

# Kathleen Briana Aspiranti

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Associate Professor and Program Chair, School Psychology  
Department of Educational, School, and Counseling Psychology  
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## EDUCATION

### **Ph.D., School Psychology**

August 2011, University of Tennessee-Knoxville, APA accredited/NASP approved

### **M.S., Applied Educational Psychology**

December 2009, University of Tennessee

### **B.F.A., Dance**

### **B.A., Psychology**

June 2004, Wright State University

## PROFESSIONAL EXPERIENCE

- 2022-present **Program Chair**, University of Kentucky  
Ed.S. and Ph.D. in School Psychology, NASP-approved and APA-accredited program
- 2021-present **Associate Professor (tenured)**, University of Kentucky  
Ed.S. and Ph.D. in School Psychology, NASP-approved and APA-accredited program
- 2019-2021 **Assistant Professor (tenure-track)**, University of Kentucky  
Ed.S. and Ph.D. in School Psychology, NASP-approved and APA-accredited program
- 2015-2019 **Assistant Professor (tenure-track)**, Youngstown State University  
Ed.S. in School Psychology, NASP-approved program
- 2011-2015 **School Psychologist**, Blount County Schools, Tennessee
- 2010-2011 **Pre-Doctoral Psychology Intern**, Tennessee Internship Consortium  
APA and APPIC Accredited, Supervisor: Brian Wilhoit, Ph.D.  
Hamblen County Schools, Morristown, TN  
Clinch-Powell Head Start, Knoxville, TN  
Cherokee Health Systems – Developmental/Autism clinic, Talbott, TN  
Cherokee Health Systems – Pediatric clinic, Talbott, TN

## LICENSURE/CERTIFICATION

- Licensed Psychologist, Health Service Provider  
2020-present, Kentucky Department of Professional Licensing
- Nationally Certified School Psychologist (NCSP)  
2016-present, National Association of School Psychologists
- Licensed Psychologist, Mental Health Provider  
2015-2020, Ohio Department of Health

PREPaRE Trainer, Workshops 1 and 2  
2018-present, National Association of School Psychologists

Licensed Psychologist, Health Service Provider  
2013-2016, Tennessee Department of Health

Licensed School Psychologist  
2011-2016, Tennessee State Department of Education

### **AWARDS AND HONORS**

- 2023      **National Association of School Psychologists**, Behavior School Psychology Interest Group  
Award for Best Single Case Design Graph in a School Psychology Journal
- 2022      **Institute of Education Sciences**, Meta Analysis Training Institute  
Invited Participant
- 2021      **Fulbright Scholar Program**  
Fulbright Scholar Award, Eötvös Loránd University, Budapest, Hungary
- 2019      **Trainers of School Psychologists**  
Junior Faculty Award
- 2019      **Youngstown State University**  
Nominee—Distinguished Professor for Teaching
- 2019      **Society for the Study of School Psychology**, Early Career Research Collaboration Conference  
Invited Participant
- 2019      **Youngstown State University**, Office of Research  
Research Professorship, 6 credit hours
- 2017      **Youngstown State University**, Office of Research  
New Faculty Research Award
- 2017      **Institute of Education Sciences**, Single Case Design Summer Research Institute  
Invited Participant
- 2017      **Youngstown State University**, Office of Research  
Research Professorship, 9 credit hours

### **PEER-REVIEWED PUBLICATIONS**

*\*denotes student author*

53. **Aspiranti, K. B.**, \*Ebner, S., & \*Tomas Flores, L. (in press). Comparison of an iPad and paper-based modality for a flashcard sight-phrase intervention. *Contemporary School Psychology*.
52. \*King, B., \*Mickelson, L., Hulac, D. M., **Aspiranti, K. B.**, \*Boetel, A., & \*Odiorne, S. (in press). School psychology program characteristics, student race, and gender. *School Psychology Training and Pedagogy*.
51. Lee, S. H., & **Aspiranti, K. B.** (in press). Using multisensory educational apps to the vocabulary of children

with and without reading difficulties. *International Journal of Child-Computer Interaction*.

50. Henze, E. E. C., **Aspiranti, K. B.**, & Reynolds, J. L. (2004). Comparing traditional and virtual assessment of oral reading fluency: A preliminary investigation. *Contemporary School Psychology*.  
<https://doi.org/10.1007/s40688-024-00492-w>
49. \*Blake, J. T., **Aspiranti, K. B.**, & \*Coleman, D. N. (2024). Comparing the effectiveness of virtual implementation for two sight word flashcard interventions. *Journal of Behavioral Education*. Advance online publication. <https://doi.org/10.1007/s10864-023-09541-5>
48. **Aspiranti, K. B.**, Hulac, D. M., & \*Blake, J. (2023). Reputable and affordable programs with a strong commitment to diversity: Factors influencing school psychology student admission decisions. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000579>
47. **Aspiranti, K. B.**, Michaliszyn, S. F., Dula, M. E., \*Tischner, C., & Fedewa, A. L. (2023). An active classroom intervention to improve physical activity, on-task behavior, and academic achievement outcomes for students with disabilities. *Psychology in the Schools*, 60(11), 4545-4562.  
<http://doi.org/10.1002/pits.23000>
46. Hulac, D. M., & **Aspiranti, K. B.** (2023). Publication outlets for school psychology faculty: 2016-2020. *Psychology in the Schools*, 60(10), 4079-4088. <https://doi.org/10.1002/pits.22981>
45. **Aspiranti, K. B.**, & \*Ebner, S. (2023). A synthesis of the effects of the Color Wheel System on classroom behaviors. *Journal of Applied School Psychology*, 39(4), 287-308.  
<https://doi.org/10.1080/15377903.2023.2182858>
44. **Aspiranti, K. B.**, Hilton-Prillhart, A. Dula, M. E., & \*Ebner, S. (2023). Evaluating an iPad sight-phrase fluency intervention for a second-grade student with autism. *Education and Training in Autism and Developmental Disabilities*, 58(3), 329-339.
43. Reynolds, J. L., **Aspiranti, K. B.**, & Henze, E. E. C. (2023). Student performance on math CBMs across paper and tablet modalities. *Psychology in the Schools*, 60(8), 3008-3018.  
<https://doi.org/10.1002/pits.22907>
42. **Aspiranti, K. B.**, & Hilton-Prillhart, A. (2023). The effect of a tablet-mediated flashcard intervention on the acquisition and maintenance of sight-word phrases. *School Psychology Review*, 52(1), 30-37.  
<https://doi.org/10.1080/2372966X.2020.1865777>
41. Hilton-Prillhart, A., **Aspiranti, K. B.**, Dula, M. E., & \*Ebner, S. (2023). Using a tablet-based intervention to increase sight-phrase fluency for an ELL student. *Journal of Applied School Psychology*, 39(1), 91-105. <https://doi.org/10.1080/15377903.2021.2012864>
40. \*Tischner, C. M., \*Ebner, S., **Aspiranti, K. B.**, Fedewa, A. L., & Klingbeil, D. A. (2023). Effectiveness of Accelerated Reader on children's reading outcomes: A meta-analytic review. *Dyslexia*, 29(1), 22-39.  
<https://doi.org/10.1002/dys.1730>
39. **Aspiranti, K. B.**, Dula, M. E., \*Ebner, S. & Hilton-Prillhart, A. (2023). Increasing sight-phrase reading with an iPad intervention for two students with intellectual disability. *Journal of Intellectual Disabilities*, 27(2), 451-465. <https://doi.org/10.1177/17446295221083148>
38. \*Elhousseini, S. A., \*Tischner, C. M., **Aspiranti, K. B.**, & Fedewa, A. L. (2022). A quantitative review of the effects of self-regulation interventions on primary and secondary student academic achievement. *Metacognition and Learning*, 17, 1117-1139. <https://doi.org/10.1007/s11409-022-09311-0>

