

MEGAN A. BLONDER
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EDUCATIONAL BACKGROUND

Wake Forest University, Winston-Salem, NC: August 2007 – May 2011
Bachelor of Arts, Magna cum Laude with Honors in Psychology and Spanish
Major: Psychology and Spanish
Cumulative GPA: 3.67

The University of Tennessee, Knoxville, TN: August 2011 – August 2014
Master of Science, Applied Educational Psychology

The University of Tennessee, Knoxville, TN: August 2011 – present
Doctor of Philosophy Candidate, School Psychology
APA accredited and NASP approved Program in School Psychology
Comprehensive Exams passed: October 2014
Dissertation: *A Comparison of Comprehension Accuracy and Learning Rates: Repeated Reading and Listening While Reading*
Cumulative GPA: 4.0

HONORS AND AWARDS

William Ballard Award, 2015
Tennessee Association of School Psychologists

Wake Forest University, Winston-Salem, NC

- Psi Chi National Psychology Honor Society (Vice-President)
- Psychology Department Honors Program
- Sigma Delta Pi National Collegiate Hispanic Honor Society
- Dean's List every semester

PRACTICUM EXPERIENCE

Advanced School Psychology Practicum, August 2014 – Present
Lenoir City Schools, Lenoir City, TN

- Assist school psychologists with assessment, consultation, and intervention
- Assist in special education and general education classrooms

Supervisors: Maripat Gettelfinger, Ph.D.; Christopher Skinner, Ph.D.

Clinic Practicum, August 2013 – Present
University of Tennessee School Psychology Clinic
Korn Learning, Assessment, and Social Skills Center

- Administer, score, and interpret results from various cognitive, achievement, and behavior assessment batteries in a clinic setting (Woodcock-Johnson III, Stanford-Binet V, BASC-2, Weschler Scales)

- Perform intake clinical interviews, complete integrated psychoeducational reports based on test results, interviews, and behavioral observations, and present results to clients

Supervisor: Brian Wilhoit, Ph.D.

Consultation and Intervention Practicum, August 2013 – May 2014

Lenoir City Schools, Lenoir City, TN

- Interviewed and collaborated with teachers to identify and remedy individual student and class-wide behavior and academic problems
- Collected and analyzed data using the data-based problem-solving model
- Designed, implemented, and evaluated academic and behavioral interventions
- Assisted in elementary and middle school general education and special education classrooms

Supervisors: Maripat Gettelfinger, Ph.D.; Christopher Skinner, Ph.D.

Grief Outreach Initiative Practicum, August 2013 – December 2013

South Doyle Middle School, Knoxville, TN

- Mentored middle-school aged boy referred to the Grief Outreach Initiative weekly
- Designed and implemented interventions to address and cope with previous grief and trauma

Supervisor: Brittany Pollard, M.Ed.; Tricia McClam, Ph.D.

Assessment Practicum, August 2012 – May 2013

University of Tennessee, Knoxville, TN

- Administered, scored, and interpreted various cognitive, behavioral, and achievement assessments (e.g., Wechsler Scales, Woodcock-Johnson III, DAS-II, Stanford-Binet V, KABC-II, KTEA-II, UNIT, BASC-2, CAB) to individuals aged 5-25
- Conducted interviews with parents and students in order to collect background information
- Integrated cognitive, behavioral, and achievement scores; information obtained from interviews; and behavioral observations into psychoeducational reports

Supervisor: Sherry K. Bain, Ph.D.

School Psychology Practicum: January 2012 – May 2012

Meadowview Middle School, Morristown, TN

- Shadowed and assisted a school psychology intern
- Interviewed educational professionals regarding their roles and functions
- Conducted general and special education classroom observations
- Assisted a middle school self-contained special education classroom

Supervisors: Christopher H. Skinner, Ph.D.

OTHER FIELD EXPERIENCE

One-on-One Intervention with Child with Autism: June 2013 – present

Private Contract, Knoxville, TN

- Work individually with an elementary age child with autism at his home for approximately 1 hour per week. Interventions include activities targeting expressive and receptive language and other informal academic and social activities

One-on-One Academic Intervention with Child with Attention Deficit Hyperactivity Disorder: August 2013 – present

Private Contract, Knoxville, TN

- Work individually with a middle school age child with ADHD at her home for approximately 1.5 hours per week. Interventions included activities targeting math, reading, social studies, and science

Social Skills Training: Summer 2014

Korn Learning, Assessment, and Social Skills Center, Knoxville, TN

- Assisted in social skills training with adult client, covering topics such as initiating conversations and asking appropriate questions

Supervisor: Carolyn, Blondin, Ph.D.

