

Kayla Nichols

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Licensure:

Licensed Psychologist #37720

Licensed Specialist in School Psychology #71309

EDUCATION

- 2017** **Ph.D. School Psychology**
Duquesne University, Pittsburgh, PA
Dissertation: *Examining the Moderating Effects of Racial Socialization on Teacher Discrimination for the Psychological Outcomes of Black Middle School Girls*
- 2013** **M.S.Ed. Child Psychology**
Department of Counseling, Psychology, and Special Education
Duquesne University, Pittsburgh, PA
- 2009** **B.A. Psychology & Sociology**
Georgia State University, Atlanta, GA

AWARDS/HONORS

- 2015** **Minority Fellowship Honorable Mention. American Psychological Association (APA).**
Washington DC

WORK EXPERIENCE

August 2018 – Present

Texas A&M University – Commerce

Assistant Professor

- Provide effective and applicable instruction; facilitate learning; and evaluate graduate student performance.
- Create and implement a cohesive research agenda which adds to the profession.
- Build collaborative relationships with community partners.

August 2017 – August 2018

Center for Psychological Services

Postdoctoral Fellow

- Conduct emotional, behavioral, and mental health assessments for children and adolescents from a variety of settings.
- Write psychological reports for private, court-ordered, and foster-care agencies.
- Diagnose emotional, behavioral, and mental health disorders.
- Complete psychological reports in a timely manner and conduct feedback sessions with parent and/or guardian.
- Engage in service related activities to enhance the social and emotional development of community members

August 2016 – July 2017

**Psychological and Social Services, Dallas Independent School District (APA-Accredited)
School Psychology Predoctoral Intern (5TH Year)**

- Provide psychological and mental health services at two elementary schools, one middle school, and a community counseling clinic
- Provide individual, group, and family counseling to students in grades Prek-12 in the school setting and in the Seagoville Youth and Family Service Center with a variety of presenting concerns (NSSI, Suicidal Ideation, ADHD, Anxiety, Depression, Bipolar, Schizophrenia, and Trauma).
- Respond to crises within the district and provide individualized crisis intervention services based upon the needs of the school.
- Implement culturally modified class wide interventions such as the MindUp Curriculum to increase positive choices and decision-making in classrooms.
- Provide psychoeducational assessment for emotional, behavioral, learning disability, and personality disorders in the spring
- Participate in district-wide child abuse compliance presentations at elementary, middle, and high schools
- Consult with elementary, middle, and high school personnel on child abuse allegations and reporting procedures for the district and state compliance

PUBLICATIONS

Peer Reviewed Articles

Nichols, K., Graves, S., McGoey, K., Kanyongo, G., & Watson, J. (Under Review). The Moderating Role of Racial Socialization on Early Adolescent Black Girls Psychological Outcomes. *Psychology in the Schools*.

Nichols K., & Graves S. (2017). Training in strength-based intervention and assessment methodologies in APA-accredited psychology programs. *Psychology in Schools*, 1-8.

Graves, S., *Sobalvarro, A., ***Nichols, K.**, *Aston, C., *Ryan, A., *Blefari, A., *Schutte, K., *Schachner, A., *Victoria, L, Prier, D. (2017). Examining the Effectiveness of a Culturally Adapted Social Emotional Intervention for African American Males in an Urban Setting. *School Psychology Quarterly*, 32(1), 62.

Ryan, A., Graves, S., Sobalvarro, A., **Nichols, K.**, Schutte, K., Aston, C., & Griffin, A. (2016). An Evaluation of Strong Kids in an urban African American Female Sample: The Need for Gender-Specific and Culturally Focused Interventions. *School Psychology Forum*, 10(2), 157-164.

Book Chapters

Graves Jr, S. L., & **Nichols, K. D.** (2016). *Learning Disabilities*. In the Handbook of Mental Health in African American Youth (pp. 261-270). Springer International Publishing.

Graves, S., & **Nichols, K.** (2016). *Intellectual Assessment of Ethnic Minority Children*. In Psychoeducational Assessment and Intervention for Ethnic Minority Children: Evidence Based Approaches.

PRESENTATIONS

2019 National Association of School Psychologists (Atlanta, GA)

Carrerro, K., Schroeder, J., Nichols, K., & Bachman, C.

Silenced and Invisible: Demographic Disparities in Internalizing Disorders

2018 Hilton Southlake (Dallas, TX)

Nichols, Kayla

Invited guest panelist regarding women's mental health at the No Mean Girls Conference

2018 Seagoville Youth and Family Service Center (Seagoville, TX)

Nichols, K. & Gatti, D.

Foundations of Healthy Communication

2017 Dallas ISD Research Presentation (Dallas, TX)

Caldwell, K., Frame, L., Nichols, K., & Woods, I.

2016-2017 Intern Research Presentation

2017 Southern Methodist University (Dallas, TX)

Haynes, L., Woods, I., Nichols, K., Caldwell, K., & Frame, L.

