

Katie Eklund, Ph.D.

University of Wisconsin-Madison
School Psychology Program
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Department of Educational Psychology
316B Education Sciences
Madison, WI 53706

EDUCATION

Ph.D., Counseling, Clinical, and School Psychology **June 2011**
University of California, Santa Barbara *Santa Barbara, CA*
Dissertation: *Early identification of behavioral and emotional problems in children and youth*; PPS School Psychology credential
Licensed Psychologist (AZ #4426; WI #3789-57), Nationally Certified School Psychologist

Master of Social Work **August 2000**
University of Michigan *Ann Arbor, MI*
Interpersonal Practice with Children and Youth, School Social Work Certificate

Bachelor of Social Work, Bachelor of Arts **May 1999**
Valparaiso University *Valparaiso, IN*
Majors: Social Work and Psychology Minor: Theology

FACULTY POSITIONS

Associate Professor **2018-present**
University of Wisconsin - Madison *Madison, WI*
(Promoted from Assistant to Associate Professor in 2020)
School Psychology Program (M.S./EdS., PhD. APA Accredited, NASP Approved)
Department of Educational Psychology, School of Education

Co-Director, Madison Education Partnership **2018-present**
University of Wisconsin-Madison *Madison, WI*

Assistant Professor (promoted to Associate Professor in 2018) **2016-2018**
University of Missouri *Columbia, MO*
School Psychology Program (M.A./Ed.S., PhD.; APA Accredited, NASP Approved)
Department of Educational, School, and Counseling Psychology, College of Education

Assistant Professor **2012-2016**
University of Arizona *Tucson, AZ*
School Psychology Program (M.A./Ed.S., PhD.; APA Accredited, NASP Approved)
Department of Disability and Psychoeducational Studies, College of Education

HONORS AND AWARDS

2023 **Most Read Journal Article of the Year**
School Psychology Review

2022 **National Leadership Academy for the Public's Health Scholar**
Centers for Disease Control and Prevention

- 2022 **Invited Catalyst Scholar**
Society for the Study of School Psychology
- 2018 **Lightner Witmer Early Career Research Award, Honorable Mention**
American Psychological Association, Division 16
- 2017 **College of Education Faculty Leadership Fellow**
University of Missouri
- 2015 **Presidential Award**
National Association of School Psychologists
- 2013 **Early Career Research Award**
Society for the Study of School Psychology
- 2013 **Early Career Scholar**
School Psychology Research Collaboration Conference
- 2013 **Paul F. Henkin Early Career Research Award**
National Association of School Psychologists
- 2010 **Graduate Division Dissertation Fellowship Award**
University of California, Santa Barbara
- 2010 **PEO Doctoral Scholar Award**
Women's Philanthropic Educational Organization Award
- 2009 **Paul F. Henkin APA Grant**
American Psychological Foundation, Washington DC
- 2009 **Hosford Research Grant**
Hosford Clinic, University of California, Santa Barbara, Department of
Counseling, Clinical & School Psychology
- 2008 **Dean's Council Scholar, University of California, Santa Barbara**
Gevirtz Graduate School of Education
- 2007 **Continental League Girls Track Coach of the Year**
Colorado Continental League Coaches
- 2006 **Sason Sharify Track Coach of the Year Award**
Colorado Coaches Association
- 1999 **Outstanding Leadership and Service Award**
Presented to an outstanding senior by faculty at Valparaiso University
- 1999 **Order of Omega National Greek Honor Society**
Valparaiso University
- 1998 **Pi Gamma Mu National Honor Society**
Valparaiso University
- 1995-99 **Rupert Dunklau Scholarship Award**
Valparaiso University
- 1995-99 **Dean's List, Valparaiso University**

PUBLICATIONS

Peer-reviewed Journal Articles

- ^sBarber, A., Eklund, K., ^sWeist, M. M., ^sSoto, D., ^sCruz, S., ^sCollins, B., & ^sKnuckey, L. (in press). Using community collaboration to evaluate the cultural relevance of the Resilience Education Program. *School Psychology Review*.
- Garbacz, S. A., Eklund, K., Kilgus, S. P., & von der Embse, N. (in press). Promoting equity and justice in school mental health. *Journal of School Psychology*.

- Zakszeski, B., Cain, M., Eklund, K., Heurich, A., Friedman, R., Ward, A., & Zhou, J. (in press). Pilot evaluation of the POWER Program: Positive Outcomes with Emotion Regulation. *School Mental Health*.
- Kilgus, S., Eklund, K., von der Embse, N., ^sZahn, M., Meyer, L., ^sPeet, C., & Willenbrink, J. (accept pending revisions). Educator training to support the collection and use of Intervention Selection Profile-Function Data: Two randomized controlled trials. *Journal of School Psychology*.
- Pyne, J., Grodsky, E., Eklund, K., Schaefer, P., & Vaade, E. (2024). Teacher mindsets and student sense of classroom belonging. *Journal of Early Adolescence*, 44(3), 574-599. <https://doi.org/10.1177/02724316231188683>
- Eklund, K., Kilgus, S., ^sBarber, A., ^sCollins, B., ^sDubose, K., & ^sEikenmeyer, M. (2023). The effect of student race/ethnicity on the diagnostic accuracy of a behavior screener. *Psychology in the Schools*, 60(10), 3878-3895. <https://doi.org/10.1002/pits.22967>
- Eklund, K., Kilgus, S. P., ^sZahn, M. R., von der Embse, N. P., Willenbrink, J., ^sDavis, E., & ^sTwombly, T. (2023). Intervention Selection Profile-Function: An examination of decisional accuracy relative to traditional FBA data. *School Psychology*, 38(2), 110-118. <https://doi.org/10.1037/spq0000524>
- ^sIzumi, J., & Eklund, K. (2023). Universal screening for social-emotional and behavioral risk: Differential item functioning on the SAEBRS. *School Psychology*, 38(4), 238-246. <https://doi.org/10.1037/spq0000542>
- Moore, S. A., Long, A. C., Coyle, S., Cooper, J. M., Mayworm, A. M., Amirazizi, S., Edyburn, K. L., Pannozzo, P., Choe, D., Miller, F. G., Eklund, K., Bohnenkamp, J., Whitcomb, S., Raines, T. C., & Dowdy, E. (2023). A roadmap to equitable school mental health screening. *Journal of School Psychology*, 96, 57-74. <https://doi.org/10.1016/j.jsp.2022.11.001>
- Eklund, K., Burns, M. K., Oyen, K., ^sDeMarchena, S., & ^sMcCullom, E. (2022). Addressing chronic absenteeism in schools: A meta-analysis of evidence-based interventions. *School Psychology Review*, 51(1), 95-111. <https://doi.org/10.1080/2372966X.2020.1789436>
- Eklund, K., Kilgus, S. P., Willenbrink, J. B., ^sCollins, B., ^sGill, N., ^sWeist, M. M., ^sPorter, J., Lewis, T. J., Mitchell, B., & Wills, H. (2022). Evidence of the internal structure and measurement invariance of the BASC-3 Behavioral and Emotional Screening System Teacher Form. *Journal of Psychoeducational Assessment*, 40(8), 936-949. <https://doi.org/10.1177/07342829221116807>
- Murrieta, I., & Eklund, K. (2022). Universal screening to identify emotional and behavioral concerns among English Language Learners. *School Psychology Review*, 51(4), 441-453. <https://doi.org/10.1080/2372966X.2021.1984169>
- Eklund, K., Kilgus, S., ^sIzumi, J., ^sDeMarchena, S., & ^sMcCullom, E. (2021). Resilience Education Program: Examining the efficacy of a Tier 2 internalizing intervention. *Psychology in the Schools*, 58, 2114-2129. <https://doi.org/10.1022/pits.22580>
- ^sKilpatrick, K., Kilgus, S., Eklund, K., & Herman, K. (2021). An Evaluation of the Efficacy of the Resilience Education Program: A Tier 2 Internalizing Intervention. *School Mental Health*, 13(2), 376-391.
- von der Embse, N. P., Kilgus, S. P., Eklund, K., ^sZahn, M., ^sPeet, C., & ^sDurango, S. (2021). Promoting effective decision-making: Training educators to collect and use social-emotional skill assessment data. *School Psychology Review*, 431, 632-645. <https://doi.org/10.1080/2372966X.2020.1827680>

^s Student mentee

- von der Embse, N., Kim, E., Jenkins, A., Sanchez, S., Kilgus, S., & Eklund, K. (2021). Profiles of rater dis/agreement within universal screening in predicting distal outcomes. *Psychopathology and Behavioral Assessment*, *43*, 632-645. <https://doi.org/10.1007/s10862-021-09869-0>
- Eklund, K., ^sDeMarchena, S., Rossen, E., ^sIzumi, J., Vaillancourt, K., & Rader Kelly, S. (2020). Examining the role of school psychologists as providers of mental and behavioral health services. *Psychology in the Schools*, *57*, 489-501. <https://doi.org/10.1022/pits.22323>
- Kilgus, S. P., Maggin, D. M., Eklund, K., von der Embse, N. P., Meyer, L. N., ^sZahn, M., & ^sPeet, C. (In press). Treatment utility of the Intervention Selection Profile–Function: A single-case design study. *Remedial and Special Education*. (Registered Report)
- ^sMeyer, L., & Eklund, K. (2020). Mindfulness and classroom climate in elementary schools: An exploratory study. *Mindfulness*, *11*, 991-1005. <https://doi.org/10.1007/s12671-020-01317-6>
- Kilgus, S. P., Bonifay, W. E., Eklund, K., von der Embse, N. P., ^sPeet, C., ^sIzumi, J., ^sShim, H., & Meyer, L. N. (2020). Development and validation of the Intervention Skills Profile–Skills: A brief measure of student social-emotional and academic enabling skills. *Journal of School Psychology*, *83*, 66-88. <https://doi.org/10.1016/j.jsp.2020.10.001>
- Oyen, K., Eklund, K., & von der Embse, N. (2020). The landscape of advocacy in public schools: The role of school psychologists. *Psychological Services*, *17*, 81-85. <https://doi.org/10.1037/ser000373>
- Kilgus, S. P., Eklund, K., von der Embse, N. P., ^sWeist, M., ^sBarber, A. J., ^sKaul, M., & ^sDodge, S. (2020). Structural validity and reliability of Social, Academic, and Emotional Behavior Risk Screener – Student Rating Scale (mySAEBRS) scores: A replication study. *Assessment for Effective Intervention*, *46*(4), 259-269. <https://doi.org/10.1177/1534508420909527>
- Eklund, K., Kilgus, S., ^sTaylor, C., ^sAllen, A., ^sMeyer, L., ^sIzumi, J., ^sBeardmore, M., ^sFrye, S., ^sMcLean, D., & ^sKilpatrick, K. (2019). Efficacy of a combined approach to Tier 2 social-emotional and behavioral intervention and the moderating effects of function. *School Mental Health*, *11*, 678-691. <https://doi.org/10.1007/s12310-019-09321-5>
- ^sMcLean, D., Eklund, K., Kilgus, S., & Burns, M. K. (2019). Influence of teacher burnout and self-efficacy on teacher-related variance in social-emotional and behavior screening scores. *School Psychology*, *34*, 503-511. <https://doi.org/10.1027/spq0000304>
- von der Embse, N., Jenkins, A., West, G., Eklund, K., Kilgus, S., & Morgan, M. (2019). Comparing teacher and student report of behavioral risk in predicting elementary student math outcomes. *Assessment for Effective Intervention*, 1-6. <https://doi.org/10.1177/1534508419885016>
- Kilgus, S. P., von der Embse, N. P., Eklund, K., Izumi, J., Peet, C., Meyer, L. N., & ^sTaylor, C. N. (2019). Reliability, validity, and accuracy of the Intervention Selection Profile–Function: A brief functional assessment tool. *School Psychology*, *34*(5), 531-540. <https://doi.org/10.1037/spq/0000325>
- Kilgus, S., Eklund, K., & von der Embse, N. (2019). Psychometric defensibility of the Intervention Selection Profile-Social Skills (ISP-SS) with students at-risk for behavioral concerns. *Psychology in the Schools*, *56*, 526-538. <https://doi.org/10.1002/pits.22214>
- ^sAllen, A., Kilgus, S., P., & Eklund, K. (2019). An initial investigation of the effectiveness of the Resilience Education Program (REP). *School Mental Health*, *11*, 163-178.
- Kilgus, S. P., ^sIzumi, J. T., von der Embse, N. P., ^sVan Wie, M. P., Eklund, K., ^sTaylor, C. N., & Iaccarino, S. (2019). Co-occurrence of academic and behavioral risk within elementary

