

KIMBERLY KNESTING, Ph.D., NCSP

University of Northern Iowa
Department of Educational Psychology & Foundations
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EDUCATION

Indiana University, Bloomington, IN
Ph.D., Educational Psychology, December 2000
Major: School Psychology Minor: Counseling Psychology
Dissertation: Willing to Play the Game: How At-Risk Students Persist in High School
Dissertation Advisor: Nancy Waldron, Ph.D.

University of Minnesota, Minneapolis, MN
Graduate studies in child psychology, 1990-1991

Carthage College, Kenosha, WI
B.A., German Language and Literature, 1990

Concordia College - Institute for German Studies, Bemidji, MN
Coursework towards a B.A. in German Language and Literature, 1986-1987

CERTIFICATION/LICENSES

Iowa Department of Education, School Psychologist
Nationally Certified School Psychologist (NCSP)

HONORS AND FELLOWSHIPS

Student Recognition Award, University of Wisconsin – Eau Claire, 2000
Indiana University School Psychology Program Outstanding Student Award, 1996
School of Education Fellowship, Indiana University, 1992 –1994
Phillip Morris Academic Fellowship, 1992 – 1996
German Fellow, Carthage College, 1988 – 1989

PROFESSIONAL EMPLOYMENT

Assistant Professor, University of Northern Iowa
2003–present

Job Function: Undergraduate Courses taught: Classroom Assessment, Educational Psychology. Graduate Courses taught: Consultation, Academic Assessment & Intervention, Introduction to School Psychology. Clinical Supervision: 1st and 2nd year school psychology

practicum students. Supervise master's theses and specialist's research papers. Conduct research on high school persistence, support of LGBT youth in schools, supportive school climates, functional behavioral assessment, and pre-referral interventions.

School Psychologist, Eau Claire Area School District, Eau Claire, Wisconsin
2002 – 2003

Job Function: Work one day per week at district elementary school. Responsible for: teacher and parent consultation; leading weekly pre-referral team meetings; development of academic and behavioral interventions; assessment of learning and behavioral/emotional problems; case managing students in special education; leading multi-disciplinary team meetings for initial evaluations and three-year re-evaluations; leading parenting groups.

Assistant Professor, University of Wisconsin – Eau Claire
1998 – 2003

Job Function: Undergraduate Courses taught: General Psychology, Educational Psychology, Psychology of Exceptional Children, Ethnicity & Diversity: Psychological Perspectives. Graduate Courses taught: Psychological Foundations of Education, Counseling Theory & Techniques, Curriculum Based Measurement, Consultation, Behavioral Interventions, Violence Prevention and Crisis Intervention. Web-Based Course taught: Violence Prevention & Crisis Intervention. Clinical Supervision: graduate level introductory, counseling, and behavior management practica. Supervised theses. Supervised graduate students working at university-based clinic. Conducted research on high school persistence and support of LGBT youth.

PRE-DOCTORAL INTERNSHIP

Fort Worth Independent School District, APA Accredited Pre-Doctoral Internship
Dates: July 1997 - June 1998 **Hours: 2,000**
Supervisor: Jamie Luebbehusen, Ph.D.

PEER REVIEWED PUBLICATIONS

Etscheidt, S., & Knesting, K. (In press). A qualitative analysis of factors influencing the interpersonal dynamics of a prereferral team. *School Psychology Quarterly*.

Hokanson, C., Knesting, K., & Waldron, N. (In press). Settling in: Facilitating the transition to an inclusive middle school for students with mild disabilities. *International Journal of Disability, Development and Education*.

Knesting, K. (In press). Students at-risk for school dropout: Supporting their persistence. *Preventing School Failure*.

Clopton, K. L., & Knesting, K. (2006). Rural school psychology: Re-opening the discussion. *Journal of Research in Rural Education*, 21(5), 1-11. (<http://www.umaine.edu/jrre/>)

Knesting, K., & Haselhuhn, C. W. (2006). Use of interviews in school psychology admission decisions. *Trainers Forum*, 25(4), 1-8.

Knesting, K., & Waldron, N. (2006). Willing to play the game: How at-risk students persist in school. *Psychology in the Schools, 43*, 599-611.

