

**Student/Faculty Accomplishments: School Psychology Program
2000-2019
Peer Reviewed National/International Journal Articles
The University of Tennessee**

2000-2019 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
2018	6	11	5	0	3
2019	17	39	18	1	10
Total	288	545	288	56	190
Average per Year	14.4	27.25	14.4	2.8	9.5

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

2019

Aspiranti, K. B., Bebech, A., Ruffo, B., & Skinner, C. H. (2019). Validating the Color Wheel system as a class-wide behavioral intervention for students with Autism. *Behavioral Analysis in Practice*, 12, 143-153. doi.org/10.1007/s40617-018-0264-6

Beierle, S., Lewis, J. M., McCallum, R.S., **Kirkpatrick, B.A.**, Russ, A., Heidel, R.E., & Ramshaw, B.J. (2019). Does emotional intelligence impact burnout in surgery residents? *Journal of Surgery Education*.

Bell, S.M., Park, Y., Martin, M., Smith, J., McCallum, R.S., Smyth, K., & **Mingo, M.** (2019). Summer reading loss for at-risk students in poverty: A comparison of tutoring and access to books. *Educational Studies*. First published online April 16, 2019. doi.org/10.1080/03055698.2019.1599822

Blonder, M., Skinner, C., Ciancio, D., **Cazzell, S.**, **Scott, K.**, **Jaquett, C.**, **Ruddy, J.**, & **Thompson, K.** (2019). A comparison of comprehension accuracy and rate: Repeated readings and listening-while-reading in second-grade students. *Contemporary School Psychology*, 23(3), 231-244. doi.org/10.1007/s40688-017-0169-3

Daniels, S., McCurdy, M., **Whitsitt, L.**, Skinner, C. H., **Schwartz-Micheaux, J.** & **White, J.** (2019). Evaluating the Effects of a Writing Self-Efficacy Intervention on Writing Quantity in Middle School Students. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 1-17. DOI: <https://doi.org/10.1080/10573569.2019.1618226>.

Gibbons, M. M., Brown, E., **Daniels, S.**, Rosecrance, P., Farrell, I., & Hardin, E. E. (2019). Building on Strengths While Addressing Barriers: Career Interventions in Rural Appalachian Communities. *Journal of Career Development*, 1-14. DOI: <https://doi.org/10.1177/0894845319827652>.

Gibbons, M. M., Taylor, A. L., Brown, E., **Daniels, S.**, Hardin, E. E., & Manring, S. (2019). Assessing Postsecondary Barriers for Rural Appalachian High School Students. *Journal of Career Assessment*, 1- 17. DOI: <https://doi.org/10.1177/1069072719845329>.

Ignacio, P., McCurdy, M., **White, J.**, **Auge, M.**, Skinner, C., **Schwartz-Micheaux, J.** (2019). The effects of explicit timing on middle-school students' writing production across 5 min and 15 min sessions. *Psychology in the Schools*. doi: 10.1002/pits.22286

Kirkpatrick, B. A., **Wright, S.**, **Daniels, S.**, **Taylor, K. L. H.**, McCurdy, M., & Skinner, C. H. (2019). Tootling in a third-grade after-school classroom: Decreasing antisocial interactions in at-risk students. *Journal of Positive Behavior Interventions*, 21, 228-239. <https://doi.org/10.1177/1098300719851226>

Mingo, M., McCallum, R.S., Bell, S.M., & Walpaigne, L. (2019). Relative Efficacy of Teacher Rankings and Curriculum-Based Measures as Predictors of Performance on High-Stakes Tests. *Journal of Psychoeducational Assessment*. <https://doi.org/10.1177/0734282919831103>

Moore, T. C., **Alpers, A. J., Rhyne, R.**, Coleman, M. B., **Gordon, J. R., Daniels, S.**, Skinner, C. H., & Park, Y. (2019). Brief prompting to improve classroom behavior: A first-pass intervention option. *Journal of Positive Behavioral Interventions*, 21(1), 30–41. doi: 10.1177/1098300718774881

Park, Y., Martin, M., McCallum, R. S., & Bell, S. M. (2019). Monitoring instructional responsiveness; Reading (MIR-R): Preliminary validity and reliability with economically diverse learners. *Journal of Psychoeducational Assessment*, 36(5), 1-18. DOI:

