

VITA
CHRISTOPHER H. SKINNER

Christopher H. Skinner, Ph.D.

Professor and Coordinator of APA and NASP Approved School Psychology Programs

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SECTION I: EDUCATION

- September 1984 Ph.D. in School Psychology, Lehigh University, Bethlehem, Pennsylvania
- October 1989
 Dissertation: Skinner, C. H. (1989, Oct.). *A comparison of a peer tutoring and a cover, copy, and compare intervention on multiplication fact acquisition and fluency.*
- September 1982 Master of Arts in Education, Johnson State College, Johnson, Vermont
- August 1983
 Thesis: Skinner, C. H. (1983, Sept.). *Increasing reading persistence of a young chronic schizophrenic.*
- September 1978 Bachelor of Arts in Psychology, Lafayette College, Easton, Pennsylvania
- May 1982

SECTION II: RELEVANT APPLIED EXPERIENCES

- 2007-
January 2009 Interim Center Director: Help solicit donor money (\$2,000,000) and co-authored proposal for the Korn Learning and Social Skills Center that was funded. Served as interim center director and chaired the search for a permanent full-time director.
- January 2000
- Present Full Professor: Coordinator/Director of School Psychology Programs: The University of Tennessee. Direct the school psychology program. Co-author the APA self study due May, 2000. Develop data gathering systems, surveys, collect and compile data, write accreditation reports, chair admission committee, etc.
- August 1995
- Jan 2000 Full Professor: Coordinator/Director of School Psychology Programs: Mississippi State University. Developed the program (e.g., curricula, new courses, model) and wrote the self-study that resulted in the Ph.D. program becoming APA approved on 12/13/96.
- August 1993
- Aug. 1995 Associate Professor/Coordinator of School Psychology Programs: Mississippi State University. Teach graduate and undergraduate courses in school psychology and educational psychology. Advise graduate students, chair dissertations, serve as committee member, etc.

- June 1993
- May 1993 Associate Professor: The University of Alabama. Teaching graduate and undergraduate level courses in school and educational psychology. Teach three or four courses per semester.
- October 1989
- May 1993 Assistant Professor: The University of Alabama: Teaching graduate and undergraduate level courses in school and educational psychology. Teach three or four courses per semester.
- August 1989
- Oct. 1989 Instructor: The University of Alabama: Teaching graduate and undergraduate level course courses in school and educational psychology. Teach three or four courses per semester.
- August 1988
- Aug. 1989 Intern, School Psychologist: Milton Hershey School, Pennsylvania. Full-time school psychology intern. Responsible for academic and behavioral interventions with secondary students at this approved private residential school for low SES children from single-parent homes.
- December 1987
- June 1988 Intern, School Psychologist: Centennial School, Lehigh University and St. Cyril, Bethlehem, PA. Duties at Centennial were primarily re-evaluations with an emphasis on making behavioral and academic remediation recommendations. At St. Cyril, a Catholic School for grades K-8, implemented a consultation model to remediate academic deficits and behavioral problems.
- Sept 1987-June
1988 & Aug.
1984- July, 1986 Research Assistant: Lehigh University, College of Education. Awarded graduate assistantships to assist faculty members with their teaching and research. Supervised graduate student research projects.
- August 1986
- July 1987 Master Teacher: Centennial School, Lehigh University, Pennsylvania. Ninth/Tenth grade classroom teacher at an approved private school for socially/emotionally disturbed students.
- January 1986
- June 1986 Teacher, Part-Time: Worked 20-hours per week in a classroom for severe disabled, non-verbal children with autistic like behaviors.
- October 1983
- Aug. 1984 Residential Supervisor: Community Foundation for Human Development, Sellersville, PA. Designed and implemented individual treatment plans, staff training and supervision, crisis intervention, coordination of services, and direct instruction for an apartment cluster of de-institutionalized MR/MI adults.
- September 1982
- Aug. 1983 Clinical Intern: Residential Supervisor, Washington County Mental Health Services, Berlin VT. Awarded a scholarship from Johnson State College, for management of staffed apartments for de-institutionalized, chronic mentally ill adults.
- Summer 1978 Intern: Northampton County Juvenile Probation Office, Bethlehem, PA. Awarded internship by the State of Pennsylvania.

SECTION III: RESEARCH AND RELATED ACTIVITIES

* NOTE: IN THE REFERENCES, THE NAMES IN BOLD ARE STUDENT CO-AUTHORS

A. RESEARCH AWARDS

National

1. *Lightner Witmer Outstanding Young Researcher Award* (1995). Annual award given by Division 16 of the American Psychological Association for outstanding research contributions within seven years of receiving a Ph.D.
2. *Fellow* (1999). American Psychological Association. Elected 1999, instated in 2000.
3. *Society for the Study of School Psychology* (2005), (SSSP). Nominated and unanimously elected as Full member to this national/international society in recognition of scholarly accomplishments.
4. I **chaired** the dissertation that won the *APA-Division 16 Outstanding Dissertation Award* (2006). **Brain Poncy** (2005, November). Dissertation title: "An investigation of the reliability and standard error of measurement of words read correctly per minute using curriculum based measurement."

Regional

5. *MSERA Outstanding Research Paper Award* (1995, Nov.). Award presented at the twenty-fourth annual meeting of the Mid-South Educational Research Association for outstanding research paper. Over 300 papers were submitted to this regional conference.
Skinner, C. H., **Logan, P., Johns, G. A., & Robinson, S. L.** (1995, November). *Interspersing efficient tasks to influence students' choice of academic assignment.*
6. *MSERA Outstanding Research Paper Award* (1998, Nov.). Award presented at the twenty-fourth annual meeting of the Mid-South Educational Research Association for outstanding research paper. Over 300 papers were submitted to this regional conference.
Rhymer, K., Dittmer, K. L., Skinner, C. H., & Jackson, B. (1998, Nov.). *The effects of an academic game on multiplication facts.*

Local/University

7. *Phi Delta Kappa Outstanding Research Award* (1995). Annual award given by the Mississippi State University Chapter of Phi Delta Kappa.
8. *Faculty/Research Scientist Award, College of Education* (1997). First annual award presented to one of 95 College of Education Faculty for Outstanding Research.
9. *Faculty/Research Scientist Award, College of Education* (1998). Second annual award presented to one of 95 College of Education Faculty for Outstanding Research.
10. *Outstanding Faculty Research Award* (2001). University of Tennessee, College of Education, Helen B. Watson faculty research award.
11. *Outstanding Contribution to School Psychology Award* (2002, Nov.) – Lehigh University, Alumni Award. Given to distinguished alum in recognition of their contributions to the field of school psychology.
12. *Appreciation for Service Award*. (2003, Nov.). Presented by the Tennessee Association of School Psychologist (TASP) at the annual meeting. Fall Creek Falls, TN.
13. *Outstanding Faculty Research Award* (2005). University of Tennessee, College of Education, Helen B. Watson faculty research award.
14. John H. Tunstall, *Outstanding Faculty Award* (April, 2009). Outstanding Faculty, CEHHS, University of Tennessee.
15. Chancellors' Honor – *Research and Creative Achievement* (April, 2009). The Research and Creative Achievement Awards honor faculty who have received recognition in their field, and to stimulate research and creative achievement integral to the UT mission.
16. QUEST – Scholar of the Week recipient for June 28, 2009. University of Tennessee -recognition for my applied research on the color wheel.

B. EDITORIAL WORK

Journal Editor

1. *Journal of Behavioral Education*. (October, 2000 - 2006). Was invited to edit this international journal published by Plenum, a subsidiary of Kluwer Academic/Human Science Press.

Consulting Editor

1. *Journal of Evidence Based Practices in the Schools* (January 2010 - present). Serve as Associate Editor, handle all appeals, appoint Associate Editors and Editorial Board.

Special Issue Editor

1. Skinner, C. H. & Berninger, V. W. (1997). School psychology interventions: Myths and realities. *School Psychology Review*
2. Watson, T. S., Gresham, F., Skinner, C. H. (2001). Issues and procedures for implementing functional behavioral assessment in schools. *School Psychology Review*.
3. Skinner, C. H. (2002). Inquiry and critical thinking in behavioral psychology. *Inquiry: Critical Thinking Across the Disciplines*.
4. Skinner, C. H. (2004). Single-subject designs for school psychologists. *Journal of Applied School Psychology*.

Newsletter

1. *CDSPP Press* (August, 2000). Newsletter of the Council of Directors of School Psychology Programs (CDSPP). Elected editor and production manager of the biannual newsletter by the CDSPP Executive Committee.

Book Series

1. *Applying Psychology to the Schools* (January 2003 - 2006). Co-edited this American Psychological Association book series that is a joint effort of APA and Division 16.

Board Member, Review Boards

1. 1991-2007: *School Psychology Quarterly*. Reappointed Fall, 1997.
Journal of the American Psychological Association, Division 16.
2. 1992-2007: *School Psychology Review*. Reappointed Fall, 1996.
Journal of the National Association for School Psychologist.
3. 1994-2000: *The Journal of School Psychology*. Reappointed Fall 1997 - 2000.
Journal of the Society for the Advancement of School Psychology.
4. 1997-2002: *Proven Practice: Prevention and Remediation Solutions for Schools*.
5. 1999-2007: 2010 *Psychology in the Schools*.
6. 1999-Present: *Research in the Schools*.
7. 2005 - Present: *Journal of Evidence Based Practices for Schools*.
8. 2006 - 2007: *Educational Psychology Review*.
9. 2007- 2009: *Journal of Applied Behavior Analysis*.
10. 2009-present *Journal of Applied School Psychology*

APA Division 16, Convention reviewer

Member of the APA Division 16 Convention Program Committee (1991-1992; 1995-1996; 2000-2001; 2001-2002; 2002-2003; 2003-2004; 2004-2005; 2005-2006; 2006-2007; 2007-2008). Responsibilities included reviewing 18 submissions and rating them for consideration for presentation at APA Convention.

C. BOOKS

1. Watson, T. S., & Skinner, C. H., Eds. (2004). *The Encyclopedia of School Psychology*. New York. Kluwer Academic/Plenum Publishers.
2. Skinner, C. H., Eds. (2004). *Single-Subject Designs for School Psychologists*. West Hazleton, PA: The Haworth Press, Inc.
3. Daly, E. J., Chafouleas, S., & Skinner, C. H. (2005). *Interventions for Reading Problems: Designing and Evaluating Effective Strategies*. New York: The Guilford Press.

D. JOURNAL ARTICLES- National/international PEER REFEREED journals

* **NOTE: IN THE REFERENCES, THE NAMES IN BOLD ARE STUDENT CO-AUTHORS**

1988

1. Turco, T. L., & Skinner, C. H. (1988). Another look at the HAP WISC-R and WAIS-R Software. *Journal of School Psychology, 26*, 417-419.

1989

2. * Skinner, C. H., & Shapiro, E. S. (1989). A comparison of a taped-words and drill interventions on reading fluency in adolescents with behavior disorders. *Education and Treatment of Children, 12*, 123-133.
3. * Skinner, C. H., Turco, T. L., **Beatty, K. L., & Rasavage, C.** (1989). Cover, copy, and compare: An intervention for increasing multiplication performance. *School Psychology Review, 18*, 212-220.
4. Suppa, R., Skinner, C. H., & Zirkel, P. A. (1989). Conflict between ethical and legal protection for special service providers. *Special Services in the Schools, 5*, 153-162.

1991

5. * Skinner, C. H., **Ford, J. M., & Yunker, B. D.** (1991). An analysis of instructional response requirements on the multiplication performance of behavior disordered students. *Behavioral Disorders, 17*, 56-65.

1992

6. * Skinner, C. H., Belfiore, P. J., & **Pierce, N.** (1992). Cover, copy, & compare: Increasing geography accuracy in students with behavior disorders. *School Psychology Review, 21*, 73-81.
7. * Skinner, C. H., Shapiro, E. S., Turco, T. L., Cole, C. L., & Brown, D. K. (1992). A comparison of self- and peer-delivered immediate corrective feedback on multiplication performance. *Journal of School Psychology, 30*, 101-116.
8. Skinner, C. H., & **Smith, E. S.** (1992). Issues surrounding the use of self-managed interventions for increasing academic performance. *School Psychology Review, 21*, 202-210.

1993

9. * Skinner, C. H., **Adamson, K. L., Woodward, J. R., Jackson, R. R., Atchison, L. A., & Mims, J. W.** (1993). A comparison of fast rate, slow rate, and silent previewing interventions on reading performance. *Learning Disabilities Quarterly, 26*, 674-681.
10. * Skinner, C. H., **Bamberg, H., Smith, E. S., & Powell, S.** (1993). Subvocal responding to increase division fact fluency. *Remedial and Special Education, 14*, 49-56.

1994

11. * **Bolton, J. L.**, Belfiore, P. J., Lalli, J. S., & Skinner, C. H. (1994). The effects of stimulus modification on putting accuracy for adults with severe or profound mental retardation. *Education and Training in Mental Retardation and Developmental Disabilities*, *11*, 236-242.
12. * Skinner, C. H., **Smith, E. S.**, & McLean, J. E. (1994). The effects of intertrial interval duration on sight-word learning during constant time delay. *Behavioral Disorders*, *19*, 98-107.

1995

13. * Belfiore, P. J., Skinner, C. H., & **Ferkis, M. A.** (1995). Effects of response repetition in sight-word training for students with learning disabilities. *Journal of Applied Behavior Analysis*, *28*, 347-348.
14. **Magnuson, S.**, Norem, K., & Skinner, C. H. (1995). Constructing a genogram: Incorporating an intergenerational family therapy approach when working with clients who are lesbians. *The Family Journal*, *3*, 110-115
15. * Skinner, C. H., Belfiore, P. B., & Watson, T. S. (1995). Assessing the relative effects of interventions in students with mild disabilities: Assessing instructional time. *Assessment in Rehabilitation and Exceptionality*, *2*, 207-220.
16. * Skinner, C. H., **Johnson, C. W.**, **Larkin, M. J.**, **Lessley, D. J.**, & **Glowacki, M. L.** (1995). The influence of rate of presentation during taped-words interventions on reading performance. *Journal of Emotional and Behavioral Disorders*, *3*, 214-223.
17. * Skinner, C. H., Satcher, J. F., **Bamberg, H. W.**, **Walters-Kemp, P. A.**, **Brandt, R.**, & Robinson, D. H. (1995). Effects of listening previewing across passages written at instructional and frustrational reading levels. *Journal of Balanced Reading Instruction*, *2*, 16-26.

1996

18. Dunn, M. S., Skinner, C. H., & Cashwell, C. S. (1996). Community development through group contingencies: Rewards and punishment. *The Journal of College and University Housing*, *26*, 3-6.
19. McLaughlin, T. F., & Skinner, C. H. (1996). Improving academic performance through self-management: Cover, Copy and Compare. *Intervention in School and Clinic*, *32*, 113-118.
20. Robinson, D. H., & Skinner, C. H. (1996). Why graphic organizers facilitate search processes: Fewer words of efficient indexing? *Contemporary Educational Psychology*, *21*, 166-180.
21. Skinner, C. H., Cashwell, C., & Dunn, M. (1996). Independent and interdependent group contingencies: Smoothing the rough waters. *Special Services in the Schools*, *12*, 61-78.
22. Skinner, C. H., **Fletcher, P. A.**, & Henington, C. (1996). Increasing learning trial rates by increasing student response rates. *School Psychology Quarterly*, *11*, 313-325.
23. * Skinner, C. H., **Fletcher, P. A.**, **Wildmon, M.**, & Belfiore, P. J. (1996). Improving assignment preference through interspersal: Problem completion rates versus easy problems. *Journal of Behavioral Education*, *6*, 427-437.
24. * Skinner, C. H., **Robinson, S. L.**, **Johns, G. A.**, **Logan, P.**, & Belfiore, P. J. (1996). Applying Herrnstein's matching law to influence students' choice to complete difficult academic assignments. *Journal of Experimental Education*, *65*, 5-17.

1997

25. * Belfiore, P. J., **Lee, D. L., Vargus, A. U., & Skinner, C. H.** (1997). The effects of high probability, single digit mathematics problem completion on multiple digit mathematics problem performance. *Journal of Applied Behavior Analysis, 30*, 327-330.
26. * **Ferkis, M. A.,** Belfiore, P. J., & Skinner, C. H. (1997). The effects of response repetitions on sight word acquisition for students with mild disabilities. *Journal of Behavioral Education, 7*, 307-324.
27. * **Robinson, S. L., Sterling, H. E.,** Skinner, C. H., & Robinson, D. R. (1997). Effects of lecture rate on students' comprehension and ratings of topic importance. *Contemporary Educational Psychology, 22*, 260-267.
28. * Skinner, C. H., Belfiore, P. J., **Mace, H. W., Williams, S., & Johns, G. A.** (1997). Altering response topography to increase response efficiency and learning rates. *School Psychology Quarterly, 12*, 54-64.
29. * Skinner, C. H., **Cooper, L., & Cole, C. L.** (1997). An examination of rapid and slow rate listening previewing interventions on reading performance. *Journal of Applied Behavior Analysis, 30*, 331-333.
30. Skinner, C. H., **Logan, P., Robinson, S. L., & Robinson, D. H.** (1997). Myths and realities of modeling as a reading intervention: Beyond acquisition. *School Psychology Review, 26*, 437-447.
31. Skinner, C. H., McLaughlin, T. F., & **Logan, P.** (1997). Cover, copy, and compare: A self-managed academic intervention effective across skills, students, and settings. *Journal of Behavioral Education, 7*, 295-306.
32. * **Sterling, H. E., Robinson, S. L., & Skinner, C. H.** (1997). The effects of two taped-words interventions on sight-word reading in students with mental retardation. *Journal of Behavior Education, 7*, 25-32.

1998

33. Cashwell, C. S., Skinner, C. H., Dunn, M., & **Lewis, J.** (1998). Group Reward Programs: A Humanistic Approach. *Humanistic Education and Development, 37*, 47-53.
34. * **Logan, P., & Skinner, C. H.** (1998). Improving students' perceptions of a mathematics assignment by increasing problem completion rates: Is problem completion a reinforcing event. *School Psychology Quarterly, 13*, 322-331.
35. * **Rhymer, K. N.,** Skinner, C. H., Henington, C., **D'Reaux, R. A., & Sims, S.** (1998). Effects of explicit timing on mathematics problem completion rates in African-American third-grade students. *Journal of Applied Behavior Analysis, 31*, 673-677.
36. **Robinson, S. L.,** Skinner, C. H., & **Brown, C. S.** (1998). An analysis of articles appearing in school psychology journals from 1985-1994. *Proven Practice: Prevention and Remediation Solutions for Schools, 1*, 28-33.
37. * Skinner, C. H., Robinson, D. H., **Adamson, K. L., Atchison, L. A., & Woodward, J. R.** (1998). The effects of different listening-while-reading rates on comprehension in secondary students with reading deficits. *Special Services in the Schools, 1/2*, 115-128.