37. McCallum, E., Schmitt, A., & **Aspiranti, K. B.**, \*Mahoney, K., \*Honaker, A., & \*Christie, L. A. (2022). A virtual adaptation of the Taped Problems Intervention for increasing math fluency. *School Psychology*, 37(5), 388-398. <https://doi.org/10.1037/spq0000510>
36. **Aspiranti, K. B.** (2022). Implementation of the Color Wheel System in inclusion classrooms to increase on-task behavior. *Behavior Modification*, 46(4), 706-731. <https://doi.org/10.1177/0145445520988139>
35. **Aspiranti, K. B.**, Reynolds, J. L., & Henze, E. E. C. (2022). Comparison of math assessment modalities for students with autism spectrum disorder. *Education and Training in Autism and Developmental Disabilities*, 57(3), 261-271.
34. Fedewa, A. L., Yun, S., & **Aspiranti, K. B.** (2022). Mindfulness in elementary school teachers: Effects on teacher stress, mental health, and mindfulness in the classroom. *International Journal of School Health*, 9(2), 73-82. <https://doi.org/10.30476/intjsh.2022.92252.1169>
33. \*Glavan, J., Larwin, K. H., & **Aspiranti, K. B.** (2022). At risk and silent: Giving voice to students participating in an alternative school-in-school program. *Journal of Unschooling and Alternative Learning*, 16(32), 31-58.
32. **Aspiranti, K. B.**, \*Ebner, S., Reynolds, J. L., & Henze, E. E. C. (2022). A comparison of paper versus tablet math curriculum-based measurements for English Language Learners. *Journal of Education for Students Placed at Risk*, 27(2), 147-160. <https://doi.org/10.1080/10824669.2021.2016408>
31. **Aspiranti, K. B.**, & Hulac, D. M. (2021). Using fidget spinners to improve on-task classroom behavior for students with ADHD. *Behavioral Analysis in Practice*, 15(2), 454-465. <https://doi.org/10.1007/s40617-021-00588-2>
30. **Aspiranti, K. B.**, Mayworm, A., & Gatke, D. (2021). A meta-analysis of behavioral interventions in alternative school settings. *Psychology in the Schools*, 58(12), 2273-2292. <https://doi.org/10.1002/pits.22591>
29. **Aspiranti, K. B.**, & Larwin, K. H. (2021). A meta-analysis of the use of iPads and tablets for math intervention delivery. *International Journal of Technology in Education and Science*, 5(4), 629-647. <https://doi.org/10.46328/ijtes.266>
28. **Aspiranti, K. B.**, & Jackson, C. (2021). Understanding the role of a consultant through personal change. *Journal on Excellence in College Teaching*, 32(3), 103-132.
27. Hulac, D. M., **Aspiranti, K. B.**, Kriescher, S., Briesch, A. M., & Athanasiou, M. (2021). A multisite study of the effect of fidget spinners on academic performance. *Contemporary School Psychology*, 25(4), 582-588. <https://doi.org/10.1007/s40688-020-00292-y>
26. **Aspiranti, K. B.**, Henze, E. E. C., & Reynolds, J. L. (2020). Comparing paper and tablet modalities of math assessment for multiplication and addition. *School Psychology Review*, 49(4), 453-465. <http://dx.doi.org/10.1080/2372966X.2020.1844548>
25. McCleary, D. F., & **Aspiranti, K. B.** (2020). Development and reliability of the Comprehensive Crisis Plan Checklist, 2<sup>nd</sup> Edition. *Psychology in the Schools*, 57(7), 1155-1170. <https://doi.org/10.1002/pits.22387>
24. **Aspiranti, K. B.**, Larwin, K. H., & \*Shade, B. (2020). iPads/tablets and students with autism: A meta-

analysis of academic effects. *Assistive Technology*, 32(1), 23-30.  
<https://doi.org/10.1080/10400435.2018.1463575>

23. **Aspiranti, K. B.**, \*Bebech, A., \*Ruffo, B., & Skinner, C. H. (2019). Classroom management in self-contained classrooms for children with autism: Extending research on the Color Wheel System. *Behavioral Analysis in Practice*, 12(1), 143-153. <https://doi.org/10.1007/s40617-018-0264-6>
22. Hulac, D., **Aspiranti, K. B.**, \*Jacobson, M., \*Schneider, M., & \*Johnson, N. (2019). Content and impact of articles published by school psychology faculty. *Psychology in the Schools*, 56(7), 1089-1100. <https://doi.org/10.1002/pits.22255>
21. Larwin, K. H., & **Aspiranti, K. B.** (2019). Measuring the academic outcomes of iPads for students with autism: A meta-analysis. *Review Journal of Autism and Developmental Disorders*, 6(2), 233-241. <https://doi.org/10.1080/10400435.2018.1463575>
20. **Aspiranti, K. B.**, Hilton-Prillhart, A., \*Bebech, A., & Dula, M. E. (2019). School psychologists' perceptions and acceptability of RtI and systems change. *Contemporary School Psychology*, 23(3), 327-337. <https://doi.org/10.1007/S40688-019-00243-2>
19. **Aspiranti, K. B.**, McCallum, E., & Schmitt, A. J. (2019). Taped problems intervention components: A meta-analysis. *Contemporary School Psychology*, 23(4), 412-422. <https://doi.org/10.1007/s40688-018-0200-3>
18. **Aspiranti, K. B.**, & Jackson, C. (2018). Presenters at NASP 2013-2016: Where are the practitioners? *School Psychology Forum*, 12(1), 54-65.
17. **Aspiranti, K. B.**, McCleary, D. F., \*Ratliff, S. R. (2018). An updated analysis of author affiliation across four school psychology journals: Is practitioner research increasing? *Psychology in the Schools*, 55(2), 165-175. <https://doi.org/10.1002/pits.22097>
16. **Aspiranti, K. B.**, \*Bebech, A., & \*Osiniak, K. (2018). Incorporating a class-wide behavioral system to decrease disruptive behaviors in the inclusive classroom. *Journal of Catholic Education*, 21(2), 205-214. <http://dx.doi.org/10.15365/joce.2102102018>
15. **Aspiranti, K. B.**, Hilton-Prillhart, A., Bell, S. M., & McCallum, R. S. (2018). Kindergarten Monitoring Instructional Responsiveness-Reading (K-MIR:R): Examination of an authentic curriculum-based measure of beginning reading skills. *Research and Practice in the Schools*, 5(1), 29-37.
14. Cazzell, S., Skinner, C., Ciancio, D., **Aspiranti, K. B.**, Watson, T., Taylor, K., McCurdy, M., & Skinner, A. (2017). Evaluating a computer flashcard sight-word recognition intervention with self-determined response intervals in elementary students with Intellectual Disability. *School Psychology Quarterly*, 32(3), 367-378. <https://doi.org/10.1037/spq0000172>
13. Watson, T. L., Skinner, C. H., Skinner, A. L., Cazzell, S., **Aspiranti, K.**, Moore, T., & Coleman, M. (2016). Preventing disruptive behavior via classroom management: Validating the Color Wheel System in Kindergarten classrooms. *Behavior Modification*, 40(4), 518-540. <https://doi.org/10.1177/0145445515626890>
12. **Aspiranti, K. B.**, McCleary, D. F., McCleary, L. N., Galyon, C. E., Blondin, C. A., Yaw, J. S., & Williams, R. L. (2013). Student participation under random and delayed credit contingencies. *Journal on Excellence in College Teaching*, 24(2), 101-127.
11. **Aspiranti, K. B.**, Skinner, C. H., McCleary, D. F., & Cihak, D. F. (2011). Using taped-problems and rewards

to increase addition-fact fluency in a first grade general education classroom. *Behavior Analysis in Practice*, 4(1), 25-33. <https://doi.org/10.1007/BF03391781>

10. **Aspiranti, K. B.**, Pelchar, T. K., McCleary, D. F., Bain, S. K., & Foster, L. N. (2011). Development and reliability of the Comprehensive Crisis Plan Checklist. *Psychology in the Schools*, 48(2), 146-155. <https://doi.org/10.1002/pits.20533>
9. **Aspiranti, K. B.**, McCleary, D. F., & Skinner, C. H. (2011). Implementation guidelines: The taped-problems intervention. *Journal of Evidence-Based Practices for Schools*, 12, 202-204.
8. McCleary, D. F., **Aspiranti, K. B.**, Foster, L. N., Blondin, C. A., Galyon, C. E., Yaw, J. S., Forbes, B. N., & Williams, R. L. (2011). Balancing participation across students in large college classes via randomized participation credit. *The Journal of General Education*, 60(3), 194-214. <https://doi.org/10.1353/jge.2011.0014>
7. McCleary, D. F., **Aspiranti, K. B.**, Skinner, C. H., Foster, L. N., Luna, E., Murray, K., McCane-Bowling, S. J., & Woody, A. (2011). Enhancing math-fact fluency via taped-problems in intact second-and fourth-grade classrooms. *Journal of Evidence-Based Practices for Schools*, 12, 179-201.
6. Krohn, K. R., Foster, L. N., McCleary, D. F., **Aspiranti, K. B.**, Nalls, M. L., Quillivan, C. C., Taylor, C. M., & Williams, R. L. (2011). Reliability of students' self-recorded participation in class discussion. *Teaching of Psychology*, 38(1), 43-45. <https://doi.org/10.1177/0098628310390846>
5. Williams, R. L., **Miller, K. B.**, & Krohn, K. (2010). Critical thinking and the sociopolitical values reflective of political ideology. *Inquiry: Critical Thinking Across the Disciplines*, 25(1), 22-30.
4. Krohn, K., **Aspiranti, K.**, Foster, L., McCleary, D., Taylor, C., Nalls, M., Quillivan, C. C., & Williams, R. (2010). Effects of self-recording and contingent credit on balancing participation across students. *Journal of Behavioral Education*, 19(2), 134-155. <https://doi.org/10.1007/s10864-010-9105-6>
3. Parker, M, Jordan, K., Kirk, E. R., **Aspiranti, K. B.**, & Bain, S. K. (2010). Publications in four gifted education journals from 2001 to 2006: An analysis of article type and authorship. *Roepers Review*, 32(3), 207-216. <https://doi.org/10.1080/02783193.2010.485309>
2. Krohn, K. R., Parker, M. R., Foster, L. N., **Aspiranti, K. B.**, McCleary, D. F., & Williams, R. L. (2009). Effects of writing-related contingencies on both quality of writing and multiple-choice exam performance in large college courses. *Behavior Analyst Today*, 9, 184-195. <http://dx.doi.org/10.1037/h0100658>
1. Foster, L. N., Krohn, K. R., McCleary, D. F., **Aspiranti, K. B.**, Nalls, M. L., Quillivan, C. C., Taylor, C. M., & Williams, R. L. (2009). Increasing low-responding students' participation in class discussion. *Journal of Behavioral Education*, 18, 173-188. <https://doi.org/10.1007/s10864-009-9083-8>

