Matthew Robert Reynolds, Ph.D.

Educational Psychology
Joseph R. Pearson Hall
1122 West Campus Road, Room 130T
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The University of Kansas
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EDUCATION

The University of Texas–Austin
Ph. D., Educational Psychology, 2008
Programs: School Psychology and Quantitative Methods
APA-accredited and NASP-approved program in School Psychology

Dissertation: *The use of factor mixture modeling to investigate population heterogeneity in hierarchical models of intelligence.* Timothy Z. Keith & S. Natasha Beretvas (co-chairs), Keenan Pituch, Daniel Powers, & Janay Sander

East Carolina University
M.A. with Advanced Specialization, School Psychology, 2001
NASP-approved program in School Psychology

State University of New York at Fredonia
B.A., Psychology with honors, 1998
Minor: Sociology

ACADEMIC APPOINTMENTS

University of Kansas
Professor, 2023–present
Associate Professor, 2014–present
Assistant Professor, 2008—2014
Director of Clinical Training for the Ph. D. Program in School Psychology, 2014–2021
Program Director for the Ed.S. Program in School Psychology, 2014–present
Department of Educational Psychology
School Psychology Program
APA-accredited, CAEP/KSDE-accredited, and NASP-accredited Programs in School Psychology

CERTIFICATES AND LICENSURE

National School Psychology Certification Board
Nationally Certified School Psychologist
Kansas State Board of Education
Initial school specialist, 2009–2010
Licensed School Psychologist, 2010–2016
North Carolina State Board of Education
Licensed School Psychologist, 2001–2006

RESEARCH ACTIVITIES

Textbooks

Keith, T. Z. **Reynolds, M.R.,** & Caemmerer, J., (2025). *Multiple regression and beyond: An introduction to multiple regression and structural equation modeling* (4th ed). Routledge.

Journal Publications

*Graduate student at the University of Kansas when the study was conducted.

Wray, M. D.* & **Reynolds, M. R.** (2025). Confirmatory factor analysis of the KeyMath-3 Diagnostic Assessment. *Journal of Psychoeducational Assessment, 43(1)*, 18-35. https://doi.org/10.1177/07342829241298171

Singh, L. J., Floyd, R. G., **Reynolds, M. R.,** Pike, N. M., & Huenergarde, M. C. (2025). What does the Developmental Neuropsychological Assessment–II (NEPSY-II) measure in children ages 7 to 12? A structural and psychometric analysis. *Child Neuropsychology*, 31(2), 197–228. https://doi.org/10.1080/09297049.2024.2357376

Caemmerer, J. M., Scudder, A. M., Keith, T. Z., & **Reynolds, M. R.** (2024). Beyond individual tests: Youths' cognitive abilities, basic reading, and writing. *Journal of Intelligence*, *12*(11), 120. https://doi.org/10.3390/jintelligence12110120

Caemmerer, J., **Reynolds, M.R.,** Keith, T. Z. (2023). Beyond individual tests: Youth's cognitive abilities on their math and writing skills, *Learning and Individual Differences, 102*, 102271, https://doi.org/10.1016/j.lindif.2023.102271.

Meyer, E. M.,* & **Reynolds, M. R**. (2022). Multidimensional scaling of cognitive ability and academic achievement scores. *Journal of Intelligence*, *10*(4), 117. https://doi.org/10.3390/jintelligence10040117

Reynolds, M. R., Izzo, J. R.,* & Schultz, R. C.* (2022). Beyond simple mean differences: Analysis of sex similarities and differences in academic achievement with the Kaufman Tests of Educational Achievement. *Journal of Psychoeducational Assessment*, 40, 923-935, 10.1177/0734282922111

Reynolds, M. R., Hajovsky, D. B., & Caemmerer, J. (2022). The sexes do not differ in general intelligence, but they do in some specifics. *Intelligence, 92*, 101651. *https://doi.org/10.1016/j.intell.2022.101651*

Reynolds, M. R., Niileksela, C. R., Gignac, G. E., Sevillano, C. N.* (2022) Working memory capacity development through childhood: A longitudinal analysis. *Developmental Psychology, 58*(7), 1254–1263. https://doi.org/10.1037/dev0001360

*Alexander, R. & **Reynolds, M. R.** (2020). Intelligence and adaptive behavior: A meta-analysis. *School Psychology Review*. *49,* 85-110.

*Carbuhn, A. F., Sanchez, Z., Fry, A. C., **Reynolds, M. R**., & Magee, L. M. (2020). A simplified prediction model for lower extremity long bone stress injuries in male endurance running

athletes. *Clinical Journal of Sport Medicine: Official Journal of the Canadian Academy of Sport Medicine, 30,* e124–e126.

Caemmerer, J., Keith, T. Z., & **Reynolds, M. R.** (2020). Beyond individual intelligence tests: Application of CHC theory. *Intelligence*, *79*.

Farmer, R.L., Floyd, R. F., **Reynolds, M. R**., & Berlin, K. S. (2020). How can general intelligence composites most accurately index psychometric *g* and what might be good enough? *Contemporary School Psychology, 24,* 52-67.

Hajovsky, D. B., Niileksela, C. R., Villenuve, E. F, & **Reynolds, M. R.** (2019). Gender matters in neuropsychological assessment of child and adolescent writing skill. *Journal of Pediatric Neuropsychology, 5*, 103–118.

Gignac, G. E., **Reynolds, M. R.,** & Kovacs, K. (2019). Digit span subscale scores may be insufficiently reliable for clinical interpretation: Distinguishing between stratified coefficient alpha and omega hierarchical. *Assessment, 26,* 1554–1563.

