

KALA LANE TAYLOR

525 BAILEY EDUCATION COMPLEX • 1122 VOLUNTEER BLVD • KNOXVILLE, TN • 37996
(859) 582-5148 • KTAYLO77@VOLS.UTK.EDU

EDUCATION

Ph.D. in School Psychology

University of Tennessee
GPA: 4.0

Fall 2014—Anticipated, Summer 2019

Bachelor of Science in Psychology

Summa Cum Laude

Millsaps College
GPA: 4.0

December 2013

Eastern Kentucky University

GPA: 3.24

HONORS AND AWARDS

William James Award for Academic Excellence (Millsaps College)

April 2014

Harrylyn Graves Sallis Award (Millsaps College)

April 2014

Noam Chomsky Psychology Award (Millsaps College)

April 2014

Excellence on Millsaps College Comprehensive Exams

December 2013

High Score for Oral Psychology Comprehensive Exam

December 2013

High Score for Standardized Psychology Comprehensive Exam

December 2013

Best Paper Award, IOSSBR Fall Conference

October 2013

Psi Chi, Psychology Honorary

Spring 2013—Present

FELLOWSHIP AND SCHOLARSHIPS

Chancellor's Fellow (University of Tennessee)

Fall 2014-Spring 2018

Shibley-Swann Fellow (University of Tennessee)

Fall 2014-Spring 2015

Beth G. Jones Scholarship (Millsaps College)

Fall 2013

Second Century Scholarship (Millsaps College)

2012—2013

Cooper Neill Scholarship (Millsaps College)

2012—2013

Kentucky Educational Excellence Scholarship

2004—2009

Whitaker Bank Scholarship

2004

LEADERSHIP

President Elect

University of Tennessee School Psychology Association

August 2015-Present

School Psychology Representative

Department of Educational Psychology and Counseling

August 2015-Present

PRESENTATIONS AND MANUSCRIPTS

Manuscripts:

Taylor, K. L. H., Skinner, C. H., Cazzell, S., Ruddy, J., Ciancio, D., Cihak, D., & Beeson, T. (under review). Investigating the Effects of Flashcard Text Fluency on Sight-Word Learning.

Cazzell, S., **Taylor, K.**, Skinner, C., McCurdy, M., Skinner, A., Ciancio, D., Beeson, T., & Cihak, D. (under review). Evaluating a computer flashcard reading intervention with self-determined response intervals in a post-secondary student with intellectual disabilities.

Published Abstract:

DeZutter, S., Morgan, K., & **Taylor, K.** (2013). The Elephant in the room: Preservice teachers find their way to engaging with diversity [Abstract]. In R. Valentine, (Ed.), *IOSSBR Fall 2013 Conference Proceedings*. Americus, GA: International Organization of Social Sciences and Behavioral Research.

Paper Presentations:

DeZutter, S., **Taylor, K.**, Hewlett, A., & Hoskin, S. (April, 2015). *Where do we go from here? Questions raised by student-perceived incongruities between research on self-regulation and practices encountered at a high-poverty school*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

DeZutter, S., **Taylor, K.**, Futch, H., Johnston, T., Morgan, K., & Sanjanwala, S. (February, 2014). *Becoming a professional: Interdisciplinary education courses as sites for professional identity development*. Paper presented at the 37th Annual Meeting of the Southwest Educational Research Association, New Orleans, LA.

DeZutter, S., Morgan, K., & **Taylor, K.** (October, 2013). *The elephant in the room: Preservice teachers find their way to engaging with diversity*. Paper presented at the International Organization of Social Sciences and Behavioral Research Fall Conference, New Orleans, LA.

Taylor, K. (November, 2012). *Investigating responses to the “pretty or ugly” videos of adolescent girls*. Invited paper, presented at the Millsaps Arts & Humanities Student Research Symposium, Jackson, MS.

Symposium Presentations:

Taylor, K., Skinner, C., Ciancio, D., Turnbull, S., Ruddy, J., & Beeson, T. (May, 2016). *The effects of perceptual dysfluency on sight-word acquisition rates in a post-secondary student with intellectual disabilities*. Symposium submitted to the Association for Behavior Analysis International 42nd Annual Convention, Chicago, Illinois.

Turnbull, S., **Taylor, K.**, McCurdy, M., Skinner, C., Ciancio, D., & Beeson, T. (May, 2016). *Evaluating a computer flashcard reading intervention with self-determined response*

intervals in a post-secondary student with intellectual disabilities. Symposium submitted to the Association for Behavior Analysis International 42nd Annual Convention, Chicago, Illinois.

Ryan, K., Gibbons, S., **Taylor, K.**, Beeson, T., Turnbull, S., Skinner, C., & Ciancio, D. (May, 2016). *Evaluating and comparing computer flashcard reading interventions: Self-determined response intervals verses fast and slow computer paced.* Symposium submitted to the Association for Behavior Analysis International 42nd Annual Convention, Chicago, Illinois.

Poster Presentations:

Taylor, K., Cazzell, S., Ruddy, J., Skinner, C. H., Ciancio, D., Cihak, D., & Beeson, T. (February, 2016). *Disfluency and Sight-Word Learning in a Student with Intellectual Disabilities.* Poster accepted for presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.

