

**VITA**

RALPH STEVE MCCALLUM

**EARNED DEGREES**

University of Georgia	Ph.D.	1976-1979
Georgia Southern College	M.A.	1972-1974
Georgia Southern College	B.A.	1970-1972
South Georgia College	A.A.	1968-1970

**PROFESSIONAL EXPERIENCE**

Professor	Department of Educational Psychology and Counseling, University of Tennessee, 2014-present
Professor and Head	Department of Educational Psychology and Counseling, University of Tennessee, 1997-2014
Psychologist	Psychoeducational Associates, 1989-present
Professor and Director	School Psychology Program, Psychoeducational Studies Unit, University of Tennessee, 1994-1997
Chair, Governing Board/ Co-founder	APA-Accredited Tennessee Internship Consortium in Professional Psychology, 1994-1998
Professor and Head	Department of Educational and Counseling Psychology, University of Tennessee, 1989-1994
Associate Professor/ Co-Director	Department of Educational and Counseling Psychology NCATE Accredited School Psychology Program, University of Tennessee, 1986-1989
Associate Professor	Department of Psychology, NCATE/APA-Accredited School Psychology Program, University of Southern Mississippi, 1983-1986
Assistant Professor	Department of Psychology, APA/NCATE-Accredited School Psychology Program, University of Southern Mississippi, 1980-1983
School Psychologist Psychometrist	Psychoeducational Ctr., Waycross, Georgia, 1979-1980 Okefenokee Cooperative Education Services Agency, public schools, Waycross, Georgia, 1974-76

**LICENSURE AND PROFESSIONAL DIPLOMACY**

Psychologist Licensure, State of Tennessee (No. P1354), 1989-present  
School Psychologist Certification NCSP, NASP, 1989-present

Psychologist Licensure, State of Mississippi (No. 358), 1986, Inactive  
 School Psychologist License, State of Tennessee, Department of Education, doctoral  
 level, 1986-present  
 School Psychologist Certification, Georgia State Department of Education, 1979;  
 Mississippi, doctoral level, 1982.  
 School Psychometrist Certification, Georgia State Department of Education, 1974

## **PROFESSIONAL AWARDS/HONORS**

### **NATIONAL AWARDS**

Elected Fellow of the American Psychological Association, Division 16, 1992  
 Psi Chi Honor Society

### **UNIVERSITY AWARDS**

Distinguished Alumnus Award, Graduate School, University of Georgia, 2016  
 Chancellors Research and Creative Achievement Award, University of  
 Tennessee, 2016  
 UT/Quest Scholar of the week, November, 2009  
 Elected Outstanding Alumnus, Georgia Southern University, 2002

### **COLLEGE AWARDS**

Helen B. Watson Dissertation Award, 2016, awarded to the student author and  
 her/his faculty mentor for the Outstanding Dissertation produced in the  
 College, 2016  
 College of Education, Health, Human Sciences Board of Advisors Faculty  
 Support Award, 2016  
 College Trailblazer Award, 2015  
 Dean's Service Award, 2014  
 Dean's Leadership Award, 2011  
 College of Education, Health, Humans Sciences Outstanding Service Award,  
 2014  
 John Tunstall Outstanding Faculty Member, College of Education,  
 2001  
 Helen B. Watson Faculty Research Award for Outstanding Career Research  
 Scholarship, 1996

### **DEPARTMENTAL AWARDS**

Voted outstanding faculty member, Department, 1987-88, 1994-95, 1996-97;  
 1999-2000, 2000-2001  
 Nominated for the John Tunstall Outstanding Faculty Award, College-wide, 1988,  
 1995, 1997, 2001

## **CURRENT PROFESSIONAL MEMBERSHIPS**

American Psychological Association  
 National Association of School Psychologists  
 Tennessee Association of School Psychologists  
 Knoxville Area Psychology Association

#### OFFICES HELD

Chair, Continuing Education, Knoxville Area Psychological Association, 2009  
 Member, Elected to Executive Committee, Council for Directors of School  
 Psychology Programs, 1989-1992  
 Treasurer, Mississippi Association of Psychology in the Schools, 1981-1983;  
 Awarded Certificate of Appreciation by Membership  
 State Representative, elected to serve Georgia Association of School  
 Psychologists, 1980

#### PUBLICATIONS (Peer reviewed/invited articles)

- Hays, E.A., McCallum, R.S., & Bell, S.M. (In press). Academic outcomes in higher education for students screened as twice-exceptional: Gifted with a learning disability in math or reading. *The School Psychologist*.
- 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.
- 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*, 1-24. DOI: 10.1177/0162353215592500
- McCallum, R.S., & Bell, S.M. (Fall, 2013). Advocating for screening and identifying twice-exceptional students (gifted with learning disabilities): Best practices for a unique population. *Teaching for High Potential*, 1, 18-19.
- McCallum, R.S., Bell, S.M., Coles, J., Miller, K., 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
- 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 (3), 127-132.
- Bell, S.M., & McCallum, R.S. (2012). Do foreign language learning, cognitive, and

affective variables differ as a function of exceptionality status and gender?  
*International Education*, 42, 85-105.

- 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. doi: 10.1007/s10864-011-9137-6
- Jordan, K.R., Bain, S.K., McCallum, R.S., & Bell, S.M. (2012). Comparing gifted and nongifted African American and Euro-American students on cognitive and academic variables using local norms. *Journal for the Education of the Gifted*, 35, 241-258.
- Windingstad, S., McCallum, R.S., Bell, S.M., & Dunn, P. (2011). Measures of emotional intelligence and social acceptability in children: A concurrent validity study. *Canadian Journal of School Psychology*, 2, 107-126.
- Fearrington, 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
- McCallum, R.S., Krohn, K.R., Skinner, C.H., Hilton-Prillhart, 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(1), 78-86.
- Bain, S.K., McCallum, R.S., Bell, S.M., Cochran, J.L., & Sawyer, S.C. (2010). Foreign language learning aptitudes, attitudes, attributions, and achievement of postsecondary students identified as gifted. *Journal of Advanced Academics*, 22 (1), 130-156.
- Cochran, J.L., McCallum, R.S., & Bell, S.M. (2010). Three A's: how do attributions, attitudes, and aptitude contribute to foreign language learning? *Foreign Language Annals*, 43(4), 566-582.
- Gray, R.G., McCallum, R.S., & Bain, S. (2009). Language-reduced screening for giftedness. *Journal for education of the gifted*, 33(1) (needs to be italicized), 38-64.
- Bell, S.M., McCallum, R.S., Kirk, E.R., Fuller, E., Brown, K.S., & Scott, K.W. (2009). Psychometric properties of the Foreign Language Attitudes and Perception Survey for college students. *Assessment for Effective Intervention*, 35, 54-60.
- McCallum, R.S. (2010, April). Defining the mother-daughter relationship. Knoxville

Area Psychological Association News, [www.knoxvilleareapsychology.org](http://www.knoxvilleareapsychology.org)

Axtell, P., McCallum, R.S., Bell, S.M., & Poncy, B. (2009). Developing math automaticity using a class-wide fluency building procedure for middle school students: A preliminary study. *Psychology in the Schools, 46(6)*, 526-538.

Scott, K.W., Bell, S.M., & McCallum, R.S. (2009). Native language reading and spelling abilities and attitudes toward learning a second language. *Preventing School Failure, 54(1)*, 30-40.

Ziegler, M., McCallum, R. S., & Bell, S. M. (2009). Volunteer instructors in adult literacy. Who are they and what do they know about reading instruction? *Adult Basic Education and Literacy Journal, 3(3)*, 131-139.

Bell, S.M. McCallum, R.S., Kirk, E., Fuller, E., & McCane-Bowling, S. (2007). Investigation of the psychometric attributes of the Test of Silent Contextual Reading Fluency. *Assessment for Effective Intervention, 33*, 39-46.

Sorrell, C., Bell, S.M., & McCallum, R.S. (2007). Reading rate and comprehension as a function of computerized versus traditional presentation and processing speed: A preliminary study. *Journal of Special Education Technology*

Lee, Y.J., McCallum, R.S., & Bain, S.L. (2007). Effects of explicit instructions and training on the creativity of Korean Children. *School Psychology International, 28*, 449-463.

Ziegler, M., McCallum, R.S., & Bell, S.M. (2007). Adult educators in the United States: Who are they and what do they know about teaching reading? *Perspectives on Language and Literacy, 50-53*

Bell, S.M. & McCallum, R.S. (2007). Tips for assessing the reading of adult learners. *Perspectives on Language and Literacy, 53*

Williams, R.L., Bliss, S.L., & McCallum, R.S. (2006). Christian fundamentalism and sociopolitical views. *Review of Religion Research, 48*, 17-32.

McCallum, R.S., Bell, S.M., Scruggs Wood, M., Below, J.L., Choate, M., & McCane, S.J., (2006). What is the role of working memory in reading relative to the big three processing variables (orthography, phonology, and rapid naming)? *Journal of Psychoeducational Assessment, 24 (3)* (italicized), 243-259.

- Bell, S.M., McCallum, R.S., Burton, B., Gray, R., Windingstad, S., & Moore, J., (2006), Concurrent Validity of the Test of Silent Word Reading Fluency. *Assessment for Effective Intervention, 31* (3), 1-9.
- Ziegler, M.F., Bain, S.K., Bell, S.M., McCallum, R.S., & Brian, D. (2006) Predicting women's persistence in adult literacy classes with dispositional variables. *Reading Psychology, 27*, 59-85.
- Hays, S. & McCallum, R.S. (2005). A comparison of the pencil-and-paper and computer-administered Minnesota Multiphase Inventory – Adolescent (MMPI-A). *Psychology in the Schools, 42*, 605-613.
- Sharp, S.R. & McCallum, R.S. (2005). A rational emotive behavioral approach to improve anger management and reduce office referrals in middle school children: A formative investigation and evaluation. *Journal of Applied School Psychology, 21*, 39-59.
- Bell, S.M., McCallum, R.S., & Doucette, J.A. (2004). Relationship of school-based attributions to depression. *Journal of Psychoeducational Assessment, 22* (2), 106-123.
- Bell, S.M., Ziegler, M., & McCallum, R.S. (2004). What adult educators know compared to what they say they know about providing research-based reading instruction. *Journal of Adolescent & Adult Literacy, 47* (7), 542-563.
- McCallum, R.S. (2004). The Universal Nonverbal Intelligence Test in S.T. Watson and C.H. Skinner (Eds.). *Encyclopedia of School Psychology*. Boston: Kluwer Academic/Plenum Publishers.
- McCallum, R.S., & Bell, S.M. (2004). Dyslexia. In S.T. Watson and C.H. Skinner (Eds.) *Encyclopedia of School Psychology*. Boston: Kluwer Academic/Plenum Publishers.
- McCallum, R.S., Sharp, S., Bell, S.M. & George, T. (2004). Silent versus oral reading comprehension and efficiency. *Psychology in the Schools, 41* (2), 241-246
- Bell, S.M., McCallum, R.S., & Cox, E.A. (November/December 2003). Toward a research-based assessment of dyslexia: Using cognitive measures to identify reading disabilities. *Journal of Learning Disabilities, 36* (6), 505-516.
- Armbrister, R.C., McCallum, R.S., & Lee, H.D. (2002). A cross-cultural comparison of student social attributions. *Psychology in the Schools, 39*, 39-49.