Niileksela, C. N. & **Reynolds, M. R.** (2019). Enduring the tests of age and time: Wechsler constructs across versions and revisions. *Intelligence, 77.*

*Hajovsky, D. B., & **Reynolds, M. R.** (2019). Prior individual risk behavior predicts subsequent individual and peer risk behavior: A longitudinal examination from fifth to ninth grade. *Canadian Journal of School Psychology, 34,* 283–299.

Kaufman, A. B., **Reynolds, M. R.,** & Kaufman, A. S. (2019). The structure of ape (hominoidea) intelligence. *Journal of Comparative Psychology*, *133*, 92–105.

*Meyer, E. M., & **Reynolds, M. R.** (2018). Scores in space: Multidimensional scaling with the WISC-V. *Journal of Psychoeducational Assessment, 36*, 562–575.

Hajovsky, D. B., Villeneuve, E. F., **Reynolds, M. R.,** Niileksela, C. R., Mason, B. A., & Shudak, N. J. (2018). Cognitive ability influences on written expression: Evidence for developmental and sex-based differences in school-age children. *Journal of School Psychology, 67,* 104–118.

Caemmerer, J., Maddocks, D., Keith, T. Z., & **Reynolds, M. R.** (2018). Effects of cognitive abilities on child and youth academic achievement: Evidence from the WISC-V and WIAT-III. *Intelligence*, *68*, 6–20.

Gignac, G. E., Kovacs, K., & **Reynolds, M. R.** (2018) Backward and forward serial recall across modalities: An individual differences perspective. *Personality and Individual Differences, 121,* 147–151.

Reynolds, M. R., & Keith, T. Z. (2017). Multi-group and hierarchical confirmatory factor analysis of the Wechsler Intelligence Scale for Children—Fifth Edition: What does it measure? *Intelligence, 62,* 31–47.

*Pargulski, J. R., & **Reynolds, M. R.** (2017). Sex differences in achievement: Distributions matter. *Personality and Individual Differences, 104*, 272-278.

Keith, T. Z., Caemmerer, J. M., & **Reynolds, M. R.** (2016). Comparison of methods for factor extraction for cognitive test-like data: Which overfactor, which underfactor? *Intelligence, 54*, 37–54.

Reynolds, M. R., Hajovsky, D. B., *Pace, J. R., & Niileksela, C. N. (2016). What does the Shipley-2 measure for children and adolescents? Cross-battery and conjoint confirmatory factor analysis with the WISC-IV. *Assessment, 23*, 23–41.

Scheiber, C., **Reynolds, M. R.,** *Hajovsky, D. B., & Kaufman, A. S. (2015). Gender differences in achievement in a large nationally-representative sample of children and adolescents. *Psychology in the Schools*, *52*, 335–348.

Reynolds, M. R., Scheiber, C., *Hajovsky, D. B., Schwartz, B., & Kaufman, A. S. (2015). Gender differences in academic achievement: Is writing an exception to the gender similarities hypothesis? *Journal of Genetic Psychology: Research and Theory of Human Development, 176*, 211–234.

*Hajovsky, D. B., **Reynolds, M. R.,** Floyd, R. F., *Turek, J. J., & Keith, T. Z. (2014). A multi-group investigation of latent cognitive abilities and reading achievement relations. *School Psychology Review, 43,* 385–406. **

***Honorable mention for article of the year*

Farmer, R., Floyd, R. F., **Reynolds, M. R.,** &, Kranzler, J. H. (2014). IQs are very strong but imperfect indicators of psychometric *g*: Results from joint confirmatory factor analysis. *Psychology in the Schools, 51,* 801–813.

Kaufman, A. S., Zhou, X., **Reynolds, M. R.**, Kaufman, N. L., Green, G. P., & Weiss, L. G. (2014). The possible societal impact of the decrease in U.S. blood lead levels on adult IQ. *Environmental Research, 132C*, 413–420.

*Niileksela, C. R., & **Reynolds, M. R.** (2014). Global, broad, or specific cognitive differences? Using a MIMIC model to examine differences in CHC abilities in children with learning disabilities. *Journal of Learning Disabilities, 47,* 224–237.

Reynolds, M. R., Floyd, R. F., & Niileksela, C. R. (2013). How well is psychometric *g* indexed by global composites? Evidence from three popular intelligence tests. *Psychological Assessment, 25,* 1314–1322.

Floyd, R. F., **Reynolds, M. R.,** Farmer, R., & Kranzler, J. H. (2013). Are the general factors from different child and adolescent intelligence tests the same? Results from a five-sample, six-test analysis. *School Psychology Review, 42,* 383–401.

Reynolds, M. R., *Ingram, P. B., *Seeley, J. S., & *Newby, K. D. (2013). Investigating the structure and invariance of the Wechsler Adult Intelligence Scales, Fourth Edition in a sample of adults with intellectual disabilities. *Research in Developmental Disabilities, 24*, 3235–3245.

Reynolds, M. R., Keith, T. Z., Flanagan, D. P., & Alfonso, V. C. (2013). A cross-battery, reference variable, confirmatory factor analytic investigation of the CHC taxonomy. *Journal of School Psychology*, *51*, 535–555.

*Niileksela, C. R., **Reynolds, M. R.**, & Kaufman, A. S. (2013). An alternative Cattell-Horn-Carroll (CHC) factor structure of the WAIS-IV: Age invariance of an alternative model for ages 70–90. *Psychological Assessment, 25*, 391–405.

Reynolds, M. R. (2013). Interpreting intelligence test composite scores in light of Spearman's law of diminishing returns. *School Psychology Quarterly, 28,* 63–76.

Flanagan, D. P., Alfonso, V. C., & **Reynolds, M. R.** (2013). Broad and narrow CHC abilities measured and not measured by the Wechsler scales: Moving beyond within-battery factor analysis. *Journal of Psychoeducational Assessment, 31*, 202–223.