Test Administrator, UNIT GAT: Spring 2013

University of Tennessee, Knoxville, TN

- Group administered a pilot test of the UNIT GAT to freshmen and sophomore high school students

Volunteer at University-Assisted Community School Project: August 2011–December 2011 & August 2012 – May 2013

Knox County Schools, Knoxville, TN

- Provided weekly assistance at a grant-funded, after-school program for children considered at-risk enrolled in a Full-Service School
- Participated in academic and physical education activities for children in kindergarten and 5th grade
- Assisted in leading an ESL course for students' parents

Supervisor: Robert Kronick, Ph.D.

Test Administrator, DIBELS: December 2011, May 2012

Knox County Schools, Knoxville, TN

- Administered and scored various Curriculum Based Measurements, including words correct per minute, letters correct per minute, and word fluency in children grades 1-5

Supervisor: Chris Skinner, Ph.D.

Test Administrator, AIMSweb: September 2011, January 2012, May 2012

Knox County Schools, Knoxville, TN

- Administered and scored various Curriculum Based Measurements, including words correct per minute, letters correct per minute, and word fluency in children grades 1-5

Supervisor: Chris Skinner, Ph.D.

RESEARCH EXPERIENCE

Graduate Research Assistant: August 2014 – Present*University of Tennessee, Knoxville, TN**Center for Educational Leadership*

- Complete grant-based program evaluations, literature reviews and literature searches, database creation and management, data analysis and interpretation, and report writing
- Approximately 20 hours per week

Supervisor: Betty Sue Sparks, M.S., SPHR; Autumn Cyprés, Ph.D.

Graduate Research Assistant: August 2011 – August 2014*University of Tennessee, Knoxville, TN**Institute for Education Sciences – Reading and Writing Education Research Grant*

- Participated in the development of an integrated Vocabulary, Comprehension, and Writing curricula for kindergarten through second grades as part of a three-year US Department of Education grant
- Piloted the curriculum in Claiborne County Schools and served as a liaison between the teachers and the Principle Investigators of the project

Supervisor: Dennis Ciancio, Ph.D.

Research Assistant: August 2011 – present*University of Tennessee, Knoxville, TN**Department of Educational Psychology*

- Assisted with the development, implementation, analysis, and writing of various research studies related to the enhancement of students' performance on reading and math and the ability to accurately assess learning growth. Topics explored included the impact of item interspersal on persistence, artificially inflating reading scores on oral reading fluency assessments, and examining the importance of reading speed in broad reading skill assessments.

Supervisor: Christopher Skinner, Ph.D.

PEER-REVIEWED PUBLICATIONS

Pratt, W. E., **Schall, M. A.**, Choi, E. (2012). Selective serotonin receptor stimulation of the medial nucleus accumbens differentially affects appetitive motivation for food on a progressive ratio schedule of reinforcement. *Neuroscience Letters*, *511*, 84-88.

Forbes, B. E., Skinner, C. H., Maurer, K. M., Taylor, E. P., **Schall, M.**, Cazzell, S., Ciancio, D., Conley, M., & Conley, E. (2015). Prompting faster reading during fluency assessments: The impact of skill level and comprehension measures on changes in performance. *Research in the Schools*, *22*, 27-43.

Ciancio, D. J., Thompson, K., **Schall, M.**, Skinner, C., & Foorman, B.A. (2015). Accurate reading comprehension rate as an indicator of broad reading in students in first, second, and third grades. *Journal of School Psychology*, *53*, 393-407. doi:10.1016/j.jsp.2015.07.003

Schall, M., Skinner, C. H., Cazzell, S., Ciancio, D., Ruddy, J., & Thompson, K. (revision

submitted Nov 30, 2015). Extending research on oral reading fluency measures, reading speed, and comprehension. *Contemporary School Psychology*.

PEER-REVIEWED PRESENTATIONS

Taylor, E., **Schall, M.**, & Skinner, C.H. (2013, February). *Influencing Persistence on Math Problems using Item Interspersion*. Poster session presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Ciancio, D., Strait, A., **Schall, M.**, McCullough, K., Skinner, C., Wilhite, B., & Morrow, J. (2013, August). *MAZE and oral reading fluency measures: variance in broad reading accounted for by reading speed*. Poster session presented at the annual meeting of the American Psychological Association, Hawaii.