#### Submitted for Publication

10. \*Blake, J. T., **Aspiranti, K. B.**, Hulac, D. M., \*King, B., & \*Arguello-Abramson, A. (in review, revise and resubmit). *The effects of doctoral program identifying factors on post-graduate work settings and program completion*. Manuscript submitted for review.
9. **Aspiranti, K. B.**, Hulac, D. M., & \*Blake, J. (in review, revise and resubmit). *Keep it simple: Information sources students use when choosing school psychology programs*. Manuscript submitted for review.
8. **Aspiranti, K. B.**, \*Schoenen, E., & Hulac, D. M. (in review, revise and resubmit). *The effects of fidget spinners on oral reading fluency*. Manuscript submitted for review.

7. \*Schoenen, E. C., \*Martinez, J. C., \*Grekov, P., **Aspiranti, K. B.**, & Hulac, D. M. (in review, revise and resubmit). *Using fidget devices as interventions in the schools: A meta-analysis of single case design studies*. Manuscript submitted for review.
6. **Aspiranti, K. B.**, McCleary, D. F., \*Ebner, S., \*Blake, J., \*Biggs, L. E., & \*Rios, R. N. (in review, revise and resubmit). *Examining school crisis plan components using the Comprehensive Crisis Plan Checklist-Second Edition*. Manuscript submitted for review.
5. **Aspiranti, K. B.**, \*MacDonald, M. K., \*Martinez, J. C., \*Coleman, D. N., & \*Zahrn, L. H. (in review, revise and resubmit). *Implementing the color wheel system in an inclusive middle school setting*. Manuscript submitted for review.
4. Hulac, D. M., **Aspiranti, K. A.**, & \*Nyberg, J. (in review). *Scholarly productivity of U.S. school psychology faculty: 2016-2020*. Manuscript submitted for review.
3. \*Ebner, S., \*MacDonald, M. K., \*Grekov, P., & **Aspiranti, K. B.** (in review). *A meta-analytic review of the concrete-representational-abstract math approach*. Manuscript submitted for review.
2. \*Coleman, D., \*Blake, J., \*Martinez, J. C., \*Tomas, L. B., & **Aspiranti, K. B.** (in review). *Increasing sight-word reading through peer-mediated strategic incremental rehearsal*. Manuscript submitted for review.
1. **Aspiranti, K. B.**, Reynolds, J. L., Henze, E. E. C., \*Grekov, P., \*Martinez, J. C. (in review). *An analysis of word boxes and their effects on basic literacy skills*. Manuscript submitted for review.

#### OTHER PUBLICATIONS.

16. Skinner, C. H., Gustafson, R., Poppe, C., & **Aspiranti, K. B.** (in press). Within classroom activity transitions. In J. Jessel (Ed.), *Autism and Child Psychopathology*. Springer Nature.
15. **Aspiranti, K. B.** (in press). Test review of the Bayley Scales of Infant and Toddler Developmental Screening Test Fourth Edition. In J. F. Carlson, K. F. Geisinger, & Jonson, J. L. (Eds.), *Mental Measurement Yearbook, 22<sup>nd</sup> Edition*. Buros Institute of Mental Measurements.
14. **Aspiranti, K. B.** (in press). Test review of the Developmental Test of Visual Perception-Adolescent and Adult: Second Edition. In J. F. Carlson, K. F. Geisinger, & Jonson, J. L. (Eds.), *Mental Measurement Yearbook, 22<sup>nd</sup> Edition*. Buros Institute of Mental Measurements.
13. McCallum, E., **Aspiranti, K. B.**, & Schmitt, A. J. (2023). Mathematics disabilities, low achievement, and relevant evidence-based interventions. In L. A. Theodore, B. Bracken, & M. Bray (Eds.), *Desk reference in school psychology*. Oxford University Press.
12. **Aspiranti, K. B.** (2022). Considerations when applying for a Fulbright award. *Society for the Study of School Psychology Early Career Forum*.
11. \*Bebech, A., & **Aspiranti, K. B.** (2021). Investigating the use of video self-modeling as an intervention to decrease anxiety. *The Ohio School Psychologist, 65*(4).
10. **Aspiranti, K. B.** (2021). Test review of the Test of Narrative Language-2<sup>nd</sup> Edition. In J. F. Carlson, K. F. Geisinger, & Jonson, J. L. (Eds.), *Mental Measurement Yearbook, 21<sup>st</sup> Edition*. Buros Institute of Mental Measurements.

9. **Aspiranti, K. B.** (2021). Test review of the Quick Interactive Language Screener. In J. F. Carlson, K. F. Geisinger, & Jonson, J. L. (Eds.), *Mental Measurement Yearbook, 21<sup>st</sup> Edition*. Buros Institute of Mental Measurements.
8. **Aspiranti, K. B.** (2020). Color wheel. In M. I. Axelrod, M. Cooling-Chaffin, & R. O. Hawkins (Eds.), *Behavioral intervention case studies in schools*. Routledge.
7. Michaliszyn, S. F., **Aspiranti, K. B.**, \*Kulisek, M., \*Crites, H. (2020). Effects of exercise desks on activity and reading skills in youth with neurodevelopmental disorders. *Medicine & Science in Sports & Exercise*, 52(7), 121.
6. **Aspiranti, K. B.**, \*Makara, D., & Hilton-Prillhart, A. (2019). Multiple measures to predict reading performance within an RtI framework. *The Ohio School Psychologist*, 63(2), 1-11.
5. McCleary, D., **Aspiranti, K. B.**, & Henze, E. (2017, March/April). Preparing in the trenches: How to market yourself for a job in academia. *NASP Communique*, 45(6).
4. **Aspiranti, K. B.** (2017). Test review of The Roll Evaluation of Activities of Life. In J. F. Carlson, K. F. Geisinger, & Jonson, J. L. (Eds.), *Mental Measurement Yearbook, 20<sup>th</sup> Edition*. Buros Institute of Mental Measurements.
3. **Aspiranti, K. B.** (2011). Piaget's pre-operational stage. In S. Goldstein & J. Naglieri (Eds.), *Encyclopedia of Child Behavior and Development*. Springer publishing.
2. Bain, S. K. & **Aspiranti, K. B.** (2010). Test review of the Differential Scales of Social Maladjustment & Emotional Disturbance. In R. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *Mental Measurement Yearbook, 18<sup>th</sup> Edition*. Buros Institute of Mental Measurements.
1. Bain, S. K. & **Aspiranti, K. B.** (2010). Test review of the Conners Early Childhood. In R. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *Mental Measurement Yearbook, 18<sup>th</sup> Edition*. Buros Institute of Mental Measurements.

### GRANT PROPOSALS

#### Submitted

1. Spriggs, A., Lane, J., & **Aspiranti, K. B.** (January, 2024). *Collaborating Across Related Services regarding Interventions for Teaching Academic and Social Skills (CARITAS)*. Preparation of Related Services Personnel Serving Children Disabilities Who Have High-Intensity Needs (CFDA 84.325R) (\$1,250,000). Role: Co-Principal Investigator.

#### Funded

8. **Aspiranti, K. B.** (funded, April 2020). *Developing an evidence-based math fluency app: The Taped Problems Intervention—Summer Research Support*. University of Kentucky (\$7,500).
7. **Aspiranti, K. B.** & Michaliszyn, S. (funded, June 2018). *Using kinesthetic classrooms to improve academics and behaviors of students with neurodevelopmental disorders*. The Hine Fund of the Youngstown Foundation (\$40,870). Role: Primary Investigator.
6. **Aspiranti, K. B.** (PI) & Michaliszyn, S. (funded, May 2018). *The effectiveness of kinesthetic classrooms in improving academics and behaviors for students with high incidence disabilities*. Youngstown State University Research Counsel (\$5,000).



