

# Cara Dillon, PhD, NCSP, BCBA

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## EDUCATION

**Ph.D. School Psychology**, University of Cincinnati, Cincinnati, OH; 2022

**M.Ed. Foundations in Behavior Analysis**, University of Cincinnati, Cincinnati, OH; 2018

**B.A. Psychology**, Shawnee State University, Portsmouth OH; 2017

## CURRENT AND PREVIOUS POSITIONS

### **Assistant Professor of School Psychology**

Miami University, Oxford, OH

Start Date: August 2024

### **Post-doctoral Research Fellowship**

Ohio University: Center for Intervention Research in Schools, Athens, OH, August 2022-Current

Supervisors: Julie Owens Ph.D., Steve Evans Ph.D.

- Consulted with teachers to develop Tier I and Tier II behavior management supports and intervention skills in the classroom.
- Provided multi-part professional development series for graduate students and educators.
- Organized and developed manuals for the project and developed systems for feedback and training of consultants.
- Supervised graduate students serving as consultants and provided feedback to develop their skills.
- Met with school district administration for teacher recruitment and retention; partnership development and sustainment.
- Developed grant proposals to fund secondary research projects.
- Served as project manager in the final grant year to maintain compliance with grant parameters.

### **APA-Accredited Internship: Intensive Outpatient School and Testing Center**

*Wesley Family Services, Pittsburgh, PA*, August 2021-July 2022

Supervisor: Elizabeth Pask Ph.D., NCSP, Lawrence Sutton Ph.D.

- Conducted Functional Behavior Assessments and developed recommendations for interventions.
- Developed group counseling materials for acute stay, outpatient adolescents.
- Consulted with teachers and school staff to develop indirect service plan for children throughout the outpatient programming.
- Conducted assessments for academic ability for both gifted and special education identification.
- Supervised graduate students completing assessments and group counseling.

## TEACHING AND SUPERVISION

### **Adjunct Instructor, Functional Behavior Analysis**

*University of Cincinnati, Cincinnati, OH*, Summer 2023

- Provided online, asynchronous instruction to over 70 graduate students.
- Iterated on course content from previously developed content to integrate new research and activities into the course.
- Assessed student ability on formative and summative assessments.

- Planned feedback sessions for students to further develop their skills in various areas like assessment choice, data collection, data analysis.

### **Guest Lecturer, Family and Early Intervention & Behavioral Consultation**

*University of Cincinnati, Cincinnati, OH, Spring 2020, Spring 2023*

- Developed lecture materials for the early education intervention dialogic reading and conjoint behavioral consultation.
- Led discussion of early intervention practices and application of practices as well as led practice scenarios for consultation.
- Demonstrated dialogic reading and consultation practices through modeling, monitored student practice, and provided feedback on student performance.

### **Supervision of Graduate Students-Early Child Education**

*Arlitt Center for Education, Research, and Sustainability, Cincinnati, OH, August 2019-May 2021*

- Observed graduate students during consultation, intervention, and data collection processes.
- Provided feedback to students based on current performance and observations to improve each student's ability as a consultant and interventionist.
- Coordinated student experiences between classroom needs, large group parent sessions, and student interest.
- Met with graduate students for group supervision and case discussion.

### **Teaching Assistant, Functional Behavior Analysis**

*University of Cincinnati, Cincinnati, OH, Summers 2019 and 2020*

- Developed presentations for the updated Behavior Analyst Certification Board 5<sup>th</sup> task list for online, asynchronous course.
- Led study sessions to prepare students for upcoming midterms and finals.
- Provided direct feedback to students to further their knowledge in topics such as brief functional analyses, preference assessments, and direct observations of students.

## **LEADERSHIP POSITIONS**

### **Member, Women in Psychology (WIP) Committee**

*American Psychological Association (APA) Division 16 School Psychology, February 2024-Current*

### **Chair, Future Faculty Interest Group**

*National Association of School Psychologists, July 2021- May 2024*

- Coordinated interest group activities and schedule of events at professional meetings.
- Provided information to group members concerning topics of job searches, research agendas, and development of resources for those seeking faculty positions.
- Developed needs assessment for the interest group to determine future course of group meetings and discussions.