- Wilhoit, B.E., & McCallum, R.S. (2002). Profile analyses of the Universal Nonverbal Intelligence Test. *School Psychology Review, 31* (2), 263-281.
- Gross, P.H. & McCallum, R.S. (2000). Operationalization and predictive utility of mother-daughter synchrony. *School Psychology Quarterly, 15*, 279-294.
- Noland, R.M. & McCallum, R.S. (2000). A comparison of parent and teacher ratings of adaptive behavior using a universal measure. *Journal of Psychoeducational Assessment, 18*, 39-48.
- Bracken, B.A., McCallum, R.S., & Shaughnessy, M.F. (1999). An interview with Bruce A. Bracken and R. Steve McCallum, Authors of the Universal Nonverbal Intelligence Test (UNIT). *North American Journal of Psychology, 1*, 277-288.
- McCallum, R.S. (1999). A baker's dozen criteria for evaluation fairness in nonverbal testing. *The School Psychologist, 40*-43.
- Tyler, D., & McCallum, R.S. (1998). Assessing the relationship between competence and job role and identity among direct service counseling psychologists. *Journal of Psychoeducational Assessment, 16*, 135-152.
- Williams, P.C., McCallum, R.S., & Reed, M.T. (1996). Predictive validity of the Cattell-Horn Gf-Gc constructs. *Assessment, 3*, 43-51.
- Bell, S.M. & McCallum, R.S. (1995). Development of a scale measuring children's attributions and its relationship to self-concept, and social performance. *School Psychology Review, 24*, 271-286.
- Reed, M.T. & McCallum, R.S. (1995). Construct validity of the universal nonverbal intelligence test (UNIT). *Psychology in the Schools, 32* (4), 277-290.
- Williams, P.C. & McCallum, R.S. (1995). Predictive validity of the universal nonverbal intelligence test with achievement. *Assessment in Rehabilitation and Exceptionality, 2* (4), 221-232.
- Bell, S.M., McCallum, R.S., Bryles, J., Driesler, K., McDonald, J., Williams, A., & Park, S.H. (1994). Attributions for academic success and failure: An individual differences investigation of academic achievement and gender. *Journal of Psychoeducational Assessment, 12*, 4-13.
- Bracken, B.A., McCallum, R.S., & Crain, R.M. (1993). WISC-III subtest composite reliabilities and specificities: Interpretative aids. *Journal of Psychoeducational*

*Assessment, Monograph Series; Advancement in Psychoeducational Assessment*, 22-34.

- Bell, S.M., Griffey, L.H., McDonald, J., & McCallum, R.S. (1992). Parents' understanding of and satisfaction with M-Team meetings. *The Tennessee School Psychologist*, 8 (2), 12-13.
- McCallum, R.S. & Bracken, B.A. (1992). Interpersonal relations between school children and their peers, parents, and teachers. *Educational Psychology Review*, 5, 1-22.
- Mee, S.L., Griffey, L.H., McDonald, J., & McCallum, R.S. (1992). Parent's understanding of and satisfaction with M-Team meeting. *The Tennessee School Psychologist*, 7 (2), 12-13.
- McCallum, R.S. (1991). Do training models influence school psychology training? *Council of Directors of School Psychology Programs Press*, 10 (1), 1-3.
- McCallum, R.S. (1991). Using the Stanford-Binet Intelligence Scale: Fourth edition for preschool children. In B.A. Bracken (Ed.) *The Psychoeducational Assessment of Preschool Children* (2nd ed.). Orlando, FL: Grune & Stratton.
- Reams, R.H., McCallum, R.S., & White, S.L. (1991). Effects of artifact demonstration on learning and attitudes during historic site tours. *Journal of Research and Education*, 24 (4), 37-43.
- Carpenter, M., Cowart, C., McCallum, R.S., & Bell, S.M. (1990). Effects of antipsychotic medication on discrimination learning for institutionalized individuals with mental retardation. *Behavioral Residential Treatment*, 5, 105-120.
- McCallum, R.S. (1990). Determining the factor structure of the Stanford-Binet: Fourth Edition - The Right Choice. *Journal of Psychoeducational Assessment*, 8, 436-442.
- McCallum, R.S. (1990). Models of training in school psychology: Fact or fiction? *NASP Communiqué*, 19 (4), 13
- McCallum, R.S. & Karnes, F.A. (1990). Use of a Brief Form of the Stanford-Binet IV for Gifted Children. *Journal of School Psychology*, 28, 279-283.
- Bain, S.K., Holliman, B., & McCallum, R.S. (1989). Childrens' self-predictions and teachers' predictions of basic concept mastery: Effects of socioeconomic status,



- locus of control, and achievement. *Journal of Psychoeducational Assessment*, 7, 235-245.
- Cowart, C.A. & McCallum, R.S. (1988). Multi-trait multi-method investigation of the simultaneous-successive-planning model. *Journal of Psychoeducational Assessment*, 6, 55-66.
- McCallum, R.S., Karnes, F.A., & Crowell, M. (1988). Factor structure the Stanford-Binet Intelligence Scale (4th) for Gifted Children. *Contemporary Educational Psychology*, 13, 331-338.
- McCallum, R.S., Merritt, F.M., Dickson, A.L., Oehler-Stinnett, J., & Spencer, T.R. (1988). Planning ability across ranges of intellectual ability: An examination of the Luria-DAS information processing model. *Journal of School Psychology*, 26, 405-411.
- Sterner, A.G. & McCallum, R.S. (1988). The relationship of the Gessell Developmental Exam and the Bracken Basic Concept Scale for Academic Achievement. *Journal of School Psychology*, 26, 297-300.
- Clark, P., McCallum, R.S., Edwards, R.P., & Hildman, L. (1987). Use of the Slosson Intelligence Test for gifted screening. *Journal of School Psychology*, 25, 189-192.
- Garlock, J. & McCallum, R.S. (1987). Processing and academic improvement as a function of processing training. *Educational and Psychological Research*, 7, 227-242.
- McCallum, R.S. & Karnes, F.A. (1987). Comparison of the Stanford-Binet Intelligence Scale (4th ed.), the British Ability Scales, and the Wechsler Intelligence Scale for Children-Revised. *School Psychology International*, 8, 133-139.
- McCallum, R.S. & Karnes, F.A. (1987). The relationship between cognitive processing and intelligence among gifted students. *Educational and Psychological Research*, 7, 310-312.
- McKinney, C.W., Gilmore, A.C., Peddicord, H.Q., & McCallum, R.S. (1987). Effects of a best example and critical attributes on a prototype formation in the formation of a concept. *Theory and Research in Social Education*, 15, 189-201.
- Bain, S.K. & McCallum, R.S. (1986). Student and teacher predictors of kindergarten's basic concept mastery: How valid are they? *Journal of Psychoeducational Assessment*, 4, 163-168.

- Karnes, F.A., Edwards, R.P., & McCallum, R.S. (1986). Normative achievement assessment of gifted children: Comparing the K-ABC, WRAT, and CAT. *Psychology in the Schools, 23*, 346-352.
- McCallum, R.S., Helm, H.W., Jr., & Sanderson, C.E. (1986). Local norming and validation of an adaptive behavior screening instrument. *Educational and Psychological Measurement, 46*, 709-718.
- Novellino, G., Edwards, R.P., & McCallum, R.S. (1986). Use of microcomputers to copy information: Effects on free recall. *Computers in Human Behavior, 2*, 117-126.
- Karnes, F.A., McCallum, R.S., & Oehler, J.J. (1985). The relationship between learning styles preference and personality variables with gifted students. *Gifted Child Quarterly, 29*, 172-174.
- McCallum, R.S., Karnes, F.A., & Oehler, J.J. (1985). Construct validity of the K-ABC for gifted children. *Psychology in the Schools, 22*, 254-259.
- McCallum, R.S., McKinney, W., Gilmore, A.C., & Ledford, T. (1985). Adults' metacognitive ability: An examination of the age-deficient hypothesis. *Journal of Applied Gerontology, 4*, 71-78.
- Anderson, H., Merritt, F.M., McCallum, R.S., Bynum, T.S., & Bourg, T. (1984). Simultaneous and successive processing in American and Hispanic college students. *Journal of Human Behavior and Learning, 1*, 30-38.
- Bracken, B.A., McCallum, R.S., & Prasse, D.P. (1984). Peabody Picture Vocabulary Test-Revised: An appraisal and overview. *School Psychology Review, 13*, 49-60.
- Cowart, C.A. & McCallum, R.S. (1984). Simultaneous-successive processing across the life span: A cross-sectional examination of stability and efficiency. *Experimental Aging Research, 10*, 225-229.
- McCallum, R.S., Karnes, F.A., & Edwards, R.P. (1984). The test of choice for assessment of gifted children: A comparison of the K-ABC, WISC-R, and S-B. *Journal of Psychoeducational Assessment, 2*, 57-63.
- Merritt, F.M. & McCallum, R.S. (1984). The relationship between simultaneous-successive processing and academic achievement. *Alberta Journal of Educational Research, 30*, 126-132.
- Whorton, J.E., Siders, J.A., & McCallum, R.S. (1984). Identification and placement of exceptional students: An educational perspective. *Education, 104*, 405-408.

