

**Student/Faculty Accomplishments: School Psychology Program
2000-2017
Peer Reviewed National/International Journal Articles
The University of Tennessee**

2000-2017 Peer Refereed National/International Journal Articles

Year	Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
2000	11	16	11	3	7
2001	6	6	6	1	3
2002	20	28	20	9	11
2003	11	23	12	5	5
2004	22	31	23	9	11
2005	14	19	11	3	9
2006	25	45	21	5	18
2007	20	32	20	5	11
2008	11	18	10	3	7
2009	21	54	21	3	15
2010	18	38	18	5	11
2011	26	66	28	1	24
2012	9	17	11	0	8
2013	12	21	11	3	6
2014	6	16	6	0	6
2015	9	16	9	0	5
2016	13	30	14	0	10
2017	10	18	13	0	10
Total	265	495	265	55	177
Average per Year	14.7	27.5	14.7	3	9.8

Note: total number of authors = sum total of student or faculty authorships for that year, thus each person could earn multiple authorships in a year.

SP Student refereed presentations: approximately 30 per year, students are typically first author. While we strongly encourage, support, and help our students prepare conference presentation proposals and presentations, we do not track these data each year.

Summary:

The School Psychology program has four faculty: Dr. Steve McCallum, Dr. Merilee McCurdy, Dr. Christopher Skinner, and Dr. Robert Williams. Dr. Sherry Bain recently retired. The School Psychology program is housed within the Educational Psychology and Counseling Department in the College of Education, Health, and Human Sciences. At any one time, we have between 22-30 students. All of our students are Ph.D. students.

Research on Faculty Research Productivity

Faculty Productivity: Study I (2005-2014)

Villarreal and Umaña (2017) analyzed intervention articles published in six major school psychology journals (*School Psychology Review*, *School Psychology Quarterly*, *Journal of School Psychology*, *Psychology in the Schools*, *Journal of Applied School Psychology*, and *School Psychology International*) from 2005 to 2014. If the authors of an article were affiliated with different institutions, then it was counted as a publication for each contributor's institution. However, an institution was only given credit one time for each article, regardless of the number of authors on each article listing the same affiliation.

For more information see:

Villarreal V & Umaña I. (2017). Intervention research productivity from 2005 to 2014:

Faculty and university representation in school psychology journals. *Psychology in the Schools*, 54, 1094–1105.

Intervention Publications in Major SP Journals, 2005-2014

University	Rank	Total Publications
University Of Tennessee	1	22
University Of Connecticut	2	18
University Of Minnesota	3	16
University Of Virginia	3	16
University Of Oregon	5	13
Northeastern University	6	12
Louisiana State University	7	11
Oklahoma State University	8	10
University Of Southern Mississippi	8	10
Arizona State University	10	8
University Of Wisconsin-Madison	10	8

Villarreal and Umaña (2017) also identified the training programs from which the top 30 authors (based on individual authorship credit) graduated.

Training Programs Completed by the Top 30 Authors

Training Programs of Top 30 Authors	# of Top 30 Authors Graduating from Program
University of Tennessee Syracuse University University of Wisconsin – Madison Mississippi State University	3 each
Lehigh University	2
16 schools had one top 30 graduate including	1 each

The three University of Tennessee School Psychology alumni each had 5 articles and ranked in a tie for 13th. They are Dr. Renee Hawkins, Professor - University of Cincinnati; Dr. Elizabeth McCallum, Associate Professor - Duquesne; and Dr. Brian Poncy, Associate Professor - Oklahoma State

Faculty Productivity: Study II (2005-2009)

Kranzler, Grapin, and Daley (2011) conducted a study published in *Journal of School Psychology* that examined the average number of peer-refereed journal articles that appeared in *PsycINFO* between 2005-2009.

For more information see:

Kranzler, H. H., Grapin, S. L., and Daley, M. L. (2011). Research productivity and scholarly impact of APA-accredited school psychology programs: 2005-2009. *Journal of School Psychology, 49*, 721-738.

