

Sean Simons, Ph.D., NCSP

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EDUCATION

Ph.D., Educational Psychology (*Option: School Psychology*), Oklahoma State University, Stillwater, OK, 2017

- Accreditation: American Psychological Association (*Full*), National Association of School Psychologists (*Full*)
- Specializations: Applied Behavior Analysis, Behavioral Pediatrics
- Dissertation: A Comparison of Rate Changes in Basic Math Skills and Global Processing Speed among Elementary Students (*Defended: June 8, 2016*)

M.S., Educational Psychology (*Option: School Psychometrics*), Oklahoma State University, Stillwater, OK, 2012

B.A., Psychology (*Minor: Youth and Family Ministry*), Harding University, Searcy, AR, 2011

High School Diploma, South Forsyth High School, Cumming, GA, 2006

CREDENTIALS AND CERTIFICATIONS

Kentucky Licensed Psychologist (temporary), License # 174853 (*expires 12/4/2018*)

Nationally Certified School Psychologist (NCSP), Certification # 51178 (*expires 10/31/2020*)

Board Certified Behavior Analyst (BCBA) (*In Progress*)

ACADEMIC HONORS AND AWARDS

National Register of Health Service Psychologists' Trainee Register Credentialing Scholarship, \$300, 2017

Doctoral Candidate, Oklahoma State University, 2014 to 2017

McNair Graduate Fellow, Oklahoma State University, 2011 to 2017

McNair Scholar, Harding University, 2007 to 2011

PROFESSIONAL EXPERIENCES

Murray State University, Murray, KY, 2017 to present

Assistant Professor (Tenure-Track) in School Psychology Program

Counseling and Assessment Center, Murray State University, Murray, KY, 2017 to present

Postdoctoral Psychology Fellow

Supervisor: Mardis Dunham, Ph.D.

Marcus Autism Center, Atlanta, GA, 2016 to 2017

Doctoral Psychology Intern, Treatment Track

Supervisors: Alice Shillingsburg, Ph.D., BCBA-D; Caitlin Delfs, Ph.D., BCBA-D; Bethany Hansen, Ph.D., BCBA-D; Nathan Call, Ph.D., BCBA-D; Joanna Lomas-Mevers, Ph.D., BCBA-D; Mindy Scheithauer, Ph.D., BCBA-D; Sarah Miller, Ph.D., BCBA-D; Lindsey Burrell, Ph.D.; Kristen Criado, Ph.D.

Applied Behavior Analysis of Oklahoma, Edmond, OK 2015 to 2016

Clinical Specialist

Supervisor: Patty Nuhfer, M.S., BCBA

Oklahoma State Department of Education, Oklahoma City, OK 2014 to 2016

OTISS External Support Coach

Supervisor: Gary Duhon, Ph.D., BCBA-D

Northern Oklahoma College, Stillwater, OK, 2014 to 2015

Adjunct Faculty in Psychology and Mathematics

Oklahoma State University, Stillwater, OK, 2014 to 2015

Graduate Research Associate – STEM Research Grant

Supervisors: Evan Davis, Ph.D., Joanne Sanogo, Ph.D.

Oklahoma State University, Stillwater, OK, 2012 to 2014

Graduate Teaching Associate

Supervisors: Diane Montgomery, Ph.D.; Yoonjung Cho, Ph.D.

SCHOLARSHIP

PEER-REVIEWED PUBLICATIONS

Poncy, B. C., Solomon, G. E., Duhon G. J., Skinner, C. H., Moore, K., & **Simons, S.**, (2015). An Analysis of Learning Rate and Curricular Scope: Caution when Choosing Academic Interventions Based on Aggregated Outcomes. *School Psychology Review*, 44, 289-305.

Gross, T., Hansen, B., Wiseman, A., Schutte, G., Stein, B., Yetter, G., **Simons, S.**, Fontenelle, S., & Rowland, J. (2014). Diversity Self Study: Instrument Development and Utilization for Program Recommendations. *Journal of the Trainers of School Psychologists*, 33(1), 21-37.

MANUSCRIPTS IN PREPARATION

Denhart, S., **Simons, S.**, Dunham, M., & Littlepage, B. (n.d.). A Comparison of the Rey Auditory-Verbal Learning Test and the Wechsler Scales. Manuscript in Progress.

Hansen, B., **Simons, S.**, deSouza, A., & Hendrix, N. (n.d.). Using the Repeated Readings Intervention to Improve Reading Fluency and Comprehension Skills with Children with Autism Spectrum Disorder. Manuscript in Progress.

Simons, S., Anderson, D., Coffey, L., Weber, M., Wolf S., & Stinnett, T. (n.d.). A Comparison of Rate Changes in Basic Math Skills and Global Processing Speed among Elementary Students. Manuscript in Progress.

CONFERENCE PRESENTATIONS

Simons, S. (2018). Special Considerations for Working with Children with Disabilities. Invited to present at the Network 1:27 Annual Conference on April 16, 2018, Bowling Green, KY.

