

Taylor M. Longacre

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EDUCATION

Western Michigan University

Kalamazoo, MI

September 2014 – April 2018

Cumulative GPA: 4.0

Major: Behavioral Science

Minor: Management

Glen Oaks Community College

Centreville, MI

August 2012 – 2014

Cumulative GPA: 4.0

RELEVANT COURSEWORK

Psychology

Instructional Design

The Science of Decision Making

Organizational Psychology

Research Methods and Statistics

Psychology of Safety

Social Psychology

Advanced Concepts of Behavior Analysis

Advanced Research Methods

Behaviorism and Psychology

Philosophy of Science and Psychology

I/O Psychology Seminar

Educational Psychology

Business

Managing Diversity in Organizations

Project Management

Human Resource Management

Organizational Behavior

Computer Information Systems

Analytic Foundations

ACADEMIC INTERESTS

Instructional Design	Behavior-based Coaching
Direct Instruction	Behavioral Systems Analysis
Performance Management	Computer-based Instruction
Motivation	Feedback

RESEARCH EXPERIENCE

Position: Research Assistant

Title: Problem Solving Under Time Constraints

Scott Gaynor, Ph.D.

Behavioral Research and Therapy Lab

Carmelita Foster, M.A.

Western Michigan University

February 2017 – January 2018

Responsibilities:

- Tracked participant data throughout experimentation sessions
- Trained and coached new research assistants
- Filed data appropriately and updating scheduling files
- Effectively instructed participants throughout experimental sessions
- Timely correspondence with the lead researcher through email and weekly meetings
- Filled out related paperwork to participant data

Position: Research Assistant

Title: Choice Study for Children with Developmental Disabilities

Stephanie Peterson, Ph.D.

The Behavior Assessment and Treatment Lab

Becky Kolb, M.A.

Western Michigan University

February 2017 – August 2017

Responsibilities:

- Performed inter-observer agreement through data collection
- Gathered and filed data
- Coded participant videos
- Examined relevant literature and writing summaries with regards to articles/textbook

Position: Research Assistant

Title: Using Post-Feedback Delays to Reduce Racing in Online Learning

Douglas A. Johnson, Ph.D.

Instructional Design and Management Laboratory

Anna Conard, Ph.D.

Western Michigan University

January 2013 – December 2016

Responsibilities:

- Administered participants pretest and posttest sessions

- Engaged in continuous email correspondence related to scheduling for pretest/posttest, instructions for participants, and answering any questions from participants
- Attended scheduled recruitments and posted recruitment signs
- Assisted in training new research assistants
- Attended semester meetings with for feedback and research discussion

Position: Research Assistant

Title: Evidence Based Toilet Training for Children with Developmental Disabilities: A Replication

Stephanie Peterson, Ph.D.

The Behavior Assessment and Treatment Lab

Becky Kolb, M.A.

Western Michigan University and Detroit Daycare Program

May 2016 – June 2016

Responsibilities:

- Assisted the lead researcher with tracking data
- Tracked time during bathroom intervals
- Trained child and parent in appropriate toilet behavior
- Logged all toilet training behavior
- Conducted preference assessment
- Reinforced behavior throughout trials

Position: Research Assistant

Title: Saliva Cotinine as a Measure of Abstinence in a Lottery-Based Contingency Management Treatment for Smoking Cessation

Cynthia Pietras, Ph.D.

Western Michigan University

Catherine Gayman, Ph.D.

May 2015 – September 2015

Responsibilities:

- Monitored cotinine through saliva samples collected twice weekly
- Scheduled participant appointments and made any effort towards a follow up such as phone calls/email if a participant were to not show up
- Collected breath carbon monoxide levels from participants
- Recorded data using samples collected as well as self-reports of smoking
- Administered lottery drawing with participants using a cash prize-bowl
- Set up a computerized delay-discounting test upon each visit
- Edited manuscript
- Recruited both on campus and outside of campus for research study

APPLIED EXPERIENCE

Position: Advanced Operant Lab Practicum Student

Cynthia Pietras, Ph.D.

Western Michigan University

September 2017 – December 2017

Responsibilities:

Weekly activities included completing behavioral experiments with a white laboratory rat, manipulating environmental variables to change behavior, analyzing and graphing data, evaluating results, conducting a literature review, and writing research reports of experiments. Also reading and discussing behavioral research articles published in scientific journals was performed weekly. By the end of the semester, we designed and implemented a behavioral experiment with our rat ourselves.

Position: Manager Associate

Douglas Lepisto, Ph.D.

Haworth College of Business Western Michigan University

September 2016 – December 2016

Responsibilities:

Duties included developing a consulting plan for the management department. This involved working with a management team of fellow project management students, attending client meetings, keeping detailed notes, attending to deadlines, working with project managers, consulting with senior leader, submitting a complete consultation plan with recommendations for organization, and presenting to client.

Position: Instructional Designer and Systems Analyst

Jonathan Baker, Ph.D.