38. * Skinner, C. H., **Robinson, S. L.**, Morse, D. T., O'Neal, M. R., & **Jackson, R. R.** (1998). Effects of models' reading rate on generalized reading performance in students with learning disabilities. *International Journal of Special Education*, 13, 54-64.

39. * **Wildmon, M. E.**, Skinner, C. H., & **McDade, A.** (1998). Interspersing additional brief easy problems to increase assignment preference on mathematics reading problems. *Journal of Behavioral Education*, 8, 337-346.

1999

40. Brown, C. L., Toppings, K. J., Henington, C., & Skinner, C. H. (1999). Peer monitoring of learning behavior. *Educational Psychology in Practice*, 15, 174-182.

41. * **Ray, K. P.**, Skinner, C. H., & Watson, T. S. (1999). Transferring stimulus control via behavioral momentum to increase compliance in a student with autism: A demonstration of conjoint consultation. *School Psychology Review*, 28, 622-628.

42. * **Rhymer, K. N.**, Henington, C., Skinner, C. H., & Looby, E. J. (1999). The Effects of explicit timing on mathematics performance in Caucasian and African-American second-grade students. *School Psychology Quarterly*, 14, 397-407.

43. * Skinner, C. H., **Hall-Johnson, K.**, **Skinner, A. L.**, **Cates, G.**, Weber, J., & **Johns, G.** (1999). Enhancing perceptions of mathematics assignments by increasing relative rates of problem completion through the interspersal technique. *Journal of Experimental Education*, 68(1), 43-59.

44. Skinner, C. H., **Robinson, S. L.**, **Brown, C. S.**, & **Cates, G. L.** (1999). Female publication patterns in *School Psychology Review*, *Journal of School Psychology*, and *School Psychology Quarterly* from 1985-1994. *School Psychology Review*, 28, 76-83.

45. Skinner, C. H., Skinner, C. F., Skinner, A. L., & **Cashwell, T. C.** (1999). Using interdependent contingencies with groups of students: Why the principal kissed a pig at assembly. *Educational Administration Quarterly*, 35, 806-820.

46. * **Wildmon, M. E.**, Skinner, C. H., **McCurdy, M.**, & **Sims, S.** (1999). Improving secondary students' perceptions of the "dreaded mathematics word problem assignment" by giving them more word problems. *Psychology in the Schools*, 36, 319-325.

47. * **Cates, G. L.**, & Skinner, C. H., **Watkins, C. E.**, **Rhymer, K. N.**, **McNeill, B. S.**, & **McCurdy, M.** (1999 - Issue, but published in March 2001). Effects of interspersing additional brief math problems on student performance and perception of math assignments: Getting students to prefer to do more work. *Journal of Behavioral Education*, 9, 177-193.

2000

48. * **Taylor, C. O.**, Watson, T. S., & Skinner, C. H. (2000). Multiple versus end checking: A comparison of two self-evaluation and correction procedures for increasing spelling accuracy. *International Journal of Special Education*, 15(1), 12-21.

49. Skinner, C. H., Robinson, D. H., **Sterling, H. E.**, **Robinson, S. L.**, & Goodman, M. A. (1999/2000, April 2000). Effects of radio advertisement speech rates on feature recognition, and product and speaker ratings. *International Journal of Listening*, 13, 97-110.

50. * **Rhymer, K. N., Dittmer, K. L., Skinner, C. H., & Jackson, B.** (2000). Combining explicit timing, peer-delivered immediate feedback, positive-practice overcorrection and performance feedback to increase multiplication fluency. *School Psychology Quarterly, 15*, 40-51.

51. * Skinner, C. H., **Cashwell, T. H., & Skinner, A. L.** (2000). Increasing tootling: The effects of a peer monitored interdependent group contingencies on students' reports of peers' prosocial behaviors. *Psychology in the Schools, 37*, 263-270.

52. * Skinner, C. H., **Skinner, A. L., & Armstrong, K.** (2000). Shaping leisure reading persistence in a client with chronic schizophrenia. *Psychiatric Rehabilitation Journal, 24*, 52-57.

53. * **Cates, G. L., & Skinner, C. H.** (2000). Getting remedial mathematics students to prefer homework with 40% more problems? An investigation of the strength of the interspersal procedure. *Psychology in the Schools, 37*, 339-347.

54. * **Freeland, J. T., Skinner, C. H., Jackson, B., McDaniel, C. E., & Smith, S.** (2000). Measuring and increasing silent reading comprehension rates via repeated readings. *Psychology in the Schools, 37*, 415-429.

55. * Kelshaw, K., **Sterling-Turner, H. E., Henry, J. & Skinner, C. H.** (2000). Randomized interdependent group contingencies: Group reinforcement with a twist. *Psychology in the Schools, 37*, 523-533.

2001

56. * **McCurdy, M., Skinner, C. H., Grantham, K. Watson, T. S., & Hindman, P. M.** (2001). Increasing on-task behavior in an elementary student during mathematics seat-work by interspersing additional brief problems. *School Psychology Review, 30*, 23-32.

57. * **Martin, J. J., Skinner, C. H., & Neddenriep, C. E.** (2001). Extending research on the interspersal procedure to perceptions of continuous reading assignments: Applied and theoretical implications of a failure to replicate. *Psychology in the Schools, 38*, 391-400.

58. * **Cashwell, T. C., Skinner, C. H., & Smith, E. S.** (2001). Increasing second-grade students' reports of peers prosocial behaviors via direct instruction, group reinforcement, and progress feedback: A replication and extensions. *Education and Treatment of Children, 24*, 161-175.

59. * **Johns, G. A., Skinner, C. H., & Nail, G. L.** (2000-issue but published in Oct. 2001). Effects of interspersing briefer mathematics problems on assignment choice in students with learning disabilities. *Journal of Behavioral Education, 10*, 95-106.

60. Gresham, F. M., Watson, T. S., & Skinner, C. H. (2001). Functional behavioral assessment: Principles, procedures, and future directions. *School Psychology Review, 30*, 156-172.

61. Watson, T. S., Gresham, G. M., & Skinner, C. H. (2001). Introduction to the Mini-series: Issues and procedures for implementing functional behavior assessments in schools. *School Psychology Review, 30*, 153-155.

2002

62. * **Billington, E. J., & Skinner, C. H.** (2002). Getting students to choose to do more work: Evidence of the Effectiveness of the Interspersal Procedure. *Journal of Behavioral Education, 11*, 105-116.

63. * **Robinson, S. L.,** & Skinner, C. H. (2002). Interspersing additional briefer, simpler items to enhance mathematics performance on subtests requiring different levels of attention. *School Psychology Quarterly*, 17, 191-205.
64. * **Rhymer, K. N.,** Skinner, C. H., **Jackson, S., McNeill, S., Smith, T., & Jackson, B.** (2002). The 1-minute explicit timing intervention: The influence of mathematics problem difficulty. *Journal of Instructional Psychology*, 29, 305-311.
65. * Skinner, C. H. (2002). An empirical analysis of interspersal research: Evidence, implications and applications of the discrete task completion hypothesis. *Journal of School Psychology*, 40, 347-368.
66. * Skinner, C. H., **Hurst, K. L., Teeple, D. F., & Meadows, S. O.** (2002). Increasing on-task behavior during mathematics independent seat-work in students with emotional disorders by interspersing additional brief problems. *Psychology in the Schools*, 39, 647-659.
67. Skinner, C. H., **Neddenriep, C. E.,** Bradley-Klug, K. L., & Ziemann, J. M. (2002). Advances in Curriculum-Based Measurement: Alternative rate measures for assessing reading skills in pre- and advanced readers. *Behavior Analyst Today*, 3, 270-281.
68. Skinner, C. H., **Neddenriep, C. E.,** Robinson, S. L., Ervin, R., & Jones, K. (2002). Altering educational environments through positive peer reporting: Prevention and remediation of social problems associated with behavior disorders. *Psychology in the Schools*, 39, 191-202.
69. Skinner, C. H., **Wallace, M. A., & Neddenriep, C. E.** (2002). Academic Remediation: Educational application of research on assignment preference and choice. *Child and Family Behavior Therapy*, 24, 51-65.
70. * Skinner, C. H., Waterson, H. J., Bryant, D. R., Bryant, R. J., Collins, P. M., Hill, C. J., Tipton, M. F., Ragsdale, P., & Fox, J. (2002). Team problem solving based on research, functional behavioral assessment data, teacher acceptability, and Jim Carey's Interview. *Proven Practices: Prevention & Remediation Solutions for Schools*, 4, 56-64.
71. * **Smith, T., Dittmer, K.,** & Skinner, C. H. (2002). Enhancing science performance in students with learning disabilities using cover, copy, and compare. A student shows the way. *Psychology in the Schools*, 39, 417-426.
72. * **Evans, T.,** Skinner, C. H., Henington, C., **Sims, S., & McDaniel, E. C.** (2002). Conspicuous and covert timing during CBM of mathematics across African-American and Caucasian students: An investigation of situational bias. *School Psychology Review*, 31, 529-539.
73. * **Oliver, R.,** & Skinner, C. H. (2002). Using data-based decision making to develop and evaluate an intervention to decrease inappropriate vocalizations and increase assignment completion. *Inquiry: Critical Thinking Across the Disciplines*, 21(4), 9-23.
74. * **Upson, L M.,** & Skinner, C. H. (2002). A demonstration of class-wide data-based problem solving. *Inquiry: Critical Thinking Across the Disciplines*. 21(4), 41-49.
75. Skinner, C. H. (2002). Inquiry and critical thinking in school-based problem solving: Behavioral psychology in the schools. *Inquiry: Critical Thinking Across the Disciplines*, 21(4) 5-7.

2003

76. * **Wallace, M. A., Cox, E. A., & Skinner, C. H.** (2003). Increasing independent seat-work: Breaking large assignments into smaller assignments and teaching a student with retardation to recruit reinforcement. *School Psychology Review*, 23, 132-142.
77. * **Popkin, J., & Skinner, C. H.** (2003). Enhancing academic performance in a classroom serving students with serious emotional disturbance: Interdependent group contingencies with randomly selected components. *School Psychology Review*, 32, 282-295.
78. **Oliver, R. & Skinner, C. H.** (2003). Applying behavioral momentum to increase compliance: Why Mrs. H. rrrrevved up the elementary students with the Hokey-Pokey. *Journal of Applied School Psychology*, 19, 75-94.
79. * **Cates, G. L., Skinner, C. H., Watson, T. W., Meadows, T. J., Weaver, A., & Jackson, B.** (2003). Instructional effectiveness and instructional efficiency as considerations for data-based decision making: An evaluation of interspersing procedures. *School Psychology Review*, 32, 601-616.

2004

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5. Watson, T. S., Kenney, D. J., & Skinner, C. H. (1995). Problem-solving for preventing school violence: The school safety program. In B. W. Stewart & N. B. Lovell (Eds.), *Creating Safe Schools: Positive Responses to Violence in Schools* (pp. 1-9). Starkville, MS: Mississippi State University.
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6. Skinner, C. H. (1998). Preventing academic skills deficits. In T. S. Watson & F. Gresham (Eds.). *Handbook of child behavior therapy: Ecological considerations in assessment, treatment, and evaluation* (pp. 61-83). New York: Plenum.
1998

7. Henington, C. & Skinner, C. H. (1998). Peer monitoring. In K. Toppins & S. Ely, (Eds.) *Peer Assisted Learning* (pp. 237-253). Hillsdale, NJ: Erlbaum.
8. Skinner, C. H. (2000). Faculty relations: "Shut up and sit down." In P. Peterson & L. Tyson, (Eds.). *Critical incidents in school counseling, second edition* (pp. 121-124). Alexandria VA: American Counseling Association.
9. Skinner, C. H. (2000). The counselor as consultant and collaborator: I know this subject. In P. Peterson & L. Tyson, (Eds.). *Critical incidents in school counseling, second edition* (pp. 63-66) Alexandria VA: American Counseling Association.
10. Skinner, C. H., **Rhymer, K. N., & McDaniel, C. E.** (2000). Naturalistic direct observation in educational settings.. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Conducting school-based assessments of children and adolescents* (pp. 21-54). New York: Guilford.
11. Skinner, C. H., **Dittmer, K., & Howell, L.** (2000). Direct observation in school settings: Theoretical issues. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral assessment in the schools: Theory, research and clinical foundations* (pp. 19-45). New York: Guilford.
12. Skinner, C. H., Skinner, A. L., & **Sterling-Turner, H. E.** (2002). Best practices in utilizing group contingencies for intervention and prevention. In A. Thomas & J. Grimes (Eds.), *Best Practices in school psychology, 4th ed.* (pp. 817-830). Washington, D.C.: National Association of School Psychologists.
13. Skinner, C. H., **Wallace, M. A., & Neddneriep, C. E.** (2002). Academic remediation: Educational application of research on assignment preference and choice. In J. K. Luiselli and C. Diament (Eds.) *Behavioral Psychology in the Schools: Innovations in Evaluation, Support, and Consultation* (pp. 51-65).New York. The Haworth Press, Inc.
14. Skinner, C. H., **Freeland, J., & Shapiro, E. S.** (2003). Procedural issues associated with the behavioral assessment of children. In C. R. Reynolds & R. W. Kamphaus (Eds.), *Handbook of educational and psychological assessment of children: Personality, behavior, and context, 2nd ed.* (30-47). New York: Guilford.
15. Skinner, C. H., & Ervin, R. (2003). Functional behavioral assessment of non-verbal behavior. In S. McCallum (Ed.), *Handbook of Nonverbal Assessment* (pp. 253-276). New York: Kluwer Academic Press/Plenum Publishers.
16. **Campbell, S., & Skinner, C. H.** (2004). Combining explicit timing with an interdependent group contingency program to decrease transition times: An investigation of the timely transitions game. In C. H. Skinner (Ed.), *Single Subject Designs for School Psychologists*, (pp. 11-28). West Hazleton PA: Haworth Press Inc.
17. **McCallum, E., & Skinner, C. H.** (2004). Cognitive development. In T. S. Watson and C. H. Skinner (Eds.), *The Encyclopedia of School Psychology*, (pp. 64-65). New York: Kluwar Academic/Plenum Publishers.
18. **McCallum, E., Skinner, C. H., & Hutchins, H.** (2004). The taped-problems intervention: Increasing division fact fluency using a low-tech self-managed time-delay intervention. In C. H. Skinner (Ed.), *Single Subject Designs for School Psychologists*, (pp. 129-140). West Hazleton PA: Haworth Press Inc.

19. **Sharp, S., & Skinner, C. H.** (2004). Using interdependent group contingencies with randomly selected criteria and paired reading to enhance class-wide reading performance. In C. H. Skinner (Ed.), *Single Subject Designs for School Psychologists*, (pp. 29-46). West Hazleton PA: Haworth Press Inc.
 20. Skinner, C. H., (2004). Single-subject designs: Procedures that allow school psychologists to contribute to the intervention evaluation and validation process. In C. H. Skinner (Ed.), *Single Subject Designs for School Psychologists*, (pp. 1-10). West Hazleton PA: Haworth Press Inc.
 21. Skinner, C. H. (2004). Academic engagement. In A. Canter (Ed.), *Helping children at home and school-II: Handouts from your school psychologist*, (pp. S3-1 – S3-4) Bethesda, MD: National Association of School Psychologists.
 22. Skinner, C. H. (2004). Positive reinforcement. In T. S. Watson and C. H. Skinner (Eds.), *The Encyclopedia of School Psychology*, (pp. 251-254). New York: Kluwar Academic/Plenum Publishers.
 23. Skinner, C. H. (2004). Group contingencies. In T. S. Watson and C. H. Skinner (Eds.), *The Encyclopedia of School Psychology*, (pp. 149-151). New York: Kluwar Academic/Plenum Publishers.
 24. Skinner, C. H. (2004). Self-management. In T. S. Watson and C. H. Skinner (Eds.), *The Encyclopedia of School Psychology*, (pp. 189-191). New York: Kluwar Academic/Plenum Publishers.
 25. Skinner, C. H. & Daly E. J. (2004). Under- and over- achievement. In T. S. Watson and C. H. Skinner (Eds.), *The Encyclopedia of School Psychology*, (pp. 361-364). New York: Kluwar Academic/Plenum Publishers.
 26. Watson, T. S., & Skinner, C. H. (2004). Preface. In T. S. Watson and C. H. Skinner (Eds.), *The Encyclopedia of School Psychology*, (pp. vii-viii). New York: Kluwar Academic/Plenum Publishers.
 27. **Winn, B. D., Allin, J. D., Hawkins, J. A., & Skinner, C. H.** (2004). Practicing school consultants can empirically validate interventions: A description and demonstration of the non-concurrent multiple-baseline design. In C. H. Skinner (Ed.), *Single Subject Designs for School Psychologists*, (pp. 109-129). West Hazleton PA: Haworth Press Inc.
 28. **Yarbrough, J. L., Skinner, C. H., Lee, Y. J., & Lemmons, C.** (2004). Decreasing transition times in a second-grade classroom: Scientific support for the timely transitions game. In C. H. Skinner (Ed.), *Single Subject Designs for School Psychologists*, (pp. 85-108). West Hazleton PA: Haworth Press Inc.
- 2005
29. Skinner, C. H. (2005). Contingencies in educational settings. In M. Hersen, G. Suagi, & R. Horner (Eds.), *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy-Volume III: Educational Applications* (pp. 1235-1240). Thousand Oaks CA: Sage Publications.
- 2006
30. Daly, E. J., III, Martens, B. K., Skinner, C. H., & Noell, G. H. (in press). Contributions of applied behavior analysis. In T. B. Gutkin & C. R. Reynolds (Eds.), *The Handbook of School Psychology (4th ed.)*. New York, NY: John Wiley & Sons.
- 2009
31. Skinner, C. H., Skinner, C. H., & **Burton, B.** (2009). Applying group-oriented contingencies in classrooms. Akin-Little, K. A., Little, S. G., Bray, M., & Kehle, T. (Eds.) *Behavioral interventions in schools: Evidence-based positive strategies* (pp. 157-170). Washington, DC: APA Press.

2010

32. Skinner, C. H., & McCleary, D. F. (2010, Dec). Academic engagement, time on task, and AAA responding. In A. Canter, L. Z. Paige, & S. Shaw (Eds.), *Helping children at home and school-III: Handouts for families and educators*, (pp. S3H1 – S3H3) Bethesda, MD: National Association of School Psychologists.

In Press

33. Neddenriep, C. E., Poncy, B. C., & Skinner, C. H. (in press). Assessing students' skills using a nontraditional approach. In T. M. Lionetti, E. Snyder, & R. W. Christner (Eds.), *A Practical Guide to Building Professional Competencies in School Psychology*.

34. Poncy, B. C., McCallum, E., & Skinner, C. H. (in press). Advocating for effective instruction: School Psychologists as instructional leaders. In T. M. Lionetti, E. Snyder, & R. W. Christner (Eds.), *A Practical Guide to Developing Competencies in School Psychology*.

