

Ryan L. Farmer

Curriculum Vitae

Gary Ransdell Hall, 3049
Western Kentucky University
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Education

Doctor of Philosophy, Department of Psychology 2015
The University of Memphis (*APA-Accredited Program*)
Concentration: School Psychology
Sub-specialty: Behavioral and Psychological Interventions
Board Certified Behavior Analyst (1-14-16522)

Dissertation: *Building a Better IQ: g Loadings of IQs Experimentally Controlled for Subtest Number, Heterogeneity, g Loading Saturation, and Weighting* (Defended October 10, 2013)
Advisor: R. G. Floyd, Ph.D.

Master of Arts, Department of Psychology 2009
The University of Memphis
Major: School Psychology

Thesis: *The Effect of the General Factor of Intelligence on IQs: Evaluating IQ g Loadings* (Defended February 10, 2012)
Advisor: R. G. Floyd, Ph.D.

Bachelor of Arts, Department of Psychology 2007
Appalachian State University
Major: Psychology

Professional Experience

Assistant Professor, Applied Psychology Program August 2016 to Present
Western Kentucky University
Bowling Green, KY
Psychology of Learning: foundations and clinical applications of classical & operant conditioning; *Psychological Assessment Practicum*: cognitive assessment & report writing; *Behavior Modification*: Theory & every-day applications of operant conditioning (undergraduate).

Duties: Responsible for all components of teaching including preparation, instruction, and the assignment of course grades. Train psychology graduate students to administer cognitive test batteries and to apply behavioral theory to address a variety of concerns (e.g., aggression). Advise graduate students enrolled in the applied psychology and school psychology program. Teach and mentor undergraduate students. Serve on university and departmental committees and student thesis and dissertation committees.

Additional Teaching Experience

Graduate Teaching Assistant, Advanced Statistics I Spring 2012
The University of Memphis
Memphis, TN

Instructor, General Psychology Fall 2011
The University of Memphis
Memphis, TN

Graduate Teaching Assistant, Psychoeducational Assessment I
The University of Memphis
Memphis, TN

Fall 2011
Fall 2010

Instructor, PRAXIS Preparation (online)
The University of Memphis
Memphis, TN

Spring 2011

Editorial Service

Translational Issues in Psychological Science, Ad-hoc Reviewer
Developmental Psychology, Ad-hoc Reviewer
Psychology in the Schools, Ad-hoc Reviewer
Journal of Applied School Psychology, Ad-hoc Reviewer

Professional Publications

(Peer Reviewed Articles = 4; Book Chapters = 3; Under Peer Review = 0)

Floyd, R. G., & **Farmer, R. L.** (in preparation). Contemporary approaches to the assessment of intellectual disability. In D. P. Flanagan (Ed.), *Contemporary intellectual assessment* (4th ed.). New York, NY: Guilford Press.

Farmer, R. L. & Floyd, R. G. (in press). An evidence-based, solution-focused approach to functional behavior assessment report writing. *Psychology in the Schools*.

Norfolk, P. A., **Farmer, R. L.**, Floyd, R. G., Woods, I. L., Hawkins, H. K., and Irby, S. M. (2014). Norm block sample sizes: A review of 17 individually administered intelligence tests. *Journal of Psychoeducational Assessment*. Advanced online publication. doi: 10.1177/0734282914562385

Farmer, R. L., Floyd, R. G., Reynolds, M. R., & Kranzler, J. H. (2014). IQs are very strong but imperfect indicators of psychometric g: Results from joint confirmatory factor analysis. *Psychology in the Schools*, 51.

Floyd, R.G., & **Farmer, R. L.** (2013). A scientific approach to intelligence test selection. In J. H. Kranzler & R. G. Floyd, *Assessing intelligence in children and adolescents: A practical guide* (pp. 101-134). New York: Guilford Press.

Floyd, R.G., **Farmer, R. L.**, & Kranzler, J. H. (2013). The assessment process with children and adolescents. In J. H. Kranzler & R. G. Floyd, *Assessing intelligence in children and adolescents: A practical guide* (pp. 32-62). New York: Guilford Press.

Floyd, R. G., Reynolds, M. R., **Farmer, R. L.**, & Kranzler, J. H. (2013). Strong and sometimes perfect correlations between g factors from child and adolescent intelligence tests: A five-sample, ten-battery analysis. *School Psychology Review*, 42.

