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Psychology (L-PY 151.06)

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Background

Education

- Graduate Diploma in Computer Science, Concordia University, Montreal (2001)
- PhD in Psychology, Wayne State University, Detroit (1984, APA-Accredited Clinical Psychology Training Program)
- MA in Psychology, Wayne State University (1982)
- BS in Psychology, Alma College, Alma, Michigan (1979)

Positions

- Professor, tenured. Psychology, Concordia University (May 2010-present)
- Associate Professor, tenured. Psychology, Concordia University (May 1994-present)
- Associate Professor, tenure-track. Psychology, Concordia University (Jun 1991–May 1994)
- Assistant Professor, tenure-track. Psychology, Concordia University (Aug 1987–Jun 1991)
- Assistant Professor, tenure-track. Psychology, University of Saskatchewan (Sep 1985–Aug 1987)
- Lecturer. Psychology, University of Michigan-Dearborn (Dec 1984–May 1985)
- Lecturer. Psychology, Wayne State University (Sep 1981–Dec 1983)

Teaching Experience

Graduate

Psychological Assessment (Child, Adult); Psychopathology, (Child, Adult); Family Therapy; Univariate Statistics; Multivariate Statistics (General Linear Model); Structural Equation Modeling; Measurement Theory; Psychotherapy Practicum; Assessment Practicum

Undergraduate

Introduction to Programming; Abnormal Psychology; Schizophrenia and Neurocognitive Disorders; Developmental Psychology; Psychological Measurement and Psychometrics; Personality Theory; Introductory Statistics; Advanced Statistics; Honours Seminar; Honours Thesis

Books

- Kline, R. B. (2023). *Principles and practice of structural equation modeling* (5th ed.). Guilford Press.
- Kline, R. B. (2020). *Becoming a behavioral science researcher: A guide to producing research that matters* (2nd ed.). Guilford Press.
- Kline, R. B. (2019). 구 조방정식모형 (*Principles and Practice of Structural Equation Modeling*, 4th ed., Korean trans.). Hakjisa.
- Kline, R. B. (2016). *Principles and practice of structural equation modeling* (4th ed.). Guilford Press.
- Kline, R. B. (2013). *Beyond significance testing: Statistics reform in the behavioral sciences* (2nd ed.). American Psychological Association.
- Kline, R. B. (2011). *Principles and practice of structural equation modeling* (Rev. 3rd ed.). Guilford Press.
- Kline, R. B. (2010). *Principles and practice of structural equation modeling* (3rd ed.). Guilford Press.
- Kline, R. B. (2010). 구 조방정식모형. (*Principles and practice of structural equation modeling*, 3rd ed., Korean trans.). Hakjisa.
- Kline, R. B. (2009). *Becoming a behavioral science researcher: A guide to producing research that matters*. Guilford Press.
- Kline, R. B. (2005). *Principles and practice of structural equation modeling* (2nd ed.). Guilford Press.
- Kline, R. B. (2004). *Beyond significance testing: Reforming data analysis methods in behavioral research*. American Psychological Association.
- Kline, R. B. (1998). *Principles and practice of structural equation modeling* (1st ed.). Guilford Press.
- Lachar, D., Wingefeld, S., Kline, R. B., & Gruber, C. P. (2000). *Manual for Student Behavior Survey (SBS)*. Western Psychological Services.

Reviews of Books

- Bauer, J. (2004). Review of the book *Beyond significance testing: Reforming data analysis methods in behavioral research*. *Society for Research on Nicotine and Tobacco Newsletter*, 10(3), 8.
- Beaubien, J. M. (2000). Review of the book *Principles and practice of structural equation modeling*. *Personnel Psychology*, 53, 793–795.
- Card, N. A. (2005). An accessible introduction to structural equation modeling [Review of the book *Principles and practice of structural equation modeling*]. Retrieved July 22, 2005 from PsycCRITIQUES, <http://www.psycinfo.com/psyccritiques/display/?artid=20051707>
- Ginestet, C. (2006). A surprisingly good read. [Review of the book *Principles and practice of structural equation modeling*]. *The Psychologist*, 19(2), 100. [British Psychological Society]
- Glaser, D. (2000). Review of the book *Principles and practice of structural equation modeling*. *Structural Equation Modeling*, 7(3), 489–495.
- Glaser, D. (2002). Structural equation modeling texts: A primer for the beginner. *Journal of Clinical Child Psychology*, 31(4), 573–578.
- Klein, D. F. (2005). Review of *Beyond significance testing: Reforming data analysis methods in behavioral research*. *American Journal of Psychiatry*, 162, 643–644.
- Hayduk, L. (2019). Review essay on Rex B. Kline's *Principles and Practice of Structural Equation Modeling: Encouraging a fifth edition*. *Canadian Studies in Population*,

