

Marley Wayne Watkins

Work

Baylor University
Department of Educational Psychology
One Bear Place #97301
Waco, TX 76798-7301
marley_watkins@baylor.edu

Education

PhD 1979, University of Nebraska, Educational Psychology & Measurements (School Psychology)
MA 1976, University of Nebraska, Educational Psychology & Measurements (School Psychology)
BS 1974, Black Hills State College, Social Science and Psychology

Professional Experiences

2015- Non-Resident Scholar, Department of Educational Psychology, Baylor University
2011-2014 Professor and Chairman, Department of Educational Psychology, Baylor University
2007-2011 Professor and Director of Training, School Psychology Program, Arizona State University
2001-2007 Professor of Education (School Psychology), Pennsylvania State University
1996-2005 Professor-in-Charge, Graduate Programs in School Psychology; Director of Training; Director of CEDAR School Psychology Clinic; Coordinator of Internships. Penn State
1995-2001 Associate Professor of Education (School Psychology), Pennsylvania State University
1994-1995 School Psychologist, Deer Valley Unified School District, Phoenix, AZ
1993-1994 Visiting Senior Lecturer, School Psychology Program, Arizona State University
1992-1994 Adjunct Professor, Northern Arizona University (part-time)
1987-1993 School Psychologist, Deer Valley Unified School District, Phoenix, AZ
1984-1987 President, SouthWest EdPsych Services, Inc. and Ed & Psych Associates, Inc.
1979-1984 School Psychologist, Deer Valley Unified School District, Phoenix, AZ
1978-1979 Intern School Psychologist, Phoenix Union High School System, Phoenix, AZ
1977-1978 Project Coordinator, National Training Project for the Development and Implementation of Vocational Teacher Education Programs for Working with the Handicapped (part-time)
1977-1978 Associate Psychologist, Beatrice State Developmental Center, Beatrice, NE (part-time)
1974-1975 Veterans Benefits Counselor, American National Red Cross

Honors and Awards

Honorable Discharge, United States Air Force
Vietnam Service Medal
Air Medal with three Oak Leaf Clusters
Distinguished Flying Cross
Bachelor of Science, Summa Cum Laude
Merit Award, Johns Hopkins University, Personal Computing to Aid the Handicapped
Max Jones Memorial Research Award, Arizona Association of School Psychologists
Award for Excellence in Research, Mensa Education & Research Foundation
Elected Fellow of APA Division 16 (School Psychology)
Awarded Diplomate in School Psychology by the American Board of Professional Psychology
Elected to the Society for the Study of School Psychology

Professional Organizations

Member, National Association of School Psychologists (1979-2016)
Member, International Society for Intelligence Research (2008-2016)
Member, International Test Commission (2008-2016)
Member, International School Psychology Association (2008-2016)
Member, Arizona Association of School Psychologists (1979-1995, 2007-2012)
Fellow, American Academy of School Psychology (1996-2009)
American Psychological Association (1979-2004)
 Fellow, Division of School Psychology
Fellow, Pennsylvania Psychological Association (1996-2007)
Member, Association of School Psychologists of Pennsylvania (1996-2007)

Certifications

Diplomate in School Psychology, American Board of Professional Psychology (#4518, 9/7/94)
Arizona Licensed Psychologist (#0835, 10/19/79. Inactive 2015)
Pennsylvania Licensed Psychologist (#PS-008382-L, 9/3/96. Inactive 2007)
Arizona & Pennsylvania School Psychologist

Editorial

American Journal of Psychology, Ad Hoc Reviewer (2008)
Annals of the New York Academy of Sciences, Ad Hoc Reviewer (2015)
Assessment, Ad Hoc Reviewer (2015)
Behavior Research Methods, Ad Hoc Reviewer (2010)
Behavioral and Brain Sciences, Associate Reviewer (1984-1986)
Canadian Journal of Behavioral Science, Ad Hoc Reviewer (1998)
The Clinical Neuropsychologist, Ad Hoc Reviewer (2013)
Computers in Human Behavior, Reviewer (1987)
Educational and Psychological Measurement, Ad Hoc Reviewer (2009)
Educational Psychology: An International Journal, Ad Hoc Reviewer (2013)
Educational Researcher, Ad Hoc Reviewer (2013)
European Journal of Psychological Assessment, Ad Hoc Reviewer (2011)
European Review of Applied Psychology, Ad Hoc Reviewer (2015, 2016)
International Journal of School & Educational Psychology, Ad Hoc Reviewer (2014-2015)
Journal of Applied School Psychology, Ad Hoc Reviewer (2014)
Journal of Educational Psychology, Ad Hoc Reviewer (2005, 2007)
Journal of Individual Differences, Ad Hoc Reviewer (2008)
Journal of Personality Assessment, Ad Hoc Reviewer (2016)
Journal of Psychoeducational Assessment, Editorial Board (1996-2007), Ad Hoc Reviewer (2008-2009)
Journal of School Psychology, Editorial Board (1998-2000, 2006-2007), Ad Hoc Reviewer (2009-2010)
Journal of Statistical Computation and Simulation, Ad Hoc Reviewer (2009)
Paediatric and Perinatal Epidemiology, Ad Hoc Reviewer (2013)
PLOS One, Ad Hoc Reviewer (2015)
Psychological Assessment, Ad Hoc Reviewer (2004-2009, 2011, 2014-2016)
Psychological Reports, Consulting Reader (1992)
Psychology in the Schools, Editorial Board (2000-2001), Ad Hoc Reviewer (2011-2013)
Review of Educational Research, Ad Hoc Reviewer (2013, 2016)
School Psychology Quarterly, Editorial Board (2016-2017), Ad Hoc Reviewer (1997-1999, 2004, 2012)
School Psychology Review, Editorial Board (1996-2010)
School Psychology Review, Ad Hoc Reviewer (1991-1995, 2011, 2014-2015)
Sex Roles, Ad Hoc Reviewer (2004)
Member, International Scientific Committee for FrancoAngeli (Milan, Italy) book series on psychological assessment, psychometrics, and individual difference (2012-)

Publications

Journals

- 146 Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016). Structural validity of the Wechsler Intelligence Scale for Children-Fifth edition: Confirmatory factor analysis with the 16 primary and secondary subtests. *Psychological Assessment, 28*, 975-986.
- 145 McDermott, P. A., Watkins, M. W., Drogalis, A. R., Chao, J. L., Worrell, F. C., & Hall, T. E. (2016). Classroom contexts as the framework for assessing social-emotional adjustment: A national study in Trinidad and Tobago. *Psychology in the Schools, 53*, 626-640.
- 143 Styck, K. M., & Watkins, M. W. (2016). Structural validity of the WISC-IV for students with learning disabilities. *Journal of Learning Disabilities, 49*, 216-224.
- 142 DuPaul, G. J., Reid, R., Anastopoulos, A. D., Lambert, M. C., Watkins, M. W., & Power, T. J. (2016). Parent and teacher ratings of attention-deficit/hyperactivity disorder symptoms: Factor structure and normative data. *Psychological Assessment, 28*, 214-225.
- 141 McDermott, P. A., Watkins, M. W., Rhoad, A. M., Chao, J. L., Worrell, F. C., & Hall, T. E. (2015). Trinidad and Tobago national standardization of the Adjustment Scales for Children and Adolescents. *International Journal of School and Educational Psychology, 3*, 278-292.
- 140 Watkins, M. W., & Browning, L. J. (2015). The Baylor revision of the Motivation to Read Survey (B-MRS). *Research and Practice in the Schools, 3*, 37-50.
- 139 Dombrowski, S. C., Canivez, G. L., Watkins, M. W., & Beaujean, A. A. (2015). Exploratory bifactor analysis of the Wechsler Intelligence Scale for Children-Fifth Edition with the 16 primary and secondary subtests. *Intelligence, 53*, 194-201.
- 138 Gignac, G. E., & Watkins, M. W. (2015). There may be nothing special about the association between working memory capacity and fluid intelligence. *Intelligence, 52*, 18-23.
- 137 Strickland, T., Watkins, M. W., & Caterino, L. C. (2015). Structure of the Woodcock Johnson III Cognitive Tests in a referral sample of elementary school students. *Psychological Assessment, 27*, 689-697.
- 136 Power, T. J., Watkins, M. W., Mautone, J. A., Walcott, C. M., Coutts, M. J., & Sheridan, S. M. (2015). Examining the validity of the Homework Performance Questionnaire: Multi-informant assessment in elementary and middle school. *School Psychology Quarterly, 30*, 260-275.
- 135 Watkins, M. W., & Chan-Park, C. Y. (2015). The research impact of school psychology faculty. *Journal of School Psychology, 53*, 231-241.
- 134 Tommasi, M., Watkins, M., Orsini, A., Pezzuti, L., Cianci, L., & Saggino, A. (2015). Gender differences in latent cognitive abilities and education links with *g* in Italian elders. *Learning and Individual Differences, 37*, 276-282.
- 133 Morgan, G. B., Hodge, K. J., Wells, K. E., & Watkins, M. W. (2015). Are fit indices biased in favor of bi-factor models in cognitive ability research?: A comparison of fit in correlated factors, higher-order, and bi-factor models via Monte Carlo simulations. *Journal of Intelligence, 3*, 2-20.
- 132 Canivez, G. L., Watkins, M. W., James, T., Good, R., & James, K. (2014). Incremental validity of WISC-IV^{UK} factor index scores with a referred Irish sample: Predicting performance on the WIAT-II^{UK}. *British Journal of Educational Psychology, 84*, 667-684.
- 131 Watkins, M. W., Hall, T. E., & Worrell, F. C. (2014). From central guidance unit to student support services unit: The outcome of a consultation process in Trinidad and Tobago. *Journal of Educational and Psychological Consultation, 24*, 283-306.
- 130 Styck, K. M., & Watkins, M. W. (2014). Discriminant validity of the WISC-IV culture-language interpretive matrix. *Contemporary School Psychology, 18*, 168-177.
- 129 Richerson, L. P., Watkins, M. W., & Beaujean, A. A. (2014). Longitudinal factorial invariance of the Wechsler Intelligence Scale for Children-Fourth Edition in a referral sample. *Journal of Psychoeducational Assessment, 32*, 597-609.
- 128 Pendergast, L. L., Watkins, M. W., & Canivez, G. L. (2014). Structural and convergent validity of the Homework Performance Questionnaire. *Educational Psychology, 34*, 291-304.

