

KALA LANE HAMILTON TAYLOR

525 BAILEY EDUCATION COMPLEX • 1122 VOLUNTEER BLVD • KNOXVILLE, TN • 37996

EDUCATION

Doctor of Philosophy, *School Psychology* Anticipated, Summer 2019

University of Tennessee

GPA: 4.0

Master of Science, *Applied Educational Psychology* May 2017

University of Tennessee

GPA: 4.0

Bachelor of Science, *Psychology* December 2013

Millsaps College

Summa Cum Laude

GPA 4.0

Eastern Kentucky University

RESEARCH HONORS & AWARDS

University of Tennessee 3-Minute Thesis Semi-Finalist 2017

American Academy of School Psychology Memorial Scholarship for Research, \$500 2016

National Association of School Psychologists Graduate Student Research Grant, \$1,000 2015

Best Paper Award, International Organization of Social Sciences and 2013

Behavioral Research Fall Conference

ACADEMIC HONORS & AWARDS

Chancellor's Citation for Extraordinary Professional Promise, University of Tennessee 2016

William James Award for Academic Excellence, Millsaps College 2014

Harrylyn Graves Sallis Award, Millsaps College 2014

Noam Chomsky Psychology Award, Millsaps College 2014

Excellence Award for Comprehensive Exams, Millsaps College 2013

High Score, Oral Psychology Comprehensive Exam, Millsaps College 2013

High Score, Standardized Psychology Comprehensive Exam, Millsaps College 2013

Psi Chi, Psychology Honorary 2013

FELLOWSHIPS & SCHOLARSHIPS

Chancellor's Fellow, University of Tennessee 2014—2018

ShIPLEY-SWANN Fellow, University of Tennessee 2014—2015

Beth G. Jones Scholarship, Millsaps College 2013

Second Century Scholarship, Millsaps College 2012—2013

Cooper Neill Scholarship, Millsaps College 2012—2013

Kentucky Educational Excellence Scholarship 2004

Whitaker Bank Scholarship 2004

PUBLICATIONS & PRESENTATIONS

Refereed Journal Publications

- Cazzell, S., **Taylor, K.**, Skinner, C., McCurdy, M., Skinner, A., Ciancio, D., Beeson, T., & Cihak, D. (2017). Evaluating a computer flashcard reading intervention with self-determined response intervals in a post-secondary student with intellectual disability. *Journal of Evidence-Based Practice in the Schools*, 16(1), 74-94.
- Cazzell, S., Skinner, C., **Taylor, K.** (2017). Implementing computer flashcard reading with self-determined intervals. *Journal of Evidence-Based Practice in the Schools*, 16(1), 95-100.
- Cazzell, S., Skinner, C., Ciancio, D., Aspiranti, K., Watson, T., **Taylor, K.**, McCurdy, M., & Skinner, A. (2016). Evaluating a computer flashcard sight-word recognition intervention with self-determined response intervals in elementary students with intellectual disability. *School Psychology Quarterly*. Advance online publication.

Manuscripts Under Review

- Taylor, K. L. H.**, Skinner, C. H., Cazzell, S., Gibbons, S., Ryan, K., Ruddy, J., Ciancio, D., Beeson, T. & Cihak, D. (revise/resubmit). Disfluent font can hinder sight-word acquisition in students with intellectual disability. *Remedial and Special Education*.
- Turnbull, S., Skinner, C., **Taylor, K.**, McCurdy, M., Ciancio, D., Cihak, D., Skinner A., & Moore, T. (revise/resubmit). Evaluating and comparing computer-based sight word interventions in elementary school students with intellectual disability: Self-determined verses fixed response intervals. *School Psychology Review*.
- Gibbons, S., Ryan, K., Skinner, C., **Taylor, K.**, Cazzell, S., Beeson, T., & Ciancio, D. (under review). Comparing computer-based flashcard reading interventions with a post-secondary student with intellectual disability: 1-s, 5-s, and self-determined response intervals. *Journal of Evidence-Based Practice in the Schools*.

Manuscripts in Preparation

- Taylor, K. L. H.**, Skinner, C., Ciancio, D., Gibbons, S., Ryan, K., Krider, S., & Ruddy, J. (2016). Effects of foreign names on reading comprehension and reading comprehension rate. Manuscript in preparation.
- Cazzell, S., Skinner, C., **Taylor, K.**, Ciancio, D., Ryan, K., & Gibbons, S. (2016). Comparing self-determined versus fixed response intervals for computer-based reading in secondary students with intellectual disability. Manuscript in preparation.