Reynolds, M. R., & *Turek, J. J. (2012). A dynamic developmental link between verbal comprehension-knowledge (Gc) and reading comprehension: Verbal comprehension-knowledge drives positive change in reading comprehension. *Journal of School Psychology, 50*, 841–863.

Kaufman, S. B., **Reynolds, M. R.,** Liu, X., Kaufman, A., S., & McGrew, K. S. (2012). Are cognitive *g* and academic achievement *g* one and the same *g*? An exploration on the Woodcock-Johnson and Kaufman tests. *Intelligence, 40*, 123–138.

Reynolds, M. R., *Hajovsky, D. B., *Niileksela, C. R., & Keith, T. Z. (2011). Spearman's Law of Diminishing Returns and the DAS-II: Do *g* effects on subtest scores depend on *g*? *School Psychology Quarterly, 26,* 275–289.

Keith, T. Z, **Reynolds, M. R.,** Roberts, L. G., Winter, A. L., & Austin, C. A. (2011). Sex differences in latent cognitive abilities ages 5 to 17: Evidence from the Differential Ability Scales—Second Edition. *Intelligence, 39*, 389–404.

Reynolds, M. R., Sander, J. B., & Irvin, M. J. (2010). Latent curve modeling of internalizing behaviors and interpersonal skills through elementary school. *School Psychology Quarterly, 25,* 189–201.

Keith, T. Z., & **Reynolds, M. R.** (2010). CHC theory and cognitive abilities: What we've learned from 20 years of research. *Psychology in the Schools, 47,* 635–650.

Keith, T. Z., Low, J. A., **Reynolds, M. R.,** Patel, P. G., & Ridley, K. P. (2010). Higher-order factor structure of the Differential Ability Scales—II: Consistency across ages 4 to 17. *Psychology in the Schools, 47,* 676–697.

Reynolds, M. R., Keith, T. Z., & Beretvas, S. N. (2010). Use of factor mixture modeling to capture Spearman's law of diminishing returns. *Intelligence*, *38*, 231–241.

Keith, T. Z., **Reynolds, M. R.,** Patel, P G., & Ridley, K. R. (2008). Sex differences in latent cognitive abilities ages 6 to 59: Evidence from the Woodcock-Johnson III Tests of Cognitive Abilities. *Intelligence, 36***,** 502–525.

Reynolds, M. R., Keith, T. Z., Ridley, K. R., & Patel, P. G. (2008). Sex differences in latent general and broad cognitive abilities for children and youth: Evidence from higher order MG-MACS and MIMIC analysis. *Intelligence, 36,* 236–260.

Reynolds, M. R., Keith, T. Z., Fine, J. G., Fisher, M. E., & Low, J. (2007). Confirmatory factor structure of the Kaufman Assessment Battery for Children-Second Edition: Consistency with Cattell-Horn-Carroll theory. *School Psychology Quarterly, 22,* 511–539.

Reynolds, M. R., & Keith, T. Z. (2007). A test of Spearman's law of diminishing returns in hierarchical models of intelligence. *Intelligence, 35,* 267–281.

Keith, T. Z., Fine, J G., Taub, G. E., **Reynolds, M. R.,** & Kranzler, J. H. (2006). Higher-order, multi-sample, confirmatory factor analysis of the Wechsler Intelligence Scale for Children—Fourth Edition: What does it measure? *School Psychology Review, 35,* 108–127.

Book Chapters

Reynolds, M. R., Fine, J. G., Niileksela, C. R., Stankov, L. & Boyle, G. (2023). Wechsler intelligence and memory scales: CHC analysis. In G. Boyle (Ed.), *The SAGE handbook of clinical neuropsychology* (pp.249–266). Sage.

Keith, T. Z., & **Reynolds, M. R.** (2018). Using confirmatory factor analysis to aid in understanding the constructs measured by intelligence tests. In D. F. Flanagan & E. M. McDonough (Eds.), *Contemporary intellectual assessment* (4th ed., pp. 853-900). New York, NY: Guilford.

Reynolds, M. R., Niileksela, C. R., *Meyer, E. M. (2018). Publishing in measurement and assessment journals. In R. F. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide* (pp. 169–181). New York, NY: Routledge.

Niileksela, C. R., **Reynolds, M. R.,** Keith, T. Z., & McGrew, K. S. (2016). A special validity study of the WJ IV: Acting on evidence for specific abilities. In D. P. Flanagan & V. C. Alfonso (Eds.), *WJ IV clinical use and interpretation: Scientist-Practitioner perspectives* (pp. 65-102). San Diego, CA: Elsevier.

Reynolds, M. R. & *Hadorn, M. (2016). Our WISC-V review. In A.S. Kaufman, S. E. Raiford, & D. L. Coalson (Eds.), *Intelligent testing with the WISC-V* (pp. 615-636). Hoboken, NJ: Wiley.

Reynolds, M. R., & Keith, T. Z. (2013). Measurement and statistical issues in child assessment research. In D. H. Soklofske, C. R. Reynolds, & V. Schwean (Eds.), *Oxford handbook of child and adolescent assessment* (pp. 48-83). New York, NY: Oxford University Press.

Keith, T. Z., & **Reynolds, M. R.** (2012). Using confirmatory factor analysis to aid in understanding the constructs measured by intelligence tests. In D. F. Flanagan & P. H. Harrison (Eds.), *Contemporary intellectual assessment* (3rd ed., pp. 758–799). New York, NY: Guilford.

Keith, T. Z., & **Reynolds, M. R.** (2008). Advances in quantitative research. In C. R. Reynolds, & T. B. Gutkin, (Eds.), *The handbook of school psychology (*4th ed., pp. 3–29). New York, NY: Wiley.