- 127 McDermott, P. A., Watkins, M. W., Rovine, M. J., & Rikoon, S. H. (2014). Informing context and change in young children's sociobehavioral development –The national Adjustment Scales for Early Transition in Schooling (ASETS). *Early Childhood Research Quarterly, 29*, 255-267.
- 126 Watkins, M. W., & Beaujean, A. A. (2014). Structure of the Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition. *School Psychology Quarterly, 29*, 52-63.
- 125 McDermott, P. A., Watkins, M. W., & Rhoad, A. (2014). Whose IQ is it–? Assessor bias variance in high-stakes psychological assessment. *Psychological Assessment, 26*, 207-214.
- 124 Styck, K. M., & Watkins, M. W. (2013). Diagnostic utility of the Culture-Language Interpretive Matrix for the Wechsler Intelligence Scales for Children-Fourth Edition among referred students. *School Psychology Review, 42*, 367-382.
- 123 Nakano, S., & Watkins, M. W. (2013). Factor structure of the Wechsler Intelligence Scale for Children-Fourth Edition among referred Native American students. *Psychology in the Schools, 50*, 957-968.
- 122 Power, T. J., Koshy, A. J., Watkins, M. W., Cassano, M. C., Wahlberg, A. C., Mautone, J. A., & Blum, N. J. (2013). Developmentally and culturally appropriate screening in primary care: Development of the Behavioral Health Checklist. *Journal of Pediatric Psychology, 38*, 1155-1164.
- 121 Devena, S. E., Gay, C., & Watkins, M. W. (2013). Confirmatory factor analysis of the WISC-IV in a hospital sample. *Journal of Psychoeducational Assessment, 31*, 591-599.
- 120 Gignac, G. E., & Watkins, M. W. (2013). Bifactor modeling and the estimation of model-based reliability in the WAIS-IV. *Multivariate Behavioral Research, 48*, 639-662.
- 119 Watkins, M. W., Canivez, G. L., James, T., James, K., & Good, R. (2013). Construct validity of the WISC-IV^{UK} with a large referred Irish sample. *International Journal of School & Educational Psychology, 1*, 102-111.
- 118 Nelson, J. M., Canivez, G. L., & Watkins, M. W. (2013). Structural and incremental validity of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) with a clinical sample. *Psychological Assessment, 25*, 618-630.
- 117 Watkins, M. W., & Smith, L. (2013). Long-term stability of the Wechsler Intelligence Scale for Children-Fourth Edition. *Psychological Assessment, 25*, 477-483.
- 116 Dombrowski, S. C., & Watkins, M. W. (2013). Exploratory and higher order factor analysis of the WJ-III full test battery: A school aged analysis. *Psychological Assessment, 25*, 442-455.
- 115 Planck, J. A., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2013). Anxiety disorder symptoms in Trinidadian adolescents. *International Journal of Educational and Psychological Assessment, 13*, 51-73.
- 114 MacDonald, H. H., Sullivan, A. L., & Watkins, M. W. (2013). Multivariate screening model for later word reading achievement: Predictive utility of prereading skills and cognitive ability. *Journal of Applied School Psychology, 29*, 52-71.
- 113 Szarko, J. E., Brown, A. J., & Watkins, M. W. (2013). Examiner familiarity effects for children with autism spectrum disorders. *Journal of Applied School Psychology, 29*, 37-51.
- 112 McDermott, P. A., Watkins, M. W., Rovine, M. J., & Rikoon, S. H. (2013). Assessing changes in socioemotional adjustment across early school transitions–New national scales for children at risk. *Journal of School Psychology, 51*, 97-115.
- 111 Devena, S. E., & Watkins, M. W. (2012). Diagnostic utility of the WISC-IV general abilities index and cognitive proficiency index difference scores among children with ADHD. *Journal of Applied School Psychology, 28*, 133-154.
- 110 George, S. M., McDermott, P. A., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2012). The assessment of youth psychopathology in Trinidad and Tobago: A cross-cultural construct validity study of the Adjustment Scales for Children and Adolescents. *International Journal of Educational and Psychological Assessment, 10*, 159-178.
- 109 Power, T. J., Robins, P. M., Watkins, M. W., Rourke, M. T., & Alderfer, M. A. (2011). Determining readiness for pre-doctoral internship training: The process of developing a screening measure. *Journal of Clinical Psychology, 67*, 6-16.

- 108 Amato, J., & Watkins, M. W. (2011). The predictive validity of CBM writing indices for eighth-grade students. *Journal of Special Education, 44*, 195-204.
- 107 Canivez, G. L., & Watkins, M. W. (2010). Exploratory and higher-order factor analyses of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) adolescent subsample. *School Psychology Quarterly, 25*, 223-235.
- 106 Watkins, M. W. (2010). Structure of the Wechsler Intelligence Scale for Children-Fourth Edition among a national sample of referred students. *Psychological Assessment, 22*, 782-787.
- 105 Canivez, G. L., & Watkins, M. W. (2010). Investigation of the factor structure of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV): Exploratory and higher order factor analyses. *Psychological Assessment, 22*, 827-836.
- 104 Jordan, N. C., Glutting, J. J., Ramineni, C., & Watkins, M. W. (2010). Validating a number sense screening tool for use in kindergarten and first grade: Prediction of mathematics proficiency in third grade. *School Psychology Review, 39*, 181-195.
- 103 Miller, J. A., & Watkins, M. W. (2010). The use of graphs to communicate psychoeducational test results to parents. *Journal of Applied School Psychology, 26*, 1-16.
- 102 Dombrowski, S. C., Watkins, M. W., & Brogan, M. J. (2009). An exploratory investigation of the factor structure of the Reynolds Intellectual Assessment Scales (RIAS). *Journal of Psychoeducational Assessment, 27*, 494-507.
- 101 Pendergast, L. L., & Watkins, M. W. (2009). Development of an electronic version of the Homework Performance Questionnaire for parents. *Journal of Educational Computing Research, 40*, 323-335.
- 100 Fisher, A. B., & Watkins, M. W. (2008). ADHD rating scales' susceptibility to faking in a college student sample. *Journal of Postsecondary Education and Disability, 20*, 81-92.
- 99 Worrell, F. C., Watkins, M. W., & Hall, T. E. (2008). Reliability and validity of self-concept scores in secondary school students in Trinidad and Tobago. *School Psychology International, 29*, 466-480.
- 98 Freberg, M. E., Vandiver, B. J., Watkins, M. W., & Canivez, G. L. (2008). Significant factor score variability and the validity of the WISC-III full scale IQ in predicting later academic achievement. *Applied Neuropsychology, 15*, 131-139.
- 97 Kotz, K. M., Watkins, M. W., & McDermott, P. A. (2008). Validity of the general conceptual ability score from the Differential Ability Scales as a function of significant and rare interfactor variability. *School Psychology Review, 37*, 261-278.
- 96 Kostanecka, A., Power, T., Clarke, A., Watkins, M., Hausman, C. L., & Blum, N. J. (2008). Behavioral health screening in urban primary care settings: Construct validity of the PSC-17. *Journal of Developmental and Behavioral Pediatrics, 29*, 124-128.
- 95 Kush, J. C., & Watkins, M. W. (2007). Construct validity of the WISC-III for a national sample of native American students. *Canadian Journal of School Psychology, 22*, 235-248.
- 94 Watkins, M. W., Glutting, J. J., & Lei, P.-W. (2007). Validity of the full scale IQ when there is significant variability among WISC-III and WISC-IV factor scores. *Applied Neuropsychology, 14*, 13-20.
- 93 Power, T. J., Dombrowski, S. C., Watkins, M. W., Mautone, J. A., & Eagle, J. W. (2007). Assessing children's homework performance: Development of multi-dimensional, multi-informant rating scales. *Journal of School Psychology, 45*, 333-348.
- 92 Frazier, T. W., Youngstrom, E. A., Glutting, J. J., & Watkins, M. W. (2007). ADHD and achievement: Meta-Analysis of the child, adolescent, and adult literatures and a concomitant study with college students. *Journal of Learning Disabilities, 40*, 49-65.
- 91 Watkins, M. W., Lei, P.-W., & Canivez, G. L. (2007). Psychometric intelligence and achievement: A cross-lagged panel analysis. *Intelligence, 35*, 59-68.
- 90 Watkins, M. W. (2006). Determining parallel analysis criteria. *Journal of Modern Applied Statistical Methods, 5*, 344-346. [published 5-8-07]
- 89 Watkins, M. W., Wilson, S. M., Kotz, K. M., Carbone, M. C., & Babula, T. (2006). Factor structure of the Wechsler Intelligence Scale for Children-Fourth Edition among referred students. *Educational and Psychological Measurement, 66*, 975-983.