5. **Aspiranti, K. B.** (funded, April 2018). *Incorporating a school safety and crisis preparedness curriculum within the school psychology program.* Youngstown State University Assessment Center (\$1,122).
4. **Aspiranti, K. B.** (funded, May 2017). *Using the Color Wheel System to decrease disruptive behaviors in children with disabilities within inclusive classrooms.* Youngstown State University Research Counsel (\$5,000).
3. **Aspiranti, K. B.** (funded, May 2016). *Investigating the use of the Color Wheel System to decrease disruptive behavior of children with autism in inclusive and self-contained classroom settings.* Youngstown State University Research Counsel (\$3,700).
2. **Aspiranti, K. B.** & Lee, S. H. (funded, January 2016). *Using apps to increase vocabulary, math ability, and behavior in elementary students with and without disabilities.* Youngstown State University Research Counsel (\$500). Role: Primary Investigator.
1. **Aspiranti, K. B.** & Michaliszyn, S. (funded, October 2015). *Improving writing productivity through a faculty learning group.* Youngstown State University Teaching and Learning Center (\$503). Role: Primary Investigator.

#### Not Funded

12. **Aspiranti, K. B.**, Hulac, D. M., & Anderson, J. (not funded, June 2023). *School Psychology Leaders In Trauma-Informed Practices (SPLIT).* Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D) (\$2,186,565). Role: Principal Investigator.
11. Spriggs, A., Lane, J., & **Aspiranti, K. B.** (not funded, June 2023). *Collaborating Across Related Services regarding Interventions for Teaching Academic and Social Skills (CARITAS).* Preparation of Related Services Personnel Serving Children Disabilities Who Have High-Intensity Needs (CFDA 84.325R) (\$1,250,000). Role: Co-Principal Investigator.
10. Allday, R. A., & **Aspiranti, K. B.** (not funded, June 2021). *Collaborating Across Related Services regarding Interventions for Teaching Academic and Social Skills (CARITAS).* Interdisciplinary Preparation in Special Education, Early Intervention and Related Services for Personnel Serving Children with Disabilities who Have High-Intensity Needs (CFDA 84.325K) (\$1,143,228). Role: Co-Principal Investigator.
9. Gooden, C., Hawkins, S., Grisham-Brown, J., **Aspiranti, K. B.**, & Fedewa, A. L. (not funded, September 2020). *Neonatal Abstinence Syndrome Training for Interdisciplinary Professionals (NASTIPS).* Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children Infants, Toddlers, and Preschool-Age Children with Disabilities who have High-Intensity Needs (CFDA 84.325K) (\$1,238,742). Role: Co-Primary Investigator.
8. Byrd, A., Byrd, B. R., & Harrison, B. (not funded, June 2020). *Roots of the Ancients: A video game for teaching linguistics to middle-school students.* National Endowment for the Humanities Digital Projects for the Public Prototype Grant (\$100,000). Role: Consultant.
7. **Aspiranti, K. B.** & McCallum, E. (not funded, April 2020). *Developing an evidence-based math fluency app: The Taped Problems Intervention.* American Honda Foundation (\$51,575).
6. **Aspiranti, K. B.** & McCallum, E. (not funded, July 2018). *Developing an evidence-based early math app to promote the next generation of STEM leaders.* Misk Foundation (\$100,000). Role: Primary Investigator.
5. **Aspiranti, K. B.** (not funded, June 2018). *Class-wide behavioral interventions: Extending the Color Wheel*

*System to a middle school population.* Society for the Study of School Psychology (\$10,995).

4. Kerns, L., **Aspiranti, K. B.**, Seitz, J., Yu, F., & Albert, J. (not funded, August 2017). *Assessing the impact of integrating statistical software R into statistics education.* National Science Foundation (\$61,997). Role: Co-Primary Investigator.
3. **Aspiranti, K. B.** (not funded, June 2017). *Using the Color Wheel System to decrease disruptive behaviors in students with disabilities.* Penn National Gaming Foundation (\$6,400).
2. **Aspiranti, K. B.**, & Marchionda, D. (not funded, March 2017). *Developing wrap-around financial literacy programming for families/caregivers, the banking industry, and individuals with autism who are transitioning into society.* The Hine Fund of the Youngstown Foundation (\$85,000). Role: Primary Investigator.
1. **Aspiranti, K. B.**, Shephard-Smith, A., Marchionda, D. (not funded, February 2017). *Establishing autism friendly communities through the development of web-based training modules for public and private sector service providers.* Hewlett Packard Foundation (\$1,000,000). Role: Primary Investigator.

### PEER-REVIEWED NATIONAL PRESENTATIONS

85. \*MacDonald, M. K., \*Zahn, L. H., \*Martinez, J. C., \*Coleman, D., & **Aspiranti, K. B.** (2024, February). *Decreasing off-task behavior in inclusive middle school classrooms.* Paper session, National Association of School Psychologists (NASP), New Orleans, LA.
84. \*Alsip, B. S., \*Martinez, J. C., \*Schoenen, E. C., **Aspiranti, K. B.** (2024, February). *How do fidget devices impact academic and behavioral skills.* Paper session, National Association of School Psychologists (NASP), New Orleans, LA.
83. Harris, B., **Aspiranti, K. B.**, Barrett, C. A., Fallon, L. M., Maki, K. E., Jenkins, L. N., & Kasi, I. (2024, February). *Demystifying the job search process for careers in academia.* Mini-skills session, National Association of School Psychologists (NASP), New Orleans, LA.
82. Reynolds, J. L., **Aspiranti, K. B.**, & Henze, E. E. (2024, February). *Who has an iPad? Device familiarity and performance on assessments.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
81. Henze, E. E., \*Woodke, M. E., **Aspiranti, K. B.**, & Reynolds, J. L. (2024, February). *Virtual assessment of oral reading fluency.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
80. \*Goggins, M. K., \*Richardson, M. K., **Aspiranti, K. B.**, \*Tischner, C., & Fedewa, A. (2024, February). *Parental coping and mental health during COVID-19 pandemic.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
79. \*Coleman, D., \*Blake, J., \*Martinez, J. C., \*Tomas, L. B., & **Aspiranti, K. B.** (2024, February). *Increasing sight-word reading through peer-mediated strategic incremental rehearsal.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
78. \*Coleman, D., \*Knight, M. K., & **Aspiranti, K. B.** (2024, February). *Decreasing disruptive classroom behaviors through a relationship-building strategy.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
77. \*Zahn, L. H., \*Schoenen, E. C., & **Aspiranti, K. B.** (2024, February). *Do fidget devices decrease disruptive*

*behaviors for students with autism.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.

76. \*Insko, S. G., \*Romines, G. D., \*Watson, A. M., & **Aspiranti, K. B.** (2024, February). *Childhood trauma interventions: Support amid a growing mental health crisis.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
75. \*MacDonald, M. K., **Aspiranti, K. B.**, \*Martinez, J. C., Dula, M. E., & Hilton-Prillhart, A. (2024, February). *Are sight-word or sight-phrase interventions more effective and efficient?* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
74. \*Alsip, B. S., \*Ebner, S., \*MacDonald, M. K., & **Aspiranti, K. B.** (2024, February). *Is concrete-representational-abstract an effective group math intervention.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
73. \*Martinez, J. C., \*Hayes, C. B., \*MacDonald, M. K., & **Aspiranti, K. B.** (2024, February). *The room where it happens: Youth perceptions of teletherapy.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
72. **Aspiranti, K. B.**, Hulac, D. M., & \*Blake, J. (2024, February). *What factors influence school psychology student admission decisions.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
71. \*Blake, J., **Aspiranti, K. B.**, & Hulac, D. M. (2024, February). *Thematic trends in school psychology graduate program selection.* Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
70. **Aspiranti, K. B.**, Braden, J. P., Fedewa, A., Jantz, P., Kush, J. C., & Woods, I. L. (2023, February). *Have you thought about a Fulbright—Conversations with Fulbright alumni.* Symposium, National Association of School Psychologists (NASP), Denver, CO.
69. Reynolds, J. L., **Aspiranti, K. B.**, & Henze, E. E. (2023, February). *iPads and math CBMs: Are students faster with their fingers?* Paper session, National Association of School Psychologists (NASP), Denver, CO.
68. Harris, B., **Aspiranti, K. B.**, Eklund, K., Fallon, L. M., Hendricher, E., Jenkins, L. N., Kaiser, L. T., & Shriberg, D. (2023, February). *From striving to thriving in academic careers.* Symposium, National Association of School Psychologists (NASP), Denver, CO.
67. Harris, B., **Aspiranti, K. B.**, Eklund, K., Hendricher, E., Jenkins, L. N., Kaiser, L. T., & Ormiston, H. E. (2023, February). *Alternate pathways to academia: Practitioner to trainer.* Symposium, National Association of School Psychologists (NASP), Denver, CO.
66. Reynolds, J. R., Henze, E. E., **Aspiranti, K. B.**, \*Ebner, S. (2023, February). *Technology and CBMs: Student performance across modalities.* Symposium, National Association of School Psychologists (NASP), Denver, CO.
65. Hilton-Prillhart, A., Dula, M., & **Aspiranti, K. B.** (2023, February). *A comparison of different incremental rehearsal ratios.* Poster session, National Association of School Psychologists (NASP), Denver, CO.
64. **Aspiranti, K. B.**, Reynolds, J. L., Henze, E. E., & \*Martinez, J. C. (2023, February). *Using word boxes to improve basic literacy skills.* Poster session, National Association of School Psychologists (NASP), Denver, CO.