APA's PsycINFO Journals (2005-2009)

Rank	School Psychology Program	Mean Pubs per Faculty	# of SP Core Faculty	Yearly Average per faculty
1	University of Minnesota	15.80	5	3.16
2	Louisiana State University	13.25	4	2.65
3	The University of Tennessee	12.00	4	2.4
4	University of Connecticut	12.00	4	2.4
5	Lehigh University	10.80	5	2.16
6	University of Georgia	10.00	4	2.00
7	Syracuse	9.75	4	1.95
8	University of Oregon	9.57	7	1.91
9	University of South Carolina	9.33	6	1.87
10	Arizona State University	9.00	4	1.80

Faculty Productivity: Study III (2000-2005)

At the 2006 annual conference of the *National Association of School Psychologists*, researchers presented data on publication rates of faculty from APA-accredited programs. Specifically, they calculated average publication rates based on psychINFO data (includes professional journal articles and book chapters) of faculty from all 56 APA-accredited School Psychology programs from 2000-2005. The UT School Psychology program faculty ranked 2nd with a mean of 22.00 articles per faculty member. When data were broken down by faculty member, Dr. Christopher Skinner of the University of Tennessee was the top-ranked faculty member with 45 publications.

For more information see:

Wagner, A. R., Lail, K. E., & Viglietta, E. (2006, March). *Faculty publication in APA-accredited school psychology programs: 2000-2005*. Paper presented at the Annual Conference of the National Association of School Psychologists. Anaheim, CA.

APA's PsycINFO Journals (2000-2005)

Rank	School Psychology Program	Mean Pubs per Faculty	# of SP Core Faculty	Yearly Average per faculty
1	The University of Connecticut	34.33	3	5.72
2	The University of Tennessee	22.00	3	3.66
3	University of Cal. Santa-Barbara	19.75	4	3.29

4	Louisiana State University	17.67	3	2.95
5	University of Minnesota	16.25	4	2.71
6	Lehigh University	15.75	4	2.63
7	University of Oregon	14.33	3	2.39
8	Texas A&M	13.42	7	2.24
8	University of South Carolina	13.33	6	2.22
10	University of Wisconsin-Madison	13.25	4	2.21

Faculty Productivity: Study IV (1995-1999)

In an article appearing in the *School Psychology Quarterly*, all APA-accredited programs were ranked in terms of faculty scholarship (i.e., faculty contributions via articles published in peer-refereed journals). The UT School Psychology program faculty ranked in the top 10 in total articles published. Because the ranked programs differed in the number of faculty members (some programs had four times more faculty than the UT School Psychology program), rankings were also made based on average publications per faculty. When data were converted to publications per faculty, UT School Psychology faculty were the third most productive of all APA-accredited School Psychology program's faculty.

For more information see:

Carper, R. M., & Williams, R. L. (2004). Article publications, journal outlets, and article themes for current faculty in APA-accredited school psychology programs: 1995-1999. *School Psychology Quarterly*, 19, 141-165.

Peer Reviewed Journals (1995-1999)

Rank	School Psychology Program	Mean Pubs per Faculty	# of SP Core Faculty	Yearly Average per Faculty
1	Lehigh University	12.00	4	2.20
2	University of Washington	10.67	3	2.13
3	The University of Tennessee	10.33	3	2.07
4	Louisiana State University	10.25	4	2.05
5	Syracuse University	10.00	3	2.00
6	University of Florida	8.00	5	1.60
7	University of Wisconsin-Madison	6.80	5	1.36
8	Texas A&M	6.75	8	1.35
8	University of Georgia	6.75	4	1.35
10	Mississippi State University	6.33	3	1.26