^s Student mentee

- schools: Implications for universal screening practices. *School Psychology*, 34(3), 261-270. <https://doi.org/10.1037/spq0000314>
- Eklund, K., Rossen, E., Koriakin, T., Chafouleas, S., & Resnick, C. (2018). A systematic review of trauma screening measures for children and adolescents. *School Psychology Quarterly, Special Issue on Trauma*, 33, 30-43. <https://doi.org/10.1037/spq0000244>
- ^sTanner, N., Eklund, K., Kilgus, S., & Johnson, A. (2018). Generalizability of universal screening measures for behavioral and emotional risk. *School Psychology Review*, 47, 3-17. <https://doi.org/10.17105/spr-2017-0044.v47-1>
- Kilgus, S., von der Embse, N., ^sAllen, A., ^sTaylor, C. N., & Eklund, K. (2018). Examining SAEBRS technical adequacy and the moderating influence of criterion type on cut score performance. *Remedial and Special Education*, 39, 377-388. <https://doi.org/10.1177/0741932517748421>
- Eklund, K., ^sKilpatrick, K., ^sHaider, A., & Kilgus, S. (2018). A systematic review of state social emotional learning standards: Implications for practice and research. *School Psychology Review*, 47, 316-326. <https://doi.org/10.17105/spr-2018.0116.v47-3>
- von der Embse, N., Levi-Nielsen, S., Ake, E., Kilgus, S. P., & Eklund, K. (2018). Training teachers to facilitate early identification of mental and behavioral health risk. *School Psychology Review*, 47(4), 372-384.
- Kilgus, S. P., Bonifay, W. E., von der Embse, N. P., ^sAllen, A., & Eklund, K. (2018). Evidence for the interpretation of Social, Academic, and Emotional, Behavior Risk Screener (SAEBRS) Scores: An argument-based approach to screener validation. *Journal of School Psychology*, 68, 129-141. <https://doi.org/10.1016/j.jsp.2018.03.002>
- Eklund, K., Kilgus, S., von der Embse, N., ^sBeardmore, M., & ^sTanner, N. (2017). Use of universal screening scores to predict distal academic and behavioral outcomes: A multi-level approach. *Psychological Assessment*, 29, 486-499. <https://doi.org/10.1037/pas0000355>
- Eklund, K., ^sMeyer, L., Way, S., & ^sMcLean, D. (2017). School psychologists as mental health providers: The impact of staffing ratios and Medicaid on service provisions. *Psychology in the Schools*, 54, 279-293. <https://doi.org/10.1002/pits.21996>
- Huang, F. L., Eklund, K., & Cornell, D. G. (2017). Authoritative school climate, number of parents at home, and academic achievement. *School Psychology Quarterly*, 32, 480-496. <https://doi.org/10.1037/spq0000182>
- Eklund, K., O'Malley, M., & ^sMeyer, L. (2017). Gauging mindfulness in children and youth: School-based applications. *Psychology in the Schools Special Issue*, 54, 101-114. <https://doi.org/10.1002/pits.21983>
- Pendergast, L. L., von der Embse, N., Kilgus, S. P., & Eklund, K. (2017). Measurement equivalence: A non-technical primer on categorical multi-group confirmatory factor analysis in school psychology. *Journal of School Psychology*, 60, 65-82. <https://doi.org/10.1016/j.jsp.2016.11.002>
- ^sSmith, R., Eklund, K., & Kilgus, S. (2017). Concurrent validity and sensitivity to change of Direct Behavior Rating Single-Item Scales (DBR-SIS) within an elementary sample. *School Psychology Quarterly*, 33, 83-93. <https://doi.org/10.1037/spq0000209>
- Kilgus, S., Eklund, K., Maggin, D. M., ^sTaylor, C. N., & ^sAllen, A. (2017). The student risk screening scale: A reliability and validity generalization meta-analysis. *Journal of Emotional and Behavioral Disorders*, 26, 143-155. <https://doi.org/10.1177/1063426617710207>

^s Student mentee

- Eklund, K., ^sMeyer, L., & Bosworth, K. (2016). Examining the role of school resource officers on school safety and crisis response teams. *Journal of School Violence, 17*, 1-13. <https://doi.org/10.1080/15388220.2016.1263797>
- Renshaw, T., Eklund, K., Bolognino, S., & ^sAdodo, I. (2016). Bi-dimensional emotional health in college students: A comparison of categorical and continuous analytic approaches. *Journal of Psychopathology and Behavioral Assessment, 38*, 681-694. <https://doi.org/10.1007/s10862-016-9558-6>
- Kilgus, S., Eklund, K., von der Embse, N., ^sTaylor, C., & Sims, W. (2016). Psychometric defensibility of the social, academic, and emotional behavior risk screener (SAEBRS): Teacher rating scale and multiple gating procedure within elementary and middle school samples. *Journal of School Psychology, 58*, 21-39. <https://doi.org/10.1016/j.jsp.2016.07.001>
- Eklund, K., Rossen, E., Charvat, J., ^sMeyer, L., & ^sTanner, N. (2016). The National Association of School Psychologists' self-assessment tool for school psychologists: Factor structure and relationship to the National Association of School Psychologists' practice model. *Journal of Applied School Psychology, 32*, 122-142. <https://doi.org/10.1080/15377903.2016.1151848>
- von der Embse, N., Pendergast, L., Kilgus, S., & Eklund, K. (2016). Evaluating the applied use of a mental health screener: Structural validity of the social, academic, and emotional behavior risk screener. *Psychological Assessment, 28*, 1265-1275. <https://doi.org/10.1037/pas0000253>
- Kilgus, S., & Eklund, K. (2016). Consideration of base rates within universal screening for behavioral and emotional risk: A novel procedural framework. *School Psychology Forum, 10*, 120-130.
- Eklund, K., ^sTanner, N., ^sStoll, K., & ^sAnway, L. (2015). Identifying emotional and behavioral risk among gifted and nongifted children: A multi-gate, multi-informant approach. *School Psychology Quarterly, 30*, 197-211. <https://doi.org/10.1037/spq0000080>
- O'Malley, M., Voigt, A., Renshaw, T., & Eklund, K. (2014). School climate, family structure, and academic achievement: A study of moderation effects. *School Psychology Quarterly, 30*, 142-157. <https://doi.org/10.1037/spq0000076>
- Eklund, K., & ^sTanner, N. (2014). Multi-tiered behavioral support systems: Systematic behavioral screenings help connect at-risk students with the support services they need. *Principal Leadership, 10*, 50-52.
- Eklund, K., ^sMurrieta, I., & ^sAros-O'Malley, M. (2014). Multicultural supervision: What difference does difference make? *Contemporary School Psychology, 18*, 195-204. <https://doi.org/10.1007/s40688-014-0024-8>
- Eklund K., & Dowdy, E. (2014). Screening for behavioral and emotional risk versus traditional school identification methods. *School Mental Health, 6*, 40-49. <https://doi.org/10.1007/s12310-013-9109-1>
- Dowdy, E., Doane, K., Eklund, K., & Dever, B. A. (2013). A comparison of teacher nomination and screening to identify behavioral and emotional risk within a sample of underrepresented students. *Journal of Emotional and Behavioral Disorders, 21*, 127-137. <https://doi.org/10.1177/1063426611417627>
- Eklund, K., Dowdy, E., Jones, C., & Furlong, M. (2011). Applicability of the dual-factor model of mental health for college students. *Journal of College Student Psychotherapy, 25*, 79-92. <https://doi.org/10.1080/87568225.2011.532677>

^s Student mentee

- Kamphaus, R., DiStefano, C., Dowdy, E., Eklund, K., & Dunn, A. (2010). Determining the presence of a problem: Comparing two approaches for detecting youth behavioral risk. *School Psychology Review, 39*, 395-407.
- Eklund, K., Renshaw, T., Dowdy, E., Jimerson, S., Hart, S. R., Jones, C. N., & Earhart, J. (2009). Early identification of behavioral and emotional problems: Universal screening versus teacher-referral identification. *Contemporary School Psychology, 14*, 89-96.
- Renshaw, T., Eklund, K., Dowdy, E., Jimerson, S. R., Hart, S. R., Earhart, J., & Jones, C. N. (2009). Examining the relationship between scores on the behavioral and emotional screening system and student academic, behavioral, and engagement outcomes: An investigation of concurrent validity in elementary school. *Contemporary School Psychology, 14*, 81-88.
- Hart, S. R., Dowdy, E., Eklund, K., Renshaw, T. L., Jimerson, S. R., Jones, C. N., & Earhart, J. (2009). A controlled study assessing the effects of the impulse control and problem solving unit of the second step curriculum. *Contemporary School Psychology, 14*, 105-110.
- Earhart, J., Jimerson, S. R., Eklund, K., Hart, S. R., Jones, C. N., Dowdy, E., & Renshaw, T. L. (2009). Examining relationships between measures of positive behaviors and negative functioning for elementary school children. *Contemporary School Psychology, 14*, 97-104.
- Jones, C. N., Hart, S. R., Jimerson, S. R., Dowdy, E., Earhart, J., Renshaw, T. L., Eklund, K., & Anderson, D. (2009). Solution-focused brief counseling: Guidelines, considerations, and implications for school psychologists. *Contemporary School Psychology, 14*, 111-122.