Silva, M., Woods, L., **Simons, S.**, Gillespie, S., & Dilly, L. (2017, May). Special Education Assessment and Classification for Students with ASD: Perspectives of School Psychologists. Poster presented at the International Meeting for Autism Research, San Francisco, CA.

- Woods, L., Silva, M., **Simons, S.**, Gillespie, S., & Dilly, L. (2017, May). An Examination of School Psychologists' Confidence in Conducting Evaluations for Autism Spectrum Disorder. Poster presented at the International Meeting for Autism Research, San Francisco, CA.
- Simons, S.**, Bartlett, B., Thompson, T., & Hansen, B. (2017, April). Using the Repeated Readings Intervention to Improve Reading Fluency and Comprehension Skills with a Child with Autism Spectrum Disorder. Poster presented at the annual meeting of the Autism Treatment Symposium, Marcus Autism Center, Atlanta, GA.
- Simons, S.**, Anderson, D., Coffey, L., Stinnett, T., Weber, M., Wolf, S., Neitzke, L., & Avant, A. (2017, February). Developmental Acquisition of Processing Speed: A Question of Stability. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Poncy, B., Solomon, B., Moore, K., **Simons, S.**, & Duhon, G. (2015, February). Using Learning Rate & Curricular Scope to Refine the Measurement of Math-Fact Intervention Outcomes. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Gross, T., Hansen, B., Wiseman, A., Stein, B., Yetter, G., Schutte, G., **Simons, S.**, & Fontenelle, S. (2013, February). Pilot Study: Instrument Development for School Psychology Student Diversity Training. Poster presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Simons, S.** & Hobby, K. (2011, April). The Effects of Respondent Gender, Self-Esteem, and Present of a Learning Disability on Perceived Academic Success. Paper presented at the Arkansas Undergraduate Research Conference, Arkadelphia, AR.
- Simons, S.** & Adams, G. (2010, February). The Effects of Respondent Gender, Self-Esteem, and Present of a Learning Disability on Perceived Academic Success. Paper presented at the Oklahoma State University Undergraduate Research Symposium, Stillwater, OK.

TEACHING

COURSES TAUGHT

¹ denotes a graduate-level course

² created new course

Behavior Assessment and Intervention (CNS 615)^{1,2}

This course addressed issues in behavioral management, both in theory and in practice, which affect behavior change within various school/clinical settings, and to learn techniques applicable to the process of behavior in change. Specific course topics discussed include basic learning principles, dimensions of applied behavior analysis (ABA), measurement of behavior, single-subject designs, reinforcement, punishment, extinction, differential reinforcement, response costs, shaping/chaining, modeling, and treatment development/evaluation. Specialty topics include conducting functional analyses (FA) and functional behavior assessments (FBA), verbal behavior, and school-based behavioral consultation models.

Psychoeducational Assessment (CNS 677)¹

This course addressed theories and best-practices pertaining to the assessment of educational disabilities and the supervised use of formal and informal diagnostic methods, such as observations, interviews, biographical information, academic tests and behavioral assessments. Specific course topics discussed in this course include standardized achievement tests, RIOT/ICEL, curriculum-based assessment (CBA), federal and state special education policies and procedures, report writing, and staffing/feedback.

Individual Testing (CNS 689)¹

This course addressed the theoretical knowledge and skills in testing the intellectual functioning of children and adolescents for school purposes. Specific topics discussed in this course include the role of assessment, the strengths and limitations of intelligence testing, the ethical obligations involved in evaluation, behavior assessments, adaptive assessment, response to intervention (RTI) models and individual assessment, report writing, and staffing/feedback.

Diagnostic Methods (SED 537)

This course addressed best-practices assessment and testing procedures when working with children with disabilities. This course included supervised use of formal and informal diagnostic methods including observations, interviews, and academic tests. Specific course topics discussed in this course include standardized achievement tests, curriculum-based assessment (CBA), federal and state special education policies and procedures, report writing, and staffing/feedback. Specialty topics included introductions to intelligence tests, behavior tests, adaptive measures, and graduate-level professions in education.

Developmental Psychology (EDP 260)

This course addressed the systematic changes in the cognitive, behavioral, social, and biological functioning of the individual across the developmental stages of life. Specific course topics include modern and contemporary theories in human development including physical/biological, cognitive, socioemotional, and behavioral. Specialty topics discussed in this course include educational considerations with regard to human development, classroom management and positive discipline, emerging studies in epigenetics, and child psychopathology.

General Psychology (PSYC 1113)

This course addressed each of the contemporary theoretical perspectives in psychology. The relationship of behavior, cognition and emotion are explored in such issues as learning, memory, development, motivation, personality, abnormal behavior and therapy design. Specific course topics included the historical development of the classical positions and the major contemporary theoretical perspectives of psychology, the goals of psychology that demonstrate the field of study as a science and the foundational terms of scientific psychological research., using the biological, psychological and sociocultural perspectives to explain behavior and mental processes, the foundational principles and processes of development, learning, memory, cognition, motivation, emotion, and personality in psychology, and the major psychological factors that describe and contribute to a healthy lifestyle.

