

Vita

TIMOTHY ZOOK KEITH

Professor of Educational Psychology
Director, School Psychology Programs
Fellow, Oscar and Anne Mauzy Regents Professorship in
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Education

Duke University, Durham, N.C.
Ph.D., School Psychology (additional emphasis in research methodology), 1982

East Carolina University, Greenville, N.C.
M.A., Certificate of Advanced Study, School Psychology, 1978

University of North Carolina, Chapel Hill, N.C.
B.A., Psychology, 1974

School Psychology Internships (North Carolina)
Wilson County Schools 1976-1977
Kinston City Schools (part-time) Fall, 1977
Greenville City Schools (part-time) Spring, 1978
Durham City Schools (half-time) 1981-1982

Awards and Honors

Fellow, Oscar and Anne Mauzy Regents Professorship in Educational Research and
Development, 2017-2018

Fellow, Charles Spence Centennial Professorship in Education, 2016-2017

Fellow, Margie Gurley Seay Centennial Professorship in Education, 2014-2016

Fellow. M. K. Hage Centennial Professorship in Education, 2012-2014

Fellow, Cissy McDaniel Parker Fellow Fund in Education, University of Texas, 2008-2012

Dean's Fellow, Spring, 2010, College of Education, University of Texas at Austin

Fellow, Lee Hage Jamail Regents Chair in Education, University of Texas, 2006-2008

Senior Scientist Award, American Psychological Association, School Psychology Division, 2004.

"This exemplary scholar is honored for an illustrious career...He is the leading authority in the use of structural equation modeling and confirmatory factor analysis in school psychology, and is widely known for his original contributions in both substantive and methodological areas...He has the rare ability to explain and communicate complex research methods and results in a manner easily understood by those who are not quantitatively oriented. He is one of a small minority of scholars in school psychology facile in bridging theory and practice."

Reviewer of the Year Award, *School Psychology Quarterly*, Official journal of the School Psychology Division of the American Psychological Association, 2004

Excellence in Research Award, Mensa Education & Research Foundation and International Mensa Limited, 2001

Article of the Year Award, *School Psychology Review*, National Association of School Psychologists, 2000 (with senior author J. Kranzler)

Best Research Award, *Journal of School Psychology*, Society for the Study of School Psychology, 1999 (with co-authors P. Keith, J. Quirk, J. Sperduto, S. Knowles, & S. Killings)

Society for the Study of School Psychology, Member, 1999-

Arthur L. and Lea R. Powell Endowed Chair of Psychology and Schooling, Alfred University, 1997-2001

Fellow, Evaluation, Measurement, and Statistics Division, American Psychological Association, "in recognition of outstanding and unusual contributions to psychology", 1997-

Phi Kappa Phi, Member, 1996-

Listed as among the most productive authors in the school psychology literature, 1987-1992. (Little, S. G., & Edwards, C. S. (1995). *The who, what, and where of school psychology publications*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago.)

American Academy of School Psychology, Honorary Member, 1995-

Fellow, Educational Psychology Division, American Psychological Association, "in recognition of outstanding and unusual contributions to psychology", 1994-

Best Article Award, *School Psychology Quarterly*, Official Journal of the School Psychology Division, American Psychological Association, "Your article was recognized as having significant and sustained impact on the field of school psychology...[and] the potential for strong impact in the future", 1993 (with co-author V. Cool)

Distinguished Research from the State and Regional Research Associations Award, American Educational Research Association, 1994 (with co-authors P. Keith, P. Trivette, P. Bickley, & K. Singh)

Distinguished Research Award, North Carolina Association for Research in Education, 1993 (with co-authors P. Keith, P. Trivette, P. Bickley, & K. Singh)

Distinguished Research Award, Eastern Educational Research Association, 1993 (with co-author L. Witta)

Member, National Advisory Committee, Buros Institute of Mental Measurements, 1992-1995

Graduate Research Symposium Best Poster Award, Virginia Polytechnic Institute & State University, 1992 (with senior author and student L. Witta)

Runner-up, Distinguished Research Award, Eastern Educational Research Association, 1992 (with senior author K. Hereford)

Commonwealth Outstanding Dissertation Award, Virginia Polytechnic Institute & State University (awarded to my advisees in 1991 and in 1992)

Fellow, American Psychological Association, "in recognition of outstanding and unusual contributions to the science and profession of psychology", 1991-

Fellow, School Psychology Division, American Psychological Association, "an unusually productive and creative researcher...a gifted educator of psychologists and an unselfish contributor to professional concerns", 1991-

Runner-up, Early Contribution Award, American Psychological Association, Educational Psychology Division, 1989

Lightner Witmer Award, American Psychological Association, School Psychology Division, "in recognition of outstanding scholarship by young academic or professional psychologists...[his] scholarly activities and contributions are numerous and diverse, and have already nourished school psychology...", 1988

Senior Research Fellow, U. S. Department of Education, Office of Educational Research and Improvement, 1987-1988

Presidential Award for Contributions to School Psychology, Iowa School Psychology Association, 1987

Best Poster Session Award and Women's Research Awards, Iowa Psychological Association, 1987 (with senior author and student V. Cool) Best Educational Research Study, Iowa

Educational Research and Evaluation Association Research Excellence Award, 1985 (with co-authors T. Reimers, P. Fehrmann, S. Pottebaum, & L. Aubey)

Distinguished Research from the State and Regional Research Associations Award, American Educational Research Association, 1982 (with senior author E. Page)

Distinguished Research Award, North Carolina Association for Research in Education, 1981 (with senior author E. Page)

Outstanding Contribution to Education Award, North Carolina School Psychology Association, 1981

Professional Experience

The University of Texas (Austin, TX), 2001-

Director, School Psychology Programs, 2014-

Director, School Psychology Doctoral Program (APA Accredited), 2010-

Interim Co-Director, School Psychology Master's Program, 2011-2012

Fellow in the Charles Spence Centennial Professorship in Education, 2016-2017

Fellow in the Margie Gurley Seay Centennial Professorship in Education, 2014-2016

Fellow in the M. K. Hage Centennial Professorship in Education, 2012-2014

Fellow, Cissy McDaniel Parker Fellow Fund, 2008-2012

Fellow, Lee Hage Jamail Regents Chair in Education, 2006-2008

Professor of Educational Psychology (2001-). Research, research mentorship, and graduate instruction in the APA-accredited School Psychology program, and in the Quantitative Methods graduate program.

Alfred University (Alfred, NY), 1993-2001

Arthur L. and Lea R. Powell Endowed Chair of Psychology and Schooling (1997-2001), Professor (1993-2001), Division of School Psychology. Research, research mentorship, and graduate instruction for the APA-accredited School Psychology program.

Virginia Polytechnic Institute and State University (Blacksburg, VA), 1987-1993

Professor (1991-1993), Associate Professor (1987-1991) of Education and Psychology.

Program Head, School Psychology Program (1989-1993). Primary responsibilities included graduate instruction and research in the School Psychology and Learning Disabilities programs.

Office of Educational Research and Improvement, U. S. Department of Education, December, 1987-August, 1988

Senior Research Fellow. Conducted research on the influences on school learning.

The University of Iowa (Iowa City, IA), 1982-1987

Associate Professor (1985-1987); Assistant Professor (1982-1985), School Psychology Program, College of Education, Division of Special Education. Taught graduate courses in assessment, school psychology, and research, conducted research and supervised graduate student research, supervised school psychology internships.

Iowa Department of Education (Des Moines, IA), 1983-1987

Research Consultant: Project ARISE (Applied Research in Schools and Education)--Consultant to practicing school psychologists interested in implementing applied research projects (1983-1984). Special Education Division--Research consultant to DE staff involved in research and evaluation projects (1984-1987). Project Director, Iowa Statewide Follow-up Data Analysis: designed and analyzed data from a statewide longitudinal follow-up of special education graduates (1985-1987).

Iowa Department of Corrections (Des Moines, IA), 1985-1986

Research Consultant: Vocational Education Assessment project (Grant funded by the Iowa Department of Corrections). Developed a vocational and educational planning component to add to current intake procedure; assessed the effects of the new procedures.

Louisiana State University (Baton Rouge, LA), November, 1984

Research Consultant, School Psychology Program, Department of Psychology. Helped in planning data collection, entry, and analysis for a project designed to assess the effectiveness of support services provided to children in Louisiana.

Duke University (Durham, N.C.), 1980-1982

Graduate Assistant: Assisted in teaching graduate individual child assessment courses, supervised school psychology interns enrolled in assessment courses, guest lectures in graduate research/statistics courses.

Durham County Schools, (Durham, N.C.), Spring, 1982

Research Consultant: Helped plan a computerized data management system for school psychological and special education information.

Durham City Schools (Durham, N.C.), 1981-1982

School Psychology Intern (half-time): Served three schools (K-12) in this largely minority, inner-city school system.

Duke University School Psychology Program/Durham County Schools, (Durham, N.C.), Summer, 1981

Research Consultant: Responsible for developing a system for storing psychological report information in a computerized data base. The data base was designed to allow the use of data for both research and program management, to insure that data could be merged with information already stored, and to allow for possible future expansion.

Montgomery County Schools (Troy, N.C.), 1978-1980

Lead Psychologist: Responsible for the planning and coordination and partially responsible for the delivery of psychological services on a county-wide basis (10 schools, approximately 5,000 pupils), coordination of services with other agencies (Mental Health, DEC, Social Services), occasional workshops and courses for renewal credit, supervision of Level I School Psychologist.

East Carolina University (Greenville, N.C.), 1975-1976

Teaching Fellow: Taught undergraduate psychology courses; Supervised school psychology graduate students enrolled in individual assessment course, Fall, 1976.