School to Prison Pipeline

Invited guest speakers for an advanced undergraduate psychology course, Southern Methodist University, Dallas, TX, Instructor: Lorelei Simpson Rowe, Ph.D.

2017 Symposium for Texas A&M-Commerce (Dallas, TX)

Nichols, K., Woods, I., Caldwell, K., & Frame, L.

Dallas Independent School District Internship Program

Invited guest speakers for graduate level school psychology course, Texas A&M – Commerce, Dallas, TX, Instructor: DeMarquis Hayes, Ph.D.

2017 Children's Medical Center (Dallas, TX)

Haynes, L., Nichols, K., & Woods, I.
Delivering Psychological Services in the School Setting

- 2016 National Association of School Psychologists: Symposium (New Orleans, LA)**
Graves, S., Aston, C., Beeks, A., & Nichols, K.
Culture Counts: Delivering Evidenced-Based Behavioral Interventions in Urban Schools
- 2015 National Association of School Psychologists: Poster (Orlando, FL)**
Nichols, K., Graves, S., & Beeks, A.
Emotional and Behavioral Disorders Outcomes: Does Parental Involvement Typology Matter?
- 2014 National Association of School Psychologists: Poster (Washington, DC)**
Nichols, K.
Mindfulness Interventions: A Missing Link in School Psychology?
- 2014 National Association of School Psychologists: (Washington, DC)**
Haque, T., Banks, C., **Nichols, K.,** & Quizar, S.
Exploring Challenges, Facilitators, and Opportunities for Minority School Psychology Students
- 2014 National Association of School Psychologists: Paper (Washington, DC)**
Graves, S., **Nichols, K.,** Aston, C., Soblarvarro, A., & Ryan, A.
Strength-Based Assessment Training of APA Professional Psychology Programs
- 2013 Association of Black Psychologists (New Orleans, LA)**
Beeks, A., **Nichols, K.,** Aston, C.
Overcoming the Stereotype: Attitudes and Beliefs of Teacher's that Produce Academically Successful African American Students
- 2013 American Psychological Association (Honolulu, HI)**
Robertson, R., Lovelace, T., **Nichols, K.,** Marburger, T., Sobalvarro, A., & Aston, C.
Effectiveness and Acceptability of Parent-Implemented Behavior Interventions for Children with Autism in African-American Families

SERVICE

Summer 2019

**Seagoville Youth and Family Service Center Summer Bash
Seagoville, TX**

Spring 2019

**Texas A&M University – Commerce (TAMUC)
Committee Member on Thesis for Kiana Holmes**

Spring 2019 – Present

**Texas A&M University – Commerce (TAMUC)
Reviewer for Trainers Forum**

Fall 2018 – Present

**Texas A & M University - Commerce (TAMUC)
Psychology Department Coordinator for DISD Dual Credit Program
Commerce, TX**

- Developed an 18-credit dual-credit psychology course offering for high school teachers which offers dual-credit certification in psychology.
- Psychology contact for university and student related questions concerning the program
- Ensure appropriate enrollment and assist with scheduling questions.

Fall 2018 - Present

**Texas A & M University - Commerce (TAMUC)
Reviewer for Psychology in the Schools**

PROFESSIONAL DEVELOPMENT EXPERIENCE

December 2015

**Professional Development at Gateway School District
Monroeville, PA**

Supporting Culture in Instruction and Intervention

- Completed a 2-day professional development for K-5 teachers in the Gateway School District in Pennsylvania on cultural awareness. The presentation was the first in a series that aimed to bring awareness to culture in schools, how culture impacts student learning & teacher instruction, using culture in interventions, and the importance of recognizing culture in schools and classrooms

SUPERVISED CLINICAL EXPERIENCE

August 2015 – May 2016

**Pittsburgh Public Schools, Barack Obama Academy of International Studies 6-12
Advanced Doctoral Practicum II (4th Year)**

- Completed 25 kindergarten readiness screeners using the KBIT-2
- Delivered individual counseling integrating dialectical behavioral therapy (DBT) for students at-risk for self-harm and suicide
- Facilitated group counseling for students' at-risk due to bullying and trauma
- Completed 11 psychoeducational assessments for special education eligibility and transitioning life skill students
- Completed 7 gifted assessments
- Consulted with teachers and counselors to assess student needs and concerns, implemented educational interventions to middle and high school aged students and participated on the Multidisciplinary Team

August 2014 – May 2015

Pittsburgh Public School District, Pittsburgh Faison Elementary School

Advanced Doctoral Practicum I (3rd Year)

