**Katherine E. Frye, PhD, NCSP**

Assistant Professor of School Psychology

Department of Educational, School, and Counseling Psychology

Taylor Education Building ▪ 597 S Upper St, Office 170F, Lexington, KY 40508

University of Kentucky ▪ ORCID: 0000-0002-3359-4453

Email: katherine.frye@uky.edu ▪ Phone: 859-218-2086

Current Position

2024 **Assistant Professor of School Psychology, tenure-track**

Department of Educational, School, and Counseling Psychology

 College of Education, University of Kentucky

Education

2022 **Doctor of Philosophy**

School Psychology, University of Florida

APA & NASP accredited program

2019 **Master of Education**

School Psychology, University of Florida

APA & NASP accredited program

2017 **Bachelor of Science, *cum laude, Phi Beta Kappa honors***

Psychology, University of Florida

Minor: Educational Studies

Prior Professional Experience

2022–2024 **Postdoctoral Scholar & Senior Project Coordinator**

Department of Educational Psychology, Counseling, & Special Education

 College of Education, The Pennsylvania State University

Project: Development and Validation of the Revised Academic Competence Evaluation Scales (Principal Investigator: James C. DiPerna; Institute of Education Sciences grant funded 2020–2024, $1,399,785)

Courses Taught

*University of Kentucky School Psychology Program*

EDP 658 Advanced Assessment, 3 credits, 3rd & 4th years

EDP 640 Individual Assessment of Cognitive Functioning, 3 credits, 1st years

EDP 765 Doctoral Research Seminar, 1 credit, 1st years

EDP 770 Legal & Ethical Issues in Professional Psychology, 3 credits, 2nd years

*University of Florida School Psychology Program*

SPS6197 Psychoeducational Assessment III, 3 credits, 3rd & 4th years

Professional Credentials

2022 Nationally Certified School Psychologist #65578

Professional Affiliations

2023–2024 American Educational Research Association

2022–present American Psychological Association, Division 16

2019–present American Psychological Association

2018–present National Association of School Psychologists

2017–2022 Florida Association of School Psychologists

2017–2018 Florida Psychological Association

2017 Phi Beta Kappa Society

2016 Phi Kappa Phi National Honor Society

2016 Psi Chi International Honor Society

Awards, Honors, & Recognitions

2023 APA Division 16 Blue Ribbon Student Poster Award

2022 Postdoctoral Scholar Travel Award, The Pennsylvania State University

2021 Outstanding Poster: Graduate Student Category, COE Research Symposium

2017–2021 University of Florida Graduate School Funding Award

2016 University of Florida Anderson Scholar of High Distinction

Refereed Publications

*\*denotes student author*

**Published/In Press (*N* = 8)**

1. **Frye, K. E.**, Anthony, C. J., Husmann, K. D., Lei, P-W., & DiPerna, J. C. (in press). Utility of the Social Skills Improvement System–Rating Scales for capturing dynamic social constructs: Evidence using the measurement model of derivatives. *Child Development*.
2. Anthony, C. J., **Frye, K. E.**, Horn, T.\*, Lei, P-W., & DiPerna, J. C. (in press). Considering fairness and culture in social and emotional learning assessment. In J. M. Twyford, K. Eklund, E. Dowdy, R. Kamphaus, & C. R. Reynolds (Eds.), *Culturally-informed approaches to behavioral and emotional assessment of youth*. Guilford Press.
3. **Frye, K. E.**, Garis, E.\*, Myers, T.\*, Huggins-Manley, A. C., Smith-Bonahue, T. M., Kemple, K., & Kehl, L.\* (2024). Reliability and validity evidence for an adapted affect knowledge test for preschool children using Rasch theory. *Early Education and Development*. Advance online publication. <https://doi.org/10.1080/10409289.2024.2389369>
4. **Frye, K. E.**, Anthony, C. J., Huggins-Manley, A. C., & Smith-Bonahue, T. M. (2024). Kids these days and kids those days: Investigating perceptions of children’s social skills from 1988 to 2007. *Journal of School Psychology, 103*(101278). <https://doi.org/10.1016/j.jsp.2023.101278>
5. **Frye, K. E.**, Anthony, C. J., Boss, D., Du, H., & Xing, W. (2024). Content analysis of the CASEL framework using K–12 SEL standards. *School Psychology Review*, *53*(3) 208–222. <https://doi.org/10.1080/2372966X.2022.2030193>
6. **Frye, K. E.**, Winkelman, E.\*, & Anthony, C. J. (2023). Evaluating the factor structure and measurement invariance of the Academic Competence Evaluation Scales—Short Form. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000609>
7. Anthony, C. J., Styck, K. M., Martel, J., Cooke, E., & **Frye, K. E.** (2020). Evaluating the impact of rater effects on behavior rating scale score validity and utility. *School Psychology Review, 15*(1), 25–39. <https://doi.org/10.1080/2372966X.2020.1827681>
8. Kranzler, J. H., Yaragchi, M., **Matthews, K. E.**, & Otero-Valles, L. (2019). Does the response-to-intervention model fundamentally alter the traditional conceptualization of specific learning disability? *Contemporary School Psychology, 24*, 80–88. <https://doi.org/10.1007/s40688-019-00256-x>