Professional Affiliations

American Psychological Association

Fellow, 1991-
Member, 1985-
Student Affiliate, 1981-1983

School Psychology Division

Fellow, 1991-
Member, 1985-
Student Affiliate, 1981-1982
Co-Chair, Program Committee, 1993-1995
Fellows Committee, 1993, 1998
Co-chair, Lightner Witmer Award Selection Committee, 1990
Best Dissertation Award Committee, 1994
Membership Committee, 1985-1987
Fellows Committee, 1998-1999
Committee on Empirically-Supported Interventions, Methodology Consultant, 1999-2004
Member, Lightner Witmer Award Committee, 2004, 2005
Member, Senior Scientist Award Committee, 2005, 2009, 2013-2015, Chair, 2014

Educational Psychology Division

Fellow, 1994-
Member, 1987-

Evaluation, Measurement, and Statistics Division

Fellow, 1997-
Member, 1990-

National Association of School Psychologists

Member, 1980-
Search Committee for *School Psychology Review* Editor, 1985-1986

Association for Psychological Science

Member, 1990-

Society for the Study of School Psychology, Member, 1999-

Committee on Empirically Supported Interventions, 1999-2004
General Purpose Award Review Committee, 1999-2000
Early Career Grant Award Review Committee, 2004, 2005
Research Registry Development Committee, 2010-
Chair, Research Series Committee, 2011-2014

International Society for Intelligence Research

Member, 2000-
Student Award Committee, 2008-2010, Chair, 2009-2010
Conference Committee, 2011-2012, Conference Co-host, 2012
Lifetime Achievement Award Committee, 2012-2013
Board of Directors, 2013-2017
Secretary Treasurer, 2015-2017

Woodcock Muñoz Foundation

Board of Directors, 2015-

American Educational Research Association

Member, 1982-2004

Student Member, 1981-1982

Research and Measurement Division

Member, 1982-2004

Reviewer, Conference Proposals, 1988, 1989, 1990, 1992, 1993

Longitudinal Research SIG

Member, 1984-2004

Family, School, Community Partnerships SIG

Member, 1992-2004

Reviewer, Conference Proposals, 1995, 1996

State and Regional Research Associations SIG

Member, 1992-1998

Rural Education SIG

Member, 1994-2002

Structural Equation Modeling SIG

Member, 1996-2004

National Council for Measurement in Education

Member, 1992-2004

Reviewer, Conference Proposals, 1994, 1999

American Association for the Advancement of Science

Member, 1995-2002

International School Psychology Association

Member, 1997-2005

National Advisory Committee, Buros Institute of Mental Measurements

Member, 1992-1995

American Evaluation Association

Member, 2000-2002

Inter-University Consortium for Political and Social Research, Representative, Alfred University,
1993-1997

The Society of Sigma Xi (Honor Society for Scientific Research), Member, 1982-2008

Phi Kappa Phi (Honor Society for Scholarship in All Disciplines), Member, 1996-2002

International Network of Scholars, Center on Families, Communities, Schools, and Children's
Learning, Member, 1991-1995

Educational Excellence Network

Member, 1982-1992

Council for Learning Disabilities

Member, 1987-1993

Assessment Research Strand Coordinator, 1990 Regional Conference.

Phi Delta Kappa

Member, 1981-1988

Vice President for Membership, University of Iowa Chapter, 1984-1985

Research Representative, 1985-1986

Eastern Educational Research Association

Member, 1992-1996

School Psychology SIG, Member, 1992-1996

New York Association of School Psychologists

Member, 1994-2001

School Psychology Educators Council of New York State

Member, 1994-2001

New York Academy of Sciences

Member, 1995-2001

Virginia Psychological Association

Member, 1989-1993

Member, Continuing Education Committee, 1989-1990

Virginia Academy of School Psychologists

Member, 1988-1993

Co-chair, Continuing Education Committee, 1989-1990

Virginia Council for Learning Disabilities

Member, 1987-1993

Research news column, VCLD newsletter, 1987-1988.

Iowa School Psychologists Association

Member, 1982-1988

Computer news column, ISPA newsletter, 1982-1984

Iowa Educational Research and Evaluation Association, Member, 1982-1987

North Carolina School Psychology Association

Member, 1979-1983

Co-chair, Task Force on Professional Freedom and Responsibility, 1980 Winter Conference

Treasurer, 1980-1982

Executive Board, 1980-1982

North Carolina Association for Research in Education

Member, 1990-1993

Student Member, 1981-1983

Wadesboro, N.C., Developmental Evaluation Center Advisory Board, Member 1979-1980

Career Education Planning Committee, Montgomery County Schools, Member, 1979-1980

Certificates and Licenses

National School Psychology Certification Board
Nationally Certified School Psychologist, 1989-present

North Carolina Board of Examiners of Practicing Psychologists
Licensed Practicing Psychologist, 1983-2008
Licensed Psychological Associate, 1979-1983

Iowa Board of Psychology Examiners
Licensed Psychologist, 1983-1989

North Carolina State Department of Public Instruction
Certified Level III School Psychologist, 1982-1985, 1988-1991
Level II School Psychologist, 1978-1982

Editorial Responsibilities

Intelligence
Editorial Board, 2016-

School Psychology Quarterly
Editorial Advisory Board, 2000-2007
Section Editor, Research Design & Methodology Section, 1997-2000
Associate Editor, 1996-1997
Guest Editor, 2000 Special Issue: Research Methods for Profile Analysis

School Psychology Review
Scientific Advisory Panel, 2015-
Editorial Advisory Board, 1985-1987, 1990-1997, 2000-
Associate Editor, 1987-1990
Guest Editor, 1988-90 Mini-series: Research Methods in School Psychology

Journal of School Psychology
Senior Science Consultant, 2011-
Editorial Board, 1987-1999, 2006-2008

Estudos de Psicologia-Campinas
Editorial Board, 2016-

Journal of Psychoeducational Assessment
Editorial Board, 1989-2011

Ad Hoc Reviewer:
American Educational Research Journal
American Journal on Mental Retardation
American Sociological Review

Archives of Clinical Neuropsychology
Behavior Therapy
Child Development
Contemporary Educational Psychology
Educational and Psychological Measurement
Educational Psychologist
Educational Researcher
Elementary School Journal
Family Science Review
International Journal of Behavior Development
Journal for Special Educators
Journal of Applied Behavior Analysis
Journal of Child Clinical Psychology
Journal of Educational Measurement
Journal of Educational Psychology
Journal of Experimental Psychology: Learning, Memory, and Cognition
Journal of Learning Disabilities
Journal of Learning Disabilities
Journal of Research in Rural Education
Merrill-Palmer Quarterly
Perceptual and Motor Skills
Psychological Assessment
Psychological Methods
Psychological Reports
Psychology in the Schools
Psychometrika
Reading Research Quarterly
Review of Educational Research
School Psychology Quarterly
Social Psychology of Education
Sociology of Education

Grant Reviewer:

National Institute on Student Achievement, Curriculum, and Assessment, U.S. Department
 of Education
 Child/Adolescent Development Risk & Prevention, National Institute of Mental Health
 Excellence in Education Grants, U.S. Department of Education
 Strategic Research Grants, Social Sciences and Humanities Research Council of Canada
 Early Career Grant, Society for the Study of School Psychology

Book or Chapter Reviews:

Holt, Rinehart and Winston
 Lawrence Erlbaum
Schooling today . . . (U.S. Department of Education)
 Allyn & Bacon
 Harcourt Brace

Journal Publications

Research Articles

- Reynolds, M. R., & Keith, T. Z. (2017). Multi-group and hierarchical confirmatory factor analysis of the Wechsler Intelligence Scale for Children—Fifth Edition: What does it measure? *Intelligence*, 62, 31-47.
- Trundt, K. M., Keith, T. Z., Caemmerer, J. M., & Smith, L. V. (2017). Testing for construct bias in the Differential Ability Scales, Second Edition (DAS-II): A comparison among African American, Asian, Hispanic, and White children. *Journal of Psychoeducational Assessment*.
- Austin, C. A., Finn, S. F., Keith, T. Z., Tharinger, D. J., & Fernando, A. D. (2016). The Parent Experience of Assessment Scale (PEAS): Development and relation to parent satisfaction. *Assessment*, 1-13.
- Caemmerer, J. M., Maddocks, D. L. S., Keith, T. Z., & Reynolds, M. R. (submitted). *What are the possible effects of the WISC-V cognitive abilities on youth's academic achievement as measured by the WIAT-III?*
- Barton, D. L., Schroeder, K. F., Banerjee, T., Wolf, S., Keith, T. Z., & Elkins, G. (2017). Efficacy of a biobehavioral intervention for hot flashes: A randomized control pilot study. *Menopause*, 24, 774-782.
- Keith, T. Z., Caemmerer, J. M., & Reynolds, M. R. (2016). Comparison of methods for factor extraction for cognitive test-like data: Which overfactor, which underfactor? *Intelligence*, 54, 37-54.
- Perry, J. C., Fisher, A. L., Caemmerer, J. M., Keith, T. Z., & Poklar, A. E. (2015). The role of social support and coping skills in promoting self-regulated learning among urban youth. *Youth and Society*.
- Taub, G. E., McGrew, K. S., & Keith, T. Z. (2015). Effects of improvements in interval timing on the mathematics achievement of elementary school students. *Journal of Research in Childhood Education*, 29, 352-366.
- Zdzinski, S., Dell, C., Gumm, A., Rinnert, N., Orzolek, D., Yap, C. C., Cooper, S., Keith, T., & Russell, B. (2015). Musical home environment, family background, and parenting style on success in school music and in school. *Contributions to Music Education*, 40, 71-90.
- Caemmerer, J. M., & Keith, T. Z. (2015). Longitudinal, reciprocal relations between social skills and achievement from Kindergarten through Eighth grade. *Journal of School Psychology*, 53, 265-281.
- Potvin, D. C. H., Keith, T. Z., Caemmerer, J. M., & Trundt, K. M. (2015). Confirmatory factor structure of the Kaufman Assessment Battery for Children—second edition with preschool children: Too young for differentiation? *Journal of Psychoeducational Assessment*, 33, 522-533.