Manuscripts Under Review

- Zakszeski, B., Moore, S., Coyle-Eastwick, S., Ormiston, H., Gopaul-Knights, K., Jones, P., & Eklund, K. (under review). A systematic review of universal screening measures for social, emotional, and behavioral strengths and concerns.
- Kilgus, S. P., Garbacz, S. A., Eklund, K., Willenbrink, J., ^sBarber, A., ^sDubose, K., Porter, J., & ^sSchwartz-Dodek, L. (under review). Use of researcher and stakeholder feedback to inform the refinement of a school-based tier 2 internalizing intervention.
- Brann, K., Kilgus, S. P., Burns, M. K., ^sTaylor, C. N., ^sAllen, A. N., & Eklund, K. (revise and resubmit). The effect of teacher training on the accuracy of academic behavior screening results.
- Garbacz, S. A., Suldo, S., Eklund, K., Dart, E., Kilgus, S. P., & von der Embse, N. (under review). Strengthening Tier 2 support for students at risk for social, emotional, and behavioral difficulties.
- ^sAnderson, E. C., Wadington, M., Eklund, K., Kilgus, S. P., & Garbacz, S. A. (revise and resubmit). The Resilience Education Program: Delivery of a tier 2 telemental health intervention for internalizing behaviors.
- Hartley, M., Meyer, L. M., & Eklund, K. (in preparation). Achievement and satisfaction in college: Role of resilience and support across mental health, gender, and race.
- Eklund, K. (in preparation). Examining the use of universal screening to decrease rates of racial and ethnic disproportionality among children with behavioral and emotional concerns.

Scholarly Books

- Twyford, J., Eklund, K., Dowdy, E., Kamphaus, R., & Reynolds, C. (Under contract). *Culturally-*

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- responsive approaches to behavioral and educational assessment*. Guilford Publishing.
- von der Embse, N., Eklund, K., & Kilgus, S. (2022). *Screen to intervene: Assessment to promote social, emotional, and behavioral health within multi-tiered systems of support*. Routledge Publishing.
- Mather, N., Goldstein, S., & Eklund, K. (2015). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management*. Paul Brookes Publishing.

Chapters in Scholarly Books

- Eklund, K., ^sO'Neill, S., ^sHendrix, C., & ^sColeman, K. (In Press). Screening for trauma. In H. Ormiston (Ed.) *Trauma-informed Multi-tiered Systems of Support: A guide for school practitioners*. Oxford University Press.
- Eklund, K., ^sBarnett, K., & ^sCoronel Rodriguez, S. (In Press). Future of social emotional learning in a divisive culture. In M. Burns (Ed.) *Introduction to school psychology: Controversies and current practice*. Oxford University Press.
- Eklund, K., Wadington, M., & ^sLevis, T. (2025). Assessment of depression in children and youth. In J. Twyford, K. Eklund, E. Dowdy, R. Kamphaus, & C. R. Reynolds (Eds.), *Culturally-responsive approaches to behavioral and educational assessment*. Guilford Publishing.
- Eklund, K., Twyford, J., ^sIzumi, J., Dowdy, E., & ^sAnderson, E. (2025). Assessment within a public health paradigm. In J. Twyford, K. Eklund, E. Dowdy, R. Kamphaus, & C. R. Reynolds (Eds.), *Culturally-responsive approaches to behavioral and educational assessment*. Guilford Publishing.
- Eklund, K., Kilgus, S. P., Meyer, L., & Barber, A. (2021). Universal screening for monitoring students' emotional, academic, and behavioral health. In P. Lazarus, S. Suldo, & B. Doll (Eds.), *Fostering the emotional well-being of our nation's youth: A school-based approach*. Oxford University Press.
- Eklund, K., Chafouleas, S., Koriakin, T., & Dodge, S. F. (2020). Trauma screening and assessment. In E. Rossen & R. Hull (Eds.), *Supporting and educating traumatized students: A guide for school-based practitioners*. Trauma in the schools series. Springer.
- Eklund, K., ^sMeyer, L., Splett, J., & Weist, M. (2019). Policies and practices to support school mental health. In B. Levin, A. Hanson (Eds.), *Foundations of behavioral health* (pp. 139-161). Springer.
- Eklund, K. (2017). Addressing the needs of military children. In M. Sulkowski & P. Lazarus (Eds.), *Creating safe and supportive schools and fostering students' mental health*. Routledge.
- Eklund, K., Griffiths, C., & ^sNewton, K. (2017). Systems-change in the schools: Class and school-wide Programming to address problematic behavior and academic needs. In M. Thielking & M. Terjesen (Eds.), *Handbook of Australian school psychology: Bridging gaps in international, research, and policy* (pp. 457-480). Springer.
- Eklund, K., Bosworth, K., & Bauman, S. (2015). Promoting safe schools for all students. In K. Bosworth (Ed.), *Prevention science in school settings: Complex relationships and processes* (pp. 307-334). Springer.
- Mather, N., & Eklund, K. (2015). Identifying reading disabilities with the WISC-V and WJ IV. In A. Kaufman, S. E. Raiford, & D. L. Coalson (Eds.), *Intelligent testing with the WISC-V* (pp. 600-612). Wiley.

^s Student mentee

- Eklund, K., & Gueldner, B. (2012). Suicidal thoughts and behaviors: Suicide intervention. In S. E. Brock, & S. R. Jimerson (Eds.), *Best practices in school crisis prevention and intervention* (pp. 503-524). National Association of School Psychologists.
- O'Malley, M., & Eklund, K. (2012). Promoting Safe and Health Schools. In S. E. Brock, & S. R. Jimerson (Eds.), *Best practices in school crisis prevention and intervention* (pp. 151-176). National Association of School Psychologists.
- Dowdy, E., Furlong, M., Eklund, K., Saeki, E., & Ritchey, K. (2009). Screening for mental health and wellness: Current school-based practices and emerging possibilities. In B. Doll (Ed.), *Handbook of prevention science* (pp. 70-95). National Association of School Psychologists.

Professional Organization and Government Agency Publications

- Eklund, K. (2024). *Screening students for trauma*. School Mental Health Practice Brief created for the Iowa Scanlan School Mental Health Center.
- ^sLevis, T., ^sHendrix, C., & Eklund, K. (in press). Check-in/check-out for diverse learners. *National Association of School Psychologists Communiqué*.
- Wisconsin Department of Justice (2023). Examining the efficacy of the Wisconsin Threat Assessment protocol in Wisconsin middle and high schools. *Wisconsin Office of School Safety, Wisconsin Department of Justice*.
- Wisconsin Department of Public Instruction, & Eklund, K. (2021). Understanding the differences: Social and emotional learning competence assessment and social, emotional, and behavioral screening and assessment. *Wisconsin Department of Public Instruction*.
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- Eklund, K., & Collins, B. (2020). Promoting educational equity through social-emotional learning. In *Increasing equity and empowering change: Student-centered, data-driven strategies to drive equity in education*. *Illuminate Education*.
- Eklund, K. (2020). Teaching after coronavirus: What students and educators need when schools reopen. *Illuminate Education*. <https://blog.fastbridge.com/blog/teaching-after-coronavirus-7-social-emotionalthings-educators-and-students-will-need-when-schools-reopen>
- O'Malley, M., & Eklund, K. (2020). Universal social, emotional, and behavioral screening for monitoring and early intervention. *WestEd*. <https://californias3.wested.org/wp-content/uploads/universal-screening.pdf>
- Romer, N., von der Embse, N., Eklund, K., Kilgus, S., Perales, K., Splett, J. W., Suldo, S., & Wheeler, D. (2020). Best practices in social, emotional, and behavioral screening: An implementation guide. *School Mental Health Collaborative*.
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- Eklund, K., & Kilgus, S. (2017). Presenters in Focus: School-based social-emotional and behavior screening: Using data to guide interventions. *National Association of School Psychologists Communiqué*, 46, 23.
- Eklund, K., von der Embse, N., Vaillancourt Strobach, K., & Greiert, B. (2017). What school psychologists need to know about school vouchers. *National Association of School Psychologists Policy Document*.
- Eklund, K., & Rossen, E. (2016). Guidance for trauma screening in schools. *Office of Juvenile Justice & Delinquency Prevention Program, Defending Childhood Initiative*.

^s Student mentee

- Vaillancourt, K., & Eklund, K. (2016). 2016 Presidential candidates' statements regarding National Association of School Psychologists policy priorities. *National Association of School Psychologists Resource Document*.
- Eklund, K., von der Embse, N., & Minke, K. (2015). School psychologists and school-based Medicaid reimbursement. *National Register of Health Service Psychologists: Register Report, Fall 2015*.
- ^sHenkel, L. K., & Eklund, K. (2015). Improving special education documentation to enhance parent understanding. *National Association of School Psychologists Communiqué, 44*, 1-4.
- ^sSmith, R., & Eklund, K. (2015). Children's exposure to domestic violence: How school psychologists can help. *National Association of School Psychologists Communiqué, 43*, 13-14.
- Vaillancourt, K., Eklund, K., & von der Embse, N. (2015). Advocacy in Action: Making advocacy a part of your new year's resolution. *School Psychologists Communiqué, 43*, 29-30.
- Vaillancourt, K., & Eklund, K. (2015). Advocacy priorities for school psychologists in the 115th Congress. *National Association of School Psychologists Policy Document*.
- Eklund, K., von der Embse, N., & Vaillancourt, K. (2014). Dispelling myths: The Affordable Care Act and school psychologists. *National Association of School Psychologists Communiqué, 43*, 33.
- Eklund, K., Vaillancourt, K., & Pedley, T. (2013). Expanding the role of the school psychologist in the delivery of school-based mental health services. *National Association of School Psychologists Communiqué, 41(5)*, 1, 28.

Electronic Publications

- Eklund, K., & von der Embse, N. (2020). *Providing effective social emotional and behavioral supports: Universal screening and tier 1 interventions*. Webinar and electronic handout created for the National Association of School Psychologists (NASP).
- Eklund, K. (2015). *Universal screening to inform intervention for behavioral and emotional concerns*. Webinar created for the Now is the Time Technical Assistance Center, Substance Abuse and Mental Health Services Agency (SAMHSA).
- Eklund, K. (2014). *Introduction to behavior screening*. Webinar created for the Arizona Safe and Supportive Schools project.
- Kilgus, S., & Eklund, K. (2014). *Social, academic, emotional, and behavioral risk screener webinar*. Webinar created for the Arizona Safe and Supportive Schools project.
- O'Malley, M. D., & Eklund, K. (2012). *S3 What Works Brief #10: Improving staff climate*. San Francisco: WestEd.

GRANTS & CONTRACTS

Funded

- 2023-2028 Principal Investigator (with Co-PI: K. Guetschow, S. Kilgus, A. Garbacz, K. Kelly, M. Salgado) on *Expanding culturally responsive mental health services in Madison Metropolitan School District*, U.S. Department of Education Mental Health Services Professional Demonstration Grant, \$6 million.

