. A., Van Norman, E. R., Nelson, P. M., Birr, C., *Hanrahan, A. R., *Schramm, A. L., *Copek, R. A., *Carse, S. A., *Koppel, R. A., & *Lopez, A. L. (2019). Improving mathematics screening in middle school. *School Psychology Review*, 48(4), 383-398. <https://doi.org/10.17105/SPR-2018-0084.V48-4>.
34. **Klingbeil, D. A.**, Van Norman, E. R., Nelson, P. M., & Birr, C. (2019). Interval likelihood ratios: Applications for gated screening in schools. *Journal of School Psychology*, 76, 107-123. <https://doi.org/10.1016/j.jsp.2019.07.016>
33. Petersen-Brown, S. M., Henze, E. E. C., **Klingbeil, D. A.**, Reynolds, J. L., Weber, R. C., & Coddling, R. S. (2019). The use of touch devices for enhancing academic achievement: A meta-analysis. *Psychology in the Schools*, 56(7), 1187-1206. <https://doi.org/10.1002/pits.22225>

32. Van Norman, E. R., **Klingbeil, D. A.**, & McLendon, K. E. (2019). The influence of measurement error associated with oral reading progress monitoring measures on the consistency and accuracy of nonparametric single-case design effect size outcomes. *Remedial and Special Education, 40*(2), 97-111. <https://doi.org/10.1177/0741932517749941>
31. **Klingbeil, D. A.**, Dart, E. H., & Schramm, A. L. (2019). A systematic review of function-modified check-in/check-out. *Journal of Positive Behavior Interventions, 21*(2), 77-92. <https://doi.org/10.1177/1098300718778032>
30. **Klingbeil, D. A.**, Van Norman, E. R., McLendon, K. E., Ross, S. G., & Begeny, J. C. (2019). Evaluating the tau-u effect size with curriculum-based measures of reading and the impact of measurement error. *Behavior Modification, 43*(3), 413-438. <https://doi.org/10.1177/0145445518760174>
29. Van Norman, E. R., Nelson, P. M., **Klingbeil, D. A.**, Cormier, D.C., & Lekwa, A.J. (2019). Gated screening frameworks for academic concerns: The influence of redundant information on diagnostic accuracy outcomes. *Contemporary School Psychology, 23*(2), 152-162. <https://doi.org/10.1007/s40688-018-0183-0>
28. **Klingbeil, D. A.**, & Renshaw, T. L. (2018). Mindfulness-based interventions for teachers: a meta-analysis of the emerging evidence base. *School Psychology Quarterly, 33*(4), 501-511. <https://doi.org/10.1037/spq0000291>
27. Klimes-Dougan, B., **Klingbeil, D.A.**, Hourri, A., Cullen, K.R., Gunlicks-Stossel, M., & August, G. (2018). A pilot study of stress system activation in children enrolled in a targeted prevention program: Implications for personalization. *International Journal of Molecular Sciences, 19*(2), 361-369. <https://doi.org/10.3390/ijms19020361>
26. **Klingbeil, D. A.**, Van Norman, E. R., Nelson, P. M., & Birr, C. (2018). Evaluating screening procedures across changes to the statewide achievement test. *Assessment for Effective Intervention, 44*(1), 17-31. <https://doi.org/10.1177/1534508417747390>
25. Van Norman, E. R., **Klingbeil, D. A.**, & Nelson, P. M. (2017). Post-test probabilities: A useful metric to evaluate the performance of universal screening measures across settings. *School Psychology Review, 46*(4), 349-362. <https://doi.org/10.17105/SPR-2017-0046.V46-4>
24. Renshaw, T. L., Fischer, A. J., & **Klingbeil, D. A.** (2017). Mindfulness-based interventions in school psychology. *Contemporary School Psychology, 21*(4), 299-303. <https://doi.org/10.1007/s40688-017-0166-6>
23. **Klingbeil, D. A.**, Van Norman, E. R., & Nelson, P. M. (2017). Precision of curriculum-based measurement reading data: Considerations for multiple-baseline designs. *Journal of Behavioral Education, 26*(4), 433-451. <https://doi.org/10.1007/s10864-017-9282-7>
22. **Klingbeil, D. A.**, Nelson, P. M., Van Norman, E. R., & Birr, C. (2017). Diagnostic accuracy of multivariate universal screening procedures for reading in upper elementary grades. *Remedial and Special Education, 38*(5), 308-320. <https://doi.org/10.1177/0741932517697446>