Assessment Tasks Developed

Screening Tool for Assessment Direct Screening Test (with Randy Floyd & Courtney Farmer)

Screening Tool for Assessment Parent Report Form (with Randy Floyd)

Screening Tool for Assessment Teacher Report Form (with Randy Floyd)

Selected Presentations

National Presentations

- Farmer, R. L.** & Floyd, R. G. (2016, February). *Towards best practice in functional behavior assessment reporting*. Paper session presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Farmer, R. L.**, Romani, P. & Zangrillo, A. (2015, May). *Comparison of two modes of handwriting to decrease self-injurious behavior maintained by negative reinforcement*. Poster session presented at the annual convention of the Association of Behavior Analysts International, San Antonio, TX.
- Woods, I. L., Singh, L. J., Hawkins, H. K., Norfolk, P. A., **Farmer, R. L.**, & Floyd, R. G. (2015, February). *Parental preferences for intelligence and reading score labels*. Poster session presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- Hawkins, H. K., Woods, I. L., Norfolk, P. A., Singh, L. J., **Farmer, R. L.**, & Floyd, R. G. (2015, February). *A historical review of score labeling for intelligence tests*. Poster session presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- Farmer, R. L.**, Floyd, R. G., Reynolds, M. R., & Kranzler, J. H. (2014, February). *Building a better IQ: Experimental trials to increase g loadings*. Poster session presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- Farmer, R. L.**, Hawkins, H. K., & Floyd, R. G. (2014, February). *Use and interpretation of the Screening Tool for Assessment*. Miniskills session presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- Norfolk, P. A., Woods, I. L., **Farmer, R. L.**, Hawkins, H. K. & Floyd, R. G. (2014, February). *Score range labeling: A review of 15 multidimensional intelligence tests*. Poster session presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- Floyd, R. G., **Farmer, R. L.**, Irby, S., Norfolk, P., Hawkins, H., & Woods, I. (2013, August). *Norm-block sample sizes: A review of 15 multidimensional intelligence tests*. Poster session presented at the annual conference of the American Psychological Association, Honolulu, HI.
- Farmer, R. L.**, Floyd, R. G., Reynolds, M. R & Kranzler, J. H. (2012, February). *IQs and abbreviated IQs: What are their g loadings?* Paper session presented at the annual conference of the National Association of School Psychologists, Philadelphia, PA.
- Farmer, R. L.**, Floyd, R. G., Reynolds, M. R & Kranzler, J. H. (2011, February). *Relations between IQs and the general factor of intelligence*. Poster session presented at the annual conference of the National Association of School Psychologists, San Francisco, CA.
- Price, K., Traylor, T., & **Farmer, R.**, Wilkins, D., & Strong, K. (2011, February). *Threat assessment and violence recidivism in Memphis City Schools*. Poster session presented at the annual conference of the National Association of School Psychologists, San Francisco, CA.

Regional Presentations

Farmer, R. L. (2015, April 17). *Reducing self-injurious behavior*. Presented at monthly consortium, Nebraska Internship Consortium in Professional Psychology. Munroe-Meyer Institute, Omaha, NE.

Farmer, R. L. (2013, April 5). *Influencing the g loading of IQs: Determining the impact of subtest number, heterogeneity, subtest g loading, and weighting on IQs*. Presented at the weekly colloquium, Child & Family Studies. The University of Memphis. Memphis TN.

Farmer, R. L. (2013, February 28). *Language-based specific learning disorders: An overview of three diagnostic models*. Mini-seminar presented at the annual Mid-South Conference on Communication Disorders. Memphis, TN.

Harris, C., **Farmer, R.**, & Martin, J. (2012, February 16). *BASE-TN: Student information management system*. Presented at the annual conference for the Tennessee Council for Exceptional Children. Nashville, TN.

Price, K., Traylor, T., & **Farmer, R.**, Wilkins, D., & Strong, K. (2011, March 18). *Threat assessment and violence recidivism in Memphis City Schools*. Presented at the weekly colloquium, Child & Family Studies. The University of Memphis. Memphis, Tennessee.

Browning, T., Curry, C., & **Farmer, R.** (May 4th, 2010). *Strategies for home behaviors*. Shelby County Schools, Department of Exceptional Children. Shelby County Schools. Memphis, Tennessee.