^s Student mentee

- 2023-2028 Co-Principal Investigator (with PI: S. Kilgus, Co-PIs: E. Dowdy, M. Furlong, N. von der Embse, S. Suldo, E. Dart, A. Garbacz, A. Bruhn, G. Bardhoshi, J. Goodwin, A. Ortiz) on *Establishment of the Mental Health Evaluation, Training, Research, and Innovation Center for Schools (METRICS)*, U.S. Department of Education, \$10,399,014.
- 2023-2024 Co-Principal Investigator (with PI: A. Garbacz, Co-PI: S. Kilgus) on *Resilience Education Program Online*. University of Wisconsin-Madison Alumni Research foundation (WARF) Accelerator Mental Health Challenge Grant, \$35,000.
- 2023-2025 Principal Investigator (with Co-PIs: K. Guetschow, N. Stern) on *Increasing access to equitable mental health services in Madison schools*. University of Wisconsin-Madison Prevention Research Center Grant, \$30,000.
- 2022-2027 Co-Principal Investigator (with PI: S. Kilgus, Co-PIs: A. Garbacz, E. Turner, J. Pustejovsky) on *School Mental Health Collaborative: Postdoctoral Research and Training Program*; Institute of Education Sciences, U.S. Department of Education, \$711,773.
- 2021-2026 Co-Principal Investigator (with PI: K. Peralas, Co-PIs: B. Stanger, S. Kilgus, A. Garbacz) on *Project EPIC (Enhancing family-school-community partnerships through an Interconnected Systems Framework collaboration)*, U.S. Office of Special Education and Rehabilitative Services, \$2 million.
- 2021-2025 Co-Principal Investigator (with PI: E. Dart, Co-PIs: J. Castillo, D. Klingbeil, S. Kilgus, A. Garbacz) on *Project STARS (Scholars in Teaching, Applied Research, and Service): Training and Mentoring in School Psychology*; U.S. Office of Special Education Programs, \$1.9 million
- 2021-2022 Co-Principal Investigator (with PI: A. Garbacz, Co-PIs: S. Kilgus) on *Optimizing the capacity of public schools to promote youth mental health*; University of Wisconsin-Madison Institute for Clinical and Translational Research (ICTR) Stakeholder & Patient Engaged Research (SPER), \$100,000.
- 2021-2026 Co-Principal Investigator (PI: N. von der Embse, Co-PIs: W. Bonifay, S. Kilgus, S. Suldo) *Project MIDAS: Development of a multi-informant decisional assessment system*, National Center for Education Research, Institute of Education Sciences, U.S. Department of Education (Measurement), \$2 million.
- 2019-2023 Co-Principal Investigator (with PI: S. Kilgus, Co-PIs: T. Lewis, Co-I: A. Garbacz) on *Resilience Education Program: Building an efficient targeted intervention for students at risk for internalizing problems*; Institute of Education Sciences, U.S. Department of Education, \$1.38 million.
- 2019-2024 Co-Principal Investigator (with PI: T. Lewis and Co-PIs: B. Mitchell, H. Wills, S. Kilgus) on *Evaluating the efficacy of a daily check-in/check-out intervention in school settings for students at-risk for emotional and behavioral disorders*;

Institute for Education Sciences, U.S. Department of Education, \$3.27 million.

- 2019-2023 Principal Investigator on *Examining threat assessment across K-12 schools in Wisconsin*; Office of School Safety, Wisconsin Department of Justice, \$180,000
- 2017-2022 Co-Principal Investigator (with PI: S. Kilgus and Co-PI: N. von der Embse) on *Development of assessment tools and educator training to support Tier 2 behavioral intervention selection*; Institute of Education Sciences, U.S. Department of Education; # R305A170284; \$1,400,000
- 2018-2020 Co-Principal Investigator (with PI: E. Grodsky and Co-PIs: B. Grau, B. Vaade) on *Enhancing the quality of instruction in 4-year-old kindergarten*; U.S. Department of Education Institute of Education Sciences Researcher-Practitioner Partnership, \$400,000
- 2015-2018 Co-Principal Investigator (with PI: Arizona Department of Education) on *Training School Resource Officers to improve school climate and student safety outcomes*; National Institute of Justice, \$4.9 million
- 2017-2018 Principal Investigator (with Co-PIs: S. Kilgus, C. Rose) on *Evaluating the efficacy of Second Step: Class-wide social emotional learning*; University of Missouri College of Education Research Grant, \$7,000
- 2016-2020 Consultant/Advisory Committee Member (with PI: Jacqui Green) on *School-Justice-Mental Health Collaborative (SJMHC) and Adolescent Mental Health Training for School Resource Officers (AMHT-SRO)*; National Institute of Justice, \$4 million
- 2014-2016 Principal Investigator on *Examining the use of universal screening to decrease rates of racial/ethnic disproportionality among children with behavioral and emotional concerns*; University of Arizona College of Education Smith Junior Faculty Award, \$5,000
- 2014-2015 Co-Principal Investigator (with PI: S. Kilgus) on *Building a solution-focused emotional and behavioral assessment model: An examination of the validity and classification accuracy of the social, academic, and emotional behavior risk screener (SAEBRS) and the Intervention Selection Profile – Social Skills (ISP-SS)*; Society for the Study of School Psychology Early Career Award, \$13,934
- 2014-2015 Consultant (with PI: K. Bosworth) on *Safe and supportive schools*; Arizona Department of Education, \$600,000
- 2010-2011 Principal Investigator on *Screening for behavioral and emotional concerns*; University of California, Santa Barbara Hosford Clinic Grant, \$1,000
- 2004-2007 Co-Principal Investigator (with PI: N. Steele) on *Response to Intervention Sliver Grant*; Colorado Department of Education, \$300,000

PROFESSIONAL CONFERENCE PRESENTATIONS

Eklund, K., & Kilgus, S. (2024, December). *Promoting tier 2 interventions for internalizing concerns: The Resilience Education Program*. Paper to be presented at the Conference on Advancing School Mental Health, Orlando, FL.

^sBowen, A. E., Garbacz, S. A., ^sAnderson, E. C., ^sWadington, M., & Eklund, K. (2024, December). *The potential of school-based health centers to mitigate youth mental health disparities*. Paper to be presented at the Annual Conference on Advancing School Mental Health, Orlando, FL.

Eklund, K., Wadington, M., ^sAnderson, E., ^sLevis, T., Kilgus, S., & Garbacz, S. A. (2024, August). *Resilience Education Program: Tier 2 internalizing intervention for youth*. Paper presented at the Annual meeting of the American Psychological Association, Seattle, WA.

^sHendrix, C., ^sVengurlekar, I., Kilgus, S., & Eklund, K., (2024, August). *Optimizing Check-In/Check-out for Black youth*. Paper presented at the American Psychological Association International Convention, Seattle, WA.

Latimer, J., von der Embse, N., Kilgus, S., Eklund, K., & ^sOddieifson, C. (2024, August). *Development of a Multi-Informant Decisional Assessment System (MIDAS): Bayesian network analysis*. Paper presented at the American Psychological Association International Convention, Seattle, WA.

Santiago, R. T., Garbacz, S. A., Holmes, S. R., Eklund, K., & Kilgus, S. (2024, May). *A participatory co-design approach to optimizing mental health to center equity*. Poster presented at the Society for Research in Child Development's Anti-Racist Developmental Science Summit, Panama City, Panamá.

Wadington, M., ^sAnderson, E., ^sLevis, T., ^sMoens, O., Eklund, K., & Kilgus, S. (2024, February). *How to Tier 2 internalizing concerns: The Resilience Education Program*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Eklund, K., ^sAnderson, E., & ^sDyson, K. (2024, February). *Examining threat assessment and student perceptions of climate and safety*. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Zakszeski, B., Eklund, K., Ormiston, H., Gopaul, K., Jones, P. C., Coyle, S., & Moore, S. (2024, February). *Centering Equity in Universal School Mental Health Screening Systems*. Symposium presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

^sTwombly, T., Eklund, K., ^sHendrix, C., ^sChleborad, S., ^sRamos, A., & ^sNorman, E. (2024, February). *Trauma screening within schools: Understanding student participation and implementation determinants*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Wadington, M., ^sJohnson, L., ^sHendrix, C., ^sPuppe, B., ^sLevis, T., Kilgus, S., & Eklund, K. (2024, February). *Mic Check: Let's Talk Check-In Check-Out*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Barber, A., ^sSoto, D., ^sCruz, S., ^sWeist., M., ^sCollins, B., & Eklund, K. (2024, February). *Using community collaboration to evaluate the cultural relevance of the Resilience Education Program*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

^sOddieifson, C., Anderson, E., ^sHendrix, C., Vengerlekar, I., Kilgus, S., & Eklund, K. (2024,

^s Student mentee

- February). *A scoping review of the assessment of youth mental health*. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- ^sCho, J., ^sVigil, M., Anderson, E., & Eklund, K. (2024, February). *Cultural historical activity theory: Expansive learning through examining third spaces*. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Harris, B., Eklund, K., Hendricker, E., Chatlos, S., & Aston, C. (2024, February). *Hiring specialist-level school psychologists for faculty positions*. Symposium presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Guetschow, K., Eklund, K., Stern, N., Garbacz, S. A., Priestaf, E., Klein, C., Scherr, T., & Kilgus, S. P. (2023, December). *Nurturing school-research-community partnerships for effective school mental health*. Symposium presented at the Conference on Advancing School Mental Health, New Orleans, LA.
- Eklund, K., Wadington, M., Kilgus, S., & Garbacz, S. A. (2023, December). *The Resilience Education Program: A Tier 2 intervention for children with internalizing behavior concerns*. Symposium presented at the Conference on Advancing School Mental Health, New Orleans, LA.
- Eklund, K., Zakszeski, B., & Dart, E. (2023, March). *Tier 2 intervention and progress monitoring for internalizing behavior concerns*. Invited session at the International Conference on Positive Behavior Support, Jacksonville, FL.
- Kilgus, S., Eklund, K., & von der Embse, N. (2023, March). *Strategies for the use and integration of universal screening scores*. Invited session at the International Conference on Positive Behavior Support, Jacksonville, FL.
- Eklund, K., Kilgus, S., ^sAnderson, E., ^sMoens, O., & ^sSchwartz-Dodek, L. (2023, February). *Resilience Education Program: Tier 2 internalizing intervention for elementary youth*. Paper presented at the National Association of School Psychologists, Denver, CO.
- Harris, B., Aspiranti, K. B., Eklund, K., Hendricker, E., Jenkins, L. N., Kaiser, L. T., & Ormiston, H. E. (2023, March). *Alternate pathways to academia: Practitioner to trainer*. Symposium presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.
- Eklund, K., ^sAnderson, E., & ^sDyson, K., (2023, February). *The impact of threat assessment on approaches to school discipline*. Paper presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.
- Anderson, E., Keddell, P., Moens, O., Atluri, S., Nosbusch, K., Lochner, E., & Eklund, K. (2023, February). *Making the invisible visible: Interventions for students with internalizing behaviors*. Mini-skills session presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.
- Harris, B., Fallon, L., Eklund, K., Jenkins, L., Hendricker, E., & Shriberg, D. (2023, February). *From striving to thriving in academic careers*. Symposium session presented at the National Association of School Psychologists, Denver, CO.
- Moore, S., Dowdy, E., & Eklund, K. (2022, October). *A roadmap to equitable mental health screening in schools*. Symposium presented at the Annual Conference on Advancing School Mental Health, Baltimore, MD.
- Eklund, K., Anderson, E., & Dyson, K. (2022, August). *The impact of student threat assessment on educator perceptions of school climate and safety*. Poster presented at the Annual Meeting of the American Psychological Association. Minneapolis, MN.