- Karnes, F.A. & McCallum, R.S. (1983). Evidence for the Luria-Das Model of information processing for gifted students: A preliminary investigation. *Educational and Psychological Research*, 3, 133-137.
- McCallum, R.S. & Merritt, F.M. (1983). Simultaneous and successive processing among college students. *Journal of Psychoeducational Assessment*, 1, 85-93.
- Merritt, F.M. & McCallum, R.S. (1983). Sex-related differences in simultaneous-successive information processing. *Clinical Neuropsychology*, 5, 117-119.
- Alberts, F.L., Jr., & McCallum, R.S. (1982). The relationship among three measures of cognitive style. *Clinical Neuropsychology*, 4, 70-71.
- McCallum, R.S., Karnes, F.A., & Bracken, B.A. (1982). Comparison of the PPVT, PPVT-R and the WISC-R with gifted students. *Journal of Education of the Gifted*, 5, 274-281.
- McCallum, R.S., Mims, M.G., & Bracken, B.A. (1982). Comparability of the PPVT, PPVT-R and the Stanford-Binet for trainable mentally retarded individuals. *Educational and Psychological Research*, 2, 255-260.
- Bracken, B.A. & McCallum, R.S. (1981). Comparison of the PPVT and PPVT-R for white and black preschool males and females. *Educational and Psychological Research*, 1, 79-85.
- Karnes, F.A., Bracken, B.A., & McCallum, R.S. (1981). Comparison of the PPVT and the PPVT-R as possible instruments for screening gifted children. *Psychological Reports*, 51, 591-594.
- McCallum, R.S. (1981). Cognitive style as a function of ability. *Perceptual and Motor Skills*, 52, 955-958.
- McCallum, R.S. & Bracken, B.A. (1981). Alternate form reliability of the PPVT-R for white and black preschool children. *Psychology in the Schools*, 18, 422-425.
- Whorton, J.E., Siders, J.A. & McCallum, R.S. (1981). Repeated student ratings: Course improvement now, not later. *College Student Journal*, 15, 343-346.
- Bracken, B.A., Ledford, T.L., & McCallum, R.S. (1979). Effects of cerebral dominance on college-level achievement. *Perceptual and Motor Skills*, 49, 445-446.

McCallum, R.S. & Glynn, S.M. (1979). Hemispheric specialization and creative behavior. *The Journal of Creative Behavior*, 13, 263-273.

Hamm, H., Wheeler, J., McCallum, R.S., Herrin, M.S., Hunter, D., & Cato, C. (1976). A comparison of the WISC and WISC-R among EMR students. *Psychology in the Schools*, 12, 4-8.

## **BOOKS, TESTS, CHAPTERS, OTHER PROFESSIONAL CONTRIBUTIONS**

McCallum, R. S. & Bracken, B.A. (In press). The Universal Nonverbal Intelligence Test2 In D. Flanagan and Erin McDonough's (Eds.) *Contemporary Intellectual Assessment*. (4<sup>rd</sup> ed.). Guilford Press, New York.

Bracken, B.A. & McCallum, R.S. (In Press). *Universal Nonverbal Intelligence Test – Group Abilities Test*. Austin, TX.: PRO ED Publishing Company.

McCallum, R.S. (2017). *Handbook of nonverbal assessment* (Ed., 2<sup>nd</sup> ed.). New York, NY: Springer Publishing Company

Bracken, B.A. & McCallum, R.S. (2016). *Universal Nonverbal Intelligence Test 2*. Austin, TX.: PRO ED Publishing Company.

Bell, S.M., & McCallum, R.S. (2016). *Handbook of reading assessment* (2<sup>nd</sup>. ed.). New York, NY: Routledge/Taylor & Francis

Bell, S.M., Martin, M., & McCallum, R.S. (2014). *Universal design for learning artifacts to prepare teachers for inclusive education*. In S. O'Rourke (Ed.), *Embracing Inclusive Approaches for Children and Youth with Special Needs*. Research Center on Education (CIEd)/Institute of Education, University of Minho, Braga, Portugal: ISBN: 978-989-8525-33-8

Durall, E., McCallum, R.S., Bracken, B.A., & Silva, S. (2014). *Adapting a teacher-based scale for international use*. In S. O'Rourke (Ed.), *Embracing Inclusive Approaches for Children and Youth with Special Needs*. Research Center on Education (CIEd)/Institute of Education, University of Minho, Braga, Portugal: ISBN: 978-989-8525-33-8

Franklin, T., McCallum, R.S., Bell, S.M., & Silva, S. (2014). *Adapting efficient response to intervention (RtI) measures for international application*. In S. O'Rourke (Ed.), *Embracing Inclusive Approaches for Children and Youth with Special Needs*. Research Center on Education (CIEd)/Institute of Education, University of Minho, Braga, Portugal: ISBN: 978-989-8525-33-8

- McCallum, R.S., (2013). Assessing intelligence nonverbally. In K.F. Geisinger's (Ed.) *APA Handbook of Testing and Assessment in Psychology: Vol.3. Testing and Assessment in School Psychology and Education*. American Psychological Association: Washington, DC.
- McCallum, R.S., & Bracken, B.A. (2012). *Universal Multidimensional Abilities Scales (UMAS)*. Austin, TX. PRO-ED, Inc.
- McCallum, R.S. , Bell, S.M., & Ziegler, M. (2012). *Assessment of Reading Instructional Knowledge-Adults (ARIKA)*. Knoxville, TN. Psychoeducational Associates.
- McCallum, R.S. (2011). Nonverbal intelligence testing. In S. Goldstein and A. Spencer (eds.) *Encyclopedia of Child Behavior and Development*, New York: Springer.
- McCallum, R. S. & Bracken, B.A. (2011). The Universal Nonverbal Intelligence Test: A multidimensional nonverbal alternative for cognitive assessment. In D. Flanagan and P. Harrison's (Eds.) *Contemporary Intellectual Assessment*. (3<sup>rd</sup>, ed.). Guilford Press, New York.
- Bracken, B.A., & McCallum, R.S. (2009). Universal Nonverbal Intelligence Test. In J. Naglieri & S. Goldstein (Eds.). *A Practitioner's Guide to Assessing Intelligence and Achievement*. New York: John Wiley & Sons.
- McCallum, R.S., & Bracken, B.A. (2009). Intelligent testing of underserved populations. In, J. Kaufman's (Ed.). *Intelligent testing: Integrating Psychological Theory and Clinical Practice*. Cambridge University Press, Princeton, NJ.
- Bell, S.M., & McCallum, R.S. (2008). *Handbook of reading assessment*. Boston: Allyn & Bacon.
- McCallum, R.S. & Bracken, B.A. (2005). The universal nonverbal intelligence test: A multi-dimensional measure of intelligence. In D.P. Flanagan & P. L. Harrison's *Contemporary Intellectual Assessment: Theories, Tests, and Issues* (2<sup>nd</sup> Ed.). New York: Guilford Press.
- McCallum, R.S. (Ed.) (2003). *Handbook of Nonverbal Assessment*. Boston: Kluwer Academic/Plenum Publishers, now Springer.
- McCallum, R.S. (2003). Context for nonverbal assessment of intelligence and related constructs. In R.S. McCallum (Ed.) *Handbook of Nonverbal Assessment*. Boston: Kluwer Academic/Plenum Publishers

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- McCallum, R.S. (2003). The Universal Nonverbal Intelligence Test in R.S. McCallum (Ed.) *Handbook of Nonverbal Assessment*. Boston: Kluwer Academic/Plenum Publishers
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- McCallum, R.S. & Whitaker, D.P. (2000). The assessment of preschool children with the Stanford-Binet Intelligence Scale: Fourth Edition. In B.A. Bracken (Ed.) *The Psychoeducational Assessment of Preschool Children (3<sup>rd</sup> ed.)* Boston: Allyn & Bacon.
- Bracken, B.A. & McCallum, R.S. (1999). *Universal Nonverbal Intelligence Test: University Training Guide*. Itasca, IL: Riverside Publishing Company.
- Bracken, B.A. & McCallum, R.S. (1998). *Universal Nonverbal Intelligence Test*. Chicago, IL: Riverside Publishing Company.
- Bracken, B.A. & McCallum, R.S. (1998). *Universal Nonverbal Intelligence Test: Training CD and video*. Itasca, IL: Riverside Publishing Company.
- McCallum, R.S. & Bracken, B.A. (1997). The universal nonverbal intelligence test. In D.P. Flanagan, J.L. Genshaft, & P.L. Harrison's *Beyond Traditional Intellectual Assessment: Contemporary and Emerging Theories, Tests, and Issues*. New York: Guilford Press.
- McCallum, R.S. (1996). Four entries in the Historical Encyclopedia of School Psychology: Individual Differences, Nonverbal Assessment, Training Models,

and Test Publishers. In T. Fagan and P. Waiden's (Ed.S.) *Historical Encyclopedia of School Psychology*. Westport, CT: Greenwood Publishing Group, Inc.

McCallum, R.S. (1995). Monograph (Editor). Assessment of ADD/ADHD. *Journal of Psychoeducational Assessment*.

McCallum, R.S. (1994). Monograph (Editor). Woodcock-Johnson Cognitive Battery Revised. *Journal of Psychoeducational Assessment*.

McCallum, R.S., Herrin, M.S., Wheeler, J.P., & Edwards, J.R. (1984). *Brief Index of Adaptive Behavior*. Bensenville, IL: Scholastic Testing Service.

## PROFESSIONAL PAPERS AT CONFERENCES

### NATIONAL/INTERNATIONAL MEETINGS

Symth, K.S., Kirkpatrick, B.A., McCallum, R.S., & Bell, S.M. (2017). *Twice-exceptional students: The importance of declaring a major in line with academic strength*. Paper presented at the annual meeting of the National Association of School Psychologists. San Antonio, TX.

Bell, S.M., McCallum, R.S., Mingo, M., & Ewing, B. (2017, February). *Can CBMs used in RtI adequately screen for intellectual giftedness?* Paper presented at the annual meeting of the National Association of School Psychologists. San Antonio, TX.