Reynolds, M. R. (2006). Asperger's syndrome. In A. M. Bursztyn (Ed.), *Special education today: A handbook* (pp. 51–52). Westport, CT: Greenwood Press.

Book and Test Reviews and Other Publications

Hajovsky, D. B., & **Reynolds, M. R.** (2018). Hierarchical regression. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (p. 779). Thousand Oaks, CA: Sage.

Hajovsky, D. B., & **Reynolds, M. R.** (2018). g theory of intelligence. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 713-715). Thousand Oaks, CA: Sage.

Reynolds, M. R. & Niileksela, C. R. (2015). [Test Review] Woodcock-Johnson IV Tests of Cognitive Abilities. *Journal of Psychoeducational Assessment, 33,* 381-390.

Reynolds, M. R. (2014). Thoughts about intelligence and its measurement. *The School Psychologist, 68*.

Reynolds, M. R. (2010). [Book Review] Intelligent testing: Integrating psychological theory and clinical practice. A tribute to Alan Kaufman. *Journal of Psychoeducational Assessment, 28,* 594–597.

Reynolds, M. R. (2010). Bivariate regression. In N. Salkind (Ed.) *Encyclopedia of research design*. Thousand Oaks, CA: Sage.

Garrison, D., & **Reynolds, M. R.** (2006). Linking family and school with parent consultation and home-school collaboration. *The Family Psychologist*, *22*, 4–6.

Presentations at Professional Conferences

Niileksela, C. R., **Reynolds, M. R.,** & Beytien, R. (2020, February). *Reciprocal influences between working memory and academic skills*. Poster presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.

Skorupski, W., & **Reynolds, M. R**. (2019, April). *Sampling distributions of AIC and BIC differences for higher-order and bifactor models*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, CA.

*Mace, E., & **Reynolds, M. R.** (2019, February). *Sex differences in achievement: Distributions still matter*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, Ga.

Hajovsky, D. B., Villeneuve, E. F. **Reynolds, M. R**., & Niileksela (2018, February). *Developmental and sex differences in cognitive ability influences on writing*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

*Meyer, E. M. & **Reynolds, M. R.** (2017, February). *Patterns of peaks and valleys in the WISC-V*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Hajovsky, D. B., Mahoney, J. M., **Reynolds, M. R**., Mason, B. A., & Villeneuve, E. F. (2016, August). *Cognitive abilities and writing achievement relations in a school-aged sample*. Poster presented at American Psychological Association annual convention, Denver, CO.

Singh, L. J., Floyd, R. G., & **Reynolds, M. R**. (2016, August). *Confirmatory factor analysis: Measuring the Developmental Neuropsychological Assessment–II*. Poster presented at the American Psychological Association annual convention, Denver, CO.

*Carbuhn, A., Sanchez, Z., Fry, A., **Reynolds, M. R.**, & Magee, L. (2016, July). *A simplified prediction model for thigh and shank bone stress injuries in male collegiate endurance athletes*. Paper presented at National Strength and Conditioning Association national conference, New Orleans, LA.

Hajovsky, D. B.,* **Reynolds, M. R.**, Mason, B. A., Brown, T. R. (2016, February). *Development of risk behavior: Parent and peer influences in adolescence*. Poster presented at National Association of School Psychologists annual convention. New Orleans, LA.

*Meyer, E. M. & **Reynolds, M. R.** (2016, February). *Multidimensional scaling with the WISC-V*. Poster presented at the meeting of the National Association of School Psychologists. New Orleans, LA.

Niileksela, C. R., & **Reynolds, M. R.** (2016, February). *Consistency of CHC constructs on the WPPSI IV, WISC-V, and WAIS-IV*. Poster presented at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.

Singh, L. J., Floyd, R. G., & **Reynolds, M. R**. (2016, August). *What does the Developmental Neuropsychological Assessment–II (NEPSY-II) measure? Confirmatory factor analysis and consistency with the CHC theory*. Poster presented at National Association of School Psychologists annual convention. New Orleans, LA.

Caemmerer, J. M., Keith, T. Z., Maddocks, D., Walsh, E. G., & **Reynolds, M. R.** (2015, September). *Effects of general and broad cognitive abilities on academic achievement: Testing bifactor and hierarchical models with the new WISC-V and WIAT-III*. Paper presented at the annual meeting of the International Society for Intelligence Research, Albuquerque, NM.

Caemmerer, J. M., Maddocks, D., Mitchell, J., Smith, L. V., **Reynolds, M. R.,** & Keith, T. Z. (2015, August) *WISC-V and WIAT-III: Effects of children's cognitive abilities on their achievement*. Poster presented at the meeting of the American Psychological Association, Toronto, CA.

Pace, J.* & **Reynolds, M. R.** (2015, August). *Confirmatory factor analysis and multiple regression analysis with the Shipley-2, WASI, and WIAT-II*. Poster presented at the meeting of the American Psychological Association, Toronto, CA.

Bonitto, M.,* & **Reynolds, M. R.** (2015, February). *Moderators of the influences of attitudes towards mathematicson performance*. Poster presented at the meeting of the National Association of School Psychologists. Orlando, FL.

Keith, T. Z., Caemmerer, J. M., Fisher, A. L., & **Reynolds, M. R.** (2014, February). *Do HPA and MAP recover the correct number of factors?* Poster presented at the meeting of the National Association of School Psychologists. Washington, D.C.

Reynolds, M. R., Floyd, R. F., & Niileksela, C. R. (2014, February). *How well is psychometric g indexed by global composites? Evidence from three popular intelligence tests*. Poster presented at the meeting of the National Association of School Psychologists. Washington, D.C.