21. **Klingbeil, D. A.**, Renshaw, T. L., *Willenbrink, J. B., *Copek, R. A., *Chan, K., Haddock, A., Yassine, J., & Clifton, J. (2017). Mindfulness-based interventions with youth: A comprehensive meta-analysis of group design studies. *Journal of School Psychology, 63*, 77-103. <https://doi.org/10.1016/j.jsp.2017.03.006>
20. Nelson, P. M., Van Norman, E. R., **Klingbeil, D. A.**, & Parker, D. C. (2017). Progress monitoring with computer adaptive assessments: The impact of data collection schedule on growth estimates. *Psychology in the Schools, 54*(5), 463-471. <https://doi.org/10.1002/pits.22015>
19. **Klingbeil, D. A.**, Moeyaert, M., *Archer, C. T., *Chimboza, T. M., & *Zwolski, S. A. (2017). Efficacy of peer mediated incremental rehearsal for English language learners. *School Psychology Review, 46*(1), 122-140. <https://doi.org/10.17105/SPR46-1.122-140>
18. McComas, J. J., Downwind, I., **Klingbeil, D. A.**, Petersen-Brown, S., Parker, D. C., & Davidson, K. M. (2017). Relationships between instructional practices and on-task behavior in classrooms serving American Indian students. *Journal of Applied School Psychology, 33*(2), 89-108. <https://doi.org/10.1080/15377903.2016.1236308>
17. Van Norman, E. R., Nelson, P. M., & **Klingbeil, D. A.** (2017). Single measure and gated screening approaches for identifying students at-risk for academic problems: Implications for sensitivity and specificity. *School Psychology Quarterly, 32*(3), 405-413. <https://doi.org/10.1037/spq0000177>
16. **Klingbeil, D. A.**, Fischer, A. J., Renshaw, T. L., Bloomfield, B. S., Polakoff, B., *Willenbrink, J. B., *Copek, R. A., & *Chan, K. T. (2017). Effects of mindfulness-based interventions on disruptive behavior: A meta-analysis of single case research. *Psychology in the Schools, 54*(1), 70-87. <https://doi.org/10.1002/pits.21982>
15. Klimes-Dougan, B., Wright, N., & **Klingbeil, D. A.** (2016). The impact of suicide prevention public service announcements on help-seeking attitudes: The message makes a difference. *Frontiers in Psychiatry, 7*, 124. <https://doi.org/10.3389/fpsy.2016.00124>
14. Thapa, P., Sung, Y., **Klingbeil, D. A.**, Lee, C. S., & Klimes-Dougan, B. (2015). Perception of suicide and suicide prevention messages for Asian Americans. *Behavioral Sciences, 5*(4), 547-564. <https://doi.org/10.3390/bs5040547>
13. **Klingbeil, D. A.**, McComas, J. J., Burns, M. K., & Helman, L. (2015). Comparison of predictive validity and diagnostic accuracy of screening measures for reading skills. *Psychology in the Schools, 52*(5), 500-514. <https://doi.org/10.1002/pits.21839>
12. Parker, D. C., Zaslofsky, A. F., Burns, M. K., Kanive, R., Hodgson, J., Scholin, S.E., & **Klingbeil, D. A.** (2015). A brief report of the diagnostic accuracy of oral reading fluency and reading inventory levels for reading failure risk among second- and third-grade students. *Reading and Writing Quarterly, 31*(1), 56-67. <https://doi.org/10.1080/10573569.2013.857970>