Knesting, K. (2005). School dropouts. In S. W. Lee, P. A. Lowe, & E. Robinson (Eds.), *Encyclopedia of School Psychology*. Thousand Oaks, CA: Sage.

Skiba, R. J., Knesting, K., & Bush, L. D. (2002). Culturally competent assessment: More than non-biased tests. *Journal of Child and Family Studies, 11* (1), 61-78.

Skiba, R. J., & Knesting, K. (2001). Zero Tolerance, zero evidence: An analysis of school disciplinary practice. *New Directions for Youth Development: Theory, Practice, and Research, 92*, 17-43.

NON-PEER REVIEWED PUBLICATIONS

Skiba, R. J., Bush, L. D., & Knesting, K. (1999). Culturally competent assessment: More than non-biased tests. In *U.S. Department of Education (OSEP). Improving results for youth and children with emotional disturbance: A handbook*. Washington, D C: Chesapeake Institute.

PEER REVIEWED SCHOLARLY PRESENTATIONS

Gulwadi, G. B., & Knesting, K. (2007, June). In search of supportive school environments: An exploratory study of the physical and emotional environment of high school students. Paper to be presented at the Annual meeting of the Environmental Design Research Association, Sacramento, CA.

Knesting, K., Pace, N., Stalp, M. C., & Niman, K. (2007, April). Pre-service teachers' attitudes towards sexual minority youth. Paper Discussion to be presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Carlson, N., & Knesting, K. (2007, March). Mental health services in schools: Current practices and perspectives. Paper to be presented at the National Association of School Psychologists Annual Convention, New York, NY.

Knesting, K., & Gulwadi, G. B. (2007, March). Dropping out and student experiences in the school environment. Paper to be presented at the National Association of School Psychologists Annual Convention, New York, NY.

Stalp, M. C., Knesting, K., Pace, N, & Niman, K. (2007, January). Complicating gender and sexuality on campus: An autoethnography of the presentation of the advocate self. Paper presented at the 2007 Conference of Interdisciplinary Qualitative Studies, Athens, OH.

Etscheidt, S., & Knesting, K. (2006, August). Pre-Referral team approaches to early intervention: Factors influencing interpersonal team dynamics. Poster presented at the American Psychological Association Annual Convention, New Orleans, LA.

Etscheidt, S., & Knesting, K. (2006, March). Pre-referral approaches to early intervention: An analysis of effective practices. Paper presented at the National Association of School Psychologists Annual Convention, Anaheim, CA.

- DeBoer, B., Knesting, K., & Weissenberger, J. (2006, March). Successful community collaboration efforts for school psychology trainers. Paper presented at the National Association of School Psychologists Annual Convention, Anaheim, CA.
- Clopton, K. L., & Knesting, K. (2005, April). School psychology in rural areas: Re-opening the discussion. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.
- Etscheidt, S., Duncan, A., O'Rourke, L., Schafer, S., Knesting, K., & Clopton, K. (2004, October). Functional behavioral assessment: Making the connection between assessment and intervention. Paper presented at the International Child & Adolescent Conference XII, Minneapolis, MN.
- Hunt, H., & Knesting, K. (2004, March). High stakes testing: The school psychologist's role in providing support to teachers. Paper presented at the National Association of School Psychologists Annual Convention, Dallas, TX.
- Knesting, K., & Mayer, A. (2003, April). Dropout prevention: The impact of student transitions from middle to high school. Paper presented at the National Association of School Psychologists Annual Convention, Toronto, Canada.
- Olsen, T., & Knesting, K. (2003, April). Teacher perceptions of peer sexual harassment among middle school students. Paper presented at the National Association of School Psychologists Annual Convention, Toronto, Canada.
- Knesting, K., & Hunt, H. (2003, March). High stakes testing: The impact on school psychologists, teachers, and students. Paper presented at the Wisconsin School Psychologist Association Spring Conference, Green Bay, WI.
- Knesting, K., & Smith, J. (2002, August). LGBT youth: Supporting teachers in supporting students. Paper presented at the American Psychological Association Annual Convention, Chicago, IL.
- Knesting, K., & Smith, J. (2002, February). Lesbian, gay, bi-sexual, and transgender youth: Supporting teachers in supporting students. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Lockner, L., & Knesting, K. (2002, February). Zero tolerance policies and students' perceptions of safety in school. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Dixon, R., Larson, J., Knesting, K., & Miller, B. (2002, February). Training graduate students in crisis intervention: Three approaches. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Knesting, K. (2001, October). After a crisis: Understanding your students' experiences & providing support. Paper presented at the Mid-America Conference for Teachers of Psychology, Evansville, IN.