Symposiums

- Taylor, K.**, Skinner, C., Ciancio, D., Turnbull, S., Ruddy, J., Beeson, T., & Skinner, A. (2016, October). Altering text to make it disfluent hinders sight-word acquisition in post-secondary students with Intellectual Disability. In C. H. Skinner (Chair) *computer-delivered learning trials to enhance sight word reading in post-secondary students with Intellectual Disability*. Symposium conducted at the Tennessee Association for Behavioral Analysis 19th Annual Conference, Nashville, TN.
- Turnbull, S., **Taylor, K.**, Beeson, T., McCurdy, M., Skinner, C., Ciancio, D., & Skinner, A. (2016, October). Allowing students to self-determine response intervals during computer-based S-R-S-R learning trials. In C. H. Skinner (Chair) *computer-delivered learning trials to enhance sight word reading in post-secondary students with Intellectual Disability*. Symposium conducted at the Tennessee Association for Behavioral Analysis 19th Annual Conference, Nashville, TN.

- Gibbons, S., Ryan, K., **Taylor, K.**, Beeson, T., Turnbull, S., Skinner, C., Cianico, D. & Skinner, A. (2016, October). Self-determined versus fixed 1-s and 5-s response intervals. In C. H. Skinner (Chair), *computer-delivered learning trials to enhance sight word reading in post-secondary students with Intellectual Disability*. Symposium conducted at the Tennessee Association for Behavioral Analysis 19th Annual Conference, Nashville, TN.
- Taylor, K.**, Skinner, C., Ciancio, D., Turnbull, S., Ruddy, J., & Beeson, T. (2016, May). The effects of perceptual dysfluency on sight-word acquisition rates in a post-secondary student with intellectual disabilities. In C. H. Skinner (Chair), *Enhancing word reading in post-secondary students with Intellectual Disability*. Symposium conducted at the Association for Behavior Analysis International 42nd Annual Convention, Chicago, IL.
- Turnbull, S., **Taylor, K.**, McCurdy, M., Skinner, C., Ciancio, D., & Beeson, T. (2016, May). Evaluating a computer flashcard reading intervention with self-determined response intervals in a post-secondary student with intellectual disabilities. In C. H. Skinner (Chair), *Enhancing word reading in post-secondary students with Intellectual Disability*. Symposium conducted at the Association for Behavior Analysis International 42nd Annual Convention, Chicago, IL.
- Ryan, K., Gibbons, S., **Taylor, K.**, Beeson, T., Turnbull, S., Skinner, C., & Ciancio, D. (2016, May). Evaluating and comparing computer flashcard reading interventions: Self-determined response intervals verses fast and slow computer paced. In C. H. Skinner (Chair), *Enhancing word reading in post-secondary students with Intellectual Disability*. Symposium conducted at the Association for Behavior Analysis International 42nd Annual Convention, Chicago, IL.

Paper Presentations

- Moore, T., Daniels, S., Eshbaugh, J., Gordon, J., Kirkpatrick, B., O'Reilly, C., **Taylor, K.**, & Wright, S. (2017, October). *Supporting effective classroom management and behavior management practices: Reports from school staff and implications for the behavior analyst*. Paper submitted for presentation at the Tennessee Association for Behavioral Analysis 20th Annual Conference, Nashville, TN.
- DeZutter, S., **Taylor, K.**, Hewlett, A., & Hoskin, S. (2015, April). *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. (2014, February). *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.** (2013, October). *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.** (2012, November). *Investigating responses to the "pretty or ugly" videos of adolescent girls*. Invited paper, presented at the Millsaps Arts & Humanities Student Research Symposium, Jackson, MS.