11. Dart, E. H., Collins, T. A., **Klingbeil, D. A.**, & McKinley, L. E. (2014). Peer management interventions: A meta-analytic review of single-case research. *School Psychology Review*, 43(4), 367-384. <https://doi.org/10.17105/SPR-14-0009.1>
10. Sullivan, A. L., Van Norman, E. R., & **Klingbeil, D. A.** (2014). Exclusionary discipline of students with disabilities: Student and school characteristics predicting suspension. *Remedial and Special Education*, 35(4), 199-210. <https://doi.org/10.1177/0741932513519825>.
9. Sullivan, A. L., **Klingbeil, D. A.**, & Van Norman, E. R. (2013). Beyond behavior: Multilevel analysis of the influence of sociodemographics and school characteristics on students' risk of suspension. *School Psychology Review*, 42(1), 99-114. <https://doi.org/10.1080/02796015.2013.12087493>
8. Ardoin, S.P., Christ, T. J., Morena, L. S., Cormier, D. C., & **Klingbeil, D. A.** (2013). A systematic review and summarization of recommendations and research surrounding curriculum-based measurement of oral reading fluency (CBM-R) decision rules. *Journal of School Psychology*, 51(1), 1-18. <https://doi.org/10.1016/j.jsp.2012.9.004>
7. Klimes-Dougan, B., **Klingbeil, D. A.**, & Meller, S. (2013). The impact of universal suicide prevention programs on youths' help-seeking attitudes and behaviors. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*, 34(2), 82-97. <https://doi.org/10.1027/0227-5910/a000178>
6. Garcia, C., **Klingbeil, D. A.**, Reigstad, K., Hourii, A., Lee, C-Y. S., Sung, Y. ... Klimes-Dougan, B. (2012). Latino and white adolescents and young adults' perceptions of suicide risks and coping. A pilot study informing suicide prevention efforts. *Suicidology Online*, 3, 124-130.
5. Burns, M. K., **Klingbeil, D. A.**, Ysseldyke, J. E., & Petersen-Brown, S. (2012). Trends in methodological rigor for intervention research published in school psychology journals. *Psychology in the Schools*, 49(9), 843-851. <https://doi.org/10.1002/pits.21637>
4. Ysseldyke, J., Lekwa, A. J., **Klingbeil, D. A.**, & Cormier, D. C. (2012). Assessment of ecological factors as an integral part of academic and mental health consultation. *Journal of Educational and Psychological Consultation*, 22(1-2), 21-43. <https://doi.org/10.1080/10474412.2011.649641>
3. Burns, M.K., **Klingbeil, D. A.**, & Ysseldyke, J. (2010). The effects of technology enhanced formative evaluation on student performance on state accountability math tests. *Psychology in the Schools*, 47(6), 582-591. <https://doi.org/10.1002/pits.20492>
2. Burns, M. K., Ardoin, S. P., Parker, D. C., Hodgson, J., **Klingbeil, D. A.**, & Scholin, S. E. (2009). Interspersal technique and behavioral momentum for reading word lists. *School Psychology Review*, 38(3), 428-435. <https://doi.org/10.1080/02796015.2009.12087825>
1. **Klingbeil, D. A.** (2009). A review of the five-factor personality inventory - Children. *Assessment for Effective Intervention*, 35(1), 61-64. <https://doi.org/10.1177/1534508408326248>

Practitioner-Oriented Articles (Peer Reviewed)

1. **Klingbeil, D.**, Pena, A., & Klotz, M. B. (2009). Interesting in publishing an article in the student connections column? *NASP Communiqué*, 38, 35.

Invited Commentaries or Editorials, Non-Peer Reviewed Articles

1. Coddling, R. S., Collier-Meek, M., Jimerson, S., **Klingbeil, D. A.**, Mayer, M., J. & Miller, F. (2020). School psychology reflections on COVID-19, anti-Racism, and gender and racial disparities in publishing. *School Psychology*, 35(4), 227-232.
<https://doi.org/10.1037/spq0000399>