PEER-REFEREED JOURNAL ARTICLES: STUDENT NAMES IN BOLD

2017

- Aspiranti, K. B., Hilton-Prillhart, A.,** Bell, S. M., & McCallum, R. S. (2017). Kindergarten monitoring instructional responsiveness-reading (K-MIR:R): Examination of an authentic curriculum-based measure of beginning reading skills. *Research and Practice in the Schools*, 5(1), 1-10. ISSN: 2329-5783.
- Browarnik, B.,** Bell, S. M., McCallum, R. S., **Smyth, K.,** & Martin, M. (2017). Pre-service Teacher Self-Efficacy for Teaching Students with Disabilities: What Knowledge Matters? *Journal of the American Academy of Special Education Professionals*, 2 128-139. ISSN 2325-7466.
- Cazzell, S., Taylor, K.,** Skinner, C., McCurdy, M., Skinner, A., Ciancio, D., Beeson, T., & Cihak, D. (2017). Evaluating a computer flashcard reading intervention with self-determined response intervals in a post-secondary student with Intellectual Disability. *Journal of Evidence-Based Practice in the Schools*, 16, 74-94.
- Cazzell, S.,** Skinner, C., **Taylor, K.** (2017). Implementing computer flashcard reading with self-determined response intervals. *Journal of Evidence-Based Practice in the Schools*, 16, 95-100.
- Cazzell, S.,** Skinner, C., Ciancio, D., **Aspiranti, K., Watson, T., Taylor, K.,** McCurdy, M., & Skinner, A. (2017). Evaluating a computer flashcard sight-word recognition intervention with self-determined response intervals in elementary students with Intellectual Disability. *School Psychology Quarterly*, 32, 367-378.
- Hauck, K., Mingo, M. A.,** & Williams, R. L. (2017). A review of relationships between item sequence and performance on multiple choice exams. *Scholarship of Teaching and Learning in Psychology*, 3, 58-75.
- Hays, E.,** McCallum, R.S., & Bell, S.M. (2017). Academic outcomes in higher education for students screened as twice-exceptional: Gifted with a learning disability in math or reading. *The School Psychologist*, 71(3), 58-70.
- Heaton, E. T.,** Ciancio, D. J., & Williams, R. L. (2017). HOPE scholarship status of students in a large general education course. *Journal of Assessment and Institutional Effectiveness*, 6(2), 99-122.
- Mingo, M. A.,** Chang, H-H., & Williams, R. L. (2017). Undergraduate students' preferences for constructed versus multiple-choice assessment of learning. *Innovative Higher Education*. doi:10.1007/s10755-017-9414-y
- Scott, K. C.,** Skinner, C. H., Moore, T. C., McCurdy, M., Ciancio, D., & Cihak, D. (2017). Evaluating and comparing the effects of group contingencies on mathematics accuracy in a first-grade classroom: Class average criteria versus unknown small-group average criteria. *School Psychology Review*, 46, 262–271.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
10	18	13	0	10

2016

- Black, M. P., Skinner, C. H., Forbes, B. E., McCurdy, M., Coleman, M. B., Davis, K., & Gettelfinger, M.** (2016). Cumulative instructional time and relative effectiveness conclusions: Extending research on response intervals, learning, and measurement scale. *Behavior Analysis in Practice, 9*(10), 58-62.
- Carstens, B. A., Ciancio, D. J., Crabtree, K. B., Hart, L. A., Best, T. L., Trant, B. C., Jaquett, C. M., Adair, S. L., & Williams, R. L.** (2016). The effects of voluntary versus called-on participation in class discussion and performance on course exams. *Scholarship of Teaching and Learning in Psychology, 1*-14.
- Cazzell, S. S., Browarnik, B. L., Skinner, A. L., Cihak, D. F., Skinner, C. H., & Forbes, B.** (2016). Extending research on a computer-based flashcard reading intervention to post-secondary students with intellectual disabilities. *School Psychology Forum: Research in Practice, 10*, 191-206.
- Galyon, C. E., Trant, E. C., Best, T. L., & Williams, R. L.** (2016). Comparison of group cohesion, class participation, and exam performance. *Social Psychology of Education: An International Journal, 19*, 61-76.
- Galyon, C. E., Blondin, C. A., & Williams, R. L.** (2016). A historical analysis of the relationship between critical thinking and exam performance. *Inquiry: Critical Thinking across the Disciplines, 30*, 24-39.
- Jaquett, C. M., VanMaaren, V. G., & Williams, R. L.** (2016). The effect of extra-credit incentives on student submission of end-of-course evaluations. *Scholarship of Teaching and Learning in Psychology.*
- Jaquett, C. M., VanMaaren, V. G., & Williams, R. L.** (2016). Course factors that motivate students to submit end-of-course evaluations. *Innovative Higher Education, 41*, 1-13.
- McCurdy, M., Clure, L., Bleck, A., & Schmitz, S. (2016). Identifying effective spelling intervention using a brief experimental analysis and extended analysis. *Journal of Applied School Psychology, 32*, 46-65.
- Schall, M., Skinner, C. H., Cazzell, S., Ciancio, D., Ruddy, J., & Thompson, K.** (2016). Extending research on oral reading fluency measures, reading speed, and comprehension. *Contemporary School Psychology, 1*-8.
- Watson, T. L., Skinner, C. H., Skinner, A. L., Cazzell, S., Aspiranti, K., Moore, T., & Coleman, M.** (2016). Preventing disruptive behavior via classroom management: Validating the Color Wheel System in Kindergarten classrooms. *Behavior Modification, 1*, 1-23.
- Wright, J. M., Henze, E. E. C., Coles, J. T., Miller, N. A., & Williams, R. L. (2016). Healthcare knowledge as an issue in teacher education. *Issues in Teacher Education, 25*(1), 107-124.
- VanMaaren, V. G., Jaquett, C. M., & Williams, R. L.** (2016). Course characteristics most likely to contribute to positive course evaluations. *Innovative Higher Education, 41*, 425-440.
- Williams, R. L. (2016). Retrospective integration of research conducted on a multi-section Educational Psychology course over a fifteen-year period. *Innovative Higher Education, 1*-18.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
13	30	14	2	10