- Peden, B., & Knesting, K. (2001, October). Teaching ethics in the psychology classroom. Paper presented at the Mid-America Conference for Teachers of Psychology, Evansville, IN.
- Knesting, K. (2001, April). Violence prevention & crisis intervention: Training issues for school psychologists. Paper presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
- Knesting, K., & Keniston, A. (2000, October). How are teaching psychologists trained to teach psychology? Paper presented at the Mid-America Conference for Teachers of Psychology, Evansville, IN.
- Knesting, K. (2000, August). Role of the school and the student in dropout prevention. Poster presented at the American Psychological Association Annual Convention, Washington, DC.
- Knesting, K. (2000, May). Creating a classroom environment for critical thinking. Paper presented at the Council for Teachers of Undergraduate Psychology Annual Conference, Chicago, IL.
- Drew, A., & Knesting, K. (2000, May). Violence prevention and crisis intervention: Training issues for school psychologists. Poster presented at the Midwestern Psychological Association Annual Meeting, Chicago, IL.
- Knesting, K. (2000, March). Dropout prevention: Helping at-risk students persist in school. Paper presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Keniston, A., & Knesting, K. (1999, October). What you can learn from educational psychology about teaching psychology. Paper presented at the Mid-America Conference for Teachers of Psychology, Evansville, IN.
- Skiba, R., Bush, L., & Knesting, K. (1998, August). Culturally competent assessment: More than nonbiased tests. Poster presented at the American Psychological Association Annual Conference, San Francisco, CA.
- Waldron, N., Hokanson, C., & Knesting, K. (1998, April). Alternative training experiences in a school-based clinic: Preparing students for internship. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Knesting, K. (1998, April). Staying in! High school students' perceptions of a school's dropout prevention services. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Waldron, N., & Knesting, K. (1996, March). Team teaching in an inclusionary classroom: The separate paths of general and special education teachers. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.
- Knesting, K., & Mahoney, K. (1995, October). Perceptions of team teaching in an inclusionary classroom. Paper presented at the Indiana Association of School Psychologists Fall Conference, Indianapolis, IN.

Knesting, K., & Barnum, S. (1995, April). Development of a racial attitude measure for children. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

Knesting, K., & Barnum, S. (1995, March). Development of a racial attitude measure for children: A move towards a better understanding of culturally diverse classrooms. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Barnum, S., Derouin, D., Knesting, K., & Mahoney, K. (1994, October). Multicultural issues in school psychology. Paper presented at the Indiana Association of School Psychologists Fall Conference, Indianapolis, IN.

INVITED ADDRESSES

Knesting, K. (2005, December). Examining teachers' support of LGBT students: Meeting challenges and exploring new opportunities. Invited address presented at the Iowa Educational Research and Evaluation Association Annual Conference, Cedar Falls, IA.

Knesting, K., & Waldron, J. (2005, April). Supporting LGBT college students. Invited address presented at the CROW Forum, University of Northern Iowa, Cedar Falls, IA.

Knesting, K., & Waldron, J. (2004, February). Why we should care: The importance of supporting LGBT students in the college classroom. Invited address presented at the Hawkeye Community College Employee Development Day, Waterloo, IA.

Knesting, K. (2003, October). Working with lesbian, gay, bisexual & transgender students. Invited address at the Wisconsin School Psychologist Association Fall Conference, LaCrosse, WI.

Knesting, K. (2003, March). Bullying: Prevention & early intervention. Invited address presented at the Student-Wisconsin Education Association Fall Conference, Eau Claire, WI.

Knesting, K., & Smith, J. (2003, February). LGBT Youth: Supporting teachers in supporting students. Invited address presented at the Faculty/Academic Staff Forum, University of Wisconsin-Eau Claire, Eau Claire, WI.

Knesting, K. (2002, May). High stakes testing: What every school psychologist needs to know. Invited address presented at the UW-LaCrosse 25th Annual School Psychology Roundtable, LaCrosse, WI.