Book Chapters

8. Kilgus, S. P., & **Klingbeil, D. A.** (2021). Adaptive tier 2 behavioral intervention: What we know and what remains unseen. In B. Cook, M. Tankersley, & T. Landrum (Eds.). *The Next Big Thing in Learning and Behavioral Disabilities* (Advances in Learning and Behavioral Disabilities, Vol. 31, pp. 111-123). Emerald Publishing. <https://doi.org/10.1108/S0735-004X20210000031008>
7. **Klingbeil, D. A.**, January, S-A., A., & *Drachslin, L. R. (2021). Peer tutoring. In T. A. Collins & R. O. Hawkins (Eds.). *Peers as Change Agents: A Guide to Implementing Peer-Mediated Interventions in Schools* (pp. 48-60). Oxford
6. **Klingbeil, D. A.**, Fischer, A. J., & Silberman, M. (in press). Overview of mindfulness research with youth and students. In T. L. Renshaw & S. J. Jimerson (Eds.). *Using Mindfulness to Promote Mental Health in Schools* (pp. XXX-XXX). Oxford
5. Benson, N. F., **Klingbeil, D. A.**, & Caemmerer, J. (2021). Enhancing skills in research methods and statistics. In R. G. Floyd & T. L. Eckert (Eds.). *Handbook of university and professional careers in school psychology* (pp. 319-336). Routledge.
4. **Klingbeil, D. A.**, *Maurice, S. A., & *Schramm, A. L. (2019). Legal and ethical considerations for providing behavior interventions in schools. In K. C. Radley III & E. H. Dart (Eds.). *Handbook of behavioral interventions in schools: Multi-tiered systems of support* (pp. 544-568). Oxford.
3. Stoiber, K. C., *Purdy, S., & **Klingbeil, D. A.** (2016). Evidence-based practices. In N. N. Singh (Ed.). *Clinical handbook of evidence-based practices for individuals with intellectual and developmental disabilities* (pp. 41-68). Springer. https://doi.org/10.1007/978-3-319-26583-4_3
2. **Klingbeil, D. A.**, Bradley, T. L., & McComas, J. J. (2016). Progress monitoring for intensive academic interventions. In S. J. Jimerson, M. K. Burns, & A. L. VanDerHeyden (Eds.). *Handbook of response to intervention: The science and practice of multi-tiered systems of support* (pp. 343-360). Springer. https://doi.org/10.1007/978-1-4899-7568-3_20
1. Burns, M. K., & **Klingbeil, D. A.** (2010). Assessment of academic skills in math within a problem solving model. In G. Peacock, R. A. Ervin, E. J. Daly, & K. W. Merrell (Eds.) *Practical handbook of school psychology: Effective practices for the 21st century* (pp. 86-98). Guilford.

Technical Reports

7. Lander, R., **Klingbeil, D.**, Lynch, R., & Westrum, R. (2017). *Evaluation of the implementation of transformative reading instruction (TRI) during the 2015-2016 school year*. Milwaukee, WI: Greater Milwaukee Foundation
6. Thomson, S., Bollman, K., Graves, M., Helman, L., Horst, K., **Klingbeil, D.**, ... Suker, A. (2013). *Path to reading excellence in school sites (PRESS) intervention to build oral*

- vocabulary in first grade students with limited word knowledge.* Minneapolis, MN: University of Minnesota, Minnesota Center for Reading Research.
5. Gordon, M. F., Peterson, K., Gdula, J., & **Klingbeil, D.** (2011). *Review of literature on grade configuration and school transitions.* Minneapolis, MN: University of Minnesota, Center for Applied Research and Educational Improvement.
 4. Kundin, D., Diggles, K., **Klingbeil, D.**, & Werner, J. (2010). *An evaluation of the partners for success program.* Minneapolis, MN: University of Minnesota, Center for Applied Research and Educational Improvement.
 3. Gordon, M. F., Peterson, K., Wahlstrom, K., Berman-Young, S., Diggles, K., **Klingbeil, D.**, ... Werner, J. (2010). *Minnesota principals' academy evaluation report.* Minneapolis, MN: University of Minnesota, Center for Applied Research and Educational Improvement.
 2. Gordon, M. F., Peterson, K., Wahlstrom, K., Berman-Young, S., Diggles, K., **Klingbeil, D.**, ... Werner, J. (2010). *Minnesota principals' academy evaluation report.* Minneapolis, MN: University of Minnesota, Center for Applied Research and Educational Improvement.
 1. Peterson, K., Hornbacher, J., Hickey, M., Rader, S. & **Klingbeil, D.** (2008). *Anoka-Hennepin compensatory education pilot program. (Yr. 3 Evaluation Rep.).* Minneapolis, MN: University of Minnesota, Center for Applied Research and Educational Improvement.

Presentations

* Indicates Student Presenter

Refereed National/International Presentations

39. *Paly, B. J., & **Klingbeil, D. A.** (2021, February 23-26). *Using cost effectiveness to evaluate academic screening models.* [Paper presentation]. National Association of School Psychologists Annual Convention, Salt Lake City, UT, United States.
38. Nelson, P. M., Van Norman, E. R., **Klingbeil, D. A.**, & Parker, D. C. (2021, February 23-26). *Maintaining student success following the removal of tier 2 support* [Paper presentation]. National Association of School Psychologists Annual Convention, Salt Lake City, UT, United States.
37. **Klingbeil, D. A.**, Van Norman, E. R., & Nelson, P. M. (2021, February 23-26). *Hitting a moving target: Implementing advances in universal screening.* [Paper presentation]. National Association of School Psychologists Annual Convention, Salt Lake City, UT, United States.
36. *Carberry, C. K., **Klingbeil, D. A.**, & *Carrigan, J. E. (2021, February 23-26). *Predicting statewide Spanish reading test performance with aimswebplus Spanish* [Poster Presentation]. National Association of School Psychologists Annual Convention, Salt Lake City, UT, United States.