Clinical Post-Doctoral Fellowship

Munroe-Meyer Institute, Psychology Department

July 2015 to Present

University of Nebraska Medical Center

Director: *Joe Evans, Ph.D.*

Supervisor: *Brandy Clarke, Ph.D.*

Behavioral Outreach Program

- Provide cognitive-behavioral therapy for individuals ages 2-18 and their families in an integrated care setting
- Train caregivers in general behavioral principles and in behavior management techniques
- Conduct semi-structured interviews with parents, children, and adolescents
- Provide comprehensive assessment services, including standardized measures, behavior rating scales, and progress monitoring of symptoms
- Develop treatment plan based on assessment and presenting concerns
- Engage in direct consultation with pediatricians when their patients present with behavioral or mental health concerns
- Complete administrative tasks in an efficient and timely manner
- Provide consultation to the Autism Center for Toddlers regarding progress monitoring
- Consult with pediatricians regarding shared clients to ensure continuity of care
- Consult with school-based support teams to develop evidence-based behavior intervention plans
- Engage in collaborative research regarding the efficacy of integrated pediatric care
- Attend weekly individual- and monthly group-supervision sessions

Clinical Pre-Doctoral Internship

Munroe-Meyer Institute Center for Autism Spectrum Disorders

July 2014 to June 2015

University of Nebraska Medical Center

Director: *Wayne Fisher, Ph.D., BCBA-D; Keith Allen, Ph.D., BCBA-D (MMI)*

APA-Accredited Internship

Severe Behavior Disorders Clinic

July 2014 to December 2014

Supervisors: *Wayne Fisher, Ph.D., BCBA-D and Amanda Zangrillo, Psy.D., BCBA-D*

- Conduct behavioral assessments, including functional analyses and preference assessments, for children exhibiting severe behavior such as aggression and self-injurious behavior
- Develop and implement applied behavior analytic interventions to decrease target behaviors and increase prosocial behaviors within a day-treatment model
- Provide parent and school staff training to promote treatment integrity.
- Provide staff training regarding behavioral principles, specific protocols, and administrative tasks
- Collect, maintain, and produce graphical displays of data for analysis to inform treatment
- Attend bi-weekly supervision in group and individual format
- Supervise and implement research protocols

Early Intervention Program

January 2015 to July 2015

Supervisors: *Amanda Zangrillo, Psy.D., BCBA-D and Nicole Rodriguez, Ph.D., BCBA*

- Conduct behavioral and skill-based assessments, including preference assessments and the Verbal Behavior Milestones Assessment and Placement Program, for children with academic, social, and language deficits
- Develop and implement applied behavior analytic interventions focusing on pre-academic skills, compliance, language, and social skills
- Provide staff training for technicians regarding treatment, data collection, and related administrative tasks
- Collect, maintain, and produce graphical displays of data for analysis to inform treatment and program selection
- Attend weekly supervision in group and individual format

Autism Diagnostic Clinic

July 2014 to July 2015

Supervisors: *Amanda Zangrillo, Psy.D., BCBA-D and Wayne Fisher, Ph.D., BCBA-D*

- Assist in multidisciplinary evaluations to differentially diagnose children with suspected autism spectrum disorder
- Administer, observe, score, and interpret the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)
- Conduct semi-structured interviews with parents to collect relevant information
- Provide assessment feedback to families with a team of professionals from multiple disciplines
- Integrate the results of the assessment into a psychological report
- Develop and conduct programmatic research regarding efficacy of the Autism Diagnostic Clinic

Family Behavior Management Clinic

July 2014 to July 2015

Supervisor: *Amanda Zangrillo, Psy.D., BCBA-D*

- Provide outpatient behavior therapy for children and their families
- Conduct behavioral assessments, including preference assessments and functional analyses, for children with problematic behavior such as noncompliance, minor aggression, self-injurious behavior, and stereotypy.
- Train caregivers in general behavioral principles and in specific treatment protocols to promote generalization and maintenance of treatment effects
- Coordinate with service providers to offer behavioral recommendations and to ensure continuity of care
- Attend weekly supervision in an individual format
- Coordinate and provide general parent training for community workshop on discipline and parenting techniques

Clinical Practica

Applied Behavior Analysis & Advanced School Psychology Practicum
SEED Program & Shelby County Head Start
Memphis, TN
Supervisors: *Warren Harper, Ph.D., and Julie DeMarco, MS, BCBA*

Fall 2013 through Spring 2014

- Conducted functional behavior assessments (FBA), consisting of caregiver interviews, teacher interviews, observations, and rating scales, for children referred for behavioral concerns
- Conducted comprehensive psychoeducational assessment, consisting of adaptive, cognitive, achievement, and behavioral scales, for children referred for academic concerns
- Developed function-based behavior intervention plans based
- Developed, maintained, and produced graphical displays of data for treatment planning purposes
- Provided direct behavioral consultation with teachers and staff
- Participated on school-based eligibility teams
- Completed classroom observations of teacher and child interactions
- Provided teacher in-service and parent trainings on topics related to academics and behavioral health
- Facilitated a social skills group during bi-weekly applied behavior analysis group therapy