**Under Review (*N* = 1)**

1. Anthony, C. J., **Frye, K. E.**, Winkelman, E.\*, & DiPerna, J. C. (2024). *Do students need to learn how to learn again? Examining academic enablers post-COVID-19*. Manuscript submitted for publication.

**In Preparation (*N* = 4)**

1. **Frye, K. E.** & Muhlbauer, R.\* (2024). *A scoping review of academic functioning in sexual minority and gender diverse youth*. Manuscript in preparation.
2. **Frye, K. E.** & DiPerna, J. C. (2024). *Amplifying student voices in educational research: Thematic analysis of what students want researchers to know.* Manuscript in preparation.
3. **Frye, K. E.** & DiPerna, J. C. (2024). *Trends in teacher ratings of academic enablers: Which skills are most valued?* Manuscript in preparation.
4. **Frye, K. E.**, Anthony, C. J., & Horn, T.\* (2024). *Teacher accuracy in applying the CASEL framework to SEL rating scale items*. Manuscript in preparation.

**Non-Peer-Reviewed Publications**

1. Boss, D., **Frye, K. E.**, & Delouche, A. (2020). Setting a precedent: How tele-life challenges the school psychology graduate student norm. *National Association of School Psychologists Communiqué, 49*(4), 37.

Grant Funding

**Funded**

2024–2025 *Promoting the school success of sexually and gender diverse youth: Assessing the role of academic competence.* National Association of School Psychologists Equity, Diversity, Inclusion, and Justice Early Career Grant. Mentor: James C. DiPerna. Total Award Amount: $9,855.20

* Role: Principal Investigator

**Pending**

2025–2029 *SPLIT: School Psychology Leaders in Trauma-Informed Practice*. U.S. Department of Education, Office of Special Education and Rehabilitative Services, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (84.325D). Requested: $2,499,990.00

* Role: Co-Principal Investigator

2025–2029 *ACES-2 Brief: Development and Validation of a Brief Measure of Academic*

*Skills and Enablers*. U.S. Department of Education, Institute of Education Sciences, Goal 5 Measurement. Requested: $1,999,982.00