35. Van Norman, E., Nelson, P. & **Klingbeil, D.** (2020, April 17 - 21) *Typical rates of regression after exiting supplemental interventions in reading* [Poster presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States. (Conference Canceled).
34. *Kim, J. S., *Smith, S., *Villarica, R. P., & **Klingbeil, D. A.** (2020, February). *Ecological validity of school psychology intervention research* [Poster presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
33. January, S-A., A. & **Klingbeil, D. A.** (2020, February). *Reading screeners in grades k-1: sorting through the options* [Poster presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
32. **Klingbeil, D. A.** (2020, February). Meta-analytic reviews. In E. R. Van Norman (Chair). *Methods matter: the promise of empirical research to inform practice* [Symposium]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
31. Dart, E. H., Van Norman, E. R., **Klingbeil, D. A.**, & Radley, K. C. (2020, February). *Are you seeing this?: Cbm vendor choice influences visual analysis* [Paper presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
30. **Klingbeil, D. A.**, *Paly, B., & *Carrigan, J. (2020, February). *Evaluating aimswebPlus as a universal screener in elementary schools* [Paper presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
29. **Klingbeil, D. A.**, & Fischer, A. J. (2019, November). Mindfulness-based intervention research with youth and students. In T. L. Renshaw (Chair). *Mindfulness-based intervention in schools: A critical review of the state-of-the-science and implications for practice* [Symposium]. Advancing School Mental Health Annual Conference, Austin, TX, United States.
28. **Klingbeil, D. A.** (2019, February). Single-case designs. In E. R. Van Norman (Chair). *Methods matter: the promise of empirical research to inform practice* [Symposium]. National Association of School Psychologists Annual Convention, Atlanta, GA, United States.
27. Van Norman, E. R., Nelson, P. M., & **Klingbeil, D. A.** (2019, February). *Not so fast: student outcomes following removal of support* [Paper presentation]. National Association of School Psychologists Annual Convention, Atlanta, GA, United States.
26. **Klingbeil, D. A.**, & January, S. A. (2019, February). *Comparing two word reading interventions for English learners* [Poster presentation]. National Association of School Psychologists Annual Convention, Atlanta, GA, United States.
25. Dart, E. H., **Klingbeil, D. A.**, Jagemann, J., & *Schramm, A. L. (2018, March). *What's your function? Making check-in/check-out work for all students* [Paper presentation]. International Conference on Positive Behavior Support, San Diego, CA, United States.

24. **Klingbeil, D. A.,** & Dart, E. H. (2018, February). *Program evaluation of check-in/check-out in a large urban district* [Poster presentation]. National Association of School Psychologists Annual Convention, Chicago, IL, United States.
23. Petersen-Brown, S., Henze, E., **Klingbeil, D. A.,** & Reynolds, J. L. (2018, February). *Summarizing research on touch-based devices: Swipe left or right* [Paper presentation]. National Association of School Psychologists Annual Convention, Chicago, IL, United States.
22. **Klingbeil, D. A.,** & Jagemann, J. (2017, September). *Implementation of function-modified check-in/check-out* [Poster presentation]. National PBIS Leadership Forum, Chicago, IL, United States.
21. **Klingbeil, D. A.,** Van Norman, E. R., *Maurice, S. A., *Schramm, A. L., & Birr, C. (2017, August). *Accuracy of universal screening cut-scores across changes in state assessments* [Poster presentation]. American Psychological Association Annual Convention, Washington DC, United States.
20. Birr, C. & **Klingbeil, D. A.,** (2017, February). *More positives than negatives: modifying our academic universal screening procedures* [Paper presentation]. National Association of School Psychologists Annual Convention, San Antonio, TX, United States.
19. Van Norman, E. R., **Klingbeil, D. A.,** McLendon, K., Ross, S. G., & Begeny, J. C. (2017, February). *Elephant in the room: CBM and single-case design effect sizes* [Paper presentation]. National Association of School Psychologists Annual Convention, San Antonio, TX, United States.
18. **Klingbeil, D. A.,** Van Norman, E. R., & Nelson, P. M. (2017, February). *Make the most of your district's academic universal screening data* [Paper presentation]. National Association of School Psychologists Annual Convention, San Antonio, TX, United States.
17. **Klingbeil, D. A.,** *Archer, C., *Chimboza, T., & *Zwolski, S. (2016, February). *Modifications of incremental rehearsal for English language learners* [Paper presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA, United States.
16. Renshaw, T., **Klingbeil, D. A.,** & *Willenbrink, J. B. (2015, February). *Meta-analysis of mindfulness-based interventions for youth and caregivers* [Paper presentation]. National Association of School Psychologists Annual Convention, Orlando, FL, United States.
15. *Haekenkamp, C., *Anoyiannakis, K., & **Klingbeil, D. A.** (2015, February). *Examining the urbanicity of intervention research in school psychology*. Poster presented at the annual conference of the National Association of School Psychologists, Orlando, FL, United States.