- Low, J. A., Keith, T. Z., & Jensen, M. (2015). What predicts method effects in child behavior ratings? *Journal of Psychoeducational Assessment*, 33, 177-187.
- Hajovsky, D. B., Reynolds, M. R., Floyd, R. G., Turek, J. J., & Keith, T. Z. (2014). A multi-group investigation of latent cognitive abilities and reading achievement relations. *School Psychology Review*, 43, 385-406 (Honorable mention: Article of the Year, *School Psychology Review*).
- Low, J. A., & Keith, T. Z. (2015). The influence of auditory short-term memory on behavior problem development. *International Journal of Behavioral Development*, 39, 105-112.
- Chen, H., Chen, M., Lee, Y., Chen, H., & Keith, T. Z. (2013). Gender reality regarding mathematic outcomes of students aged 9 to 15 years in Taiwan. *Learning and Individual Differences*, 26, 55-63.
- Elkins, G., Fisher, W. I., Johnson, A. K., Carpenter, J. S., & Keith, T. Z. (2013). Clinical hypnosis in the treatment of postmenopausal hot flashes: A randomized control trial. *Menopause*, 20, 291-298.
- Elkins, G., Johnson, A., Fisher, W., Sliwinski, J. & Keith, T. (2013). A pilot investigation of guided self-hypnosis in the treatment of hot flashes among post-menopausal women. *International Journal of Clinical and Experimental Hypnosis*, 61, 342-350.
- Reynolds, M. R., Keith, T. Z., Flanagan, D. P., & Alfonso, V. C. (2013). A cross-battery, reference variable, confirmatory factor analytic investigation of the CHC taxonomy. *Journal of School Psychology*, 51, 535-555.
- Weiss, L. G., Keith, T. Z., Zhu, J., & Chen, H. (2013). WAIS-IV and clinical validation of the four- and five-factor interpretive approaches. *Journal of Psychoeducational Assessment* (Special Issue: The Wechsler Intelligence Tests: Revisiting Theory and Practice), 31, 94-113.
- Weiss, L. G., Keith, T. Z., Zhu, J., & Chen, H. (2013). WISC-IV and clinical validation of the four- and five-factor interpretive approaches. *Journal of Psychoeducational Assessment* (Special Issue: The Wechsler Intelligence Tests: Revisiting Theory and Practice), 31, 114-131.
- Weiss, L. G., Keith, T. Z., Zhu, J., & Chen, H. (2013). Technical and practical issues in the structure and clinical invariance of the Wechsler Scales: A rejoinder to commentaries. *Journal of Psychoeducational Assessment* (Special Issue: The Wechsler Intelligence Tests: Revisiting Theory and Practice), 31, 235-243.
- Floyd, R. G., Meisinger, E. B., Gregg, N., & Keith, T. Z. (2012). An explanation of reading comprehension across development using models from Cattell–Horn–Carroll theory: Support for integrative models of reading. *Psychology in the Schools*, 49, 725-743.
- Reynolds, M. R., Hajovsky, D. B., Niilikselä, C., & Keith, T. Z. (2011). Spearman's Law of Diminishing Returns and the DAS-II: Do *g* effects on subtest scores depend on the level of *g*? *School Psychology Quarterly*, 26, 275-289.

- Elkins, G., Fisher, W., Johnson, A., Dove, J., Perfect, M., & Keith, T. (2011). Moderating effect of hypnotizability for hot flashes in breast cancer survivors. *Contemporary Hypnosis*, 28, 187-195.
- Keith, T. Z., Reynolds, M. R., Roberts, L. G., Winter, A. L. & Austin, C. A. (2011). Sex differences in latent cognitive abilities ages 5 to 17: Evidence from the Differential Ability Scales—Second edition. *Intelligence*, 39, 389-404.
- Perfect, M. M., Tharinger, D. J., Keith, T. Z., & Lyle-Lahroud, T. (2011). Relations between Minnesota Multiphasic Personality Inventory-A Scales and Rorschach variables with scope and severity of maltreatment among adolescents. *Journal of Personality Assessment*, 93, 582-591.
- Chen, H., Keith, T. Z., Weiss, L., Zhu, J., & Li, Y. (2010). Testing for multigroup invariance of second-order WISC-IV structure across China, Hong Kong, Macau, and Taiwan. *Personality and Individual Differences*, 49, 677-682.
- Reynolds, M. R., Keith, T. Z., & Beretvas, S. N. (2010). Use of factor mixture modeling to capture Spearman's law of diminishing returns. *Intelligence*, 38, 231-241.
- Keith, T. Z., & Reynolds, M. R. (2010). CHC and cognitive abilities: What we've learned from 20 years of research. *Psychology in the Schools*, 47, 635-650.
- Keith, T. Z., Low, J. A., Reynolds, M. R., Patel, P. G., & Ridley, K. P. (2010). Higher-order factor structure of the Differential Ability Scales—II: Consistency across ages 4 to 17. *Psychology in the Schools*, 47, 676-697.
- Chen, H.-Y., Keith, T. Z., Chen, Y.-H., & Chang, B. S. (2009). What does the WISC-IV measure? Validation of the scoring and CHC-based interpretative approaches. *Journal of Research in Education Sciences*, 54, 85-108.
- Elkins, G., Marcus, J., Stearns, V., Perfect, M., Rajab, M. H., Ruud, C., Palamara, L., & Keith, T. Z. (2008). Randomized trial of a hypnosis intervention for the treatment of hot flashes among breast cancer survivors. *Journal of Clinical Oncology*, 26, 5022-5026.
- Keith, T. Z., Reynolds, M. R., Patel, P. G., & Ridley, K. P. (2008). Sex differences in latent cognitive abilities ages 6 to 59: Evidence from the Woodcock—Johnson III tests of cognitive abilities. *Intelligence*, 36, 502-525.
- Reynolds, M. R., Keith, T. Z., Ridley, K. P., & Patel, P. G. (2008). Sex differences in latent general and broad cognitive abilities for children and youth: Evidence from higher-order MG-MACS and MIMIC models. *Intelligence*, 36, 236-260.
- Taub, G. E., Floyd, R. G., Keith, T. Z., & McGrew, K. S. (2008). Effects of general and broad cognitive abilities on mathematics achievement. *School Psychology Quarterly*, 23, 187-198.
- Fine, J. G., Semrud-Clikeman, M., Keith, T. Z., Stapleton, L. M., & Hynd, G. W. (2007). Reading and the corpus callosum: An MRI family study of volume and area. *Neuropsychology*, 21, 235-241.

- Taub, G. E., McGrew, K. S., & Keith, T. Z. (2007). Improvements in interval time tracking and effects on reading achievement. *Psychology in the Schools, 44*, 849-863.
- Reynolds, M. R., & Keith, T. Z. (2007). Spearman's law of diminishing returns in hierarchical models of intelligence for children and adolescents. *Intelligence, 35*, 267-281.
- Reynolds, M. R., Keith, T. Z., Fine, J. G., Fisher, M. E., & Low, J. (2007). Confirmatory factor structure of the Kaufman Assessment Battery for Children—Second Edition: Consistency with Cattell-Horn-Carroll theory. *School Psychology Quarterly, 22*, 511-539.
- Floyd, R. G., Keith, T. Z., Taub, G. E., & McGrew, K. S. (2007). Cattell-Horn-Carroll cognitive abilities and their effects on reading decoding skills: g has indirect effects, more specific abilities have direct effects. *School Psychology Quarterly, 22*, 200-233.
- Keith, T. Z., Fine, J. G., Reynolds, M. R., Taub, G. E., & Kranzler, J. H. (2006). Higher-order, multi-sample, confirmatory factor analysis of the Wechsler Intelligence Scale for Children—Fourth edition: What does it measure? *School Psychology Review, 35*, 108-127.
- Keith, T. Z., & Diamond-Hallam, C., & Fine, J. G. (2004). Longitudinal effects of in-school and out-of-school homework on high school grades. *School Psychology Quarterly, 19*, 187-211.
- Francis, D. J., & Keith, T. Z. (2004). Social skills of home schooled and conventionally schooled children: A comparison study. *The Home School Researcher, 16*, 15-24.
- Vanderwood, M. L., McGrew, K. S., Flanagan, D. P., & Keith, T. Z. (2002). The contribution of general and specific cognitive abilities to reading achievement. *Learning and Individual Differences, 13*, 159-188.
- Shermis, M. D., Koch, C. M., Page, E. B., Keith, T. Z., & Harrington, S. (2002). Trait ratings for automated essay grading. *Educational and Psychological Measurement, 62*, 5-18. (featured article).
- Quirk, K. J., Keith, T. Z., & Quirk, J. T. (2001). Employment during high school and student achievement: Longitudinal analysis of national data. *Journal of Educational Research, 95*, 4-10.
- Keith, T. Z., Kranzler, J. H., & Flanagan, D. P. (2001). What does the Cognitive Assessment (CAS) measure? Joint confirmatory factor analysis of the CAS and the Woodcock-Johnson Tests of Cognitive Ability (3rd Edition). *School Psychology Review, 30*, 89-119.
- Kranzler, J. H., Keith, T. Z., & Flanagan, D. P. (2000). Independent examination of the factor structure of the cognitive assessment system (CAS): Further evidence challenging the construct validity of the CAS. *Journal of Psychoeducational Assessment, 18*, 143-159.
- Bracken, B. A., Bunch, S., Keith, T. Z., & Keith, P. B. (2000). Child and adolescent multidimensional self-concept: A five instrument factor analysis. *Psychology in the Schools, 37*, 483-493.