^s Student mentee

- Garbacz, A., Kilgus, S. P., Eklund, K., ^sGregory, B., ^sKaul, M., ^sCollins, B., ^sCruz, S., ^sFlack, C., ^sAiello-Kimberlain, M., ^sKeddell, P., ^sCho, J., & ^sBednarek, G. (2022, August). *Improving equity in student outcomes by aligning and integrating family-school collaboration in MTSS*. Poster presented at the Annual Meeting of the American Psychological Association. Minneapolis, MN.
- Eklund, K., & Kilgus, S. P. (2022, April). *The Resilience Education Program: Examining the efficacy of a tier 2 internalizing intervention*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- Eklund, K., Kilgus, S. P., & Garbacz, A. (2022, April). *The Resilience Education Program: A tier 2 intervention for internalizing concerns*. Invited session at the International Conference on Positive Behavior Support, San Diego, CA.
- Perales, K., Splett, J., Eklund, K., Kilgus, S., von der Embse, N., Romer, N., & Brann, K. (2022, April). *Emerging trends in universal screening for mental health*. Invited session at the International Conference on Positive Behavior Support, San Diego, CA.
- von der Embse, N., Kilgus, S. P., & Eklund, K. (2022, April). *Integrating preventative mental health services at Tiers I and II in PBIS*. Invited session at the International Conference on Positive Behavior Support, San Diego, CA.
- Eklund, K., Kilgus, S. P., Garbacz, S. A., & Willenbrink, J. (2022, February). *Resilience Education Program: A Tier 2 intervention for internalizing problems*. Mini-skills presentation at the Annual Convention of the National Association of School Psychologists. Boston, MA.
- Eklund, K., Kilgus, S. P., Barber, A. J., von der Embse, N., Splett, J., Brann, K., Peralas, K., Romer, N., & Dowdy, E. (2022, February). *Emerging trends in universal screening for mental health*. Mini-skills presentation at the Annual Convention of the National Association of School Psychologists. Boston, MA.
- Eklund, K., Kilgus, S. P., & Garbacz, S. A. (2022, January). *Focus on intensive social and behavioral supports*. Session presented at the Council for Exceptional Children. Orlando FL.
- Willenbrink, J., Kilgus, S., Eklund, K., ^sBarber, A., ^sDubose, K., & Garbacz, A. (2021, October). *Meta-analysis on Tier 2 internalizing behavior interventions in schools*. Virtual paper presented at the Annual Conference on Advancing School Mental Health.
- Wertz, J., Grodsky, E., Eklund, K., Vaade, E., & Brown, G. (2021, March). *Where everybody knows your name: Belonging in middle school math classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Eklund, K., ^sGodfrey, E., ^sDodge, S., ^sWadlington, M., ^sGill, N., & ^sChalnick, H. (2021, February). *Systematic review of state school mental health policies and practices*. Paper presented at the National Association of School Psychologists Annual Convention
- ^sBarber, A., Eklund, K., Kilgus, S., ^sCollins, B., ^sDubose, K., ^sGregory, B., & ^sEikenmeyer, M. (2021, February). *Moderating influence of student race and ethnicity on the diagnostic accuracy of a behavior screener*. Paper presented at the National Association of School Psychologists Annual Convention.
- ^sZahn, M., Kilgus, S., Eklund, K., & von der Embse (2021, February). *Social-emotional functioning and achievement: The mediating effect of school engagement*. Paper presented at the National Association of School Psychologists Annual Convention.
- Kilgus, S., Eklund, K., ^sWeist, M., & ^sMeng, S. (2021, February). *The influence of social-emotional functioning on academic and behavioral outcomes*. Poster presented at the National Association of School Psychologists Annual Convention.

^s Student mentee

- Willenbrink, J., Kilgus, S., Eklund, K., Garbacz, A., & ^sBarber, A., (2020, October). *A tier-2 intervention for children at-risk for internalizing behavior concerns*. Paper presented at the Annual Conference on Advancing School Mental Health, Baltimore, MD.
- Eklund, K., ^sGodfrey, E., ^sGill, N., ^sDodge, S., ^sWadlington, M., & ^sChalnick, H. (2020, October). *A systematic review of state school mental health policies and practices*. Paper presented at the Annual Conference on Advancing School Mental Health, Baltimore, MD.
- ^sZahn, M., Kilgus, S., Eklund, K., & ^sDavis, E. (2020, October). *Assessment for intervention at tier 2: Training teachers to assess behavior*. Paper presented at the Annual Conference on Advancing School Mental Health, Baltimore, MD.
- Eklund, K., Eraldi, R., Gueldner, B., Garbacz, A., & Kilgus, S. (2020, August). *School-based prevention and intervention strategies for children with internalizing problems*. Symposium presented at the American Psychological Association National Convention, Washington DC.
- Kilgus, S., Eklund, K., & von der Embse, N. (2020, March). *Assessment to inform selection of tier 2 social emotional and behavioral interventions*. Paper presented at the International Conference on Positive Behavior Support, Miami, FL.
- Eklund, K., Kilgus, S., von der Embse, N., ^sIzumi, J., & Tanaka, M., & ^sTaylor, C. (2019, February). *ISP-Skills: A computer adaptive rating scale for social-emotional skills*. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.
- Eklund, K., & Kilgus, S. (2018, February). *Resilience Education Program: A Tier 2 intervention for internalizing problems*. Mini-skills presentation at the National Association of School Psychologists Annual convention, Atlanta, GA.
- Kilgus, S., von der Embse, N., Eklund, K., Peet, C., ^sTaylor, C., & ^sDeMarchena, S. (2019, February). *ISP-Function: A brief tool for FBA at Tier 2*. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.
- von der Embse, N., Eklund, K., Kilgus, S., Peet, C., ^sDeMarchena, S., & ^sIzumi, J. (2019, February). *A brief social-emotional skills assessment for Tier 2 intervention*. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.
- Kilgus, S., Izumi, J., Van Wie, M., von der Embse, N., ^sTaylor, C., & Eklund & K., (2019, February). *Co-occurrence of academic and behavioral risk: Implications for universal screening*. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.
- Eklund, K., Ward-Zimmerman, B., Kia-Keating, M., Chafouleas, S., ^sIzumi, J., Kilgus, S., Liu, S., Barnett, M., Sims, G., & Ruth, A. (2018, August). *Advancements in early identification of behavioral and mental health risk across pediatric primary care, school, and community mental health settings*. Symposium presented at the American Psychological Association Annual Convention, San Francisco, CA.
- ^sMcLean, D., & Eklund, K., (2018, August). *Influence of teacher burnout and self-efficacy on identification of student behavioral concerns*. Paper presented at the American Psychological Association Annual Convention, San Francisco, CA.
- Eklund, K., ^sKilpatrick, K., Kilgus, S., & ^sHaider, A. (2018, August). *A systematic review of state-level social emotional learning standards: Implications for practice and research*. Paper presented at the American Psychological Association Annual Convention, San Francisco, CA.
- ^sAllen, A., Kilgus, S., & Eklund, K. (2018, August). *Resilience Education Program: An initial investigation of effectiveness*. Paper presented at the American Psychological Association Annual Convention, San Francisco, CA.

^s Student mentee

- Eklund, K., Kilpatrick, K., Kilgus, S., & ^sHaider, A. (2018, February). *State social-emotional learning standards: Policy and practice implications*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Eklund, K., Rossen, E., ^sKoriakin, T., & Chafouleas, S. (2018, February). *A systematic review of trauma screening measures for children and adolescents*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- ^sIzumi, J., ^sTaylor, C., ^sAllen, A., ^sKilpatrick, ^sMcLean, D., Eklund, K., & Kilgus, S. (2018, February). *Efficacious Tier 2 interventions: Combining Check-In/Check-Out and social skills training*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- ^sMeyer, L., & Eklund, K. (2018, February). *Mindfulness and elementary school class climate: a preliminary analysis*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Rader-Kelly, S., Eklund, K., & Vaillancourt-Strobach, K. (2018, February). *Advocating for school psychologists as mental and behavioral health providers*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Eklund, K., Oyen, K., & Vaillancourt, K. (2017, October). *The Every Student Succeeds Act: Policy and practice implications for school mental health services*. Paper presentation at the Conference on Advancing School Mental Health, Washington, DC.
- Eklund, K., Bosworth, K., & ^sMeyer, L. (2016, August). *The impact of school resource officers, psychologists, and principals on improving school climate and student safety outcomes*. Poster presentation at the American Psychological Association Annual Convention, Denver, CO.
- Briesch, A., Eklund, K., Brown, J., & Arora, P. (2016, August). *Developing a research agenda: Strategies for the early career professional*. Symposium presentation at the American Psychological Association Annual Convention, Denver, CO.
- ^sTaylor, C. N., ^sMeyer, L., ^sKilpatrick, K., ^sAllen, A., ^sFrye, A., Eklund, K., & Kilgus, S. P. (2016, August). *Integrating tier 2 intervention: Combining Check-In/Check-Out and Social Skills Training*. Poster presentation at the American Psychological Association Annual Convention, Denver, CO.
- Eklund, K., ^sBeardmore, M., & Kilgus, S. (2016, February). *Use of universal screening scores to predict academic and behavioral outcomes*. Paper presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Eklund, K., ^sMeyer, L., & Way, S. (2016, February). *Advocating for school psychologists as mental and behavioral health providers*. Paper presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Kilgus, S., Eklund, K., von der Embse, N., & Yager, H. (2016, February). *A model of assessment within behavioral multi-tiered systems of support*. Mini-skills presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Vaillancourt, K., Eklund, K., & von der Embse, N. (2016, February). *ESEA reauthorization and public policy updates*. Special session presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Eklund, K., & Brock, S. (2015, November). *Balancing physical and psychological safety in schools*. Paper presentation at the Center for Advancing School Mental Health conference. New Orleans, LA.

