

CURRICULUM VITA
David Andrew Kahn
Texas A&M University
Mail Stop 4225
School of Education and Human Development
Department of Educational Psychology
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EDUCATION

- Ph.D. Texas A&M University, College Station, Texas, August, 2011 (APA-Accredited)
Major: School Psychology
Specializations: Neuropsychology, Pediatric Psychology, Clinical Child Psychology
- M.A. University of Houston-Clear Lake, Houston, Texas, May, 2005 (NASP-Approved)
Major: School Psychology
Areas of Emphasis: Assessment, Academic and Behavioral Interventions, Consultation
- B.M. The University of Texas at Austin, Austin, Texas, May, 1997
Major: Music Studies/Music Education
Minors: Elementary Education, Special Education, Child Development
- Diploma Midway High School, Waco, Texas, May, 1993

EMPLOYMENT

- August 2023-Present Clinical Assistant Professor of School Psychology, Texas A&M University, College Station, Texas
- July 2021-June 2023 Coordinator of Special Education/504/Dyslexia, Midway Independent School District, Waco, Texas
- January 2023-
May 2023 Adjunct Professor, Baylor University, Waco, Texas
- January 2019-
December 2022 Adjunct Professor, Texas Tech University, Lubbock, Texas
- June 2018-
July 2023 Adjunct Professor, The University of Houston, Houston, Texas
- January 2015-
May 2023 Adjunct Professor, University of Houston-Clear Lake, Houston, Texas

- July 2020-June 2021 Licensed Specialist in School Psychology, Belton Independent School District, Belton Texas
- August 2017-July 2020 Lead School Psychologist, Galena Park Independent School District, Houston, Texas
- August 2015-June 2017 Lead Elementary School Psychologist, Galena Park Independent School District, Houston, Texas
- August 2014-June 2015 School Psychologist, Galena Park Independent School District, Houston, Texas
- September 2012-August 2014 Post-Doctoral Resident (Clinical Neuropsychology), Mary Free Bed Rehabilitation Hospital, Grand Rapids, Michigan (APA-Accredited/APPCN Member); Jacobus Donders, Ph.D. and Shana J. Asbell, Ph.D., Supervising Psychologists
- September 2011-August 2012 Post-Doctoral Fellow (Pediatric Psychology), University of Arkansas for Medical Sciences/Arkansas Children's Hospital, Little Rock, Arkansas (APPIC Member); Wendy L. Ward, Ph.D. and Jeffrey H. Snow, Ph.D., Supervising Psychologists
- August 2010-August 2011 Pre-Doctoral Psychology Intern, Beatrice State Developmental Center, Nebraska Internship Consortium in Professional Psychology, Lincoln, Nebraska (APA-Accredited/APPIC Member); Lynn Bogart, Ph.D. and Sue Swearer, Ph.D., Supervising Psychologists
- August 2009-August 2010 Graduate Assistant for Dr. Cynthia A. Riccio, Texas A&M University, College Station, Texas; Supervisor: Cynthia A. Riccio, Ph.D.
- August 2007-August 2009 Graduate Student Lecturer, Departments of Educational Psychology and Psychology, Texas A&M University, College Station, Texas
- January 2007-August 2010 Licensed Psychological Associate, J. DeWayne Taylor, Ph.D., Supervising Psychologist
- August 2006-May 2010 Licensed Specialist in School Psychology, Burlison-Milam Special Services Cooperative, Milano, Texas; Supervisor: Rose Mason, M.S.
- August 2006-August 2009 Teaching Assistant for Dr. Nancy Watson, Texas A&M University, College Station, Texas; Supervisor: Nancy Watson, Ph.D.
- August 2005-August 2006 Licensed Specialist in School Psychology Trainee, Galena Park Independent School District, Houston, Texas; John H. Jones, Ph.D., Supervising Psychologist
- January 2004-August 2005 Licensed Specialist in School Psychology Intern, Galena Park Independent School District, Houston, Texas; Carol A. Booth, Ph.D., Supervising Psychologist
- August 2003-August 2004 Instructional Assistant for Dr. Kyna Shelley, University of Houston-Clear Lake, Houston, Texas; Supervisor: Kyna Shelley, Ph.D.