- 45, 154–178.
- Henson, R.K. (2006). Review of *Beyond significance testing: Reforming data analysis methods in behavioral research*. *Applied Psychological Measurement*, 30, 452–455.
- Lambert, L. S. (2007). Review of *Beyond significance testing: Reforming data analysis methods in behavioral research*. *Organizational Research Methods*, 10, 59–61.
- Maiti, T. (2006). Review of the book *Principles and practice of structural equation modeling*. *Journal of the American Statistical Association*, 101, 406.
- Martynova, E., West, S. G., & Liu, Y. (2018). Review of *Principles and practice of structural equation modeling*. *Structural Equation Modeling*, 25, 325–329.
- Millman, E. J. (1998). Review of the book *Principles and practice of structural equation modeling*. *Readings: A Journal of Reviews and Commentary in Mental Health*, 13(4), 23.
- Pitz, G. (2013). Review of the book *Beyond significance testing: statistics reform in the behavioral sciences* (2nd ed.). *PsycCRITIQUES*, 58, Release 32, Article 2. Retrieved from <http://www.apa.org/pubs/databases/psyccritiques/index.aspx>
- Santor, D. (1999). Review of Kelloway (1998), *Using LISREL for structural equation modeling*; and Kline (1998), *Principles and practice of structural equation modeling*. *Canadian Psychology*, 40, 381–383.
- Sharpe, D. (2004). Review of the book *Beyond significance testing: Reforming data analysis methods in behavioral research*. *Canadian Psychology*, 45, 317–319.
- Steiger, J. H. (2001). Driving fast in reverse: The relationship between software development, theory, and education in structural equation modeling. *Journal of the American Statistical Association*, 96, 331–338.
- Verkuilen, J. (2011). A comparative review of four structural equation modeling books. *Journal of Educational and Behavioral Statistics*, 36, 832–834.
- Wagenmakers, E.-J. (2016). Reviews of books and teaching materials. *American Statistician*, 70, 271–273. <https://doi.org/10.1080/00031305.2016.1185863>
- Wieth, M. (2009). Teaching the researchers of tomorrow: A look at what matters [Review of the book *Becoming a behavioral science researcher: A guide to producing research that matters*]. *PsycCRITIQUES*, 54(25), Article 3.

Chapters

- Goodboy, A. K., & Kline, R. B. (in press). Statistical mediation analysis for communication science. In P. J. Shultz & P. Coble (Eds.), *Quantitative research methods in communication science*. De Gruyter.
- Kline, R. B. (in press). Structural equation modeling done right. In P. J. Shultz & P. Coble (Eds.), *Quantitative research methods in communication science*. De Gruyter.
- Kline, R. B. (2023). Structural equation modeling. In A. Nichols & J. Edlund (Eds.), *The Cambridge handbook of research methods and statistics for the social and behavioral sciences* (Vol. 1, pp. 535–558). Cambridge University Press. <https://doi.org/10.1017/9781009010054.026>
- Kline, R. B. (2023). Assumptions in structural equation modeling. In R. Hoyle (Ed.), *Handbook of structural equation modeling* (2nd ed.) (pp. 128–144). Guilford Press.
- Kline, R. B. (2023). Questionable practices in statistical analysis. In H. Cooper, M. Coutanche, L. McMullen, A. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology* (2nd ed., Vol. 3) (pp. 1–17). American Psychological Association.
- Kline, R. B. (2023). Structural equation modeling in neuropsychology research. In G. Brown, B. Crosson, K. Haaland, & T. King (Eds.), *APA handbook of*

- neuropsychology (Vol. 2) (pp 681–698). American Psychological Association.
- Kline, R. B. (2022). Psychometrics. In P. Atkinson, S. Delamont, M. Hardy, & M. Williams (Eds.), *SAGE research methods foundations*. SAGE Publications.
<http://methods.sagepub.com/foundations/psychometrics>
- Kline, R. B. (2017). Mediation analysis in leadership studies: New developments and perspectives. In B. Schyns, R. J. Hall, & P. Neves (Eds.), *Handbook of methods in leadership research* (pp. 173–194). Northampton, MA: Elgar.
- Kline, R. B. (2015). Path models. In D. S. Dunn (Ed.), *Oxford bibliographies in psychology*. New York: Oxford University Press.
- Kline, R. B. (2013). Reverse arrow dynamics: Feedback loops and formative measurement. In G. R. Hancock and R. O. Mueller, (Eds.), *Structural equation modeling: A second course* (2nd ed.) (pp. 39–76). Greenwich, CT: Information Age Publishing.
- Kline, R. B. (2013). Exploratory and confirmatory factor analysis. In Y. Petscher, C. Schatsschneider, & D. L. Compton (Eds.), *Applied quantitative analysis in the social sciences* (pp. 171–207). Routledge.
- Kline, R. B. (2012). Assumptions of structural equation modeling. In R. Hoyle (Ed.), *Handbook of structural equation modeling* (pp. 111–125). New York: Guilford Press.
- Kline, R. B. (2011). Convergence of structural equation modeling and multilevel modeling. In M. Williams & W. P. Vogt (Eds.), *Handbook of methodological innovation* (pp. 562–589). Thousand Oaks, CA: Sage.
- Kline, R. B. (2010). Promise and pitfalls of structural equation modeling in gifted research. In B. Thompson & R. F. Subotnik (Eds.), *Methodologies for conducting research on giftedness* (pp. 147–169). Washington, DC: American Psychological Association.
- Kline, R. B. (2006). Reverse arrow-dynamics: Formative measurement models and feedback loops. In G. R. Hancock and R. O. Mueller (Eds.), *A second course in structural equation modeling* (pp. 43–68). Greenwich, CT: Information Age Publishing.
- Kline, R. B. (2001). Brief cognitive assessment of children: Review of instruments and recommendations for best practice. In J. J. W. Andrews, H. Janzen, & D. Saklofske (Eds.), *A handbook of psychological assessment* (pp. 103–132). San Diego: Academic Press.
- Lachar, D., & Kline, R. B. (1994). Personality Inventory for Children and Personality Inventory for Youth. In M. E. Mariush (Ed.), *The use of psychological testing for treatment planning and outcome assessment* (pp. 479–516). Hillsdale, NJ: Erlbaum.
- Lachar, D., Kline, R. B., & Boersma, D. (1986). The Personality Inventory for Children (PIC): Approaches to actuarial interpretation in clinic and school settings. In H. M. Knoff (Ed.), *The psychological assessment of child and adolescent personality* (pp. 273–308). New York: Guilford Press.

