

## CURRICULUM VITAE

**DARCEY MICHELLE ALLAN (FORMERLY SIMS)**

Department of Psychology

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### **EDUCATION**

*Florida State University, Tallahassee, FL*

Degree: PhD in Clinical Psychology

August 2016

Dissertation: Do Different Versions of the Continuous Performance Test Measure the Same Constructs?

Predoctoral Internship: Medical University of South Carolina

*Florida State University, Tallahassee, FL*

Degree: MS in Clinical Psychology

April 2011

Thesis: The Relation between Attention Deficit/Hyperactivity Disorder Characteristic Behaviors and Emergent Literacy Skills

*Rollins College, Winter Park, FL*

Degree: BA in Psychology,

May 2007, *Honors Degree, summa cum laude*

### **ACADEMIC AWARDS AND HONORS**

Graduate Research Development Award, *Florida State University*, 2014

Dissertation Research Grant Award, *Florida State University*, 2014

Florida State University Congress of Graduate Students Conference Presentation Grant, *Florida State University*, 2011

Predoctoral Interdisciplinary Research Training Fellowship, August 2007- 2011

### **RESEARCH PROGRAMS**

Pre-Doctoral Interdisciplinary Training (PIRT) Program Fellowship, *Florida State University*, 2007-2011

The PIRT program is an interdisciplinary training program designed to provide students with advanced knowledge of measurement and evaluation in Education Sciences. In addition to normal coursework we participated in additional seminars and conferences as well as conducted research with faculty in other psychology disciplines as well as other departments throughout the university.

## **PUBLICATIONS**

### *Published*

- Lonigan, C. J., **Allan, D. M.**, Goodrich, J. M., Farrington, A., & Phillips, B. M. (in press). Self-Regulation in Spanish-speaking language-minority preschool children: Measurement and association with language, literacy, and math skills. *Journal of Learning Disabilities*.
- Lonigan, C. J., **Allan, D. M.**, Phillips, B. M. (2016). Examining the predictive relations between two aspects of self-regulation and growth in preschool children's early literacy skills. *Developmental Psychology*, 53, 63-76.
- Sims, D. M.**, Purpura, D. J., & Lonigan, C. J. (2016). The relation between inattentive and hyperactive/impulsive behaviors and early mathematic skills. *Journal of Attention Disorders*, 20, 704-714.
- Hume, L. E., **Allan, D. M.**, & Lonigan, C. J. (2016) Links between preschoolers' motivation for literacy, ADHD-characteristic behaviors and early literacy skills. *Learning and Individual Differences*, 47, 88-95.
- Lonigan, C. J., Lerner, M. D., Goodrich, J. M., Farrington, A. L., & **Allan, D. M.** (2016) Executive function of Spanish-speaking language minority preschoolers: Structure and relations with early literacy skills and behavioral outcomes. *Journal of Experimental Child Psychology*, 144, 46-65.
- Allan, D. M.**, Allan, N. P., Lerner, M., Farrington, A. L., & Lonigan, C. J. (2015). Identifying unique components of preschool children's self-regulatory skills using executive function tasks and continuous performance tests. *Early Childhood Research Quarterly*, 32, 40-50.
- Allan, D. M.** & Lonigan, C. J. (2015). Change in accuracy across performance on the continuous performance test: A latent growth analysis. *Psychological Assessment*, 27, 678-688.
- Allan, N. P., Hume, L. E., **Allan, D. M.**, Farrington, A., & Lonigan, C. J. (2014). Relations between self-regulation and the development of academic skills in preschool and kindergarten: A meta-analysis. *Developmental Psychology*, 50, 2368-2379.
- Sims, D. M.**, & Lonigan, C. J. (2013). Inattention, hyperactivity, and early literacy: Different facets of inattention relate uniquely to preschoolers' reading-related skills. *Journal of Clinical Child and Adolescent Psychology*, 42, 208-219.
- Sims, D. M.**, & Lonigan, C. J. (2012). Multi-method assessment of ADHD characteristics in preschool children: Relations between measures. *Early Childhood Research Quarterly*, 27, 329-337.