35. Michael C. Orsega, Bradley T. Vander Zanden, and Christopher H. Skinner. (2011, April). Two experiments using learning rate to evaluate an experimenter developed tool for splay trees. In *Proceedings of the 42nd ACM technical symposium on Computer science education (SIGCSE '11)*. ACM, New York, NY, USA, 135-140. DOI=10.1145/1953163.1953205 <http://doi.acm.org/10.1145/1953163.1953205> .
<http://portal.acm.org/citation.cfm?id=1953205&CFID=17152185&CFTOKEN=55537909>

J. GRANTS/CONTRACTS

Contract

2005

Consultant for 2005-2010 Grant: *Behavior therapy development: Group contingency management In methadone treatment*. NIDA funded grant #R01-DA019932. Provide consultation regarding the application of group contingencies.

Proposals Funded:

1992

1. Skinner, C. H. (submitted and funded, Spring 1992). *Modeling reading rates in students with disabilities*. - College of Education, to conduct research on reading skills improvement in students with learning disabilities at a local high school. (\$530).

1993

2. Skinner, C. H. (submitted and funded, Spring 1992). *Modeling reading rates in students with disabilities: Generalization?* College of Education. Internal grant to continue research on reading skills improvement in students with learning disabilities at a local high school. (\$500).

1995

3. Morse, L., & Skinner, C. H. (submitted and funded, Fall 1995). *Minority recruitment assistance grant*. College of Education. Awarded to recruit minority graduate students. (\$200).

1997

4. Skinner, C. H. (submitted and funded, Fall 1997). *Faculty scholarship enhancement grant*. Mississippi State University, College of Education, Office of Research, to develop research grants. (\$2,800).

5. Skinner, C. H. (submitted and funded, Fall 1997). *Using group contingencies and peer-monitoring to increase elementary students' prosocial behaviors: Tootling rather than tattling*. Mississippi State University Office of Research (\$7,000)

6. Skinner, C. H., & Henington, C. (submitted and funded, Fall 1997). *Minority recruitment assistance grant*. College of Education. MSU Graduate School to recruit minority graduate students. (\$200).

1998

7. Butler, J. M., & Skinner, C. H. (submitted Summer, 1998, funded Fall 1998). *Project Safe*. Coauthored the grant for this Model Program grant that was funded by the U.S. Department of Education, Safe and Drug Free Schools, Model Programs grant for 3 years, with 2 more years possible. (3,300,000).

1999

8. Skinner, C. H. & **McCurdy, M.** (January, 1999). Consultation and intervention practicum for Ph.D. student at Kosciusko City School District.(\$3,800).

9. Skinner, C. H. & **McCurdy, M.** (August, 1999). Consultation and intervention practicum for Ph.D. student at Kosciusko City School District. (\$5,000).

2000

10. Harpole, S., & Skinner, C. H. (2000, Spring). *Science on the green*. United States Golf Association. Funded to provide science, mathematics, and golf education to low SES middle school students in and around Oktibbiha county MS. (146,000).

11. Skinner, C. H. (Submitted March, 2000). *Interspersing briefer tasks: Improving classroom behavior by giving students more work*. University of Tennessee Scholarly Activities Research Incentive Fund (SARIF) Summer Graduate Research Assistantship Award (\$3,000).

2003

12. Skinner, C. H. & Neddenriep, C. (2003). *Evaluation of reading comprehension rates*. College of EHHS, UT (\$4,744).

2006-2007

13. Skinner, C. H. (Submitted March, 2006). *Enhancing persistence via the additive interspersal procedure: Technology applications of the discrete task completion hypothesis*. University of Tennessee, Chancellors Professional Development Award. (\$4,940).
14. Skinner, C. H. (2006-2007). Help solicit donor money (\$2,000,000) and authored or co-authored several proposals that resulted in funding for the Korn Learning and Social Skills Center Served as interim center director and chaired the search for a permanent full-time director.

Proposals in Submission

Skinner, C. H. (submitted July 2011). Development of a Computer-Based Intervention for Training Sight-Word Recognition. Spencer Foundation

Proposals Rejected:

1. Skinner, C. H. (Sept. 1997, unfunded). Interspersing briefer tasks. *Department of Education, NIDRR, Senior Research Fellowship*, (applied for about \$55,000).
2. Skinner, C. H. (submitted, 1/31/97, unfunded). *Using group contingencies and peer-monitoring to increase elementary students' pro-social behaviors: Tootling rather than tattling*. Submitted to BellSouth Foundation, (applied for about \$125,000).
3. Skinner, C. H. (October, 1997, unfunded). *Tootling: A peer-monitored curriculum designed to encourage students' prosocial behaviors*, Ford Foundation. (applied for approximately \$175,000.00).
4. Skinner, C. H. (1998). *Tootling: A proactive system for increasing prosocial behavior through the use of a peer-monitored group-contingency program*. Submitted to the Office of Highway Safety, Drug and Violence Prevention Program. (applied for approximately \$57,000).
5. Skinner, C. H. (Aug. 1998, unfunded). *Tootling: A proactive program designed to increase student-helping-student behavior and decrease student-on-student aggression*. Submitted to the U.S. Department of Justice, Office of Community Oriented Policing Services, School-based Partnerships: School-related Crime Prevention and Safety Initiative, (applied for \$111,000).
6. Skinner, C. H. (Oct. 1998). *Comparing academic responses to overt timing during assessment and intervention across African-American and Caucasian students with disabilities*. Post-doctoral scholarship submitted to the Center of Minority Research in Special Education (COMRISE), (applied for \$45,000).
7. Skinner, C. H. (Sept. 1998). *Tootling*. Submitted to the Open Society Institute's Individual Project Fellowship, (applied for approximately \$65,000).
8. Skinner, C. H. (Sept. 1998). *Interspersing additional briefer tasks*. Department of Education, NIDRR, Senior Research Fellowship, (applied for \$65,000).
9. Skinner, C. H. & **Rhymer, K. N.** (November, 1998). *Timing as an intervention to alter student performance during independent seat work*. Submitted to Southern Association of School Psychologists, SASP, (applied for approximately for \$500).
10. Skinner, C. H. (Sept. 1999). *Interspersing briefer tasks*. Submitted to the Templeton Positive Psychology Prize Competition (applied for \$100,000).
11. Skinner, C. H. (Sept. 2000). *Tootling not tattling*. Submitted to the Templeton Positive Psychology Prize Competition (applied for \$100,000).
12. Skinner, C. H. (Submitted March, 2001). *Using peer-tutoring to enhance reading comprehension in students with emotional disturbance and reading skills deficits*. University of Tennessee Scholarly Activities Research Incentive Fund (SARIF) Summer Graduate Research Assistantship Award. (applied for \$3,000).
13. Skinner, C. H., & **Neddenriep, C. E.** (Submitted 2002, October). *Evaluation of reading comprehension rates*. AERA/OERI Research Grant Proposal (applied for approximately \$14,744).
14. PI: Skinner, C. H., & Carlini, R. (submitted Fall, 2005). Institute of Educational Sciences, US Department of Education, Special Education Research on Assessment for Accountability, RFP, CFDA: 84.324A (goal: measurement). *Accountability: Response to intervention*. Applied for approximately \$1,195,814).

15. PI: Vander Zanden, B. T. & Skinner, C. H. (submitted Spring 2008). NSF-08-056. Program Track - CCLI - Phase 1: Exploratory. *An interactive sketching, animation, and problem-solving tool for splay trees*. (applied for \$149,388).
16. Skinner, C. H. (submitted Nov. 2008). *Supporting appropriate behaviors across context*. State Department of Education, Office of Special Education, Positive Behavior Supports and Inclusion Targeted Assistance. (applied for \$352,743).
17. PI: Skinner, C. H., & Wilhoit, B (submitted Summer 2010). Institute of Educational Sciences, US Department of Education, Social and Behavioral Context for Academic Learning Behavior Category, RFP, CFDA: 84.324A (Goal 3 efficacy). *The Color Wheel System: A Reasonable and Repeatable Approach to Classroom Management*. Applied for approximately \$2,950,000.
18. PI: Skinner, C. H., with Ciancio and Wilhoit (submitted Sept 2010). Institute of Educational Sciences, US Department of Education, Social and Behavioral Context for Academic Learning Behavior Category, RFP, Special Education Research CFDA 84.324A-2 (Goal 2 Innovation and Development). *Developing a Color Wheel System for Management of Classrooms Serving Student who are Deaf*. Applied for approximately \$863,000.

K. PROFESSIONAL PRESENTATIONS

Invited Presentations and Research Award Winners Presentations at Professional Meetings

1. Skinner, C. H. (1996, Aug.). *Between can't do and won't do: Variables effecting student choice behaviors*. Lightner Witmer Research Award Presentation to be delivered at the American Psychological Association Conference, Toronto.
2. Skinner, C. H., **Logan, P., Johns, G. A., & Robinson, S. L.** (1996, Aug.). *Interspersing efficient tasks to influence students' choice of academic assignments: More is less*. Invited paper for Distinguished Papers Session. Presentation to be delivered at the American Educational Research Association Annual Convention: New York.
3. **Rhymer, K., Dittmer, K.,** Skinner, C. H., & **Jackson, B.** (1999, Nov.). *The effects of an academic game on multiplication facts*. Invited paper for Distinguished Papers Session. Presentation delivered at the American Educational Research Association Annual Convention: Montreal.
4. Skinner, C. H. (May, 2011). *Increasing the probability of student engaging in assigned work: The additive interspersal procedure and the discrete task complete hypothesis*. Invited paper delivered for the B.F. Skinner invited lecture series at the Annual International Convention of the Association for Applied Behavior Analysis-International, Denver, CO. Approved for Continuing Education Credits

Refereed papers presented at international/national professional meetings

1988

1. Skinner, C. H., & Shapiro, E. S. (1988, May). *Another look at the taped-words intervention for reading fluency: Modeling reading rates or practice effects*. Presented at the Annual International Convention of the Association for Applied Behavior Analysis, Boston, MA.
2. Turco, T. L., Landry, C., Lund, G., Welsh, J. S., & Skinner, C. H. (1988, April). *Academic readiness assessment: Long run implications for developmental kindergarten programs*. Presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

1989

3. Skinner, C. H., Turco, T. L., **Beatty, K. L., & Rasavage, C.** (1989, March). *A cover, copy, and compare intervention for increasing mathematics fluency in behavior disordered students*. Presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
4. Turco, T. L., Skinner, C. H., Lalli, E. P., & Welsh, J. S. (1989, March). *Analogue acceptability research: Behavioral projective testing?* Presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
5. Turco, T. L., Skinner, C. H., & Welsh, J. S. (1989, March). *The analysis of consulted verbal responses to consultant questions*. Presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.

1990

6. Skinner, C. H. (1990, April). *Applied behavior analysis and school psychology: Exploring viable solutions to problems in reading fluency*. Presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
7. Skinner, C. H., & Brown, D. K. (1990, April). *A comparison of peer-delivered and self-delivered immediate corrective feedback*. Presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
8. Skinner, C. H., **Ford, J. M., & Yunker, B. D.** (1990, May). *A comparison of written and verbal instructional response topographies on written multiplication performance: Opportunities to respond versus text/test overlap*. Presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Nashville, TN.

1991

9. Skinner, C. H. (1991, May). *Applying behavior analysis to classroom learning*. Symposium chaired at the Annual Convention of the Association for Applied Behavior Analysis: International, Atlanta, GA.

10. Skinner, C. H., **Bamberg, H., & Smith, E. S.** (1991, April). *Cognitive, cover, copy, and compare: Subvocal responding to increase arithmetic fact fluency*. Presented at the Annual Convention of the National Association for School Psychologists, Dallas, TX.
11. Skinner, C. H., Belfiore, P., & Pierce, N. (1991, May). *Cover, copy, and compare: A method for increasing geography accuracy*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Atlanta, GA.
12. Skinner, C. H., & Brown, D. K. (1991, May). *A comparison of the effects of peer- and self-delivered feedback on learning during cover, copy, and compare*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Atlanta, GA.
13. Skinner, C. H., **Ford, J. R., & Yunker, B. D.** (1991, May). *An investigation of the interaction between the topography and rates of responding on increases in academic performance*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Atlanta, GA.
14. Skinner, C. H., **Smith, E. S., Bamberg, H.** (1991, May). *Covert responding during cover, copy, and compare: A method for increasing division fact fluency*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Atlanta, GA.
15. Skinner, C. H., **Smith, E. S., Lentz, E. F., & Witt, J. C.** (1991, May). *A comparison of different intertrial intervals on sight word learning in students with behavior disorders*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Atlanta, GA.

1992

16. Skinner, C. H. (1992, May). *Response topography and learning rates*. Presented at the Annual Convention of the Association for Applied Behavior Analysis: International, San Francisco, CA.
17. Skinner, C. H., & **Smith, E. S.** (1992, March). *Cognitive cover, copy, and compare: Increasing geography accuracy in students with behavioral disorders*. Presented at the Annual Convention of the National Association for School Psychologists, Nashville, TN.
18. **Smith, E. S., & Skinner, C. H.** (1992, March). *The relative effects of fast-paced and slow-paced instruction of reading acquisition*. Presented at the Annual Convention of the National Association for School Psychologists, Nashville, TN.

1993

19. Belfiore, P. J., Skinner, C. H., & **Ferkis, M. A.** (1993, May). *The effects of response distribution on sight word acquisition training efficiency*. Presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Chicago, IL.
20. **Ferkis, M. A.,** Belfiore, P. J., & Skinner, C. H. (1993, May). *The effects of increasing response opportunities on division fact acquisition for students with mild disabilities*. Presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Chicago, IL.
21. Skinner, C. H. (1993, May). *Increasing learning rates in children with mild disabilities*. Presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Chicago, IL.
22. Skinner, C. H., **Adamson, K. L., Woodward, J. R., Jackson, R. R., & Atchison, L. A.** (1993, May). *Altering oral reading rates to increase reading performance in secondary students with learning disabilities*. Presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Chicago, IL.
23. Skinner, C. H., & Belfiore, P. J. (1993, April). *Behavioral approaches to effective teaching and instruction*. Presented at the Annual Convention of the National Association of School Psychologist, Washington, DC.
24. Skinner, C. H., **Smith, E. S., & Belfiore, P. J.** (1993, May). *The effects of intertrial interval duration on sight word acquisition rates in students with behavioral disorders*. Presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Chicago, IL.

1994

25. **Ferkis, M. A.,** Belfiore, P. J., & Skinner, C. H. (1994, May). *The effects of a practice strategy on sight word recognition for elementary school students with learning disabilities*. Presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Atlanta, GA.

26. Skinner, C. H., **Johnson, C. W., Larkin, M. J.**, Lessley, D. J., & Glowacki, M. L. (1994, March). *The influence of rate of presentation on reading performance during taped-words intervention*. Presented at the Annual Convention of the National Association for School Psychologists, Seattle.

27. Skinner, C. H., **Johnson, C. W., Larkin, M. J.**, Lessley, D. J., & Glowacki, M. L. (1994, May). *The influence of rate of presentation on reading performance during taped-words intervention*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Atlanta.

1995

28. Belfiore, P. J., **Ferkis, M. A.**, & Skinner, C. H. (1995, May). *Further evaluation of intervention effectiveness and efficiency when assessing sight word acquisition*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Washington, DC.

29. **Ferkis, M. A.**, Belfiore, P. J., & Skinner, C. H. (1995, May). *The effects of response repetitions on sight word acquisition for students with mild disabilities*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Washington, DC.

30. **Ray, K.**, Watson, T. S., & Skinner, C. H. (1995, May). *Let's spank the big kid*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Washington, DC.

31. Skinner, C. H. (1995, March). *Classroom strategies for enhancing the performance of underachieving students: Evaluations of classwide peer tutoring, study skills, and behavioral momentum*. Symposium discussant at the Annual Convention of the National Association for School Psychologists, Chicago, IL.

32. Skinner, C. H. (1995, May). *Changes in data based decisions based on precise measures and graphing of instructional time*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Washington, D.C.

33. Skinner, C. H., **Robinson, S. L.**, Watson, T. S., & **Mace, H. W.** (1995, May). *Changes in data based decisions based on precise graphing of instructional time*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Washington, DC.

34. **Taylor, C. O.**, Watson, T. S., & Skinner, C. H. (1995, May). *The effects of self-evaluation on spelling accuracy*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Washington, DC.

1996

35. **Brown, C. S., Robinson, S. L.**, & Skinner, C. H. (1996, March). *An analysis of articles and authors appearing in School Psychology Review over the past 10 years*. Presented at the Annual Convention of the National Association for School Psychologists, Atlanta.

36. **Johns, G. A., Logan, P. L., Robinson, S. L.**, & Skinner, C. H. (1996, March). *Improving college students' preference for assignment by interspersing additional tasks*. Presented at the Annual Convention of the National Association for School Psychologists, Atlanta.

37. **Logan, P. L., Robinson, S. L., Johns, G. A.**, & Skinner, C. H. (1996, March). *Improving elementary student's preference for assignment by interspersing additional tasks*. Presented at the Annual Convention of the National Association for School Psychologists, Atlanta.

38. **Robinson, S. L., Brown, C. S.**, & Skinner, C. H. (1996, March). *An analysis of articles and authors appearing in School Psychology Quarterly over the past 10 years*. Presented at the Annual Convention of the National Association for School Psychologists, Atlanta.

39. **Robinson, S. L.**, Skinner, C. H., & **Brown, C. S.** (1996, March). *An analysis of articles and authors appearing in Journal of School Psychology over the past 10 years*. Presented at the Annual Convention of the National Association for School Psychologists, Atlanta.

40. Skinner, C. H. (1996, March). *Influencing students' choice behaviors and perceptions of academic assignments by interspersing time efficient tasks*. Symposium organizer. Presented at the Annual Convention of the National Association for School Psychologists, Atlanta.

41. Skinner, C. H. (1996, March). *Trend analysis of school psychology research over the past 10 years*. Presented at the Annual Convention of the National Association for School Psychologists, Atlanta.

1997

42. **Wildmon, M.**, Skinner, C. H., & **Fletcher, P. A.** (1997, March). *Improving assignment preference through interspersing additional problems: Brief versus easy problems*. Presented at the Annual Convention of the National Association of School Psychologists, Anaheim, CA.
43. Skinner, C. H. (1997, March). *Applying principles of learning to academic interventions: Increasing learning rates by increasing student response rates*. Presented at the Annual Convention of the National Association of School Psychologists, Anaheim, CA.
44. Skinner, C. H., **Robinson, S. L.**, **Johns, G. A.**, **Logan, P.**, & Belfiore, P. J. (1997, May). *Interspersing additional brief problems to influence assignment ratings and preference: More is less*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Chicago.
45. **Wildmon, M. E.**, Skinner, C. H., & **Fletcher, P. A.** (1997, May). *Effects of adding and interspersing brief versus easy problems to influence assignment preference*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Chicago.
46. **Logan, P.**, & Skinner, C. H. (1997, May). *Improving assignment preference in elementary education students by increasing rather than decreasing assignment length*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Chicago.