Articles (Refereed Journals)

- Kline, R. B. (in press). How to evaluate local fit (residuals) in large structural equation models. *International Journal of Psychology*.
- Schuberth, F., Rosseel, Y., Rönkkö, M., Trinchera, L., Kline, R. B., & Henseler, J. (2023). Structural parameters under partial least squares and covariance-based

- structural equation modeling: A comment on Yuan and Deng (2021). *Structural Equation Modeling*, 30(3), 339–345. <https://doi.org/10.1080/10705511.2022.2134140>
- Zhang, M. F., Dawson, J., & Kline, R. B. (2021). Evaluating the use of covariance-based structural equation modelling with reflective measurement in organisational and management research: A review and recommendations for best practice. *British Journal of Management*, 32(2), 257–272. <https://doi.org/10.1111/1467-8551.12415>
- Kline, R. B. (2020). Post *p* value education in graduate statistics: Preparing tomorrow's psychology researchers for a postcrisis future. *Canadian Psychology*, 61(4), 331–341. <https://doi.org/10.1037/cap0000200>
- Sauvé, G., Kline, R. B., Shah, J. L., Joobar, R., Malla, A., Brodeur, M. B., & Lepage, M. (2019). Cognitive capacity similarly predicts insight into symptoms in first- and multiple-episode psychosis. *Schizophrenia Research*, 206, 236–243. <https://doi.org/10.1016/j.schres.2018.11.013>
- Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M., (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board Task Force report. *American Psychologist*, 73(1), 3–25. <https://doi.org/10.1037/amp0000191>
- Kline, R. B. (2018). Response to Leslie Hayduk's review of Principles and Practice of Structural Equation Modeling, 4th edition. *Canadian Studies in Population*, 45(3–4), 154–178. <https://doi.org/10.25336/csp29418>
- Nicolakakis, N., Stock, S. R., Abrahamowicz, M., Kline, R., & Messing, K. (2017). Relations between work and upper extremity musculoskeletal problems (UEMSP) and the moderating role of psychosocial work factors on the relation between computer work and UEMSP. *International Archives of Occupational and Environmental Health*, 90(8), 751–764. <https://doi.org/10.1007/s00420-017-1236-9>
- Goodboy, A. K., & Kline, R. B. (2017). Statistical and practical concerns with published communication research featuring structural equation modeling. *Communication Research Reports*, 34(1), 1–10. <https://doi.org/10.1080/08824096.2016.1214121>
- Kline, R. B. (2015). The mediation myth. *Basic and Applied Social Psychology*, 37(4), 202–213. <https://doi.org/10.1080/01973533.2015.1049349>
- Kline, R. B. (2013). Assessing statistical aspects of test fairness in structural equation modeling. *Educational Research and Evaluation*, 19(2–3), 204–222. <https://doi.org/10.1080/13803611.2013.767624>
- Seffah, A., Donyaee, M., Kline, R., & Harkikat, K. P. (2006). Usability metrics and measurement: A consolidated model. *Software Quality Journal*, 14(2), 159–178. <https://doi.org/10.1007/s11219-006-7600-8>
- Kline, R., & Seffah, A. (2005). Evaluation of integrated software development environments: Challenges and results from three empirical studies. *International Journal of Human Computer Studies*, 63(6), 607–627. <https://doi.org/10.1016/j.ijhcs.2005.05.002>
- Kline, R. B. (2000). [Review of the book *Measurement and evaluation in psychology and education*, by R. M. Thorndike (1997)]. *Journal of Psychoeducational Assessment*, 18(2), 160–166. <https://doi.org/10.1177/073428290001800205>
- Pisecco, S., Lachar, D., Gruber, C. P., Gallen, R. T., Kline, R. B., & Huzinec, C. (1999).