- August 2002- Substitute Teacher, Pasadena Independent School District, Pasadena, Texas
December 2003
- August 1999- Fourth Grade Teacher, West University Elementary School, Houston Independent School
August 2002 District, Houston, Texas; John T. Threet, M.Ed., Principal
- January 1999- Student Teacher (Third Grade), Forest Trail Elementary School, Eanes Independent
May 1999 School District, Austin, Texas; Joan Reeves, Supervising Teacher; Rachel Robillard,
Ph.D., University Supervisor
- August 1998- Pre-Service Teacher (Fifth Grade), Hill Elementary School, Austin Independent School
December 1998 District, Austin, Texas; Mary Kay (M.K.) Hernandez, Supervising Teacher; Anne
Bustard, Ph.D., University Supervisor
- January 1997- Individual Vocal Instructor, Stephen F. Austin High School, Austin Independent School
December 1998 District, Austin, Texas; Supervisor: T.R. Forrest, B.M., Director of Choral Activities

GRANTS

- 2023 Texas Dyslexia Grant Award Program, Texas Education Agency, \$158,840
- 2017 Institute of Educational Sciences, Improving Education Systems Grant, U.S. Department of
Education, \$130,000
- 2010 Graduate Student Research Award, Association of Former Students, Texas A&M University.
Total Amount \$1,000
- 2009 Student Dissertation Research Grant, National Council of Teachers of Mathematics.
Total Amount \$2,500

AWARDS/RECOGNITION RECEIVED

- 2010 Graduate Student Study Abroad Scholarship, Office of Graduate Studies, Texas A&M University
- 2004 Psi Chi, Psychology National Honor Society
- 1994 Phi Mu Alpha Sinfonia, Professional Music Fraternity
- 1991 Eagle Scout Award

PUBLICATIONS

- 1 Kahn, D.A. (2018). School Psychology Internship Manual. Houston, Texas: Galena Park ISD.
- 2 Kahn, D.A. (2016). Behavioral Response to Intervention. Houston, Texas: Galena Park ISD.
- 3 Kahn, D.A., Abell, S.J., & Donders, J. (2015). Clinical utility of the LANSE-A in adolescents with
traumatic brain injury. *Rehabilitation Psychology*, 60, 187-192.

- 4 Kahn, D.A. (2014). Response to intervention. In C.R. Reynolds, K.J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of Special Education: Vol. 4* (pp. 2249-2250). Hoboken, NJ: John Wiley & Sons, Inc.
- 5 Kahn, D.A. Cheramie, G.M., & Stafford, M.E. (2013). The effect of perceived student effort on teacher impressions of students with learning disabilities. *Journal of Educational Psychology (published online)*, 7, 7-12.
- 6 Kahn, D.A., Riccio, C.A, & Reynolds, C.R. (2012). Comprehensive Trail Making Test (CTMT): Gender and Ethnic Differences for Ages 8-18. *Applied Neuropsychology*, 1, 53-56.
- 7 Riccio, C.A., Kahn, D.A., Yoon, M., Reynolds, C.R., & Bonura, E.P. (2011). Confirmation of a two-factor model for interpretation of the Comprehensive Trail Making Test (CTMT) with Children. *Archives of Clinical Neuropsychology*, 26, 235-239.

PRESENTATIONS

Peterson, L.M., Turner, A.D, & Kahn, D.A. (2019, February). School Psychology Supervision: Voices from the Field of School-Based Practice. Presented at the annual conference of the National Association of School Psychologists, Atlanta, GA.

Sullivan, J.R. & Kahn, D.A. (2017, June). Supervision in School Psychology: Practical and Ethical Considerations. Presented at the Texas Association of School Psychologists Summer Conference, Corpus Christi, TX.