- 88 Runge, T. R., & Watkins, M. W. (2006). The structure of phonological awareness among kindergarten children. *School Psychology Review, 35*, 370-386.
- 87 FitzGerald, J. L., & Watkins, M. W. (2006). Parents' rights in special education: The readability of procedural safeguards. *Exceptional Children, 72*, 497-510.
- 86 Fisher, A. B., Schaefer, B. A., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2006). The factor structure of the Fear Survey Schedule for Children-II in Trinidadian children and adolescents. *Journal of Anxiety Disorders, 20*, 740-759.
- 85 Glutting, J. J., Watkins, M. W., Konold, T. R., & McDermott, P. A. (2006). Distinctions without a difference: The utility of observed versus latent factors from the WISC-IV in estimating reading and math achievement on the WIAT-II. *Journal of Special Education, 40*, 103-114.
- 84 Watkins, M. W. (2006). Orthogonal higher-order structure of the Wechsler Intelligence Scale for Children—Fourth Edition. *Psychological Assessment, 18*, 123-125.
- 83 McDermott, P. A., Goldberg, M. M., Watkins, M. W., Stanley, J. L., & Glutting, J. J. (2006). A nationwide epidemiologic modeling study of learning disabilities: Risk, protection, and unintended impact. *Journal of Learning Disabilities, 39*, 230-251.
- 82 Power, T. J., Werba, B. E., Watkins, M. W., Angelucci, J. G., & Eiraldi, R. B. (2006). Patterns of homework problems among ADHD-referred and non-referred children. *School Psychology Quarterly, 21*, 13-33.
- 81 Borsuk, E. R., Watkins, M. W., & Canivez, G. L. (2006). Long-term stability of membership in a Wechsler Intelligence Scale for Children—Third Edition (WISC-III) subtest core profile taxonomy. *Journal of Psychoeducational Assessment, 24*, 52-68.
- 80 Watkins, M. W. (2005). Diagnostic validity of Wechsler subtest scatter. *Learning Disabilities: A Contemporary Journal, 3*, 18-27.
- 79 Kush, J. C., Watkins, M. W., & Brookhart, S. M. (2005). The temporal-interactive influence of reading achievement and reading attitude. *Educational Research and Evaluation, 11*, 29-44.
- 78 Glutting, J. J., Youngstrom, E. A., & Watkins, M. W. (2005). ADHD and college students: Exploratory and confirmatory factor structures with student and parent data. *Psychological Assessment, 17*, 44-55.
- 77 Oh, H.-J., Glutting, J. J., Watkins, M. W., Youngstrom, E. A., & McDermott, P. A. (2004). Correct interpretation of latent vs. observed abilities: Implications from structural equation modeling applied to the WISC-III and WIAT linking sample. *Journal of Special Education, 38*, 159-173.
- 76 Watkins, M. W., Kuterbach, J. M., Morgan, R. J., FitzGerald, J. L., Neuhard, R. M., Arthur, A. G., & Bucknavage, L. B. (2004). Structural validity of the WAIS-III among postsecondary students. *Journal of Postsecondary Education and Disability, 17*, 105-113.
- 75 Watkins, M. W., & Canivez, G. L. (2004). Temporal stability of WISC-III subtest composite: Strengths and weaknesses. *Psychological Assessment, 16*, 133-138.
- 74 Watkins, M. W., & Coffey, D. Y. (2004). Reading motivation: Multidimensional and indeterminate. *Journal of Educational Psychology, 96*, 110-118.
- 73 Smith, C. B., & Watkins, M. W. (2004). Diagnostic utility of the Bannatyne WISC-III pattern. *Learning Disabilities Research & Practice, 19*, 49-56.
- 72 Watkins, M. W., & Edwards, V. A. (2004). Assessing early literacy skills with the Mountain Shadows Phonemic Awareness Scale (MS-PAS). *Journal of Psychoeducational Assessment, 22*, 3-14.
- 71 Bryington, A. A., Palmer, D. J., & Watkins, M. W. (2004). The estimation of interobserver agreement in behavioral assessment. *Journal of Early and Intensive Behavior Intervention, 1*, 115-119. [Reprinted from *Behavior Analyst Today*]
- 70 Watkins, M. W. (2003). IQ subtest analysis: Clinical acumen or clinical illusion. *Scientific Review of Mental Health Practice, 2*, 118-141. [Published 4/2004]
- 69 Watkins, M. W., Neuhard, R. M., Bucknavage, L. B., & Runge, T. J. (2003). Assessment of phonemic awareness: A screening measure for classroom use. *Pennsylvania Educational Leadership, 23*, 49-53.

- 68 Schaefer, B. A., Watkins, M. W., & Burnham, J. J. (2003). Empirical fear profiles among American youth. *Behaviour Research and Therapy*, *41*, 1093-1103.
- 67 Watkins, M. W., Greenawalt, C. G., & Marcell, C. M. (2003). Factor structure of the WISC-III among gifted students. *MENSA Research Journal*, *34*, 53-61. [Reprinted from *Educational and Psychological Measurement*, 2002]
- 66 Canivez, G. L., & Watkins, M. W. (2002). Interrater agreement for syndromic profile classifications on the Adjustment Scales for Children and Adolescents. *Assessment for Effective Intervention*, *28*, 39-46.
- 65 Watkins, M. W., Ravert, C. M., & Crosby, E. G. (2002). Normative Factor Structure of the AAMR Adaptive Behavior Scale-School, 2nd Edition. *Journal of Psychoeducational Assessment*, *20*, 337-345.
- 64 Bryington, A. A., Palmer, D. J., & Watkins, M. W. (2002). The estimation of interobserver agreement in behavioral assessment. *Behavior Analyst Today*, *3*, 323-328.
- 63 Worrell, F. C., Watkins, M. W., Runge, T. J., & Hall, T. E. (2002). Pre-reading skills in Trinidad and Tobago students in the first three years of school. *Caribbean Curriculum*, *9*, 1-19.
- 62 Canivez, G. L., Watkins, M. W., & Schaefer, B. A. (2002). Interrater agreement for discriminant classifications for the Adjustment Scales for Children and Adolescents. *Psychology in the Schools*, *39*, 375-384.
- 61 Watkins, M. W., Kush, J. C., & Schaefer, B. A. (2002). Diagnostic utility of the WISC-III learning disability index. *Journal of Learning Disabilities*, *35*, 98-103.
- 60 Watkins, M. W., & Kush, J. C. (2002). Confirmatory factor analysis of the WISC-III for students with learning disabilities. *Journal of Psychoeducational Assessment*, *20*, 4-19.
- 59 Watkins, M. W., Greenawalt, C. G., & Marcell, C. M. (2002). Factor structure of the WISC-III among gifted students. *Educational and Psychological Measurement*, *62*, 164-172.
- 58 Watkins, M. W., & Pacheco, M. (2000, released 11/2001). Interobserver agreement in behavioral research: Importance and calculation. *Journal of Behavioral Education*, *10*, 205-212.
- 57 Canivez, G. L., & Watkins, M. W. (2001). Long term stability of the Wechsler Intelligence Scale for Children-Third Edition among students with disabilities. *School Psychology Review*, *30*, 438-453.
- 56 Watkins, M. W., & Canivez, G. L. (2001). Longitudinal factor structure of the WISC-III among students with disabilities. *Psychology in the Schools*, *38*, 291-298.
- 55 Worrell, F. C., Vandiver, B. J., & Watkins, M. W. (2001). Construct validity of the Learning Behavior Scale with an independent sample of students. *Psychology in the Schools*, *38*, 207-215.
- 54 Kush, J. C., Watkins, M. W., Ward, T. J., Ward, S. B., Canivez, G. L., & Worrell, F. C. (2001). Construct validity of the WISC-III for white and black students from the WISC-III standardization sample and for black students referred for psychological evaluation. *School Psychology Review*, *30*, 70-88.
- 53 Watkins, M. W., Crosby, E. G., & Pearson, J. L. (2001). Role of the school psychologist: Perceptions of school staff. *School Psychology International*, *22*, 64-73.
- 52 Watkins, M. W. (2001). Journal reprints as dissemination of psychological research: Courtesy, obligation, or obsolescence? *Journal of Psychology*, *135*, 52-58.
- 51 Watkins, M. W. (2000). Cognitive profile analysis: A shared professional myth. *School Psychology Quarterly*, *15*, 465-479.
- 50 Watkins, M. W., & Glutting, J. J. (2000). Incremental validity of WISC-III profile elevation, scatter, and shape information for predicting reading and math achievement. *Psychological Assessment*, *12*, 402-408.
- 49 Schaefer, B. A., Watkins, M. W., & Canivez, G. L. (2000). Cross-context agreement of the Adjustment Scales for Children and Adolescents. *Journal of Psychoeducational Assessment*, *19*, 123-136.
- 48 Watkins, M. W., & Worrell, F. C. (2000). Diagnostic utility of the number of WISC-III subtests deviating from mean performance among students with learning disabilities. *Psychology in the Schools*, *37*, 303-309.