- Development and validation of disruptive behavior scales for the Student Behavior Survey (SBS). *Journal of Psychoeducational Assessment*, 17(4), 314–331. <https://doi.org/10.1177/073428299901700402>
- Kline, R. B. (1999). [Review of the book *Psychometric theory*, by J. C. Nunnally & I. H. Bernstein (1994)]. *Journal of Psychoeducational Assessment*, 17(3), 275–280. <https://doi.org/10.1177/073428299901700307>
- Margolese, S. K., & Kline, R. B. (1999). Prediction of early reading success in multilingual children. *Canadian Journal of Behavioural Science*, 31(4), 209–216. <https://doi.org/10.1037/h0087089>
- Kline, R. B. (1998). [Review of the software Kaufman WISC-III Integrated Interpretive System (K-WIIS, Version 1.00), by A. S. Kaufman, N. L. Kaufman, E. H. Doughterty, & K. S. C. Tuttle]. *Journal of Psychoeducational Assessment*, 16(4), 365–384. <https://doi.org/10.1177/073428299801600408>
- Kline, R. B. (1998). Software programs for structural equation modeling: Amos, EQS, and LISREL. *Journal of Psychoeducational Assessment*, 16, 343–364. <https://doi.org/10.1177/073428299801600407>
- Wingenfeld, S. A., Lachar, D., Gruber, C. P., & Kline, R. B. (1998). Development of the teacher-informant Student Behavior Survey. *Journal of Psychoeducational Assessment*, 16(4), 226–249. <https://doi.org/10.1177/073428299801600304>
- Kline, R. B. (1996). Eight-month predictive validity and covariance structure of the Alcohol Expectancy Questionnaire for Adolescents (AEQ-A) for junior high school students. *Journal of Studies on Alcohol*, 57(4), 396–405. <https://doi.org/10.15288/jsa.1996.57.396>
- Kline, R. B., Snyder, J., & Castellanos, M. (1996). Lessons from the Kaufman Assessment Battery for Children (K-ABC): Toward a new assessment model. *Psychological Assessment*, 8(1), 7–17. <https://doi.org/10.1037/1040-3590.8.1.7>
- Kline, R. B. (1995). New objective rating scales for child assessment, II. Self-report scales: The Behavior Assessment System for Children, the Youth Self-Report, and the Personality Inventory for Youth. *Journal of Psychoeducational Assessment*, 13(2), 169–193. <https://doi.org/10.1177/073428299501300207>
- Kline, R. B. (1994). New objective rating scales for child assessment, I. Parent- and teacher-informant inventories: The Behavior Assessment System for Children, the Child Behavior Checklist, and the Teacher Report Form. *Journal of Psychoeducational Assessment*, 12(3), 289–306. <https://doi.org/10.1177/073428299401200309>
- Kline, R. B. (1994). [Review of the book *Handbook of psychological assessment*, by G. Goldstein & M. Hersen (Eds., 1990)]. *Journal of Psychoeducational Assessment*, 12(2), 180–185. <https://doi.org/10.1177/073428299401200208>
- Kline, R. B., Lachar, D., Gruber, C. P., & Boersma, D. C. (1994). Identification of special education needs with the Personality Inventory for Children (PIC): A profile-matching strategy. *Assessment*, 1(3), 301–313. <https://doi.org/10.1177/107319119400100310>
- Kline, R. B., Snyder, J., Guilmette, S., & Castellanos, M. (1994). Evaluation of the construct validity of the Kamphaus-Reynolds supplementary scoring system for the K-ABC. *Assessment*, 1(3), 219–226. <https://doi.org/10.1177/107319119400100301>
- Kline, R. B., & Canter, W. A. (1994). Can educational programs affect teenage drinking? A multivariate perspective. *Journal of Drug Education*, 24(2), 139–149. <https://doi.org/10.2190/JF8X-Q6QY-W2T8-N7WB>