Kaufman, A. B., **Reynolds, M. R.,** & Kaufman, A. S. (2013, August). *Psychometric analysis of the abilities of apes and 2 ½ year-olds*. Paper presented as part of a symposium at the annual meeting for the American Psychological Association, Honolulu, HI.

*Ingram, P., B., *Seeley, J. S., *Newby, K. D., & **Reynolds, M. R.** (2013, August). *WAIS-IV factor structure fit: Examining the intellectual disability population*. Poster presented at the annual meeting for the American Psychological Association, Honolulu, HI.

Scheiber, C., *Hajovsky, D., B., **Reynolds, M. R**., & Kaufman, A. S., (2013, August). *Differential prediction (IQ-Achievement) by gender using the Kaufman tests*. Poster presented at the annual meeting for the American Psychological Association, Honolulu, HI.

Scheiber, C., *Hajovsky, D., B., **Reynolds, M. R**., Schwartz, B., & Kaufman, A. S., (2013, August). *Academic achievement differences in children and adolescents*. Poster presented at the annual meeting for the American Psychological Association, Honolulu, HI.

Niileksela, C. R. & **Reynolds, M. R.** (2013, February). *Differences in cognitive-achievement relations in children with learning disabilities*. Paper presented at the meeting of the National Association of School Psychologists, Seattle, WA.

Keith, T. Z., **& Reynolds, M. R.** (2013, February). *Reference variable CHC cross-battery factor analysis*. Paper as part of a symposium at the annual meeting of for the National Association of School Psychologists, Seattle, WA.

Scheiber, C., *Murphy, M. A., **Reynolds, M. R.,** Schwartz, B., & Kaufman, A. S. (2013, February). *How age, gender, and parent SES relate to academic achievement*. Paper presented at the meeting of the National Association of School Psychologists. Seattle, WA.

Benson, N., **Reynolds, M. R.,** & Keith, T. Z. (2012, December). *Testing CHC theory: Conjoint confirmatory factor analysis of test batteries used in the WJ-III validity studies*. Paper presented at the annual meeting of the International Society for Intelligence Research, San Antonio, TX.

*Niileksela, C. R., & **Reynolds, M. R.** (2012, December). *Moderation of cognitive—achievement relations for children with learning disabilities*. Poster presented at the annual meeting of the International Society for Intelligence Research, San Antonio, TX.

Reynolds, M. R., & *Turek, J. (2012, August). *Developmental relation between Gc and reading*. Poster presented at the annual meeting for the American Psychological Association, Orlando, FL.

*Hajovsky, D. B., *Turek, J., & **Reynolds, M. R.** (2012, August). *Do the broad abilities affect reading above and beyond g?* Poster presented at annual meeting for the American Psychological Association, Orlando, FL.

*Turek, J., & **Reynolds, M. R.** (2012, August). *Longitudinal and multiple informant invariance of three scales from the ASEBA*. Poster presented at the annual meeting for the American Psychological Association, Orlando, FL.

Singer, J. K.,* Niileksela, C. R., **Reynolds, M. R**., & Kaufman, A. S. (2012, April). *Academic achievement and SES in elementary school and high school.* Paper presented at the annual meeting for the Western Psychological Association.

Schwartz, B. N., *Hajovsky, D. B., **Reynolds, M. R.,** & Kaufman, A. S. (2012, April). *Gender differences in reading, math, and writing at ages 7-19*. Paper presented at the annual meeting for the Western Psychological Association.

*Turek, J., & **Reynolds, M. R.** (2011, August). *The developmental relationship of teacher conflict, student aggressive behavior, student achievement, and perceptions of achievement in reading*. Poster presented at the annual meeting for the American Psychological Association, Washington, D.C.

Farmer, R., Floyd, R. F., **Reynolds, M. R.,** & Kranzler, J. H. (2011, February). *Relations between IQs and the general factor of intelligence.* Poster presented at the annual meeting for the National Association of School Psychologists, San Francisco, CA.

*Turek, J., & **Reynolds, M. R.** (2011, February). *Measurement invariance of the Child Behavior Checklist externalizing scales*. Poster presented at the annual meeting for the National Association of School Psychologists, San Francisco, CA.

Reynolds, M. R., *Niileksela, C.,*Hajovsky, D. B., & Keith, T. Z. (2011, February). *Do g loadings depend on g?* Poster presented at the annual meeting for the National Association of School Psychologists, San Francisco, CA.

Reynolds, M. R., Keith, T. Z., Flanagan, D. P., & Alfonso, V. C. (2010, December). *The utility of CHC taxonomy in identifying the factorial composition of intelligence subtests: A joint confirmatory factor analysis*. Paper presented at the annual meeting of the International Society for Intelligence Research, Alexandria, VA.

Keith, T. Z., & **Reynolds, M. R.** (2010, December). *Are we really overfactoring modern cognitive tests? Test of a hypothesis via plausible simulated data.* Paper presented at the annual meeting of the International Society for Intelligence Research, Alexandria, VA.

Reynolds, M. R., & Keith, T. Z. (2010, March). *CHC theory: What we've learned from 20 years of research*. Paper presented as part of a symposium at the annual meeting of for the National Association of School Psychologists, Chicago, IL.

Low, J. A., **Reynolds, M. R.,** Keith, T. Z., Patel, P. G., & Ridley, K. P. (2010, March). *Higher order factor structure of the Differential Ability Scales—II: Consistency across ages 4 to 17.* Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Keith, T. Z., **Reynolds, M. R.,** & Lakin, J. (2009, December). *Sex differences in latent means and variances in cognitive abilities: Evidence from the CogAT.* Paper presented at the annual meeting for the International Society for Intelligence Research, Madrid, Spain.