- 47 Watkins, M. W. (1999). Diagnostic utility of WISC-III subtest variability among students with learning disabilities. *Canadian Journal of School Psychology, 15*, 11-20.
- 46 Canivez, G. L., & Watkins, M. W. (1999). Long term stability of the Wechsler Intelligence Scale for Children-Third Edition among demographic subgroups: Gender, race/ethnicity, and age. *Journal of Psychoeducational Assessment, 17*, 300-313.
- 45 Watkins, M. W., & Hetrick, C. J. (1999). MacPotthoff: Automated calculation of the Potthoff regression bias procedure. *Behavior Research Methods, Instruments, & Computers, 31*, 710-711.
- 44 Konold, T. R., Glutting, J. J., McDermott, P. A., Kush, J. C., & Watkins, M. W. (1999). Structure and diagnostic benefits of a normative subtest taxonomy developed from the WISC-III standardization sample. *Journal of School Psychology, 37*, 29-48.
- 43 Glutting, J. J., McDermott, P. A., Konold, T. R., Snelbaker, A. J., & Watkins, M. W. (1998). More ups and downs of subtest analysis: Criterion validity of the DAS with an unselected cohort. *School Psychology Review, 27*, 599-612.
- 42 Canivez, G. L., & Watkins, M. W. (1998). Long term stability of the Wechsler Intelligence Scale for Children-Third Edition. *Psychological Assessment, 10*, 285-291.
- 41 Watkins, M. W., & Canivez, G. L. (1997). Interrater agreement of the Adjustment Scales for Children and Adolescents. *Diagnostic, 22*, 205-213.
- 40 Watkins, M. W., Kush, J. C., & Glutting, J. J. (1997). Discriminant and predictive validity of the WISC-III ACID profile among children with learning disabilities. *Psychology in the Schools, 34*, 309-319.
- 39 Kush, J. C., & Watkins, M. W. (1997). Construct validity of the WISC-III verbal and performance factors for black, special education students. *Assessment, 4*, 297-304.
- 38 Glutting, J. J., McDermott, P. A., Watkins, M. W., Kush, J. C., & Konold, T. R. (1997). The base rate problem and its consequences for interpreting children's ability profiles. *School Psychology Review, 26*, 176-188.
- 37 Watkins, M. W., Kush, J. C., & Glutting, J. J. (1997). Prevalence and diagnostic utility of the WISC-III SCAD profile among children with disabilities. *School Psychology Quarterly, 12*, 235-248.
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Submitted for Publication

- Styck, K. M., & Watkins, M. W. (in press). Discriminant validity of the WISC-IV culture-language interpretive matrix. *Contemporary School Psychology*.
- Styck, K. M., & Watkins, M. W. (in press). Structural validity of the WISC-IV for students with ADHD. *Journal of Attention Disorders*.
- Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (in press). Factor structure of the Wechsler Intelligence Scale for Children-Fifth Edition: Exploratory factor analysis with the 16 primary and secondary subtests. *Psychological Assessment*.
- Power, T. J., Watkins, M. W., Anastopoulos, A. D., Reid, R., Lambert, M. C., & DuPaul, G. J. (in press). Multi-informant assessment of ADHD symptom-related impairments among children and adolescents. *Journal of Clinical Child and Adolescent Psychology*.
- Drogalis, A. R., McDermott, P. A., Watkins, M. W., Chao, J. L., Worrell, F. C., & Hall, T. E. (in press). Parent and teacher perspectives on psychological adjustment: A national measurement study in Trinidad and Tobago. *International Journal of School and Educational Psychology*.
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- Styck, K. M., & Watkins, M. W. (submitted). Structure of the WISC-IV among students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*.
- McDermott, P. A., Rovine, M. J., Watkins, M. W., Rikoon, S. H., Irwin, C. W., & Reyes, R. (submitted). Parental status in low-income American families and risk reduction for early childhood conduct disturbances. *International Journal of Behavioral Development*.
- Yerys, B. E., Nissley-Tsiopinis, J., de Marchena, A., Watkins, M. W., Antezana, L., Power, T. J., & Schultz, R. T. (submitted). Evaluation of the ADHD-IV rating scale in youth with autism. *Journal of Autism and Developmental Disorders*.
- McDermott, P. A., Rovine, M. J., Watkins, M. W., Chao, J. L., Irwin, C. W., & Reyes, R. (in progress). Latent national subpopulations of early education classroom disengagement of children from underresourced families.
- Dombrowski, S. C., Canivez, G. L., & Watkins, M. W. (submitted). Exploratory and hierarchical factor structure of the 10 WISC-V primary subtests in four standardization age groups. *Archives of Scientific Psychology*.

Presentations

National/International

- 104 Canivez, G. L. (2016, August). *WISC-V standardization sample latent factor structure: CFA bifactor versus higher-order models*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.
- 103 Canivez, G. L., Watkins, M. W., James, T., James, K., & Good, R. (2016, August). *Structural validity of the 15 WISC-IV^{UK} with a referred Irish sample: Wechsler and CHC models*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.
- 102 McDermott, P. A., Rhoad, A. M., Chao, J. L., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2016, July). *Contextual dimensionality of behavior disturbances across Trinidad and Tobago*. Poster presented at the biennial meeting of the International Test Commission, Vancouver, Canada.
- 101 Canivez, G. L., Watkins, M. W., Dombrowski, S. C., McGill, R. J., Nelson, J. M., Styck, K. M., & Pendergast, L. L. (2016, July). *Psychometric evaluations of Wechsler scales: Construct validity and diagnostic utility*. Symposium presented at the biennial meeting of the International Test Commission, Vancouver, Canada.
- 100 Canivez, G. L., Watkins, M. W., James, T., James, K., & Good, R. (2016, July). *Structural validity of the 15 WISC-IV^{UK} subtests in an Irish referral sample*. Paper presented at the biennial meeting of the International Test Commission, Vancouver, Canada.
- 99 Rhoad, A. M., McDermott, P. A., Chao, J. L., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2016, April). *Parental perspectives on psychological adjustment: A National measurement study in Trinidad and Tobago*. Roundtable paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- 98 Rhoad, A. M., McDermott, P. A., Chao, J. L., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2016, March). *Examining home contexts to explain problem behaviors across Trinidad and Tobago*. Poster presented at the annual meeting of the Eastern Psychological Association, New York, NY.
- 97 Chao, J. L., McDermott, P. A., Watkins, M. W., Rhoad, A. M., Worrell, F. C., & Hall, T. E. (2016, March). *Differential approaches to learning in Trinidad and Tobago*. Poster presented at the annual meeting of the Eastern Psychological Association, New York, NY.
- 96 McDermott, P. A., Rikoon, S. H., Rovine, M. J., Watkins, M. W., Itwin, C. W., & Reyes, R. (2016, March). *Parental status and its relationship to early childhood conduct disturbances*. Paper presented at the annual meeting of the Eastern Psychological Association, New York, NY.
- 95 Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016, February). *Structural validity of the WISC-V: Evidence from the standardization sample*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- 94 Canivez, G. L., Dombrowski, S. C., & Watkins, M. W. (2015, August). *Hierarchical exploratory factor analyses of the WISC-V in four standardization sample age groups*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- 93 Canivez, G. L., Nelson, J. M., & Watkins, M. W. (2015, August). *Structural and incremental validity of the WAIS-IV with a clinical sample*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- 92 Canivez, G. L., & Watkins, M. W. (2015, May). *WISC-V factor structure: Hierarchical EFA with the total standardization sample*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- 91 McDermott, P. A., Rhoad, A. M., Chao, J. L., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2015, April). *Trinidad and Tobago: National standardization, scales, and validation of the Adjustment Scales for Children and Adolescents*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- 90 McDermott, P. A., Rhoad, A. M., Chao, J. L., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2015, March). *Examining classroom contexts to explain school behavior problems across Trinidad and Tobago*. Paper presented at the annual meeting of the Eastern Psychological Association, Philadelphia, PA.
- 89 McDermott, P. A., Rhoad, A. M., Chao, J. L., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2015, March). *Trinidad and Tobago: National standardization of Adjustment Scales for Children and Adolescents*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- 88 Worrell, F. C., Watkins, M. W., & Hall, T. E. (2014, November). *Enhancing school psychology practice in Trinidad and Tobago*. Paper presented at the Caribbean Regional Conference of Psychology, Paramaribo, Suriname.
- 87 Watkins, M. W., Canivez, G. L., James, T., James, K., & Good, R. (2014, July). *Latent factor structure of the WISC-IV^{UK}: Higher-order and bifactor considerations with 15 subtests*. Paper presented at the 9th conference of the International Test Commission, San Sebastian, Spain.
- 86 Canivez, G. L., Watkins, M. W., James, T., James, K., & Good, R. (2014, July). *Incremental validity of WISC-IV^{UK} factor index score in a large Irish sample*. Paper presented at the 9th conference of the International Test Commission, San Sebastian, Spain.
- 85 Golay, P., Lecerf, T., Watkins, M. W., & Canivez, G. L. (2014, July). *Bayesian structural equation modeling of the WISC-IV with a large referred US sample*. Paper presented at the 9th conference of the International Test Commission, San Sebastian, Spain.
- 84 Canivez, G. L., Golay, P., Lecerf, T., & Watkins, M. W. (2014, July). *Construct validity of WISC-IV: Bayesian structural equation modeling with a large US sample*. Poster presented at the 28th meeting of the International Congress of Applied Psychology, Paris, France.
- 83 Canivez, G. L., Watkins, M. W., James, T., James, K., & Good, R. (2014, July). *Validity of WISC-IV^{UK}: Examinations of the latent factor structure and factor index score incremental validity in a large Irish sample*. Paper presented at the 28th meeting of the International Congress of Applied Psychology, Paris, France.
- 82 McDermott, P. A., Watkins, M. W., & Rhoad, A. M. (2014, April). *Examiner bias in high-stakes assessments*. Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- 81 McDermott, P. A., Watkins, M. W., & Rhoad, A. M. (2014, March). *The Dilemma of assessor bias variance in high-stakes psychological assessment*. Paper presented at the annual meeting of the Eastern Psychological Association, Boston, MA.
- 80 Canivez, G. L., Watkins, M. W., James, T., Good, R., & James, K. (2014, February). *Incremental validity of WISC-IV^{UK} factor index scores in clinical assessment*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- 79 Watkins, M. W., & Strickland, T. (2013, December). *Structure of the Woodcock Johnson III cognitive tests in a school referral sample*. Poster presented at the annual meeting of the International Society for Intelligence Research, Melbourne, Australia.
- 78 Power, T. J., Koshy, A., Watkins, M. W., Cassano, M. C., Wahlberg, A. C., Mautone, J. A., & Blum, N. J. (2013, August). *Culturally-sensitive screening in pediatric primary care: The Behavioral Health Checklist*. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- 77 Watkins, M. W., Canivez, G. L., James, T., James, K., & Good, R. (2013, August). *Incremental validity of WISC-IV^{UK} factor index scores with a referred Irish sample*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- 76 Styck, K. M., & Watkins, M. W. (2013, August). *Diagnostic utility of the WISC-IV culture-language interpretive matrix*. In B. J. Vandiver (Chair), *Clinical usefulness of cultural linguistic interpretive matrix with English language learners*. Symposium conducted presented at the annual meeting of the American Psychological Association, Honolulu, HI.