Elementary Statistics (MATH 2023)

This course addressed basic statistical concepts including organizing raw data using tables and graphs, computing and interpreting measures of central tendency and variation, basic rules of probability, binomial distributions (probabilities, graph, and calculating mean and standard deviation), normal distribution (areas under distribution curves, probabilities, computing and interpreting confidence intervals for means and proportions), completing and interpreting hypotheses tests for means and proportions, and calculating and interpreting sample correlation coefficients and coefficients of determination.

Psychology of Adolescence (EPSY 3213)

This course addressed the major theories and history in the field of adolescent development. Course content included the biological and cognitive development of adolescents, applying knowledge, theory, and explanatory models in the consideration of practical developmental problems including social, emotional, and personality development, and addressing current issues and innovations in adolescent development.

Motivating Learners (EPSY 3533)

This course addressed current practices in learner motivation, school age through adulthood as well as developing positive attitudes and building community in classrooms to stimulate motivation of all learners. Course content included how to establish a learning community in classrooms, supporting students' confidence as learners, goal theory, extrinsic and intrinsic motivation approaches, and how to integrate motivational goals into teaching and planning.

EDUCATIONAL SPECIALIST STUDIES

Committee Chair

Castleman, D. (in progress). *Parent and Teacher Survey of Academic Skill and Performance Deficits: A Pilot Study*

Cavannah, G. (in progress). *A Survey of Kentucky School Psychologists' Practice Competencies to Inform State-Level Professional Development*

Committee Member

Denhart, S. (2018). *A Comparison of the Rey Auditory-Verbal Learning Test and the Wechsler Scales*

SERVICE

SERVICE TO THE PROFESSION

American Psychological Association's Division 16, 2017-present

Conference Proposal Reviewer

SERVICE TO THE DEPARTMENT/COLLEGE/UNIVERSITY

Counseling and Assessment Clinic, Murray State University, 2017-present

Supervised psychological evaluations and intensive academic intervention services conducted by graduate students in the School Psychology program at Murray State University; provided academic/behavioral consultation services to parents in the local community.

College of Education's Curriculum Committee, 2017-present

Member

Early Childhood and Elementary Education Core Redesign, 2017

Task Force Committee Member

ELC Ad Hoc Committee: Developmental Psychology Course Redesign, 2017

Member

Student Technology Leadership Program (STLP) Regionals, 2017

Volunteer Judge

Educator's Rising Kentucky Conference, 2017

Volunteer Judge

SERVICE TO THE COMMUNITY

Murray Independent School District, 2017-present

Consultant for special education eligibility evaluations and individual case consultations for Autism Spectrum Disorder (ASD) assessment and treatment programming.

IN-SERVICE TRAININGS

Simons, S. (2015). *Reading Interventions and Parental Involvement Strategies*. In-service training provided to Liberty Elementary School on September 16, 2015, Ponca City, OK.

Simons, S. (2015). *OTISS Model and RTI*. In-service training provided to Mustang Elementary School on August 25, 2014, Mustang, OK.

COMMUNITY PRESENTATIONS

Simons, S. (2017). *Parent Training Workshop: Promoting Compliance with Young Children*. Presented at Murray State University on October 27, 2017, Murray, KY.

Simons, S. (2016). *Positive Behavior Interventions and Supports: Overview and Clinical Applications*. Presented at the Marcus Autism Center on November 29, 2016, Atlanta, GA.

Simons, S. (2016). *The Seven Deadly Sins of Applied Behavior Analysis*. Presented at the Marcus Autism Center on October 19, 2016, Atlanta, GA.

- Simons, S.** (2016). *ABA Practices in School-based Settings*. Presented at the Marcus Autism Center on September 5, 2016, Atlanta, GA.
- Simons, S.** (2016). *Progress Monitoring within an RTI Framework*. Presented at the OTISS Summer Institute on June 14, 2016; Oklahoma City, OK
- Simons, S.** (2016). *Parental Involvement within an RTI Framework*. Presented at the OTISS Summer Institute on June 14, 2016; Oklahoma City, OK
- Simons, S.** (2016). *Progress Monitoring within an RTI Framework*. Presented at the OTISS Summer Institute on June 25, 2015; Oklahoma City, OK

PROFESSIONAL AFFILIATIONS

National Association of School Psychologists (NASP)
Kentucky Association of School Psychologists (KASP)
APA Division 16: School Psychology
Association for Behavior Analysis International (ABAI), 2016-2017
Georgia Association for Behavior Analysis (GABA), 2016-2017
Oklahoma State Psychological Association (OSPA), 2011-2016