2015

- Bell, S. M., **Taylor, E.**, McCallum, R. S., **Coles, J. T.**, **Hays, E.** (2015). Comparing prospective twice-exceptional students with high-performing peers on high-stakes tests of achievement. *Journal for the Education of the Gifted*, 38, 294-317.
- Carstens, B. A.**, **Watson, T. L.**, & Williams, R. L. (2015). Unstructured laptop use in a highly structured entry-level college course. *Scholarship of Teaching and Learning in Psychology*, 1, 137-149.
- Ciancio, D., **Thompson, K.**, **Schall, M.**, Skinner, C. H., & Foorman, B. (2015). Accurate reading comprehension rate as an indicator of broad reading in students in first, second, and third grades. *Journal of School Psychology* 53, 393-407.
- Forbes, B. E.**, Skinner, C. H., **Maurer, K. M.**, **Taylor, E. P.**, **Schall, M.**, Ciancio, D., & Conley, M. (2015). Prompting faster reading during fluency assessments: The impact of skill level and comprehension measures on changes in performance. *Research in the Schools*, 22, 27-43.
- Galyon, C. E.**, **Blondin, C. A.**, & Williams, R. L. (2015). A historical analysis of the relationship between critical thinking and exam performance. *Inquiry: Critical Thinking across the Disciplines*, 30, 24-39.
- Galyon, C. E.**, **Trant, E. C.**, **Best, T. L.**, & Williams, R. L. (2015). Comparison of group cohesion, class participation, and exam performance. *Social Psychology of Education*, 19, 61-76.
- Miller, K. C.**, Bell, S. M., & McCallum, R.S. (2015). Using reading rate and comprehension CBM to predict high-stakes achievement. *Journal of Psychoeducational Assessment*, 33(8), 707-716.
- Poncy, B. C., Solomon, B. G., Moore, K., Simons, S., & Skinner, C. H. (2015). An analysis of learning rate and curricular scope: Caution when choosing academic interventions based on aggregated outcomes. *School Psychology Review*, 44, 289-305.
- Trant, E. T.**, **Crabtree, K. E.**, Ciancio, D.J., **Hart, L.A.**, **Watson, T.B.**, Williams, R.L. (2015). Why some recipients retain the HOPE scholarship and others lose it. *Journal of Innovative Higher Education*, 40, 201-214.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
9	21	9	0	6