- Keith, T. Z., Quirk, K. J., Schartzer, C., & Elliott, C. D. (1999). Construct bias in the Differential Ability Scales? Confirmatory and hierarchical factor structure across three ethnic groups. *Journal of Psychoeducational Assessment, 17*, 249-268.
- Keith, T. Z., & Kranzler, J. H. (1999). The absence of structural fidelity precludes construct validity: Rejoinder to Naglieri on what the Cognitive Assessment System does and does not measure. *School Psychology Review, 28*, 303-321.
- Keith, T. Z. (1999). Effects of general and specific abilities on student achievement: Similarities and differences across ethnic groups. *School Psychology Quarterly, 14*, 239-262.
- Kranzler, J. H., & Keith, T. Z. (1999). Independent confirmatory factor analysis of the Cognitive Assessment System (CAS): What does the CAS measure? *School Psychology Review, 28*, 117-144. [Winner, Best Article Award, 2000. Also see Naglieri, J. N. (1999). How valid is the PASS theory and CAS? *School Psychology Review, 28*, 145-162 and Keith, T. Z., & Kranzler, J. H. (1999). The absence of structural fidelity precludes construct validity: Rejoinder to Naglieri on what the Cognitive Assessment System does and does not measure. *School Psychology Review, 28*, 303-321.]
- Keith, T. Z., Keith, P. B., Quirk, K. J., Sperduto, J., Knowles, S. S., & Killings, S. (1998). Longitudinal effects of parent involvement on high school grades: Similarities and differences across gender and ethnic groups. *Journal of School Psychology, 36*, 335-363. [Winner, Best Article Award, 1999]
- McGrew, K. S., Flanagan, D. P., Keith, T. Z., & Vanderwood, M. (1997). Beyond g: The impact of Gf-Gc specific cognitive abilities research on the future use and interpretation of intelligence test batteries in the schools. *School Psychology Review, 26*, 189-210.
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- Walsh, E. G., Caemmerer, J. M., Fisher, A. L. & Keith, T. Z. (2014, August). *A measurement study of the Adverse Childhood Experiences (ACE) score*. Poster presented at the annual meeting of the American Psychological Association 2014 Convention, Washington, DC.
- Caemmerer, J.M. & Keith, T.Z. (2014, February). *Do social skills influence students' achievement over time?* Poster presented at the annual convention of the National Association for School Psychologists, Washington, D.C.
- Keith, T. Z., Caemmerer, J. M., Fisher, A. L., & Reynolds, M. R. (2014, February). *Do HPA and MAP recover the correct number of factors?* Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Caemmerer, J. M., Keith, T. Z., & Fisher, A. L. (2013, August). *Evidence refuting the claim that modern cognitive tests are overfactored*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.

- Ridley, K. P., Keith, T. Z., Mercer, W. N., & Markle, M. (2013, February). *Verbal learning ability after traumatic brain injury: Roles of working memory and processing speed*. Poster presented at the annual convention of the International Neuropsychological Society, Waikoloa, HI.
- Caemmerer, J. M., & Keith, T. Z. (2012, December). *Are we really overfactoring modern cognitive tests? Further test of a hypothesis via plausible simulated data*. Poster presented at the annual meeting of the International Society for Intelligence Research, San Antonio, TX.
- Fisher, A. L., Keith, T. Z., & Low, J. A. (2012, December). *How well do the ASVAB and AFQT measure g and broad abilities?* Poster presented at the annual meeting of the International Society for Intelligence Research, San Antonio, TX.
- 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 annual meeting of the International Society for Intelligence Research, San Antonio, TX.
- Low, J. A., Fisher, A. L., & Keith, T. Z. (2012, December). *Invariance of the ASVAB across race/ethnicity and sex*. Paper presented at the annual meeting of the International Society for Intelligence Research, San Antonio, TX.
- Patel, P. G., Stark, K. D., Sander, J. B., Kennard, B. D., Keith, T. Z., Tharinger, D. & Herren, J. (2011, November). *Investigating the role of cognitive and behavior components in cognitive behavioral treatment for depressed early adolescent girls*. Poster presented to the annual conference of the Association for Behavioral and Cognitive Therapies, Toronto, Canada.
- Reynolds, M. R., Niilekselaa, C. R., Daniel B. Hajovskya, D. B., & Keith, T. Z. (2011, February). *Do g effects depend on g?* Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco.
- Keith, T. Z., & Reynolds, M. R. (2010, December). *Are we really overfactoring modern cognitive tests? Test of a hypothesis via plausible simulated data*. Paper presented at the annual meeting of the International Society for Intelligence Research, Alexandria, VA.
- Reynolds, M. R., Keith, T. Z., Flanagan, D. P., & Alfonzo, V. C. (2010, December). *The utility of CHC taxonomy in identifying the factorial composition of intelligence subtests: A joint confirmatory factor analysis*. Paper presented at the annual meeting of the International Society for Intelligence Research, Alexandria, VA.
- Keith, T. Z., Reynolds, M. R., & Lakin, J. M. (2009, December). *Sex differences in latent means and variances of cognitive abilities: Evidence from the CogAT*. Paper presented at the annual meeting of the International Society for Intelligence Research, Madrid, Spain.
- Low, J. A., & Keith, T. Z. (2009, December). *Longitudinal study of the effects of working memory on behavior problems*. Paper presented at the annual meeting of the International Society for Intelligence Research, Madrid, Spain.

- Keith, T. Z. (2009, August). *Cause and correlation in applied psychological research*. Invited address (Division 16) at the annual meeting of the American Psychological Association, Toronto.
- Reynolds, M. R., Graybill, R. M., Alexander, R. M., & Keith, T. Z. (2009, August). Confirmatory factor analysis of the NEPSY-II for preschool-age children. Poster presented at the annual meeting of the American Psychological Association, Toronto.
- Reynolds, M. R., Alexander, R. M., Graybill, R. M., & Keith, T. Z. (2009, August). What does the NEPSY-II measure in school-age children? Poster presented at the annual meeting of the American Psychological Association, Toronto.
- Keith, T. Z., Reynolds, M. R., & Low, J. A. (2008, December). Sex differences in latent general and broad cognitive abilities: Evidence from the DAS-II. Paper presented at the annual meeting of the International Society for Intelligence Research, Decatur, GA.
- Floyd, R. G., Gregg, N., Keith, T. Z., & Meisinger, E. B. (2008, August). *Understanding reading comprehension using abilities from CHC theory*. Poster presented at the annual meeting of the American Psychological Association, Boston.
- Keith, T. Z., Reynolds, M. R., Patel, P. G., & Ridley, K. P. (2008, February). *Sex differences in latent cognitive abilities ages 6 to 59*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Roberts, L. G., & Keith, T. Z. (2008, February). *Developing positive student relationships with school in later grades*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Fisher, M. E., Austin, C., Keith, T. Z., & Keith, P. B. (2007, August). *Examining the external validity of the K-BIT-2, PPVT-4, and EVT-2*. Poster presented at the annual meeting of the American Psychological Association, San Francisco.
- Pilgrim, S. M., Patel, P. G. & Keith, T. Z. (2007, August). *Sleep characteristics and school performance of elementary-aged children*. Poster presented at the annual meeting of the American Psychological Association, San Francisco.
- Keith, P. B., Low, J. A., Jimenez, V., & Keith, T. Z. (2007, July). *Hispanic youth: What are their beliefs, values, and thoughts about marriage & family life?* Poster presented at the annual meeting of the Coalition for Marriage, Family, & Couple Education (Smart Marriages). Denver, CO.
- Keith, T. Z., & Reynolds, M. R. (2006, December). *Sex differences in latent general and broad cognitive abilities: Evidence from the WJ III*. Paper presented at the annual meeting of the International Society for Intelligence Research, San Francisco.
- Reynolds, M. R., Keith, T. Z., Ridley, K. R., & Patel, P. G. (2006, December). *Sex differences in general and broad abilities for children and adolescents*. Paper presented at the annual meeting of the International Society for Intelligence Research, San Francisco.