### **Student Representative, Behavioral School Psychologist Interest Group**

*National Association of School Psychologists, July 2020- June 2021*

- Planned activities for the interest group to engage members at the national convention.
- Disseminated key information from the field to provide up to date information to practitioners and students.
- Consulted with other student representatives and chairs to determine interest group actions.

## **GRANT PROPOSALS**

### **Research Grants on Education: Small, Spencer Foundation**

Submitted December 2022 (not funded)

### **Early Career Research Award, Society for the Study of School Psychology**

Submitted March 2023 (not funded)

## REVEIWER

**School Mental Health (SJR: 1.006)**, 2023-Present

Editor: Steven W. Evans, Ph.D.

**Journal of Psychological and Educational Consultation (SJR: .595)**, 2022-Present

Editor: Daniel Newman Ph.D.

## AWARDS AND RECOGNITIONS

**The Meagan Toothman Memorial Outstanding Student Award**

*The University of Cincinnati School Psychology Program*

Excellence and Leadership in School Psychology, given to one student in the program (~50 students) per year.

**Trainers of School Psychologists (TSP) Graduate Student Scholarship**

School psychology graduate students who are contributing to the advancement of our field by advancing their professional development.

## CERTIFICATIONS AND LICENSURES

**Nationally Certified School Psychologist:** *Valid through September 2025*

*National Association of School Psychologists*

**Ohio Pupil Services License (School Psychologist):** *Valid through June 2027*

*Ohio Department of Education*

**Board Certified Behavior Analyst:** *Valid through October 2025*

*Behavior Analyst Certification Board*

## PEER-REVIEWED PUBLICATIONS

1. **Dillon, C.** & Newman, D. (2022) Supporting intervention fidelity of dialogic reading to support preschool children's early literacy skills. *Perspectives on Early Childhood Psychology and Education*, 7(2), Article 6.
2. Haydon, T., Musti-Rao, S., Kennedy, A. M., & **Dillon, C.** (2020). The effect of simultaneous prompting on teacher OTRs and student behavior. *Preventing School Failure: Alternative Education for Children and Youth*, 65(1), 89-96.

### Articles In Preparation

1. Owens, J., Margherio, S., Hustus, C., Evans, S., **Dillon, C.**, Rew, H.G., Pickel, C. (Submitted). *The daily report card and check-in/check-out: A synthesis of disparate literatures.*

### Other Publications

1. Villarreal, J., **Dillon, C.**, & Newman, D. (2021). "Hurry up!": Using timer interventions to reduce latency of transitions for preschool students. *The Ohio School Psychologist*. 66(1).

## BOOK CHAPTERS

1. Owens J.S. & **Dillon, C.** (in progress). Section commentary: The science of consultee and organizational change. In A. Garbacz, D.S. Newman, W.P. Erchul, & S.M. Sheridan (Eds.). *Handbook of research in school consultation: Empirical foundations for the field.*
2. Haydon, T., **Dillon, C.**, Kennedy, A., & Scott, M. (2021). Classroom management. In T. A. Collins, & R. O. Hawkins (Eds.). *Peers as change agents: A guide to implementing peer-mediated interventions in schools* (pp. 226-237). Oxford University Press.

3. Haydon, T., Kennedy, A., **Dillon, C.** (2020) Response effort and overcorrection. In M. Coolong-Chaffin, R. Hawkins, and M. Axelrod (Eds.). *School-Based Behavioral Intervention Case Studies: Effective Problem Solving for School Psychologists* (pp. 128-141). Routledge.
4. Hawkins, R., Collins, T., & **Dillon, C.** (2020). Functional Assessment. In J.L. Matson (Ed.), *Handbook of Dual Diagnosis: Assessment, Diagnosis and Treatment in Persons with Intellectual Disabilities*. Springer.