2014

- Coles, J. T.**, **Carstens, B. A.**, **Wright, J. M.**, & Williams, R. L. (2014). Political incongruity between students' ideological identity and stance on specific public policies in a predominantly white southeastern state institution. *Innovative Higher Education*, 40, 5-18.
- Galyon, C. E.**, Voils, K. L., **Blondin, C. A.**, & Williams, R. L. (2014) The effect of randomized homework contingencies on college students' daily homework and unit exam performance. *Innovative Higher Education*, 40, 63-77.
- Hawthorn-Embree, M. L.**, **Taylor, E. P.**, Skinner, C. H., **Parkhurst, J.**, & **Nalls, M. L.** (2014). Replicating and extending research on the partial assignment completion effect: Is sunk cost related to partial assignment completion strength? *Psychology in the Schools*, 51, 316-327.
- Pelchar, T. K.**, & Bain, S. K. (2014). Bullying and victimization among gifted children in school-level transitions. *Journal for the Education of the Gifted*, 37, 319-33.

- Taylor, C. M., Galyon, C. E., Forbes, B. E., Blondin, C. A., & Williams, R. L.** (2014). Individual and group credit for class participation. *Teaching of Psychology, 41*, 148-154.
- Yaw, J., Skinner, C. H., Maurer, K., Skinner, A. L., Cihak, D., & Wilhoit, B., Delisle, J., & Booher, J.** (2014). Measurement scale influences in the evaluation of sight-word reading interventions. *Journal of Applied Behavior Analysis, 47*, 360–379.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
6	16	6	0	6

2013

- Aspiranti, K. B., McCleary, D. F., Foster, L. N., Galyon, C. E., Blondin, C. A., Yaw, J. S., & Williams, R. L.** (2013). Student participation under random and delayed credit contingencies. *Journal on Excellence in College Teaching, 24*, 101-126
- Beavers, A. S., Richards, J. K., McCallum, R. S., Davidson, P. M., Skolits, G., & Crosby, M. (2013). Measuring self-efficacy of food safety in middle school populations. *Food Protection Trends, 33*, 127-132.
- Carstens, B. A., Wright, J. M., Coles, J. T. Edge, L. N., & Williams, R. L.** (2013). Role of self-monitoring in assessing individual students' quantity and quality of comments in large class discussion. *Journal on Excellence in College Teaching, 24*, 123-146.
- Coles, J. T., Skinner, C. H., Best, T., Wood, A., & Luna, E.** (2013). Assigning student leaders: Decreasing interruptions during teacher-led small-group instruction. *Journal of Applied School Psychology, 29*, 231-245.
- Forbes, B. E., Skinner, C. H., Black, M. P., Yaw, J. S., Booher, J., & Delisle, J.** (2013). Learning rates and known-to-known flash-card ratios: Comparing effectiveness while holding instructional time constant. *Journal of Applied Behavior Analysis, 46*, 832–837.
- Galyon, C. E., Blondin, C. A., Forbes, B. E., & Williams, R.L.** (2013). Does homework matter? A comparison of homework with established predictors of exam performance in large college classes. *Journal on Excellence in College Teaching, 24*, 77-106.
- McCallum, R. S., Bell, S. M., **Coles, J., Miller, K. C., Hopkins, M., & Hilton-Prillhart, A.** (2013). A model for screening twice-exceptional students (gifted with learning disabilities) within a Response to Intervention (RTI) Model. *Gifted Child Quarterly, 57*, 209-222.
- McCleary, D., Rowlette, E. F., Pelchar, T. K., & Bain, S. K.** (2013). Interventions for learning disabilities: Does a journal-based change in focus and article type reflect or influence legal mandates? *Review of Educational Research, 83*, 196-210.
- Poncy, B. C., Fontenelle, S., & Skinner, C. H.** (2013). Using detect, practice, and repair to differentiate and individualize math fact instruction in a class-wide setting. *Journal of Behavioral Education, 22*, 211–228.
- Skinner, C. H. (2013). Contextual validity: Knowing what works is necessary, but not sufficient. *The School Psychologist, 67*, 14-21.
- Skinner, C. H., **McCleary, D. F., Poncy, B. C., Cates, G. L., & Skolits, G. J.** (2013). Emerging opportunities for school psychologists to enhance our remediation procedure evidence base as we apply response to intervention. *Psychology in the Schools, 50*, 272-289.
- Taylor, E. A. P., Skinner, C. H., McCallum, E., Poncy, B. C., & Orsega, M.** (2013). Enhancing basic academic skills with audio-recordings. *Educational Research Quarterly 27*, 22-60.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
12	31	12	3	7