- Rendered psychological services to preschool, elementary and middle school aged students.
- Delivered school-based individual counseling and group counseling focusing on self-esteem and behavior management
- Completed 9 psychoeducational evaluations and 26 gifted psychoeducational assessments using the WISC-V, WISC-IV, WPPSI-IV, WJ-Ach, WJ-Cog, Bracken, ABAS, BASC-2, Conner's, Devereux Scales of Mental Disorders, parent and teacher interviews, student interview when appropriate and developmental histories
- Consulted with teachers to assess the behavioral and academic needs of students
- Created behavioral charts and demonstrated proper usage and data collection within the classroom
- Provided evidence-based Tier I and Tier II strategies and interventions for teachers to use in the classroom

Spring 2014

South Fayette School District, South Fayette Elementary/Middle/High School

Integrated Practicum (2nd Year)

- Administered neurological and psychological services to children in K-12 to assess their present levels of functioning, eligibility for special education services, and individual needs
- Conducted 3 neurological and social-emotional integrated psychological assessments using the WISC-IV, WIAT-III, WJ-Cog, WJ-Ach, WRAML-2, BASC, Conner's, and developmental histories

Fall 2013

South Fayette School District, South Fayette Elementary/Middle/High School

Psychotherapy & Consultation Practicum (2nd Year)

- Provided school-based individual counseling to 2 high school students and group counseling to 7 elementary students
- Consulted with teachers to identify academic, behavioral and/or social-emotional areas of concern and provided evidence-based strategies and interventions

August 2012 – May 2013

Shaler Elementary School District and Centennial Elementary School

Role & Function, and Academic and Behavioral Interventions Practicum (1st year)

- Observed classroom dynamics and integrated it with the role and function of school psychological practice
- Consulted with teachers to identify students for an academic and/or behavioral intervention
- Conducted a functional behavioral analysis and provided feedback to the teacher and school psychologist

- Assessed students' academic functioning and progressed monitored in the areas of reading and math using curriculum-based measurement
- Provided evidence-based interventions to the multidisciplinary team

OTHER RELATED EXPERIENCE

October 2010 – February 2012

Family Enrichment Program Case Manager

Aurora Family Services

Milwaukee, WI

- Provided support and resources to low-income mothers of newborns that aimed to strengthen their family unit and accomplish individual and family goals.
- Advocated and acted as a liaison between clients, service providers, contracting agencies and an array of community caregivers to ensure client needs are identified and client is linked to appropriate resources.
- Collected information during the intake assessment process about client's physical, mental, and psychological functioning and informal support system to develop a plan of care that will allow the client to achieve their individual and family goals.
- Monitored changes in clients' life and modifies care plans to meet clients' needs and reassessing the clients to help evaluate the progress that has been made towards accomplishing outcomes of the care plan.

September 2009 – October 2010

Bureau of Milwaukee Child Welfare Region 3

Ongoing Case Manager

Milwaukee, WI

- Monitored the safety of children as the priority of all work and assess for present and impending dangers and the general safety of children in a variety of environments and articulating findings to others.
- Facilitated and monitored change planning by ensuring that families have the opportunity to enhance parental protective capacities for families.
- Worked to increase child safety by creating goals with families, effectively connecting families to resources to help them meet their goals, continuously measured progress, and clearly articulated desired outcomes to be achieved in accordance with the Comprehensive Assessment Process.
- Prepared and submitted thorough and accurate documentation within the specified timelines.

SUPERVISION EXPERIENCE

February 2017 – March 2017

Dallas Independent School System

Dallas, TX

Supervised by Dr. Washington

- Provided clinical supervision to an LSSP intern in the Dallas Independent School District. Areas of supervision focused on neuropsychology, ethical and legal concerns,

consultation, application of theoretical systems, and administration and scoring of cognitive assessments.

August 2015 – May 2016

Organizational Consultation Supervision

Duquesne University, Pittsburgh, PA

Supervised by Dr. Crothers

- Provided clinical supervision to a 2nd year school psychology graduate student. Areas of supervision covered include: understanding your role as a school psychologist, ethical and legal scenarios, effective consultation techniques when facing resistance, proper administration/scoring/interpretation of the WISC-V and WJ-IV assessments, and counseling supervision.

2013-2015

Individual Testing Supervision

Duquesne University, Pittsburgh, PA

Supervised by Dr. McCallum and Dr. Scott Graves

- Supervised 40 first year students in regards to cognitive and achievement assessments
- Assessed students' administration skills on cognitive and achievement assessments through required test outs and video administration.
- Provided feedback on proper administration and scoring of the WISC-IV, WIAT-III, SB-5, WPPSI-IV, and WAIS-IV.

PROFESSIONAL MEMBERSHIPS

2012- Present	Member, National Association of School Psychologist
2012 - 2017	Member, Students Affiliates in School Psychology
2012-2016	Member, American Psychological Association
2014-2015	Volunteer Coordinator, Student Affiliates in School Psychology
2013-2014	Cohort Representative, Student Affiliates in School Psychology
2012-2013	Convention Chair, National Association in School Psychology