Knesting, K. (2001, October). After September 11th: What teachers need to know about crisis intervention. Invited address presented at the Student-Wisconsin Education Association Fall Conference, Eau Claire, WI.

Knesting, K. (2000, September). Supporting the persisters: The role of the school psychologist in dropout prevention. Invited address presented at the Wisconsin School Psychologists Association Fall Conference, Appleton, WI.

Knesting, K. (2000, March). Violence prevention & crisis intervention: The teacher's role. Invited address presented at the Student-Wisconsin Education Association Spring Conference, LaCrosse, WI.

WORKSHOPS

Knesting, K. (2003, March). Curriculum based measurement: Theory & practice. Workshop presented at the University of Wisconsin-Eau Claire, Eau Claire, WI.

Knesting, K. (2001, March). School psychology: Transition from graduate school to the workplace. Workshop presented at the University of Wisconsin-Eau Claire, Eau Claire, WI.

Larson, J., Busse, R., Dehn, M., Knesting, K., Miller, B., and Thompson, J. (1999, October). Comprehensive school health programs. Workshop presented at the Wisconsin School Psychologists Association Fall Conference, Oconomowoc, WI.

Waldron, N., & Knesting, K. (1996, December). Curriculum based measurement. Workshop presented at North Central Indiana Special Education Cooperative, Warsaw, IN.

Bosworth, K., Barnum, S., & Knesting, K. (1996, February). Ask about HIV/AIDS: What teachers need to know. Workshop presented at Indiana University School of Education, Bloomington, IN.

Bosworth, K., Barnum, S., & Knesting, K. (1995, February). Ask about HIV/AIDS: What teachers need to know. Workshop presented at Indiana University School of Education, Bloomington, IN.

FUNDED GRANTS

Knesting, K. (2007). Lesbian, gay, bi-Sexual, transgender, and questioning youth: Supporting middle and high school teachers in supporting students. University of Northern Iowa Graduate College Summer Fellowship, \$5,517.

Olsen, T., & Knesting, K. (2002). Teacher perceptions of peer sexual harassment among middle school students. Center of Excellence for Faculty/Student Research Collaboration Grant – University of Wisconsin-Eau Claire, \$500.

DeRoos, B., & Knesting, K. (2002). The experiences of expectant and parenting teenage fathers. Small Research Project Grant – University of Wisconsin-Eau Claire, \$394.

Michael, J., & Knesting, K. (2001). The importance of social skills for the general education classroom: A survey of parents, teachers, and school support staff. Center of Excellence for Faculty/Student Research Collaboration Grant – University of Wisconsin-Eau Claire, \$500.

Lockner, L., & Knesting, K. (2001). Zero tolerance policies and students' perceptions of safety in school. Center of Excellence for Faculty/Student Research Collaboration Grant – University of Wisconsin-Eau Claire, \$1,050.

Knesting, K., & Smith, J. (2001). Lesbian, gay, bi-sexual, and transgender youth: Supporting teachers in supporting students. Center of Excellence for Faculty/Student Research Collaboration Grant – University of Wisconsin-Eau Claire, \$700.

Knesting, K., & Drew, A. (1999). Violence prevention & crisis intervention: Training issues for school psychologists. Center of Excellence for Faculty/Student Research Collaboration Grant – University of Wisconsin-Eau Claire.

ACADEMIC SERVICE DEPARTMENT

Member: Dept. of Ed. Psych. & Foundations – Assessment Team, University of Northern Iowa, 2004-present.

Member: Dept. of Ed. Psych. & Foundations – School Psychology Committee, University Of Northern Iowa, 2003-present.

Member: Dept. of Ed. Psych. & Foundations – School Psychology Advisory Board, University Of Northern Iowa, 2003-present.

Member: Dept. of Ed. Psych. & Foundations – NASP Program Re-approval Committee, University of Northern Iowa, 2003-2005.

Chair: Dept. of Psychology – Assessment Committee, University of Wisconsin-Eau Claire, 2001-2003.

Member: Dept. of Psychology – Graduate Review and Admissions Board, University of Wisconsin-Eau Claire, 1999-2003.