Schall, M., Ciancio, D., McCullough, K., & Skinner, C. (2013, November). *The impact of time in oral reading fluency assessment*. Poster session presented at the annual meeting of the Tennessee Association of School Psychologists, Nashville, TN.

Forbes, B. E., **Schall, M.**, Cazzell, S., Taylor, E. Skinner, C. (2014, February). *Prompting faster reading: Impact of comprehension measure*. Poster session presented at the annual meeting of the National Association of School Psychologists, Washington D.C.

McCullough, K., **Schall, M.**, Ciancio, D., & Skinner, C. (2014, February). *Reading comprehension rate as a predictor of broad reading score*. Poster session presented at the annual meeting of the National Association of School Psychologists, Washington D.C.

Schall, M., McCullough, K., Ciancio, D., & Skinner, C. (2014, February). *The validity of oral reading fluency assessments*. Poster session presented at the annual meeting of the National Association of School Psychologists, Washington D.C.

Schall, M. & Thompson, K. (2014, November). *Extending Research on Oral Reading Fluency, Reading Speed, and Comprehension: The Ransom Note Study* Poster session presented at the annual meeting of the Mid-South Regional Conference for Psychology in the Schools, Chattanooga, TN.

Thompson, K. & **Schall, M.** (2014, November). *Seconds to read or 1/s to read: which accounts for more broad reading variance*. Poster session presented at the annual meeting of the Mid-South Regional Conference for Psychology in the Schools, Chattanooga, TN.

Schall, M., Cazzell, S., & Thompson, K. (2015, February). *Comparison of learning rates: repeated reading and listening while reading*. Poster session presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

INVITED GUEST LECTURES AND OTHER PRESENTATIONS

Schall, M., Trant, E., Best, B. (2013). *What is a school psychologist? A guide for teachers in*

training. Poster session presented to education students, Knoxville, TN.

Schall, M., McCullough, K., & Ciancio, D. (2013). *The validity of oral reading fluency assessments: Reading speed, accuracy, and words correct per minute*. Poster session presented at the annual Graduate Student Colloquium, University of Tennessee, Knoxville, TN.

Taylor, E., & **Schall, M.** (2013). *The academic work ethic scale: teacher and student evaluation and predictive validity*. Poster session presented at the annual Graduate Student Colloquium, University of Tennessee, Knoxville, TN.

SERVICE AND LEADERSHIP ROLES

State Advocacy Representative (2013 – present) American Psychological Association of Graduate Students

Campus Representative (2012 – 2013) American Psychological Association of Graduate Students

Graduate Student Mentor (2012 – 2013) First Year Students in School Psychology Program

School Psychology Recruiter (2011, 2012) Presentation to undergraduate psychology majors, Wake Forest University, Winston-Salem, NC

NATIONAL MEMBERSHIP

Tennessee Association for School Psychologists: 2013 - present

National Association of School Psychology: 2012- present

American Psychological Association: 2012- present

American Psychological Association of Graduate Students: 2012 – present

The University of Tennessee's Student Association of School Psychology: 2011 - present

ADDITIONAL TRAINING & CERTIFICATION

Grief, Loss, and Trauma Graduate Certificate: December, 2014

- Completed 12 credit hours of coursework and a mentoring practicum to acquire knowledge and develop clinical skills necessary to work with individuals experiencing grief, loss, or trauma

Online Training Course in School Neuropsychology: December, 2013

Washington State Association of School Psychologists and KIDS, Inc.

- Completed 10 continuing education hours presented by leading experts in school neuropsychology

Online Training Course for Trauma-Focused Cognitive-Behavioral Therapy: August, 2013

Medical University of South Carolina

- Completed 10 continuing education hours

**Online Training Course for Using Trauma-Focused Cognitive-Behavioral Therapy with
Childhood Traumatic Grief: August, 2013**

Medical University of South Carolina

- Completed 6 continuing education hours

REFERENCES

Christopher H. Skinner, Ph.D.
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Knoxville, TN 37996
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Licensed Psychologist, Clinical Professor and Director,
Korn Learning, Assessment, and Social Skills Center
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