Psychological & Educational Assessment Practicum
Psychological Services Center, The University of Memphis
Memphis, TN

Summer 2012 through Summer 2013

Supervisors: *James Whelan, Ph.D., Randy Floyd, Ph.D., Beth Meisinger, Ph.D., and Kristoffer Berlin, Ph.D.*

- Served as Assessment Coordinator for first year school psychology students and select doctoral clinical students providing psychological and educational assessment services, including assigning cases to clinicians, and providing supervision of assessment cases
- Provided comprehensive psychological assessment services for individuals referred for academic, behavioral, and psychological difficulties
- Provided general outpatient cognitive-behavioral therapy services for adolescents
- Provided emergency care for clients at acute risk, as needed
- Collaborated with school-based teams to coordinate care for clients
- Provided training for caregivers regarding behavioral principles and parenting strategies

Diagnostic & Intervention Practicum
Boling Center for Developmental Disabilities, University of Tennessee Health Science Center
Memphis, TN

Summer 2011 through Summer 2012

Supervisors: *Laura Murphy, Ed.D. and Lauren Gardner, Ph.D.*

- Conducted comprehensive differential diagnostic evaluations in a multidisciplinary setting for children referred for autism spectrum disorder and related developmental disabilities
- Completed intake interviews focusing on developmental history, behaviors of concern, previous treatment history, and family history
- Provided applied behavior analysis-based family therapy to children with autism spectrum disorder and their families.
- Trained caregivers regarding behavioral principles and specific protocols to promote generalization and maintenance of treatment effects
- Provided staff training on the topic of cognitive assessment
- Conducted psychological evaluations with mothers and their children for research purposes

Violence Risk Assessment Practicum
Threat Assessment Team, Memphis City Schools
Memphis, TN
Supervisors: *Ken Strong, Ed.D. and David Wilkins, Ph.D*

Fall 2010 through Spring 2011

- Completed comprehensive violence risk assessments, consisting of semi-structured interviews, behavior rating scales, and measures of psychopathology
- Integrate the results of the assessment into a psychological report, which included a broad assessment of future probability of violence
- Designed and Conducted research regarding violence recidivism as predicted by initial offense topography (e.g, type of threat made, whether a weapon was involved)

Consultation & Intervention Practicum
Short Term Educational Program, Shelby County Schools
Memphis, TN
Supervisors: *Terry Browning, Ph.D. and Rhonda Clark, Ph.D.*

Fall 2009 through Spring 2010

- Provided group counseling to children with emotional behavioral classification in an enclosed classroom setting
- Developed structured group therapy for topics such as anger management, affective labeling, social skills, and school organization and planning
- Trained teachers to implement treatment plans and to collect data for specific problem behaviors at the individual and class-wide level
- Developed, collected, and maintained data regarding treatment effectiveness
- Developed and facilitated parent workshops for parents focusing on discipline and handling problematic behavior

Assessment Practicum
Bruce Elementary, Memphis City Schools
Psychological Services Center, The University of Memphis
Memphis, TN
Supervisors: *Mary Berk, Ph.D. and Randy Floyd, Ph.D.*

Fall 2008 through Spring 2009

- Administered, scored, and interpreted cognitive, achievement, and behavioral assessments of children and adolescents referred for academic concerns
- Conducted client, parent, and teacher interviews
- Completed classroom observations of individuals
- Integrate results into a psychological report with recommendations for home and school
- Provided client feedback regarding assessment results

Certifications & Licensure

Provisionally Licensed Psychologist <i>License #: 512</i> Nebraska Department of Health and Human Services Supervisor: Brandy Clarke, Ph.D.	2015
Board Certified Behavior Analyst <i>Certification #: 1-14-16522</i>	2014

Professional & Student Affiliations

Applied Behavior Analysis International
Member

APA Division 16: School Psychology
Member

National Association of School Psychologists
Member

Awards

Dr. Craig M. Brown Director's Award for School Psychology 2014
The University of Memphis

William Ballard Outstanding Student Award, Doctoral Nominee 2013
Tennessee Association of School Psychologists

Distinguished Service Award, 2008—2011 2011
Special Education Recruitment Programs, The University of Memphis