2012

Bell, S. M., & McCallum, R. S. (2012). Do second language learning, cognitive, and affective variables differ as a function of exceptionality status and gender? *International Education, 42*, 85-105.

Blondin, C. A., Skinner, C. H., **Parkhurst, J.,** Wood, A., & **Snyder, J.** (2012). Enhancing on-task behavior in fourth-grade students using a modified Color Wheel System. *Journal of Applied School Psychology, 28*, 37-58.

Galyon, C. E., Blondin, C. A., Yaw, J. S., Nalls, M. L., & Williams, R. L. (2012). The relationship of academic self-efficacy to class participation and exam performance. *Social Psychology of Education, 15*, 233-249.

Hale, A. D., Skinner, C. H., Wilhoit, B., Ciancio, D., & Morrow, J. A. (2012). Variance in broad reading accounted for by measures of reading speed embedded within maze and comprehension rate measures. *Journal of Psychoeducational Assessment, 30*, 539-554.

Jaspers, K. E., Williams, R. L., Skinner, C. H., Cihak, D., McCallum, R. S., & Ciancio, D. J. (2012). How and to what extent do two cover, copy, and compare spelling interventions contribute to spelling, word recognition, and vocabulary development? *Journal of Behavioral Education, 21*, 80-98.

Jordan, K. R., Bain, S. K., McCallum, R. S., & Bell, S. M. (2012). Comparing gifted and non-gifted African American and Euro-American students on cognitive and academic variables using local norms. *Journal for the Education of the Gifted, 35*, 241-258.

Krohn, K. R., Skinner, C. H., **Fuller, E. J.,** & Greear, C. (2012). Using a taped intervention to improve kindergarten students' number identification. *Journal of Applied Behavior Analysis, 45*, 437-441.

Poncy, B. C., & Skinner, C. H. & **McCallum, E.** (2012). A comparison of class-wide taped problems and cover, copy, and compare for enhancing mathematic fluency. *Psychology in the Schools, 49*, 744-755.

Yaw, J. S., Skinner, C. H., **Orsega, M., Parkhurst, J.,** Chambers, K., & Booher, J. (2012). Evaluating a computer-based sight-word reading intervention in a student with intellectual disabilities. *Journal of Applied School Psychology, 28*, 354-366.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
9	17	11	0	8

2011

Aspiranti, K. B., McCleary, D. F., & Skinner, C. H. (2011). Implementation guidelines: The taped-problems intervention. *Journal of Evidence-Based Practices in the Schools, 12*, 202-204.

Aspiranti, K. B., Pelchare, T. K., McCleary, D. F., Bain, S. K., & **Foster, L. N.** (2011). Development and reliability of the comprehensive crisis plan checklist. *Psychology in the Schools, 48*, 146-155.