63. \*Schoenen, E. C., **Aspiranti, K. B.**, & Hulac, D. M. (2023, February). *But does it work—Using fidget devices in the schools*. Poster session, National Association of School Psychologists (NASP), Denver, CO.
62. \*Ebner, S., \*Blake, J., & **Aspiranti, K. B.** (2023, February). *Integrating video-based modeling into the concrete-representational-abstract framework: A pilot study*. Poster session, National Association of School Psychologists (NASP), Denver, CO.
61. \*Ebner, S., \*MacDonald, M., & **Aspiranti, K. B.** (2023, February). *Reviewing the effectiveness of Concrete-Representational-Abstract on math outcomes*. Poster session, National Association of School Psychologists (NASP), Denver, CO.
60. **Aspiranti, K. B.**, Hilton-Prillhart, A. N., Dula, M., & \*Ebner, S. (2022, February). *Effectiveness of sight-phrase reading interventions for ELL and ID students*. Paper session, National Association of School Psychologists (NASP), Boston, MA.
59. Hilton-Prillhart, A. N., **Aspiranti, K. B.**, Dula, M., & \*Ebner, S. (2022, February). *Designing and implementing tablet- and computer- based sight-word interventions*. Mini-skills session, National Association of School Psychologists (NASP), Boston, MA.
58. Harris, B., Eklund, K., Hendricker, E., **Aspiranti, K. B.**, Kaiser, L. T., Ormiston, H., E., & Jenkins, L. N. (2022, February). *Alternate pathways to academia: Practitioner to trainer*. Symposium, National Association of School Psychologists (NASP), Boston, MA.
57. \*Blake, J., **Aspiranti, K. B.**, & \*Mitchell-Chavez, A. (2022, February). *A comparison of virtual reading interventions for sight words*, Poster session, National Association of School Psychologists (NASP), Boston, MA.
56. \*Pratt, A., Hulac, D. M., **Aspiranti, K. B.**, \*King, B., \*Arguello-Abramson, A., \*Blake, J., & \*Landreu, L. C. (2022, February). *Examining PRAXIS scores and acceptance rates by Carnegie designation*. Poster session, National Association of School Psychologists (NASP), Boston, MA.
55. \*Blake, J., \*King, B., \*Arguello-Abramson, A., \*Boetel, A. E., **Aspiranti, K. B.**, & Hulac, D. M. (2022, February). *Relationships between identifying factors of school psychology programs and outcomes*. Paper session, National Association of School Psychologists (NASP), Boston, MA.
54. \*Tischner, C., \*Elhousseini, S., **Aspiranti, K. B.**, & Fedewa, A. (2022, February). *Reviewing the effectiveness of self-regulation strategies on academic achievement*. Poster session, National Association of School Psychologists (NASP), Boston, MA.
53. \*Ebner, S., **Aspiranti, K. B.**, \*Blake, J., & McCallum, E. (2022, February). *Updating the taped problems intervention with an app-based approach*. Poster session, National Association of School Psychologists (NASP), Boston, MA.
52. **Aspiranti, K. B.**, Hulac, D. M., & \*Mitchell-Chavez, A. (2022, February). *Fidget spinner effects on oral reading fluency*. Poster session, National Association of School Psychologists (NASP), Boston, MA.
51. \*King, B., \*Mikelson, L., \*Odiorne, S. C., \*Boetel, A. E., \*Pratt, A., **Aspiranti, K. B.**, & Hulac, D. M. (2022, February). *How minority and male enrollment rates relate to program characteristics*. Paper session, National Association of School Psychologists (NASP), Boston, MA.
50. \*Blake, J., **Aspiranti, K. B.**, & Hulac, D. M. (2022, February). *School Psychology Admissions Resources*

*Survey (SPARS): What sources of information influence graduate student program selection?* Poster session, Trainers of School Psychologists (TSP), Boston, MA.

49. **Aspiranti, K. B.**, Hulac, D. M., \*Blake, J. (2021, August). *Factors influencing program selection of school psychology graduate students*. Poster session, American Psychological Association (APA), virtual.
48. Hulac, D. M., & **Aspiranti, K. B.** (2021, August). *Journals where school psychologists publish: 2016-2020*. Poster session, American Psychological Association (APA), virtual.
47. McCleary, D. F. **Aspiranti, K. B.**, \*Ebner, S., & \*Blake, J. (2021, August). *Using the Comprehensive Crisis Plan Checklist-2 to evaluate school crisis plans*. Poster session, American Psychological Association (APA), virtual.
46. \*Blake, J. T., \*Boetel, A., \*Arguello-Abramson, A. R., \*Lenker, L., \*Mickelson, L. R., \*King, B., L., \*Pratt, A. A., **Aspiranti, K. B.**, & Hulac, D. M. (2021, March). *Where do graduates of school psychology doctoral programs work after graduation?* Poster session, Trainers of School Psychologists (TSP), virtual.
45. \*King, B. L., \*Arguello-Abramson, A. R., \*Lenker, L., \*Mickelson, L. R., \*Blake, J. T., \*Boetel, A., \*Pratt, A. A., \*Odiorne, S., \*Landrieu, L. C., **Aspiranti, K. B.**, & Hulac, D. M. (2021, March). *How minority and male graduate enrollment relates to program characteristics*. Poster session, Trainers of School Psychologists (TSP), virtual.
44. **Aspiranti, K. B.**, & Hilton-Prillhart, A. (2021, February). *Efficacy and efficiency of sight-word versus sight-phrase interventions*. On-demand session, National Association of School Psychologists (NASP), virtual.
43. \*Mitchell-Chavez, A., \*Ebner, S., & **Aspiranti, K. B.** (2021, February). *Evaluating the effectiveness of the Color Wheel System*. Poster session, National Association of School Psychologists (NASP), virtual.
42. \*Ebner, S., \*Tischner, C., **Aspiranti, K. B.**, & Fedewa, A. (2021, February). *Reviewing the effectiveness of accelerated reader on reading outcomes*. Poster session, National Association of School Psychologists (NASP), virtual.
41. **Aspiranti, K. B.**, Hilton-Prillhart, A., Dula, M., \*Ebner, S., & Bell, S. (2020, February). *Increasing sight-phrase reading skills using tablet-based interventions*. Symposium, National Association of School Psychologists (NASP), Baltimore, MD.
40. **Aspiranti, K. B.** (2020, February). *Increasing on-task behavior in inclusionary classrooms*. Paper session, National Association of School Psychologists (NASP), Baltimore, MD.
39. McCleary, D., & **Aspiranti, K. B.** (2020, February). *Crisis: Evaluating and improving district crisis plans*. Practitioner conversation session, National Association of School Psychologists (NASP), Baltimore, MD.
38. **Aspiranti, K. B.** (2019, February). *The Personal Change Project: Building student consultation skills*. Poster session, Trainers of School Psychologists (TSP), Atlanta, GA.
37. **Aspiranti, K. B.**, Henze, E. E, Reynolds, J. L., & \*Makara, D. (2019, February). *Paper versus tablet math assessments for students with autism*. Poster session, National Association of School Psychologists (NASP), Atlanta, GA.
36. **Aspiranti, K. B.**, & \*Makara, D. (2019, February). *Do fidget spinners improve on-task behaviors in the classroom?* Poster session, National Association of School Psychologists (NASP), Atlanta, GA.