^s Student mentee

- Eklund, K., & Kilgus, S. P. (2015, November). *Casting a wide net: Getting ready to screen for behavioral and emotional concerns*. Poster presentation at the Annual Conference on Advancing School Mental Health, New Orleans, LA.
- Eklund, K., Kilgus, S., & von der Embse, N. (2015, August). *Emotional and behavioral assessment model to support school-based interventions*. Symposium presentation at the American Psychological Association Annual Convention, Toronto, Canada.
- Eklund, K., von der Embse, N., Vaillancourt, K., & Rossen, E. (2015, February). *Dispelling myths: The Affordable Care Act and school psychologists*. Workshop presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Eklund, K., ^sTanner, N., & ^sStoll, K. (2015, February). *Identifying emotional and behavioral risk among gifted and nongifted children*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Meyer, L., Eklund, K., O'Malley, M., & Renshaw, T. (2015, February). *Keep this in mind: A review of adolescent mindfulness measures*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Kilgus, S., Eklund, K., & von der Embse, N. (2015, February). *Emotional and behavioral assessment model to support school-based interventions*. Workshop presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Pisano, M., Eklund, K., ^sRoss, J., & O'Malley, M. (2015, February). *Serving military children and families: Best practice considerations for school psychologists*. Mini-skills workshop presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Eklund, K. (2014, October). *Linking screening results to interventions*. Paper presentation at the Teacher Educators for Children with Behavior Disorders conference. Tempe, AZ.
- Lane, K., Oakes, W., & Eklund, K. (2014, October). *Supporting students with EBD in CI3T models: Success and challenges*. A panel presentation presented at the Teacher Educators for Children with Behavior Disorders conference. Tempe, AZ.
- Eklund, K., Kilgus, S., & Bernstein, S. (2014, September). *Screening for behavioral and emotional risk: Guiding positive outcomes for children and youth*. Workshop presented at The 8th World Congress on the Prevention of Mental and Behavioural Disorders. Imperial College, London.
- Eklund, K., ^sAros-O'Malley, M., & ^sMurrieta, I. (2014, February). *Multicultural supervision: What difference does difference make?* Paper presentation at the National Association of School Psychologists Annual Convention, Washington, D.C.
- O'Malley, M., Eklund, K., & Renshaw, T. (2014, February). *School climate's positive impact on youth from high-risk homes*. Paper presentation at the National Association of School Psychologists Annual Convention, Washington, D.C.
- Kilgus, S., von der Embse, N., & Eklund, K. (2014, February). *Technical adequacy of a screener for behavioral and emotional risk*. Paper presentation at the National Association of School Psychologists Annual Convention, Washington, D.C.
- Eklund, K., Vaillancourt, K., & Bass, S. (2013, October). *Advocating for school-based mental health services*. Special session at the Conference for Advancing School Mental Health, Arlington, VA.
- Vaillancourt, K., & Eklund, K. (2013, October). *The affordable care act and medicaid: School-based service delivery implications*. Paper presentation at the Conference on Advancing School Mental Health, Arlington, VA.

^s Student mentee

- ^sKerry-Henkel, L., & Eklund, K. (2013, October). *Improving readability of parent written materials in special education*. Poster presentation at the Arizona Association of School Psychologists Annual Conference, Phoenix, AZ.
- Eklund, K. (2013, July). *Military children and mental health: Evidence-based social emotional learning programs*. Poster presentation at the American Psychological Association Association Annual Conference, Honolulu, HI.
- Kamphaus, R., Eklund, K., Raines, T., Dowdy, E., & Twyford, J. (2013, July). *Screening for emotional and behavioral risk*. Symposium presentation at the American Psychological Association Annual Conference, Honolulu, HI.
- Eklund, K. (2013, February). *Providing social emotional learning supports for military children and families*. Paper presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Skalki, S., Vaillancourt, K., & Eklund, K. (2013, February). *Capital Hill & School Psychologists*. Special Session at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Eklund, K., & Bass, S. (2012, October). *Advocating for childrens mental health needs: Aligning your role with national models of practice*. Symposium presentation at the Conference for Advancing School Mental Health, Salt Lake City, UT.
- Eklund, K. (2012, October). *Enhancing school climate and providing social emotional learning supports for military children*. Symposium presentation at the Conference for Advancing School Mental Health, Salt Lake City, UT.
- Eklund, K. (2012, October). *Early identification and screening for emotional and behavioral risk*. Poster presentation at the Conference for Advancing School Mental Health, Salt Lake City, UT.
- Eklund, K. (2011, October). *Stand up & be counted: Developing critical links and pathways to advocacy*. Keynote presentation at the North Carolina School Psychology Conference, Winston-Salem, NC.
- Eklund, K. (2011, July). *Learning and social emotional supports for vulnerable populations*. Panel presentation at George Washington University/NASP Public Policy Institute, Washington D.C.
- Eklund, K. (2011, February). *Comparing behavioral and emotional screening to traditional teacher referral systems*. Paper presentation at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Eklund, K., & Duncan, B. (2011, February). *Using your degree for diplomacy: Putting advocacy into action*. Special session conducted at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Doane, K., Eklund, K., & Chin, J. (2011, February). *Comparing universal screening practices*. Paper presentation at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Skalski, S., Kelly, J., Bass, S., & Eklund, K. (2011, February). *Stand up and be counted: Grassroots advocacy*. Special session conducted at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Eklund, K., Twyford, J., Chin, J., & Dowdy, E. (2010, August). *Behavioral RTI: Identification and intervention for behavioral and emotional problems*. Paper presentation at the annual meeting of the American Psychological Association, San Diego, CA.
- Eklund, K., & Renshaw, T. (2010, August). *Behavioral and emotional universal screening in schools*. Poster presentation at the annual meeting of the American Psychological Association, San Diego, CA.

- Twyford, J., Chin, J., Eklund, K., & Dowdy, E. *Comparing teacher screeners for detection of behavioral and emotional risk*. Poster presentation at the annual meeting of the American Psychological Association, San Diego, CA.
- Eklund, K., & Renshaw, T. (2010, March). *The utility of behavioral and emotional screening in elementary school*. Paper presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Eklund, K., Duncan, B., & Mojadeddi, M. (2010, March). *Using your degree for diplomacy: Putting advocacy into action*. Special session conducted at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Twyford, J., Eklund, K., Chin, J., & Dowdy, E. (2010, March). *Behavioral RTI Model: Implementing screening for emotional and behavioral problems*. Mini-skills presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Eklund, K., Dowdy, E., & Twyford, J. (2009, August). School-wide screening for emotional, behavioral, and mental health problems. In M. Terjesen (Chair). *School-wide interventions: Screening, implementation, and outcomes*. Symposium conducted at the annual meeting of the American Psychological Association, Toronto, Canada.
- Twyford, J., Chin, J., Eklund, K. & Dowdy, E. (2009, August). *Measurement equivalence across ethnicities for a teacher behavior rating screener*. Poster presentation at the annual meeting of the American Psychological Association, Toronto, Ontario.
- Dowdy, E., Kamphaus, R. W., Eklund, K., & Miller, D. (2009, February). *Universal screening: Who, what, where, when, why, and how*. Mini-skills presentation conducted at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Furlong, M., Eklund, K., & Jones, C. (2009, March). *Positive psychology Take 2: The role of psychological well-being in adolescent mental health assessment*. Paper presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Dowdy, E., Kamphaus, R. W., Eklund, K., & Miller, D. (2009, March). *Universal screening: Who, what, where, when, why, and how*. Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Eklund, K. & Dove, M. (2007, February). *Focus on results Colorado project*. For Colorado District Leadership Symposia, Colorado Department of Education Sliver Grant Project, Denver, CO.
- Eklund, K. (2006, October). *Mental health services in a RTI model*. Presentation at the Colorado School Social Work Conference, National Association of Social Workers, Breckenridge, CO.
- Eklund, K., Laning, J., & Clemenson, L. (2006, September). *District crisis response team training and best practices*. Workshop presented at the National Institute for Trauma and Loss in Children Training, Castle Rock, CO.
- Lines, C., Eklund, K., & Reeves, M. (2005, September). *Behavioral interventions in a RTI model*. Workshop presented at the ForColorado Grant Fall Symposia and sponsored by the Colorado Department of Education Sliver Grant, Denver, CO.

INVITED PROFESSIONAL DEVELOPMENT PRESENTATIONS AND TRAININGS

- Eklund, K. (2024, June). *Reimagining School Mental Health*. Invited keynote for the Texas Association of School Psychologists.
- Eklund, K., Kilgus, S., & Garbacz, S. (2023, July). *Resilience Education Program: A tier 2 intervention for children with internalizing behavior concerns*. Invited Workshop for the Delaware Department of Education.

- Eklund, K. (2023, May). *Resilience Education Program: A tier 2 intervention for children with internalizing behavior concerns*. Invited presentation for the Vermont Department of Education.
- Eklund, K. (2023, March). *Resilience Education Program: A tier 2 intervention for children with internalizing behavior concerns*. Invited Workshop for the Millard Public School District, Omaha, NE.
- Eklund, K. (2023, January). *Connecting universal screening data to evidence-based interventions*. Invited presentation for the Michigan Department of Education.
- Eklund, K., (2022, October). *Resilience Education Program: A tier 2 intervention for children with internalizing behavior concerns*. Invited presentation at the Washington State School Psychology Association Conference.
- Eklund, K. (2022, October). *Universal screening for mental health concerns: Using data to guide interventions*. Invited presentation at the Washington State School Psychology Association Conference.
- Eklund, K., (2022, October). *Resilience Education Program: A tier 2 intervention for children with internalizing behavior concerns*. Invited presentation at the Nebraska Department of Education MTSS Conference.
- Eklund, K. (2022, May). *Universal screening for mental and behavioral health in schools*. Invited presentation for ELuma.
- Eklund, K., ^sTwombly, T., & ^sAnderson, E. (2022, March). *Providing universal and targeted school mental health services*. Invited presentation at the Wisconsin School Psychologists Association Conference, Wisconsin Dells, WI.
- Eklund, K., Garbacz, S. A., Greene, M., Ramly, E., Koenigs, M., & Grupe, D. (2022, February). *Engaging patient/community advisory boards to support translational research*. Invited presentation for the University of Wisconsin – Madison Institute for Clinical and Translational Research, Community-Academic Partnerships. Madison, WI.
- Eklund, K. (2022, February). *Universal mental health screening: Using data to guide interventions*. Invited workshop presentation at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- Eklund, K. (2022, February). *PREPaRE School Safety and Crisis Response Workshop 2*. Vail School District, Vail, AZ.
- Eklund, K. (2021, July). *Providing effective social emotional and behavioral support: The role of screening*. Wisconsin Department of Public Instruction webinar.
- Eklund, K. (2021, April). *Virtual PREPaRE School Safety and Crisis Response Workshop 1*. Vail School District, Vail, AZ.
- Eklund, K., & Kilgus, S. (2020, October). *Addressing internalizing concerns through tier II supports: The Resilience Education Program*. Illinois School Psychology Association and Wisconsin School Psychology Associate Combined State Conferences.
- Kilgus, S., & Eklund, K. (2020, October). *Supporting students with internalizing concerns: The Resilience Education Program*. Symposium presented at the Positive Behavior Interventions and Support Leadership Forum, Chicago, IL.
- Eklund, K., (2019, November). *Social-emotional and behavior screening: Using data to guide interventions*. California Department of Education, Sacramento, CA.
- Kilgus, S., & Eklund, K. (2019, October). *Addressing internalizing concerns through tier II supports*. Symposium presented at the Positive Behavior Interventions and Support Leadership Forum, Chicago, IL.