- Kline, R. B., Graham, S. A., & Lachar, D. (1993). Are IQ scores valid for poor readers? *Psychological Assessment*, 5(4), 400–407. <https://doi.org/10.1037/1040-3590.5.4.400>
- Kline, R. B., Lachar, D., & Boersma, D. C. (1993). Identification of special education needs with the Personality Inventory for Children (PIC): A hierarchical classification model. *Psychological Assessment*, 5(3), 307–316. <https://doi.org/10.1037/1040-3590.5.3.307>
- Kline, R. B., Snyder, J., Guilmette, S., & Castellanos, M. (1993). External validity of the Profile Variability Index (PVI) for the WISC-R, K-ABC, and Stanford-Binet: Another cul-de-sac. *Journal of Learning Disabilities*, 26(8), 557–567. <https://doi.org/10.1177/002221949302600809>
- Kline, R. B., Snyder, J., Guilmette, S., & Castellanos, M. (1992). Relative usefulness of elevation, variability, and shape information from WISC-R, K-ABC, and new Stanford-Binet profiles in predicting achievement. *Psychological Assessment*, 4(4), 426–432. <https://doi.org/10.1037/1040-3590.4.4.426>
- Kline, R. B., Guilmette, S., Snyder, J., & Castellanos, M. (1992). Relative cognitive complexity of the K-ABC and the WISC-R. *Journal of Psychoeducational Assessment*, 10(2), 141–152. <https://doi.org/10.1177/073428299201000207>
- Kline, R. B., & Lachar, D. (1992). Evaluation of age, sex, and race bias in the Personality Inventory for Children (PIC). *Psychological Assessment*, 4(3), 333–339. <https://doi.org/10.1037/1040-3590.4.3.333>
- Kline, R. B., Lachar, D., & Gdowski, C. L. (1992). Clinical validity of a Personality Inventory for Children (PIC) profile typology. *Journal of Personality Assessment*, 58(3), 591–605. https://doi.org/10.1207/s15327752jpa5803_13
- Lacombe, J. A., Kline, R. B., Lachar, D., Butkus, M., & Hillman, S. B. (1991). Case history correlates of a Personality Inventory for Children profile typology. *Psychological Assessment*, 3(4), 678–687. <https://doi.org/10.1037/1040-3590.3.4.678>
- Kline, R. B. (1991). Latent variable path analysis in clinical research: A beginner's tour guide. *Journal of Clinical Psychology*, 47(4), 471–484. [https://doi.org/10.1002/1097-4679\(199107\)47:4<471::AID-JCLP2270470402>3.0.CO;2-O](https://doi.org/10.1002/1097-4679(199107)47:4<471::AID-JCLP2270470402>3.0.CO;2-O)
- Kline, R. B. (1990). The relation of alcohol expectancies to drinking patterns among alcoholics: Generalization across gender and race. *Journal of Studies on Alcohol*, 51(2), 175–182. <https://doi.org/10.15288/jsa.1990.51.175>
- Kline, R. B. (1989). Is the Fourth Edition Stanford-Binet a four-factor test? Confirmatory factor analyses of alternative models for ages 2 through 23. *Journal of Psychoeducational Assessment*, 7(1), 4–13. <https://doi.org/10.1177/073428298900700101>
- Glaros, A. G., & Kline, R. B. (1988). Understanding the accuracy of tests with cutting scores: The sensitivity, specificity, and predictive value model. *Journal of Clinical Psychology*, 44(6), 1013–1023. [https://doi.org/10.1002/1097-4679\(198811\)44:6<1013::AID-JCLP2270440627>3.0.CO;2-Z](https://doi.org/10.1002/1097-4679(198811)44:6<1013::AID-JCLP2270440627>3.0.CO;2-Z)
- Kline, R. B. (1988). Methodological considerations in evaluation of diagnosis-parent checklist convergence. *Journal of Abnormal Child Psychology*, 16(3), 289–298. <https://doi.org/10.1007/BF00913801>
- Kline, R. B., Lachar, D., & Gdowski, C. L. (1988). Convergence and concurrent validity of DSM-III diagnoses and the Personality Inventory for Children (PIC). *Canadian Journal of Behavioural Science*, 20(3), 251–264.

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- Kline, R. B., Canter, W. A., & Robin, A. (1987). Parameters of teenage alcohol use: A path-analytic conceptual model. *Journal of Consulting and Clinical Psychology, 55*(4), 521–528. <https://doi.org/10.1037/0022-006X.55.4.521>
- Kline, R. B., Lachar, D., & Boersma, D. C. (1987). A Personality Inventory for Children (PIC) Typology: III. Relationship to cognitive functioning and special education placement. *Journal of Psychoeducational Assessment, 5*(4), 327–339. <https://doi.org/10.1177/073428298700500403>
- Kline, R. B., Lachar, D., & Gdowski, C. L. (1987). A Personality Inventory for Children (PIC) profile typology of children and adolescents: II. Classification rules and specific behavior correlates. *Journal of Clinical Child Psychology, 16*(3), 225–234. https://doi.org/10.1207/s15374424jccp1603_7
- Kline, R. B., Maltz, A., Lachar, D., Spector, S., & Fischhoff, J. (1987). Differentiation of infantile autistic, child-onset pervasive developmental disorder, and mentally retarded children with the Personality Inventory for Children. *Journal of the American Academy of Child and Adolescent Psychiatry, 26*(6), 839–843. <https://doi.org/10.1097/00004583-198726060-00007>
- Lachar, D., Kline, R. B., & Gdowski, C. L. (1987). Respondent psychopathology and interpretive accuracy of the Personality Inventory for Children (PIC): The evaluation of a “most reasonable assumption.” *Journal of Personality Assessment, 51*(2), 165–177. https://doi.org/10.1207/s15327752jpa5102_1
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- Snyder, D. K., Kline, R. B., & Podany, E. C. (1985). A comparison of external correlates of MMPI substance abuse scales across sex and race. *Journal of Consulting and Clinical Psychology, 53*(4), 520–525. <https://doi.org/10.1037/0022-006X.53.4.520>

Presentations (Refereed Conferences)

- Ramil, J., McGrath, J.J., Kline, R., Henderson, M., & Mathieu, M-E. (2018). Actigraph placement and sleep: A psychometric comparison in children. *Psychophysiology, 55*(Supp 1), S60. Published abstract. Poster presented at the Society of Psychophysiological Research Annual Meeting, Quebec, QC, October 3, 2018.
- Kline, R. B. (2005, June). *Collapsing the black hole of psychology research: Cognitive distortions and growing up*. 66th Annual Convention of the Canadian Psychological Association, Montréal, Québec.
- Naghshin, R., Seffah, A., & Kline, R. (2003, November). *Cognitive walkthrough + personae = an empirical infrastructure for modeling software developers*.