35. McCleary, D. F., **Aspiranti, K. B.**, \*Chee, A. Z., & Pelchar, T. (2019, February). *Reliability of the Comprehensive Crisis Plan Checklist-Revised*. Poster session, National Association of School Psychologists (NASP), Atlanta, GA.
34. \*Sicafuse, J., & **Aspiranti, K. B.** (2019, February). *A systematic review of the Leveled Literacy Intervention*. Poster session, National Association of School Psychologists (NASP), Atlanta, GA.
33. McCallum, E., **Aspiranti, K. B.**, & Schmitt, A. J. (2019, February). *Taped problems intervention components: A meta-analysis*. Paper session, National Association of School Psychologists (NASP), Atlanta, GA.
32. **Aspiranti, K. B.**, Reynolds, J. L., & Henze, E. E. C. (2018, August). *Comparing paper and tablet modalities of math assessment*. Poster session, American Psychological Association (APA), San Francisco, CA.
31. McCleary, D. F., **Aspiranti, K. B.**, \*Chee, A. Z., & Pelchar, T. K. (2018, August). *Development of the Comprehensive Crisis Plan Checklist-Revised*. Poster session, American Psychological Association (APA), San Francisco, CA.
30. **Aspiranti, K. B.**, \*Bebech, A., & \*Ruffo, B. (2018, February). *Class-wide behavior management for students with autism*. Paper session, National Association of School Psychologists (NASP), Chicago, IL.
29. **Aspiranti, K. B.**, \*Osiniak, K., & \*Makara, D. (2018, February). *Class-wide behavior management in an inclusive Catholic setting*. Poster session, National Association of School Psychologists (NASP), Chicago, IL.
28. \*Bebech, A., **Aspiranti, K. B.**, & \*Makara, D. (2018, February). *Literature synthesis of iPad and tablet use for math interventions*. Poster session presented at the annual meeting of National Association of School Psychologists (NASP), Chicago, IL.
27. \*Bebech, A., & **Aspiranti, K. B.** (2018, February). *Video self-modeling as an intervention to decrease anxiety*. Poster session, National Association of School Psychologists (NASP), Chicago, IL.
26. \*O'Brien, S., & **Aspiranti, K. B.** (2018, February). *Brick by brick: School-based Lego therapy for students with autism*. Poster session, National Association of School Psychologists (NASP), Chicago, IL.
25. \*Frank, H., \*Oliver, T., & **Aspiranti, K. B.** (2018, February). *Autism toolkit: Providing teachers with interventions for children with autism*. Practitioner conversation session, National Association of School Psychologists (NASP), Chicago, IL.
24. McCleary, D. F., **Aspiranti, K. B.**, Henze, E., Jaspers, K., & Schanding, T. (2018, February). *Faculty life at a midlevel institution: An early career perspective*. Symposium, National Association of School Psychologists (NASP), Chicago, IL.
23. \*Makara, D., **Aspiranti, K. B.**, & \*Vinopal, A. (2018, February). *Understanding the role of a consultant through personal change*. Poster session, Trainers of School Psychologists (TSP), Chicago, IL.
22. **Aspiranti, K. B.**, Hilton-Prillhart, A., & Vaschak, J. (2017, August). *Multiple measures to predict reading performance within a RtI framework*. Poster session, American Psychological Association (APA), Washington, DC.
21. **Aspiranti, K. B.**, McCleary, D. F., & \*Ratliff, S. R. (2017, August). *An updated analysis of author*

*affiliation: Is practitioner research increasing?* Poster session, American Psychological Association (APA), Washington, DC.

20. **Aspiranti, K. B.**, \*Limperos, A., & \*Bebech, A. (2017, February). *Validating the use of splash math as an iPad intervention*. Poster session, National Association of School Psychologists (NASP), San Antonio, TX.
19. **Aspiranti, K. B.**, Jackson, C., & \*Limperos, A. (2017, February). *Presenters at NASP 2013-2016: Where are the practitioners?* Poster session, National Association of School Psychologists (NASP), San Antonio, TX.
18. McCleary, D. F., **Aspiranti, K. B.**, & Ellis-Hervey, N. (2017, February). *How to design, create, and implement four math interventions*. Mini skills session, National Association of School Psychologists (NASP), San Antonio, TX.
17. \*Bebech, A. & **Aspiranti, K. B.** (2017, February). *Investigating the use of video self-modeling to decrease anxiety*. Poster session, National Association of School Psychologists (NASP), San Antonio, TX.
16. **Aspiranti, K. B.** & Haggard, P. (2016, February). *School psychologists' perceptions and acceptability of RtI in Tennessee*. Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
15. **Aspiranti, K. B.**, McCleary, D., McCleary, L., & Henze, E. (2016, February). *Preparing to transition from the trenches to the ivory tower*. Paper session, National Association of School Psychologists (NASP), New Orleans, LA.
14. Hilton-Prillhart, A. & **Aspiranti, K. B.** (2016, February). *Analysis of item types on a multifaceted kindergarten reading screener*. Poster session, National Association of School Psychologists (NASP), New Orleans, LA.
13. Hilton-Prillhart, A., **Aspiranti, K.B.**, Morris, D., & Bell, S. M. (2014, February). *Reliability and validity of the Monitoring Instructional Responsiveness-Reading (MIR-R) screener*. Poster session, National Association of School Psychologists (NASP), Washington, D.C.
12. Hopkins, M. B., **Aspiranti, K.B.**, Hilton-Prillhart, A., McCallum, R. S. (2014, February). *Monitoring Instructional Responsiveness-Math (MIR-M): Reliability and validity of a Kindergarten RtI screener*. Poster session, National Association of School Psychologists (NASP), Washington, D.C.
11. Hilton-Prillhart, A. & **Aspiranti, K. B.** (2013, February). *Teacher professional development and student achievement: Opportunities for school psychologists*. Poster session, National Association of School Psychologists (NASP), Seattle, WA.
10. Hilton-Prillhart, A. & **Aspiranti, K. B.** (2012, February). *Relationships between teacher perceptions of school environments and student achievement*. Poster session, National Association of School Psychologists (NASP), Philadelphia, PA.
9. Kravitz, M., Becker, J., **Aspiranti, K. B.**, & Bain, S. K. (2011, February). *Fostering psychological adjustment following traumatic events*. PIE session, National Association of School Psychologists (NASP), San Francisco, CA.
8. **Aspiranti, K. B.**, McCleary, D. F., & Krohn, K. R. (2010, May). The effect of random and delayed credit for participation on the consistency of class participation. In R. Williams (Chair). *Improvement of the Quantity and Quality of Undergraduates' Participation in Class Discussion through Self-Assessment and Contingent Credit*. Symposium, Applied Behavioral Analysis International (ABAI), San Antonio, TX.

7. Krohn, K. R. & **Aspiranti, K. B.**, Williams, R. L. (2010, May). The effect of self recording and contingent credit on student participation in class discussion in large college courses. In R. Williams (Chair). *Improvement of the Quantity and Quality of Undergraduates' Participation in Class Discussion through Self-Assessment and Contingent Credit*. Symposium, Applied Behavioral Analysis International (ABAI), San Antonio, TX.
6. McCleary, D. F. & **Aspiranti, K. B.** (2010, March). *Increasing mathematical fluency in second- and fourth-grade*. Poster session, National Association of School Psychologists (NASP), Chicago, IL.
5. **Aspiranti, K. B.**, Skinner, C. H., & McCaine, S. J. (2009, May). *Using the Taped-Problems intervention and reinforcement to increase math fluency*. Poster session, Applied Behavioral Analysis International (ABAI), Phoenix, AZ.
4. **Aspiranti, K. B.**, Skinner, C. H., & McCaine, S. J. (2009, May). *Increasing writing fluency in two third-grade students*. Poster session, Applied Behavioral Analysis International (ABAI), Phoenix, AZ.
3. Becker, J., Hopkins, M., **Aspiranti, K. B.**, & Bain, S. K. (2009, February). *Relationship between personality and perfectionism among gifted children*. Poster session, National Association of School Psychologists (NASP), Boston, MA.
2. McCleary, D. F., Foster, L., **Miller, K. B.**, Pelchar, T. K., & Bain, S. K. (2008, February). *Development of the Comprehensive Crisis Plan Checklist*. Poster session, National Association of School Psychologists Conference (NASP), New Orleans, LA.
1. Parker, M., Jordan, K., **Miller, K. B.**, Kirk, E. R., & Bain, S. K. (2008, February). *Learning from gifted literature: Searching for evidenced-based practices*. Poster session, National Association of School Psychologists (NASP) Conference, New Orleans, LA.

#### **PEER-REVIEWED REGIONAL PRESENTATIONS**

9. \*Kulisek, M. A., \*Crites, H., **Aspiranti, K. B.**, Michaliszyn, S. F. (2019). *Effects of exercise desks on activity and reading skills in children with neurodevelopmental disorders*. Paper session, Midwest American College of Sports Medicine (MWACSM), Chicago, IL.
8. \*Bebech, A., & **Aspiranti, K.** (2018, April). *Validating the Color Wheel System for use in self-contained classrooms for students with autism*. Poster session, Ohio School Psychologist Association (OSPA), Columbus, OH.
7. Watson, T. L., Skinner, C. H., Skinner, A. L., Cazzell, S., **Aspiranti, K.**, Moore, T., & Coleman, M. (2016, October). *Using Class-Wide Prompting Procedures to Prevent Disruptive Behaviors in Kindergarten Classrooms*. Paper session, Tennessee Applied Behavior Analysis (TABA) Conference, Nashville TN.
6. **Aspiranti, K. B.** (2008, November). *Critical thinking and the war on terror*. Paper session, Mid-South Educational Research Association (MSERA), Knoxville, TN.
5. **Aspiranti, K. B.** (2008, November). Decreasing inappropriate behaviors in a first-grade classroom using the Color Wheel intervention. In E. Kirk (Chair). *Decreasing inappropriate behaviors in a classroom setting using the Color Wheel*. Symposium, Mid-South Educational Research Association (MSERA), Knoxville, TN.
4. **Aspiranti, K. B.** (2008, November). Basic addition fluency using the taped-problems intervention and



reinforcement. In D. McCleary (Chair). *Multiple-baseline taped-problems intervention across multiplication sets, basic addition, and number identification*. Symposium, Mid-South Educational Research Association (MSERA), Knoxville, TN.