Browarnnik, B.L., Mingo, M.A., Bell, S.M., & McCallum, R.S. (2017, February). *Universal Nonverbal Intelligence Test- Group Ability Test: Examining concurrent validity*. Paper presented at the annual meeting of the National Association of School Psychologists. San Antonio, TX.

Bell, S.M., & McCallum, R. S. (2016, November). *Community Engagement: A university—Boys and Girls Club partnership to ameliorate summer reading loss*. Paper presented to the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Lexington, KY.

Mingo, M., Franklin, T., Walpitage, L., McCallum, R.S., & Bell, S.M. (2016, February). *Teacher rankings and CBMs as high-stakes predictors*. Paper presented to the annual convention of the National Association of School Psychologists, New Orleans, LA.

Bracken, B.A., & McCallum, R.S. (2016, February). *Using the Universal Nonverbal Intelligence Test-2 to assess nontraditional students*. Workshop presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

- Bell, S.M., McCallum, R.S., Lang, L., & Martin, M. (2015). *What knowledge matters for preservice teachers?* Paper presented at the meeting of the Teacher Education Division of the Council of Exceptional Children, Tempe, AZ.
- Hays, E., Browarnik, B., McCallum, R.S., & Bell, S.M. (2015, February). *Higher education outcomes for students screened as twice-exceptional.* Paper presented to the annual convention of the National Association of School Psychologists, Orlando, FL.
- Bell, S.M., & McCallum, R.S. (2014, July). *Use of artifacts to prepare teachers for inclusive education.* Paper presented to the Braga 2014 Embracing Inclusive Approaches, Council for Exceptional Children Division of International Special Education Services, Braga, Portugal.
- Bell, S.M., Martin, M., & McCallum, R.S. (2014, July). *Universal design for learning artifacts to prepare teachers for inclusive education.* Paper presented at the meeting of the Division of International Special Education Services (Council of Exceptional Children), Braga, Portugal.
- Bell, S.M. & McCallum, R.S. (Dec 2014). *Beyond DIBELS five years later: An updated critical review of assessments that purport to assess reading fluency.* Paper presented at the Literacy Research Association, Marco Island, FL
- McCallum, R.S., Bracken, B.A., & Silva, S. (2014, July). *Adapting a teacher-based scale for international use.* Paper presented at the meeting of the Division of International Special Education Services (Council of Exceptional Children), Braga, Portugal.
- McCallum, R.S., Bell, S.M., & Silva, S. (2014, July). *Adapting efficient response to intervention (RtI) measures for international application.* Paper presented at the meeting of the Division of International Special Education Services (Council of Exceptional Children), Braga, Portugal.
- McCallum, R.S., Nicpon, M.F., Beringer, V., Fugate, C., & McCoach, D. (2014, August). Using RtI data to screen for twice-exceptional status. In M.F. Nicpon (Chair), *Empirical advances in twice-exceptional student identification and intervention.* Symposium conducted at the meeting of the American Psychological Association, Washington, DC.
- Browarnik, B.L., McCallum, R.S., Taylor, E., Hays, E., & Coles, J. (2014, August). *Comparing prospective twice-exceptional students to high performing peers on high stakes tests.* Paper presented at the American Psychological Association, Washington, DC.



- McCallum, R.S., (2014, August). *A model for screening gifted with learning disabilities within a response to intervention paradigm*. Paper presented at American Psychological Association annual conference, Washington, DC.
- McCallum, R.S., & Bracken, B.A. (2013, February). *Using a teacher-based local norming procedure to develop a student rating scale*. Paper presented at the National Association of School Psychologists, Seattle, WA.
- McCallum, R.S., Bell, S.M., Coles, J., & Miller, K. C. (2013, February). *Screening of twice exceptional students (Gifted with Learning Disabilities) within a Response to Intervention (RTI) model*. Paper presented at the National Association of School Psychologists annual conference, Seattle, WA.
- McCallum, R.S., Bell, S.M., Durall, E.P., & Smyth, K.H. (2014, August). *Screening twice: Exceptional students within a response to intervention model*. Paper presented at the American Psychological Association annual conference, Washington, DC.
- Miller, K.C., Hays, E.A., Bell, S.M., McCallum, R.S., Hilton-Prillhart, A., Lyons, C., & Coles, J. (2013). *Predictive validation of CBM data slopes using varying time intervals*. Paper presented at the National Association of School Psychologists, Seattle, WA.
- Bell, S.M. & McCallum, R.S. (2013, April). *Using RTI data to screen for dyslexia and twice-exceptional status*. Paper presented at the Tennessee IDA annual conference. Knoxville, TN.
- Hopkins, M.B., Hilton-Prillhart, A., Bell, S.M., & McCallum, R.S. (2012), *Generalizability estimates of a comprehension-based reading screener: Examination of the reliability of Monitoring Academic Progress-Reading*. Paper presented at the American Psychological Association's annual conference, Washington. DC.
- Hopkins, M.B., McCallum, R.S., Bell, S.M., & Hilton-Prillhart, A., (2011). *Utilizing generalizability theory to explore the reliability of an experimental multidimensional mathematics curriculum-based measure*. Paper presented at the American Psychological Associations' annual conference, Washington, DC
- Hopkins, M.B., McCallum, S., Hilton, A., & Miller, K. C. (2011, February). *Monitoring academic progress using a brief group-administered multifaceted measure of mathematics CBM*. Paper presented at National Association of School Psychologists Annual Convention, San Francisco, CA.

- Hilton, A., Bell, S., McCallum, S., & Hopkins, M. (2011, February). *Reliability and validity of the monitoring academic progress reading screener*. Paper presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- McCallum, R.S., Bell, S.M., & Ziegler, M. *Delivering reading instruction to adults: Who, what and (a little about) how*. Paper presented to the 2009 National Reading Conference, Albuquerque, NM.
- Bell, S.M. & McCallum, R.S. *Beyond DIBELS: A critical review of assessments that purport to assess reading fluency*. Paper presented to the 2009 National Reading Conference, Albuquerque, NM.
- Ziegler, M., McCallum, R.S., & Bell, S.M. (2009, June). *Who volunteers to provide reading instruction for adults and what do they know?* Paper presented at the Adult Education Research Conference, Chicago, IL.
- Bell, S.M., Benner, S., & McCallum, R.S. (2009, July). *Exemplary teaching practices for students with disabilities*. Paper presented at the International Association of Special Education, Alicante, Spain.
- McCallum, R.S., & Bell, S.M. (2009, July). *Cross-cultural adaptation of a cognitive test: Responding to a world crisis*. Paper presented at the International Association of Special Education, Alicante, Spain. Also, published in the *Proceeding of the Interactional Association of Special Education*.
- Hopkins, M., Mounger, A., Kirk, E., McCallum, R.S. (2009, February). *Reading fluency: A brief ecological classroom assessment*. Paper presented at the National Association of School Psychologists, Boston, MA.
- McCallum, R.S., Bell, S.M., Ziegler, M., & Mounger, A. (2008, October). *Adult educators in the United States: Who are they and are they ready to teach reading to adults?* Paper presented to the annual meeting of the International Dyslexia Association, Seattle, WA.
- Fuller, E.J., Bell, S.M., McCallum, R.S., Kirk, E.R., Brown, K.S., & Hopkins, M. (2008, October). *Utility of the Foreign Language Attitudes and Perceptions Survey for college students*. Poster presented to the annual meeting of the International Dyslexia Association, Seattle, WA.
- Bell, S.M., & McCallum, R.S (2008, May). *Educational alphabet soup: NRP, IDEA, & RTI: Implications for reading*. Paper presented to the International Reading Association, Atlanta, GA.

- Bell, S.M., & McCallum, R.S. (2008, April). *Adult educators in the United States: Extending civic responsibility by serving adults with low literacy*. Paper presented to the American Educational Research Association, New York.
- Bell, S.M., & McCallum, S.M. (2008). *Educational alphabet soup, NRP, IDEA, and RtI: Implications for reading assessment*. Paper presented at the annual meeting of the International Reading Association.
- McCallum, R.S., & Bell, S.M. (2008). *Development of the Assessment of Reading Instructional Knowledge-Adults (ARIKA)*. Paper presented at the annual meeting of the American Education Research Association, New York, NY.
- McCallum, R.S., Bell, S.M, Windingstad, S. & Burton, B. (2007). *Formal assessment of the IDEA 2004 and National Reading Panel areas of reading*. Paper presented at the annual meeting of the Council for Exceptional Children, Louisville, Kentucky.
- Windingstad, S., Choate, S., Bell, S.M., & McCallum, R.S. (2007, March). *Reliability and validity of the Test of Silent Word Reading Fluency and the Test of Silent Contextual Reading Fluency*. Poster presented to the annual convention of the National Association of School Psychologists, New York.
- Bell, S.M., McCallum, R.S., & Ziegler, M.F. (2006, November). *Creating research-based resources for adult literacy instruction: A project of the NIFL/NCSALL Literacy Research Working Group: Development of the Assessment of Reading Instructional Knowledge-Adults*. Symposium presented to the 2006 annual convention of the International Dyslexia Association, Indianapolis, IN.
- Axtell, P., Poncy, B., Bell, S.M., McCallum, R.S., & Fudge, D. (2006, August). *Developing math automaticity using a classwide fluency building intervention*. Paper presented at the 2006 annual convention of the American Psychological Association, New Orleans, LA.
- Bell, S.M., Scott, K.W., McCallum, R.S., & McCane, S. (2006). *Relationships between dyslexia tendencies and the experiences of learning a foreign language*. Poster presented at the 2006 annual convention of the International Dyslexia Association, Indianapolis, IN.
- Hutchins, H., McCallum, R.S., McCane, S.J., & Bliss, S.L. (2006, March). *Can multifaceted elements of psychopathology be assessed nonverbally and rigorously?* Poster presented at the meeting of the National Association of School Psychologists, Anaheim, CA.