Reynolds, M. R. (2009, November). *Spearman's law of diminishing returns in higher order models of intelligence*. Invited paper presented at the New Voices in Creativity and Intelligence Conference, Lawrence, KS.

Reynolds, M. R., Alexander, R. M., Graybill, R.M., & Keith, T. Z. (2009, August). *What does the NEPSY-II measure in school-age children?* Poster presented at the annual meeting for the American Psychological Association, Toronto, CA.

Reynolds, M. R., Graybill, R., Alexander, R., & Keith, T. Z. (2009, August). *Confirmatory factor analysis of the NEPSY-II for pre-school children?* Poster presented at the annual meeting for the American Psychological Association, Toronto, CA.

Owens, R., Motl, T. **Reynolds, M. R.,** Bender, J., & Patterson, M. (2009, June). *Identification of strengths in preschool children*. Poster presented at the First World Congress on Positive Psychology, Philadelphia, PA.

Keith, T. Z., & **Reynolds, M. R.** (2008, December). *Sex differences in latent cognitive abilities: Evidence from the DAS-II*. Paper presented at the annual meeting for the International Society for Intelligence Research, Atlanta, GA.

Reynolds, M. R., & Beaujean, A. (2008, December). *Examining Spearman's law of diminishing returns in adults using the Wechsler norming sample.* Paper presented at the annual meeting for the International Society for Intelligence Research, Atlanta, GA.

Funk, C. L., Garrison, D., Carlson, C. Beretvas, S. N., Wang, D., & **Reynolds, M. R.** (2008, August). *The effectiveness of family interventions for treating child internalizing disorders*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.

Keith, T. Z., **Reynolds, M. R.**, Patel, P. G., & Ridley, K. R. (2008, February). *Sex differences in latent cognitive abilities ages 6 to 59.* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Reynolds, M. R. (2007, December). *Use of factor mixture modeling to investigate Spearman's law of diminishing returns.* Paper presented at the annual meeting of the International Society for Intelligence Research, Amsterdam, The Netherlands.

Reynolds, M. R., Keith, T. Z., Ridley, K. P., & Patel, P. G. (2006, December). *Sex differences in latent broad and general cognitive abilities for children and adolescents*. Paper presented at the annual meeting of the International Society for Intelligence Research, San Francisco, CA.

Keith, T. Z., & **Reynolds, M. R.** (2006, December). *Sex differences in latent broad and general cognitive abilities: Evidence from the WJIII*. Paper presented at the annual meeting of the International Society for Intelligence Research, San Francisco, CA.

Fisher, M., **Reynolds, M. R.**, Keith, T. Z., Patel, P., & Ridley, K. (2006, July). *Testing factor structure invariance across sexes on the KABC-II.* Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Low, J., **Reynolds, M. R.**, Keith, T. Z., Cahill, C., & Pilgrim, S. (2006, July). *Measurement invariance of the KABC-II across ethnic groups.* Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.

van Bolhuis, I., **Reynolds, M. R.**, Carlson, C., & Beretvas, S. N. (2006, July). *Effects of parent-directed training on externalizing behaviors.* Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Reynolds, M. R., Keith, T. Z., Fine, J., & Fisher, M. E. (2006, March). *Confirmatory factor structure of the KABC-II: Implications for interpretation.* Poster presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.

Reynolds, M. R., & Keith, T. Z. (2005, December). *A test of Spearman's law of diminishing returns in the Kauffman Assessment Battery for Children- Second Edition.* Paper presented at the annual meeting of the International Society for Intelligence Research, Albuquerque, NM.

Fine, J. G., **Reynolds, M. R.**, Keith, T. Z., & Low, J. (2005, August). *Confirmatory factor structure of the KABC-II.* Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Reynolds, M. R., Fine, J. G., Smith, S. W., & Semrud-Clikeman, M. (2005, August). *Indicators of ADHD and social competence disorders in children.* Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Reynolds, M. R., & Keith, T. Z. (2005, August). *Differentiation of cognitive abilities: A test of the law of diminishing returns.* Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Keith, T. Z., Fine, J. G., **Reynolds, M. R.**, Taub, G., & Kranzler, J. H. (2005, April). *Hierarchical confirmatory factor structure of the WISC-IV.* Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Reynolds, M. R., Smith, S., & Semrud-Clikeman, M. (2005, March). *Assessment of ADHD and nonverbal learning disabilities.* Poster presented at the annual meeting of the National Association of School Psychologist, Atlanta, GA.

Fine, J. G., & **Reynolds, M. R.** (2004, July). *Assessment of Asperger syndrome and nonverbal learning disabilities.* Presented as part of a symposium at the meeting of the American Psychological Association, Honolulu, HI.

Reynolds, M. R. (2004, July). *School-wide student behavior management: New roles for school psychologists.* Poster presented at the meeting of the American Psychological Association, Honolulu, HI.

Irvin, M. J., & **Reynolds, M. R.** (April, 2004). *Using curriculum-based measurement to predict performance on the 3rd grade statewide reading test*. Paper presented at the North Carolina Association for Research in Education, Chapel Hill, NC.

Reynolds, M. R., Brown, M.B., Bolen, L.B., & Burke, M.B. (October, 2000). *The effects of teacher ethnicity, teacher gender, student ethnicity, and teacher efficacy on ratings of student achievement and causal factors*. Poster presented at the meeting of the North Carolina School Psychology Association, Raleigh, NC.