Poster Presentations

- Taylor, K.,** Skinner, C. H., Ciancio, D., Krider, S., Gibbons, S., Ruddy, J. & Ryan, K. (2017, August). *Effects of foreign names on elementary students' reading comprehension and comprehension rate.* Poster presented at the American Psychological Association Convention, Washington, DC.
- Taylor, K.,** Gibbons, S., Ryan, K., Ruddy, J., Turnbull, S., Skinner, C. H., & Beeson, T. (2017, August). *Perceptual fluency and word acquisition in students with disabilities.* Poster presented at the American Psychological Association Convention, Washington, DC.
- Taylor, K.,** Skinner, C., Cazzell, S., Ruddy, J., Ciancio, D., Cihak, D., & Beeson, T. (2016, February). *Perceptual disfluency and learning in a FUTURE student with Intellectual Disability.* Poster presented at the University of Tennessee Gallery of Excellence, Knoxville, TN.
- Cazzell, S., **Taylor, K.,** Skinner, C., McCurdy, M., Skinner, A., Ciancio, D., Beeson, T., & Cihak, D. (2016, February). *Evaluating a computer flashcard reading intervention with self-determined response intervals in a post-secondary student with Intellectual Disability.* Poster presented at the University of Tennessee Gallery of Excellence, Knoxville, TN.
- Gibbons, S., Ryan, K., Skinner, C., **Taylor, K.,** Beeson, T., Ciancio, D., & Cazzell, S. (2016, February). *Expanding Research on a Computer-Based Flashcard Reading Intervention with a Post-Secondary Student in the FUTURE Program.* Poster presented at the University of Tennessee Gallery of Excellence, Knoxville, TN.
- Taylor, K.,** Cazzell, S., Ruddy, J., Skinner, C. H., Ciancio, D., Cihak, D., & Beeson, T. (2016, February). *Disfluency and Sight-Word Learning in a Student with Intellectual Disabilities.* Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Taylor, K.,** Ruddy, J., Cazzell, S., Skinner, C. H. (2015, November). *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. (2015, August). *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. (2015, August). *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. (2014, November). *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. (2013, September). *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.** (2013, January). *Investigating responses to the "pretty or ugly" videos of adolescent girls.* Poster presented at the Millsaps Student Science Research Symposium, Jackson, MS.

RESEARCH EXPERIENCE

- Graduate Research Assistant** August 2016-Present
Tennessee Behavior Supports Project (TBSP) Grant
Department of Theory and Practice in Teacher Education
University of Tennessee, Knoxville, TN
Supervisor: Tara Moore, Ph.D., BCBA-D
- Graduate Research Assistant** August 2014—May 2016
Department of Educational Psychology and Counseling
University of Tennessee, Knoxville, TN
Supervisors: Christopher H. Skinner, Ph.D. and Dennis Ciancio, Ph.D.
- Research Coordinator, Cargill Foundation Grant** August 2013—May 2014
Lester Elementary School Self-Regulation Project
Lester Elementary School & Millsaps College, Jackson, MS
Supervisor: Stacy DeZutter, Ph.D.
- 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.

EXPERIENCE WORKING WITH CHILDREN

- School Psychology Clinic Practicum** June 2016—Present
Korn Learning, Assessment, and Social Skills (KLASS) Center
University of Tennessee, Knoxville, TN
Supervisor: Brian Wilhoit, Ph.D.
- After-School Program Volunteer** November 2015—May 2017
Pond Gap Elementary School, Knoxville, TN
Supervisor: Merilee McCurdy, Ph.D.
- Consultation & Intervention Practicum** August 2016—May 2017
Prospect Elementary School, Seymour, TN & Rockford Elementary School, Rockford, TN
Supervisors: Christopher H. Skinner, Ph.D. & Sara Haugli, Ph.D.
- Banana Splits Group Counselor** November 2016—April 2017
Rockford Elementary School, Rockford, TN
Supervisor: Sara Haugli, Ph.D.
- Students' with Incarcerated Parents Group Counselor** June 2016—August 2016
Pond Gap Elementary School Summer Program, Knoxville, TN
Supervisor: Bob Kronick, Ph.D.
- Psychoeducational Assessment Practicum** August 2015—May 2016
Korn Learning, Assessment, and Social Skills (KLASS) Center
University of Tennessee Knoxville, TN
Supervisor: Brian Wilhoit, Ph.D.
- Dance and Movement Instructor** September 2014—December 2015
Pond Gap Elementary After-School Program, Knoxville, TN
Supervisor: Bob Kronick, Ph.D.
- Professional Practice in School Psychology Practicum** January 2015—May 2015
Russellville Elementary School, Russellville, TN
Supervisors: Steve McCallum, Ph.D. & Xu Jiang, Ph.D.

Child Development in Context Practicum

August 2013—December 2013

Lester Elementary School, Jackson, MS
Supervisor: Stacy DeZutter, Ph.D.

Education of Exceptional Children Practicum

September 2013—November 2013

New Summit School, Jackson, MS; Mississippi School for the Deaf, Jackson, MS
Supervisor: Chelsea Chicosky, J.D., M.Ed.

Human Development in Cross-Cultural Perspective Practicum

June 2013

Boys and Girls Club of Central Mississippi, Jackson, MS
Supervisor: Stacy DeZutter, Ph.D.

Private Cheerleading Instructor

January 2012—July 2012

Jackson, MS

Middle & High School Cheerleading Coach

May 2006—May 2008

Model Laboratory School, Richmond, KY

LEADERSHIP

President , University of Tennessee School Psychology Association	2016—2017
Vice President , University of Tennessee School Psychology Association	2015—2016
School Psychology Representative , Dept. of Ed. Psych. & Counseling	2015—2016