1998

47. **Ray, K.**, Skinner, C. H., & Watson, T. S. (1998, April). *Using behavioral momentum to transferring stimulus across adults and increase compliance in a student with severe behavior disorders*. Presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
48. **Rhymer, K. N.**, Henington, C., **Sims, S.**, & Skinner, C. H. (1998, April). *Explicit timing procedures and math completion: A comparison of treatment effects across cultures*. Presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
49. Skinner, C. H. (1998, April). *Applied interventions for increasing compliance across students and settings: Prevention and remediation*. Presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
50. **Wildmon, M.**, & Skinner, C. H. (1998, April). *A demonstration of compliance training techniques in a student with autism*. Presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
51. **Cates, G. L.**, Skinner, C. H., **McCurdy, M.**, & **Miles, S.** (1998, May). *Testing limits of the interspersal technique: Getting students to choose to do more drill and practice*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Orlando.
52. **Cates, G. L.**, Skinner, C. H., **Watkins, C. E.**, & **McCurdy, M.** (1998, May). *Getting students to choose to do more math: An investigation of the interspersal technique*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Orlando.
53. **Evans, T. N.**, Skinner, C. H., & **Sims, S. M.** (1998, May). *The effects of conspicuous timing on reading fluency and comprehension*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Orlando.
54. **Johns, G.**, Skinner, C. H., & Nail, G. L. (1998, May). *Effects of interspersing brief and easy math problems on time allocation to computer delivered assignments*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Orlando.
55. **Ray, K. P.**, Watson, T. S., & Skinner, C. H. (1998, May). *Transferring stimulus control via momentum to increase compliance in a student with autism: A demonstration of conjoint consultation*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Orlando.
56. **Rhymer, K.**, Skinner, C. H., Henington, C., & **Sims, S.** (1998, May). *The effects of timing on mathematics completion in elementary school students*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Orlando.

57. **Sims, S. M., Skinner, C. H., Evans, T. N., & Henington, C.** (1998, May). *The use of conspicuous timing during curriculum-based measurement of mathematics: A multicultural comparison of timing effects*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Orlando.
58. **Skinner, A. L. & Skinner, C. H.** (1998, May). *A peer-monitored group contingency program designed to increase awareness of incidental prosocial behaviors in elementary students: Tootling*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Orlando.
59. **Skinner, C. H., Hall-Johnson, K., Skinner, A. L., Weber, J., & Cates, G. L.** (1998, May). *Altering student choice of academic assignments through interspersal: Do problem completion rates operate like rates of reinforcement?* Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Orlando.
60. **Wildmon, M. E., Skinner, C. H., McCurdy, M., Sims, S. M.,** (1998, May). *Improving students' perception of the "Dreaded Mathematics Word Problem" by giving them more word problems*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: International, Orlando.

1999

61. **Cashwell, T. H., & Skinner, C. H.** (1999, April). *Interdependent group contingencies and peer monitoring of prosocial behaviors*. Paper presented at the annual conference of the American Counseling Association, San Diego, CA.
62. **Cates, G. L. & Skinner, C. H.,** (1999, May). *Getting students to choose to do more math: An investigation of the interspersal technique*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Chicago.
63. **Dittmer, K., Rhymer, K. N., Skinner, C. H., & Jackson, B.** (1999, May). *The effects of a combined intervention to increase multiplication fact fluency*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Chicago.
64. **McCurdy, M., Skinner, C. H., & Freeland, J. T.** (1999, May). *Shaping reading persistence in a client with chronic schizophrenia*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Chicago.
65. **Rhymer, K. N., Dittmer, K. I., Cates, G. L., & Skinner, C. H.** (1999, April). *Applied academic interventions for at-risk students*. Presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.
66. **Skinner, C. H.** (1999, April). *Curriculum-based measurement: Characteristics, applications, and training implications*. Presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.

2000

67. **Rhymer, K. N., Dalme, K. L., Watson, T. S. & Skinner, C. H.** (2000, April). *Comparison of behavioral momentum and interspersal for learning sight words*. Presented at the Annual Convention of the National Association of School Psychologists, New Orleans.
68. **Sterling-Turner, H. E., Kelshaw-Levering, K., Henry, J. R. & Skinner, C. H.** (2000, April). *Independent group contingencies with randomized components: Practical applications*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans.
69. **Belfiore, P., Vargas, A., & Skinner, C. H.** (2000, May). *Effects of high-preference single digit mathematics problem completion on multiple-digit mathematics problem performance*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Washington D.C.
70. **Logan, P. & Skinner, C. H.** (2000, May). *An investigation of the causal mechanism responsible to the effectiveness of the interspersal procedure*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Washington D.C.
71. **McCurdy, M., & Skinner, C. H.** (2000, May). *Increasing on-task behavior in an elementary student during mathematics*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Washington D.C.

72. McNeill, S., Smith, T., Rhymer, K., Jackson, S., Jackson, B., & Skinner, C. (2000, May). *The effects of explicit timing on students' behavior during independent seat work*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Washington D.C.
73. **Smith, T., McNeill, S. Dalme, K.,** Watson, T. S., Skinner, C., & **Rhymer, K.** (2000, May). *Behavioral momentum versus interspersal on the learning rate of sight-words*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Washington D.C.
74. **Sterling-Turner, H. E.,** Kelshaw-Levering, K., Henry, J. R. & Skinner, C. H. (2000, May). *Randomization of components within an interdependent group contingency procedure*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Washington D.C.
75. Skinner, C. H., **Freeland, J. T., Jackson, B., McDaniel, C. E., & Smith, S.** (2000, August). *Measuring and increasing silent reading comprehension rates via repeated readings*. Presented at the Annual Convention of the American Psychological Association. Washington D.C.
76. Armstrong, K. J., **Nugent, C. M., Bertz, K. M.,** & Skinner, C. H. (2000, Nov.). *Pre-service teacher experience level and social variability rating of restitution vs. punishment-based interventions*. Association for the Advancement of Behavior Therapy. New Orleans.
- 2001
77. **Dittmer, K., Smith, T.,** & Skinner, C. H. (2001, May). *Using a self-instruction intervention to enhance science performance in students with learning disabilities*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: New Orleans.
78. Skinner, C. H. (2001, May). *Enhancing community presence through principles of applied behavior analysis*. Invited symposium discussant presented at the Annual Convention of the Association for Applied Behavior Analysis: New Orleans.
79. **McDaniel, C. E.,** Watson, T. S., **Freeland, J. T., Smith, S. L., Jackson, B.,** & Skinner, C. H. (2001, May). *Comparing silent repeated reading and teacher previewing using silent reading comprehension rate*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: New Orleans.
80. Rhymer, K., Wilson, P., Skinner, C. H., Clansy, P. (2001, May). *Examining the effects of the tooling intervention on social skills, self concept, and peer relationships*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: New Orleans.
81. **Smith, S., Howell, L.,** Armstrong, K., Watson, T. S., & Skinner, C. H. (2001, May). *Treatment acceptability ratings of interventions using behavioral vs. non-behavioral terminology*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: New Orleans.
82. **Howell, L., Smith, S.,** Watson, T. S., Armstrong, K., & Skinner, C. H. (2001, May). *Evaluating treatment acceptability and treatment integrity of an intervention stated in behavioral vs. non-behavioral terminology*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: New Orleans.
83. **Smith, S., Howell, L.,** Watson, T. S., Armstrong, K., & Skinner, C. H. (2001, May). *The relationship between ratings of potential effectiveness and treatment integrity*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: New Orleans.
84. Skinner, C. H., **Teeple, D., Neddenriep, C.,** Skinner, A., & **Cates, G. L.** (2001, May). *Relative problem completion rates during independent seatwork: Completion rates operate like rates of reinforcement*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: New Orleans.
85. Skinner, C. H., **Hurst, C., Teeple, D., & Meadows, S.** (2001, May). *Improving on-task levels in students with behavior disorders by giving them more work: An application of the interspersal procedure*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: New Orleans.
86. Skinner, C. H. (2001, Aug.). *Contributions of behavior analysis to school psychology: Application and theory*. Presented at the Annual Convention of the American Psychological Association. San Francisco.

87. Skinner, C. H. & Teeple, D. (2001, Aug.). Problem completion as a reinforcing event: *Theoretical implications and applications*. Presented at the Annual Convention of the American Psychological Association. San Francisco.

2002

87. **Billington, E. J.**, & Skinner, C. H. (2002, May). *Influencing perceptions of time by altering task completion rates*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Toronto.
88. **Billington, E. J.**, & Skinner, C. H. (2002, May). *Varying problem effort and choice: Using the interspersal technique to influence choice towards more effortful assignments*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Toronto.
89. **Billington, E. J.**, & Skinner, C. H., & Malone, J. (2002, May). *Getting students to prefer to do more work: Evidence of the effectiveness of the interspersal procedure*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Toronto.
91. **Hutchins, H.**, Skinner, C. H., & **Billington, E. J.** (2002, May). *The mitigating effects of additional item effort during the interspersal procedure: More than problem completion rates*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Toronto.
92. **Kyselova, O.**, Bell, S. M., Skinner, C. H., & **Sharp, S.** (2002, Feb.). *Reading Improvement as a Function of Listening Previewing*. Presented at the Annual Convention of the National Association of School Psychologists, Chicago.
93. **McCurdy, M.**, Skinner, C. H., Watson, T. S., & Shriver, M. D. (2002, May). *Utilizing empirically-supported methods to increase the writing performance of secondary school students*. Influencing perceptions of time by altering task completion rates. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Toronto.
94. **Meadows, S.** & Skinner, C. H. (2002, May). *Interspersing additional brief English tasks: Enhancing the educational validity of the interspersal procedure*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Toronto.
95. **Neddenriep, C. E.**, & Skinner, C. H. (2002, May). *Effects of class-wide peer tutoring on oral reading fluency and silent reading comprehension*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Toronto.
96. Skinner, C. H. (2002, May). *Extending the research on interspersal and choice: The role of response effort*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Toronto.

2003

97. **McCurdy, M.**, Skinner, C. H., & Watson, T. S. (2003, May). *Using group contingencies to increase the writing performance of secondary school children*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: San Francisco.
98. **Neddenriep, C.** & Skinner, C. H. (2003, April). *Enhancing reading comprehension rates via peer tutoring*. Presented at the Annual Convention of the National Association of School Psychologists, Chicago.
99. Skinner, C. H. (2003, April). *Methods for tackling reading problems: Where we go from here*. Presented at the Annual Convention of the National Association of School Psychologists, Chicago.
100. **Wallace, M.**, **Cox, E. A.**, & Skinner, C. H. (2003, April). *Enhancing academic outcomes: Breaking large assignments into smaller tasks and teaching a student to recruit reinforcement*. Presented at the Annual Convention of the National Association of School Psychologists, Chicago.

2004

101. Skinner, C. H. (2004, March). *Group reinforcement: A class-wide approach for preventing and remedying academic and behavior problems*. Presented at the Annual Convention of the National Association of School Psychologists, Dallas.
102. Skinner, C. H., & **Sharp, S. R.** (2004, March). *Using interdependent group contingencies with randomly selected criteria and paired reading to enhance class-wide reading performance*. Presented at the Annual Convention of the National Association of School Psychologists, Dallas.

103. Skinner, C. H. (2004, March). *Interventions for reading problems: Designing and evaluating effective strategies*. Presented at the Annual Convention of the National Association of School Psychologists, Dallas.
104. **Hale, A., Oliver, R., Winn, B., Allin, J., & Skinner, C. H.** (2004, May). *An investigation of listening and listening-while-reading accommodations on reading comprehension in students with emotional disorders*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Boston.
105. **Winn, B., Allin, J., Hawkins, J., & Skinner, C. H.** (2004, May). *Practicing school consultants can empirically validate interventions: A description and demonstration of the non-concurrent multiple-baseline design*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Boston.
106. **McCallum, E., Skinner, C. H., Hutchins, H.** (2004, May). *Increasing division fact fluency using the taped-problems intervention*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Boston.
107. **Allin, J., Oliver, R., Hale, A., & Skinner, C. H.** (2004, May). *Application, generalization, and experimental control: Evaluating the cover, copy, and compare intervention using the non-concurrent multiple baseline design*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Boston.
108. **Hutchins, H., McCane, S., McCallum, E., Skinner, C. H., & McCallum, S.** (2004, May). *Enhancing accuracy on moderately challenging tasks by interspersing additional easier tasks*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Boston.
109. **Hale, A., Oliver, R., & Skinner, C. H.** (2004, May). *Increasing In-Seat Behavior in a Kindergarten and Second Grade Classroom*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Boston.
110. Skinner, C. H. (2004, May). *The status of academic interventions for students with and at-risk for behavioral disorders*. Discussant of three paper symposium presentation at the Annual Convention of the Association for Applied Behavior Analysis: Boston.
111. Skinner, C. H., (2004, May). *Increasing academic achievement through applied behavior analysis*. Discussant of three paper symposium presentation at the Annual Convention of the Association for Applied Behavior Analysis: Boston.
112. Skinner, C. H. (2005, May). *Obtaining generalized outcomes for reading fluency interventions*. Discussant of three paper symposium presented at the Annual Convention of the Association for Applied Behavior Analysis: Chicago.
113. **Hale, A., Oliver, R., & Skinner, C. H., Williams, J., & Neddenreip, C.** (2005, May). *Comparing comprehension following silent and aloud CBM reading across elementary and secondary students*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Chicago.
114. **Fudge, D., Skinner, C. H., & Axtell, P.** (2005, May). *The use of paired-reading and assisted reading interventions to ameliorate reading difficulties in a third-grader*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Chicago.
115. **Billington, E., Skinner, C. H., & Cruchon, N.** (2005, May). *Varying problem effort and problem completion rates: The interspersal procedure and students' assignment choice*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Chicago.
116. **Williams, J., Neddenreip, C. E., Hale, A. D., Skinner, C. H., & Hawkins, R.** (2006, May). *Words correct per minute: How important is the denominator, time required to read?* Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.
117. **Hawkins, J., Skinner, C., & Hawkins, R.** (2006, May). *The effects of task demands and additive interspersal ratios on fifth-grade students' mathematics accuracy*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.
118. **Bliss, S., Skinner, C., & Adams, R.** (2006, May). *Effects of a taped-timed intervention on Dolch sight word recognition*. Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.

119. **McCallum, E., Skinner, C., Crisp-Turner, H., & Saeker, L.** (2006, May). *The taped-problems intervention: Increasing multiplication fact fluency using a low-tech, classwide, time-delay intervention.* Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.
120. **Carroll, E., Skinner, C., Crisp-Turner, H., McCallum, E.** (2006, May). *Evaluating and comparing two interventions to enhance mathematics fluency in a student with mental retardation: Cover, copy, and compare and taped-problems.* Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.
121. Skinner, C. (2006, May). *Using self-managed low-tech interventions to improve academic skills.* Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.
122. Skinner, C. (2006, May). *Classroom management systems that uses direct stimulus control across agents, students, settings, tasks, and behaviors.* Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.
123. **Fudge, D., Skinner, C., Reece, L., & Cowden, D.** (2006, May). *Color wheel: A classroom management system used to decrease inappropriate verbalizations.* Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.
124. **Hautau, B., & Skinner, C.** (2006, May). *Decreasing off-task behavior with a color wheel classroom management system in Kindergarten.* Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.
125. **Below, J., & Skinner, C.** (2006, May). *Decreasing out-of-seat behavior with a color wheel classroom management system in Kindergarten.* Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.
126. **Choate, S., & Skinner, C.** (2006, May). *Decreasing out-of-seat behavior with a color wheel classroom management system in first grade.* Paper presented at the Annual Convention of the Association for Applied Behavior Analysis: Atlanta.
127. **Bliss, S. L., McCallum, E., Rowland, E., & Skinner, C. H.** (2006, Aug.). *Increasing multiplication fluency using a taped-problem, time-delay intervention.* American Psychological Association: New Orleans.
128. **Carroll, E. E., Skinner, C. H., Turner, H., McCallum, E., Masters, S.** (2006, Aug). *Enhancing mathematics skill in a student with mild mental retardation.* American Psychological Association: New Orleans.
129. **Fudge, D. L., Williams, J. & Skinner, C. H.** (2007, April). *Increasing on-task behavior in second-grade students using the color wheel.* Presented at the Annual Convention of the National Association of School Psychologists, Chicago.
130. **Fudge, D. L. & Skinner, C. H.** (2007, April). *Taming the terrible transitions: Effective class-wide behavior management.* Presented at the Annual Convention of the National Association of School Psychologists, Chicago.
131. **Ojeda, C. & Skinner, C. H.,** (2007, June). *Investigating the effects of the additive interspersal procedures on persistence.* Paper presented at the McNair Scholars Symposium. Knoxville, TN.
- 2008
132. **Saecker, L. B., Skinner, C. H., Brown, K. S., & Roberts, A. S.** (2008, Feb.). *Using responsiveness data to modify a number-writing intervention.* Paper presented the Annual meeting of the National Association of School Psychologists. New Orleans, LA.
133. **Williams, J. L., Skinner, C. H., & Kirk, E. R.** (2008, Feb.). *Time: The main contributor to the validity of reading rates.* Poster presentation at the Annual National Association of School Psychologists Convention, New Orleans.
134. **Krohn, K. R., Fuller, E. J., & Skinner, C. H.** (2008, May). *The effects of a taped-numbers intervention on kindergarten English language learners' acquisition of numbers.* Presented at the Annual Convention of the Association of Behavior Analysis International, Chicago.
135. Skinner, C. H. (2008, May). *The role of reinforcement in classroom settings.* Presented at the Annual Convention of the Association of Behavior Analysis International, Chicago.

136. Skinner, C. H. (2008, May). *Applying group contingencies in classrooms to prevent and remedy academic and behavior problems*. Peer-refereed 3-hour workshop presented at the Annual Convention of the Association of Behavior Analysis International, Chicago.

137. **Parker, M.**, Skinner, C. H., & Saudargus, R. A. (May, 2008). *The effects of a differential attention intervention to decrease student disruptive behavior*. Presented at the Annual Convention of the Association of Behavior Analysis International, Chicago.

2010

140. Skinner, C. H. (May, 2010). *Academic time on task: A tale of conditioned reinforcers and behavioral momentum*. Presented at the Annual Convention of the Association of Behavior Analysis International, San Antonio.

141. Skinner, C. H. (May, 2010). *Improvement of the quantity and quality of undergraduates' participants in class discussions*. Presented at the Annual Convention of the Association of Behavior Analysis International, San Antonio.

142. **Quillivan, C.**, Hawthorne, M. L., & Skinner, C. H. (May, 2010). *Using technology for classroom management: self-monitoring of off-task and disruptive behavior with a cell phone*. Presented at the Annual Convention of the Association of Behavior Analysis International, San Antonio.

142. **Hawthorne, M. L.**, Conley, E., Skinner, C. H., **Parkhurst, J.**, & Robinson, D. H. (May, 2010). **TITLE????** Presented at the Annual Convention of the Association of Behavior Analysis International, San Antonio.