- 75 Canivez, G. L., Watkins, M. W., James, T., Good, R., & James, K. (2013, May). *Incremental validity of WISC-IV^{UK} factor index scores with a referred Irish sample*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- 74 McDermott, P. A., Watkins, M. W., Rovine, M. J., & Rikoon, S. H. (2013, April). *Longitudinal dimensionality, vertical equating, and growth modeling of early childhood adjustment in the national population*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 73 Nelson, J. M., Canivez, G. L., & Watkins, M. W. (2013, February). *Psychometric evaluation of the Wechsler Adult Intelligence Scale-Fourth Edition*. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- 72 Styck, K. M., & Watkins, M. W. (2013, February). *Latent class analysis of the Homework Problems Questionnaire parent scale*. Poster presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- 71 Ravert, C. M., & Watkins, M. W. (2012, July). *The WISC arithmetic and digit span subtests: What do they measure?* Poster presented at the 8th conference of the International Test Commission, Amsterdam, Netherlands.
- 70 Canivez, G. L., Watkins, M. W., James, T., James, K., & Good, R. (2012, July). *Construct validity of the WISC-IV^{UK} with a large Irish sample of referred children*. Poster presented at the 8th conference of the International Test Commission, Amsterdam, Netherlands.
- 69 Pendergast, L. L., Merkitich, K., Alloy, L. B., Abramson, L. Y., Youngstrom, E. A., & Watkins, M. W. (2012, May). *Differentiating bipolar disorder and ADHD: Discriminative validity of the GBI*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- 68 Planck, J. A., & Watkins, M. W. (2012, February). *Anxiety disorder symptoms in Trinidadian adolescents*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- 67 Richerson, L. P., & Watkins, M. W. (2011, February). *Longitudinal structure of the WISC-IV*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- 66 Smith, L. G., & Watkins, M. W. (2011, February). *Long-term stability of the WISC-IV full scale IQ, index, and subtest scores among a referral sample*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- 65 Gambrel, T. J., & Watkins, M. W. (2011, February). *Convergent and discriminant validity evidence for the Homework Performance Questionnaire*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- 64 Canivez, G. L., & Watkins, M. W. (2010, August). *Orthogonal higher order factor structure with the WAIS-IV standardization samples*. Poster presented at the annual meeting of the American Psychological Association, San Diego, CA.
- 63 Grim, S. M., McDermott, P. A., Watkins, M. W., & Worrell, F. C. (2010, May). *The assessment of youth psychopathology in Trinidad and Tobago: A cross-cultural construct validity study of the Adjustment Scales for Children and Adolescents (ASCA)*. Paper presented at the annual meeting of the Caribbean Studies Association, Speightstown, Barbados.
- 62 Canivez, G. C., & Watkins, M. W. (2010, April). *WAIS-IV interpretation with adolescents: Implications of hierarchical exploratory factor analyses*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- 61 Gaio, V., & Watkins, M. W. (2010, March). *Structure of the big five questionnaire in American adolescents*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

- 60 Mautone, J. A., Power, T. J., Watkins, M. W., Giangrasso, K., & Frum, D. (2010, March). *Multidimensional assessment of homework: Validation of the Homework Performance Questionnaire-Parent version*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- 59 Perham, H. J., & Watkins, M. W. (2010, March). *Quantitative training of doctoral school psychologists: Statistics, measurement, and methodology curriculum*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- 58 Canivez, G. C., & Watkins, M. W. (2010, March). *Interpreting adolescent WAIS-IV scores: Structural validity considerations and concerns*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- 57 Boehm, M., & Watkins, M. W. (2010, March). *Factor structure of the WISC-IV among children with ADHD*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- 56 Devena, S., & Watkins, M. W. (2010, March). *Diagnostic utility of the WISC-IV CPI among children with ADHD*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- 55 Miller, F. G., & Watkins, M. W. (2009, February). *WAIS-III factor index profile analysis for college students with disabilities*. Poster presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
- 54 Hankins, L. L., & Watkins, M. W. (2009, February). *Parent and teacher perceptions of student homework performance*. Poster presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
- 53 McDermott, P. A., Goldberg, M. M., Waterman, C., Glutting, J. J., Watkins, M. W., & Gross, K. S. (2008, August). *New versus old learning disability classification rules: The unintended consequences*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
- 52 Watkins, M. W. (2008, July). *Implications of hierarchical exploratory factor analysis and IQ test interpretation: A WISC-IV example*. Paper presented at the 6th conference of the International Test Commission, Liverpool, UK.
- 51 Glutting, J. J., & Watkins, M. W. (2008, July). *Differences without a distinction: Incremental predictive validity of various IQ test scores*. Paper presented at the 6th conference of the International Test Commission, Liverpool, UK.
- 50 Freberg, M. E., Vandiver, B. J., Watkins, M. W., & Canivez, G. L. (2008, March). *Factor score variability and the predictive validity of the WISC-III FSIQ*. Poster session presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- 49 McDermott, P. A., Goldberg, M. M., Waterman, C., Glutting, J. J., Watkins, M. W., & Gross, K. S. (2008, March). *New versus old learning disability classification rules: The unintended consequences*. Paper presented at the annual meeting of the Eastern Psychological Association, Boston.
- 48 Mautone, J. A., Power, T. J., Watkins, M. W., & Dombrowski, S. C. (2007, March). *Assessing the homework needs of students with ADHD*. Poster presented at the annual meeting of the National Association of School Psychologists, New York, NY.
- 47 Power, T. J., Dombrowski, S. C., Watkins, M. W., Mautone, J. A., & Eagle, J. W. (2006, August). *Development of the Homework Performance Questionnaire (HPQ)*. Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- 46 Glutting, J. J., & Watkins, M. W. (2006, March). *Distinctions without differences? Efficacy of WISC-IV factors in predicting achievement*. Paper presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.

- 45 Watkins, M. W. (2006, January). *Characteristics of an Arizona sample of students enrolled in special education programs*. Poster presented at the Hawaii International Conference on Education, Honolulu, HI.
- 44 Watkins, M. W. (2005, November). *Best practices in exploratory factor analysis with SPSS*. Poster presented at the SPSS Directions conference, Las Vegas, NV.
- 43 Watkins, M. W. (2005, October). *School psychology in the United States*. Invited seminar at the Department of Developmental and Social Psychology, University of Rome (La Sapienza).
- 42 Watkins, M. W. (2005, October). *Validity of the WISC: Evidence for scales but not subtests*. Invited seminar at the Department of Developmental and Social Psychology, University of Rome (La Sapienza).
- 41 Corigliano, K. M., Steinberg, S. B., Arthur, A. J., Worrell, F. C., Watkins, M. W., & Hall, T. E. (2005, August). *Exploratory factor analysis of the DBDRS in a Caribbean sample*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- 40 Power, T. J., Werba, B. E., Watkins, M. W., Angelucci, J. G., & Eiraldi, R. B. (2004, August). *Patterns of homework problems among general education and ADHD-referred students*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- 39 Watkins, M. W., Worrell, F. C., & Hall, T. E. (2004, July). *Depression among adolescents in the Republic of Trinidad and Tobago*. Poster presented at the annual colloquium of the International School Psychology Association, University of Exeter, U.K.
- 38 Kush, J. C., Maller, S. J., & Watkins, M. W. (2004, July). *WISC-III profiles for children with learning disabilities*. Paper presented at the annual colloquium of the International School Psychology Association, University of Exeter, U.K.
- 37 Kush, J. C., Watkins, M. W., & Maller, S. J. (2004, July). *Factor analytic comparisons of the WISC-III for children enrolled in special education programs*. Poster presented at the annual colloquium of the International School Psychology Association, University of Exeter, U.K.
- 36 Worrell, F. C., Watkins, M. W., & Hall, T. E. (2004, April). *Balancing self-determination and guidance: Exporting school psychology to Trinidad and Tobago*. Invited Address at the Business Meeting of the Special Interest Group, Research Focus on Education in the Caribbean and Africa, American Educational Research Association Annual Convention, San Diego, CA.
- 35 Hall, T. E., Watkins, M. W., & Worrell, F. C. (2004, January). *Exporting school psychology to a developing county: A case study of Trinidad and Tobago*. Poster presented at the Hawaii International Conference on Education, Honolulu, HI.
- 34 Kush, J. C., & Watkins, M. W. (2003, April). *An examination of WISC-III construct validity in a sample of southwestern United States native Americans*. Poster presented at the annual meeting of the National Association of School Psychologists, Toronto.
- 33 Watkins, M. W., & Kush, J. C. (2003, January). *Structure of the Motivation for Reading Questionnaire (MRQ)*. Poster presented at the Hawaii International Conference on Education, Honolulu, HI.
- 32 Kush, J. C., & Watkins, M. W. (2003, January). *An examination of the construct validity of the WISC-III with a national sample of native American students*. Poster presented at the Hawaii International Conference on Education, Honolulu, HI.
- 31 Watkins, M. W., & Canivez, G. L. (2002, August). *Temporal stability of WISC-III subtest composites among students with disabilities*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- 30 Marcell, C. M., & Watkins, M. W. (2002, February). *Sex bias among gifted students on the WISC-III*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- 29 Schaefer, B. A., Watkins, M. W., & Burham, J. J. (2002, February). *Fears among American youth: Empirical profiles and demographic characteristics*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

