

## **Kathleen Briana Aspiranti**

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**Assistant Professor, 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  
 Dissertation: *Effects of Random and Delayed Participation Credit on Participation Levels in Large College Courses*

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

December 2009, University of Tennessee

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

**B.F.A., Dance**                  June 2004, Wright State University

### **LICENSURE/CERTIFICATION**

Nationally Certified School Psychologist (NCSP)  
 2016-present, National Association of School Psychologists

Licensed Psychologist, Mental Health Provider  
 2015-present, 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

### **PROFESSIONAL EXPERIENCE**

2019-present    **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  
 Provided school psychology services for four elementary schools and a preschool. Conducted over 50 psychoeducational evaluations per year, ran student support teams and school-wide RTI teams. Consulted with parents and teachers regarding behavioral and academic issues. Conducted FBAs; developed and implemented BIPs. Introduced and implemented new RtI procedures

throughout the district as the school psychology representative on the district-wide RTI committee and Special Education leadership committee. Provided in-service professional development trainings for teachers and staff on topics including autism, RtI, and understanding assessment scores.

- 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

### PEER-REVIEWED PUBLICATIONS

*\*denotes student author*

26. 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*. Advance online publication. <https://doi.org/10.1002/pits.22387>
25. **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. doi: 10.1080/10400435.2018.1463575
24. Hulac, D. M., **Aspiranti, K. B.**, Kriescher, S., Briesch, A. M., & Athanasiou, M. (2020). A multisite study of the effect of fidget spinners on academic performance. *Contemporary School Psychology*. Advance online publication. <https://doi.org/10.1007/s40688-020-00292-y>
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, 143-153.
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, 1089-1100.
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, 233-241.
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, 327-337.
19. **Aspiranti, K. B.**, McCallum, E., & Schmitt, A. J. (2019). Taped problems intervention components: A meta-analysis. *Contemporary School Psychology*, 23, 412-422.
18. **Aspiranti, K. B.**, & Jackson, C. (2018). Presenters at NASP 2013-2016: Where are the practitioners? *School Psychology Forum*, 12, 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, 165-175.
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, 205-214.

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*, 29-37.
14. Cazzell, S., Skinner, C., Ciancio, D., **Aspiranti, K. B.**, Watson, T., Taylor, K., ...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*, 367-378.
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*, 518-540.
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*, 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*, 25-33.
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*, 146-155.
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., ...Williams, R. L. (2011). Balancing participation across students in large college classes via randomized participation credit. *The Journal of General Education, 60*, 194-214.
7. McCleary, D. F., **Aspiranti, K. B.**, Skinner, C. H., Foster, L. N., Luna, E., Murray, K., ...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., ...Williams, R. L. (2011). Reliability of students' self-recorded participation in class discussion. *Teaching of Psychology, 38*, 43-45.
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*, 22-30.
4. Krohn, K., **Aspiranti, K.**, Foster, L., McCleary, D., Taylor, C., Nalls, M., ...Williams, R. (2010). Effects of self-recording and contingent credit on balancing participation across students. *Journal of Behavioral Education, 19*, 134-155.
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. *Roepfer Review, 32*, 207-216.
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.

1. Foster, L. N., Krohn, K. R., McCleary, D. F., **Aspiranti, K. B.**, Nalls, M. L., Quillivan, C. C., ... Williams, R. L. (2009). Increasing low-responding students' participation in class discussion. *Journal of Behavioral Education, 18*, 173-188.