2011

143. **Blondin, C.A.**, Skinner, C. H., **Parkhurst, J.**, Wood, A., & Snyder, J. (2011, February). *Increasing Academic Engagement using the Color Wheel System*. Presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

144. **Embree, M.L.**, Skinner, C.H., **Parkhurst, J.**, Conley, E. & **Nalls, M.L.** (2011, February). *The Effects of Partial-Assignment Completion on Student Choice Behavior*. Presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

145. **Galyon, C. E.**, & Skinner, C. H. (2011, February). Comparison of reading interventions for an English Language Learning student. Presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

146. **Miller, K.C.**, **Galyon, C.E.**, Skinner, C.H., Gibby, L., & Meadows-Allen, S. (2011, February). *Taped Problems Intervention: Generalization of Inverse Addition Facts*. Presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

147. **Nalls, M.L.**, **Embree, M.L.**, Skinner, C.H., & **Quillivan, C.** (2011, February). *Reinforcing Learning Activities versus Assessment Performance to Enhance Spelling Accuracy*. Presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

148. **Parkhurst, J. T.**, **Embree, M.L.**, Skinner, C. H., **Yaw, J.**, Adcock, W., & Luna, E. (2011, February). *Building Mathematic Fluency Using Technology and Idiosyncratic Target Problems*. Presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

149. **Quillivan, C. C.**, **Hopkins, M. B.**, & Skinner, C. H. (2011, February). *A descriptive analysis of the school-wide positive behavior support literature*. Presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

150. **Becker, J. A.**, **Kirk, E.**, & Skinner, C. H. (2011, May). *Decreasing disruptive classroom behaviors: Do group rewards enhance the effectiveness of Color Wheel procedures?* Paper presented at the Annual International Convention of the Association for Applied Behavior Analysis-International, Denver, CO.

151. **Blondin, C.**, **Parkhurst, J.**, & Skinner, C. H. (2011, May). *Enhancing stimulus control using a modeified, our-rule set Color Wheel system*. Paper presented at the Annual International Convention of the Association for Applied Behavior Analysis-International, Denver, CO.

152. **Yaw, J.**, **Taylor, C.**, **Parkhurst, J.**, & Skinner, C. H. (2011, May). *Extending research on a computer-based sight-word reading intervention to a student with autism*. Paper presented at the Annual International Convention of the Association for Applied Behavior Analysis-International, Denver, CO.

153. **Galyon, C., & Skinner, C. H.** (2011, May). *Evaluating repeated readings with contingent reinforcement for improving fluency in an English Language Learning student*. Paper presented at the Annual International Convention of the Association for Applied Behavior Analysis-International, Denver, CO.

Refereed papers presented at regional/state professional meetings

1989

1. Skinner, C. H. (1989, Oct.). *Principles of curriculum-based assessment*. Presented at the Annual Convention of the Alabama Association of School Psychologists, Birmingham, AL.

1990

2. Skinner, C. H. (1990, Nov.). *Group contingencies: A solution for some negative side effects of individual reinforcement in the classroom*. Presented at the Mid-South Regional Conference on Psychology in the Schools, Nashville, TN.

1992

3. **Atchison, L. A.**, Skinner, C. H., **Woodward, J.**, **Adamson, K.**, & **Jackson, R.** (1992, Oct.). *An investigation of the effects of modeling on reading rates*. Presented at the Mid-South Regional Conference on Psychology in the Schools, Jackson, MS.

4. Belfiore, P. J., & Skinner, C. H. (1992, Oct.). *Overlearning or overresponding: The effects of increasing responses within learning trials*. Presented at the Mid-South Regional Conference on Psychology in the Schools, Jackson, MS.

5. **Jackson, R. R.**, Skinner, C. H., **Adamson, K.**, **Woodward, J.**, & **Atchison, L.** (1992, Oct.). *The effects of readers' rate of oral reading on listeners' rate and accuracy of oral reading*. Presented at the Mid-South Regional Conference on Psychology in the Schools, Jackson, MS.

6. Skinner, C. H., & Belfiore, P. J. (1992, Oct.). *Aptitude-treatment interactions versus the law of exercise*. Presented at the Mid-South Regional Conference on Psychology in the Schools, Jackson, MS.

7. **Smith, E. S.**, Skinner, C. H., & **Bamberg, H.** (1992, Oct.). *Subvocal responding to increase division fact fluency in children with behavior disorders*. Presented at the Mid-South Regional Conference on Psychology in Schools, Jackson, MS.

8. **Smith, E. S.**, Skinner, C. H., & McLean, J. E. (1992, Oct.). *The effects of pacing wait time III, or intertrial intervals on sight word learning*. Presented at the Mid-South Regional Conference on Psychology in the Schools, Jackson, MS.

9. **Woodward, J. R.**, Skinner, C. H., **Adamson, K.**, **Atchison, L.**, **Jackson, R.**, & Mims, J. (1992, Oct.). *The effects of reading aloud to students on students' comprehension rates*. Presented at the Mid-South Regional Conference on Psychology in the Schools, Jackson, MS.

1993

10. **Atchison, L. A.**, & Skinner, C. H. (1993, Nov.). *Speed of oral reading and listeners' rereading performance*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.

11. Glowacki, M. L., Skinner, C. H., **Johnson, C. W.**, **Larkin, M. J.**, & Lessley, D. J. (1993, Nov.). *Rate of presentation as an independent variable during taped words interventions: Are students modeling rates?* Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.

12. **Jackson, R. R.**, **Woodward, J. R.**, & Skinner, C. H. (1993, Nov.). *Generalized improvement in oral reading following listening-while-reading interventions*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.

13. O'Neal, M. R., **Adamson, K. L.**, & Skinner, C. H. (1993, Nov.). *Speed of oral reading and listeners' comprehension levels*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.

14. Satcher, J. F., **Brandt, R. K.**, **Walters-Kemp, P. A.**, & Skinner, C. H. (1993, Nov.). *Interaction between students' reading ability and reading interventions*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.

15. Skinner, C. H. (1993, Nov.). *Oral reading rates: How should we read aloud when students are following along silently?* Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.

1994

16. **Robinson, S. L., & Skinner, C. H.** (1994, Nov.). *Varying the presentation rate of a radio commercial: Effects on recognition of features and speaker and product ratings.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville.
17. **Robinson, S. L., & Skinner, C. H.** (1994, Nov.). *Presentation rates' impact on factual and inferential comprehension during listening previewing of longer passages.* Presented at the Mid-South Regional Conference on Psychology in the Schools, Huntsville, AL.
18. **Skinner, C. H., & Robinson, S. L.** (1994, Nov.). *Varying the presentation rates of a radio commercial: Delayed effects on recognition and overall rating of product.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville.
19. **Skinner, C. H., & Robinson, S. L.** (1994, Nov.). *Presentation rates' impact on factual and inferential comprehension during previewing.* Presented at the Mid-South Regional Conference on Psychology in the Schools, Huntsville, AL.

1995

20. **Brown, C., & Skinner, C. H.** (1995, Nov.). *An analysis of the type of articles appearing in the Journal of School Psychology over the past five years.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.
21. **Robinson, S. L., & Skinner, C. H.** (1995, Nov.). *An analysis of the type of articles appearing in School Psychology Review over the past five years.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.
22. **Skinner, C. H.** (1995, Nov.). *Trend in educational and school psychology research journal during the past twenty years.* Discussant for symposium presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.
23. **Skinner, C. H., Logan, P., Johns, G. A., & Robinson, S. L.** (1995, Nov.). *Interspersing efficient tasks to influence students' choice of academic assignment: More is less.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.
24. **Wilborn, L., & Skinner, C. H.** (1995, Nov.). *Legal and ethical issues involving the duty to warn: Implications for counselors and supervisors.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.

1996

25. **Robinson, S. L., & Skinner, C. H.** (1996, Nov.). *Performance on mathematics achievement subtests: Effects of interspersing brief, simple items.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.
26. **Skinner, C. H.** (1996, Feb.). Invited participant in round table discussion regarding childrens' needs for assessment and intervention. Presented at the annual conference for the Mississippi Association for Psychology in the Schools, Jackson, MS.
27. **Skinner, C. H.** (1996, Nov.). *When words are represented in memory-like pictures: Evidence for spatial encoding of study materials.* Symposium discussant at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.
28. **Wildmon, M., Skinner, C. H., & Fletcher, P. A.** (1996, Nov.). *Improving assignment preference through interspersing additional problems: Brief versus easy problems.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.
29. **Wildmon, M., Skinner, C. H., & Fletcher, P. A.** (1996, Nov.). *Improving assignment preference through interspersing additional problems: Brief versus easy problems.* Presented at the Mid-South Regional Conference on Psychology in the Schools, Memphis, TN.

1997

30. **Brown, L. G., McCurdy, M., & Skinner, C. H.** (1997, Nov.). *Analysis of criteria for prioritizing target behaviors.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, TN.

31. **Cates, G. L., Watkins, C. E., Rhymer, K. N., McCurdy, M., & Skinner, C. H.** (1997, Nov.). *Effects of interspersing math problems on student performance and perception of math assignments: Getting students to prefer to do more.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, TN.
32. **Johns, G. A., & Skinner, C. H.** (1997, Nov.). *Effects of interspersing brief easy math problems on a computer math assignment.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, TN.
33. **Morse, L. W., Morse, D. T., & Skinner, C. H.** (1997, Nov.). *Choosing a college instructor: What do students want?* Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, TN.
34. **Rhymer, K. N., Skinner, C. H., Henington, C., Sims, S. M., & Looby, E. J.** (1997, Nov.). *The effects of timings on mathematics performance in elementary students.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, TN.
35. **Wildmon, M. E., Skinner, C. H., & McDade, A.** (1997, Nov.). *Interspersing additional brief, easy problems to increase assignment preference on mathematics reading problems.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, TN.

1998

36. **Cashwell, T., & Skinner, C. H.** (1998, Nov.). *Peer-monitoring and interdependent group contingencies: Increasing prosocial behavior in second-grade students.* Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.
37. **Cashwell, T., & Skinner, C. H.** (1998, Nov.). *University and public school collaboration: Increasing prosocial behaviors in the classroom.* Paper presented at the annual conference of the Southern Associations for the Advancement of Counselor Educators and Supervisors, Montgomery AL.
38. **Cates, G. L., Rhymer, K., Smith, S., & Skinner, C. H.** (1998, Nov.). *How much does academic self-esteem and math anxiety influence mathematics performance.* Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.
39. **Cates, G. L. & Skinner, C. H.** (1998, Nov.). *Getting students to choose mathematics homework with 20 and 40% more problems? An investigation of the strength of the interspersal technique.* Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.
40. **Jackson, B., Dittmer, K. I., Rhymer, K. N., & Skinner, C. H.** (1998, November). *Increasing multiplication fluency in low-achieving students.* Paper presented at the Mid-South Regional Conference on Psychology in the Schools, Tunica, MS.
41. **Johns, G. A., Skinner, C. H., Brown, D., & Nail, G. L.** (1998, Nov.). *Effects of the interspersal technique in a computer math assignment for inpatient adolescents.* Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.
42. **Rhymer, K., Dittmer, K., Skinner, C. H., & Jackson, B.** (1998, Nov.). *The effects of an academic game on multiplication facts.* Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.
43. **Skinner, A. L., Skinner, C. H., & Cashwell, T.** (1998, Nov.). *Increasing fourth-grade students' reports of peers' incidental prosocial behaviors using direct instruction, interdependent group contingencies, and public posting.* Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.
44. **Skinner, C. H., Skinner, A. L., & Cashwell, T.** (1998, Nov.). *Tootling not tattling.* Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.
45. **Skinner, C. H., Skinner, A. L., & Cashwell, T.** (1998, Nov.). *Tootling: Using peer-monitoring and interdependent group contingencies to increase incidental prosocial behavior in elementary students.* Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans.

1999

46. **Cates, G. L., Rhymer, K. N., & Skinner, C. H.** (1999, October). *The effects of explicit timing with varying levels of mathematics tasks.* Paper presented at the Annual Convention of the Mississippi Psychological Association, Biloxi, MS.

47. **Cates, G. L., Rhymer, K. N., Skinner, C. H., & Devlin, S.** (1999, October). *Influence of school psychologists training experience when consulting with teachers*. Paper presented at the Annual Convention of the Mississippi Psychological Association, Biloxi, MS.
48. **Dalme, K. L., Rhymer, K. N., Watson, T. S., & Skinner, C. H.** (1999, Nov.). *Behavioral momentum technique versus interspersal: An examination with sight words*. Paper presented at the Annual Convention of the Mississippi Psychological Association, Biloxi, MS.
49. **Cates, G. L., Rhymer, K. N., Skinner, C. H., & Devlin, S.** (1999, Nov.). *Preference of pre-professionals when consulting with school psychologists*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Point Clear, AL.
50. **Freeland, J., Jackson, B., & Skinner, C. H.** (1999, Nov.). *The effects of reinforcement on reading rate of comprehension*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Point Clear, AL.
51. **McCurdy, M., & Skinner, C. H.** (1999, Nov.). *Using the interspersal technique with off-task behavior*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Point Clear, AL.
52. **Rhymer, K. N., Skinner, C. H., McNeill, S., Smith, T., & Jackson, S.** (1999, Nov.). *Explicit timing as an intervention to alter rate of student arithmetic performance during independent seat work*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Point Clear, AL.
53. **Rhymer, K. N., Dalme, K. L., Watson, T. S., & Skinner, C. H.** (1999, Nov.). *Comparison of the behavioral momentum technique and the interspersal technique on sight words with a first-grade student*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Point Clear, AL.
54. **Skinner, C. H., & Skinner, A. L.** (1999, Nov.). *Shaping reading persistence in a client with chronic schizophrenia*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Point Clear, AL.

2000

55. **Freeland, J. T., Skinner, C. H., Jackson, B., McDaniel, C. E., & Smith, S.** (2000, Feb.). *Measuring and increasing silent reading comprehension rates via repeated readings*. Presented at the Annual conference for the Mississippi Association for Psychology in the Schools, Jackson, MS.
56. **Howell, L. A., Smith, S. L., Skinner, C. H., Armstrong, K. J., & Watson, T. S.** (2000, Feb.). *Evaluating acceptability of an intervention stated in behavioral versus non-behavioral terms in preservice teachers after field experience*. Presented at the Annual conference for the Mississippi Association for Psychology in the Schools, Jackson, MS.
57. **Howell, L. A., Smith, S. L., Skinner, C. H., Armstrong, K. J., & Watson, T. S.** (2000, Feb.). *Evaluating acceptability of an intervention stated in behavioral versus non-behavioral terms in preservice teachers before field experience*. Presented at the Annual conference for the Mississippi Association for Psychology in the Schools, Jackson, MS.
58. **Freeland, J., Watson, T. S., & Skinner, C. H.** (2000, Feb.). *Exploring the basis of concurrent validity of commonly administered tests in school psychology practice*. Presented at the Annual conference for the Mississippi Association for Psychology in the Schools, Jackson, MS.
59. **Armstrong, K. J., Nugent, C. M., Bretz, K. M., & Skinner, C. H.** (2000). *Pre-service teacher experience level and social validity ratings of restitution versus punishment-based interventions*. Presented at the Annual conference for the South Eastern Psychological Association.
60. **Abramson, E., & Skinner, C. H.** (2000, Nov.). *Writing disabilities: From diagnosis to intervention*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Bowling Green, KY.
61. **Smith, T., Dittmer, K. I., & Skinner, C. H.** (2000, Nov.). *Using cover, copy, and compare to teach students with disabilities parts of the heart*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Bowling Green, KY.

62. **Freeland, J., Skinner, C. H., & Jackson, B.** (2000, Nov.). *Increasing silent reading comprehension rates via repeated readings*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Bowling Green, KY.
63. **Smith, S. L., Howell, L. A., Armstrong, K., Skinner, C. H., & Watson, T. S.** (2000, Nov.). *The effects of behavioral versus non-behavioral phrasing on treatment acceptability*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Bowling Green, KY.
64. **Howell, L. A., Smith, S. L., Skinner, C. H., Armstrong, K., & Watson, T. S.** (2000, Nov.). *Treatment acceptability ratings of an intervention described in behavioral versus non-behavioral terms*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Bowling Green, KY.

2001

65. Jackson, S., & Skinner, C. H. (2001, Oct.). *Using a 2-10 intervention to decrease inappropriate behavior*. Presents at the Tennessee Psychological Association Annual Convention, Nashville, TN.

2002

66. **Allin, J. D., Oliver, R., Hale, A. D., & Skinner, C. H.** (2002, Nov.). *Using cover, copy, and compare to increase student's academic performance in spelling an math*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.
67. **Billington, E. J., & Skinner, C. H.** (2002, Nov.). *The effects of interspersing brief problems on perceptions of time*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.
68. **Billington, E. J., & Skinner, C. H.** (2002, Nov.). *Influencing student assignment choice by interspersing brief problems*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.
69. **Oliver, R., & Skinner, C. H.** (2002, Nov.). *Decreasing the inappropriate vocalizations and increasing the assignment completion of a fifth grade student*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.
70. **Popkin, J. E. & Skinner, C. H.** (2002, Nov.). *Enhancing academic performance in a classroom serving students with serious emotional disturbance: Interdependent group contingencies with randomly selected component*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.
71. Skinner, C. H. (2002, Nov.). *The discrete talk completion hypothesis: Behavioral theory supported by a meta-analysis of interspersal research*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.
72. **Upson, L. M., & Skinner, C. H.** (2002, Nov.). *The effects of an interdependent group contingency game on disruptive and off-task behavior*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.
73. **Upson, L. M., & Skinner, C. H.** (2002, Nov.). *Effects of repeated practice on reading comprehension and reading fluency*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.
74. **Winn, B. D., Hale, A. D., Skinner, C. H., Oliver, R. & Allin, J. D.** (2002, Nov.). *An investigation of listening and listening-while-reading accommodations on reading comprehension levels and rates in students with emotional disorders*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.
75. **Winn, B. D., Allin, J. D., Hawkins, J. A., & Skinner, C. H.** (2002, Nov.). *Increasing journal writing performance in elementary students via goal setting, feedback and positive reinforcement*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.

2004

76. **Williams, A. D., & Skinner, C. H.** (2004, Nov.). *Using measures of reading comprehension rate to evaluate the effects of a previewing strategy on reading comprehension*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Gatlinburg TN.

77. **Gray, R. G., & Skinner, C. H.** (2004, Nov.). *Using a repeated-reading intervention to increase reading fluency*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Gatlinburg TN.
78. **Axtell, P. K. & Skinner, C. H.** (2004, Nov.). *Sensitivity of curriculum based measurement: Identifying possible sources of error variance*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Gatlinburg TN.
79. **Fudge, D. L., & Skinner, C. H.** (2004, Nov.). *The utilization of a paired-reading and assisted-reading intervention to increase fluency and accuracy*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Gatlinburg TN.
80. **Fudge, D. L., & Skinner, C. H.** (2004, Nov.). *Increasing the on-task behavior of all students in an urban elementary student room via stimulus control*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Gatlinburg TN.