## PRESENTATIONS

1. Rew, H.G., **Dillon, C.**, Evans, S., (2024, February 11-14) Agreement of self-report and observation: Effects of timing and coaching. [Paper session]. National Association of School Psychologists (NASP) conference. New Orleans, LA.
2. **Dillon, C.**, Owens, J.S., Bortle, K., Median, D., Evans, S., (2024, February 11-14) Addressing barriers to tier 1 implementation fidelity through multi-component coaching. [Paper session]. National Association of School Psychologists (NASP) conference. New Orleans, LA.
3. Owens, J.S., **Dillon, C.**, Bortle, K., Evans, S., (2023, December 5-7) Data-driven decisions in the context of interventions for elementary school students with social, emotional, and behavioral challenges. [Paper session]. Annual Conference on Advancing School Mental Health, New Orleans, LA.
4. **Dillon, C.**, Kandarpa, K., Leamon, M., Mossing-Webb, K., Newman, D. (2022, August 4-6). Dialogic reading and improving intervention fidelity. [Poster session]. American Psychological Association (APA) convention. Online.
5. **Dillon, C.**, Kandarpa, K., Leamon, M., Mossing-Webb, K. (2022, February 15 – 18). Dialogic reading and improving intervention fidelity. [Paper session]. National Association of School Psychologists (NASP) conference. Boston, MA.
6. **Dillon, C.**, Kandarpa, K., Leamon, M., Newman, D., Hawkins, R. (2022, February 15 – 18). Consultation in Early Education. [Symposium]. National Association of School Psychologists (NASP) conference. Boston, MA.
7. Hodges, A., Gaynor, R., **Dillon, C.**, Fallon, L. (2022, February 15 – 18). Behavior Management During Remote Learning: Group Contingencies [Practitioner Conversation]. National Association of School Psychologists (NASP) conference. Boston, MA.
8. **Dillon, C.**, Kandarpa, K., Leamon, M., Mossing-Webb, K. (2021, August 12-14). *Dialogic reading and improving intervention fidelity*. [Poster session]. American Psychological Association (APA) conference. Online.
9. **Dillon, C.**, Kandarpa, K., Leamon, M., Mossing-Webb, K. (2021, May 27-31). Dialogic reading and improving intervention fidelity. [Poster session]. Association for Behavior Analysis International (ABAI) conference. Online.
10. **Dillon, C.**, Villarreal, J. & McIntire, H. (2021, Feb 22-26). “Hurry Up!”: Using timer interventions to reduce latency of transitions for preschool students.[Paper presentation]. National Association of School Psychologists (NASP) conference. Online.
11. **Dillon, C.**, Kandarpa, K., & Leamon, M. (2021, Feb 22-26). Reciprocal peer monitoring to improve appropriate classroom behaviors and peer relationships.[Paper presentation]. National Association of School Psychologists (NASP) conference. Online.
12. **Dillon, C.**, & Villarreal, J. (2020, May 21-25). *Reciprocal peer monitoring to improve appropriate classroom behaviors and peer relationships*. [Poster session]. Association for Behavior Analysis International (ABAI) conference. Online.
13. Murphy, J. M., **Dillon, C.**, McIntire, H., & Villarreal, J. (2019, August 8-11). *Evaluating a randomized group contingency plus positive peer reporting in an alternative setting*. [Poster session]. American Psychological Association (APA) conference. Chicago, IL.
14. Murphy, J. M., **Dillon, C.**, McIntire, H., & Villarreal, J. (2019, May 23-27). *Evaluating a randomized dependent group contingency plus positive peer reporting intervention in an alternative setting*. [Poster

- session]. Applied Behavior Analysis International (ABAI) conference. Chicago, IL.
15. Fetterman, H., & **Dillon, C.** (2019, February 26- March 1). *Evaluation of a Culturally Responsive DBRC for English Learners*. [Paper presentation]. National Association of School Psychologists (NASP) conference. Atlanta, GA.
  16. Murphy, J. M., **Dillon, C.**, McIntire, H., & Villarreal, J. (2019, February 26- March 1). *Evaluating a randomized dependent group contingency plus positive peer reporting intervention in an alternative setting*. [Poster session]. National Association of School Psychologists (NASP) conference. Atlanta, GA.
  17. Ritter, C., Morrison, J., & **Dillon, C.** (2018, August 9-12). *Differential effects of self-graphing on self-monitoring early literacy outcomes in Kindergarten students*. [Poster session] American Psychological Association (APA) conference. San Francisco, CA.
  18. Murphy, J. M., **Dillon, C.**, Hawkins, R. O. & Luevano, C. (2018, August 9-12). *Effects of social skill instruction and an interdependent group contingency on social skill use and disruptive behaviors in a classroom setting*. [Poster session] American Psychological Association (APA) conference. San Francisco, CA.