3. Hopkins, M., **Aspiranti, K. B.**, Becker, J., & Bain, S. K. (2008, September). *Dispelling common myths of perfectionism in gifted children*. Paper session, Tennessee Association of the Gifted (TAG), Chattanooga, TN.
2. **Miller, K. B.** (2008, March). *Critical thinking and the war on terror*. Poster session, Graduate Student Colloquium, University of Tennessee, Knoxville, TN.
1. Parker, M., Jordan, K., **Miller, K. B.**, Kirk, E. R., & Bain, S. K. (2007, September). *Learning from gifted literature: The search for evidenced-based practices*. Paper session, Tennessee Association for the Gifted (TAG), Brentwood, TN.

### INVITED PRESENTATIONS

34. Leachman, M., & **Aspiranti, K. B.** (2023, March). *PREPaRE School Crisis Prevention and Intervention Workshop 2: Responding to an Acute Traumatic Stressor in Schools, 3<sup>rd</sup> Edition*. 2-day workshop to Kentucky Association of Psychology in the Schools, Lexington, KY.
33. **Aspiranti, K. B.** (2022, November). *Crisis prevention, intervention and postvention using the PREPaRE model: An overview*. Invited presentation for the Tennessee Internship Consortium, Knoxville, TN.
32. Ormiston, H., Jenkins, L., **Aspiranti, K. B.**, Eklund, K., & Hendricker, E. (2022, October). *Pathways to academia: Perspectives from those who have navigated non-traditional career paths*. Online webinar through the National Association of School Psychologists.
31. **Aspiranti, K. B.** (2022, January). *Class wide management interventions*. Invited presentation for the Bangladesh School Psychology Society, Dhaka, Bangladesh.
30. **Aspiranti, K. B.** (2021, December). *Evidence-based classroom behavioral interventions*. Invited presentation for the Hungarian Kindergarten and School Psychology Organization, Budapest, Hungary.
29. **Aspiranti, K. B.** (2021, December). *Behavioral intervention in school settings*. Invited presentation for the University of Dhaka Department of Educational and Counselling Psychology, Dhaka, Bangladesh.
28. **Aspiranti, K. B.** (2021, December). *School-based interventions using single-case design*. Invited presentation at Eötvös Loránd University Faculty of Special Needs Education, Budapest, Hungary.
27. **Aspiranti, K. B.** (2021, November). *Intervention research using single-case design: A primer for students*. Invited presentation for students at Eötvös Loránd University Institute of Psychology, Budapest, Hungary.
26. **Aspiranti, K. B.** (2021, October). *Behavioral interventions*. Invited guest lecture for school psychology students at Eötvös Loránd University Institute of Psychology, Budapest, Hungary.
25. **Aspiranti, K. B.** (2021, October). *Classroom interventions for behavior*. Invited guest lecture for school psychology students at Eötvös Loránd University Institute of Psychology, Budapest, Hungary.
24. **Aspiranti, K. B.** (2021, October). *Intervention research using single-case design*. Invited presentation for faculty at Eötvös Loránd University Institute of Psychology, Budapest, Hungary.
23. Hulac, D. M., & **Aspiranti, K. B.** (2021, February). *Fidgets, stability balls, and other devices: Should we use*

- them?* Invited live presentation at the National Association of School Psychologists virtual conference.
22. **Aspiranti, K. B.,** & Borgione, J. (2021, February). *PREPaRE School Crisis Prevention and Intervention Workshop 2: Responding to an Acute Traumatic Stressor in Schools, 3<sup>rd</sup> Edition*. 2-day workshop to Kentucky Association of Psychology in the Schools, Lexington, KY.
  21. **Aspiranti, K. B.** (2019, April). *The Personal Change Project: Building student consultation skills*. Poster presentation given at the Youngstown State University Assessment Poster Showcase, Youngstown, OH.
  20. **Aspiranti, K. B.** (2019, February). *Psychological first aid for school personnel*. Professional development presentation to teachers in Youngstown and surrounding areas, Youngstown, OH.
  19. **Aspiranti, K. B.** (2018, April). *Understanding the Role of a Consultant through Personal Change*. Poster presentation given at the Youngstown State University Assessment Poster Showcase, Youngstown, OH.
  18. **Aspiranti, K. B.** (2017, October). *Best Practices for the Inclusion of Students with Autism*. Professional development presentation to teachers in Youngstown and surrounding areas, Youngstown, OH.
  17. **Aspiranti, K. B.** (2017, May). *The Color Wheel System: An Evidence-Based Tier 1 Intervention*. Professional development presentation given to teachers in Hubbard Schools, Hubbard, OH.
  16. **Aspiranti, K. B.** (2017, May). *Best Practices and Strategies for the Inclusively Served Student on the Autism Spectrum*. Professional development presentation given to teachers in Hubbard Schools, Hubbard, OH.
  15. **Aspiranti, K. B.** & Michaliszyn, S. (2017, April). *Improving Writing Productivity through a Faculty Learning Group*. Poster presentation given at the Youngstown State University Assessment Poster Showcase, Youngstown, OH.
  14. **Aspiranti, K. B.** (2015, April; 2014, February; 2014, August). *Review of the Special Education Categories and Criteria*. In-service presentation given to teachers in Blount County Schools, Blount Co., TN.
  13. **Aspiranti, K. B.** (2014, September; 2014, February; 2013, October). *Understanding and Using Information from Psychoeducational Reports*. In-service presentation given to teachers in Blount County Schools, Blount Co., TN.
  12. **Aspiranti, K. B.,** Webb, N, & Powell, T. (2014, August). *Overview of the RtI2 Process using Case Study*. In-service presentation given to Title 1 teachers in Blount County Schools, Blount Co., TN.
  11. **Aspiranti, K. B.** & Kirby, K. (2014, July). *Writing Instructionally Appropriate IEPs*. In-service presentation given to special education teachers in Blount County Schools, Blount Co., TN.
  10. **Aspiranti, K. B.,** Webb, N, & Goodmiller, C. (2014, July). *SpEd Progress Monitoring and RtI2*. In-service presentation given to special education teachers in Blount County Schools, Blount Co., TN.
  9. **Aspiranti, K. B.** & Webb, N. (2014, July). *Types of Special Education Disabilities*. In-service presentation given to special education teaching assistants in Blount County Schools, Blount Co., TN.
  8. **Aspiranti, K. B.** (2014, July). *Understanding Psychoeducational Reports in the High School*. In-service presentation given to high school teachers in Blount County Schools, Blount Co., TN.
  7. **Aspiranti, K. B.** & Webb, N. (2014, April). *RtI2: Overview and Case Study*. In-service presentation given to principals in Blount County Schools, Blount Co., TN.

6. **Aspiranti, K.B.** (2013, November). *Overview of the DAS-II and the Bayley Scales of Infant Development: Applications for School Psychologists*. In-service presentation given to school psychologists in Blount County Schools, Blount Co., TN.
5. **Aspiranti, K. B.** (2012, July). *Best Practices and Strategies for the Inclusively Served Student on the Autism Spectrum*. In-service presentation given to inclusion teachers in Blount County Schools, Blount Co., TN.
4. **Aspiranti, K. B.** (2011, November). *Ethical Considerations in Early Career School Psychology*. Invited presentation to doctoral students enrolled in EP 635: Ethical, Legal, and Professional Issues in Psychology, Knoxville, TN.
3. **Aspiranti, K. B.,** Johnson, K., McCleary, D. F., & Terry, M. (2011, January). *One Breath at a Time: Stress Management Techniques*. In-service presentation to Head Start employees, Kingsport, TN.
2. **Aspiranti, K.B.** & Johnson, K. (2010, November). *Autism and the Full-Service Clinic*. Presentation to students and professionals at Walter State Community College, Morristown, TN.
1. **Aspiranti, K. B.** (2010, November). *The Basics of Discrete Trials Training*. Presentation to special education teachers and assistants at Lincoln Heights Middle School, Morristown, TN.