2008

81. **Below, J. L., Skinner, C. H., & Fearington, J. Y.** (2008, Nov.). *Gender differences in reading performance on DIBELS reading probes*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
82. **Kirk, E. R., Skinner, C. H., Ridge, J., Orsega, M., Rowland, E., & Roberts, A.** (2008, Nov.). *Investigating the effects of an interspersal procedure on persistence*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
83. **Jaspers, K. E., Saecker, L., Skinner, C. H., & Williams, R.** (2008, Nov.). *The effects of problem order on accuracy, preference and choice of multiplication assignments*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
84. **Orsega, M. C. & Skinner, C. H.** (2008, Nov.). *Sketchmate: An instructional tool to help teach computer science algorithms*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
85. **Rowland, E. K., Skinner, C. H., Richards, K., Saudargas, R. & Robinsons, D. H.** (2008, Nov.). *The effects of placement and type of seductive details on recall of target material in text*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
86. **Saecker, L., & Skinner, C. H.,** (2008, Nov.). *The effects of descriptions of personal experiences on students' learning and behavioral intentions towards peers with attention-deficit/hyperactivity disorder*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
87. **McCleary, D. F., & Skinner, C. H.** (2008, Nov.) *Taped problems across multiplication sets*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
88. **Aspiranti, K. B., & Skinner, C. H.** (2008, Nov.). *Increasing basic addition fluency using the taped-problems intervention and reinforcement*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
89. **Krohn, K. R., & Skinner, C. H.** (2008, Nov.). *The effects of a taped-numbers intervention for kindergarten students with number identification difficulties*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
90. **Kirk, E. R., & Skinner, C. H.** (2008, Nov.). *Use of the color wheel with group-oriented contingencies*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
91. **Aspiranti, K. B., & Skinner, C. H.** (2008, Nov.). *Decreasing inappropriate behaviors in a first-grade classroom using the color wheel intervention*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.
92. **Skinner, C. H., & Fuller, E.** (2008, Nov.). *Use of the color wheel to improve classroom management in a kindergarten classroom*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.

2009

93. **Skinner, C.H.** (2009, Feb.). *SWPBS in Tennessee*. Special education annual conference. Nashville, TN.

2010

94. **Galyon, C.** & Skinner, C. H. (2010, Oct.). Comparison of reading interventions for an English language learning student. Paper presented at the annual meeting of the Tennessee Psychological Association, Nashville TN.
95. **Parkhurst, J., Blondin, C.,** Wood, A., & Skinner, C. H. (2010, Oct.). Extending the external and contextual validity of the Color Wheel System. Paper presented at the annual meeting of the Tennessee Psychological Association, Nashville TN.
96. **Embree, M. L., Parkhurst, J.,** Conley, E., & Skinner, C. H. (2010, Oct.). Two studies investigating the role of partial-assignment completion in students' academic choice behavior. Paper presented at the annual meeting of the Tennessee Psychological Association, Nashville TN.

SECTION IV: OTHER RESEARCH CONTRIBUTIONS

A. STUDENT JOURNAL REVIEW TRAINER (1996-present).

1997 - 2002. Train students to review articles for *School Psychology Review*.

1999 - 2005. Train students to review articles for *School Psychology Quarterly*.

B. TRAINING TAPES

The presentations cited below were video-taped and distributed to school psychologists who viewed the tape and received continuing professional development credits from the National Association of School Psychologists.

1. Skinner, C. H. (1990, Nov.). *Group contingencies: A solution for some negative side effects of individual reinforcement in the classroom*. Presented at the Mid-South Regional Conference on Psychology in the Schools, Nashville, TN.
2. Skinner, C. H. (2004, March). *Group reinforcement: A class-wide approach for preventing and remedying academic and behavior problems*. Three hour workshop presented at the annual NASP Convention, Dallas.

C. MENTOR (1996-Present).

NASP, Professional Growth for School Psychologists (PGSP). *Teaching self-management Strategies to Adolescents*. Duties include consulting with practitioners around the county regarding implementation of their self-management projects for continuing professional development.

D. CONFERENCE CO-CHAIR (REGIONAL)

Violence in the Classroom (1994, Nov.). Organized and presented at a conference on reducing violence in the classroom.

E. OTHER PRODUCTS AND MATERIALS

Software Co-designer (1996)

1. *Interspersal Program (1996)*. A student and I, Dr. Gregg Johns designed a piece of software that allows one to conduct research on computer-based mathematics drill and instruction.
2. *Persistence Program (2005)*. A student and I, Mike Orsega, developed and produced software designed to study persistence and manipulate variables to influence persistence.
3. *Taped-problems CD (2008)*. A student and I, Elizabeth McCallum designed and developed a CD for implementation of a self-managed mathematics fluency building intervention.

G. DISSERTATIONS CHAIRED

1996

1. Dubose, R. (1996). *A confirmatory factor analysis of the Wechsler Intelligence Scale for Children-Third Edition: Ten standard subtests using African-American and Caucasian children classified as learning disabled*.
2. Paul, B. S. (1996). *Variables associated with teacher acceptability of paddling: Sex role and burnout*.

1997

3. Johns, G. A. (1997). *The effects of interspersing brief and easy problems on choice of mathematics tasks*.
4. Martin, J. J. (1997). *The effects of interspersing additional mastery level reading material on reading choice, perceived effort, and reading fluency*.
5. Termine, T. J. (1997). *Identifying high IQ students using short forms of the Wechsler Intelligence Scale for Children-Third Edition*.

6. Scott, J. H (1997). *Identifying children with learning disabilities using the Maternal Perinatal Scale.*

1998

7. Robinson, S. L. (1998). *Effects of positive statements made by peers on peer interactions and social status of children in residential treatment settings.*

1999

8. Rhymer, K. N. (1999). *Explicit timing as an intervention to alter rate of student arithmetic performance during independent seat work.*

9. Townsend, N. (1999). *A functional analysis of the echolalic behavior of three children with autism.*

2001

10. Wildmon, M. (2001) *Enhancing mathematics assignment perception in students with learning disabilities by giving them more work.* (Co-chair, Mississippi State - Dissertation proposal and data collection completed under me, defended under Dr. Watson , MSU.

11. Cates, G. L. (2001). *The differential effects of task variation procedure on rating of academic stimuli and acquisition of spelling skills among elementary student.* Co-chair, Mississippi State - Dissertation proposal and data collection completed under me, defended under Dr. Watson, MSU.

12. Meadows, S. (2001). *Increasing assignment length to get students to choose to do even more work,* UT.

2002

13. Popkin, J. (2002). *The Effects of interdependent group contingencies on the academic performance of students with serious emotional disturbances: Randomizing target behaviors, criteria, and reinforcers,* UT.

14. Teeple, D. (2002). *Interspersing additional brief items to influence the choice behavior of students with behavior and emotional disabilities to complete grammar assignments,* UT.

15. Shelton, H. L. (2002). *Increasing students' awareness and perception of peer prosocial behavior: An investigation of tootling,* UT.

16. Abrahams, E. (2002). *A comparison of computer based and paper and pencil writing programs,* UT.

2003

17. Neddenriep, C. (2003). *Classwide peer tutoring: Three experiments investigating the generalized effects of increased oral reading fluency to silent reading comprehension,* UT.

18. Booher, J. (2003). *Does increasing opportunities to respond enhance generalization from multiplication to division facts,* UT.

19. Billington, E. (2003). *Varying problem effort and problem completion rates: An investigation of the interspersal procedure and student assignment choice,* UT-Experimental Psychology.

2004

20. Hale, A. (2004). *Curriculum-based measurement: Investigating the relationship between oral and silent reading comprehension and words correct per minute.* UT.

21. Hawkins, J. (2004). *The effects of task demands and interspersal ratios on student accuracy in mathematics,* UT.

22. Winn, B. (2004). *The effects of known versus unknown criteria on journal writing performance of elementary students using and interdependent group contingency,* UT.

23. Kyselova, O. A. (2004). *Pre-service teachers' awareness of prosocial and antisocial behavior in students with disabilities,* UT.

24. Allin, J. (2004). *The effects of vicarious rewards and vicarious response cost on incidental learning,* UT.

2005

25. McCallum, E. (2005). *The taped-problems intervention: Increasing multiplication fact fluency using a low-tech, class-wide, time-delay intervention,* UT.

26. Poncy, B. (2005). *An investigation of the reliability and standard error of measurement of words read correctly per minute using curriculum based measurement*, UT.

2006

27. Pappas, D. N. (2006). *Interdependent group contingencies with randomly selected components applied to class-wide performance in the Accelerated Reader program*, UT.

28. Fudge, D. L. (2006). *Increasing on-task behavior in second-grade students: An empirical validation of the color wheel intervention*, UT.

29. Williams, A. (2006). *Using a previewing strategy to enhance reading comprehension of secondary students*, UT.

2007

30. Williams, J. L. (2007). *An investigation of the relationship between reading speed and general reading skill development*, UT.

2008

31. Below, J. L. (2008). *Gender differences in performance on DIBELS reading probes, Kindergarten through fifth grade in a rural school district*, UT.

32. Saeker, L. (2008). *The effects of descriptions of personal experiences on students' learning and behavioral intentions toward peers with attention deficit/hyperactivity disorder*, UT.

2009

33. Bryant-Rowland, E. (2009, Fall). *An Examination of Potential Mediating Factors on the Seductive Details Effect in Learning from Text*. UT.

34. Fuller, E. (2009, Fall). *The Effects of Pacing on Academic Performance in Elementary School Students with Attention Difficulties*.

35. Kirk-Richardson, E. (2009, Fall). *The Effects of the Interspersal Procedure on Persistence with Computer-Delivered Multiplication Problems*.

2011

36. Embree-Hawthorne, M. (2011, January). *Three experiments investigating partial assignment completion and assignment choice*.

37. Nalls, M. (2011, May). *Enhancing Spelling Performance using Cover, Copy, and Compare: Evaluating Behaviors that Cause Learning*.

H. CURRENTLY MAJOR PROFESSOR:

1. Meredith Embree-Hawthorne
2. Megan Nalls
3. Colin Quillivan
4. John Parkhurst
5. Jarred Yaw\
6. Bethany Forbes
7. Kristen Mauer
8. Emily Taylor
9. Megan Schall

I. STUDENT COMMITTEES

Committee Member

1. Amanda Monville (UT- Defended summer 2001).
2. Robin Skrutski. UT- Defended summer 2002).
3. Timothy Lionetti (Lehigh University) Defended Fall, 2000.
4. Stephanie Campbell (MSU summer, 2002).
5. Martha Merrill (April, 2003). Collaborative Learning student.
6. Jamie Yarborough (Defended? 2004)
7. Renee Oliver (Defended Spring, 2004).

8. Rob Bell (Sport Psychology, May, 2006)
9. Anthony Manos (Collaborative Learning)
10. Briana Hautau (Spring, 2007)
11. Kia Davis (Summer 2007)
12. Erin Carroll (Spring 2007)
13. Cathy Grist Litty (Fall 2007) - TPTE
14. Kate Jaspers
15. James Cerri - Psychology
16. Mike Orsega- Computer Science
17. Lisa Foster
18. Daniel McCleary
19. Angela Monger
20. Kristy Van Hornweder (Computer Science College of Engineering)
21. Carolyn Blondin
22. Charles Galyon
23. Michel Black

Ed.S.: Chair

1. Hurst, K. (UT EdS-2001, Summer).
2. Williams, A. J., (UT-Summer 2001 Ed.S.).
3. Gandia, R. (UT-Summer 2001 Ed.S.).
4. Slette K. C. (UT-Summer 2001 Ed.S.).
5. Cinnamon, B. (UT-Summer 2001 Ed.S.).
6. Barrette D. (UT-Fall 2001 Ed.S.).
7. Mary Jessica Moore

Chair: Ed.S. Projects

1. Hurst, K. (EDS-2001, Feb.). *Enhancing Persistence in Students with Serious Emotional Disturbance: An Application of the Interspersal Procedure.*
2. Gandia, R. (2000, May). *School Psychology Internship Guide: Ed.S. Program.* Ed.S. research project completed as partial requirement for Ed.S. Comprehensive Exam.
3. Slette, K. C. (2000, July). *Intervention research trends in school psychology journals: 1995-1999.* Ed.S. project completed as partial requirement for Ed.S. Comprehensive Exam.
4. Brian Cinnamon (EDS - 2001, Feb.). *A Three-Prong Approach to Improving Writing Success.*
5. David Barrette (EDS - 2001 Summer). *Reading Skills Interventions.*
6. Lisa Reese (EDS - 2005, Fall). *Classroom Management Via the Color Wheel.*

Undergraduate Honors Research Supervision

1. Hall, K. (1998). *Relative problem completion rates and choice.*
2. Hutchins, H. (2000-2001). Psychology Department. *The impact of interspersing briefer grammar tasks on students' choice and perceptions of assignments.*

Ronald McNair Mentor:

1. Williams, S. (1995) *Increase response efficiency and learning rates.*
2. Carlos Ojeda (2007, summer). *Investigating the effects of the additive interspersal procedures on persistence.*

SECTION V: UNIVERSITY TEACHING

A. COURSES TAUGHT: THE UNIVERSITY OF ALABAMA

BEP 505	Psychology in Education
BEP/BSP 625	Cognitive and Behavioral Interventions
BSP 586	Assessment Practicum in School Psychology
BEP 690	Readings in Educational Psychology
BEP 698	Research not Related to Dissertation
BEP/BSP 673	Legal and Ethical Issues in Educational Psychology
BEP 690	Readings in Educational Psychology
BEP 550	Life-Span Development
BEP 640	Learning Theories in Education
BSP 686	Consultation and Intervention Practicum in School Psychology
BSP/BCE 635, 631	Consulting in Educational and Agency Settings
BSP 698	Research not Related to Dissertation
BEP 500	Advanced Educational Psychology, Gadsden Campus
BEP 105	Elementary Psychology
BSP 588	Internship in School Psychometry
BEP 689	Non-Dissertation Research
BSP 699-002	Dissertation Research
BSP 689-002	Research Practicum in School Psychology
BSP/BEP 661	Social and Cultural Bases of Behavior

B. COURSES TAUGHT: MISSISSIPPI STATE UNIVERSITY

EPY 8453	School Psychology
EPY 8333	Psychological Foundations of Education
EPY 8554	Supervised Assessment Experience in School Psychology
EPY 9103	Advanced Professional Seminar in Applied Educational Psychology
EPY 3543	Psychology of Adolescents
EPY 9203	Advanced Psychological Consultation
EPY 9003	Research-Dissertation
EPY 8003	Independent Research Project
EPY 9506	School Psychology Internship
EDF 8443	Single Subject Design Research
EPY 2053	Human Growth and Development
EPY 4053	Psychology and Education of the Mentally Retarded

C. COURSES TAUGHT: UNIVERSITY OF TENNESSEE

Spring 2,000:	EP 540	Seminar in School Psych
Spring 2,000:	EP 546	Practicum in Consultation.
Sum. 2,000	EP 210	Readings in Student Development
Fall 2,000:	EP 540	Seminar in School Psych
Fall 2,000:	EP 545	Psycho-educational Consultation
Spring 2001:	EP 546	Practicum in Consultation
Summer 2001:	EP 210	Readings in Student Development
Summer 2001:	EP 401	Educational Psychology
Fall 2001:	EP 540	Seminar in School Psych
Fall 2001:	EP 545	Psycho-educational Consultation

Fall 2001: EP 650 Professional Practice in School Psychology
 Fall 2001: EP 655 Research in Psychoeducational Studies
 Spring 2002: EP 546 Practicum in Consultation
 Spring 2002: EP 650 Professional Practice in School Psychology
 Spring 2002: EP 655 Research in Psychoeducational Studies
 Summer 2002: EP 505 Quasi-Experimental and Single Subject Designs Research
 Summer 2002: EP 517 Direct Assessment and Intervention for Academic Skills Deficits
 Fall 2002: EP 545 Psycho-educational Consultation
 Fall 2002: EP 650 Professional Practice in School Psychology
 Fall 2002: EP 655 Research in Psychoeducational Studies
 Spring 2003: EP 546 Practicum in Consultation
 Spring 2003: EP 650 Professional Practice in School Psychology
 Spring 2003: EP 655 Research in Psychoeducational Studies
 Summer 2003: EP 505 Quasi-Experimental and Single Subject Designs Research
 Summer 2003: EP 517 Direct Assessment and Intervention for Academic Skills Deficits
 Fall 2003: EP 545 Psycho-educational Consultation
 Fall 2003: EP 650 Professional Practice in School Psychology
 Fall 2003: EP 655 Research in Psychoeducational Studies
 Spring 2004: EP 546 Practicum in Consultation
 Spring 2004: EP 650 Professional Practice in School Psychology
 Spring 2004: EP 655 Research in Psychoeducational Studies
 Summer 2004: EP 505 Quasi-Experimental and Single Subject Designs Research
 Summer 2004: EP 517 Direct Assessment and Intervention for Academic Skills Deficits
 Fall 2004: EP 545 Psycho-educational Consultation
 Fall 2004: EP 650 Professional Practice in School Psychology
 Fall 2004: EP 655 Research in Psychoeducational Studies
 Spring 2005: EP 546 Practicum in Consultation
 Spring 2005: EP 650 Professional Practice in School Psychology
 Spring 2005: EP 655 Research in Psychoeducational Studies
 Summer 2005: EP 505 Quasi-Experimental and Single Subject Designs Research
 Summer 2005: EP 517 Direct Assessment and Intervention for Academic Skills Deficits
 Fall 2005: SP 545 Psycho-educational Consultation
 Fall 2005: SP 650 Professional Practice in School Psychology
 Fall 2005: EP 655 Research in Psychoeducational Studies
 Spring 2006: SP 546 Practicum in Consultation
 Spring 2006: SP 650 Professional Practice in School Psychology
 Spring 2006: EP 655 Research in Psychoeducational Studies
 Summer 2006: EP 505 Quasi-Experimental and Single Subject Designs Research
 Summer 2006: EP 517 Direct Assessment and Intervention for Academic Skills Deficits
 Fall 2006: SP 545 Psycho-educational Consultation
 Fall 2006: SP 650 Professional Practice in School Psychology
 Fall 2006: EP 655 Research in Psychoeducational Studies
 Spring 2007: SP 546 Practicum in Consultation
 Spring 2007: SP 650 Professional Practice in School Psychology
 Spring 2007: EP 655 Research in Psychoeducational Studies
 Summer 2007: EP 505 Quasi-Experimental and Single Subject Designs Research
 Summer 2007: EP 517 Direct Assessment and Intervention for Academic Skills Deficits
 Fall 2007: SP 545 Psycho-educational Consultation
 Fall 2007: SP 650 Professional Practice in School Psychology
 Fall 2007: EP 655 Research in Psychoeducational Studies
 Spring 2008: SP 546 Practicum in Consultation
 Spring 2008: SP 650 Professional Practice in School Psychology

- Spring 2008: EP 655 Research in Psychoeducational Studies
Summer 2008: EP 505 Quasi-Experimental and Single Subject Designs Research
Summer 2008: EP 517 Direct Assessment and Intervention for Academic Skills Deficits
Fall 2008: SP 545 Psycho-educational Consultation
Fall 2008: SP 650 Professional Practice in School Psychology
Fall 2008: EP 655 Research in Psychoeducational Studies
Spring 2009: SP 546 Practicum in Consultation
Spring 2009: SP 650 Professional Practice in School Psychology
Spring 2009: EP 655 Research in Psychoeducational Studies
Summer 2009: EP 517 Direct Assessment and Intervention for Academic Skills Deficits

D. MAJOR CURRICULA DEVELOPMENT ACTIVITIES

New Courses Developed and Taught

1991

1. BSP/BEP 661: Social and Cultural Bases of Behavior (Univ. of Alabama).

1996

2. EPY 9103: Advanced Professional Seminar in Applied Educational Psychology: Legal and Ethical Issues (Mississippi State University).
3. EPY 8773: Assessment and Intervention for Academic Skills Deficits (Mississippi State University).