* Role: Co-Principal Investigator

Conference Presentations

**National (*N* = 22)**

1. **Frye, K. E.**, & DiPerna, J. C. (2025, February). *Keeping up with the kids: Considerations for social-emotional assessment*. Practitioner conversation to be held at the annual conference of the National Association of School Psychologists, Seattle, WA.
2. **Frye, K. E.**, DiPerna, J. C., & Anthony, C. J. (2025, February). *Building better rating scales: Applied examples from the ACES-2*. Paper session to be presented at the annual conference of the National Association of School Psychologists, Seattle, WA.
3. Horn, T., Anthony, C. J., & **Frye, K. E.** (2025, February). *Urban legends and rural realities: The tale of academic enablers*. Paper session to be presented at the annual conference of the National Association of School Psychologists, Seattle, WA.
4. Diperna, J. C., **Frye, K. E.**, & Anthony, C. J. (2024, November). *From SEL to the ABCs: The role of AEs* (*Academic Enablers*)*!* Poster session to be presented at the annual SEL Exchange of the Collaborative for Academic, Social, and Emotional Learning, Chicago, IL.
5. **Frye, K. E.**,& DiPerna, J. C. (2024, November). *A scoping review of SEL and academic functioning in LGBTQ+ youth*. Poster session to be presented at the annual SEL Exchange of the Collaborative for Academic, Social, and Emotional Learning, Chicago, IL.
6. **Frye, K. E.**,& DiPerna, J. C. (2024, August). *Then and now: Teacher perceptions of the importance of academic enablers*. Poster session presented at the annual conference of the American Psychological Association, Seattle, WA.
7. **Frye, K. E.**, Anthony, C. J., & DiPerna, J. C. (2024, February). *Fairness first: Implications for developing a measure of academic competence*. Paper session presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.
8. **Frye, K. E.**,DiPerna, J.C., & Anthony, C. J. (2024, February). *Creating a developmentally sensitive rating scale of academic competence*. Poster session presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.
9. **Frye, K. E.**,& Anthony, C. J. (2023, August). *Pandemic perils: Evaluating academic enabler declines in K–8 students following COVID-19*. Poster session presented at the annual conference of the American Psychological Association, Washington, DC. Poster awarded an APA Division 16 Blue Ribbon.
10. **Frye, K. E.**,DiPerna, J. C., & Anthony, C. J. (2023, August). *Applying the CAFE model to improve assessment fairness in the development of the ACES-2*. Poster session presented at the annual conference of the American Psychological Association, Washington, DC.
11. **Frye, K. E.**,Anthony, C. J., & Horn, T. (2023, February). *Teacher perspectives on CASEL domain coverage of common SEL assessments*. Paper session presented at the annual conference of the National Association of School Psychologists, Denver, CO.
12. **Frye, K. E.**,Anthony, C. J., Huggins-Manley, A. C., & Smith-Bonahue, T. M. (2023, February). *Exploring trends in K-12 social skills from 1988 to 2007*. Poster session presented at the annual conference of the National Association of School Psychologists, Denver, CO. Poster invited for participation in the NASP Virtual Poster Series.
13. Anthony, C. J., **Frye, K. E.**,& Boss, D. (2022, February). *Investigating the content alignment of SEL standards and SEL assessments*. Poster session presented at the annual conference of the National Association of School Psychologists, Boston, MA.
14. Boss, D., Anthony, C. J., & **Frye, K. E.** (2021, February). *What makes a standard? Content analysis of SEL state standards*. Paper session virtually presented at the annual conference of the National Association of School Psychologists.
15. Anthony, C. J., Stick, K., Robert, C., & **Matthews, K. E.** (2020, February). *Evaluating rater effects in direct behavior rating scales*. Paper session presented at the annual conference of the National Association of School Psychologists, Baltimore, MD.
16. Gilbert, K., Kranzler, J. H., Benson, N., **Matthews, K. E.**, & Boss, D. (2020, February). *Effect of WISC-V type of administration on test performance*. Poster session presented at the annual conference of the National Association of School Psychologists, Baltimore, MD.
17. Kranzler, J. H., Yaragchi, M., **Matthews, K. E.**, & Otero-Valles, L. (2020, February). *Does the RTI model alter the traditional conceptualization of SLD?* Poster session presented at the annual conference of the National Association of School Psychologists, Baltimore, MD.
18. **Matthews, K. E.**, Anthony, C. J., & Boss, D. (2020, February). *Emotion-knowledge and preschoolers: Validating the Affect Knowledge Test*. Paper session presented at the annual conference of the National Association of School Psychologists, Baltimore, MD.
19. **Matthews, K. E.** (2020, February). *Development of a school psychology undergraduate course*. Paper session presented at the annual conference of the National Association of School Psychologists, Baltimore, MD.
20. Graham, J., LaBelle, B., deLeon, A., **Matthews, K. E.**, & Joyce-Beaulieu, D. (2019, February). *Tools and tips for school-based assessment and intervention of anxiety*. Paper session presented at the annual conference of the National Association of School Psychologists, Atlanta, GA.
21. Kenney, E., **Matthews, K. E.**, Delouche, A., & Smith-Bonahue, T. M. (2019, February). *Effects of a dialogic reading intervention on preschoolers’ social-emotional learning*. Paper session presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
22. Kenney, E., Concepcion, R., Smith-Bonahue, T. M., Kemple, K., McReynolds, J. M., & **Matthews, K. E.** (2017, February). *Enhancing linguistically diverse preschoolers’ social-emotional learning through storybook reading.* Paper session presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

