**David A. Kilpatrick, Ph.D.**

David A. Kilpatrick, PhD, is an Assistant Professor of Psychology for the State University of New York, College at Cortland, and a New York State Certified School Psychologist with the East Syracuse-Minoa Central School District. He received his Bachelor of Arts in psychology from the State University of New York, College at Cortland, a Master of Arts in theological studies from Gordon-Conwell Teological Seminary near Boston, MA, and a PhD in school psychology from Syracuse University. David has been a practicing school psychologist for 27 years and has conducted well over 1,000 evaluations of students with reading difficulties. He has presented reading workshops to teachers and school psychologists in several states. He conducts research on the component skills involved word-level reading development with a focus on reading difficulties.

**Publications**

Kilpatrick, D. A. (2018, in press). Incorporating recent advances in understanding word-reading skills into specific learning disability diagnoses: The case of Orthographic Mapping. In Flanagan, D. P., & McDonough, E. M. (Eds.). *Contemporary Intellectual Assessment* (4th ed.). New York, NY: Guilford.

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 (This is an online professional development series of 33 sessions across 13 modules. Teachers in Colorado will use this for continuing education credits for their ongoing state accreditation)

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***Research articles under review:***

Kilpatrick, D. A. & Song, M. S. (under review). *The phonemic proficiency hypothesis of orthographic learning: An examination of how phonology influences orthographic memory.*

Kilpatrick, D. A. & Cole, L. A. (under review). *Exploring the development of sight-word learning in second and fifth graders using rimes, pseudorimes, and real-word rimes.*

***Books and book chapters in preparation:***

Kilpatrick, D. A., Joshi, R. M., & Wagner, R. (Eds.) (2018 forthcoming). *Reading problems at school.* New York: Springer.

Kilpatrick, D. A. (2018 forthcoming). Highly effective interventions for word-level reading difficulties. In Kilpatrick, D. A., Joshi, R. M., & Wagner, R. (Eds.). *Reading problems at school.* New York: Springer.

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***Empirical articles in preparation:***

Kilpatrick, D. A. (in preparation). *How much can the “Simple View of Reading” explain? An evaluation with typical second and fifth graders*.

Kilpatrick, D. A. (in preparation). *Further evidence for the phonemic proficiency hypothesis.*

Kilpatrick, D. A. & McInnis, P. J. (in preparation). *The ‘Phonological Awareness Screening Test’ (PAST): An initial report.*

Kilpatrick, D. A., & van den Broeck, W. (in preparation). A meta-analytic review of highly successful vs. less successful interventions for word reading difficulties.

Truch, S., & Kilpatrick, D. A. (in preparation). *The efficacy of the PhonoGraphix reading intervention.*

Truch, S., & Kilpatrick, D. A. (in preparation). *The efficacy of the Discover Reading intervention for struggling readers.*

**Related Publications online:**

# [Phonological Segmentation Assessment Is Not Enough: A Comparison of Three Phonological Awareness Tests With First and Second Graders](https://www.researchgate.net/publication/236982621_Phonological_Segmentation_Assessment_Is_Not_Enough_A_Comparison_of_Three_Phonological_Awareness_Tests_With_First_and_Second_Graders)

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