- Bell, R. J.,** Skinner, C. H., & Halbrook, M. K. (2011). Solution-focused guided imagery as an intervention for golfers with the yips. *Journal of Imagery Research in Sport and Physical Activity*, 6, 1-16.
- Blondin, C. A.,** Cochran, J. L., Oh, E. J., **Taylor, C. M.,** & Williams, R. L. (2011). Relationship of adult representations of childhood parenting and personality tendencies. *Journal of Adult Development*, 18, 204-213.
- Fearington, J. Y.,** McCallum, R. S., & Skinner, C. H. (2011). Increasing math assignment completion using solution-focused brief counseling. *Education and Treatment of Children*, 34, 61-80.
- Foster, L. N.** & Skinner, C. H. (2011). Evidence supporting the internal, external, and contextual validity of a writing program targeting middle school students with disabilities. *Evidence-Based Communication Assessment and Intervention*, 5, 37-43.
- Hawthorn-Embree, M. L.,** Skinner, C. H., **Parkhurst, J.,** & Conley, E. (2011). An initial investigation of the partial-assignment completion effect on students' assignment choice behavior. *Journal of School Psychology*, 49, 433-442.
- Hilton, A. N., Hopkins, M. B.,** Skinner, C. H., & **McCane-Bowling, S. J.** (2011). Enhancing sight-word reading in second-grade students using a computer-based sight-word reading system. *Journal of Evidence-Based Practices in the Schools*, 12, 205-218.
- Hopkins, M. B., Hilton, A. N.,** & Skinner, C. H. (2011). Implementation Guidelines: How to design a computer-based sight-word reading system using Microsoft® PowerPoint®. *Journal of Evidence-Based Practices in the Schools*, 20, 219-222.
- Krohn, K. R., Foster, L. N., McCleary, D. F., Aspiranti, K. B., Nalls, M. L., Quillivan, C. C., Taylor, C. M.** & Williams, R. L. (2011). Reliability of students' self-recorded participation in class discussion. *Teaching of Psychology*, 38, 43-45.
- McCallum, R. S. **Krohn, K. R.,** Skinner, C. H., **Mounger, A., Hopkins, M.,** Waller, S., & Polite, F. (2011). Improving reading comprehension of at-risk High School students: The ART of reading program. *Psychology in the Schools*, 48, 78-86.
- McCleary, K. R., Aspiranti, K. B., Foster, L. N., Blondin, C. A., Galyon, C. E., Yaw, J. S., Forbes, B. N.,** & Williams, R. L. (2011). Balancing participation across students in large college classes via randomized participation credit. *Journal of General Education*, 60, 194-214.
- McCleary, D. F., Aspiranti, K. B.,** Skinner, C. H., **Luna, E.,** Murray, K., **McCane-Bowling, S. J.,** & Murray, K. (2011). Enhancing math-fact fluency via taped-problems in intact second- and fourth-grade classrooms. *Journal of Evidence-Based Practices in the Schools*, 12, 179-201.
- McCleary, D. F., Quillivan, C. C., Foster, L. N.,** & Williams, R. L. (2011). Meta-analysis of correlational relationships between perspectives of truth in religion and major psychological constructs. *Psychology of Religion and Spirituality*, 3, 163-180.
- Miller, K. C.,** Skinner, C. H., Gibby, L., **Galyon, C. E.,** & **Meadows-Allen, S.** (2011). Evaluating generalization of addition-fact fluency using the taped-problems procedure in a second-grade classroom. *Journal of Behavioral Education*, 20, 203-220.
- Oh, E. J., **Blondin, C. A.,** Cochran, J. L., & Williams, R. L. (2011). Perceived stressor among college students in an American and a Korean University, 38, 81-113.
- Parkhurst, J. T., Fleisher, M.,** Skinner, C. H., Woehr, D. J., & **Hawthorn-Embree, M. L.** (2011). Assignment choice, effort, and assignment completion: Does work ethic predict those who choose higher-effort assignments? *Learning and Individual Differences*, 21, 575-579.
- Peters, M. P.** & Bain, S. K. (2011). Bullying and victimization rates among gifted and high-achieving students. *Journal for the Education of the Gifted*, 34, 624-643.

- Poncy, B. C., & Skinner, C. H.** (2011). Combining class-wide cover, copy, and compare with an interdependent group contingency to enhance addition-fact fluency in a first-grade classroom. *Journal of Applied School Psychology, 27*, 1-20.
- Ridge, A. D., & Skinner, C. H.** (2011). Using the TELLS pre-reading procedure to enhance comprehension levels and rates in secondary students. *Psychology in the Schools, 48*, 46-58.
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Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
26	66	28	1	24

2010

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Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
18	38	18	5	11

2009

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Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
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Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
11	18	10	3	7

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Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
20	32	20	5	11

2006

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Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
25	45	21	5	18

2005

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Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
14	19	11	3	9

2004

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Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
22	31	23	9	11

2003

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6	6	6	1	3

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Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
11	16	11	3	7