- McCallum, R.S. (2006, July). *Review of fairness research related to the UNIT*. Invited for presentation at the meeting of the International Test Commission Conference, Brussels, Belgium.
- McCallum, R.S., Bell, S.M., & Ziegler, M. (2006). *Development of the Assessment of Reading Instructional Knowledge- Adults*. Symposium presented at the 2006 annual convention of the International Dyslexia Association, Indianapolis, IN.
- Bell, S.M., Poncy, B., McCallum, R.S., Sager, K., Fuller, E., Richardson, E., & Axtell, P. (2006, August). *Effectiveness of a reading comprehension intervention for middle school students*. Paper presented at the annual convention of the American Psychological Association, New Orleans, LA.
- McCallum, R.S. (2006). *Universal Nonverbal Intelligence Test: Lessons in fairness from a short history*. Invited address to the International Test Commission Conference, Brussels, Belgium.
- Bell, S.M., McCallum, R.S., Burton, B., Gray, R., & Windingstad, S. (2005, November). *Concurrent and predictive validity of two measures of silent reading fluency*. Paper presented at the meeting of the International Dyslexia Association, Denver, CO.
- Bell, S.M., McCallum, R.S., McCane, S., & Burton, B. (2005, March) *Can a three minute test of reading really be effective?* Poster presented to the 2005 annual convention of the National Association of School Psychologists, Atlanta, Georgia.
- Poncy, B., McCallum, R.S., & Bell, S.M. (2005). *A reading comprehension intervention for middle/high school students*. Paper presented to the 2005 annual convention of the National Association of School Psychologists, Atlanta, Georgia.
- Wood, M.S., McCane, S.J., Below, J.L., Choate, S.M., Bell, S.M., & McCallum, R.S. (2005, November). *Relationships among orthographic measures and reading achievement*. Paper presented at the meeting of the International Dyslexia Association, Denver, CO.
- Sorrell, C., Bell, S.M., & McCallum, R.S. (2004, March). *Efficacy of computer reading software to improve rate and comprehension*. Poster presented at the annual convention of the National Association of School Psychologists, Dallas, TX.
- Upson, L., McCallum, R.S., Binotien, B.A. & Yarbrough, J. (2004, August). *Effects of socioeconomic level refinement on mean UNIT IQ scores*. Paper presented at the annual meeting of The American Psychological Association.

- Bell, S.M., McCallum, R.S., & Wood, M. (2004, November). *Is multi-sensory reading and spelling instruction scientifically-based?* Poster presented at the annual conference of the International Dyslexia Association, Philadelphia, PA.
- McCallum, R.S. (2004, October). *Promoting fair cognitive assessment.* Paper presented at the International Test Commission Conference, Williamsburg, VA.
- Yarbrough, J.L., McCallum, R.S., Hutchins, H.M., & Upson, L.M. (2004). *Efficacy of solution-focused brief counseling in a school setting.* Paper presented at the National Association of School Psychologists, Dallas, TX.
- Bell, S.M., McCallum, R.S., & Bain, S.K. (2003, April). *Self-concepts and social attributions of students identified as gifted versus high achievers.* Poster presented to the annual convention of the Council for Exceptional Children, Seattle, Washington.
- Bell, S.M., McCallum, R.S., Ziegler, M., & Cox, E.A. (2003, April). *Reading teachers of adult learners: What they know and think they know.* Presentation to the annual conference of Tennessee Branch of the International Dyslexia Association, Nashville, TN.
- McCallum, R.S., & Bell, S.M. (2003, April). *Interpreting Cognitive Strengths and Weaknesses from Nonverbal Tests Using Cross-Battery Assessment.* Paper presented at the national meeting for the Council for Exceptional Children, Seattle, WA.
- Bell, S.M., McCallum, R.S., Ziegler, M., & Cox, E.A. (2003, November). *What Adult Basic Educators Know about Teaching Reading.* Paper presented at the International Dyslexia Association, San Diego, CA.
- Cox, E., McCallum, R.S., & Bell, S.M. (2002, February). *An investigation of cognitive processing capabilities hypothesized to underlie basic reading and used to define dyslexia.* Poster presented to the annual convention of the National Association of School Psychologists, Chicago, IL.
- Bell, S.M., & McCallum, S.M. (2002, April). *Action research investigation interventions in an inclusive professional development school.* National meeting for the Council for Exceptional Children, New York, NY.
- McCallum, R.S., & Bell, S.M. (2002, April). *Use of nonverbal tests for diverse populations.* Presented at the national meeting of the Council for Exceptional Children, New York, NY.

- Bracken, B.A., & McCallum, R.S. (2001, April). *Advanced Unit Workshop*. Presented at the meeting of the National Association of School Psychologists, Washington, D.C.
- McCallum, R.S., Bardos, A., & Naglieri, J. (2001, August). *Using nonverbal tests to assess diverse populations: Focus on interpretation*. Symposium presented at the meeting of the American Psychological Association, San Francisco, CA.
- Bell, S. M., & McCallum, R. S. (2001, August). *Attribution-Pessimism-Depression Connection: Predicting depression using attribution scales*. Paper presented at the American Psychological Association, San Francisco, CA.
- McCallum, R.S., & Bracken, B.A. (March, 2001). *Interpretation of the Universal Nonverbal Intelligence Tests*. Workshop presented at the National Association of School Psychologists, Washington, DC.
- McCallum, R.S. & Bracken, B.A., Naglieri, J., & Bardos, A. (August, 2001). *Tests of nonverbal intelligence: Focus on interpretation*. Symposium presented at the American Psychological Association, San Francisco, CA.
- McCallum, R.S., Bracken, B.A., Wasserman, J.D., & Becker, K.A. (March, 2000). *Toward a methodology for universal norming adaptation for nonverbal tests*. Presented at the National Association of School Psychologists, New Orleans, LA.
- McCallum, R.S., Bell, S.M., & Cox, E. (2000, March). *University and field-based collaboration in a professional development school*. Presented at the National Association of School Psychologists, New Orleans, LA.
- Allen, W., Bell, S.M., & McCallum, R.S. (2000, April). *Case studies in learning disabilities: Assessment of processing deficits*. Paper presented to the Tennessee Association of School Psychologists Spring Institute, 2000, Fall Creek Falls, TN.
- Bell, S.M., McCallum, R.S., & Cox, E. (2000, April). *Promoting academic and behavioral growth: Collaboration at a professional development school*. Poster presented to the annual convention of the National Association of School Psychologists, New Orleans, LA. (November, 2000) *ERIC Resources in Education*.
- Gross, P.H., & McCallum, R.S. (2000, August). *Operationalization and predictive validity of mother-daughter synchrony*. Paper presented at the meeting of the American Psychological Association, Washington, D.C.

- Bell, S.M., McCallum, R.S., Doucette, J., & Cinnamon, B. (1999, April). *Are academic and social attributions related to depression?* Paper presented at the meeting of School Psychologists, Las Vegas, NV.
- McCallum, R.S., & Bracken, B.A. (April, 1999). *Using the nonverbal intelligence test (UNIT) focus on interpretation.* Presented at the National Association of School Psychologists, Las Vegas, NV.
- McCallum, R.S. (1999, June). *Fairness issues in cross-cultural assessment: The Universal Nonverbal Intelligence Test.* Presented at the Joint Conference on Cultural Diversity and European Integration of the International Association for Cross-cultural Psychology, Graz, Austria.
- McCallum, R.S. & Bracken, B.A., Naglieri, J.A., & Bardos, A.N. (1999, August). *New nonverbal intelligence tests in the assessment of diverse populations.* Paper presented at the meeting of the American Psychological Association, Boston, MA.
- Wadlington, L.R., McCallum, R.S., Bell, S.M., & Armbrister, R. (1999, March). *Perceived social status and social attributions in children.* Poster presented to the Southeastern Psychological Association annual meeting, Savannah, Georgia.
- McCallum, R.S. (1998, February). *Using the UNIT to evaluate nontraditional populations.* Presented to Temple University/Pennsylvania School Psychology Association Joint Conference, Philadelphia, PA.
- McCallum, R.S. (1998, April). *Nonverbal assessment of intelligence: Implications for culturally different, hearing impaired, linguistically impaired, and psychiatrically affected clients.* Paper presented at the Assessment Psychology Conference, Orlando, FL.
- Bracken, B.A. & McCallum, R.S. (1998, April). *Nonverbal Assessment of Intelligence: Implications for culturally different, hearing impaired, linguistically impaired, and psychiatrically affected students.* Paper presented at the meeting of the National Association of School Psychologists, Orlando, FL.
- McCallum, R.S. & Bracken, B.A. (August, 1998). *Using nonverbal test of cognitive ability to assess diverse populations.* Presented at the 24<sup>th</sup> International Congress of Applied Psychology, San Francisco, CA.
- Naglieri, J.A., Bardos, A.N., Bracken, B.A., & McCallum, R.S. (1998, August). *Testing diverse populations with new nonverbal intelligence tests.* Symposium presented at the meeting of the American Psychological Association, San Francisco, CA.

- McCallum, R.S., Bell, S.M., Jessup, K., & Meadows, S. (1997, April). *Teaching students to internalize responsibility for social outcomes*. Paper presented at the meeting of National Association of School Psychologists, Anaheim, CA.
- McCallum, R.S., Bell, S.M., Jessup, K. & Meadows, S. (1997, April). *Teaching students to internalize responsibility for social outcomes*. National Association of School Psychologists, Atlanta, GA.
- McCallum, R.S., Cornelius, M.N., Armbrister, R.C., Jessup, K., & Wilhoit, B. (1997, April). *The effectiveness of an attribution training program as a function of gender differences*. Paper presented at the meeting of the National Association of School Psychologists, Anaheim, CA.
- McCallum, R.S., Piersel, W.C., Rosenfield, S., George, T.W., Dickinson, D.J., & Noland, R.M. (1996, August). *Innovative school psychology training-Do we gain from field experience?* Symposium presented at the American Psychological Association 104<sup>th</sup> annual convention, Toronto.
- Bell, S.M., & McCallum, R.S. (1996, October). *AD/HD: Is it for real? What Can Teachers Really Do?* Presentation to the fall convention of East Tennessee Education Association, sponsored by Council for Exceptional Children, Knoxville, TN.
- Reed, M.T., Williams, P., & McCallum, R.S. (1995). *Construct validity of the Universal Nonverbal Intelligence Test*. Paper presented at the National Association of School Psychologists, Chicago, IL.
- McCallum, R.S., Dunn, J.S., Noland, R. & Bell, S.M. (1995, March) *Development of the Universal Brief Adaptive Behavior-Index*. Paper presented at the National Association of School Psychologists, Chicago, IL.
- Allen, W., Bell, S.M., & McCallum, R.S. (1995, May). *Bayley Scales of Infant Development II: A Roundtable Discussion*. Presentation to the spring convention of the Tennessee Association of School Psychologists, Gatlinburg, TN.
- Bracken, B.A., McCallum, R.S., Reed, M., & Williams, P. (1993, November). *Cross-Cultural intellectual assessment: The Universal Nonverbal Intelligence Test*. Paper presented at the South Padre Island International Interdisciplinary Conference on the cognitive assessment of children in school and clinical settings, South Padre Island, TX.
- Getzfeld, A.R., Hutchens, T.A., & McCallum, R.S. (1993, August). *Characteristics of female bulimics and the effectiveness of Desipramine treatment*. Paper presented at the Conference of the American Psychological Association, Toronto.