Purpura, D. J., Hume, L., **Sims, D.**, & Lonigan, C. J. (2011). Emergent literacy and mathematics: The value of including emergent literacy skills in the prediction of mathematics development. *Journal of Experimental Child Psychology*, 110, 647-658.

*Under Review*

**Allan, D. M.**, Allan, N. P., Lonigan, C. J., Hume, L. E., Farrington, A., & Vinco, M. H. The Influences of Multiple Informants' Ratings of Inattention on Emergent Literacy Skills Growth. Under Review: *Scientific Studies of Reading*.

**Allan, D. M.**, & Lonigan, C. J. Structure and Measurement of inattention, hyperactivity, and impulsivity from preschool to grade 4.

Milburn, T., Lonigan, C. L., **Allan, D. M.**, & Phillips, B. M. Agreement among possible methods of indexing risk status for reading-related learning disability with preschool children

**PRESENTATIONS**

**Allan, D. M.**, Lonigan, C. L., Farrington, A. L., Spiegel, J. A., & Lonigan, C. J. (2015, November) *Longitudinal associations between EF skills in early preschool and later internalizing symptoms*. Poster Presented at the annual conference of the Association for Behavioral and Cognitive Therapies in Chicago, IL.

**Allan, D. M.**, Allan, N. P., Lonigan, C. L., Joye, S. B.. (2015, November) *Longitudinal associations between EF skills in early preschool and later internalizing symptoms*. Poster presented at the annual conference of the Society for Research in Child Development in Philadelphia, PA.

**Allan, D. M.**, Lerner, M. D., Farrington, A. L., Spiegel, J. A., & Lonigan, C. J. (2015, March) *Longitudinal associations between EF skills in early preschool and later internalizing symptoms*. Paper presented at the annual conference of the Society for Research in Child Development in Philadelphia, PA.

Allan, N. P., Hume, L. E., **Sims, D. M.**, Farrington, A. L., & Lonigan, C. J. (2013, April). *Relations between self-regulation and the development of academic skills in preschool and kindergarten: A meta-analysis*. Paper presented at the annual conference of the Society for Research in Child Development in Seattle, WA.

Lonigan, C. L., **Sims, D. M.**, & Phillips, B. M. (2013, February). *Agreement among traditional and RTI-based definitions of reading-related learning disability in a preschool population*. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

**Sims, D. M.**, & Lonigan, C.J., (2011, July). *The impact of early literacy intervention on the relation between behavior problems and emergent literacy skills in preschoolers*. Poster

presented at the annual conference of the Society for Scientific Study of Reading, St. Pete Beach, FL.

Hume, L.E., **Sims, D. M.**, Lonigan, C.J., (2011, July). *How preschoolers' motivation for literacy and ADHD characteristics relate to early literacy skills*. Poster presented at the annual conference of the Society for Scientific Study of Reading, St. Pete Beach, FL.

Purpura, D. J., Hume, L.E., Lonigan, C.J., **Sims, D. M.** (2011, July). *Emergent literacy skills and early numeracy skills in preschool: the value of including emergent literacy skills in the prediction of early numeracy skills development*. Poster presented at the annual conference of the Society for Scientific Study of Reading, St. Pete Beach, FL.

**Sims, D. M.**, & Lonigan, C.J., (2011, May). *The relation between children's attention deficit/hyperactivity disorder characteristic behaviors and early mathematics skills*. Poster presented at the annual conference of the Association for Psychological Science, Washington, D.C.

**Sims, D. M.**, & Lonigan, C.J., (2010, July). *A multi-method examination of preschool children's inattentive/hyperactive behaviors and emergent literacy skills*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany

**Sims, D. M.**, & Lonigan, C.J., (2010, June). *Relations between emergent literacy skills and teacher, parent, and computer measures of ADHD behaviors*. Poster presented at the annual conference of the Institute for Education Sciences, Washington, D.C.