Taylor, K., Ruddy, J., Cazzell, S., Skinner, C. H. (November, 2015). *Investigating the Effects of Flashcard Text Fluency on Learning.* Poster presented at the Mid-South Conference for Psychology in the Schools, Murfreesboro, TN.

Taylor, K., Ciancio, D., Ruddy, J., & Skinner, C. H. (August, 2015). *Correlating WCPM with reading comprehension and global reading ability.* Poster presented at the American Psychological Association Convention, Toronto, Canada.

Taylor, K., Scott, K., Turnbull, S., & Watson, T. (August, 2015). *The effectiveness of readability formulas as predictors of oral reading fluency.* Poster presented at the American Psychological Association Convention, Toronto, Canada.

Taylor, K., Ciancio, D., & Ruddy, J. (November, 2014). *Correlating WCPM with the Woodcock Johnson Passage Comprehension Subtest and Broad Reading Cluster in a Sample of First- through Third-Grade Students.* Poster presented at the Mid-South Conference for Psychology in the Schools, Chattanooga, TN.

Taylor, K. & Sanjanwala, S. (September, 2013). *Adolescent females' use of the internet as a means of obtaining appearance-related validation.* Poster presented at the Annual Convention of the Mississippi Psychological Association, Gulfport, MS.

Taylor, K. (January, 2013). *Investigating responses to the "pretty or ugly" videos of adolescent girls.* Poster presented at the Millsaps Student Science Research Symposium, Jackson, MS.

Manuscripts in Preparation:

DeZutter, S. & **Taylor, K.** (manuscript in preparation). *Becoming a professional: Interdisciplinary education courses as sites for professional identity development.*

DeZutter, S., Morgan, K., & **Taylor, K.** (manuscript in preparation). *The Elephant in the room: Preservice teachers find their way to engaging with diversity.*

RESEARCH EXPERIENCE

Graduate Research Assistant

August 2014—Present

University of Tennessee

Knoxville, TN

Supervisor: Chris Skinner, Ph.D.

Research assistant for Dr. Chris Skinner, School Psychology Faculty Member.

Responsibilities:

- Administered an experimental flashcard reading intervention aimed to enhance the reading ability of a 28 year old woman with a learning disability, several times per week during the Fall 2014 and Spring 2015 semesters
- Proof read book chapters prior to submission for publication
- Administered oral reading fluency procedures to elementary school students in the process of collecting data for a school psychology PhD student's dissertation
- Contributed to research manuscripts and professional presentations

Hired Research Assistant

August 2013—May 2014

Millsaps College

Jackson, MS

Supervisor: Stacy DeZutter, Ph.D.

Research assistant for a teacher development program funded by the Cargill Foundation.

Responsibilities:

- Prepared the IRB proposal for a study on child self-regulation
- Assessed the self-regulation skills of 50 children using the Head-Toes-Knees-Shoulders (HTKS; Ponitz et al., 2008) task for research purposes
- Scored, recorded, and organized the HTKS measures of all intervention and control students evaluated during the 2013-2014 school year
- Collected data and scored student and teacher evaluation measures relevant to the program
- Contributed to research manuscripts and professional presentations
- Analyzed qualitative data via coding of class session transcriptions and journal entries
- Worked in a first grade classroom and a kindergarten classroom to develop and implement strategies to foster self-regulation in children and teachers
- Monitored students and teachers participating in the self-regulation program
- Reviewed conference submission proposals for the American Education Research Association 2014 Annual Meeting and the Southwest Educational Research Association 2014 Annual Meeting

Undergraduate Research Assistant

May 2012—December 2013

University of Mississippi Medical Center
Department of Psychiatry and Human Behavior
Jackson, MS
Supervisors: Scott F. Coffey, Ph.D. and Elizabeth Nosen, Ph.D.

Research assistant for studies investigating self- and emotion-regulation among substance users with trauma histories.

Responsibilities:

- Assisted in developing research protocols
- Wrote instructions for the experimenter carrying out a laboratory-based research study
- Researched and recorded instructions for operating psychophysiological equipment
- Administered a two-hour structured laboratory protocol, including participant interaction and psychophysiological equipment operation
- Filtered, cleaned, and scored psychophysiological data (using Biopac AcqKnowledge software), including skin conductance and heart rate measurement
- Recorded data using Excel and SPSS statistical software
- Contributed to a manuscript concerning the application of self-control models to PTSD-SUD comorbidity
- Trained in administration of the MINI International Neuropsychiatric Interview for diagnosis of DSM Axis I disorders
- Trained in administration and operation of psychophysiological data collection (skin conductance, heart rate)

EXPERIENCE WORKING WITH CHILDREN

FORMAL EDUCATION SETTINGS

Practicum Student January 2015—May 2015
Professional Practice in School Psychology, University of Tennessee
Russellville Elementary School
Russellville, TN

Observed school practices to gain understanding of the school environment and the functions of a professional school psychologist working in an educational setting.