- McCallum, R.S. & Bracken, B.A. (1993). *The Universal Test of Nonverbal Intelligence: A test for all people*. Paper presented at the International Test Commission Conference, Oxford, England.
- McCallum, R.S., Driesler, K., Williams, A., & Bell, S.M. (1993, April). *Relationships between students' social attributions and social performance as measured by a sociometric technique*. Poster presented to the annual convention of the National Association of School Psychologists, Washington, DC.
- McCallum, R.S., Bell, S.M., Bryles, J., & Driesler, K. (1992, April). *Attributions for academic success and failure: Achievement level and gender influences*. Poster presented to the annual convention of the National Association of School Psychologists, Nashville, TN.
- McCallum, R.S., Bell, S.M., McDonald, J., & Williams, A. (1992, April). *Attributions for social success and failure among high and low social males and females*. Poster presented to the annual convention of the National Association of School Psychologists, Nashville, TN.
- McCallum, R.S., Mee, S.L., Bryles, J., & Driesler, K. (1992, April). *Attributions for academic success and failure: Academic achievement level and gender influences*. National Association of School Psychologists, Nashville, TN.
- McCallum, R.S., Mee, S.L., McDonald, J., & Williams, A. (1992, April). *Attributions for social success and failure among high and low social males and females*. National Association of School Psychologists, Nashville, TN.
- Buckhalt, J.A., Elliott, C.D., Shapiro, S.K., & McCallum, R.S. (1991, August). *Evaluation of learning disabled students with the Differential Ability Scales*. Paper presented at the meeting of the American Psychological Association, San Francisco, CA.
- Bell, S.M., McCallum, R.S., Driesler, K., Haile-Griffey, L., Gross, P.H., McDonald, J., & Williams, A. (1991, March). *Relationships among attributions, achievement, and self-concept in American students*. Paper presented at the meeting of the National Association of School Psychologists, Dallas, TX.
- Bell, S.M., McCallum, R.S., & Park, S.H. (1991, August). *Relationships among social attributions, self-concept, and social functioning*. Paper presented at the meeting of the American Psychological Association, San Francisco, CA.

- Bell, S.M., McCallum, R.S., Gross, P.H., & Driesler, K. (1990, November). *Gender differences in attributions for social success and failure*. Paper presented to the Mid-South Regional Conference on Psychology in the Schools, Nashville, TN.
- Bell, S.M., McCallum, R.S., McDonald, J., & Williams, A. (1990, November). *Attribution and self-concept: Do high and low achievers differ?* Paper presented to the Mid-South Regional Conference on Psychology in the Schools, Nashville, TN.
- Carpenter, M., Cowart, C., Bell, S.M., & McCallum, R.S. (1990, April). *Medication reduction effects on Institutionalized mentally retarded adults*. Paper presented to the annual convention of the National Association of School Psychologists, San Francisco, CA.
- McCallum, R.S., Dickinson, D.J., Carlini, R., Jones, R., Bledsoe, K., & Cooper, P. (1989). *Using a data-based-problem-solver model for training school psychologists*. Paper presented at meeting of the National Association of School Psychologists, Chicago, IL.
- McCallum, R.S. & Dukes, M. (1988, August). *Available research in school psychology vs. perceived need*. Paper presented at the American Psychological Association, Atlanta, GA.
- McCallum, R.S. & Jones, R. (1988, April). *Research trends in school psychology*. Paper presented at the National Association of School Psychologists, Chicago, IL.
- McCallum, R.S., Dukes, M., Williams, R.L., & Bledsoe, K. (1988, April). *Research utilization by school psychologists*. Paper presented at the National Association of School Psychologists, Chicago, IL.
- Bergeron, E., Bargione, J.L. & McCallum, R.S. (1987, March). *Innovative service delivery in a changing school milieu*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Clark, P., McCallum, R.S. & Edwards, R. (1987, March). *The Slosson Intelligence Test for gifted screening*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- McCallum, R.S., Dickson, A.L., Johnson, S.E., & Crowell, N. (1987, March). *Does basic concept intervention facilitate academic achievement?* Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

- Sanderson, C. & McCallum, R.S. (1987, March). *Implementing a physical fitness program for institutional employees, another new role*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Bain, S. & McCallum, R.S. (1986, April). *Estimates of basic concept mastery: Teacher vs. student*. Paper presented at the meeting of the National Association of School Psychologists, Hollywood, FL.
- Sterner, A. & McCallum, R.S. (1986, April). *Relationship of Gesell Developmental Exam and the Bracken Basic Concept Scale to Achievement*. Paper presented at the meeting of the National Association of School Psychologists, Hollywood, FL.
- Cowart, C.A. & McCallum, R.S. (1985). *Construct validation of simultaneous processing, successive processing, and planning*. Paper presented at the meeting of the American Psychological Association, Anaheim, CA.
- Hildman, L.K. & McCallum, R.S. (1985, April). *Development of a psychological services program evaluation instrument*. Paper presented at the meeting of the National Association of School Psychology, Las Vegas, NV.
- McCallum, R.S., Cowart, C.A., Friedman, B., Merritt, F.M., & Wheeler, J.P. (1985, April). *Relationship between the Bracken Basic Concept Scale and the Boehm*. Paper presented at the meeting of the National Association of School Psychology, Las Vegas, NV.
- McCallum, R.S. & Karnes, F.A. (1984). *K-ABC, S-B, WISC-R: Test of choice for evaluating gifted children*. Paper presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.
- Wheeler, J.P. & McCallum, R.S. (1984). *Using the Brief Index of Adaptive Behavior with Handicapped Students*. Paper presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.
- McCallum, R.S. & Karnes, F.A. (1983, April). *The relationship between cognitive processing and intelligence among gifted students*. Paper presented at the meeting of the National Association of School Psychologists, Detroit, MI.
- Cowart, C.A., & McCallum, R.S. (1983, August). *Simultaneous-successive processing across age*. Paper presented at the meeting of the American Psychological Association, Anaheim, CA.

- Bracken, B.A. & McCallum, R.S. (1982, March). *Peabody Picture Vocabulary Test-Revised: An appraisal and review of current research*. Paper presented at the meeting of the National Association of School Psychologists, Toronto.
- McCallum, R.S., Edwards, R.P., & Dickson, A.L. (1982, August). *Simultaneous-successive processing among college students*. Paper presented at the meeting of the American Psychological Association, Washington.
- McCallum, R.S. & Allen, R.E. (1981). *Cognitive style in musicians and non-musicians*. Paper presented at the meeting of the National Association for Music Therapists, Denver, CO.
- McCallum, R.S. & Bracken, B.A. (1981). *Alternate form reliability of the PPVT-R among preschool children*. Paper presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- McCallum, R.S. & Glynn, S.M. (1979, March). *The hemispheric specialization construct: Developmental and instructional considerations*. Paper presented at the meeting of the National Association of School Psychologists, San Diego. (ERIC Document Reproduction Service No. ED 172-492).
- McCallum, R.S., Hamm, H., Wheeler, J., Hunter, D., Cato, C., & Herring, M.S. (1975). *A comparison of the WISC and WISC-R*. Paper presented at the meeting of the National Association of School Psychologists, Atlanta, GA.

## REGIONAL MEETINGS

- Bell, S.M., & McCallum, R.S. (2008). *What practitioners use and what they need to know*. Paper presented at the Tennessee Branch- International Reading Association, Knoxville, TN
- Bell, S.M., McCallum, R.S., Gross, P.H., & Driesler, K. (1990, November). *Gender differences in attributions for social success and failure*. Paper presented to the Mid-South Regional Conference on Psychology in the Schools, Nashville, TN.
- Bell, S.M., McCallum, R.S., McDonald, J., & Williams, A. (1990, November). *Attribution and self-concept: Do high and low achievers differ?* Paper presented to the Mid-South Regional Conference on Psychology in the Schools, Nashville, TN.

- Bracken, B.A. & McCallum, R.S. (1994, November). *The Universal Nonverbal Intelligence Test: When a language-loaded test won't do*. Paper presented at the Mid-South Conference on Psychology in Schools, Huntsville, Alabama.
- Bynum, H.S., McCallum, R.S., Merritt, F.M., & Bourg, T. (1982, March). *Cognitive style and ethnicity*. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans.
- Dickson, A.L. & McCallum, R.S. (1984, March). *Neuropsychological assessment: Normative data for visual and verbal memory*. Symposium presented at the meeting of the Southeastern Psychological Association, New Orleans.
- Garlock, J.A. & McCallum, R.S. (1984). *Processing and achievement as a function of simultaneous-successive processing instruction*. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans.
- Givens, T.S., Anderson, H.N., McCallum, R.S., & Davis, J.R. (1986). *Race and gender differences in special education placement evaluations*. Paper presented at the meeting of the Southwestern Psychological Association, Ft. Worth.
- McCallum, R.S. (1987, March). Complete, ongoing, and projected research with the BAS. J. A. Buchhalt (Chair), *The British Ability Scales: Development, characteristics and current research*. Symposium conducted at the meeting of the Southeastern Psychological Association, Atlanta, GA.
- McCallum, R.S. & Bracken, B.A. (1982, March). *Comparison of the PPVT-R among preschool children*. Paper presented at the meeting of the Southeastern Psychological Association, Atlanta.
- McCallum, R.S., Buckhalt, J., Cupp, J., & Jones, R. (1988, October). *The Differential Ability Scales: A better test?* Paper presented at the meeting of the Mid-South Conference on Psychology in the Schools, Huntsville, Alabama.
- McCallum, R.S. & Dickson, A.L. (1985, March). *Introduction of the Brief Index of Adaptive Behavior for use with Handicapped Children*. Paper presented at the meeting of the Southeastern Psychological Association, Atlanta.
- McCallum, R.S. & Glynn, S.M. (1979, February). *Conjugate lateral eye movements as a function of cognitive tasks*. Paper presented at the meeting of the Eastern Educational Research Association Conference, Kiawah Island, South Carolina
- McCallum, R.S. & Karnes, F. (1987, March). *Comparison of the British Ability Scales and the WISC-R for gifted children*. Paper presented at the Southeastern Psychological Association, Atlanta, GA.