- Low, J. A., Reynolds, M. R., Keith, T. Z., Austin, C. A., & Pilgrim, S. (2006, August). *Measurement invariance of KABC-II across ethnic groups*. Poster presented at the annual meeting of the American Psychological Association, New Orleans.
- Fisher, M. E., Reynolds, M. R., Keith, T. Z., Patel, P. G., & Ridley, K. P. (2006, August). *Testing factor structure invariance across sexes on the KABC-II*. Poster presented at the annual meeting of the American Psychological Association, New Orleans.
- Keith, P. B., & Keith, T. Z. (2006, July). *The evaluation puzzle: Getting to outcomes*. Poster presented at the annual meeting of the Coalition for Marriage, Family, & Couple Education (Smart Marriages). Atlanta, GA.
- Reynolds, M. R., & Keith, T. Z., Fine, J. G., Low, J., & Fisher, M. (2006, March). *Confirmatory factor structure of the KABC-II: Implications for interpretation*. Poster presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- Fine, J. G., Semrud-Clikeman, M., Keith, T. Z., Stapleton, L. M., & Hynd, G. W. (2006, February). *Smaller corpus callosum midbody in poorer readers within families*. Poster presented at the annual meeting of the International Neuropsychological Society, Boston.
- Fine, J. G., Semrud-Clikeman, M., Keith, T. Z., Stapleton, L. M., & Hynd, G. W. (2006, February). *Some lessons learned from comparing MRI area and volume measurements in the corpus callosum*. Poster presented at the annual meeting of the International Neuropsychological Society, Boston.
- Fine, J. G., Semrud-Clikeman, M., Keith, T. Z., Stapleton, L. M., & Hynd, G. W. (2006, February). *Why not study differences among family members for heritable disorders?* Poster presented at the annual meeting of the International Neuropsychological Society, Boston.
- Reynolds, M. R., & Keith, T. Z. (2005, December). *A test of Spearman's law of diminishing returns in the KABC-II*. Paper presented at the annual meeting of the International Society for Intelligence Research, Albuquerque, NM.
- Keith, T. Z. (2005, August). *Cause and correlation in school psychology*. Division 16 Senior Scientist Award presentation at the annual meeting of the American Psychological Association, Washington, DC.
- Fine, J. G., Reynolds, M. R., Keith, T. Z., & Low, J. (2005, August). *Confirmatory factor structure of the KABC-II*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Reynolds, M. R., & Keith, T. Z. (2005, August). *Differentiation of cognitive abilities: A test of the law of diminishing returns*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Fine, J.G., Semrud-Clikeman, M., Keith, T.Z., Stapleton, L.M., & Hynd, G.W. (2005, April). *Volumetric analysis of the corpus callosum in RD and able readers*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, CA.

- Keith, T. Z., Fine, J. G., Reynolds, M. R., Taub, G. E., & Kranzler, J. H. (2005, April). *Hierarchical confirmatory factor structure of the WISC-IV*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta.
- Keith, T. Z., & Fine, J. G. (2004, July). *Multicultural, longitudinal influences on high school student learning*. Poster presented at the annual meeting of the American Psychological Association, Honolulu.
- Fugate, M. H., Wolfgang, J. M., Keith, T. Z., & Evangelista, N. J. (2004, July). *Effects of general and specific cognitive abilities on reading*. Poster presented at the annual meeting of the American Psychological Association, Honolulu.
- Evangelista, N. J., Guiney, K. M., Keith, T. Z., & Fugate, M. H. (2004, July). *Relative effects of basic literacy skills on reading achievement*. Poster presented at the annual meeting of the American Psychological Association, Honolulu.
- Keith, T. Z., & Keith, P. B. (2004, July). *Using confirmatory factor analysis to test hypotheses about intelligence tests*. Poster presented at the annual meeting of the American Psychological Association, Honolulu.
- Floyd, R. G., Gregg, K. N., & Keith, T. Z. (2004, April). *Explaining reading comprehension across childhood, adolescence, and early adulthood is somewhat simple*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Keith, T. Z., Kranzler, J. H., & Keith, P. B. (2003, April). *Detecting aptitude-treatment interactions: Common versus best practice*. Poster presented at the annual meeting of the National Association of School Psychologists, Toronto.
- Keith, T. Z. (2003, April). *Homework in school and out of school: Which is more effective?* Poster presented at the annual meeting of the National Association of School Psychologists, Toronto.
- Fugate, M. H., & Keith, T. Z. (2001, March). Effects of specific abilities on early reading outcomes. In L. Ford (Chair), *Advances in the assessment of early reading skills using the WJ III*. Symposium at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Keith, T. Z. (2000, April). Effects of general and specific abilities on achievement across ethnic groups. In C. Frisby, J. Braden (Chairs), & R. Kamphaus, *Assessment and diversity: Consensus and controversy*. Symposium at the annual meeting of the National Association of School Psychologists, New Orleans.
- Keith, T. Z., Kranzler, J. H., & Flanagan, D. P. (2000, April). Joint confirmatory factor analysis of the WJ-III and the CAS: Testing alternative models. In L. Ford (Chair), *Practical implications for using CHC theory: Explorations with the WJ-III, WISC-III, CAS, and DAS*. Symposium at the annual meeting of the National Association of School Psychologists, New Orleans.

- Fugate, M. H., Faherty, E., Dill, D., Farwell, M., Hahn, J., Stives, D., & Keith, T. Z. (2000, April). *Developing collaborative processes in rural schools: Building for success*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Kranzler, J. H., Keith, T. Z., & Flanagan, D. P. (2000, March). *Joint confirmatory factor analysis of the Cognitive Assessment System*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Keith, T. Z. (1999, April). Newest evidence for construct validity of PEG. In E. B. Page (Chair), J. W. Asher, & N. Petersen (Discussants), *Computer grading of essays: Moving from research to practice*. Symposium at the annual meeting of the American Educational Research Association, Montreal.
- Fugate, M. H., Faherty, E., & Keith, T. Z. (1999, April). *Professional collaborative processes in rural areas: A model for the training and practice of rural school psychologists*. Paper presented at the annual meeting of the National Association of School Psychologists, Las Vegas.
- Keith, T. Z. (1998, August). Assessment in school psychology: State of the art. In S. DeMers (Chair) & T. B. Gutkin (Discussant), *State of the art address: Consultation, assessment, and intervention: School-based and school-linked services*. Invited symposium at the annual meeting of the American Psychological Association, San Francisco.
- Keith, T. Z., Fugate, M. H., & Birmingham, K. C. (1998, August). *Effects of general and specific intellectual abilities on early reading*. Poster presented at the annual meeting of the American Psychological Association, San Francisco.
- Fugate, M. H., Keith, T. Z., & Birmingham, K. C. (1998, August). *Critical variables in the development of reading skills*. Poster presented at the annual meeting of the American Psychological Association, San Francisco.
- Keith, T. Z. (1998, August). *Effects of parent involvement on school learning: Longitudinal analysis for five U.S. ethnic groups*. Paper presented at the International School Psychology Colloquium, Riga, Latvia.
- Kranzler, J. H., & Keith, T. Z. (1998, April). *Hierarchical confirmatory factor analysis of the Cognitive Assessment System: Does it pass the test?* Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Keith, T. Z. (1998, April). Construct validity of PEG. In E. B. Page (Chair), J. W. Asher, & J. C. Stanley (Discussants), *Qualitative and quantitative essay grading by computer: Major test programs, schools and government, and the web*. Symposium at the annual meeting of the American Educational Research Association, San Diego, CA.
- Keith, T. Z. (1998, April). Homework in and out of school. In H. Cooper (Chair) & B. Nye (Moderator), *Homework: What we know now*. Symposium at the annual meeting of the American Educational Research Association, San Diego, CA.

- Keith, T. Z., & Elliott, C. D. (1997, April). Does the DAS measure the same constructs for White, African American, and Hispanic American children and youth? In DuMont, R. (Chair), *Working well with diversity: The use of the Differential Ability Scales (DAS) with different multicultural samples*. Symposium at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- Page, E. B., Poggio, J. P., & Keith, T. Z. (1997, March). Computer analysis of student essays: Finding trait differences in the student profile. In E. B. Page (Chair), W. J. Asher, D. Lubinski, & J. C. Stanley (Discussants), *Computer grading of classroom essays: Combining qualitative and quantitative in a large school sample*. Symposium at the annual meeting of the American Educational Research Association, Chicago.
- Keith, T. Z. (1996, July). Confirmatory factor analysis and validation of the DAS: Issues in assessing intellectual ability. In *Human abilities: Assessment and implications*. Invited presentation at the meeting of the European Sociobiology Society, Alfred, NY.
- Quirk, K. J., & Keith, T. Z. (1996, August). *Longitudinal achievement effects of different ethnic groups while working during high school*. Poster presented at the annual meeting of the American Psychological Association, Toronto.
- Keith, T. Z. (1996, April). Types of construct validity in PEG measures. In E. B. Page (Moderator), J. W. Asher, B. S. Plake, & D. Lubinski (Discussants), *Grading essays by computer: Qualitative and quantitative grading in large programs and in classrooms*. Invited symposium at the annual meeting of the National Council for Measurement in Education, New York.
- Keith, T. Z., Keith, P. B., Quirk, K. J., Cohen-Rosenthal, E., Franzese, B., Sperduto, J., Santillo, S., & Killings, S. (1995, August). *Longitudinal effects of parental involvement across gender and ethnic groups*. Poster presented at the annual meeting of the American Psychological Association, New York.
- Keith, T. Z. (1995, April). The computer, human judges, and construct validity. In J. C. Stanley (Chair and Critic), *Practical computer grading of essays? Large experiments in classrooms and national programs*. Symposium at the annual meeting of the American Educational Research Association, San Francisco.
- Keith, T. Z., Keith, P. B., Quirk, K. J., Cohen-Rosenthal, E., & Franzese, B. (1995, March). *Longitudinal effects of parental involvement: Similarities and differences across five ethnic groups*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago.
- Keith, T. Z., Keith, P. B., Trivette, P. S., Bickley, P. G., & Singh, K. (1994, April). Does parental involvement affect eighth grade student achievement? LISREL analysis of NELS-88 data. In W. M. Mathews (Chair), *Distinguished research from the state and regional research associations*. Invited paper at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Keith, T. Z., Trivette, P. S., Keith, P. B., & Anderson, E. S. (1993, April). *Profile analysis with the Wechsler Scales: Patterns, not parodies*. Poster presented at the annual meeting of the National Association of School Psychologists.