Kahn, D.A., Asbell, S.J., & Donders, J. (2014, June). Validity of the LANSE-A in Adolescents with Traumatic Brain Injury. Presented at the annual conference of the American Academy of Clinical Neuropsychology, New York, NY.

Kahn, D.A., Ou, X., & Snow, J.L. (2012, April). Investigating Gender Differences in Response Rate, Response Accuracy, and Reaction Time Using a Go/No-Go Task. Presented at the annual LEND Training Research Symposium, Little, Rock, AR.

Kahn, D.A., Riccio, C.A., & Reynolds, C.R. (2009, November). Comprehensive Trail Making Test: Gender and Ethnic Differences Explored for Ages 11-18. Presented at the annual meeting of the National Academy of Neuropsychology, New Orleans, LA.

Riccio, C.A., Kahn, D.A., Perez, E., & Reynolds, C.R. (2009, November). Comprehensive Trail Making Test: Is the total score the best indicator? Presented at the annual meeting of the National Academy of Neuropsychology, New Orleans, LA.

Sowell, M. M., Kahn, D.A, Youngman, A., Lawrence, K., Rae, W. A., & Jensen-Doss, A. (2008, August). Prescription privileges for psychologists: Opinions of pediatric psychologists and pediatricians. Presented at the annual convention of the American Psychological Association, Boston, MA.

Kahn, D.A. (2003, April). Effects of effort on teacher impressions of students with learning disabilities. Presented at the annual Student Conference for Research and Creative Arts, University of Houston-Clear Lake, Houston, TX.

In-Service Presentations of Note

Kahn, D.A. (2018, August; 2020, January). PREPaRE: Workshop 2, Galena Park ISD, Houston TX; Region 16 Education Service Center, Lubbock, TX

Kahn, D.A. (2018, August). PREPaRE: Workshop 1, Galena Park ISD, Houston, TX.

Ran, Y.A. & Kahn, D.A. (2017, November). The Difficult Student, Galena Park ISD, Houston, TX.

Johns, N. & Kahn, D.A. (2017, September). Response to Intervention, Galena Park ISD, Houston, TX.

Kahn, D.A. (2017, April). Freedom from Meltdowns: Tips for Parents of Children with Autism for Reducing Meltdowns in Public, Galena Park ISD, Houston, TX

Kahn, D.A. (2016, October). Understanding Depression, Galena Park ISD Staff Development, Houston, TX

Kahn, D.A. (2016, April). Educational Need versus Medical Need, Galena Park ISD Autism Luncheon, Houston, TX

Kahn, D.A. (2016, January). Positive Behavior Supports in the Classroom, Galena Park ISD, Houston, TX

Kahn, D.A. (2015, April). Using PECS to Promote Communication in Children with Autism, Galena Park ISD, Houston, TX

Kahn, D.A. (2014, April). Helping Children Cope with Chronic Illness, Mary Free Bed Rehabilitation Hospital Social Work Grand Rounds, Grand Rapids, MI

Kahn, D.A. (2012, April). CPAP Adherence in Adolescents, ACH Sleep Clinic, Little Rock, AR

Cheramie, G.M. & Kahn, D.A. (2006, April). Response To Intervention and Evaluating for Specific Learning Disabilities, Galena Park ISD, Houston, TX

Booth, C.A., Jones, J.H., & Kahn, D.A. (2006, January). Curriculum Based Measurement, Galena Park ISD, Houston, TX

Kahn D.A. (2005, August). The ARD Process, Galena Park ISD, Houston, TX

Kahn, D.A. (2005, April). Using Self-Monitoring as a Behavior Intervention, Galena Park ISD, Houston, TX