- McCallum, R.S. & Merritt, F.M. (1983, March). *Cross-cultural comparisons of simultaneous successive processing*. Paper presented at the meeting of the Southeastern Psychological Association, Atlanta.
- McCallum, R.S., McKinney, W., & Ledford, T.L. (1984). *Adults' metacognitive ability: An examination of the age-deficient hypothesis*. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans, LA.
- McKinney, C.W., Gilmore, A.C., Peddicord, H.Q., & McCallum, R.S. (1985, January). *Effect of prototypes vs. critical attributes on undergraduates' acquisition of a concept and metacognitive structuring*. Paper presented at the meeting of the Southwest Educational Research Association, Austin, Texas.
- Merritt, F.M. & McCallum, R.S. (1983, March). *The relationship between simultaneous-successive processing and achievement*. Paper presented at the meeting of the Southeastern Psychological Association, Atlanta.
- Poncy, B., McCallum, R.S., & Bell, S.M. (2004, October). *Implementing a remedial reading program for middle and high school students*. Paper presented at the Mid-South Association of School Psychologists, Tupelo, MS.
- Wadlington, L.R., McCallum, R.S., Bell, S.M., & Armbrister, R. (1999, March). *Perceived social status and social attributions in children*. Poster presented to the Southeastern Psychological Association annual meeting, Savannah, GA.

#### STATE MEETINGS

- Bell, S.M., McCallum, R.S., Ziegler, M., & Cox, E.A. (2003, April). *Reading teachers of Adult learners: What they know and think they know*. Presentation to the annual conference of the Tennessee Branch of the International Dyslexia Association, Nashville, TN.
- McCallum, R.S., & Wilhoit, B.E. (2001, November). *Cross-battery assessment*. Workshop presented at the Tennessee Psychological Association, Nashville.
- Allen, W., Bell, S.M., & McCallum, R.S. (2000, April). *Case studies in learning disabilities: Assessment of processing deficits*. Paper presented to the Tennessee Association of School Psychologists Spring Institute, 2000, Fall Creek Falls, TN.
- Bell, S.M., McCallum, R.S., & Allen, B. (2000, April). *Case studies in learning disabilities: Assessment of processing deficits*. Paper presented at the Tennessee Association of School Psychologists.

- McCallum, R.S. (1999, March). *Introduction to the Universal Nonverbal Intelligence Test (UNIT)*. Presented at 26<sup>th</sup> Annual Convention of the Tennessee Association of School Psychologists, Gatlinburg, Tennessee.
- McCallum, R.S. (1998, November). *Using the Universal Nonverbal Intelligence Test to Assess Culturally Different or Language Impaired Children*. Paper presented at the Tennessee Psychological Association Annual Convention, Nashville, TN.
- Bell, S.M., & McCallum, R.S. (1996, October). *AD/HD: Is it for real? What can teachers really do?* Presentation to the fall convention of East Tennessee Education Association, sponsored by the Council for Exceptional Children, Knoxville, TN.
- Allen, W., Cherokee Health Systems, Bell, S., & McCallum, R.S. (1995, April). *Bayley scales of infant development II: Roundtable discussion*. Paper presented at the Tennessee Association of School Psychologists: Gatlinburg, Tennessee.
- McCallum, R.S., Reed, M., & Williams, P. (1992, October). *Nonverbal assessment of intelligence: What's new?* Paper presented at the Seventh Annual Conference on Assessment, Knoxville, TN.
- McCallum, R.S. & Smith, M. (1991, October). *Authentic assessment*. Paper presented at the Sixth Annual Conference on Assessment, Knoxville, TN.
- McCallum, R.S., Williams, R.L., & Dukes, M. (1987). *Research utilization by school psychologists*. Paper presented at the meeting of the Tennessee Association of School Psychologists, Memphis, TN.
- McCallum, R.S. (1986). *Unique characteristics of the British Ability Scales and the Stanford-Binet (fourth edition)*. Paper presented at the meeting of the Tennessee Association of School Psychologists.
- Friedman, B., Harsh, J.R., Goggin, W.C., & McCallum, R.S. (1983). *What happens during cognitive restructuring?* Paper presented at the meeting of the Mississippi Academy of Sciences, Jackson.
- McCallum, R.S., Bourg, T., & Bynam, H.S. (1981, October). *Cognitive style across ethnic groups*. Paper presented at the meeting of the Mississippi Psychological Association.
- McCallum, R.S., Herrin, M.S., & Wheeler, J.P. (1981). *Preliminary investigation of the Brief Index of Adaptive Behavior: Item analysis and concurrent validity data*. Paper presented at the meeting of the Georgia Association of School Psychologists, St. Simons Island, Georgia.

Merchant, B., Herrin, M.S., Hogeland, L., & McCallum, R.S. (1979). Who *needs money to serve BD kids?* Paper presented at the meeting of the Council for Exceptional Children, State Conference, St. Simons Island, Georgia.

### TEST REVIEWS FOR PROFESSIONAL JOURNALS

McCallum, R.S. (1989). [Review of *Assessment of Personality and Behavior Problems*.] *Journal of Psychoeducational Assessment*, 7, 361-363.

McCallum, R.S. (1985). [Review of the *Diagnostic Skills Battery*.] In J. V. Mitchell, Jr. (Ed.), *The Ninth Mental Measurements Yearbook*. The University of Nebraska Press. Accession number AN-09012283, Buros Institute Database (Search Label MMYB) Bibliographic Retrieval Services, Inc. (BRS).

McCallum, R.S. (1985). [Review of the *Peabody Picture Vocabulary Test-Revised*.] In J. V. Mitchell, Jr. (Ed.), *The Ninth Mental Measurements Yearbook*. The University of Nebraska Press. Accession number AN-09032567, Buros Institute Database (Search Label MMYD), Bibliographic Retrieval Services, Inc. (BRS).

McCallum, R.S. (1983). [Abbreviated review of the *Peabody Picture Vocabulary Test-Revised*.] *The Journal of Psychoeducational Assessment*, 1, 203.

### INVITED PROFESSIONAL LECTURES/WORKSHOPS/PRESENTATIONS

Presenter, Invited workshop, National Association of School Psychology, 2016, UNIT2

Presenter, Invited workshop, California Association of School Psychologists, 2016, UNIT2

Presenter, invited workshop on the relationship between medicine and emotional intelligence, to physicians, residents, interns, University of Tennessee Medical Center, Knoxville, October 1, 2015

Presenter, invited workshop, Centro Desenvolvimento Infantil-Diferencas, Lisbon, Portugal, 2014

Presenter, Invited workshop, Knox County School Psychologists, 2013, Multicultural Assessment

Presenter, Invited workshops, Ronald McNair program, Enhancing comprehension in at risk college students, 2008, 2009, 2010, 2012, 2013

Presenter, invited workshop, Akron Public Schools, OH, 2005.

Presenter, invited workshop, Carroll County Schools/Georgia Association of School Psychologists, 2003.

Presenter, invited workshop, District 5, Texas Public School, (September), 2002.

Presenter, invited workshop, District 7, Texas Public School, (October), 2002.

Presenter, invited address, College of Education, University of Tennessee, 2001.

Presenter, invited workshop, Alabama Association of School Psychologists, 2001.



- Presenter, invited workshop, National Association of School Psychologists, 2001.
- Presenter, Lexington Kentucky School System, 2001.
- Presenter, Fayette County School System, NC, 2001.
- Presenter, invited address, Alabama State Department of Education, 2000.
- Presenter, invited address, Georgia Association of School Psychologists, 2000.
- Presenter, invited address, Texas Association of School Psychologists, 2000.
- Presenter, invited address, Akron City Schools, OH, 2000.
- Presenter, invited address, Raleigh & Durham Schools, NC, 2000.
- Presenter, invited address, Grand Rapids Schools, 1999.
- Presenter, invited address, Knox County Schools, TN, 1999.
- Presenter, invited address, Louisiana Association of School Psychologists, 1999.
- Presenter, invited address, New Jersey School Psychology Association, 1999.
- Presenter, invited address, St. Louis Schools, 1999.
- Presenter, invited address, Tennessee Association of School Psychologists, 1999.
- Presenter, invited address, Texas School District Four, 1999.
- Presenter, invited address, Graz, Austria, Joint Conference on Cultural Diversity and European Integration of the International Association for Cross-cultural Psychology, 1999.
- Presenter, invited address, Chicago Public Schools, IL, 1999.
- Presenter, invited address, Prince William Henry County Schools, VA, 1998.
- Presenter, invited address, National Association of School Psychology, 1998.
- Presenter, invited address, Assessment Psychology Conference, Orlando, FL, 1998.
- Presenter, invited address, Temple University/Pennsylvania School Psychology Conference, 1998.
- Presenter, invited address, South Padre Island, Conference on Assessment, 1993.
- Presenter, invited address, Oxford, England, International Test Commission Conference, 1993.
- Presenter, invited addresses, Mid-South Conference for Psychology in the Schools, Huntsville, AL, 1988, 1994.
- Presenter, invited address, UT Annual Conference on Assessment, Knoxville, 1987. (out of chronological order).
- Presenter, invited address, Georgia Association of School Psychologists, Southern Region, 1983.

## **GRANTS WRITING AND FUNDED PROJECTS**

Jonsson, C., McCallum, R.S., Riechert, S.E., & Janz, M. (Not funded). PROJECT INCLUDES: *Unlocking the STEM Universe: Expanding Appalachian Student Participation*. Proposal to NSF.