14. Dart, E. H., Collins, T. A., & **Klingbeil, D. A.** (2014, February). *Students as behavior interventionists: A meta-analytic review of the evidence* [Paper presentation]. National Association of School Psychologists Annual Convention, Washington DC, United States.
13. **Klingbeil, D. A.**, Sullivan, A. L., & Van Norman, E. R. (2013, February). *Toward unraveling discipline disproportionality: Multilevel analyses of suspension risk* [Paper presentation]. National Association of School Psychologists Annual Convention, Seattle, WA, United States.
12. **Klingbeil, D. A.**, Zaslofsky, A., Burns, M. K., McComas, J. J., & Helman, L. (2013, February). *Comparing the predictive validity of two universal screening reading measures* [Paper presentation]. National Association of School Psychologists Annual Convention, Seattle, WA, United States.
11. **Klingbeil, D. A.**, Pohl, A., & Ysseldyke, J. (2012, February). *Expanding on an ecological model of urban school psychology* [Paper presentation]. National Association of School Psychologists Annual Convention, Philadelphia, PA, United States.
10. Parker, D. C., **Klingbeil, D. A.**, & Burns, M. K. (2012, February). *Character education effects on behavioral outcomes in urban settings* [Paper presentation]. National Association of School Psychologists Annual Convention, Philadelphia, PA, United States.
9. Hansen, A. L., Cormier, D. C., **Klingbeil, D. A.**, & Schanding, G. T. (2012, February). *LGBT allies: Who they are and why* [Paper presentation]. National Association of School Psychologists Annual Convention, Philadelphia, PA, United States.
8. **Klingbeil, D. A.**, Petersen-Brown, S., Burns, M. K., & Ysseldyke, J. (2012, February). *Trends in methodological rigor of research in school psychology* [Poster presentation]. National Association of School Psychologists Annual Convention, Philadelphia, PA, United States.
7. **Klingbeil, D. A.**, McComas, J. J., Downwind, I., Petersen-Brown, S., Haegele, K. M. & Parker, D. C. (2011, May). *The influence of classroom cultural practices on student engagement in American Indian classrooms* [Poster presentation]. Applied Behavior Analysis International Association Annual Conference, Denver, CO, United States.
6. Sung, Y., Klimes-Dougan, B., Lee, C. S., & **Klingbeil, D. A.** (2010, August). *Perceptions of suicide and suicide prevention messaging for Asian Americans* [Poster presentation]. American Psychological Association Annual Convention, San Diego, CA, United States.
5. Hansen, A., Cormier, D., & **Klingbeil, D.** (2010, March). *LGBT supports in schools: Allies and other school assets* [Paper presentation]. National Association of School Psychologists Annual Convention, Chicago, IL, United States.

4. Klimes-Dougan, B., **Klingbeil, D. A.**, Houri, A., Lee, C. S., & August, G. (2009, April). *HPA axis functioning of children enrolled in early risers prevention program* [Poster presentation]. Society for Research in Child Development Biannual Conference, Denver, CO, United States.
3. **Klingbeil, D.** (2009, February). Behavior momentum and interspersal technique applied to reading. In M. K. Burns (Chair). *Antecedent reading interventions: Setting the stage for success* [Symposium]. National Association of School Psychologists Annual Convention, Boston, MA, United States.
2. **Klingbeil, D. A.**, & Ysseldyke, J. (2009, February). *Effects of technology enhanced formative evaluation on students' statewide math assessment performance* [Poster presentation]. National Association of School Psychologists Annual Convention, Boston, MA, United States.
1. Klimes-Dougan, B., Cullen, K., Houri, A., **Klingbeil, D. A.**, & Kumra, S. (2008, July). *HPA axis functioning in adolescents with major depressive disorder* [Poster presentation]. International Society for Psychoneuroendocrinology Annual Conference, Dresden, Germany.