Technical and Evaluation Reports

Reynolds, M. R., Keith, P., & Keith, T. Z. (September, 2007). *An evaluation of Breakthrough Miami's 2007 summer program.*

Reynolds, M. R., Keith, P., & Keith, T. Z. (September, 2007). *An evaluation of Houston's 2007 Summerbridge summer program.*

Fisher, M. E., **Reynolds, M. R.**, Keith, P., & Keith, T. Z. (September, 2006). *Breakthrough Austin: 2006 evaluation of the summer academic program.*

Low, J., **Reynolds, M. R.**, Keith, P., & Keith, T. Z. (September, 2006). *Houston Summerbridge: 2006 evaluation of the summer academic program.*

Reynolds, M. R., Keith, P., & Keith, T. Z. (September, 2006). *An evaluation of a Breakthrough Program: Summerbridge Providence at the Wheeler School 2006 summer session.*

Reynolds, M. R., Keith, P., Keith, T. Z., & Ramirez, L. (September, 2006). *Summerbridge Miami at the Ransom Everglades School: 2006 evaluation of the summer academic program.*

Reynolds, M. R., Keith, P., & Keith, T. Z. (September, 2006). *Summerbridge at San Francisco Day School: 2006 evaluation of the summer academic program.*

Reynolds, M. R., Keith, P., & Keith, T. Z. (September, 2005). *An evaluation of a Breakthrough Program: Austin's 2005 summer program.*

Reynolds, M. R., Keith, P., Telford, L., & Keith, T. Z. (September, 2005). *An evaluation of a Summerbridge Program: Fort Worth's 2005 summer program.*

Reynolds, M. R., Keith, P., Ramirez, L, & Keith, T. Z. (September, 2005*). An evaluation of a Summerbridge Program: Houston's 2005 summer program.*

EXTERNAL FUNDING

Funded

Reynolds, M. R. & Niileksela, C. N. (2020). *Growth of working memory capacity throughout childhood, and its measurement and growth for English language learners*. Texas Woman's University Woodcock Institute Research Grant. Co-PI. Total award: 14,272 for FY 2020/2021.

Not funded

Mellard, D., Reynolds, M. & Poggio, J. (2014*) Comprehensive literature review of cognitive assessment of persons with low vision and blindness*. Submitted to the American Printing House for the Blind, $249,901. Co-PI. Status: Not funded

INTERNAL FUNDING

University of Kansas New Faculty General Research Fund award

Relative effects of cognitive abilities on academic skills: Do the effects depend on the level of g?
Total award: 2,904 for FY 2010/2011 & 2011/2012. PI: Matthew R Reynolds

TRAINING GRANTS

HMH-Riverside University Outreach Program

Woodcock-Johnson Cognitive and Achievement tests and related materials with an estimated value over $30,000. University of Kansas School Psychology Program

Woodcock-Muñoz Foundation Instructional Materials Grant

Training materials with an estimated value of $20,000, University of Kansas School Psychology Program

UNIVERSITY TEACHING

UNIVERSITY OF KANSAS

Assistant Professor–Professor in School Psychology
Advanced Practicum in School Psychology, Spring 2020
Practicum in School Psychology, Fall 2019
School Psychology Internships (Ph.D. & Ed.S.), 2014–
Individual Intelligence Testing, Fall 2008–
Clinical Techniques in Academic Assessment and Intervention, Spring 2012–
General Linear Models, Summer, 2015–
Regression Analysis, Summer, 2009–2014
Psychoeducational Clinic I: Assessment, Consultation, Intervention, Fall 2009–2013
Psychoeducational Clinic II: Assessment, Consultation, Intervention, Spring 2010–2013
Advanced Practicum in School Psychology, Spring 2011
School Psychology Internships, Fall 2009–Spring 2010
Assessment of Infants, Toddlers, and Young Children, Summer 2010
Ethics and Issues in School Psychology, Spring 2009
Practicum in School Psychology, Fall 2008

UNIVERSITY OF TEXAS AT AUSTIN

Graduate Student
Individual Testing, Fall 2007
Served as the instructor for four weeks while the professor was on medical leave.

SERVICE

UNIVERSITY OF KANSAS

University
University Assessment Council, 2025–
Academic Program Review Committee, 2023–
Human Subject Review Board, Alternate, 2008–2011

School of Education
Outstanding Scholar Committee, 2012, 2013, 2018, & 2019
Center for the Psychological Services Committee, 2008–2012
Scholarship Committee for the School of Education, 2010–2012
Research Fund Review Panel, 2011
8th Annual KU Professionals for Disability & School of Education (SOE) Graduate Student Research Conference, Provided feedback for graduate students on their poster presentations, 2012
7th Annual KU Professionals for Disability & School of Education Graduate Student Research Conference, Discussant panel for graduate student research, 2011

Department
Personnel Committee, 2017-19
Mid-Tenure Review Committee, 2017–2108
Faculty Search Committees, 2017–20, 24-25
Post-Tenure Review Committee, 2014
Committee to Identify Foundation Professors, 2013
Hiring Committee, 2013
Chair of Summer Research Fellowship Committee, 2012
Merit Review Committee, 2011

Program
Director of Clinical Training, Ph.D. Program in School Psychology, 2014–2021
Program Director, Ed. S. Program in School Psychology, 2014–present
School Psychology Admissions Committee, 2009–present
School Psychology Annual Review, 2009–present
School Psychology Program Committee, 2008–present
Application of CHC theory for SLD identification presented with Chris Niileksela to school psychologists in Region III, Kansas at Keystone Learning Services, Oct. 2012

INTERNATIONAL
International Society for Intelligence Research
Student Research and Travel Award Committee, 2012 & 2013

ADVISORY BOARD
American Printing House for the Blind
Assessment Advisory Committee, 2013–2014

EXTERNAL REVIEWER
Dissertation, University of Melbourne

PRE-DOCTORAL PROFESSIONAL EXPERIENCES

Clinical Internship
Del Valle Independent School District, Del Valle, TX, 8/2007–6/2008
Supervisor: Lisa Lasater, Ph. D. & Gary Weibly, Ph. D.