- Paper presented at the 2003 IEEE Symposia on Human Centric Computing Languages and Environments, Auckland, New Zealand.
- Seffah, A., Kline, R., & Donayee, M. (2002, October). *An integrated framework for usability measurement*. 12th Internal Conference on Software Quality, Ottawa, Ontario.
- Seffah, A., & Kline, R. (2002, October). *Empirical study of software developers' experiences*. Eighth IEEE Workshop on Empirical Studies of Software Maintenance (WESS '02), Montreal, Quebec.
- Kline, R., Seffah, A., Javahery, H., Donayee, M., & Rilling, J. (2002, September). Quantifying developer experiences via heuristic and psychometric evaluation. *Proceedings of the IEEE Symposia on Human Centric Computing Languages and Environments (HCC 2002)*, Arlington, VA, pp. 34–36.
- Pisecco, S., Lachar, D., Gruber, C. P., Gallen, R. T., Kline, R. B., & Huzinec, C. (August, 1999). *Disruptive behavior scales for the Student Behavior Survey (SBS)*. 107th Annual Meeting of the American Psychological Association, Boston.
- Kline, R. B. (1998, August). *Application of validity scales in the search for accurate interpretation*. Presented at the 106th Annual Meeting of the American Psychological Association, San Francisco.
- Wingenfeld, S. A., Lachar, D., Gruber, C. P., & Kline, R. B. (1997, August). *Development of the School Behavior Survey*. Presented at the 105th Annual Meeting of the American Psychological Association, Chicago.
- Lachar, D., Kline, R. B., Green, A., & Gruber, C. (1996, August). *Contribution of self-report to PIC profile type interpretation*. Presented at the 104th Annual Meeting of the American Psychological Association, Toronto.
- Margolese, S. K., & Kline, R. B. (1996, August). *Prediction of early reading success in multilingual children*. Presented at the 104th Annual Meeting of the American Psychological Association, Toronto.
- Kline, R. B. (1995, August). *Alcohol Expectancy Questionnaire validity for junior high school students*. Presented at the 103rd Annual Meeting of the American Psychological Association, New York.
- Kline, R. B. (1994, August). *Validity of a math skills pretest for introductory statistics*. Presented at the 102nd Annual Meeting of the American Psychological Association, Los Angeles.
- Guilmette, S., & Kline, R. B. (1993, August). *External correlates of performance speed from children's cognitive ability tasks*. Presented at the 101st Annual Meeting of the American Psychological Association, Toronto.
- Kline, R. B., Snyder, J., Guilmette, S., & Castellanos, M. (1992, August). *WISC-R, K-ABC, and Stanford-Binet profile variability: Another validity cul-de-sac*. Presented at the 100th Annual Meeting of the American Psychological Association, Washington, DC.
- Kline, R. B., Snyder, J., Guilmette, S., & Castellanos, M. (1992, August). *Validity of the Kamphaus-Reynolds K-ABC supplementary scoring system*. Presented at the 100th Annual Meeting of the American Psychological Association, Washington, DC.
- Kline, R. B., & Lachar, D. (1991, August). *Personality Inventory for Children (PIC): An unbiased predictor of adjustment*. Presented at the 99th Annual Meeting of the American Psychological Association, San Francisco.
- Kline, R. B., Lachar, D., & Boersma, D. C. (1991, August). *Use of the Personality Inventory for Children (PIC) for cognitive ability screening in schools*. Presented

- at the 99th Annual Meeting of the American Psychological Association, San Francisco.
- Graham, S. A., & Kline, R. B. (1991, August). *IQ differences among poor readers: Do they matter?* Presented at the 99th Annual Meeting of the American Psychological Association, San Francisco.
- Graham, S. A., & Kline, R. B. (1991, April). *Phonological recoding in good and poor readers.* Presented at the 1991 Society for Research in Child Development Meeting, Seattle.
- Kline, R. B., & Lachar, D. (1990, August). *Convergence of parent, clinician, and teacher ratings of referred children.* Presented at the 98th Annual Meeting of the American Psychological Association, Boston.
- Kline, R. B., & Snyder, J. (1990, August). *Convergent/discriminant validity of the WISC-R, K-ABC, and Stanford-Binet.* Presented at the 98th Annual Meeting of the American Psychological Association, Boston.
- Graham, S. A., & Kline, R. B. (1990, June). *Are IQ scores relevant in classifying poor readers?* Presented at the Annual Meeting of the Canadian Psychological Association, Vancouver.
- Glaros, A. G., & Kline, R. B. (1989, August). *Do clinical trainees consider base rates when evaluating test results?* Presented at the 97th Annual Meeting of the American Psychological Association, New Orleans.
- Kline, R. B. (1989, August). *The new Stanford-Binet is not a four-factor test.* Presented at the 97th Annual Meeting of the American Psychological Association, New Orleans.
- Kline, R. B., & Canter, W. A. (1989, August). *Can education reduce teenage drinking? A multivariate perspective.* Presented at the 97th Annual Meeting of the American Psychological Association, New Orleans (Science Weekend presentation).
- Kline, R. B., & Gordon, R. B. (1988, August). *Cognitive complexity analysis of the Kaufman Assessment Battery for Children (K-ABC).* Presented at the 96th Annual Meeting of the American Psychological Association, Atlanta.
- Roth, I. E., & Kline, R. B. (1988, May). *A longitudinal study of the cognitive development of Down Syndrome children.* Presented at the 1st Annual Meeting of the National Down Syndrome Symposium, Ottawa.
- Kline, R. B., Maltz, A., Lachar, D., Spector, S., & Fischhoff, J. (1987, August). *Differentiation of infantile autistic, child-onset pervasive developmental disorder, and mentally retarded children with the Personality Inventory for Children (PIC).* Presented at the 95th Annual Meeting of the American Psychological Association, New York.
- Lacombe, J., Kline, R. B., Lachar, D. (1987, August). *A Personality Inventory for Children (PIC) typology: Case record analysis for Profile Types 1, 3, and 4.* Presented at the 95th Annual Meeting of the American Psychological Association, New York.
- Gordon, R. B., & Kline, R. B. (1987, June). *Construct validity of the Kaufman Assessment Battery for Children (K-ABC) and the Fourth Edition Stanford-Binet with two populations of referred children.* Presented at the Annual Meeting of the Canadian Psychological Association, Vancouver.
- Kulak, A. G., & Kline, R. B. (1987, June). *Educational modification of cognitive alcohol expectancies.* Presented at the Annual Meeting of the Canadian Psychological Association, Vancouver.