- Keith, T. Z., & Witta E. L. (1993, April). *Hierarchical confirmatory factor structure of the WISC-III: Testing the new test*. Poster presented at the annual meeting of the National Association of School Psychologists.
- Keith, P. B., Keith, T. Z., & Childress, C. (1993, April). *Effects of class size and class mix in special education: Implications for school psychologists*. Poster presented at the annual meeting of the National Association of School Psychologists.
- Barokas, J., Lichtman, M., & Keith, T. Z. (1993, April). *A causal model of midlife women's attainments, commitments, and satisfactions*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Bracken, B. A., Keith, T. Z., Bunch, S., & Keith, P. B. (1992, August). *Factor analysis of five self-concept scales*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Page, E. B., & Keith, T. Z. (1992, April). Ability grouping and giftedness. In C. P. Benbow (Chair), *From psychometrics to giftedness: A symposium in honor of Julian C. Stanley*. Paper presented in the Symposium, San Francisco.
- Keith, T. Z., Keith, P. B., Bickley, P. G., & Singh, K. (1992, April). *Effects of parental involvement on eighth-grade achievement. LISREL analysis of NELS-88 data*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco. (ERIC Document Reproduction Service No. EA 024 081)
- Keith, T. Z., & Benson, M. J. (1992, March). Testing a model of school learning: Similarities and differences across five ethnic groups. In T. Z. Keith (Chair), *Influences on school learning: Implications for school psychologists*. Paper presented at the annual meeting of the National Association of School Psychologists, Nashville, TN.
- Keith, T. Z., Bickley, P. G., Keith, P. B., Trivette, P. S., & Singh, K., & Troutman, G. C. (1992, March). *Does parental involvement raise eighth grade student achievement? Evidence from NELS-88 data*. Paper presented at the annual meeting of the National Association of School Psychologists, Nashville, TN.
- Keith, T. Z. (1990, May). *Confirmatory and hierarchical confirmatory analysis of the Differential Ability Scales*. Paper presented at the invitational conference Intelligence: Theory and practice. Memphis, TN.
- Keith, T. Z. (1989, August). *Testing influences on school learning using extant data*. Lightner Witmer Award address at the annual meeting of The American Psychological Association, New Orleans.
- Keith, T. Z. (1989, March). *Testing influences on student learning: Direct and indirect effects on high school grades*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco. (ERIC Document Reproduction Service No. TM013060)

- Keith, T. Z., & Cool, V. A. (1988, August). *Testing theories of learning: Effects on high school achievement*. Poster presented at the annual meeting of the American Psychological Association, Atlanta. (ERIC Document Reproduction Service No. ED302746)
- Keith, T. Z., Cool, V. A., Novak, C. G., & White, L. J. (1988, April). Hierarchical confirmatory analysis of the Stanford-Binet Fourth Edition: Testing the theory-test match. In L. W. Anderson (Chair). *Scaling and modeling issues with an emphasis on intelligence tests*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans. (ERIC Document Reproduction Service No. ED302577)
- Ehly, S. W., & Keith, T. Z. (1987, August). *School achievement and native language instruction of Hispanic children*. Poster presented at the annual meeting of The American Psychological Association, New York.
- Keith, T. Z., & Novak, C. G. (1987, March). *What is the g that the K-ABC measures?* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans. (ERIC Document Reproduction Service)
- Cool, V. A., & Keith, T. Z. (1987, March). *Testing theories of school learning: Which are the important influences?* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Keith, T. Z., Reimers, T. M., & Fehrmann, P. G. (1986, August). Home influences on school learning: Parental involvement, homework, and TV. In T. Z. Keith (Chair), *Influences on School learning: Interventions for school psychologists?* Symposium presented at annual meeting of the American Psychological Association, Washington, DC.
- Keith, T. Z. (1986, August). Nonexperimental research methods for school psychologists. In J. C. Witt (Chair), *Research methodology: Emerging issues and new directions*. Symposium presented at annual meeting of the American Psychological Association, Washington, DC.
- Salganik, L. H. (Chair), & Keith, T. Z. (Discussant). (1986, April). *Public and private schools and students*. Paper session presented at the annual meeting of the American Educational Research Association, San Francisco.
- Reimers, T. M., & Keith, T. Z. (1986, April). Effects of family size and birth order on intelligence. In T. Z. Keith (Chair), *Methods and findings from longitudinal studies: The HSB harvest rolls in*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.
- Keith, T. Z., Reimers, T. M., Fehrmann, P. G., Pottebaum, S. M., & Aubey, L. W. (1986, April). *Direct and indirect effects of parental involvement, TV time, and homework on academic achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Harrison, P. L., Keith, T. Z., Fehrmann, P. G., & Pottebaum, S. M. (1986, April). *Testing alternative explanations about the intelligence-adaptive behavior relation*. Paper presented at the meeting of the National Association of School Psychologists, Hollywood, FL.

- Keith, T. Z., Hood, C. H., Eberhart, S., & Pottebaum, S. M. (1985, April). *Factor structure of the K-ABC for referred school children*. Paper presented at the meeting of the National Association of School Psychologists, Las Vegas.
- Keith, T. Z., Pottebaum, S. M., & Eberhart, S. (1985, April). *Effects of self-concept and locus of control on achievement*. Paper presented at the meeting of the National Association of School Psychologists, Las Vegas. (ERIC document Reproduction Service No. ED260327)
- Page, E. B., & Keith, T. Z. (1985, April). *Are research questions and school policy questions related?* Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Keith, T. Z., & Page, E. B. (1984, April). Homework works in school. In E. B. Page (Chair), *How much can research improve the schools? Hypotheses and findings for "a nation at risk."* Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Keith, T. Z., Jorgensen, M. J., & Ehly, S. (1984, April). *Does bilingual education improve Hispanics' achievement? A large-sample path analysis*. Paper presented at the National Association of School Psychologists meeting, Philadelphia. (ERIC Document Reproduction Service No. ED269519)
- Keith, T. Z. (1983, March). *Meaningful research with non-experimental data? An introduction to path analysis*. Paper prepared for the National Association of School Psychologists meeting, Detroit.
- Keith, T. Z., & Page, E. B. (1982, August). Minority issues in Catholic schooling. In M. O. Chandler (Chair), *School characteristics and student performance: Evidence from national longitudinal surveys*. Symposium at the American Psychological Association convention, Washington, D.C. (Also see Studies dispute Coleman's findings on Blacks in private schools. (1982, September 8). *Education Week*)
- Page, E. B., & Keith, T. Z. (1982, March). Private and public schools: Still another look. In W. M. Mathews (Chair), *Distinguished papers from the regional research associations*. Invited paper at the American Educational Research Association convention, New York, NY.
- Keith, T. Z., & Bolen, L. M. (1980, April). *Factor structure of the McCarthy Scales of Children's Abilities*. Paper presented at the convention of the National Association of School Psychologists, Washington, DC.

Presentations (Regional)

- Maddocks, D. L. S., & Keith, T. Z. (2016, April). *The WISC-V: Changes and current research*. Presentation for the Austin Neuropsychological Society, Austin, TX.
- Keith, T. Z. (2008, April). *Factor structure of the WISC-IV*. Presentation for the Austin Neuropsychological Society, Austin, TX.

- Keith, P. B., Keith, T. Z., & Reynolds, M. (2007, March). *Teen leadership breakthrough: An independent evaluation*. Presentation for Rapport Leadership International, Austin, TX.
- Keith, T. Z., Kranzler, J. H., & Flanagan, D. P. (1999, October). *What does the Cognitive Assessment System measure? Testing alternative models*. Presentation at the "Hard Data Café," University of South Carolina, Columbia, SC.
- Diamond, C., Pulos, S., & Keith, T. Z. (1996, October). *Did you do your homework? Sure Mom, in school*. Poster presented at the annual meeting of the New York Association of School Psychologists.
- Keith, T. Z., Keith, P. B., Quirk, K. J., Cohen-Rosenthal, E., Franzese, B., Sperduto, J., Santillo, S., & Killings, S. (1996, March). *Longitudinal effects of parental involvement across gender and ethnic groups*. Psi Chi Psychology Research Poster Session, Alfred, NY.
- Witta, E. L., & Keith, T. Z. (1994, November). *Multi-sample hierarchical confirmatory factor analysis of the WISC-R: An old problem revisited*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville.
- Keith, T. Z., Keith, P. B., Quirk, K. J., Cohen-Rosenthal, E., Kerley, D. C., & Franzese, B. (1994, October). *Effects of parental involvement for students who live in rural America: Implications for school psychologists*. Poster presented at the annual meeting of the New York Association of School Psychologists, Buffalo.
- Keith, T. Z. (1994, February). *What is intelligence?* Bergren Forum presentation, Alfred University, Alfred, NY.
- Keith, T. Z., & Keith, P. B. (1993, June). *Effects of class size and class mix: Preliminary findings, phase 2, Special education standards study*. Presentation to the Special Education Standards Study Stakeholder Group, Richmond, VA.
- Abrams, P., deFur, S., Keith, T. Z., & Keith, P. B. (1993, May). *Special education program Standards*. Paper presented at the annual meeting of the Virginia Council of Administrators of Special Education (VCASE), Virginia Beach, VA.
- Keith, P. B., & Keith, T. Z. (1993, April). *Special education standards study: Preliminary findings from phase 2*. Presentation for the Department of Education, Commonwealth of Virginia, Special Education Standards Study Steering Committee, Richmond, VA.
- Abrams, P., Smith, M., Lee, C., Keith, P. B., & Keith, T. Z. (1993, February). *Virginia special education program standards study*. Paper presented at the annual meeting of the Virginia Council for the Exceptional Children, Virginia Beach, VA.
- Keith, P. B., Keith, T. Z., Young, D. A., Fortune, J. C., & Abrams, P. (1993, February). *Investigating the Influences of class size and class mix on special education student outcomes: Phase one results*. Paper presented at the annual meeting of the Eastern Educational Research Association, Clearwater, Florida.