Program Evaluation Consultant
Keith Research and Evaluation, Austin, TX, 2005—2007

Research Diagnostician
University of Texas Health and Sciences, Dept. of Child Psychiatry, San Antonio, TX, 2005–2006
Supervisor: Margaret Semrud-Clikeman, Ph. D. & Steven Pliszka, M. D.

Consultant
Psych Corp, San Antonio, TX, 2005

School Psychologist
Woodhill Elementary, Gastonia, NC, 2001—2003
Supervisor: Judith Brandt, Ph.D.

Summer School Math Teacher
Woodhill Elementary, Gastonia, NC, 2003

After-School Tutor
Woodhill Elementary, Gastonia, NC, 2003

Literacy Tutor
Woodhill Elementary, Gastonia, NC, 2001—2003

School Psychology Internship
Gaston County Schools, Gastonia, NC, 8/2000–5/2001
Supervisor: Judith Brandt, Ph. D. & Michael Brown, Ph. D.

Undergraduate School Psychology Internship
Dunkirk City Schools, Dunkirk, NY, 9/1997–12/1997

PROFESSIONAL AFFILIATIONS

National Association of School Psychologists
American Psychological Association (2006-2019)
International Society for Intelligence Research (2006-2020)
Psychometric Society (2006–2010)
Association for Psychological Science (2004–2006)
Psi Chi National Honor Society in Psychology

HONORS & AWARDS

Faculty Achievement Award for Research: School of Education, University of Kansas, 2017

Lightner Witmer Award: Honorable Mention, APA Division 16, 2014

Co-chair for Chris Niileksela's dissertation, which won the *Outstanding Dissertation Award* in the School of Education at University of Kansas and from the Woodcock-Munoz Foundation.

Faculty Achievement Award: *Promising Scholar 2011*, School of Education, University of Kansas.

Editor's Appreciation Award 2010. In appreciation of the "dedicated service to the *Journal of School Psychology*."

Invited as *Early Career Scholar* participant for the School Psychology Research Collaboration Conference (Society for the Study of School Psychology), Toronto, CA, 2009

John B. Carroll Award for Research Methodology. Awarded to graduate or post doc student for the paper with the most outstanding research methodology at the annual meeting for the International Society for Intelligence Research, Atlanta, GA, 2008

Awards in Graduate School

Travel Award to the annual meeting of the International Society for Intelligence Research in Amsterdam, Netherlands, Templeton Foundation, 2007

Nadine Lambert Memorial Scholarship, American Academy of School Psychology, 2007

Beeman Phillips Outstanding Graduate Student Researcher Award, School Psychology Program, University of Texas at Austin, 2007

Travel Award to annual meeting of the International Society for Intelligence Research in San Francisco, CA, Templeton Foundation, 2006

Invited participant in the 2006 *APA Advanced Training Institute for Structural Equation Modeling of Longitudinal Data*, Charlottesville, VA

Office of Graduate Studies Fellowship, The Graduate School, University of Texas at Austin, 2006-2007

Travel Award to annual meeting of the International Society for Intelligence Research in Albuquerque, NM, Templeton Foundation, 2005

Annual Education Fund Endowed Presidential Scholarship, College of Education, University of Texas at Austin, 2004–2005

Educational Psychology Scholarship, University of Texas at Austin, 2003–2004

Undergraduate Awards

Psi Chi National Honor Society in Psychology, 1998

SUNYAC All-Academic Team and Commissioner's List, Fredonia State Baseball Team, 1995–1998

Senior Honors Seminar, SUNY at Fredonia, 1998

Well-Balanced Freshman Man Scholarship Award, SUNY at Fredonia, 1994

EDITORIAL DUTIES

Editorships

Guest Editor for *Journal of School Psychology:* Special Issue on Longitudinal Methods to Advance School Psychology Research

Editorial and Advisory Boards

Intelligence and Cognitive Abilities, 2025–present
Gifted Education International, 2020–present
Journal of Early Childhood and Infant Psychology, 2014–present
Intelligence, 2013–2024
Journal of School Psychology, 2010—present
Journal of Psychoeducational Assessment, 2008—2020
Psychological Assessment, 2011—2015
Woodcock–Munoz Foundation Press, 2010
School Psychology Quarterly, 2004—2008 (Student Advisory Board)

Ad hoc Reviewer

Psychological Bulletin, 2026
Assessment, 2025–26
Journal of Psychoeducational Assessment, 2023
Journal of Intelligence, 2023
Perspectives on Early Childhood Education and Psychology, 2021
Developmental Psychology, 2019
Mind, Brain, and Education, 2019
Educational Psychology Review, 2018
Applied Cognitive Psychology, 2016-17
Journal of Intelligence, 2016
Assessment, 2014–18
Learning and Individual Differences, 2013
Research in Developmental Disabilities, 2013
Australian Educational and Developmental Psychologist, 2013
The Journal of Educational Psychology, 2009, 2010, 2013, 2016
Psychological Reports, 2012
Intelligence, 2009-2012
Journal of Intellectual Disabilities, 2011
Journal of Experimental Child Psychology, 2011
Psychological Assessment, 2006—2010
Journal of School Psychology, 2008—2009
Journal of Abnormal Child Psychology, 2009
British Journal of Mathematical and Statistical Psychology, 2009
Journal of Psychoeducational Assessment, 2008
Spanish Journal of Psychology, 2008
Educational and Psychological Measurement, 2006

Book Reviewer

Cambridge University Press, 2017
Routledge, 2014
Guilford, 2013
Wiley, 2012

Conference Reviewer

Annual Meeting of the International Society for Intelligence Research, 2008, 2013, & 2016
Association for Psychological Science Student Research Competition, 2005 & 2006
Association for Psychological Science Student Grant Competition, 2005 & 2006