- McLaren, B., & Kline, R. B. (1987, June). *External validation of the Alcohol Expectancy Questionnaire for Adolescents (AEQ-A) with junior and senior high school students*. Presented at the Annual Meeting of the Canadian Psychological Association, Vancouver.
- Roth, I. E., & Kline, R. B. (1987, June). *Assessment of Down Syndrome children: Stability and predictive validity of developmental quotients*. Presented at the Annual Meeting of the Canadian Psychological Association, Vancouver.
- Kline, R. B. (1986, June). *Empirical alternative to psychiatric diagnosis for children: Validation research on a PIC profile typology*. Presented at the Annual Meeting of the Canadian Psychological Association, Toronto.
- Kline, R. B., & Kulak, A. G. (1986, June). *Comparison of drinking behavior correlates of cognitive alcohol expectancies across sex and race*. Presented at the Annual Meeting of the Canadian Psychological Association, Toronto.
- Kline, R. B., Maltz, A., Lachar, D., Spector, S., & Fischhoff, J. (1986, April). *Psychometric differentiation of developmentally impaired children*. Presented at the Annual Psychiatric Research Unit Conference, Saskatoon.
- Kline, R. B., Lachar, D., & Boersma, D. C. (1985, August). *A Personality Inventory for Children (PIC) typology: Relationship to cognitive functioning and classroom placement*. Presented at the 93rd Annual Meeting of the American Psychological Association, Los Angeles.
- Gdowski, C. L., Lachar, D., & Kline, R. B. (1984, August). *A cluster-analytically-derived typology for the Personality Inventory for Children (PIC)*. Presented at the 92nd Annual Meeting of the American Psychological Association, Toronto.
- Kline, R. B., Lachar, D., & Gdowski, C. L. (1984, August). *A Personality Inventory for Children (PIC) typology: Comparison with psychiatric diagnosis*. Presented at the 92nd Annual Meeting of the American Psychological Association, Toronto.
- Kline, R. B., & Snyder, D. K. (1982, August). *Male and female alcoholic MMPI subtypes: Relationship to drinking patterns*. Presented at the 90th Annual Meeting of the American Psychological Association, Washington, D.C.

Invited Seminars, Colloquia, and Continuing Education

SEM Done Right. Statistical Horizons, November 9–11, 2023.

So, $p < .05$ is bad. Now what? McGill University, Psychology, October 10, 2019.

Mediation Analysis in Cross-Sectional Designs. La Société Statistique de Montréal (SSM) et Collectif pour le développement et les applications en mesure et évaluation de la Faculté des sciences de l'éducation de l'UQÀM, March 16, 2018.

New developments in mediation analysis. SSM et Collectif pour le développement et les applications en mesure et évaluation de la Faculté des sciences de l'éducation de l'UQÀM, November 25, 2016.

Advanced topics in structural equation modeling. Quebec Inter-University Centre for Social and Statistics (QICSS), Montréal, August 27–29, 2024; May 13–15, 2019; April 25–27, 2016; April 27–29, 2015; May 12–14, 2014; May 8–19, 2013; May 14–16, 2012.

Introduction to structural equation modeling. QICSS, Montréal, May 1–3, 2023; May 6–10, 2019; May 14–18, 2018; April 17–21, 2017; April 18–22, 2016; April 20–24, 2015; April 28–May 2, 2014; April 22–26, 2013; February 20–24, 2012; May 2–6, 2011; February 21–25, 2011; May 17–24, 2010; February 22–26, 2010; May 25–29,