- Eklund, K. (2019, October). *Universal screening and interventions to address the social, emotional, and behavioral needs of students*. Workshop presented at Macomb Intermediate School District, Macomb, MI.
- Eklund, K., & Kilgus, S. (2019, February). *Universal screening for behavior and social-emotional concerns: Using data to guide intervention*. Workshop presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.
- Eklund, K., Collins, T., January, S. A., & Suldo, S. (2019, February). *School psychology research fundamentals*. Invited presenter at the School Psychology Research Collaboration Conference, Atlanta, GA.
- Eklund, K. (2018, December). *Best practices in screening for behavioral and mental health*. Invited workshop presenter at the Building the Hearts of Successful Schools Conference, Wisconsin Dells, WI.
- Eklund, K., & Amador, A. (2018, July). *School safety, mental health, & trauma-informed care*. National Principals Conference, Chicago, IL.
- Eklund, K., Boldt, A., & Cook, E. (2018, May). *School safety, mental health, and trauma-informed educational practices*. Wisconsin Annual CESA conference, Madison, WI.
- Eklund, K., & Kilgus, S. (2018, February). *School-based social-emotional and behavior screening: Using data to guide interventions*. Invited workshop presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Eklund, K., & Kilgus, S. P. (2017, September). Use of social-emotional and behavioral screening to guide intervention. Invited presentation at the Kansas MTSS Symposium, Wichita, KS.
- Kilgus, S. P., & Eklund, K. (2017, September). Using brief tools to progress monitor Tier 2 and behavioral intervention. Invited presentation at the Kansas MTSS Symposium, Wichita, KS.
- Rossen, E., & Eklund, K. (2017, March). *Guidance for trauma screening in schools*. Webinar presented for the Kansas Autism and Tertiary Behavior Supports Network.
- Eklund, K., & Kilgus, S. (2016, October). *Behavior screening in schools: Using population-based Data to guide interventions*. Invited workshop presented at the Illinois Association of School Psychologists Fall Conference, Chicago, IL.
- Eklund, K., & Kilgus, S. (2016, October). *Behavior screening in schools: Using population-based data to guide interventions*. Invited workshop presented at the Maine Association of School Psychologists Fall Conference, Freeport, ME.
- Eklund, K., & Kilgus, S. (2016, July). *Behavior screening in schools: Using population-based data to guide interventions*. Invited workshop presented at the National Association of School Psychologists Summer Conference, Denver, CO.
- Kilgus, S., & Eklund, K. (2016, July). *Using brief tools to inform and monitor Tier 2 behavioral interventions*. Invited workshop presented at the National Association of School Psychologists Summer Conferences, Denver, CO.
- Eklund, K., Malvey, M., & Vaillancourt, K. (2016, February). *Building capacity for grassroots advocacy*. Assistance to States Leadership Development Strand presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Eklund, K., & Kilgus, S. P. (2015, November). *Universal screening to inform interventions for behavioral and emotional concerns*. Invited presentation at the Annual Ohio School Psychology State Association Conference, Columbus, OH.
- Eklund, K., & Kilgus, S. P. (2015, October). *Universal screening to inform interventions for behavioral and emotional concerns*. Invited presentation at the Annual Wisconsin School Psychology State Association Conference, Madison, WI.
- Eklund, K. (2015, August). *Population-based approached for addressing the mental health needs of*

- all students*. Invited keynote presentation for the Student Affiliates in School Psychology (SASP) at the American Psychological Association Annual Convention, Toronto, Canada.
- Eklund, K. (2014, November). *Using screening for behavioral and emotional risk*. Invited workshop presented at the Arizona Association of School Psychologists Annual Convention, Phoenix, AZ.
- Eklund, K. (2014, May). *Meeting the behavioral needs of all students: Using universal screening to inform interventions for behavioral and emotional concerns*. Southern Arizona Psychological Association workshop. Tucson, AZ.
- Eklund, K. (2014, April). *Use of screening to inform intervention for behavioral and emotional concerns*. Invited presentation at the St. John's University 6th Annual Social Emotional Conference. Queens, NY.
- Eklund, K., & Vaillancourt, K. (2014, February). *Grassroots advocacy and state level advocacy*. Special session presentation at the Assistance to States workshop at the National Association of School Psychologists Annual Convention, Washington, D.C.
- Kelly, J., & Eklund, K. (2014, January) *Moving from awareness to action in bullying prevention*. NASP and stopbullying.gov online webinar.
- Eklund, K., & Sergeant-Abbate, N. (2013, October). *Managing psychological risk among students in crisis*. Invited presentation at the Arizona Secondary School Administrator Conference, Phoenix, AZ.
- Cash, G., Kitson, J., Eklund, K., Kelly, J., Skalski, S., & Vaillancourt, K. (2013, February). *Assistance to States NASP State Leadership advocacy training*. National Association of School Psychologists Annual Convention, Seattle, WA.
- Eklund, K. (2012, November). *Advocacy Issues for School Psychologists*. School Psychology Program Community Presentation, University of Arizona, Tucson.
- Eklund, K. (2011, September). *Positive Behavior Intervention and Supports*. Fountain Fort Carson School District Staff Development, Fort Carson, CO.
- Romero, M., & Eklund, K. (2011, May). *The role of the school psychologist in effective RTI implementation*. Online webinar for the National Center for Learning Disabilities, Washington, DC.
- Eklund, K. (2011, March). *Suicide prevention and intervention*. Fountain Fort Carson School District Staff Development, Fort Carson, CO.
- Eklund, K., Brychka, S., & Turner, T. (2007, January). *Response to Intervention district leadership plan*. Douglas County Schools Learning Services Retreat, Castle Rock, CO.
- Eklund, K. (2006, November). *Suicide intervention procedures and best practices*. School administrator training presented at the Douglas County Schools Principal Summit, Castle Rock, CO.
- Eklund, K., Borland, L., & Thompson, P. (2005, September). *Threat assessment procedures and best practices*. Douglas County Schools District Wide Trainings, Castle Rock, CO.
- Eklund, K., & Price, P. (2003 & 2004, August). *Child abuse inservice training*. Mountain Vista High School, Highlands Ranch, CO.
- Eklund, K. (2002, August). *Suicide warning signs and child abuse inservice training*. Sagewood Middle School, Parker, CO.
- Eklund, K., & Losavio, C. (2001, September). *District crisis response team model presentation*, Lake Zurich School District, Lake Zurich, IL.

TEACHING EXPERIENCE

Assistant Professor (promoted to Associate Professor in 2020)

2018-present

- University of Wisconsin-Madison* *Madison, WI*
 Introduction to Professional School Psychology (EdPsych 540) Fall 2018, Fall 2019,
 Fall 2020, Fall 2021, Fall 2022, Fall 2023
 School Safety and Crisis Response (EdPsych 506) Spring 2019
 Beginning Practicum (EdPsych 800) Fall 2021, Fall 2022, Fall 2023
- Assistant Professor (promoted to Associate Professor in 2018)** **2016-2018**
University of Missouri *Columbia, MO*
 Crisis Prevention, Intervention, and Response in Schools (ECSP 8087) Fall 2016, Fall
 2017
 Psychological Interventions for Children and Youth: Evidence-Based Therapies
 (ECSP 8165) Spring 2017
 Psychological Assessment of Children and Adolescents: Psychoeducational
 Assessment (ECSP 8120) Summer 2016, Summer 2017
 Cultural Diversity (ECSP 8087) Spring 2018
- Assistant Professor** **2012-2016**
University of Arizona *Tucson, AZ*
 Psychological Consultation & Supervision (SERP 638) Spring 2013, Fall 2013, Fall
 2014, Fall 2015
 Cognitive Assessment (SERP 674b) Spring 2013, Fall 2013, Fall 2014
 School Psychology Practicum (SERP 693) Spring 2014, Spring 2015
 School and Community Violence: Crisis Prevention, Intervention, and Response
 (SERP 412/512) Spring 2014, Spring 2015, Summer 2015, Spring 2016,
 Summer 2016
 Introduction to School Psychology (SERP 549) Fall 2013, Fall 2015
 Cultural Diversity (SERP 559) Fall 2012
- Graduate Instructor** **2011-2014**
Colorado Department of Education (CDE) *Denver, CO*
 Consultant and Instructor for *Consultation and Problem Solving Process* course on
 consultation within Response to Intervention (RtI) model and Multi-tiered Systems
 of Support (MTSS) models.
- Adjunct Professor** **2011-2012**
University of Denver *Denver, CO*
 Instructor for *Educational Psychology* graduate courses for elementary and
 secondary teacher candidates.
- Adjunct Professor** **2009-2010**
Westmont College *Santa Barbara, CA*
 Developed and taught *Child Development* undergraduate psychology courses and
 facilitated student fieldwork experiences in early childhood and educational settings.
- Graduate Instructor** **2007-2010**
University of California, Santa Barbara *Santa Barbara, CA*
 Taught *Collaboration and Consultation* graduate course for teacher candidates.

M.Ed. Facilitator, Teacher Education Program**2007-2010***University of California, Santa Barbara**Santa Barbara, CA*

Served as facilitator and advisor to teacher candidates in completion of their final Masters thesis and achievement of their California teaching credential.

Teaching Assistant**2007-2008***University of California, Santa Barbara**Santa Barbara, CA*

Served as graduate teaching assistant for *Psychology of Gender* undergraduate course.

CLINICAL EXPERIENCE**School Psychologist****2010-2012***Fountain Fort Carson School District**Colorado Springs, CO*

Provide comprehensive school-based mental health support to military children and their families at Fort Carson Army Base through assessment, intervention, and consultation services. Leadership roles include leading Response to Intervention team, Positive Behavioral Intervention and Support team, and District Crisis Response team; District Autism team; and implementation of school-wide social emotional learning curriculum.

Psychology Internship and Behavior Consultant**2007-2010***Santa Barbara and Goleta Union School Districts**Santa Barbara, CA*

Conducted comprehensive psychoeducational assessments, developed evidence-based interventions in consultation with teachers and parents, and provided individual and group psychotherapy. Researched efficacy of social-emotional learning program and brief universal screening measure to detect students with behavioral and emotional symptoms.