Responsibilities:

- Spent 53 hours observing and participating in activities within the school
- Observed in a pre-school special education classroom serving students with mild, moderate, severe, and profound disabilities for one full school day, including student interaction and helping teachers and students with classroom activities

- Observed in a pre-school special education classroom serving students with mild, moderate, severe, and profound disabilities for one full school day, including student interaction and helping teachers and students with classroom activities
- Observed in a kindergarten general education classroom for one full school day, including student interaction and helping the teacher and students with classroom activities
- Observed the PhD school psychologist and school psychology intern in various roles, including, but not limited to, IEP meetings, student support team meetings, and the administration of assessments

Practicum Student

August 2013—December 2013

Child Development in Context, Millsaps College
Lester Elementary School
Jackson, MS

Worked in a first grade classroom to develop and implement strategies to foster self-regulation in children and teachers.

Responsibilities:

- Led classroom discussions using age-appropriate terms to discuss self-regulation, particularly behavior-regulation and emotion-regulation
- Taught and led games that require students to practice inhibitory and attentional control
- Worked independently with at-risk students to enhance self-regulation skills
- Developed and taught an emotion-regulation skills lesson in a professional development workshop for teachers involved in the self-regulation program

Student Observer/Volunteer

October 2013—November 2013

New Summit School
Jackson, MS

Responsibilities:

- Observed the kindergarten and first grade class at a high-risk school
- Assisted students in completing assignments

Student Observer/Volunteer

September 2013—October 2013

Mississippi School for the Deaf
Jackson, MS

Responsibilities:

- Observed the pre-kindergarten class
- Participated with students in creative play

INFORMAL EDUCATION SETTINGS

Dance and Movement Instructor

September 2014—December 2015

Pond Gap Elementary After-School Program
Knoxville, TN

Responsibilities:

- Co-taught the Friday afternoon Dance and Movement enrichment class
- Worked with approximately 15 kindergarten through fourth-grade students to improve skills in dance, movement, and cheerleading
- Accepted an invitation to choreograph, teach, and oversee the production of the dance routine included in the 2014 Pond Gap Christmas Program
- Worked with students on an individual and group basis several times per week prior to the Christmas Program in order to help them develop the skills necessary to execute the choreographed dance successfully
- Coached students during their successful performance of the dance at the Christmas Program

Boys and Girls Club of Central Mississippi

June 2013

Jackson, MS

Responsibilities:

- Assisted elementary school children in drama activities aimed to enhance self-regulation
- Worked with middle school children to foster organizational skills

Private Cheerleading Instructor

January 2012—July 2012

Jackson, MS

Responsibilities:

- Independently provided mentorship and instruction in weekly cheerleading lessons for two middle school students
- Choreographed tryout routines tailored to individual skill level

Cheerleading Coach

May 2006—May 2008

Model Laboratory School

Richmond, KY

Responsibilities:

- Head coach for the Model Middle School cheerleading team during the 2007-2008 school year
- Assistant coach for the Model High School cheerleading team from 2006-2008
- Mentored middle and high school cheerleaders
- Conducted high school and middle school practices
- Supervised cheerleaders during ball games and competitions
- Communicated with cheerleaders and parents
- American Association of Cheerleading Coaches and Administrators Safety Certified

PROFESSIONAL AFFILIATIONS

American Psychological Association Student Affiliate

American Psychological Association of Graduate Students Member

National Association of School Psychologists Student Associate Member

Tennessee Association of School Psychologists Student Member

Tennessee Psychological Association Student Member
American Educational Research Association Student Member
Association for Behavior Analysis International Student Member

SERVICE

Introduction to Psychology Tutor August 2013—December 2013
Millsaps College
Jackson, MS
Responsibilities:

- Provided tutoring services to students taking Introduction to Psychology

Disability in the Community Event February 2013—April 2013
Millsaps College
Jackson, MS
Responsibilities:

- Assisted in event planning and organization
- Contacted non-profit organizations and potential speakers
- Served as event treasurer

Feline Trap-Neuter-Release May 2004—November 2010
Richmond, KY
Responsibilities:

- Humanely trapped over one hundred feral cats in preparation for spay or neuter
- Coordinated appointments for veterinary care
- Returned altered and vaccinated cats to catch site
- Fostered and socialized feral kittens in preparation for adoption

REFERENCES

Christopher Skinner, Ph.D.
Professor of School Psychology
University of Tennessee
518 Bailey Education Complex
1122 Volunteer Blvd.
Knoxville, TN 37996
cskinne1@utk.edu
865-974-8403

Stacy DeZutter, Ph.D.
Assistant Professor of Education
Millsaps College
Box 150431
1701 N. State Street
Jackson, MS 39210
dezuts@millsaps.edu

(205) 903-5734

Kathryn Hahn, Ph.D.
Assistant Professor of Psychology
Millsaps College
Box 150083
1701 N. State Street
Jackson, MS 39210
kathryn.hahn@millsaps.edu
(601) 974-1381

Scott F. Coffey, Ph.D.
Professor and Director, Division of Psychology
Department of Psychiatry and Human Behavior
University of Mississippi Medical Center
2500 N. State St.
Jackson, MS 39216
scoffey@umc.edu
(601) 815-5588