- 2009; June 9–13, 2008; December 1–5, 2008; May 22–25, 2007.
- Living statistics reform*. SSM et Collectif pour le développement et les applications en mesure et évaluation de la Faculté des sciences de l'éducation de l'UQÀM, March 24, 2016.
- Becoming a behavioral science researcher*. Southwest Educational Research Association, Presidential invited address, February 10, 2016.
- Hello, statistics reform*. Colloquium presented at the Nebraska Academy for Methodology, Analytics and Psychometrics, University of Lincoln–Nebraska, Nov 10, 2015; School of Psychology, University of Ottawa, Sept 25, 2014; Department of Psychology, Concordia University, Sept 26, 2013.
- New developments in structural equation modeling*. Methodology, Analytics & Psychometrics Academy, University of Nebraska–Lincoln. Nov 10, 2014
- Structural equation modeling*. Istanbul Quantitative Lectures, School of Business, Istanbul University, July 6–11, 2015; August 25–31, 2014; July 1–12, 2013.
- Introduction to structural equation modeling*. Portland State University, Summer Quantitative Methods Series, Portland, OR, June 16–17, 2014; June 15–16, 2012.
- Structural equation modeling*. Axe Santé des populations et pratiques optimales en santé, Centre de recherche du CHU de Québec, Université Laval, October 28–29, 2013, October 28–29, 2013.
- Structural equation modeling*. Ted Rogers School of Management, Ryerson University, May 13–14, 2013.
- Effect size estimation*. Centre for Research in Human Development, Concordia University, Montréal, February 12, 2010.
- Structural equation modeling and multilevel modeling*. Sprott School of Business, Carleton University, Ottawa, August 25–28, 2008.
- Advanced methods in structural equation modeling*. Interdisciplinary Capacity Enhancement Team, Department of Psychology, Concordia University, Montréal, June 18, 2008.
- Introduction to structural equation modeling*. Sprott School of Business, Carleton University, Ottawa, August 7–10, 2007.
- Advanced methods in structural equation modeling*. Seven hours continuing education credit, American Psychological Association Continuing Education Series. San Francisco, August 17, 1998.
- Breaking the tyranny of significance testing: Indexes of effect size*. Four hours continuing education credit, American Psychological Association Continuing Education series. San Francisco, August 14, 1998; Chicago, August 16, 1997; Toronto, August 9, 1996; New York, August 12, 1995; Los Angeles, August 12, 1994.
- Path analysis: From the ground-up*. Seven hours continuing education credit, American Psychological Association Continuing Education series. Toronto, August 11, 1996; New York, August 13, 1995; Los Angeles, August 13, 1994; Toronto, August 23, 1993.
- Introduction to psychometrics*. Alfred Adler Graduate School of Psychology. Montréal, October 4–6, 1996.
- Latent variable methods of data analysis: A survivor's guide for beginners*. Six hours continuing education credit, American Psychological Association Continuing Education series. San Francisco, August 17, 1991.
- Clinical interpretation of the Personality Inventory for Children (PIC)*. Sponsored by Western Psychological Services. San Francisco, August 14–15, 1991.

Causal modeling and path analysis. Sponsored by the Center for Research in Human Development, Concordia University. Montréal, September 8–9, 22, 1989.
Empirical alternatives to psychiatric diagnosis for children. Canadian Psychological Association Convention. Toronto, June 27, 1987.
Introduction to the Kaufman Assessment Battery for Children (K-ABC): Development and interpretation. Division of Psychiatry/Psychology, Children's Hospital of Michigan, Detroit, May, October 1984; Department of Psychology, Alvin Buckwald Centre, Saskatoon, November 1985.

Editorial Boards

American Psychologist, Consulting Editor (January 2021–December 2024)
Anxiety, Stress, & Coping
Basic and Applied Social Psychology

Ad hoc Journal or Publisher Reviewer

AI5 Enterprise Systems
American Journal of Evaluation
American Journal of Media Psychology
 American Psychological Association
 Books
 American Sociological Association
American Sociological Review
Behavior Research Methods
Biometrical Journal
 Brill (Netherlands)
 Cambridge University Press
Canadian Journal of Behavioural Science
Canadian Journal of Experimental Psychology
Canadian Journal of School Psychology
Canadian Psychology
 Cogent Education
Current Alzheimer Research
Data in Brief
Ecosphere
Education & Psychological Measurement
Educational Research
Ethnicity and Health
European Journal of Psychology & Education
Evolution
Exercise and Performance Psychology
Food Quality and Preference
Frontiers in Psychiatry
Health Psychology
International Journal of Assessment Tools in Education
International Journal of Learner Corpus Research

International Journal of Psychology
International Journal of Quantitative Research in Education
International Journal for the Psychology of Religion
Journal of Communication Studies
Journal of Contingencies and Crisis Management
Journal of Integrative Environmental Sciences
Journal of Statistics and Data Science Education
International Journal of Quantitative Research in Education
International Journal of Sociology
Journal of Contingencies and Crisis Management
Journal of Leisure Studies
Journal of Psychoeducational Assessment
Journal of Statistical Computation and Simulation
Journal of the International Neuropsychological Society
Journal of the National Medical Association
Journal of the Moffitt Cancer Center
Journal of the National Medical Association
Land Use Policy
Measurement
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Multivariate Behavioral Research
Open Journal of Statistics
Organizational Research Methods
 Oxford University Press

PeerJ
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Proceedings B
Psychological Assessment
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Psycho-Oncology
Quality of Life Research
Sage Publications UK, US
Scientific Studies of Reading
Sociological Methodology
Sport
Sport, Exercise, & Performance
 Psychology
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Wiley Books