UCSB Psychology Assessment Center Senior Clinician**2008-2010***University of California, Santa Barbara**Santa Barbara, CA*

Conducted full psychological assessments of children and adolescents, including administration and interpretation of cognitive, academic, personality, and neuropsychological assessments; clinical supervision conducted with licensed clinical psychologist.

Hosford Clinic Practicum Supervisor**2008-2009***University of California, Santa Barbara**Santa Barbara, CA*

Served as supervisor to first year counseling, clinical, and school psychology students in the UCSB community training clinic, including weekly group and individual supervision.

Clinical Social Worker**2007-2008***University of California, Santa Barbara Student Health Center**Santa Barbara, CA*

Provided therapy and clinical case management with undergraduate and graduate students; collaborated with psychiatric and medical care providers, families, university staff, and community agencies in the provision of mental health and medical services; conducted threat assessments, safety plans, and served on campus crisis team.

Mental Health Coordinator**2005-2007***Douglas County School District**Douglas County, CO*

Supervised and mentored a group of 100 school psychologists and school social workers. Led mental health initiatives in a school district that serves 50,000 students. Co-authored and trained district Response to Intervention, suicide intervention, threat assessment, crisis plan,

and child abuse and neglect reporting procedures. Grant manager for 3-year state funded \$300k RTI grant.

School Social Worker

2002-2005

Douglas County School District

Douglas County, CO

Provided clinical psychotherapy to individuals and groups with moderate to severe psychological concerns, conducted psychoeducational assessments, and created behavioral intervention plans at the middle and high school level. Served as Response to Intervention district facilitator; co-taught high school psychology, child development, and student leadership courses; high school head track and field and cross country coach for five years.

School Social Worker

2000-2002

Lake Zurich School District

Lake Zurich, IL

Provided assessment, intervention, and consultation services in elementary and high school setting. Served as district safe and drug free schools prevention coordinator, implementing peer education prevention programs targeting alcohol and drug use, eating disorders, and violence prevention. Created and lead district crisis response team and served as girls' head track coach.

School Social Work Intern

1999-2001

Stevenson Middle School

Detroit, MI

Lew Wallace High School

Gary, IN

Provided individual and group psychotherapy, case management, and created assessment and intervention plans. Enhanced understanding of diversity issues by creating and implementing an urban/rural student diversity exchange program. Conducted research on parental involvement in education and served as student council advisor and track and field coach.

SERVICE

University

University Committees

Student Panels Committee, *University of Wisconsin-Madison* (2020-present)

Faculty Senate, Educational Psychology Senator, *University of Wisconsin-Madison* (2018-present)

Madison Teaching and Learning Excellence Early-Career Faculty Development Program, *University of Wisconsin-Madison* (2019-2020)

Dean's Faculty Leadership Fellow, College of Education, *University of Missouri* (2017-2018)

Chair, Rehabilitation and Mental Health Counseling Clinical Faculty Search, *University of Arizona* (Spring 2015)

Department Committees

Co-Director, School Psychology Program, Educational Psychology Department, *University of Wisconsin-Madison* (2019-present)

Chair & Member, Educational Psychology Department Recruitment, Admissions, Fellowships, and Awards Committee, *University of Wisconsin-Madison* (2019-present)

Committee Member, Educational Psychology Faculty Search, *University of Wisconsin-Madison* (2023-24)

Lead Author, NASP Program Approval Application for the University of Wisconsin-Madison, EdS School Psychology Program, *University of Wisconsin-Madison* (2021-22)

Chair & Member, Educational Psychology Department Diversity Steering Committee, *University of Wisconsin-Madison* (2019-2022)

Committee Member, Educational Psychology Curriculum Committee, *University of Wisconsin-Madison* (2019-present)

Chair, School Psychology Clinical Faculty Search, *University of Wisconsin-Madison* (Spring 2020)

Committee Member, Educational Psychology Faculty Search, *University of Wisconsin-Madison* (2019-2020)

Committee Member, Educational Psychology Faculty and Staff Awards Committee, *University of Wisconsin-Madison* (2018-19)

Admissions Coordinator, School Psychology EdS Program, *University of Missouri* (2016-18)

Committee Member, Educational, School, and Counseling Psychology Mentor Committee, *University of Missouri* (2017-18)

Admissions Coordinator, *University of Arizona School Psychology PhD and EdS Program* (2013-16)

Lead Author, NASP Program Approval Application for the University of Arizona, EdS School Psychology Program, *University of Arizona* (2015-16)

Committee Member, School Psychology Program Director and Faculty Search, *University of Arizona* (Spring 2014, Spring 2015)

Professional

National and State Leadership and Committees

Legislative Chair (2023-present), Member (2018-present), *Wisconsin School Psychologist Association*

Writing Group, Policing in Schools Position Statement, *National Association of School Psychologists* (2020-2022)

Government and Professional Relations Committee, *National Association of School Psychologists* (Chair, 2014-2019; Member, 2008-2019)

Technical Review Committee Member, *National Center for Intensive Intervention* (2017-2019)

Writing Group, School Mental Health Position Statement, *National Association of School Psychologists* (2015-16)

Committee Member, School Psychologists as Mental and Behavioral Health Providers Workgroup, *National Association of School Psychologists* (2014-2017)

Advisor, Senior Student Peer Mentoring Research Project, *BASIS High School* (2014-15)

Reviewer, *Best Practices in School Psychology, Volume VI* (2012 – 2013)

Reviewer, *American Psychology Association, Division 16* (for convention proposals, 2013, 2014, 2015, 2016)

Reviewer, *National Association of School Psychologists* (for convention proposals, 2010, 2013)

Editorial and Reviewing Activities

Guest Associate Editor, School Psychology Review (2014, 2015, 2022)

Guest Associate Editor, Journal of School Psychology (2019-2021)

Guest Associate Editor, School Psychology (2022, 2023)

Editorial Board Member

School Psychology Quarterly (2012-present)

School Psychology Review (2015-present)

Journal of School Psychology (2015-present)

Contemporary School Psychology Journal (2009-2022)

Guest Reviewer

American Educational Research Journal (2020)

Educational Psychology Review (2021)

Educational Researcher (2020)

Journal of Psychoeducational Assessment (2014-2019)

Journal of School Violence (2016-2019)

Journal of Applied School Psychology (2012-2017)

Psychology in the Schools (2016, 2019)

Grant Reviewer

Bureau of Juvenile Justice Assistance (2023)

National Institute of Justice (2022, 2023)

United States Department of Education Mental Health Demonstration Grants (2022)

William T. Grant Foundation (2024)

Dissertations Chaired

Davis, E. (School Psychology, Chair, 2024). "The Implementation of a Social-emotional Curriculum in Preschool: Evaluating the Strong Start Intervention"

Eubanks Rosenkrans, A. (School Psychology, Chair, 2024). "Moderating Impact of Academic and Behavioral Systems on Student Outcomes"

Gonzalez, D. (School Psychology, Chair, 2024). "Examining the Influence of School Climate on the Academic and Social-Emotional Outcomes of Latinx English Language Learners"

Seong, Y. (School Psychology, Chair, 2024). "Addressing Racialized Trauma in Schools: A Critical Mixed-Methods Analysis of Equity in a School-based Trauma Intervention."

Twombly, T. (School Psychology, Chair, 2024). "Trauma Screening within Schools: A Mixed-Methods Analysis of Student Participation and Implementation Determinants"

Collins, B. (School Psychology, Co-Chair, 2024). "Continuous and Complex Discipline Disparities: Exploring The Disciplinary Experiences of Adolescent Black Girls in Equity-Focused Schools."

Dubose, K. (School Psychology, Chair, 2023). "Examining the Impact of the Resilience Education Program Implemented Via Telemental Health"

Barber, A. (School Psychology, Chair, 2022). "Using Community Collaboration to Evaluate the Cultural Relevance of the Resilience Education Program"

- Wadington, M. (School Psychology, Chair, 2021). “Teacher Training in Behavioral Screening Practices: Implications for Early Childhood Educators”
- Izumi, J. (School Psychology, Chair, 2020). “Detecting and Explaining Differential Item Functioning on the Social, Academic, and Emotional Behavior Risk Screener”
- Murrieta, I. (School Psychology, Chair, 2017). “Identifying Emotional and Behavioral Risk Among English Language Learners”
- Burgos Destephanis, S. (School Psychology, Chair, 2017). “Effects of a Self-Determination Intervention on Students with Emotional Disturbance”
- Kerry-Henkel, L. (School Psychology, Chair, 2017). “The Impact of Teacher Burnout and Self-Efficacy on the Identification of Students with Emotional and Behavioral Concerns”
- Meyer, L. (School Psychology, Chair, 2017). “A Change in Forecast: A Preliminary Investigation of a Brief Mindfulness Intervention on Elementary School Class Climate”
- Tanner, N. (School Psychology, Chair, 2016). “Generalizability of Universal Screening Measures for Behavioral and Emotional Risk”
- Smith, R. (School Psychology, Chair, 2016). “Examining a Brief Behavior Progress Monitoring Tool’s Sensitivity to Change”

Dissertation Committees

- Lawlor, K. (2024, University of Wisconsin-Madison)
- Cruz, S. (2024, University of Wisconsin-Madison)
- Harry, S. (2024, University of Wisconsin-Madison)
- Knuckey, L. (2024, University of Wisconsin-Madison)
- Schmitt, M. (2024, University of Wisconsin-Madison)
- Im, S. (2023, University of Wisconsin-Madison)
- Godfrey, E. (2023, University of Wisconsin-Madison)
- Porter, J. (2023, University of Wisconsin-Madison)
- Hill, E., (2023, Northeastern University)
- Zahn, M. (2022, University of Wisconsin-Madison)
- Dodge, S. (2021, University of Wisconsin-Madison)
- Schultz, H. (2020, University of Wisconsin-Madison)
- Young, K. (2019, University of Wisconsin-Madison)
- Gale, L., (2019, University of Missouri)
- Aguilar, L. (2017, University of Missouri)
- Kilpatrick, K. (2017, University of Missouri)
- Wright, S. (2017, University of Arizona)
- Schroeder, M. (2017, University of Arizona)
- Bressette, K. (2016, University of Arizona)
- Potter, A. (2016, University of Arizona)
- Tesoro, A. (2016, University of Arizona)
- Michael, J. (2015, University of Arizona)
- Aros-O’Malley, M. (2014, University of Arizona)
- Youman, M. (2014, University of Arizona)

Cole, A. (2013, University of Arizona)

Sanders, J. (2013, University of Arizona)

Licenses and Certification

Nationally Certified School Psychologist (2011-present)

Licensed Psychologist (Wisconsin #3789-57, 2019-present; Arizona #4426, 2013-2019)

National Association of School Psychologists, PREPaRE Crisis Response and Intervention
Trainer (2013-present)

Professional Associations

National Association of School Psychologists

American Psychological Association

Division 16, School Psychology

Wisconsin School Psychologists Association

American Educational Research Association

Association for Positive Behavior Support