PROFESSIONAL MEMBERSHIPS/LEADERSHIP POSITIONS

American Academy of Clinical Neuropsychology
American Psychological Association, Divisions 2 (Teaching of Psychology), 16 (School Psychology),
22 (Rehabilitation Psychology), 26 (History of Psychology), 38 (Health Psychology), 40
(Clinical Neuropsychology), 53 (Clinical Child Psychology), 54 (Pediatric Psychology)
Association for Supervision and Curriculum Development
Council for Exceptional Children
International Dyslexia Association
International Neuropsychological Society
International School Psychology Association
National Academy of Neuropsychology
National Association of School Psychologists
Texas Association of School Administrators
Texas Association of School Psychologists
Area III Representative (TEA Regional Education Service Centers III, IV, V) 2017-2020
Texas Council of Administrators of Special Education
Texas Psychological Association, Psychologists in Schools Division

CERTIFICATIONS (Texas State Board of Educator Certification)

Texas Mid-Management/Principal Grades EC-12 (Expiration Date: 04/30/2029)
Texas Elementary Self Contained Grades 1-8 (Life), Elementary Music Grades 1-8 (Life)

CERTIFICATIONS (National)

Certificate of Professional Qualification in Psychology (ASPPB #4785)
Diplomate in School Neuropsychology, American Board of School Neuropsychology, LLC #10903
Nationally Registered Health Service Psychologist #53673
Nationally Certified School Psychologist #34344

LICENSURE (Texas State Board of Examiners of Psychologists)

Texas Licensed Psychologist #33559
Texas Licensed Specialist in School Psychology #33034

COMMUNITY SERVICE

Tutor, GED Preparation Program, Covenant House, Houston, Texas, 2003-2005, 2015-2020

COURSES TAUGHT

- ◆ Advanced Consultation and Program Design/Evaluation (Graduate Level, School Psychology, University of Houston-Clear Lake)
- ◆ Assessment of Child and Adolescent Affect, Behavior, and Personality (Graduate Level, School Psychology, The University of Houston)
- ◆ Biological Basis of Behavior (Graduate Level, Psychology, University of Houston-Clear Lake; Texas Tech University)
- ◆ Child Psychopathology (Graduate Level, School Psychology, Texas A&M University)
- ◆ Cognitive and Affective Bases of Behavior (Graduate Level, School Psychology, University of Houston)
- ◆ Consultation in Schools (Graduate Level, Educational Psychology, Texas Tech University)
- ◆ Doctoral Seminar in Educational Psychology: Advanced School Psychology Assessment (Graduate Level, Educational Psychology, Texas Tech University)

- ◆ Emotional Disturbance in Children (Graduate Level, School Psychology, Texas A&M University)
- ◆ Evidence-Based Interventions with Children and Adolescents (Graduate Level, School Psychology, The University of Houston)
- ◆ First Year Practicum (Graduate Level, School Psychology, Baylor University)
- ◆ History and Systems of Psychology (Graduate Level, Psychology, University of Houston-Clear Lake)
- ◆ Innovative Academic Assessment and Intervention: Response to Intervention (Graduate Level, School Psychology, The University of Houston)
- ◆ Intellectual Assessment (Graduate Level, School Psychology, University of Houston-Clear Lake)
- ◆ Physiological Psychology (Graduate Level, Educational Psychology, Texas Tech University)
- ◆ Practicum (Graduate Level, Health Service Psychology, University of Houston-Clear Lake)
- ◆ Psychopathology and Resiliency in Childhood and Adolescence (Graduate Level, School Psychology, University of Houston)
- ◆ Psychotherapy: Theory and Research (Graduate Level, Clinical Psychology, University of Houston-Clear Lake)
- ◆ School Psychology Practicum (Graduate Level, School Psychology, The University of Houston)
- ◆ School Psychology Internship (Graduate Level, School Psychology, The University of Houston)
- ◆ Educational Psychology (Undergraduate Level, Educational Psychology, Texas A&M University)
- ◆ Introduction to Psychology (Undergraduate Level, Psychology, Texas A&M University)
- ◆ Research Methods (Undergraduate Level, Psychology, Texas A&M University)
- ◆ Statistics (Undergraduate Level, Psychology, Texas A&M University)
- ◆ Understanding Special Populations (Undergraduate Level, Special Education, Texas A&M University)