### TEACHING EXPERIENCE

- 2021-present    **Associate Professor**, University of Kentucky, Lexington, KY
- 2019-2021      **Assistant Professor**, University of Kentucky, Lexington, KY
- EDP 513: Social Aspects of Behavior (online course)
- EDP 533: History and Systems of Psychology (online course)
- EDP 570: Introduction to Psychological Services in the Schools
- EDP 623: Supervision in School Psychology (online course)
- EDP 658: Special Topics: Single Case Research Design
- EDP 605: Introduction to Counseling Techniques I
- EDP 670: Psychoeducational Strategies of Intervention
- EDP 680: Parent and Child Counseling
- EDP 770: Legal and Ethical Issues in Professional Psychology
- 2021            **Fulbright Lecturer**, Eötvös Loránd University, Budapest, Hungary
- PPK-PSZI:32: Single Case Design Research Methodology
- PPK-PSZI:33: Academic and Behavioral Intervention
- 2015-2019    **Assistant Professor**, Youngstown State University, Youngstown, OH
- SPSY 6901: System Wide Consultation/Collaboration in the Schools
- SPSY 6902: School Organization, Class Analysis, Cross-Categorical Settings
- SPSY 6904: Crisis Counseling
- SPSY 6909: Assessment and Intervention for Students with LID
- SPSY 6912: Multilevel Tier Interventions in General and Special Education
- SPSY 7511: Legal and Professional Issues in School Psychology
- SPSY 7512: Internship/Supervised Experience I
- SPSY 7513: Internship/Supervised Experience II
- 2014            **Lecturer**, University of Tennessee, Knoxville, TN
- SPED 554: Assessment of Exceptional Students
- 2009            **Teaching Assistant**, University of Tennessee, Knoxville, TN
- IP 100: Introduction to Health Care Delivery

2006-2008 **Teaching Assistant/Associate**, University of Tennessee, Knoxville, TN  
EP 210: Psychoeducational Issues in Human Development

### **DISSERTATIONS**

#### **Chair**

13. Amber Watson (in progress). PhD in School Psychology, University of Kentucky.
12. Destiny Coleman (in progress). PhD in School Psychology, University of Kentucky.
11. Ella Schoenen (in progress). PhD in School Psychology, University of Kentucky.
10. Mitchell Allen (in progress-co-chair). PhD in School Psychology, University of Kentucky.
9. Maggie Richardson (in progress). PhD in School Psychology, University of Kentucky.
8. Lizeth Tomas (in progress). PhD in School Psychology, University of Kentucky
7. Jessica Blake (in progress). PhD in School Psychology, University of Kentucky.
6. Lorraine Graham (proposed—co-chair). PhD in School Psychology, University of Kentucky.
5. Alexis Bird (proposed—co-chair). PhD in School Psychology, University of Kentucky.
4. Clair Tischner (proposed). PhD in School Psychology, University of Kentucky.
3. Sara Ebner (proposed). PhD in School Psychology, University of Kentucky.
2. Madison Yee (defended, 2023; co-chair). PhD in School Psychology, University of Kentucky.
1. Rachel Jacob (defended, 2023). PhD in School Psychology, University of Kentucky.

#### **Committee**

9. Nicole Stumpp (proposed). PhD in Clinical Psychology, University of Kentucky.
8. Pevitr Bansal (defended, 2022). PhD in Clinical Psychology, University of Kentucky.
7. Stephanie Morgan (defended, 2019). EdD in Educational Leadership, Youngstown State University.
6. James Kalis (defended, 2019). EdD in Educational Leadership, Youngstown State University.
5. Joe Glavan (defended, 2019). EdD in Educational Leadership, Youngstown State University.
4. Marla Peachock (defended, 2018). EdD in Educational Leadership, Youngstown State University.
3. Kathleen Poe (defended, 2018). EdD in Educational Leadership, Youngstown State University.
2. Tammy Mild (defended, 2018). EdD in Educational Leadership, Youngstown State University.
1. Jennifer Musolff (defended, 2016). EdD in Educational Leadership, Youngstown State University.

#### **Outside Examiner**

2. Kathryn Flynn (defended, 2023). PhD in Educational Policy Studies and Evaluation, University of Kentucky.
1. Emily Rose Dodson-Snowden (defended, 2022). PhD in STEM Education, University of Kentucky.

### **ACADEMIC SERVICE AND LEADERSHIP ROLES**

#### **National/Regional**

Trainers of School Psychologists Executive Board, Secretary, 2020-present  
 Trainers of School Psychologists Executive Board, member, 2019-2020  
 National Association of School Psychologists Graduate Education Committee, Faculty Retention and Support Team, member, 2018-present  
 Kentucky Association for Psychology in the Schools Crisis PREPaRE Training Team, member, 2020-present  
 National Association of School Psychologists Graduate Program Reviewer for Program Approval, 2020-present  
 Fulbright U. S. Scholar Peer Reviewer, 2023-present  
 Hungarian Fulbright Association Application Reviewer, 2021-present  
 Editorial Board, *Psychology in the Schools*, 2023-present  
 Editorial Board, *School Psychology Training and Pedagogy*, 2020-present  
 Editorial Board, *School Psychology Forum*, 2018-2019  
 Ad-hoc Reviewer, *School Psychology Review*, 2019-present  
 Ad-hoc Reviewer, *Journal of Autism and Developmental Disabilities*, 2018-present  
 Ad-hoc Reviewer, *Scholarship of Teaching and Learning*, 2017-present

Ad-hoc Reviewer, *Journal of Special Education Technology*, 2016-present  
 Ad-hoc Reviewer, *School Psychology International*, 2015-present  
 Ad-hoc Reviewer, *Journal on Excellence in College Teaching*, 2015-present  
 Ad-hoc Reviewer, *Psychology in the Schools*, 2021-2023  
 Ad-hoc Reviewer, *Trainers' Forum*, 2017-2020  
 Faculty Reviewer, *The Emperor*, undergraduate honors journal, 2017-2019  
 Presentation Proposal Reviewer, APA Annual Convention, Division 16, 2015-present  
 Presentation Proposal Reviewer, NASP Annual Convention, 2013-present

### University

Program Chair, School Psychology Educational Specialist and PhD programs, 2022-present  
 College of Education Promotion and Tenure Committee, 2023-present  
 College of Education Internationalization Committee, 2023-present  
 Faculty Search Committee Chair—Open Rank Professor of School Psychology, 2023  
 Faculty Search Committee—Department Chair, Assistant Professor of School Psychology, and Assistant Professor of Counseling Psychology, 2022  
 Undergraduate Recruitment, Retention, and Student Success Committee, member, 2022-present  
 Faculty Advisor, Youngstown Association of Student School Psychologists, YSU, 2015-2019  
 Educational Research Exchange Conference, Planning Committee Member, YSU, 2015-2019  
 CAEP Standard 4 Program Impact, Committee Member, YSU, 2015-2019  
 University Academic Senate, Academic Research Committee, Committee Member, YSU, 2018-2019  
 University Urban Research Cornerstone Committee, Committee Member, YSU, 2018-2019  
 University Academic Senate, Member-at-Large, YSU, 2016-2019  
 Quest Student Research Competition, Judge, YSU, 2017, 2019  
 College Distinguished Professorship Committee, Committee Member, YSU, 2017, 2018  
 University Academic Senate, Academic Standards Committee, Interim Chair, YSU, 2018  
 University Academic Senate, Academic Standards Committee, YSU, 2016-2017  
 Great College Survey Analysis, Committee Member, YSU, 2017  
 University Distinguished Professorship Committee, Committee Member, YSU, 2017, 2018  
 Student Evaluation Vendors, Faculty Evaluation Member, YSU, 2017  
 Group Facilitator, Faculty Learning Group “Complete that Publication”, YSU, 2015-2017

### APPLIED PROFESSIONAL AND VOLUNTEER EXPERIENCE

Independent Contractor for Assessment and Evaluation, Hands on Therapy, PSC, 2020-present  
 Versailles Gymnastics Booster Club, Board Member, 2022-present  
 Disability Awareness Badge Expert, Boy Scouts of America, 2016-present  
 Independent Evaluator for Psychoeducational Evaluations, Bluegrass Counseling Services, 2021-2023  
 Autism Consultant for Camp Discovery Day (annual day camp for children with autism), 2016-2019  
 District-Wide PBIS Committee Member, Blount County Schools, 2015  
 4<sup>th</sup> Year Practicum Supervisor for University of Tennessee, Blount County Schools, 2014-2015  
 Consultation Practicum Supervisor for University of Tennessee, Blount County Schools, 2013-2015  
 District-Wide Special Education Leadership Team Member, Blount County Schools, 2013-2015  
 District-Wide RtI2 Committee Member, Blount County Schools, 2013-2015  
 District-Wide Assessment Team Member, Blount County Schools, 2013-2015  
 District-Wide Preschool Assessment Committee Member, Blount County Schools, 2013-2015  
 Director and Choreographer, Knoxville Christian Arts Ministry, Knoxville, TN, 2009-2015  
 Academic Advisor, Arts and Sciences Advising Services, University of Tennessee, 2008-2010  
 One-on-one Interventionist for Children with Autism, Knoxville, TN, 2008-2010  
 Test Administrator, DIBELS and AIMSweb, Newport Schools and Knox County Schools, 2008-2009

Grief Counselor, University of Tennessee, 2008-2009

Student Representative for Departmental Meetings, University of Tennessee, 2007-2008

Academic Tutor and Mentor for Colligate Athletes, University of Tennessee, 2006-2008

Graduate Senate Student Representative, University of Tennessee, 2006-2007

### **PROFESSIONAL MEMBERSHIPS**

National Association of School Psychologists, 2005-present

American Psychological Association, 2015-present

American Psychological Association, Division 16, 2015-present

Trainers of School Psychologists, 2016-present

Kentucky Association of Psychology in the Schools, 2020-present

Ohio School Psychology Association, 2015-2019

Ohio Inter-University Counsel of School Psychology Programs 2015-2019

Tennessee Association of School Psychologists, 2005-2015