2001

4. EP 615: Direct assessment and intervention for academic skills deficits. (University of Tennessee, approved Oct. 11, 2001).
5. EP 505: Quasi-experimental and Single-subject Research Designs.(University of Tennessee, approved Oct. 11, 2001).
6. SP 601: Advanced practicum in School Psychology

Curriculum Development

Revised the School Psychology Ph.D. program curricula at Mississippi State University to fit a scientist-practitioner model with a behavioral focus. This included:

- (1) adding and subtracting required courses,
- (2) re-sequencing courses
- (3) changing course names, content, and description (7 courses),
- (4) developing, writing, and proposing new courses
- (5) see countless faculty heads and department heads to get approval for new courses, course name changes, course description changes, etc.

E. INVITED GUEST LECTURE – FOR COURSES CREDIT

National/International

1. Skinner, C. H. (2005, Sept.). *Theoretical and applied implications of the discrete task completion hypothesis*. Guest Faculty via a weekly teleconference seminar, Contemporary Issues in Special Education, The Ohio State University.
2. Skinner, C. H. (2005, Sept.). *Advanced application of group contingencies*. Invited presentation to the graduate students in applied intervention graduate course (e.g., school psychology and special education). Texas A&M - Commerce. Commerce, TX.

3. Skinner, C. H. (2011, Oct.). *Precisely Measure Learning Rates: Implication for Applied Researchers and Remediation*. Guest Faculty via a weekly teleconference seminar, Contemporary Issues in Special Education, The Ohio State University.

Regional/Local

3. Skinner, C. H. (2000, Oct.). *Choice, skill development, and appropriate classroom behavior*. Presented to Exercise Science Seminar students, University of Tennessee. Knoxville.
4. Skinner, C. H. (2000, Sep.). *Managing Behavior with group contingencies: Negative social side effects and how to control them*. Presented to Exercise Science Seminar students. University of Tennessee. Knoxville.
5. Skinner, C. H. (2001, March). *Research Behaviors*. Guest lecturer in College of Education Multi-disciplinary Seminar Class, The University of Tennessee.
6. Skinner, C. H. (2001, Oct.). *Accreditation and credentialing*. Presentation made to Ethical, Legal, and Professional Issues in Psychology Class (PSYCH 635), The University of Tennessee.
7. Skinner, C. H. (2003, Feb.). *Choice: Increasing the probability that students engage in academic work via assignment alternation and contingency management*. Three hour lecture/workshop delivered to the Urban Specialists Program at West High School as part of MA Ed degree teacher education program, University of Tennessee.
8. Skinner, C. H. (2003, Nov.). *Group contingencies in the classroom*. Three hour lecture/workshop delivered to the Urban Specialists Program at West High School as part of MA Ed degree teacher education program, University of Tennessee.
9. Skinner, C. H. (2003, Nov.). *Research: Motivation, behavior, and publishing process for peer reviewed articles*. Lecture and discussion delivered to the Applied Educational Psychology Program, University of Tennessee.
10. Skinner, C. H. (2004, Jan.). *The matching law and choice*. Colloquium presentation delivered to Psychology graduate students (Psych 515), University of Tennessee. Knoxville.
12. Skinner, C. H. (2004, Feb.). *Group contingencies in the classroom*. Three hour lecture/workshop delivered to the Urban Education Program at Vine Middle School as part of MA Ed degree, teacher training, University of Tennessee.
12. Skinner, C. H. (2004, Feb.). *Group contingencies: Applications, feedback, and address sided effects after implemented*. Three hour lecture/workshop delivered to the Urban Education Program at West High School as part of MA Ed degree teacher training, University of Tennessee.
13. Skinner, C. H. (2004, Sept.). *Research: Motivation, behavior, and publishing process for peer reviewed articles*. Lecture and discussion delivered to the Adult Education Seminar, University of Tennessee.
14. Skinner, C. H. (2005, March). *Preventing and remedying behavior and achievement problems using group contingencies*. Presented to urban education and 1st year teachers at Fulton and West High School as part of MA Ed degree teacher training, University of Tennessee.
15. Skinner, C. H. (2005, Sept.). *Enhance assignment perception and on-task behavior using the additive interspersal procedure*. Presented to urban education and 1st year teachers at Fulton and West High School.
16. Skinner, C. H. (2006, Feb). *Choice*. Presented to Exercise Science Seminar students. University of Tennessee. Knoxville.
17. Skinner, C. H. (2006, March). *Minimizing and maximizing side effects of reinforcement: Applied research results*. 2.5 hour workshop delivered to teacher interns, University of Tennessee, at West High School, Knoxville (20 participants).
18. Skinner, C. H. (2006, Sept.). *Single-subject designs: An overview*. Presented to Dr. Brockett's introductory research Modes of Inquiry (EP 507) class. University of Tennessee, Knoxville.
19. Skinner, C. H. (2007, March). *Grundyism, Cheerleader Pat, Book It and Group Contingencies: You can and should reinforce behavior*. 3 hour workshop delivered to teacher interns, University of Tennessee, at West High School, Knoxville, (35 participants).
20. Skinner, C. H. (2008, August). *Establishing an evidence-base for the color wheel strategy*. A 3

hour didactic lecture for APA accredited Little Tennessee Valley Internship Consortium, Knoxville.

21. Skinner, C. H. (2007, Sept.). *The color wheel: A classroom management system*. Presented to the PreK-3 Interns (CFS-574-Internship) Department of Child and Family Studies, The University of Tennessee, Knoxville, approximately 25 teachers and professionals.
22. Skinner, C. H. (2008, August). *The promise of RtI for Enhancing our Evidence Base*. A 3 hour didactic lecture for APA accredited Little Tennessee Valley Internship Consortium. Knoxville.
23. Skinner, C. H. (2008, Sept.). *Single-subject designs: An overview*. Presented to Dr. Brockett's introductory research Modes of Inquiry (EP 507) class. University of Tennessee, Knoxville.
24. Skinner, C. H. (2008, August). *Internal, External, and Contextual Validity: An example using the color wheel*. A 3 hour didactic lecture for APA accredited Little Tennessee Valley Internship Consortium. Knoxville.
25. Skinner, C. H. (2009, August). *Using RtI Data to Enhance our Evidence Base*. A 3 hour didactic lecture for APA accredited Little Tennessee Valley Internship Consortium. Knoxville.
26. Skinner, C. H. (2009, September). Can't Do vs. Won't Do Fluency and Choice.
27. Skinner, C. H. (2010, October). Managing classroom transitions. Guest Lecture for Art Education Class (Dr. Kramer). University of Tennessee, Knoxville.

F. INVITED UNIVERSITY SPONSORED COLLOQUIA

1. Skinner, C. H. (2000, June). Discussant: The Alpha Kappan, Travis Hawk Colloquium. Reactions to Terry Kopansky's presentation *Alternatives to corporal punishment*, Knoxville.
2. Skinner, C. H. (2004, April). *The matching law and choice*. One hour colloquium delivered to University of Nebraska, Lincoln, College of Education Faculty and Students.
3. Skinner, C. H. (2005, Sept.). *More is less: Applying theoretical underpinnings of conditioned reinforcement*. Invited presentation to the graduate students in applied human science programs (e.g., school psychology). Texas A&M - Commerce. Commerce, TX.
4. Skinner, C. H. (2008, March). *Research is human behavior*. Invited Keynote address for the 4th Annual CEHHS Graduate Student Colloquium, The University of Tennessee, Knoxville.
5. Skinner, C. H. (2008, Nov.) *Managing classrooms with color wheel procedures: Establishing internal, external, and contextual validity*. Colloquia presented to the EPC faculty and graduate students, The University of Tennessee - Knoxville, TN.
6. Skinner, C. H. (2008, Nov.) *On the verge of a breakthrough: Using RtI to build our remediation evidence base*. Colloquia presented to College of Education Graduate students and faculty. The University of Texas - Austin, TX.

SECTION VI: SERVICE

A. NATIONAL

Council for Children with Behavior Disorders

Appointed August, 2000 to National Focus Group (1 of 18 people from around the country) to make federal policy recommendation regarding the education and treatment of students with behavior disorders.

American Psychological Association

1. Editor: *CDSPP Press*. Newsletter of the Council of Directors of School Psychology Programs (CDSPP), Appointed by the Executive Committee (August, 2000).
2. Lightner Witmer Award Chair: Appointed chair of the committee for the APA Division 16 Outstanding Young Researcher Award (appointed Fall, 1999, duties through 2000).
3. Council of Directors of School Psychology Programs (CDSPP), Elected Member of Executive Committee (1999, April).
4. Site Visit- Served on a site visit team that reviewed Syracuse University's School Psychology Program (2000, April).
5. Lightner Witmer Award Committee Member (appointed 1998 for 1999 award).
6. Member of the APA Division 16 Convention Program Committee (1991-1992; 1992-1993; 1995-1996; 2000-2001; 2001-2002; 2002-2003; 2003-2004; 2004-2005; 2005-2006; 2006-2007).
7. APA Division 16 - Publications Booth - work booth for 4 hours at NASP convention April, 2003 - Toronto.
8. APA Division 25 Representative on the Behavioral Psychology Specialty Committee (BPSC) (Nominated by Div. 25 President, Dr. Larry Alferink, January, 2005). The committee is composed of representatives from behaviorally-oriented education and practices organizations (Div. 25, AABT, among others) who develop training and performance standards for a specialty track in the area of behavioral psychology within APA.
9. APA Div. 16 - Fellows Committee (2005-2006). Reviewed Fellow nominations and help decide who gets sent on to APA committee for fellow status.
10. APA Div 16 - Senior Scientists Awards (2008) - Committee Member - review and rate nominees for the senior-scientist award.
11. Site Visitor- Served on a site visit team that reviewed UC-Riverside's School Psychology Program (Spring, 2008).
12. Chair- APA Div 16 Senior Scientists Awards Committee (2008-2009) - Recruited committee members, distribute data, record ratings, and communicate results with Div 16.
13. APA Div. 16 - Fellows Committee (appointed June, 2011). Reviewed Fellow nominations and help decide who gets sent on to APA committee for fellow status.

National Association of School Psychologists (NASP)

1. NASP Expert Data Base: Appointed (2000-2004) to the NASP expert data base to respond to questions and concerns from educators, psychologists, parents, and media concerning prevention and remediation of behavior and academic problems, behavioral assessment and functional analysis, single-subject designs, and group contingencies.
2. Member of Search Committee for Editor of the *School Psychology Review* (1998-1999).
3. Member of the National Association of School Psychologists Professional Development Committee. Appointed January, 1991.
4. NASP Speakers Bureau (Appointed February 2002): Appointed to the NASP speakers Bureau by the NASP Professional Growth Workshop Group. Agree to conduct one pro bono workshop per year. Topic submitted is on randomized group contingencies.
5. NASP Professional Growth Workshop (March, 2004). *Group reinforcement: A class-wide approach for preventing and remedying academic and behavior problems*. Three hour workshop Presented at the Annual NASP Convention. Dallas.

Institute for Educational Sciences (IES)

2008-2009

Panel review member for math and science education grants (Fall, 2008). Completed a comprehensive review of 8 Federal grants and served on a 2 day panel to complete the reviews of 27 grants that survived triage.

2009-2010

Ad Hoc reviewer for Special Education Panel member for 2 special education - math and science education grants (Fall, 2009). Completed a comprehensive review of 2 Federal grants and served as a member of the review panel, via phone conference, for these two grants.

2012

Served on the Technical Review Committee (February 14, 2012, Washington) on standards for evaluation behavior intervention programs for the National Center on Intensive Interventions.

Society for The Study of School Psychology (SSSP)

2011

1. Skinner, C. H. (February, 2011). One of four highly productive scholars who were invited to attend The School Psychology Research Collaborative Conference. Topic; *Publishing your Research*. Presented to about 40 young school psychology faculty who applied for and received fellowships to attend this pre-NASP research focused conference.
2. Skinner, C. H. (March-April, 2011) SSSP Early Career Award Grant Review Panel. Review 5 grant proposals for SSSP.
3. Skinner, C. H. (January-May 2011). Selection committee for JSP's Article of the Year.
4. Skinner, C. H. (August 2011- current. Chair, SSSP Early Career Award Grant Review Panel. Form a review committee and re-write RFP.

2012

4. Skinner, C. H. (January-May 2011). Selection committee for JSP's Article of the Year.
5. Skinner, C. H. (August 2011- current. Chair, SSSP Early Career Award Grant Review Panel. Form a review committee; disseminate revised RFP, manage/collect, and distribute submissions, analyzes committee recommendations, report results to the board.

External Department Reviewer

1. University of Texas A&M at Commerce (Spring, 2006). Served as an external reviewer for the Department of Psychology and Special Education.
2. University of Nebraska-Lincoln (Fall, 2006-Spring 2007). Served as an external reviewer for the Department of Education Psychology.

May Institute

1. Appointment member of the professional advisory board March, 2003 - current.

External Reviewer for 35 Faculty Who Applied for Tenure and Promotion (Other Universities)

B. REGIONAL/STATE

1. Region Chair of the Mississippi Association for School Psychologists, October, 1994-99.
2. Executive Committee Member of the Alabama Association for School Psychologists, January, 1990 - August, 1993.
3. Legislative Committee Member of the Alabama Association for School Psychologists, January, 1990 - August, 1993.
4. Chair - Research Committee, Alabama Association for School Psychologists, January, 1991 - August, 1993.
5. Discussant (1996, Feb.). Reading Fair. Sponsored by project COPE. Tupelo, MS. Served as discussant for seven presentations on programs designed to increase reading achievement.
6. Co-chair, Local Arrangements Committee (2004 MSERA Annual Conference, Gatlinburg). Convention committee volunteer: Mid-South Educational Research Association. Registration: Recruit, schedule, and supervise volunteers who work the desk for check in.
7. Foundation Board, MSERA (2004- current). Elected to Mid-South Educational Research Association. Registration, November, 2004.
8. MSERA Research Awards Committee (2005) - Best Dissertation and Best Paper.
9. Chair, Local Arrangements Committee (2007-2008 MSERA Annual Conference, Knoxville). Handled all local arrangement including food, drink, and technology orders, and all physical arrangements for conference (tables, room set ups, schedules, technology available, displays) for the annual; Mid-South Educational Research Association conference. Other duties included 1. preparing a tri-fold and obtaining materials about the city to be displayed at the previous years conference. 2. sending electronic pictures, maps, information about the city for the Web. 3. Preparing similar, but not identical materials for the printed materials (the researcher) 4. Meeting with the board to prepare for the conference. 5. Collecting board member dinner orders. 6. Preparing, collecting, and buying materials for goody-bags (we spent about \$150). 7. Soliciting, collecting raffle items and preparing raffle materials. 8. Meeting with the hotel several times to order and revise food and technology orders. 9. Making sure comped rooms go to the correct people. 10. Making signs. 11. Preparing boxes to collect papers and evaluations. 12. Working with the hotel on reservation procedures (group rates) and deadlines. 13. Dealing with last minute requests for tables, technology, poster-board etc. 14. Obtaining easels for displays/posters. 15. Arranging for AV materials for Board meeting, business meeting, and keynote address. 16. Set everything up - signs, easels, technology and break down at least once/day for 7 rooms. 18. Trouble shoot technology at the conference.

C. LOCAL

Voluntary Service for Children with Disabilities

Special Friend for two students at Brewer Porch Children's Center. Served in a Big Brother type capacity for students with emotional conflicts. Also chaperon yearly canoe trip with eight secondary students with severe behavior disorders down the Cahaba river.

Mentor, Student Athletes

(1996-1998): Serve as mentor to student athlete (Gregory Favors).

Consultant: Functional Behavioral Assessment Team: Oak Ridge School System (TN)

(October, 2000 - 2001). Served as consultant for team who collects FBA data and develops data-based interventions designed to address students' problems.

D. INVITED, FEATURED, OR KEYNOTE PRESENTATIONS AT REGIONAL AND STATE CONFERENCES

1. Skinner, C. H. (1990, June). *The roles of school psychologists in preventing and remediating behavior problems in our schools: Interventions follows function*. Presented at the Seventh Annual Summer Institute for the South and North Carolina Associations of School Psychologists. Two day workshop, one of two featured speakers.
2. Skinner, C. H. (1991, March). *Group versus individual contingencies for the classroom*. Presented at the Annual Convention of the Mississippi Association of School Psychologists. Jackson, MS. Featured invited presenter.
3. Skinner, C. H. (1992, June). *Behavioral interventions of the behavior disordered: Applications of the matching law*. Presented at the Annual Convention for the Alabama Association of School Psychologists, Birmingham, AL. One of two featured invited speakers.
4. Skinner, C. H. (1998, March). *Preventing academic skills deficits: Fluency, escape/avoidance and negative reinforcement*. Presented at the Annual Convention of the Mississippi Association of School Psychologists, Jackson, MS. Featured invited presenter (2 hours).
5. Skinner, C. H., & **Neddenriep, C.** (2000, Sept.). *Academic interventions: Old wine for the new millennium*. Presented at the Annual Convention of the Kentucky Association of School Psychologists, Lexington, KY. Featured invited workshop (6 hours).
6. Skinner, C. H. (2001, April). *A-B-C of task analysis: Combining antecedent prompt hierarchies and reinforcement to teach complex behavior*. Presented at the 12th Annual Support Employment Conference (ACES), Gatlinburg TN (2 hours).
7. Skinner, C. H. (2001, April). *Proactive programs to encourage desirable behaviors: Group contingencies in the classroom*. Presented at the Convention of the Tennessee Association of School Psychologists, Knoxville, TN. Featured invited presenter (3 hours).
8. Skinner, C. H. (2002, Oct.). *Choice: Increasing the probability that students engage in academic work via assignment alteration and contingency management*. Presented at the Mid-South School Psychology Conference. Chattanooga, TN (2 hours).
9. Skinner, C. H. (2003, Nov.). *Practical Applications of Behavior Management*. Presented at the Convention of the Tennessee Association of School Psychologists, Knoxville, TN. Featured invited presenter (3 hours).
10. Skinner, C. H. (2004, January). *Why do these educators do it?* Keynote address delivered at the Little Tennessee Valley Education Cooperative Annual Award Ceremony and Banquet. Sweetwater TN.
11. Skinner, C. H. (2005, Oct.). *Choice*. Keynote address presented at the Annual Meetings of The Nebraska School Psychology Association. Omaha, NE.