COLLEGE

Member: College of Education – Curriculum Committee, University of Northern Iowa, 2006-present.

Marshal: Teacher Education Convocation, University of Northern Iowa, spring 2006.

Marshal: Teacher Education Convocation, University of Northern Iowa, fall 2006.

Scorer: College of Education Teacher Work Sample, University of Northern Iowa, 2004-present.

Member: College of Education – Diversity Task Force, University of Northern Iowa, 2003-2004.

Co-Advisor: Kappa Delta Pi, Education Honor Society, University of Wisconsin-Eau Claire, 2002-2003.

Graduate Student Representative: College of Education – Research, Development, & Equipment Committee, Indiana University, 1996-1997.

UNIVERSITY

Member: Women's and Gender Studies Advisory Board, University of Northern Iowa, 2006-present.

Member: Women's and Gender Studies Graduate Subcommittee, University of Northern Iowa, 2006-present.

Member: Academic Rigor Study Group, University of Northern Iowa, 2005-2006.

Member: Plagiarism/Professional Ethics Study Group, University of Northern Iowa, 2005-2006.

Member: Dissertation Award Selection Committee, University of Northern Iowa, 2005.

Member: Multicultural Coordinating Council, University of Northern Iowa, 2004-present.

Member: Learning Technology Development Center (LTDC) Task Force, University of Wisconsin-Eau Claire, 2001.

Member: Graduate Council, University of Wisconsin-Eau Claire, 2000-2003.

STATE

Member: Board of Directors of the Wisconsin School Psychologists Association, 2001-2003.

Chair: Membership Committee, Wisconsin School Psychologists Association, 2001-2003.

Member: Convention Planning Committee, Wisconsin School Psychologists Association, 2001-2003.

FIELD

Program Reviewer: National Association of School Psychologists, 2006-present.

Member: National Association of School Psychologists Crisis Prevention and Intervention Workgroup, 2004-2006.

STUDENT THESES SUPERVISED – UNIVERSITY OF NORTHERN IOWA

Baker, K. (In progress). Use of read aloud strategies to improve the reading skills and language proficiency of English Language Learners.

Beck, K. (In progress). Students' attitudes toward sexual minority youth in schools with and without gay-straight alliances.

Brandau, R. (In progress). Impact of NCLB on high schools' dropout prevention programs.

Carlson, N. (In progress). School psychologists' knowledge, attitudes, and comfort-levels with the role of mental health provider.

Hayes-White, J. (In progress). Student perceptions of school belonging in schools with and without gay straight alliances.

Meyer, L. (In progress). Pre-referral intervention: A case study of intervention integrity.

- O'Connor, M. (In progress). Alternative school experiences of students at-risk for high school dropout.
- Otis, K. (In progress). A comparison of teachers' attitudes toward sexual minority students and issues in schools with and without gay straight alliances.
- Reese, D. (In progress). Teachers knowledge of and attitudes toward high school dropout.
- Andreasson, L. (2006). Interventions to improve one school's school-wide discipline program.
- Olson, E. (2006). Teacher perceptions of No Child Left Behind.
- Duncan, A. (2005). Functional behavioral assessment: Linking assessment and intervention.
- O'Rourke, L. (2005). Functional behavioral assessment: The observation.
- Remekel-Henkels, S. (2005). Using office referral data to help improve school-wide discipline.
- Shaffer, S. (2005). Functional behavioral assessment: The interview.

STUDENT THESES SUPERVISED – UNIVERSITY OF WISCONSIN-EAU CLAIRE

- Grunklee, S. (2006). Influences on teachers' attitudes and perceptions of children with attention problems.
- Lockner, L. (2003). Zero tolerance policies and students' perceptions of safety in school.
- Mahoney, M. (2002). Characteristics of successful collaboration in inclusive classrooms: Regular and special educators' perceptions.
- Kjos, L. (2000). Assessment and perceived efficacy of interventions by school psychologists and family physicians regarding ADHD.
- Peterson, C. (2000). Instructional strategies and student achievement in inclusive and noninclusive classrooms.

PROFESSIONAL ORGANIZATIONS

- Member:** American Educational Research Association
 Iowa School Psychologists Association
 National Association of Multicultural Education
 National Association of School Psychologists
 Wisconsin School Psychologists Association