**State & Regional (*N* = 3)**

1. **Matthews, K. E.**, LaBelle, B., Graham, J., deLeon, A., & Joyce-Beaulieu, D. (2018, October). *Crash course in anxiety: Best practices in assessment and intervention*. Paper session presented at the annual conference of the Florida Association of School Psychologists, Orlando, FL.
2. **Matthews, K. E.**, Delouche, A., Graham, J., & Smith-Bonahue, T. M. (2018, October). *Utility and reliability of a social-emotional learning measure in preschoolers*. Poster session presented at the annual conference of the Florida Association of School Psychologists, Orlando, FL.
3. Concepcion, R., Kenney, E., Smith-Bonahue, T. M., Kemple, K., McReynolds, J. M., & **Matthews, K. E.** (2016, November). *Fostering preschoolers’ emotion vocabulary*

*through storybook reading*. Paper session presented at the annual conference of the Florida Association of School Psychologists, Palm Harbor, FL.

**Local & University (*N* = 1)**

1. **Frye, K. E.**, & Boss, D. (2021, March). *Content analysis of K–12 SEL state standards*. Poster session virtually presented at the 2021 University of Florida College of Education Research Symposium. Poster awarded top graduate student poster award.

Service

**Profession**

2023–present **Ad Hoc Reviewer**

*Child Development*

*International Journal of Emotional Education*

*Journal of Psychoeducational Assessment*

*Journal of School Psychology*

*School Psychology*

2023–present **Conference Proposal Reviewer**

*American Psychological Association 2024 Convention, Division 16*

*American Educational Research Association 2024 Convention*

 Division H: Research, Evaluation, & Assessment in Schools

Social-Emotional Learning Special Interest Group

*National Association of School Psychologists 2024 Convention*

*American Psychological Association 2023 Convention, Division 16*

2023–2024 **Affiliate Faculty Interviewer for Graduate Student Applicants**

 *University of Florida School Psychology Program*

2021 **NASP Exposure Project**

School: Cypress Lakes High School, Cypress, TX

* Presented about the field of school psychology to two high school psychology classes with diverse students to promote exposure to the field and encourage students to consider school psychology as a training and career option.

**University and College**

2024–present **Student Association of School Psychology**

Role: Faculty Advisor

2024–2025 **Undergraduate Recruitment, Retention and Student Success Committee**

Role: Committee Member – EDP Departmental Representative

Graduate Student Committees

1. Gabrielle Romines (in progress). PhD in School Psychology, University of Kentucky.

Prior Teaching Experience

2024 **Adjunct Lecturer: SPS6197 Psychoeducational Assessment III***, 3 credits*

 Role: Instructor

* Taught the 16-week course on advanced clinical assessment for 10 School Psychology advanced doctoral students at University of Florida, Spring 2024.
* Responsibilities included revising the syllabi and course materials, delivering lectures, grading assignments, and ensuring that students acquire the knowledge and skills required to engage in advanced clinical assessments.

2023 **Guest Lecture: SPS6937 Research and Writing in School Psychology**

Instructor: Christopher Anthony, Ph.D.

* Created and presented a two-hour virtual guest lecture on external validity and construct validity in research design for a class of ten school psychology doctoral students.

2022 **Guest Speaker: SPS6945 Advanced Practicum in School Psychology**

Instructor: Diana Joyce-Beaulieu, Ph.D.

* Invited guest speaker for “How to Prepare for and Acquire Your Preferred Internship.”
* Presented strategies for selecting internship opportunities and building a competitive portfolio to six advanced school psychology doctoral students.