- 28 Watkins, M. W., & Canivez, G. L. (2000, August). *Temporal stability of the WISC-III factor structure among disabled students*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- 27 Schaefer, B. A., Watkins, M. W., & Canivez, G. L. (2000, August). *Cross-context agreement of the Adjustment Scales for Children and Adolescents*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- 26 Samuels, L. K., Watkins, M. W., & Worrell, F. C. (2000, April). *An investigation of parent-reported homework behaviors*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- 25 Watkins, M. W., Greenawalt, C. G., & Marcell, C. M. (2000, March). *Construct validity of the WISC-III among gifted children*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- 24 Ravert, C. M., & Watkins, M. W. (2000, March). *Meta-analysis of WISC-III factor analyses conducted with learning disabled students*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- 23 Watkins, M. W., & Worrell, F. C. (2000, March). National standardization of the Learning Behaviors Scale in Trinidad. In P. A. McDermott (Chair), *The study of students' differential learning patterns*. Symposium conducted at the 71st Annual Meeting of the Eastern Psychological Association, Baltimore, MD.
- 22 Canivez, G. L., & Watkins, M. W. (1999, August). *WISC-III stability: Investigating differential effects for demographic subgroups*. Poster presented at the meeting of the American Psychological Association, Boston, MA.
- 21 Canivez, G. L., & Watkins, M. W. (1998, August). *Stability of the Wechsler Intelligence Scale for Children - Third Edition*. Poster presented at the meeting of the American Psychological Association, San Francisco, CA.
- 20 Reilly, D., Brantley, J., Pryzwansky, W., Flanagan, R., Hyman, I., & Watkins, M. W. (1998, August). *The diplomate in school psychology: Leadership and role expansion in the 21st century*. Symposium presented at the meeting of the American Psychological Association, San Francisco, CA.
- 19 Macmann, G. M., Barnett, D. W., Watkins, M. W., Kush, J. C., Glutting, J. J., Gresham, F. M., Witt, J. C., & Reschly, D. J. (1998, April). *A critical appraisal of Kaufman's Intelligent Testing with the WISC-III*. Symposium presented at the meeting of the National Association of School Psychologists, Orlando, FL.
- 18 Flanagan, D. P., Genshaft, J. L., Watkins, M. W., Elliott, S. N., Lopez, R., Braden, J. P., & McGrew, K. S. (1998, April). *Issues in the use and interpretation of intelligence tests in the schools: Special considerations for culturally diverse populations*. Symposium presented at the meeting of the National Association of School Psychologists, Orlando, FL.
- 17 Watkins, M. W., & Kush, J. C. (1996, March). *Reinventing consultation: A multi-year, school-based case study*. Paper presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- 16 Kush, J. C., McDermott, P. A., Watkins, M. W., & McCann, T. (1996, March). *The ASCA home page: Using the internet as a resource for intervention*. Paper presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- 15 Watkins, M. W. (1995, March). *A case study in using diagnostic efficiency statistics to differentiate children with and without disabilities*. Poster presented at the meeting of the National Association of School Psychologists, Chicago, IL.
- 14 Kush, J. C., & Watkins, M. W. (1995, January). *Intellectual and academic characteristics of minority disabled children: A statewide initiative*. An invited presentation at Assessment '95: Compelling Issues and Practical Applications in K-12 Assessment, Tucson, AZ.

- 13 Kush, J. C., & Watkins, M. W. (1994, March). *Factor structure of the WISC-III for Hispanic learning disabled students*. Paper presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- 12 Kush, J. C., & Watkins, M. W. (1992, March). *Three-year stability of classification decisions of LD children with VQ-PQ splits*. Paper presented at the meeting of the National Association of School Psychologists, Nashville, TN.
- 11 Watkins, M. W. (1985, March). *Computer-assisted diagnosis for school psychologists*. Paper presented at Microcomputers in Education: Tomorrow's Technology, Arizona State University.
- 10 McDermott, P. A., & Watkins, M. W. (1984, August). *MMAC computerized IEPs and computer assisted instruction for handicapped children*. Paper presented at the meeting of the American Psychological Association, Toronto, Canada.
- 9 McDermott, P. A., & Watkins, M. W. (1984, April). *MMAC: A complete computer program system for classifying childhood exceptionality and designing individual educational programs*. Paper presented at the meeting of the Council for Exceptional Children, Washington, DC.
- 8 McDermott, P. A., & Watkins, M. W. (1984, April). *Field implementation of MMAC computerized IEPs in school psychology*. Paper presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.
- 7 Watkins, M. W. (1983, March). *An evaluation of reading and math CAI with first grade students*. Paper presented at Microcomputers in Education: Forward to the 3 C's, Arizona State University.
- 6 Watkins, M. W. (1982, October). *Microcomputers in special education classrooms*. Paper presented at EdCom '82, Los Angeles, CA.
- 5 McDermott, P. A., Stott, D. H., & Watkins, M. W. (1982, March). *Styles of children's learning: Prediction and prevention through nonintellectual assessment*. Paper presented at the meeting of the National Association of School Psychologists, Toronto, Canada.
- 4 Watkins, M. W. (1982, February). *An experimental evaluation of microcomputer assisted instruction with learning disabled students*. Paper presented at the meeting of the Association of Teacher Educators, Phoenix, AZ.
- 3 Watkins, M. W. (1982, January). *Microcomputers in school psychology*. Paper presented at Microcomputers in Education: Uses for the 80's, Arizona State University.
- 2 Watkins, M. W. (1981, January). *Microcomputer assisted instruction with learning disabled students*. Paper presented at Microcomputers in Education, Arizona State University.
- 1 Watkins, M. W., & Brown, R. D. (1979, April). *Competency and interpersonal behavior ratings of teaching specialties: What teachers think of each other*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

State/Local

- 12 Watkins, M. W. (2001, October). *A review of the draft revision of the APA ethical principles of psychologists and code of conduct*. Paper presented at the 35th annual Pennsylvania School Psychologists conference, State College, PA.
- 12 Watkins, M. W., & Runge, T. J. (2001, March). *Phonemic awareness: Assessment and intervention for school psychologists*. Paper presented at the 21st Annual Conference on the Future of Psychology in the Schools, Philadelphia, PA.
- 10 Watkins, M. W. (2000, October). *An introduction to ethics for school psychologists*. Paper presented at the 34th annual Pennsylvania School Psychologists conference, State College, PA.
- 9 Kush, J. C., & Watkins, M. W. (2000, June). *Examining the construct validity of the WISC-III for black children*. Paper presented at the Annual Convention of the Pennsylvania Psychological Association, Harrisburg, PA.
- 8 Watkins, M. W. (1999, October). *Empirically supported interpretation of the WISC-III*. Paper presented at the 33rd annual Pennsylvania School Psychologists conference, State College, PA.

- 7 Canivez, G. L., & Watkins, M. W. (1999, April). *Long term stability of the Wechsler Intelligence Scale for Children - Third Edition for demographic subgroups*. Paper presented at the meeting of the Midwestern Psychological Association, Chicago.
- 6 Watkins, M. W., & Van Meter, P. (1998, October). *Assessment of phonemic awareness skills*. Paper presented at the 32nd annual Pennsylvania School Psychologists conference, State College, PA.
- 5 Hyman, I., & Watkins, M. W. (1997, June). *Why earn a diplomate in school psychology?* Discussion group at the Pennsylvania Psychological Association convention, Harrisburg, PA.
- 4 Watkins, M. W. (1996, October). *Computer applications in school psychology: The world wide web*. Paper presented at the 30th annual Pennsylvania School Psychologists conference, State College, PA.
- 3 Watkins, M. W. (1994, October). *Diagnostic utility of the WISC-III*. An invited presentation at the meeting of the Arizona Association of School Psychologists, Mesa, AZ.
- 2 Watkins, M. W. (1979, October). *Microcomputers in the elementary school*. Paper presented at the meeting of the Arizona Association for the Gifted and Talented, Tempe, AZ.
- 1 Watkins, M. W. (1978, April). Career education for the severely handicapped. In career education for the handicapped. Symposium presented at the meeting of the Midwest RETOOL Consortium, Lincoln, NE.