Refereed Regional/Local Presentations

1. Byrd, D.T., Manos, R.C., **Klingbeil, D.**, Sobczak, K. & Roberts, N.A. (2006, April). *Effects of race and political affiliation on likeability ratings of politicians from different races and political affiliations* [Poster presentation]. Wisconsin Psychological Association Annual Meeting, Madison, WI, United States.

Invited, Non-Refereed Presentations

1. **Klingbeil, D.**, Parkhurst, J., & Brigham, R. (2016, May). *Differences between special education and 504 services*. Presented at the Children's Hospital of Wisconsin, Milwaukee, WI, United States.

Grants, Contracts, and Funding

Total Amount Funded: \$3,340,728

Funded**Source: Institute of Education Sciences, U.S. Department of Education**

Role: Principal Investigator

Title: *Catch and Release: Predicting Maintenance of Tier 2 Reading Intervention Effects*

Funded: \$1,689,125

Period: 07/01/2021 to 06/30/2025

Source: Institute of Education Sciences, U.S. Department of Education

R305D190023

Subaward from Lehigh University

Role: Co-Principal Investigator (Ethan Van Norman, Principal Investigator)

Title: *Bayesian Analysis of Academic Outcomes in Single Case Experimental Designs*

Funded: \$899,769 (Amount to UT-Austin/UW-Madison: \$427,066)

Period: 08/2019 – 07/2022

Source: Society for the Study of School Psychology

Early Career Research Award

Role: Principal Investigator

Title: *A Comparison of Two Reading Interventions and Initial Evaluation of a Caregiver-Delivered Reading Intervention with ELL Students*

Funded: \$19,548

Period: 07/2017 – 08/2019

Source: Greater Milwaukee Foundation

Role: Co-Principal Investigator (Rachel Lander, Principal Investigator)

Title: *Evaluation of the Focus on Reading Foundations Model (FRF 2016-2017)*

Funded: \$100,000

Period: 09/2016 – 08/2017

Source: Institute of Education Sciences, U.S. Department of Education

R305L160013

Role: Principal Investigator

Title: *A Clustered Randomized Controlled Trial of Function-based Check-In/Check Out*

Funded: \$249,870

Period: 07/2016 – 07/2018

Source: Buffet Early Childhood Foundation

Role: Principal Investigator (Years 1 and 2); Co-Principal Investigator (Year 3)

Title: *Educare Milwaukee Research and Evaluation Project*

Funded: \$344,411

Period: 09/2015 – 08/2018

Source: University of Wisconsin-Milwaukee

Institute for Excellence in Urban Education Award

Role: Co-Principal Investigator (Karen Stoiber, Principal Investigator)

Title: *Book Reading to Improve Growth and High-quality Teaching (BRIGHT)*

Funded: \$24,380

Period: 07/2015 – 09/2016

Source: University of Wisconsin-Milwaukee

Research and Creative Activities Support Award

Role: Principal Investigator

Title: *Peer-Mediated Incremental Rehearsal for English Language Learners*

Funded: \$13,311

Period: 07/2014 – 06/2015

Source: College of Education and Human Development, University of Minnesota

Role: Principal Investigator

Title: *Graduate Student Research Grant*

\$500 (total; received two one-time awards)

Period: 2010, 2012

Teaching Experience

Courses

All courses at the graduate level unless otherwise noted.