#### Submitted for Publication

10. **Aspiranti, K. B.**, & Jackson, C. (in review, revise and resubmit). *Understanding the role of a consultant through personal change*. Manuscript submitted for review.
9. **Aspiranti, K. B.** (in review, revise and resubmit). *Implementation of the Color Wheel System in inclusion classrooms to increase on-task behavior*. Manuscript submitted for review.
8. **Aspiranti, K. B.**, Mayworm, A., & Gatke, D. (in review, revise and resubmit). *A meta-analysis of behavioral interventions in alternative school settings*. Manuscript submitted for review.
7. **Aspiranti, K. B.**, Hilton-Prillhart, A. Dula, M. E., & \*Ebner, S. (in review). *Evaluating an iPad Sight-Phrase Fluency Intervention for a Second-Grade Student with Autism*. Manuscript submitted for review.
6. Fedewa, A. L., Yun, S., & **Aspiranti, K. B.** (in review). *Mindfulness in elementary school teachers: Effects on teacher stress, mental health, and mindfulness in the classroom*. Manuscript submitted for review.
5. **Aspiranti, K. B.**, & Hilton-Prillhart, A. (in review). *A preliminary investigation of a tablet-based sight-phrase fluency intervention*. Manuscript submitted for review.
4. **Aspiranti, K. B.**, Reynolds, J., & Henze, E. C. (in review). *Comparing paper and tablet modalities of math assessment for addition and multiplication*. Manuscript submitted for review.
3. Hilton-Prillhart, A., **Aspiranti, K. B.**, Dula, M. E., & \*Ebner, S. (in review). *Using a tablet-based intervention to increase sight-phrase fluency for an ELL student*. Manuscript submitted for review.
2. **Aspiranti, K. B.**, & Hulac, D. M. (in review). *Using fidget spinners to improve on-task classroom behavior for students with ADHD*. Manuscript submitted for review.
1. **Aspiranti, K. B.**, & Larwin, K. H. (in review). *A meta-analysis of the use of iPads and tablets for math intervention delivery*. Manuscript submitted for review.

#### OTHER PUBLICATIONS

11. McCallum, E., **Aspiranti, K. B.**, & Schmitt, A. J. (accepted). Math disabilities and low achievement: Implications for intervention. In L. A. Theodore, M. Bray, & B. Bracken (Eds.), *Desk reference in school psychology*. Book chapter accepted by editors for publication.
10. **Aspiranti, K. B.** (accepted). Color wheel. In M. I. Axelrod, M. Cooling-Chaffin, & R. O. Hawkins (Eds.), *Case studies in school psychology: Behavioral interventions for effective problem solving*. Book chapter accepted by editors for publication.
9. \*Bebech, A., & **Aspiranti, K. B.** (accepted). Investigating the use of video self-modeling as an intervention to decrease anxiety. *The Ohio School Psychologist*.
8. **Aspiranti, K. B.** (accepted). [Review: *Test of Narrative Language-2<sup>nd</sup> Edition*]. *Mental Measurement Yearbook, 19<sup>th</sup> Edition*. Buros Institute of Mental Measurements.
7. **Aspiranti, K. B.** (accepted). [Review: *Quick Interactive Language Screener*]. *Mental Measurement Yearbook, 19<sup>th</sup> Edition*. Buros Institute of Mental Measurements.

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). [Review: *The Roll Evaluation of Activities of Life*]. *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). [Review: *Differential Scales of Social Maladjustment & Emotional Disturbance*]. *Mental Measurement Yearbook*, 18<sup>th</sup> Edition. Buros Institute of Mental Measurements.
1. Bain, S. K. & **Aspiranti, K. B.** (2010). [Review: *Conners Early Childhood*] *Mental Measurement Yearbook*, 18<sup>th</sup> Edition. Buros Institute of Mental Measurements.

### GRANT PROPOSALS

#### Submitted

2. Gooden, C., Hawkins, S., Grisham-Brown, J., **Aspiranti, K. B.**, & Fedewa, A. L. (submitted, May 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.
1. Byrd, A., Byrd, B. R., & Harrison, B. (submitted, 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.

#### 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

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

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, MA.
40. **Aspiranti, K. B.** (2020, February). *Increasing on-task behavior in inclusionary classrooms*. Paper session, National Association of School Psychologists (NASP), Baltimore, MA.
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, MA.
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**

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.

### PROFESSIONAL PRESENTATIONS

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.
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.
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.
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.

#### DISSERTATION COMMITTEE

7. Stephanie Morgan (defended, 2019). *Principal perceptions of students with disabilities: A Q sort investigation of mindset*. D.Ed. in Educational Leadership.
5. James Kalis (defended, 2019). *Northeast Ohio teacher perceptions of the effectiveness of the Olweus bullying prevention program*. D.Ed. in Educational Leadership.
6. Joe Glavan (defended, 2019). *Silent voices: Perspectives of at-risk students who participated in an alternative education program*. D.Ed. in Educational Leadership.
4. Marla Peachock (defended, 2018). *Attitudes and knowledge of principals toward least restrictive environment for students with disabilities*. D.Ed. in Educational Leadership.

3. Kathleen Poe (defended, 2018). *The significance of a meaningful parent-school partnership in relation to telepractice intervention*. D.Ed. in Educational Leadership.
2. Tammy Mild (defended, 2018). *A study of elementary educators' perceptions and experiences related to the implementation process of the responsive classroom approach*. D. Ed. in Educational Leadership.
1. Jennifer Musolff (defended, 2016). *Is inclusion more about political correctness than education? A look at how educational placement is determined*. D.Ed. in Educational Leadership.