Hume, L.E., Lonigan, C.J., & **Sims, D. M.** (2009, June). *Academic focused preschool curricula's effect on children's socio-emotional growth*. Poster presented at the annual conference of the Institute for Education Sciences, Washington, D.C.

**Sims, D. M.**, & Lonigan, C.J., (2009, June). *The relation between behavior problems and emergent literacy skills in preschoolers as a function of age*. Poster presented at the annual conference of the Institute for Education Sciences, Washington, D.C.

**Sims, D. M.**, & Lonigan, C. J. (2008, June). *The predictive utility of phonological and print awareness measures for later reading skills*. Poster presented at the annual conference of the Institute for Education Sciences, Washington, D.C.

Wilson, S. B., Puranik, C., Lonigan, C. J., Hume, L. E., & **Sims, D. M.** (2008, July). *Preschool phonological awareness: Children's developing capacities by age and SES-linked risk status*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.

Gilmore, A. K., Richard D. C. S., **Sims, D. M.**, & Granato, H. F. (2008, May). *Aversive sexual experiences and college satisfaction on a liberal arts campus*. Poster session presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Richard, D. C. S., **Sims, D. M.**, Gilmore, A., Granato, H., & Stangle, C. (2007, August). *Recall bias of anticipatory anxiety after a mild tropical storm*. Poster session presented at the annual meeting of the American Psychological Association, San Francisco, CA.

**Sims, D. M.**, & Richard, D. C. S. (2007, February). *Recall accuracy as a function of behavioral dimension, social desirability, and interview method*. Student Poster session presented at the annual meeting of the Southeastern Psychological Association, New Orleans, LA.

### **TEACHING EXPERIENCE**

**Course Instructor**, Spring 2017

Adult Psychotherapy (graduate-level course)

*Department of Psychology*, Ohio University, Athens, OH

**Course Instructor**, Fall 2016 – Spring 2017

Psychological Disorders of Childhood (undergraduate-level course)

*Department of Psychology*, Ohio University, Athens, OH

**Course Instructor**, Fall 2016

Abnormal Psychology (undergraduate-level course)

*Department of Psychology*, Ohio University, Athens, OH

**Course Instructor**, Fall 2011

Child Psychology (undergraduate-level course)

*Department of Psychology*, Florida State University, Tallahassee, FL

Supervisor: Mark Licht

**Teaching Assistant**, June 2006 – August 2006.

Statistics and Decision Making (undergraduate-level course)

*Department of Psychology*, Rollins College Hamilton Holt School, Winter Park, FL

Supervisor: David C. S. Richard

### **CLINICAL EXPERIENCE**

**Medical University of South Carolina**, Charleston, South Carolina

*Pre-doctoral Intern*, August 2015 -- Present

Rotations: Developmental Pediatrics, National Crime Victims Center, Department of Veterans Affairs Family Clinic, Stall High School Outreach.

**Louise R. Goldhagen Multidisciplinary Evaluation and Consulting Center**, Tallahassee, Florida

*Mental Health Consultant*, August 2014 -- Present

Duties: Provide group therapy, individual therapy, and teacher consultations for Taylor County Head Start Program.

**Tallahassee Memorial HealthCare Behavioral Health Center**, Tallahassee, Florida

*Psychological Services Intern*, February 2014 – December 2014

Duties: Provided neuropsychological assessments for inpatient adults, adolescents, and children.

**Louise R. Goldhagen Multidisciplinary Evaluation and Consulting Center**, Tallahassee, Florida

*Migrant Education Intervention Group Co-Leader*, Summer 2013 & 2014

Duties: Provided group therapy for second-grade children in the Migrant Education Program in Gadsden County.

**Apalachee Center**, Tallahassee, Florida

*Psychological Services Intern*, June 2010 – January 2012

Duties: Provide group and individual therapy for a population of clients with severe and persistent mental illness.

**Florida State University Psychology Clinic**, Tallahassee, Florida

*Psychological trainee*, August 2008 – August 2010

Duties: Provide therapy and assessments for a diverse population of clients