- Keith, T. Z., & Witta, E. L. (1993, February). *Testing the new intelligence test: Hierarchical and cross-age confirmatory factor analysis of the WISC-III*. Paper presented at the annual meeting of the Eastern Educational Research Association, Clearwater, FL.
- Keith, P. B., Keith, T. Z., Young, D. A., Fortune, J. C., & Abrams, P. (1993, February). *Investigating the Influences of class size and class mix on special education student outcomes: Phase one results*. Paper presented at the annual meeting of the Eastern Educational Research Association, Clearwater, FL.
- Keith, T. Z., Keith, P. B., Trivette, P. S., Bickley, P. G., & Singh, K. (1993, January). *Does parental involvement affect eighth grade student achievement? LISREL analysis of NELS-88 data*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Greensboro, NC.
- Abrams, P., Smith, M., Brown, M., Lee, C., Jones, L, Keith, T. Z., & Keith, P. B. (1993, January). *Virginia special education program standard study; Using stakeholders in research*. Paper presented at the annual meeting of the Virginia Educational Research Association, Richmond, VA.
- Keith, T. Z. (1992, April). Does parental involvement affect eighth grade achievement? LISREL analysis of national data. In T. Z. Keith (Chair), *Effects of parental involvement on eighth grade student achievement: Bandwagons versus research results*. Symposium at the College of Education Research Conference, VPI & SU, Blacksburg.
- Hereford, K. T., & Keith, T. Z. (1992, March). *Effects of community financial effort on school district achievement*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.
- Hereford, K. T., & Keith, T. Z. (1991, April). *Effects of community effort on school district achievement*. Paper presented at the College of Education Research Conference, VPI & SU, Blacksburg.
- Hereford, K. T., & Keith, T. Z. (1990, April). *Principal components of disparity in expenditure per pupil*. Paper presented at the College of Education Research Symposium, VPI & SU, Blacksburg.
- Ferro, S., Mick, D., & Keith, T. Z. (1990, February). *Issues surrounding memory strategy, instruction, and homework with LD students*. Paper presented at the convention of the Eastern Educational Research Association, Clearwater, FL.
- Keith, T. Z. (1989, March). *Testing influences on school learning: Effects on High School Grades*. Roundtable discussion at The College of Education Research Symposium, VPI&SU, Blacksburg.
- Keith, T. Z., & Cool, V. A. (1988, March). *Direct and indirect effects of ability, quality of instruction, motivation, academic coursework, and homework on high school achievement*. Paper presented at the College of Education Research Exchange Day, VPI&SU, Blacksburg.

- Cool, V. A., & Keith, T. Z. (1987, April). *Testing theories of school learning*. Poster presented at the Iowa Psychological Association convention, Dubuque.
- Patton, J., Cool, V. A., & Keith, T. Z. (1987, February). *Longitudinal study: Boder test of Reading and Spelling Patterns*. Poster presented at the annual Spectrum Poster Session, Cedar Rapids, IA.
- Keith, T. Z. (1983, February). *Using computers to store school data: A chance to do meaningful research?* Paper presented at the Central States School Psychology Conference, Kansas City, MO.
- Keith, T. Z. (1982, December). *The influence of homework time on high school grades: Path analysis of a national sample*. Paper presented at the Iowa Educational Research and Evaluation Association meeting, Cedar Rapids.
- Keith, T. Z. (1981, November). Time spent on homework and high school grades. In E. B. Page (Chair), *Causal explanations from large data sets*. Symposium presented at the convention of the North Carolina Association for Research in Education, Greensboro.

Workshops, Symposia, and Colloquia

- Keith, T. Z. (2014, February). Structural equation modeling: An introduction for non-quantoids. Invited documented session/workshop at the annual meeting of the National Association of School Psychologists, Washington, DC. Sponsored by the Society for the Study of School Psychology.
- Tobin, R. (2014, February). WISC-IV and WAIS-IV: Revisiting the factor structure and clinical interpretation. Symposium at the annual meeting of the National Association of School Psychologists, Washington, DC. Panelist & presenter.
- Perfect, M. M., & Keith, T. Z. (2013, July) Training school psychology students for internships in non-school settings. In E. B. Mahoney & M. M. (Co-chairs) Perspective on school psychology students in non-school internships: A 360-degree view. Symposium at the annual meeting of the American Psychological Association, Honolulu, HI.
- Clayton, T. G. (Chair), & Keith, T. Z. (Discussant). (2013, July). Exploring the test structure of the WPPSI-IV. Symposium at the annual meeting of the American Psychological Association, Honolulu, HI.
- Panelist, School Psychology Research Collaboration Conference (2013, July), Society for the Study of School Psychology, Annual meeting of the American Psychological Association, Honolulu, HI.
- Martinez, M. (Chair), Keith, T. Z., & Stankov, L. (Discussants). (2006, August). The investment theory of intelligence: New evidence, new challenges. Symposium at the annual meeting of the American Psychological Association, New Orleans.
- Keith, T. Z. (2000, May). Structural equation modeling using Amos. Workshop at St. John's University, New York, NY.

- Keith, T. Z. (2000, March). Structural equation modeling using Amos. Workshop at the University of South Carolina, Columbia.
- Keith, T. Z. (1999, February). Homework in and out of school. Colloquium at Arizona State University, Tempe, AZ.
- Keith, T. Z. (1998, March). Effects of parent involvement on student learning: Similarities and differences across five ethnic groups. Symposium at San Diego State University, CA.
- Keith, T. Z. (1997, April). Effects of parent involvement on student learning. Symposium at George Mason University, Fairfax, VA.
- Keith, T. Z. (1997, March). Effects of in-school versus out-of-school homework on high school student learning. Symposium at The University of Iowa, Iowa City, IA.
- Kamphaus, R. W., Keith, T. Z., Meyers, J., & Keller, H. R. (1996, September). School psychology: Past, present and future. Retrospective and prospective views on the field. Twentieth annual School Psychology Symposium, Alfred University, Alfred, NY.
- Keith, T. Z., Quirk, K. J., & Diamond, C. (1996, April). A potpourri of student-faculty research. Presentation for the Psychology & School Psychology Research Proseminar Series, Alfred University, Alfred, NY.
- Keith, T. Z. (1996, April). Effects of in-school and out-of-school homework on high school grades. Symposium at Temple University, Philadelphia.
- Flanagan, D. P., Genshaft, J. L. (Chair), Greenspan, S., Ittenbach, R. R. (Discussant), Keith, T. Z., & McGrew, K. S. (1996, March). Theoretical models of multiple intelligences and personal competencies: Implications for research and assessment. Symposium at the annual meeting of the National Association of School Psychologists, Atlanta.
- Braden, J. P. (Chair), & Keith, T. Z. (Discussant). (1995, March). Changing concepts of test validity: Looking to the 21st century. Symposium at the annual meeting of the National Association of School Psychologists, Chicago.
- Keith, T. Z. (1995, March). Using confirmatory factor analysis to understand the constructs measured by modern tests. Visiting Scholar Colloquium, Ball State University, Muncie, IN.
- Keith, T. Z. (1995, March). School psychologists: In-house researchers? Visiting Scholar Colloquium, Ball State University, Muncie, IN.
- Keith, T. Z., Quirk, K. J., & Franzese, B. (1995, February). Rural versus urban schools: Does parental involvement affect learning and student achievement? Presentation for the Psychology & School Psychology Research Proseminar Series, Alfred University, Alfred, NY.
- Keith, T. Z. (1994, April). What the heck is LISREL? Presentation for the Psychology & School Psychology Research Proseminar Series, Alfred University, Alfred, NY.

- Keith, T. Z. (1993, November). Nonexperimental research methods: A brief introduction. Presentation for the Psychology & School Psychology Research Proseminar Series, Alfred University, Alfred, NY.
- Keith, T. Z. (1993, October). Confirmatory factor structure of the WISC-III: What does it measure? Inservice presentation for the Allegany Cattaraugus Chautauqua BOCES, Olean, NY.
- Keith, P. B., & Keith, T. Z. (1993, July). Do class size and class mix influence students with learning disabilities? Response to parents of children with learning disabilities. Presentation to the Parents of Children with Learning Disabilities, Montgomery County, Blacksburg, VA.
- Keith, T. Z. (1992, October). What does the WISC-III measure? Workshop for School Psychology Interns and Supervisors, Radford University, Radford, VA.
- Keith, T. Z. (1992, June). Hierarchical confirmatory factor structure of the WISC-III: What does it measure? Colloquium for the College of Engineering and Professional Studies, Alfred University, Alfred, NY.
- Keith, T. Z. (Chair). (1992, April). Effects of parental involvement on eighth grade student achievement: Bandwagons versus research results. Symposium at the College of Education Research Conference, VPI & SU, Blacksburg.
- Keith, T. Z. (Chair). (1992, March). Influences on school learning: Implications for school psychologists. Symposium presented at the annual meeting of the National Association of School Psychologists, Nashville, TN.
- Keith, T. Z. (1991, April). Models of school learning: Structural analysis of extant data. Colloquium at the University of British Columbia, Vancouver, BC, Canada.
- Keith, T. Z. (1991, February). Testing models of school learning: Structural analysis of extant data. Colloquium at Syracuse University, Syracuse, NY.
- Keith, T. Z. (1991, January). Structural models of school learning: Evidence from High School and Beyond. Colloquium at Tulane University, New Orleans, LA.
- Keith, T. Z. (1990, October). Testing theories of school learning: Nonexperimental analysis of extant data. Colloquium at Illinois State University, Normal, IL. Similar presentation made to Psychology Faculty, November, 1990, at VPI&SU.
- Keith, T. Z. (Chair). (1990, August). Differential Ability Scales: Evaluations from theoretical and applied perspectives. Symposium at the annual meeting of the American Psychological Association, Boston.
- Keith, T. Z., & Telzrow, C. (1990, April). Traditional assessment. In E. S. Shapiro (Chair). Curriculum based vs. traditional assessment: A debate. Debate at the annual meeting of the National Association of School Psychologists, San Francisco.
- Keith, T. Z. (1990, March). The importance of intelligence as an explanatory variable in investigations of school learning. In E. B. Page (Chair). Large explanatory variables:

Importance for research and school testing. Symposium at the annual meeting of the North Carolina Association for Research in Education, Research Triangle, NC.