2021–2024 **Guest Lecture: SPS6937 Social & Developmental School Psychology**

Instructor: Christopher Anthony, Ph.D.

* Created and presented a three-hour guest lecture on the role of parents and families in social development and foundations of social development through middle childhood to school psychology graduate students.
* Guest lectured for four semesters: March 2021, March 2022, March 2023, March 2024.

2021 **Guest Lecture: SPS6197 Psychoeducational Assessment III**

Instructor: Regilda Romero, Ph.D.

* Co-presented a three-hour guest lecture on the Features and Evaluation of Autism Spectrum Disorder to a class of six advanced doctoral school psychology students.
* Responsible for creating the lecture material.

2020–2024 **Guest Lecture: SPS6191 Psychoeducational Assessment II**

Instructor: John Kranzler, Ph.D.

* Provided an overview and demonstration of the WISC-V iPad administration to second-year school psychology graduate students in their cognitive assessment class in March 2020, February 2023, and February 2024.
* Answered questions about differences between paper-and-pencil and iPad administration.

2020–2021 **Graduate Course Development: SPS6937 Social & Developmental School Psychology**, *3 credits*

Supervisor: Christopher Anthony, Ph.D.

* Assisted with development of course syllabus, structure of course, lecture materials, assignments, and readings for school psychology graduate students.

2020 **Graduate Teaching Assistant: EEX4905 Psychology in the Schools**, *3 credits*

Instructor: Kathrin Maki, Ph.D.

* Contributed to creation of course lectures and assignments.
* Co-taught 11 undergraduate students in the first in-person course offering.
* Provided feedback on student papers and reflections.
* Led School Mental Health module lectures and activities.

2019 **Undergraduate Course Development: EEX4905 Psychology in the Schools**

Supervisor: Tina Smith-Bonahue, Ph.D.

* Assisted with development of course syllabus, structure of course, assignments, and readings.
* Created the lectures for the School Mental Health module and Social-Emotional-Behavioral Assessment and Intervention topic.
* Presented on the course development process at a national school psychology conference.

Prior Clinical & Applied Experience

**Pre-doctoral Psychology Internship**

2021–2022 **Department of Psychological Services for Cypress-Fairbanks Independent School District**, Cypress, TX (2000-hour APPIC and APA-accredited internship)

Primary Supervisors: Sara Glennon, Ph.D., Kelsey Perez, Ph.D., Meredith Takahashi, Ph.D.

Secondary Supervisors: Jamie Griffin, Ph.D., Traci Schluter, Ph.D., Brittany Whipple, Ph.D.

* Conducted social, emotional, and behavioral assessments for K–12 students.
* Provided regular direct counseling services for 14 students and behavioral consultation services for 23 students across three assigned campuses (elementary, middle, high school).
* Participated in IEP meetings for students receiving psychological services.
* Collaborated with school personnel to identify students in need of evaluation and/or psychological services.
* Engaged in risk assessment and crisis response as needed.
* Conducted weekly parent management training and family therapy through the Family Interaction Training clinic and served as peer supervisor for two interns.
* Received weekly individual and group supervision and weekly didactics by licensed psychologists.

**Advanced Clinical Practicum**

2020–2021 **University of Florida Center for Autism and Neurodevelopment**

Supervisors: Regilda Romero, Ph.D., Kerri Peters, Ph.D., BCBA-D

* Conducted telehealth assessments for children aged 2–5 presenting with neurodevelopmental concerns.
* Activities included leading intake interviews, conducting modified play-based observations, scoring and interpreting rating scales, integrating results, report-writing, sharing diagnostic impressions, and conducting feedback sessions with parents.
* Collaborated with Board-Certified Behavior Analysts to provide multidisciplinary Brief Behavioral Consultation (BBC) for toddlers with neurodevelopmental concerns and their parents.
* Conducted sessions with parents and their children to identify short-term behavioral goals (e.g., responding to name), identify sources of parental stress, and practice strategies.
* Participated in bi-monthly team meetings to further develop the BBC program and related research projects.
* Created ADOS-2 and ADI-R training materials.
* Peer supervised trainees learning how to conduct the ADI-R.