Workshops

- 30 Watkins, M. W. (2012, February). *Structural equation modeling for the nonstatistician*. Invited workshop at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- 29 Watkins, M. W. (2010, May). *Factor analysis and cognitive assessment*. Workshop presented to students and faculty of the Department of Psychology, "Gabriele d'Annunzio" University of Chieti-Pescara, Italy.
- 28 Watkins, M. W. (2010, May). *School psychology: USA*. Invited lecture to students and faculty of the Department of Psychology, "Gabriele d'Annunzio" University of Chieti-Pescara, Italy.
- 27 Hall, T. E., Worrell, F. C., & Watkins, M. W. (2007, August). *Curriculum-based measures: Evaluation, analysis, and intervention*. Workshop presented to Student Services Division personnel of the Ministry of Education, Trinidad, West Indies.
- 26 Watkins, M. W., & Hall, T. E. (2007, January). *Screening for phonemic awareness: The Mountain Shadows Phonemic Awareness Scale*. Workshop presented to Student Support Services Division personnel of the Ministry of Education, Trinidad, West Indies.
- 25 Hall, T. E., Watkins, M. W., & Worrell, F. C. (2007, January). *Curriculum-based measurement in reading: Individual phonological awareness, oral reading fluency, and the cloze procedure*. Workshop presented to Student Support Services Division personnel of the Ministry of Education, Trinidad, West Indies.
- 24 Watkins, M. W., & Worrell, F. C. (2006, November). *The Learning Behaviors Scale and the Adjustment Scales for Children and Adolescents: Diagnosis in Trinidad and Tobago using local norms*. Workshop presented to Student Support Services Division personnel of the Ministry of Education, Trinidad, West Indies.
- 23 Worrell, F. C. & Watkins, M. W. (2006, November). *An introduction to learning theory and measurement principles*. Workshop presented to Student Support Services Division personnel of the Ministry of Education, Trinidad, West Indies.
- 22 Watkins, M. W. (2004, October). *A survey of ethical decision-making models*. CE Workshop presented at the 38th Annual Pennsylvania School Psychologists Conference, State College, PA.
- 21 Worrell, F. C., Hall, T. E., & Watkins, M. W. (2002, December). *Using local norms to assess psychological and educational problems of school-aged students and to develop meaningful interventions*. Workshop presented to the Guidance and Special Education Officers of the Ministry of Education, Trinidad, West Indies.

- 20 Hall, T. E., Watkins, M. W., & Worrell, F. C. (2002, October). *Helping students learn to read: From diagnosis and assessment to classroom interventions*. Workshop presented to the Guidance and Special Education Officers of the Ministry of Education, Trinidad, West Indies.
- 19 Watkins, M. W. (2002, August). *Discriminative validity and diagnostic utility of the WISC-III*. Workshop presented at Appalachia Intermediate Unit 8 Summer In-service Institute, Johnstown, PA.
- 18 Watkins, M. W. (2002, August). *Phonemic awareness for school psychologists*. Workshop presented at Appalachia Intermediate Unit 8 Summer In-service Institute, Johnstown, PA.
- 17 Watkins, M. W., Worrell, F. C., & Hall, T. E. (2002, April). *Behavioral strategies for educators and parents: Maximizing learning behaviors and minimizing adjustment behaviors*. Two day workshop presented to the Guidance and Special Education Officers of the Ministry of Education, Trinidad, West Indies.
- 16 Hall, T. E., Watkins, M. W., & Worrell, F. C. (2002, April). *Helping students learn to read: From diagnosis and assessment to classroom interventions*. Two day workshop presented to the Guidance and Special Education Officers of the Ministry of Education, Trinidad, West Indies.
- 15 Worrell, F. C., Watkins, M. W., & Hall, T. E. (1999, October). *Assessing psychological constructs in secondary schools: Anxiety, depression, fear, and self-concept*. Workshop presented to the Guidance and Special Education Officers of the Ministry of Education, Trinidad, West Indies.
- 14 Watkins, M. W., Hall, T. E., & Worrell, F. C. (1999, September). *Sampling strategies and the development of national scales to assess reading and behavior problems*. Workshop presented to the Diagnostic and Prescriptive Teams of the Ministry of Education, Trinidad, West Indies.
- 13 Hall, T. E., Watkins, M. W., & Worrell, F. C. (1999, May). *Basic measurement issues, and group and individual assessment of reading and behavioral problems*. Four-day workshop presented to the Diagnostic and Prescriptive Teams of the Ministry of Education, Trinidad, West Indies.
- 12 Glutting, J. J., McDermott, P. A., & Watkins, M. W. (1999, April). *Advancements in the interpretation of ability profiles*. CE Workshop presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.
- 11 Watkins, M. W., Worrell, F. C., & Hall, T. E. (1998, May). *Effective psychoeducational practices: Basic management principles*. Workshop presented to the Guidance and Special Education Officers of the Ministry of Education, Trinidad, West Indies.
- 10 Worrell, F. C., Watkins, M. W., & Hall, T. E. (1998, May). *Effective psychoeducational practices: An introduction to consultation*. Workshop presented to the Guidance and Special Education Officers of the Ministry of Education, Trinidad, West Indies.
- 9 Hall, T. E., Watkins, M. W., & Worrell, F. C. (1998, May). *Effective psychoeducational practices: Academic reading assessment*. Workshop presented to the Guidance and Special Education Officers of the Ministry of Education, Trinidad, West Indies.
- 8 Watkins, M. W., Bogacki, D. F., & Hyman, I. (1998, February). *How to obtain the diplomate in school psychology: Questions and answers*. Workshop presented at the Eighteenth Annual Conference on the Future of Psychology in the Schools, Philadelphia, PA.
- 7 McDermott, P. A., & Watkins, M. W. (1997, April). *Profiles in psychopathology: The national adjustment scales for youth*. CE Workshop presented at the annual meeting of the Association of School Psychologists of Pennsylvania, Harrisburg, PA.
- 6 McDermott, P. A., & Watkins, M. W. (1995, October). *The national Adjustment Scales for Children and Adolescents in research and practice*. CE Workshop presented at the 29th Annual Pennsylvania School Psychologists Conference, State College, PA.
- 5 McDermott, P. A., Glutting, J. J., & Watkins, M. W. (1995, October). *The rest of the story on Wechsler profile analysis in research and practice*. CE Workshop presented at the 29th Annual Pennsylvania School Psychologists Conference, State College, PA.
- 4 Watkins, M. W., Kush, J. C., & McDermott, P. A. (1994, March). *Administration, scoring and interpretation of the Adjustment Scales for Children and Adolescents*. Mini-skills workshop conducted at the meeting of the National Association of School Psychologists, Seattle, WA.

- 3 Watkins, M. W. (1994, February). *A new tool for the school psychologist: Adjustment Scales for Children and Adolescents*. Mini-workshop presented at the Regional Conference of the Arizona Association of School Psychologists, Phoenix, AZ.
- 2 Watkins, M. W. (1981, September). *Microcomputers in the education of the handicapped*. Workshop presented at the Sunbelt Computer Expo, Phoenix, AZ.
- 1 Watkins, M. W. (1980, May). *Microcomputers in education*. Workshop presented at the School Psychology Conference, Northern Arizona University.

Computer Programs

- 71 (2016). *MaxR*. Ed & Psych Associates.
70 (2015). *CoinFlip*. Ed & Psych Associates.
69 (2015). *alpha*. Ed & Psych Associates.
68 (2013). *Omega*. Ed & Psych Associates.
67 (2012). *ChiSquareDiff*. Ed & Psych Associates.
66 (2012). *EDPcalc*. Ed & Psych Associates.
65 (2011). *Cieigenvalue*. Ed & Psych Associates.
64 (2010). *MacRCI Español*. Ed & Psych Associates.
63 (2009). *Body Mass Index*. Ed & Psych Associates.
62 (2009). *RangeRestrict*. Ed & Psych Associates.
61 (2008). *Reliability of Difference Scores*. Ed & Psych Associates.
60 (2007). *CalculadoraCA*. Ed & Psych Associates.
59 (2007). *SEscree*. Ed & Psych Associates.
58 (2006). *Bayesian Calculator*. Ed & Psych Associates.
57 (2006). *Standard Score Converter*. Ed & Psych Associates.
56 (2006). *MacRCI*. Ed & Psych Associates.
55 (2006). *ASCA Assistant*. Ed & Psych Associates.
54 (2005). *MacPotthoff II: Regression Bias Analysis*. Ed & Psych Associates.
53 (2005). *Invariance*. Ed & Psych Associates.
52 (2005). *alphaN*. Ed & Psych Associates.
51 (2005). *Pairwise Tests*. Ed & Psych Associates.
50 (2004). *MacMahalanobis*. Ed & Psych Associates.
49 (2004). *MacOrtho*. Ed & Psych Associates.
48 (2003). *Effect Size Calculator*. Ed & Psych Associates.
47 (2003). *Rprophcy*. Ed & Psych Associates.
46 (2003). *Reliability of Difference Scores*. Ed & Psych Associates.
45 (2003). *CAcalculator-Revised*. Ed & Psych Associates.
44 (2002). *Simple t*. Ed & Psych Associates.
43 (2002). *UNITcalc*. Ed & Psych Associates.
42 (2002). *Bonferroni step-down*. Ed & Psych Associates.
41 (2002). *Probability Calc*. Ed & Psych Associates.
40 (2002). *Chi-Square analysis*. Ed & Psych Associates.
39 (2002). *ROC analysis*. Ed & Psych Associates.
38 (2002). *Diagnostic utility statistics*. Ed & Psych Associates.
37 (2001). *Coefficient of congruence (r_c)*. Ed & Psych Associates.
36 (2001). *Ability-achievement discrepancy analysis*. Ed & Psych Associates.
35 (2001). *r To z Conversion*. Ed & Psych Associates.
34 (2000). *Monte Carlo PCA for Parallel Analysis*. Ed & Psych Associates.
33 (2000). *MacParallel*. Ed & Psych Associates.