### AWARDS AND HONORS

- 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

### TEACHING EXPERIENCE

- 2019-present    **Assistant Professor**, University of Kentucky, Lexington, KY  
Introduction to Counseling Techniques I, EDP 604  
Psychoeducational Strategies of Intervention, EDP 670  
Parent and Child Counseling, EDP 680  
Legal and Ethical Issues in Professional Psychology, EDP 770
- 2014-present    **Adjunct Instructor**, University of the Cumberlands, Williamsburg, KY  
Psychological Assessment (online course with synchronous sessions), COOL 536  
Forensic Psychology (online course), PSYOL 434  
History and Systems (online course), PSYOL 438  
Psychology of Learning and Exceptionality (online course), PSYOL 238  
Psychology and Human Development (online course), PSYOL 232
- 2015-2019      **Assistant Professor**, Youngstown State University, Youngstown, OH  
System Wide Consultation/Collaboration in the Schools, SPSY 6901  
School Organization, Class Analysis, Cross-Categorical Settings, SPSY 6902  
Crisis Counseling, SPSY 6904  
Assessment and Intervention for Students with LID, SPSY 6909  
Multilevel Tier Interventions in General and Special Education, SPSY 6912

Legal and Professional Issues in School Psychology, SPSY 7511  
 Internship/Supervised Experience I, SPSY 7512  
 Internship/Supervised Experience II, SPSY 7513

- 2014            **Lecturer**, University of Tennessee, Knoxville, TN  
 Assessment of Exceptional Students, SpEd 554
- 2009            **Teaching Assistant**, University of Tennessee, Knoxville, TN  
 Introduction to Health Care Delivery, IP 100
- 2006-2008      **Teaching Assistant/Associate**, University of Tennessee, Knoxville, TN  
 Psychoeducational Issues in Human Development, EP 210

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

Trainers of School Psychologists Executive Board, Secretary, 2020-present  
 Trainers of School Psychologists Executive Board, member, 2019-2020  
 School Psychology Graduate Education Committee, Faculty Retention and Support Team, member, 2019-present  
 School Psychology Graduate Education Committee, member, 2018-present  
 NASP Program Reviewer for Program Approval, 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, *Trainers' Forum*, 2017-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  
 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

### **Youngstown State University**

Faculty Advisor, Youngstown Association of Student School Psychologists, 2015-2019  
 Educational Research Exchange Conference, Planning Committee Member, 2015-2019  
 CAEP Standard 4 Program Impact, Committee Member, 2015-2019  
 University Academic Senate, Academic Research Committee, Committee Member, 2018-2019  
 University Urban Research Cornerstone Committee, Committee Member, 2018-2019  
 University Academic Senate, Member-at-Large, 2016-2019  
 Quest Student Research Competition, Judge, 2017, 2019  
 College Distinguished Professorship Committee, Committee Member, 2017, 2018  
 University Academic Senate, Academic Standards Committee, Interim Chair, 2018  
 University Academic Senate, Academic Standards Committee, 2016-2017  
 Great College Survey Analysis, Committee Member, 2017  
 University Distinguished Professorship Committee, Committee Member, 2017, 2018  
 Student Evaluation Vendors, Faculty Evaluation Member, 2017  
 Group Facilitator, Faculty Learning Group "Complete that Publication", 2015-2017

### **APPLIED PROFESSIONAL AND VOLUNTEER EXPERIENCE**

Disability Awareness Badge Expert, Boy Scouts of America, Columbus, Ohio, 2016-present

Autism Consultant for Camp Discovery Day (annual day camp for children with autism), 2016-present  
 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  
 Ohio School Psychology Association, 2015-2019  
 Ohio Inter-University Counsel of School Psychology Programs 2015-2019  
 Tennessee Association of School Psychologists, 2005-2015

### **REFERENCES**

#### **Christopher H. Skinner, Ph.D.**

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 Professor, University of Tennessee, Knoxville  
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 518 Bailey Education Complex  
 Knoxville, TN 37996-3442  
 [Office] 865-974-8145  
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 One University Plaza  
 Youngstown, Ohio 44455  
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 Professor, University of Tennessee, Knoxville  
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 523 Bailey Education Complex  
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