2019–2021 **University of Florida Health Psychology Clinic—Springhill**

Primary Supervisors: Regilda Romero, Ph.D., Melissa Munson, Ph.D., Andrea Guastello, Ph.D., Melanie Nelson, Ph.D., Laura Navia, Ph.D.

* Conducted outpatient individual therapy (e.g., cognitive behavioral therapy, parent management training) for patients with anxiety-related, mood-related, behavior-related, neurodevelopmental-related, and trauma-related disorders.
* Conducted inpatient brief cognitive behavioral therapy with patients at Vista Psychiatric Hospital to promote adaptive coping skills.
* Conducted outpatient cognitive behavioral therapy with exposure/response prevention (CBT with ERP) with the OCD Intensive Clinic.
* Conducted outpatient parent-child interaction therapy (PCIT) as part of training towards certification under master trainer Melanie Nelson and Level 1 trainer Andrea Guastello.
* Co-led family therapy sessions with two families and intuitive eating group therapy sessions with five adult women.
* Provided telehealth services for one year in response to COVID-19.
* Conducted comprehensive psychoeducational and neuropsychological assessments for children, adolescents, and adults presenting with academic, cognitive, and behavioral concerns and interpreted assessment results in integrated reports.
* Presented assessment results and diagnostic impressions to parents and clients in feedback sessions.
* Attended didactics on neuropsychological evaluations.
* Received weekly individual and group supervision under licensed psychologists.

**School-Based Practicum**

2018–2019 **P. K. Yonge Developmental Research School**

Supervisors: Diana-Joyce Beaulieu, Ph.D., NCSP, Christopher Anthony, Ph.D.

* Consulted with faculty to create behavior plans and select appropriate assessment and intervention procedures to support students.
* Participated in Student Success Team meetings to review student data and problem solve.
* Administered behavior rating scales, achievement batteries, and cognitive assessments.
* Wrote psychoeducational reports for Specific Learning Disability evaluations.
* Peer supervised first-year practicum students on case conceptualization and report-writing.
* Conducted individual and group therapy sessions across ages to address concerns regarding attention, work completion, organizational skills, and anxiety.

2017–2018 **Marion County Public Schools**

Supervisor: Kristen Swor, Ed.S., NCSP

* Observed a variety of psychoeducational assessments administered for eligibility evaluations, re-evaluations, early childhood evaluations, and gifted evaluations.
* Observed risk and threat assessments.
* Attended Problem Solving Team meetings and Individualized Education Program meetings with faculty and parents to determine eligibility, discuss goals, services, and accommodations.
* Conducted classroom observations in general education, inclusion, and self-contained classrooms.
* Conducted functional behavior assessment and devised a behavior improvement plan for a kindergartner with autism spectrum disorder.

Selected Trainings

2021; 2022 **NASP PREPaRE Training Workshops 1 & 2**

Presenters: Richard Baker, Ph.D., Michele Pastorek, Ph.D., & Jamie Griffin, Ph.D.

2021 **NOVA Crisis Response Training**

Presenters: Richard Baker, Ph.D. & Michele Pastorek, Ph.D.

2018; 2021 **Autism Diagnostic Observation Schedule (ADOS-2) Training**

Presenters: Robin Schifano, Ph.D. & Kelsey Perez, Ph.D.; Susan Risi, Ph.D. & Stormi White, Ph.D.

Community Engagement

2020 **Community Workshop: This QuaranTEEN Life: A Wellness Mini-Series**

Team: Carol Lewis, Ph.D., Christopher Adalio, Ph.D., Jessica Franz, Psy.D.

* Assisted with the development and delivery of a one-hour wellness seminar on isolation and loneliness during COVID-19 as part of the Alachua County Virtual Mini-Series for teenagers.

References

**James C. DiPerna, Ph.D.**

Professor, School Psychology

The Pennsylvania State University

jcd12@psu.edu

**Christopher J. Anthony, Ph.D.**

Associate Professor, School Psychology

University of Florida

canthony@coe.ufl.edu

**Tina M. Smith-Bonahue, Ph.D.**

Associate Professor, School Psychology

University of Florida

tmsmith@coe.ufl.edu