Kalamazoo Day Program

May 2016 – August 2016

Responsibilities:

Responsibilities included attending weekly meetings with graduate researcher, designing feedback protocols, videos for student demonstrations (examples/nonexamples of behavior), data collection procedures, survey materials, job aids, and seminar materials for students in practicum.

Position: Student Tutor

Richard Malott, Ph.D.

WoodsEdge Learning Center

May 2015 – August 2015

Responsibilities:

Utilized discrete-trial training and incidental teaching methods to teach children diagnosed with autism. Tutors worked with their student Monday-Friday for two hours a day. The two hours of time spent at WoodsEdge each day was divided into 15-minute blocks. Tutors worked through eight, 15-minute sessions with a specific child each day, implementing three or four behavioral treatment procedures. Tutors received feedback before, during, and after DTT sessions from their teaching assistant and/or a graduate supervisor. Each week tutors also attended a weekly seminar where they received additional feedback in addition to being tested on relevant reading material.

TEACHING EXPERIENCE

Position: Drop-in Course Assistant

Katie Easley, M.A.

Western Michigan University

September 2017 – Present

Responsibilities:

Assist students in a range of subjects, log data, engage in frequent email communication between both students as well as supervisors, and assist supervisors in any additional areas in the office.

Position: Coordinating Leader

Course: General Psychology (PSY 1000)

Douglas A. Johnson, Ph.D.

Western Michigan University

September 2015 - Present

Responsibilities:

Managing teaching assistants, grading teaching assistant assignments, proctoring examinations, preventing cheating behaviors, holding office hours, attending weekly meetings with faculty, providing feedback to teaching assistants and students, tutoring students in subject material, teaching effective study methods, and holding weekly discussion groups with teaching assistants.

Position: Summer School Institute (SSI) Student Teacher

Kent Johnson, Ph.D.

Morningside Academy, Seattle WA

July 2017 – August 2017

Responsibilities:

Ongoing Training - Student teachers engaged in daily lectures related to instructional design including Direct Instruction and other methods that conform to Tom Gilbert's Mathetics primarily taught by Dr. Kent Johnson. Participation included practicing the concepts to fluency with celeration, focusing on Precision Teaching as well as application, focusing on reinforcer sampling and establishing operations that promote real-world application of the facts, concepts, principles, skills and strategies that the teacher directly taught. Throughout, student teachers learned how to design and sequence instruction to promote generativity including Morningside's reasoning technology, Talk Aloud Problem Solving (TAPS). Teachers also participated in lectures and workshops designed to teach how and when to probe learners for evidence of generative behavior.

Daily Teaching - In a designated Morningside classroom, student teachers gave instruction through scripted lessons using Direct Instruction and Precision teaching. This included helping students to graph progress, giving feedback, setting expectations, promoting active student responding, giving appropriate and immediate reinforcement/corrective feedback, and designing your own scripted lesson. Feedback was given to student teachers from SSI supervisors and Morningside faculty daily.

Position: Learning Assistant

Course: General Psychology (PSY 1000)

Douglas A. Johnson, Ph.D.

Western Michigan University

January 2016 – May 2017

Responsibilities:

Attend lecture, tutor students on the subject material, teach effective study methods to students, answer student questions, send weekly feedback on performance, hold office hours, and attend weekly trainings.

Position: Teaching Assistant

Course: Organizational Psychology (PSY 3440)

James Morrison, Ph.D.

Western Michigan University

January 2016 – May 2016

Responsibilities:

Graded exams, attended meetings with professor to discuss course material, proctored examinations, attended lecture, held study sessions, and answered student questions as well as attended to students through email correspondence.

Position: Teaching Assistant

Course: General Psychology (PSY 1000)

Douglas A. Johnson, Ph.D.

Western Michigan University

January 2015 – June 2015

Responsibilities:

Attended each lecture, held office hours, answered student questions, assisted coordinating assistant on lecture days, submitted discussion questions based on relevant literature as well as study objectives for the course material, and assisted professor during lecture/exam days.

HONORS AND AFFILIATIONS

Honors

Glen Oaks Community College

Dean's List

Fall 2012 – Summer 2014

President's List

Fall 2012 – Summer 2014

Western Michigan University

Dean's List

Fall 2014 – Present

Recipient of Undergraduate Research and Creative Activities Award

November 2017

Recipient of Morningside Academy's Summer School Institute Scholarship

June 2017

Recipient of Award of Distinction Scholarship from the Department of Psychology

May 2016

Recipient of Haworth College of Business Merit Scholarship

May 2015

Inducted into Alpha Lambda Delta National Honor Society

January 2015

Affiliations

Student OBM Network Member
Student Member of Association for Behavior Analysis

November 2017
September 2017

PUBLICATIONS

Longacre, T. M., Eagle, L. M., Johnson, D. A., & Palmer, M. G. (2017). A Review of the Liberated Workplace: Transitioning to Walden Three, by Abernathy, W. B. *Journal of Organizational Behavior Management*, 1-6. doi:10.1080/01608061.2017.1340920