- 32 (2000). *Random Number Generator*. Ed & Psych Associates.
- 31 (2000). *Calculating and Graphing the Receiver Operating Characteristic (ROC)*. Ed & Psych Associates.
- 30 (1999). *WISC-III Profile Calculator*. Ed & Psych Associates.
- 29 (1998). *MacPotthoff: Regression Bias Analysis*. Ed & Psych Associates.
- 28 (1998). *MacKappa*. Ed & Psych Associates.
- 27 (1997). *ASCA Syndromic Profile Calculator*. Ed & Psych Associates.
- 26 (1995). *Diagnostic Statistics*. Ed & Psych Associates.
- 25 (1990). *Analysis of the Elementary Reading Attitude Survey*. Ed & Psych Associates.
- 24 (1988). *Ability-Achievement Prediction*. Ed & Psych Associates.
- 23 (1988). *Rational WISC-R Analysis*. SouthWest EdPsych Services.
- 22 (1987). *Micro-CONGRU*. SouthWest EdPsych Services.
- 21 (1987). *Essential Sight Words*. SouthWest EdPsych Services.
- 20 (1987). *Main Idea Maze*. SouthWest EdPsych Services.
- 19 (1985). *The Research Assistant*. SouthWest EdPsych Services.
- 18 (1985). *McDermott Multidimensional Assessment of Children*. The Psychological Corporation.
- 17 (1985). *The Capitalization Machine*. SouthWest EdPsych Services.
- 16 (1985). *The Fraction Machine*. SouthWest EdPsych Services.
- 15 (1984). *Fraction Flip*. SouthWest EdPsych Services.
- 14 (1984). *Synonym Search*. SouthWest EdPsych Services.
- 13 (1984). *Great Fact Game*. SouthWest EdPsych Services.
- 12 (1984). *Tic-Tac-Spell*. SouthWest EdPsych Services.
- 11 (1984). *The Vocabulary Detective*. SouthWest EdPsych Services.
- 10 (1984). *Parachute Parts of Speech*. SouthWest EdPsych Services.
- 9 (1984). *Spy Mission: A Reading Adventure*. SouthWest EdPsych Services.
- 8 (1984). *Castaway's Dilemma*. SouthWest EdPsych Services.
- 7 (1984). *Phonics Pinball*. SouthWest EdPsych Services.
- 6 (1983). *Geography Adventure: USA*. SouthWest EdPsych Services.
- 5 (1983). *The Vocabulary Machine*. SouthWest EdPsych Services.
- 4 (1982). *The Reading Machine*. SouthWest EdPsych Services.
- 3 (1982). *Math Skills: Elementary and Junior High Levels*. Encyclopaedia Britannica Ed. Corp.
- 2 (1981). *The Spelling Machine*. SouthWest EdPsych Services.
- 1 (1981). *The Math Machine*. SouthWest EdPsych Services.

Teaching

Instructional Innovations

Hale, R., & Watkins, M. (1996). *Integration of introductory and advanced statistical offerings*. Collaborative and Curricular Innovations Special Recognition Program, Penn State University.

Courses

Baylor University

EDP 6337 – Psychometric Theory and Test Construction
EDP 5341 – Professional Practice and Ethics for School Psychologists
EDP 5279 – Advanced Practicum in School Psychology
EDP 5390 – Exploratory Factor Analysis for Non-Statisticians

Arizona State University

EDP 562 - School Psychology: Ethics, Theory, and Practice
EDP 563 - Interventions in School Psychology – Consultation
EDP 534 - Principles of Behavior Modification
EDP 560 - Individual Intellectual Assessment
EDP 564 - Academic Interventions
EDP 598 - Applied Research in School Psychology
EDP 568 – Diagnosis and Interventions for Children and Adolescents with Emotional Handicaps
EDP 598 – Exploratory Factor Analysis: An Applied Course for Non-Statisticians

Pennsylvania State University

EDPSY 101 - Analysis and Interpretation of Statistical Data in Education
S PSY 595A - Practicum in School Psychology
S PSY 595B - Internship in School Psychology
S PSY 500 - Professional Issues in School Psychology
S PSY 600 - Thesis Research
S PSY 530 - Psychoeducational Interventions
S PSY 559 - The Individual Psychological Examination
S PSY 510 - Supervision of Pupil Service Personnel
S PSY 597E - Professional Writing and Exploratory Factor Analysis in School Psychology

Northern Arizona University

EPS 671 - Consultation in the Helping Professions
EPS 664 - Tests & Measurement

Consultation

Expert Panelist, IES funded Measurement Development Grant to University of Miami, University of Pennsylvania, and the National Center for Latino Child & Family Research entitled “Extending the Cultural and Linguistic Validity of the Adjustment Scales for Preschool Intervention (ASPI) for Low-Income, Latino Children” (2011).

External reviewer, Swiss National Science Foundation (2010-2011).

Expert reviewer for Evaluation of Comprehensive Technical Assistance Centers funded by the Institute of Educational Sciences of the U. S. Department of Education (2007-2010).

Expert reviewer for Evaluation of Regional Educational Laboratories funded by the Institute of Educational Sciences of the U. S. Department of Education (2010).

Ministry of Education, Republic of Trinidad and Tobago (1998-2007). Partially funded by the OAS, UNICEF, and Penn State University. With Drs. Hall and Worrell, developed, normed, and published academic and behavioral/emotional rating scales among a representative national sample of youth in Trinidad and Tobago. For academic area, developed Curriculum-Based Measurement, word reading, and phonemic awareness instruments for primary school children. Also at elementary level, developed teacher behavioral rating scales. For secondary students, normed the *Reynolds Adolescent Depression Scale*, *Revised Child Manifest Anxiety Scale*, *Fear Survey Schedule for Children-II*, and *Self-Report Questionnaire*. Also responsible for teaching academic and behavioral intervention strategies and consultation methods to Guidance and Special Education officers who, in turn, serve the country’s more than 175,000 ethnically diverse primary school children (around 40% of East Indian ancestry, 40% of African descent, 18% of mixed heritage, and 2% of White, Chinese, Arabic, etc. descent).

Technical Advisory Committee to Pennsylvania State Board of Education. (2003). Member of 3-person committee selected by William Penn and Hintz Foundations to assist State Board in validation of PSSA (state achievement test).

Grants - Funded

Date	Title	Submitted to	Amount
2014-15	EnAble for College II	AT&T Foundation Baylor University	\$127,200 \$421,164
2013-14	Norming the Motivation to Read Profile (MRP) in Texas	University Research Committee - Baylor University	\$4,400
2013-14	Customization of Classroom Practices	Waco ISD (with Dr. Johnsen)	\$110,000
8/2012	Workshop on Design, Implementation, and Analysis of Within-Study Comparisons	Institute for Policy Research, Northwestern University. Sponsored by the Institute for Education Sciences.	All expenses
2009-10	Evaluation of a Questionnaire to Assess Children's Homework Performance: Validating a Homework Scale	Subcontract from Children's Hospital of Philadelphia.	\$2,000
2000	Early Childhood Longitudinal Study, Kindergarten (ECLS-K) Four Day Database Training Seminar	National Center for Educational Statistics, U.S. Department of Education	All expenses
1999-00	Cognitive and Academic Performance Characteristics of a National Sample of Students Enrolled in Special Education	Society for the Study of School Psychology	\$5,147
1996-98	Parents' Involvement in Their Infants' and Toddlers' Assessment: An Experimental Scale to Demonstrate the Reliability and Validity of Parents' Ratings of Their Children's Development	U. S. Department of Education Office of Special Education Programs, Student Initiated Research Projects (Marla Gibson)	\$14,775
1998	Worrell, F.C., Hall, T. E., & Watkins, M. W. Developing consultative partnerships with the Ministry of Education in Trinidad and Tobago	Office of International Cooperative Programs, Penn State	\$2,250
1998	Worrell, F.C., Hall, T. E., & Watkins, M. W. Identifying and working with children with exceptionalities: A blueprint for change	Office of International Programs, International Partnerships and Academic Linkages, Penn State	\$500
1996-97	McNaughton, D., Hall, T., Watkins, M., & Worrell, F. Case-based materials in collaborative preservice training for education professionals	Schreyer Institute For Innovation in Learning, Penn State	\$2,000
1996	Institute on Statistical Analysis for Education Policy. A 3-day training grant	AERA: supported by NCES and NSF	All expenses
1995-96	Investigation of the evidential basis for score interpretation of the WISC-III among children enrolled in special education programs	College of Education, Penn State, Alumni Society Faculty Research Initiation Grant	\$500
1991-94	Mountain Shadows Peer Tutors Can Do, Young Writer's Exchange, Children of Divorce, Homework Without Tears	Deer Valley Educational Foundation Mini-Grant	\$3,450
1980-81	MCAI in Math for LD Students	ESEA Title IV-C	\$41,000