University of Wisconsin-Madison (2020 – Present)

- Design and Analysis of Single-Case Research (ED PSYCH 743)
- Assessment and Intervention for Academic Skills (ED PSYCH 742)

University of Texas at Austin (2018 – 2020)

- Introduction to School Psychology (EDP 318T) [Undergraduate]
- Consultation, Collaboration, & Supervision: Theory and Practice (EDP 385C-2)
- Academic Assessment and Intervention (EDP 383C-6)

University of Wisconsin-Milwaukee (2013 - 2018)

- Pathways to Success at UWM (ED PSY 104) [Undergraduate]
- Professional and Historical Issues in School Psychology (ED PSY 751)
- Developmental Psychopathology (ED PSY 752)
- Academic Intervention and Alternative Assessment (ED PSY 760)
- Law and Ethics for School Psychologists (ED PSY 779)
- Social, Psychological, and Biological Bases of Learning Disorders (ED PSY 852)
- Beginning Practicum in School Psychology (ED PSY 974)
- Advanced Practicum in School Psychology (ED PSY 975)
- Advanced Practicum in Intervention and Supervision (ED PSY 977)

Doctoral Committees

All students in School Psychology program unless otherwise noted.

Dissertations Chaired or Co-Chaired

Benjamin Paly (School Psychology, Chair), “A cost-effectiveness analysis of four approaches to universal screening for academic risk in reading in upper elementary and middle school” (2020). University of Texas at Austin.

Won Outstanding Dissertation Award from Division 16 of the American Psychological Association

Christopher Birr (Education Leadership, Co-Chair), “Use of local data to develop and evaluate cut score predictive accuracy over three years. (2020). Edgewood College

Rebecca Copek (School Psychology, Chair), “A mixed methods investigation of a classroom-based mindfulness intervention” (2018). University of Wisconsin-Milwaukee

Dissertation Committees

Note. All students in School Psychology program unless otherwise specified.

E. Xiong (2020, Special Education, University of Minnesota)

J. Barron (2020, University of Texas at Austin)

D. Swan (2019, Quantitative Methods, University of Texas at Austin)

A. Benton (2019, University of Wisconsin-Milwaukee)

K. Chan (2019, University of Wisconsin-Milwaukee)

L. Cançado (2018, Education Statistics and Measurement, University of Wisconsin-Milwaukee)
J. Willenbrink (2018, University of Wisconsin-Milwaukee)
S.Purdy (2017, University of Wisconsin-Milwaukee)
J. Looser (2015, University of Wisconsin-Milwaukee)

Professional Service

Professional Association Memberships

National Association of School Psychologists
American Psychological Association
American Psychological Association – Division 16 (School Psychology)

National Leadership and Committees

Committee member, Lightner Witmer Award Committee, American Psychological Association – Division 16

Editorial and Reviewing Activities

Associate Editor

School Psychology (2020 – Present)
Assessment for Effective Intervention (2017 – 2020)

Guest Associate Editor

Journal of Behavioral Education (2017 – Present)

Guest Editor, Special Issue

Contemporary School Psychology (2016-2017); Special Issue: *Mindfulness-Based Intervention in School Psychology*

Editorial Review Board Member

School Psychology (2016 – 2020)
Journal of Behavioral Education (2016 – Present)
Journal of School Psychology (2017 – Present)
School Psychology Review (2015 – 2020)

Ad-hoc Reviewer

Annals of Dyslexia
Mindfulness

Grant Proposal Reviewer

Institute of Education Sciences (Ad-hoc; 2020)
Spencer Foundation (Ad-hoc; 2020)

Conference Proposal Reviewer

National Association of School Psychologists Annual Convention (2012 – 2018)
American Psychological Association Annual Convention – Division 16 (2008 – 2010)

Other Reviewing

National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences (2020); *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. What Works Clearinghouse Educator's Practice Guide.*

Substance Abuse and Mental Health Services Administration (2015); *School Mental Health Referral Pathways Toolkit*

Applied Experience

School Experience

- 2012-2013 School Psychologist Intern, Louisiana School Psychology Internship Consortium (APA-Accredited)
Supervisors: Scuddy F. Fontenelle, Ph.D., ABPP, & George Hebert, Ph.D., L.P.
- 2010-2011 Advanced Practicum Student, Stillwater Area Public Schools
Supervisor: Doug Anderson, Ph.D., L.P.
- 2009 Practicum Student, Mounds View Public Schools – Setting IV EBD Program
- 2008-2009 Practicum Student, Minneapolis Public Schools

Clinical Experience

- 2009-2010 Practicum Student, Pediatric Specialty Clinic, Dept. of Pediatrics, University of Minnesota
Supervisor: Christopher Boys, Ph.D., L.P.

Consultation/Community Service Experience

- 2015-2016 Data Council Member
Milwaukee Succeeds
Milwaukee, WI
- 2012-2013 Master Coach
Minnesota Reading Corps
Minneapolis, MN