Keith, T. Z. (1990, February). The importance of intelligence in investigations of school learning. In M. Goldberg (Chair). Uses of NCES data for modeling: Variables with high explanatory power. Panel discussion at the meeting of the Advisory Council on Education Statistics, U. S. Department of Education, Washington, DC.

Keith, T. Z. (1989, October). Research, interventions and assessment: They can go together. Workshop presented at the annual meeting of the Virginia Psychological Association, Richmond, VA.

Wofle, L. M. & Keith, T. Z. (1988, October). Research with national data bases: NLS-72 and HSB. Tutorial for the Educational Research Computer Lab, College of Education, Virginia Tech, Blacksburg, VA. Similar presentation made March, 1990.

Keith, T. Z. (1988, July). Testing theories of school learning: Effects of quality of instruction, motivation, academic coursework, and homework on high school achievement. Seminar at the Office of Educational Research and Improvement, U. S. Department of Education, Washington, DC.

Keith, T. Z., & McConnell, S. (1988, April). Applied research. Preconvention Workshop presented at the annual meeting of The National Association of School Psychologists, Chicago.

Keith, T. Z. (1986, December). Comparing influences on school learning: Evidence from extant data sets. Colloquium at Virginia Polytechnic Institute and State University, Blacksburg, VA.

Keith, T. Z. (Chair). (1986, August). Influences on school learning: Interventions for school psychologists? Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.

Keith, T. Z. (Chair). (1986, April). Methods and findings from longitudinal studies: The HSB harvest rolls in. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Keith, T. Z. (1986, April). Influences on school learning: Evidence from extant data sets. Colloquium at the University of Rhode Island, Kingston.

Keith, T. Z. (1986, February). The K ABC: Useful for school psychologists? Workshop for the Iowa School Psychologists Association, Iowa City, IA.

Keith, T. Z. (1984, November). Introduction to path analysis: Meaningful research with nonexperimental data. Colloquium at Louisiana State University, Baton Rouge.

Keith, T. Z. (1984, October). Validity research with the K ABC. Workshop conducted at the Iowa School Psychologists Association convention, Des Moines, IA.

- Keith, T. Z. (1984, April). Powerful research without experimentation? Introduction to path analysis. Workshop conducted at the National Association of School Psychologists convention, Philadelphia, PA.
- Keith, T. Z. (1983, October). Beyond terminal terror: School psychologists and the computer, 103. Workshop conducted at the Iowa School Psychologists Association Convention, Des Moines, IA.
- Keith, T. Z. (1983, April). School psychologists and job related research: Is there hope for the future? Workshop in school psychology at the Iowa Psychologists Association Convention, Des Moines, IA.
- Keith, T. Z. (1983, January). Planning for the future: Storing data for multiple purposes. Colloquium at the Iowa School Psychology Supervisors meeting, Ames, IA.
- Keith, T. Z. (1982, May). Causal analysis using large data sets: An example using High School and Beyond. Colloquium at North Texas State University, Denton.
- Page, E. B., & Keith, T. Z. (1982, March). Public and private schools and research models. Colloquium at the North Carolina Education policy Fellowship Program meeting, Raleigh.
- Keith, T. Z. (1982, February). The influence of homework time on high school grades: Evidence from High School and Beyond. Colloquium at North Carolina State University, Raleigh.
- Page, E. B., & Keith, T. Z. (1981, May). Technical analysis of data on private schooling. Seminar at Northwestern University, Evanston, IL.
- Page, E. B., & Keith, T. Z. (1981, September). Private and public schools: Aren't we doing anything right? Colloquium at the Equal Educational Opportunity Directors meeting, Chicago, IL.
- Page, E. B., & Keith, T. Z. (1981, December). On reasoning with statistical models: The controversy over private and public schools. Colloquium at the North Carolina Chapter of the American Statistical Association meeting, Research Triangle Park.

Grants and Contracts

- Keith, T. Z. (2014). WJ IV materials grant. Materials awarded by Riverside Publishing, \$54, 630.
- Keith, T. Z. (2012). Effects of abuse, neglect, and involvement in the child welfare system on children's academic achievement and cognitive abilities and other longitudinal outcomes. Special research grant to purchase the restricted NSCAW II data, \$600.
- Keith, T. Z. (2008). WJ III materials grant. Materials awarded by the Woodcock-Muñoz Foundation, \$6,000.
- Keith, T. Z. (2006). WJ III materials grant. Materials awarded by the Woodcock-Muñoz Foundation, \$2,800.

- Keith, T. Z. (2004). WJ III materials grant. Materials awarded by the Woodcock-Muñoz Foundation, \$1,180.
- Keith, T. Z. (2003). WJ III materials grant. Materials awarded by the Woodcock-Muñoz Foundation, \$3,126.
- Keith, T. Z. (2003). WJ III materials grant. Materials awarded by the Woodcock-Muñoz Foundation, \$3,246.
- Keith, T. Z. (2001). WJ III materials grant. Materials awarded by Riverside Publishing Corporation, \$10,800.
- Kranzler, J. H., Keith, T. Z., & Ford, L. (2000). Relations among psychometric g, specific cognitive abilities, and CBM in the prediction of academic achievement. Grant funded by Measurement/Learning/Consultants-LLC, \$16,511.
- Fugate, M. H., Faherty, E., & Keith, T. Z. (1998-2001). Preparation of leadership personnel: Training leadership personnel to facilitate professional collaborative processes in rural areas. Grant funded by the U.S. Department of Education, \$683,174.
- Keith, P. B., & Keith, T. Z. (1998-1999). Supporting partnerships in Allegany County: Integrated County Planning (ICP) team, Allegany County data book. Contract with Allegany County Department of Social Service, Belmont, NY, \$7,500.
- Keith, T. Z., & Fugate, M. H. (1997-1998). Effects of general and specific intellectual abilities on early reading learning: Validity of the WJ model of intelligence. Grant funded by the Riverside Publishing Company and Measurement/Learning/Consultants-LLC, \$9,700.
- Keith, T. Z., Fortune, J. C., & Keith, P. B. (1991-1993). Effects of class size and class mix in special education. Contract with the Virginia Department of Education (Part of a Federal Cooperative Agreement), \$130,816.
- Hereford, K. T., & Keith, T. Z. (1991-1992). Effects of local financial effort on average district achievement: 1989-91 update. Mini-grant funded by Virginia Polytechnic Institute & State University, \$500.
- McLaughlin, J. A. (Project Director). (1987-1988). Technical assistance center for professionals providing services to severely impaired students. Grant funded by the Virginia Department of Education, \$99,423. I chaired the committee that wrote this proposal.
- Keith, T. Z. (1987-1988). Testing theories of school learning. Research fellowship with The Office of Educational Research and Improvement, U. S. Department of Education, \$40,235.
- Keith, T. Z. (1986 1987). Iowa statewide follow up survey project: Year 3. Contract with the Iowa Department of Education, \$16,766.
- Keith, T. Z. (1985 1986). Effects of homework on achievement: Unanswered questions. Grant funded by The University of Iowa, \$7,100.

Howe, C. E. (Project Director). (1984 1985). Development of an evaluation model for Area Education Agency special education programs. Contract with the Iowa Department of Public Instruction. My portion of this grant (approx. \$22,000) investigated the effectiveness of psychological services.

Keith, T. Z. (1984 1985). Investigating problems in individual assessment for educational placement. Grant funded by the Iowa Measurement Research Foundation, \$20,200.

Keith, T. Z. (1984, Spring & Summer). Investigating the validity of the K-ABC. Grant funded by the Iowa Measurement Research Foundation, \$13,228.

Keith, T. Z. (1983 1984). Kaufman Assessment Battery for Children: A proposal to investigate its validity. Grant funded by The University of Iowa, \$6,400.

Keith, T. Z. (1983 1984). Intelligence testing videotapes. Instructional improvement grant funded by The University of Iowa College of Education, \$550.

Howe, C. (Project Director). (1983 1984). Preparation of special educators. Grant funded by the U. S. Department of Education, \$68,000. Among participating personnel.

Keith, T. Z. (1983, Summer). Minority students in public and Catholic schools. Summer research fellowship funded by The University of Iowa, \$3,000.

Other Research

Keith, T. Z. (1982). Academic achievement of minority students enrolled in Catholic and in public high schools. Doctoral dissertation, Duke University.

Keith, T. Z. (1981). Does birth order affect personality? Path analysis of a national sample. Unpublished manuscript, Duke University.

Keith, T. Z. (1978). The factor structure of the McCarthy Scales for a group of children experiencing problems in school. Master's thesis, East Carolina University.

9/26/2017