12. Skinner, C. H. (2005, Oct.). *Mathematics interventions: From special education to class-wide prevention*. Invited workshop presented at the Annual Meetings of The Nebraska School Psychology Association. Omaha, NE.
13. Poncy, B., Skinner, C. H., McCallum, L., & Fudge, D. (2006, April). *Response to intervention: Theory and practice*. Invited workshop presented at the Annual Spring Meeting of the Tennessee Association of School Psychologists, Gatlinburg, TN.
14. Skinner, C. H. (2006, Oct.). *Group contingencies to prevent and remedy problems*. Invited workshop presented at the Annual Meeting of the Tennessee Association of Behavior Analysis, Nashville, TN.
15. Skinner, C. H., & Fudge, D. (2006, Oct.). *The color wheel: Better classroom management via better stimulus control*. Invited workshop presented at the Annual Meeting of the Tennessee Association of Behavior Analysis, Nashville, TN.
16. Skinner, C. H. (2007, April: 10:00-11:10 AM). *With-classroom transitions: Effective class-wide behavior management*. Presented at the Tennessee Valley Professional Development Consortium Knoxville TN. Approximately 60 teachers and professionals attended.
17. Skinner, C. H. (2007, April: 11:15-12:25). *With-classroom transitions: Effective class-wide behavior management*. Presented at the Tennessee Valley Professional Development Consortium Knoxville TN. Approximately 60 teachers and professionals attended.
18. Skinner, C. H. (2007, Nov. - 2 hours). *Decreasing inappropriate behaviors and increase on-task and compliance using the Color Wheel*. Presented at the Annual Conference of Tennessee Association of School Psychologists, Pickwick State Park: Tennessee.
19. Skinner, C. H. (2007, Nov.). *Choice: Increasing the probability of students engaging in assigned work*. Keynote presentation at the 11th Annual RISE Beyond Access conference, Memphis, TN.
20. Skinner, C. H. (2007, Nov.). *Using the Color Wheel to decrease inappropriate behaviors and increase on-task behaviors*. Presentation at the 11th Annual RISE Beyond Access conference, Memphis, TN.
21. Skinner, C. H. (2008, Nov.). *Interspersal and choice: Increasing the probability of students engaging in assigned work*. Invited workshop presented at the Annual Meeting of the Tennessee Association of Behavior Analysis. Nashville, TN.
22. Skinner, C. H. (2008, Jan.). *RtI: Five big ideas*. Invited presentation for East Tennessee Regional Resource Center meeting. Knoxville, TN.
23. Skinner, C. H. (2008, Aug). *RtI: Five big ideas*. Invited presentation for Little Tennessee Valley Education Cooperative, Sweetwater TN.
24. Skinner, C. H. (January, 2009). *What Would I Do Without You*. Keynote address delivered at the Little Tennessee Valley Education Cooperative Annual Award Ceremony and Banquet. Sweetwater TN.

E. INVITED TRAINING SESSIONS/WORKSHOPS FOR PRACTITIONERS

National/International

1. Suppa, R., & Skinner, C. H. (1984, March). *Analysis and treatment of self-abusive behaviors*. Hunterdon Developmental Center, Hunterdon, NJ.
2. Skinner, C. H. (1994, June). *Preventing children's violence*, Fort Lauderdale: FL.
3. Skinner, C. H. (1998, May). *Interspersing additional brief tasks to improve students' perceptions of assignments: More is less*, Symposium presented at Georgia State University. Atlanta, GA.
4. Skinner, C. H. (2004, April). *Group contingencies in the classroom*. Three hour workshop presented to Lincoln School District (school psychologists and speech and language pathologists), Colloquium delivered to 130 professional, Lincoln, NE.
5. Daly, E., & Skinner, C. S. (2005, May). *Intervention strategies for addressing reading problems in the classroom*. Workshop funded by The United Nations Educational, Scientific and Cultural Organization (UNESCO). Mico College Conference: Kingston, Jamaica.

6. Skinner, C. S., Skinner, A. L., & Daly, E. (2005, May). *Group contingencies to prevent and remedy problems*. Workshop funded by The United Nations Educational, Scientific and Cultural Organization (UNESCO). Mico College Conference: Kingston, Jamaica.
7. Skinner, C. H. (2007, Aug.). *Apply group contingencies to prevent and remedy learning and behavior problems*. Invited workshop presented to the Cobb County Interns. Kennesaw GA.
8. Skinner, C. H. (2011, May). *Increasing the probability of students engaging in assigned work: The additive interspersal procedure and the discrete task completion hypothesis*. Invited tutorial for CE credits presented at the Annual International Convention of the Association for Applied Behavior Analysis-International, Denver, CO.

Regional/Local

1. Suppa, R., & Skinner, C. H. (1986, Feb.). *Using reinforcement to manage behavior*. Community Services, Bethlehem, PA.
2. Turco, T. L., & Skinner, C. H. (1988, Jan.). *Teaching survival skills: Curriculum-based assessment, group contingencies, and cooperative learning*, Upper Dauphin, PA.
3. Turco, T. L., & Skinner, C. H. (1988, April). *Opportunities to respond: Peer tutoring, cover, copy, and compare, and self-study*, Upper Dauphin, PA.
4. Skinner, C. H. (1990, Jan.). *Positive approaches for decreasing inappropriate behaviors*, Decatur, AL.
5. Skinner, C. H. (1990, Jan.). *Curriculum-based measurement*, Decatur, AL.
6. Skinner, C. H. (1990, Oct.). *Curriculum-based measurement for exceptional students*, Troy, AL.
7. Skinner, C. H. (1991, June). *Intervention teams and applied strategies*, Bay Minette, AL.
8. Skinner, C. H. (1991, Oct.). *Curriculum-based measurement*, Tuscaloosa, AL.
9. Skinner, C. H. (1992, March). *Reinforcing the entire class: Group contingencies for school settings*, Meridian, MS.
10. Skinner, C. H. (1993, Jan.). *Contingency contracts: Not just for individuals*. Meridian, MS.
11. Watson, T. S., & Skinner, C. H. (1995, Jan.). *Problem solving for preventing school violence*, Presented at the Mississippi Academy of School Executives, Louisville, MS.
12. Skinner, C. H. (1995, March). *Contingency management techniques and school violence*, Presented at the Violence in the Classroom Conference, Starkville, MS.
13. Skinner, C. H. (1998, Jan.). *Functional assessment in school setting: Linking treatment to assessment*, Oktibbiha County Special Education Teachers. Starkville, MS.
14. Skinner, C. H. (1998, March). *Raising responsible children: Responsibilities and privileges*, Presented to parents (parent training) at the Child and Family Center. Starkville, MS.
15. Skinner, C. H. (1999, January). *Managing children's behavior: One size does not fit all*. Present at the Creative Learning Center, First Baptist Church, Starkville, MS.
16. Skinner, C. H. (2001, October). *Classroom management: Prevention via group contingencies*. Presented to first year teachers at Austin-East High School, Knoxville, TN.
17. Skinner, C. H. (2003, August). *Preventing and remedying behavior and achievement problems using group contingencies*. Presented to 300 school psychologists and special education teachers in Nashville-Metro School District. Nashville, TN.
18. Skinner, C. H. (2004, November). *Preventing and remedying behavior and achievement problems using group contingencies*. Presented to all 1st year teachers at West High School as part of continuing education for the Knox County School District. Knoxville, TN.
19. Skinner, C. H. (April, 2005). *Managing student behavior via application of flexible classroom rules: The color wheel*. Workshop presented to teachers at Sara Moore Green elementary school, Knoxville, TN.
20. Skinner, C. H. (2006, March). *Enhancing desired behaviors with group contingencies: Empirically validate interventions*. 4 hour workshop delivered to Project GRAD, University of Tennessee students (35 participants).

21. Skinner, C. H. (2006, March). *Taming the terrible transitions via application of clear flexible classroom rules: An empirically validate classroom management system*. 2 hour workshop delivered to Project GRAD, University of Tennessee students, (35 participants).
22. Skinner, C. H. (2006, April). *You can and should reinforce behavior: Empirically validate classroom interventions*. 3 hour workshop delivered to teachers, West High School, Knoxville, (200 participants).
23. Skinner, C. H. (2008, March). *Group contingencies: You can and should reinforce*. 3 hour workshop delivered to teacher interns, UT, at Fulton High School, Knoxville, (14 participants).
24. Skinner, C. H., (2009, February). Contingency management in classrooms. 3 hours workshop delivered to teacher interns and current Knox county teachers, administrators, and UT faculty. (30 participants).
25. Skinner, C. H. (2009, August). Managing your classroom with the color wheel. Presented to Franklin County teachers, Winchester, TN - 3 hour workshop.
26. Skinner, C. H. (September 24, 2010). Managing Classroom Transitions: Validating the Color Wheel. Presented to the Tennessee National Association for the Dual Diagnosed (TN -NADD). Nashville, TN.

D. UNIVERSITY SERVICE

University Committees

Mississippi State

1. Institutional Review Board for the Use of Human Subjects: Aug. 1997- 2000.
2. Internal Review Committee for Psychology Department (**Chair**): Fall, 1997- Spring, 1998.
3. Vice President: Mississippi State University Faculty and Staff Golf League (1998-1999).

University of Tennessee

4. Institutional Review Board for the Use of Human Subjects: Appointed July 2001 will be reviewed in 2002 (June 30). Reappointed for subsequent year.
5. Advisory Panel to Restructuring Task Force: Study and make recommendation for merging College of Education and College of Human Ecology (Fall & Spring 2002).
6. F and A Task Force: Study and make recommendation regarding the distributions of F & A funds at UT (Spring & Summer 2002).
7. University Faculty Senate: Elected to three year term beginning Fall, 2006.
8. Grant Referee: Office of Research (2006). Committee member: Chancellor's Awards Pursue External Funding in the Arts, Humanities, Social Sciences and Applied Social Sciences. Reviewed 15 proposal from around the University and helped (group consensus) determine which would be funded.
9. Office of Disability Services / Student Services Division (2008, Fall). At the request of Tim Rodger, reviewed evaluations and accommodations of approximately 30 students who were receiving services based on their disability and made recommendations. (approximately, 12 hours total).
10. **Ambassador** for the Educational Psychology and Counseling Department to the Tennessee Teaching and Learning Center (Spring 2009).

College Committees:

Mississippi State

- | | |
|-----------------------------|-------------------------------------|
| 1. Fall, 1991 | Library Committee |
| 2. Fall, 1991 | Elections and Credentials Committee |
| 3. Spring, 1992 | Undergraduate Curriculum Committee |
| 4. Spring, 1993 | Graduate Faculty Criteria Committee |
| 5. Fall, 1994 - 1999 | Qualifying Committee |
| 6. Spring, 1994 - 1999 | Written Preliminary Exam Committee |
| 7. Spring, 1994 -Fall, 1995 | AIDS Quilt Committee |

8. Spring, 1994 Co-chair, Violence in the Classroom Conference
9. Fall, 1995 - May 1999 Chair Professional Development Committee
10. Fall, 1997 - 1999 College of Education Restructuring Committee
11. Fall, 1998 - 1999 College of Education Faculty Advisory Council
12. Fall, 1998 & 1999 Review proposals for 1998 Research Initiation Program
University of Tennessee
13. Fall, 2000 - 2002 Academic Affairs Committee
14. Spring 2001- Helen B. Watson Dissertation Award Committee (Chair).
15. Fall 2004 - Associate Dean of Research Search Committee - CEHHS
16. Spring 2005- Awards and Scholarships Committee

Department Committees:

Mississippi State University

1. Spring, 1991 Burlington Northern Awards Committee
2. Spring, 1991 Search Committee for position in Rehabilitation Counseling
3. Spring, 1994 - 1999 Clinic Committee
4. Spring, 1994 - 1999 Admissions committee
5. Fall, 1995 Chair Search Committee: School Psychology Position
6. Spring, 1996 Search Committee: Department Chair
7. Spring, 1996 Chair- School Psychology Search Committee
8. Fall, 1998 Search Committee for Rehabilitation Counselor Faculty Position

University of Tennessee

9. Spring, 2000 Co-chair School Psychology Faculty Search Committee
10. 2002-2003- Search committee - collaborative learning
11. 2004-2005 Search Committee - Special Ed. Faculty
12. 2004-2005 Search Committee - Special Ed. Faculty (other position).
13. 2005-2006 Department of EPC Orientation Chair
14. 2006-2007 EPC Quantitative Methods Certification Chair committee
15. 2007-2008 Search Chair for Korn Learning and Social Skills Center Director
16. 2011-2012 Distinguished alumni award chair -EPC

Junior Faculty Mentor

1. 2004-present: Dr. Jay Pfaffman
2. 2005-present: Dr. David Chiak
3. 2006-present: Dr. Jennifer Morrow

Teaching Evaluations

1. Dr. Chiak (Spring 2006) TPTE
2. Dr Morrow (Fall, 2007) EPC
3. Dr. Chen (Fall, 2009) Nutrition

E. PROGRAM SERVICE (SCHOOL PSYCHOLOGY PROGRAMS)

Mississippi State University (1993-2000).

Director - School Psychology Programs: Programs included M.S., Ed.S., & Ph.D. Responsible for day-to-day operations of program, including compiling all data, conducting and writing self-studies for a) NAPS, b) APA, c) NCATE, d) State Department of Education, and e) The Graduate School.

Chaired the following program committees (1993-2000)

- a) Admissions
- b) Curriculum
- c) Comprehensive Exam (M.S., Ed.S., and Ph.D.)
- d) Recruitment
- e) Annual Student Review and Evaluation
- f) Colloquia Series
- g) Serve as training director
- h) Internship coordinator (1993-1997)

The University of Tennessee (Jan 2000 - present).

Director - School Psychology Programs: Programs include Ed.S., & Ph.D. Responsible for day-to-day operations of program, including compiling all data, conducting and writing self-studies for a) NAPS, b) APA, c) NCATE, d) State Department of Education, and e) the University of Tennessee Graduate School.

Chair the following program committees (Jan. 2000 - present):

- a) Admissions (Manage each year)
- b) Curriculum (Comprehensive Revision Completed 2002)
- c) Comprehensive Exams (Ed.S. and Ph.D. & manage each semester)
- d) Recruitment (Manage ongoing)
- e) Annual Student Review and Evaluation (Manage each year)
- f) Colloquia Series
- g) Serve as training director

F. ACCREDITATION REPORTS AND EFFORTS

Mississippi State University

1. *American Psychological Association* (Initial Accreditation received December, 1997). As coordinator/director of the School Psychology programs at Mississippi State University I did the following tasks which resulted in the School Psychology Department receiving APA accreditation-

- (a) revised the curricula
- (b) wrote the self-study
- (c) coordinated the site team visit- scheduling site team meetings with faculty across three departments, alumni, current students, administrators
- (d) wrote the Ph.D. program student handbook
- (e) wrote the AAA certification student handbook
- (f) wrote the MS program student handbook
- (g) wrote internship manual
- (h) wrote recruitment materials (e.g., brochure, letter of description)
- (i) obtained letters of support for program from various people
- (j) gathered data on student research, dissertations, and Vita from faculty from three departments
- (k) established policies for admissions, student complaints, yearly student progress and performance reviews, etc.

2. Continued Accreditation: *American Psychological Association* (Fall, 1999)

Organized and wrote our self-study in 1999 that was required for consideration for continued accreditation. We received continued accreditation until 2003 without another site visit required. This was the maximum number of years we could have received before being required to do another self-study and have a site visit.

3. *National Association for School Psychologists*: Continued Accreditation (Fall 1996)

Wrote and submitted self-study and accreditation report (1996) for the *Ph.D. and Ed.S. programs*. Both resulted in continued accreditation for another 5 years.

4. *NCATE* (1997). Wrote the *NCATE* 1997 description of program(s) and self-study for the Ed.S. and Ph.D. programs. Also gathered outcomes data, syllabi, and assisted with gather Vita from faculty.

University of Tennessee

5. *American Psychological Association*: Accreditation, 2000

- (a) revised portions of self study, authored other portions of self-study
- (b) coordinated the site team visit- scheduling site team meetings with faculty across three departments, alumni, current students, administrators
- (c) revised the Ph.D. program student handbook
- (d) with a student, wrote an internship manual
- (e) gathered data on student research, dissertations, Vita from faculty from three departments
- (f) wrote, mailed, and compiled results from a survey of program graduates
- (g) surveyed current students and wrote a report
- (h) gathered and compiled outcome data related to program from (1994-1999)

6. *NCATE* 2000

Wrote the *NCATE* 2000 description of program(s) and self-study for the Ed.S. and Ph.D. programs. Also gathered outcomes data, syllabi, and assisted with gather Vita from faculty.

7. *State Department of Education - Tennessee* (2001-Summer)

A. Wrote the SDE accreditation report (2001-Fall) for the School Psychology Ed.S. and Ph.D. Programs. Received continuing accreditation from the SDE.

8. *National Association for School Psychologists*: Continued Accreditation (2001-2002)

Wrote and submitted self-study and accreditation report for the *Ph.D. and Ed. S. programs*. Resulted in continued accreditation for another 5 years.

9. *American Psychological Association*: Accreditation, 2006

Wrote the APA self-study and organized, wrote, format, gathered all the materials for this process including (a. Major revision to handbook, b. documentation of research productive of faculty and students since 2000, c. created new brochure, d. created new web site, e. distributed, scored and summarized graduate survey and wrote a report regarding the survey, f. gather all syllabi and vita. g. collected data for 50 pages of tables).

10. *NCATE* 2006.

Wrote the *NCATE* 2006 description of program(s) and self-study for the *Ed.S. and Ph.D. programs*. Also compiled outcomes data, syllabi, and assisted with gathering Vita from faculty.

11. *State Department of Education - Tennessee* (2006-Summer and Fall)

A. Wrote the SDE accreditation report (2006-Fall) for the School Psychology *Ed.S. and Ph.D Programs*. Received continuing accreditation from the SDE.

12. *National Association for School Psychologists: Continued Accreditation (2006)*

Wrote and submitted self-study and accreditation report for the *Ph.D. program*. Resulted in continued accreditation for another 5 years.

G. MINORITY RECRUITMENT TRIPS:

1. Morris Brown Psychology Graduate Recruitment Fair (October, 2002 - Atlanta).
2. Psychology Department (University of Tennessee (November, 2002 - Knoxville).
3. Texas A&M at Commerce
4. Winston Salem State University

VII: MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Psychological Association
Division 16, American Psychological Association
Association for Behavior Analysis
National Association of School Psychologists
Mid-South Educational Research Association
Society for the Study of School Psychology

VIII. REFERENCES

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