Zeigler, M., Bell, S.M., & McCallum, R.S. (2007,08, 09). *Development of the Assessment of Reading Instructional Knowledge-Adults (ARIK-A)*. National Institute for Literacy, subcontracted by Kruidenier Consultants, \$36,000.

- McCallum, R.S. & Bell, S.M. (Funded, 2003). *Comparing IQ-Achievement Discrepancy and Responsiveness to Intervention Models for Diagnosing Learning Disabilities*. Catalyst Grant, funded by the CEHHS, \$24,000, (co-principal investigator).
- McCallum, R.S. (P.I.) (Funded, 2001), *Woodcock-Johnson III Validity Study*. Riverside Publishing Company, \$10,900.
- McCallum, R.S. (P.I.), *Woodcock-Johnson Teaching Award (Funded, 2001)*. Riverside Publishing Company, \$10,000.
- McCallum, R.S. (P.I.), Blank, M.A., & Kershaw, C. (Funded, 1995) *Developing an Inclusive Educational Program for the Middle School*. Developmental Disabilities Council, State of Tennessee, \$150,000 over three years.
- McCallum, R.S. & Cagle, L. (1994; Not funded). *Teacher initiated collaborative services project (TICS): Facilitating services for at-risk children*. Submitted to American Association of Colleges for Teacher Education.
- McCallum, R.S. *Tennessee Internship Consortium in Professional Psychology*. Coordinating continuing project, funded originally in 1994 by six agencies, to train school psychology interns, \$60,000 - \$100,000 per year –continuing though I no longer help coordinate consortium.
- Dukes, M.L., Saudargas, R., & McCallum, R.S. (Funded, 1988). *Comparison of classroom behaviors and teacher's ratings of learning disabled and nonhandicapped children*. The University of Tennessee, Office of Research and Service, College of Education, \$10,000..
- McCallum, R.S., Dickson, A.L., Snow, J., & Johnson, E. (1985). (Funded). *Does Systematic basic concepts instruction facilitate academic achievement for kindergarten children?* Grant funded by Mississippi Department of Education, \$5,000.
- McCallum, R.S. (Funded, 1984). *Adults' metacognitive ability: An examination of age deficit hypothesis*. USM Developmental Grant, released time.
- McCallum, R.S., Hildman, L., & Currie, B.B. (Funded, 1983). *Evaluating delivery of school psychological services: Construction of an evaluative model*. Funded by National Study of School Evaluation, \$7,000.
- McCallum, R.S. (1982). USM Summer Research Grant (Release).

## TECHNICAL REPORTS

Ziegler, M., Bell, S.M., & McCallum, R.S. (2003, January). *Teaching reading skills to adult learners: What teachers know versus what they think they know*. Knoxville: University of Tennessee: Center for Literacy Studies.

Ziegler, M.Bain,S., Bell, S.M., McCallum, R.S., & Brian, D. (2002). *Self-beliefs: Predicting persistence of Families First participants in adult basic education*. Knoxville: University of Tennessee: Center for Literacy Studies.

## **CONSULTATIONS**

### **STATE AGENCY**

Consultant, Ellisville State School, 1985 - 1986.

### **PUBLIC SCHOOLS**

Consultant, Roane County School System, unpaid, 2008-present

Consultant, Instrument Development of Nonverbal Assessment of Bullying for Special Needs Students, Project S.A.F.E.: Empowering Change, Fresno Unified School, District, 2008- present

Consultant, Research Design and Assessment, Project VISTA, Valid Instruments for Science Teacher Assessment , Grant submitted to NSF, 2008-2012

Consultant, Anderson County Schools, 1998 - 2012

Consultant, Forrest County Schools, 1983 - 1986.

## **PROFESSIONAL CONTRIBUTIONS/SERVICE**

### **UNIVERSITY AND COLLEGE**

Committee Member, College P & T, 2014 – present; Chair 2016

Faculty Mentor, Casey Barrio-Minton, (2016)

Chair, Search Committee, KRSS Headship position, 2016

Administrative Council, 1996-2014

Committee Member, Search Committee, Disability Services Director, 2003.

Committee Member, College Consolidation Team, 2002.

Chair, Search Committee, ITCE Headship position, 2001.

Chair, Governing Board, Tennessee Internship in Professional Psychology Consortium, 1994-1997.

Chair, Unit Human Subjects Research Review Committee, 1994-1997.

Committee Member, Hilton Smith Scholarship Committee, 1995.

Committee Member, Summer Newsletter, 1991, 1992, 1993, 1994, 1995.

Committee Member, Curriculum Review Committee, 1988-1992.

Committee Member, Travis Hawk Lecture Series, 1992.

Committee Member, Faculty Search Committee, Headship in Psychology, 1989-1990.

Member, Special Education Mentoring Team, 1986-1988.

Committee Chair, Faculty Search Committee, School and Counseling Psychology positions, 1988.  
 Committee Member, College-wide, Developmental Grant Review Committee, 1986.  
 Committee Chair, University-wide Academic Standards Committee, 1985-1986.  
 Committee Member, College-wide, Southern Association of Colleges and Schools Self-Study, 1983-1984.  
 Committee Member, University-wide, Academic Council, 1984-1986.  
 Committee Member, College-wide, Committee to Restructure Teacher Education Core, 1985-1986.  
 Committee Member, College-wide, Departmental Chair Search Committee, 1985.  
 Committee Member, College-wide, School Psychology Faculty Search Committee, 1985.  
 Faculty Representative, Graduate Association for Students in Psychology, USM, 1981-1983.

#### PROFESSIONAL (E.G., EDITORSHIPS, OTHER SERVICE)

Consulting Editor/Co-founder, *Journal of Psychoeducational Assessment*, published by SAGE Publications, (2006–present).  
 Ad Hoc Reviewer, *Foreign Language Annals* (2008- present).  
 Chair, Continuing Education, Knoxville Area Psychological Association (2009-2013)  
 Contributing Editor, in S Goldstein and A. Spencer's *Encyclopedia of Child Behavior and Development*, New York: Springer (2008, 2009).  
 Co-editor, APA Book Series (2003-2006).  
 Co-editor/Co-founder, *Journal of Psychoeducational Assessment*, published by Psychoeducational Corporation (1992–2006).  
 Reviewer, *Journal of Education of the Gifted*, 2012 – present  
 Reviewer, *Gifted Child Quarterly*, 2012 - present  
 Co-editor, American Psychological Association's Book Series, 2003-2006  
 Newsletter Editor, Council of Directors of School Psychology Programs, *CDSPP Press*, 1990-91  
 Associate Editor/Co-founder, *Journal of Psychoeducational Assessment*, 1983-1992  
 Reviewer, Ad Hoc; *School Psychology Review*  
 Editorial Board Member, *Educational and Psychological Research*, 1983-1987

#### COURSES ROUTINELY TAUGHT

Educational Psychology 655: Research in Psychoeducational Studies (1-3 semester hours, every semester, except summer)  
 School Psychology 541: Psychoeducational Assessment (3 semester hours Fall)  
 School Psychology 541: Psychoeducational Assessment (3 semester hours Spring)  
 School Psychology 650: Professional Practice in School Psychology (4 semester hours, Spring)  
 School Psychology 690: Psychopathology of Childhood (3 semester hours, alternating summers)

Educational Psychology 516: Educational Applications of Cognitive Learning Theories  
(3 semester hours, alternating summers)

#### COURSES OCCASIONALLY TAUGHT

Educational Psychology 401: Professional Studies: Applied Educational Psychology  
Educational Psychology 505: Quasi-Experimental and Single-Subject Design Research  
Educational Psychology 526: Informal Methods of Assessment

#### DISSERTATIONS DIRECTED (last 10 years, approximately)

Trish Franklin	Predicting Academic Performance on High Stakes Tests: Development of the Brief Behavior, Academic, and Social Screener
Brooke Browarnik	Concurrent and Predictive Validity of the Universal Nonverbal Intelligence Test – Group Ability Test
Kelly Smyth	Does Twice-Exceptional Status Impact College Student Success?
Elizabeth Hays	Academic Outcomes in Higher Education for Students Screened as Twice-Exceptional: Gifted with a Learning Disability in Math or Reading
Jeremy Coles	Predicting High-Stakes Tests of Math Achievement using a Group- Administered RTI Instrument: Validating Skills Measured by the Monitoring Instructional Responsiveness: Math
Kelli Miller	Predictive Validation of the Monitoring Instructional Responsiveness: Reading (MIR:R): Investigation of a Group- Administered, Comprehension-Based Tool for RTI Implementation
Michael Hopkins	A Validation of the Monitoring Academic Progress - Mathematics (MAP:R): An Experimental Multidimensional Group Administered Curriculum-Based Measure of Mathematics Fluency and Problem Solving
Angela Mounger	Validation of the Monitoring Academic Progress - Reading (MAP:R): Development and Investigation of a Group- Administered Comprehension-Based Tool for RTI
Sunny Windingstad	Do Measures of Emotional Intelligence Predict Social Acceptability?

Rebecca Gray	Language-reduced screening for giftedness
Stephani Choate	Validation of the Modern Language Aptitude Test
Bobbie Burton	Using the Universal Nonverbal Intelligence Test (UNIT) for Children with Autism
Sara McCane	An Evaluation of the Psychometric Properties of the Test of Dyslexia – Rapid Assessment Profile
Jamie Fearington	Using Solution-Focused Brief Therapy to Increase Homework Completion
LaRonta Upson	Effects of an Increasingly Precise Socioeconomic Match on Mean Score Differences in Nonverbal Intelligence Test Scores
Young Ju Lee	Effects of Divergent Thinking Training/Instructions on Torrance Tests of Creative Thinking and Creative Performance
Holly Hutchins	Development of the Universal Nonverbal Assessment of Personality (UNAP)
Phil Axtell	Predicting High-Stakes Tests of Math Achievement using a Group Administered RTI Instrument: Validating Skills Measured by the Monitoring Instructional Responsiveness: Math
Shannon Sharp	Effectiveness of an Anger Management Training Program Based on Rational Emotive Behavior Theory (REBT) for Middle School Students with Behavior Problems
Barzanna White	Using the Mantel-Hansel to determine bias on the Universal Nonverbal Intelligence Test