Ruddy, J. L., Ciancio, D., Skinner, C.H., & **Blonder, M.** (2019). Receiver operating characteristic analysis of oral reading fluency predicting broad reading scores. Manuscript submitted for publication to *Contemporary School Psychology*, 23(3), 245-257. doi.org/10.1007/s40688-018-0193-y

Taylor, K. L. H., Skinner, C. H., **Cazzell, S., Wright, S., Ryan, K., Ruddy, J.**, Ciancio, D., **Beeson, T.**, & Cihak, D., (2019). Disfluent font can hinder sight-word acquisition in students with Intellectual Disability. *Remedial and Special Education*, 40(5), 289-297. doi.org/10.1177/0741932518771749

Williams, R. L., & Wallace, M. (2019). Teacher versus student responsibility for course outcomes. *Journal of Applied Research in Higher Education*

Whitsitt, L. & Williams, R. L. (2019). Political ideology and accuracy of information. *Innovative Higher Education*. <https://doi.org/10.1007/s1007/10755-019-09478-6>

VanMaaren, V. G., Daniels, S. K., Ignacio, P. L., & McCurdy, M. (2019). Reducing Hallway Disruptions in Elementary Students using a Modified Timely Transitions Game. *Journal of Positive Behavioral Interventions*, 1-10. DOI: <https://doi-org.proxy.lib.utk.edu/10.1177/1098300719857187>

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
17	39	18	1	10

2018

Aspiranti, K. B., Bebech, A., Ruffo, B., & Skinner, C. H. (2018). Validating the Color Wheel system as a class-wide behavioral intervention for students with Autism. *Behavioral Analysis in Practice*.

Blonder, M., Skinner, C., Ciancio, D., **Cazzell, S., Scott, K., Jaquett, C., Ruddy, J., & Thompson, K.** (2018). A comparison of comprehension accuracy and rate: Repeated readings and listening-while-reading in second-grade students. *Contemporary School Psychology*.

Moore, T. C., Alpers, A. J., Rhyne, R., Coleman, M. B., Gordon, J. R., **Daniels, S.**, Skinner, C. H., & Park, Y. (2018). Brief prompting to improve classroom behavior: A first-pass intervention option. *Journal of Positive Behavioral Interventions*, 1-12.

- Moore, T. C., Maggin, D. M., Thompson, K. M., Gordon, J. R., Lang, L. E., & Daniels, S. (2018). Evidence review for teacher praise to improve students' classroom behavior. *Journal of Positive Behavior Interventions*, 1-16.
- Park, Y., Martin, M., McCallum, R. S., & Bell, S. M. (2018). Monitoring instructional responsiveness; Reading (MIR-R): Preliminary validity and reliability with economically diverse learners. *Journal of Psychoeducational Assessment*, 36(5), 1-18.
- Ruddy, J. L., Ciancio, D., Skinner, C. H., & Blonder, M. (2018). Receiver operating characteristic analysis of oral reading fluency predicting broad reading scores. *Contemporary School Psychology*.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
6	11	5	0	3

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.
- 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.
- 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*.
- 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.
- Rowland-Bryant, E., Skinner, A. L., Dixon, L., Skinner, C. H., & Saudargas, R.** (2011). Using relevant video clips from popular media to enhance learning in large introductory psychology classes: A pilot study. *Journal of Excellence in College Teaching, 22*, 51-65.
- Quillivan, C. C., & Skinner, C. H.** (2011). How to use a cell phone to prompt classroom self-monitoring: Implementation guidelines. *Journal of Evidence-Based Practices in the Schools, 12*, 147-150.
- Quillivan, C. C., Skinner, C. H., Hawthorn, M. L., Whited, D., & Ballard, D.** (2011). Using a cell phone to prompt a kindergarten student to self-monitor off-task/disruptive behavior. *Journal of Evidence-Based Practices in the Schools, 12*, 131-146.
- Williams, J. L., Skinner, C. H., Floyd, R. G., Hale, A. D., Neddenriep, C., & Kirk, E.** (2011). Words correct per minute: The variance in standardized reading scores accounted for by reading speed. *Psychology in the Schools, 48*, 87-101.
- 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.
- Yaw, J. S., Skinner, C. H., Parkhurst, J., Taylor, C. M., Booher, J. & Chambers, K.** (2011). Extending research on a computer-based sight-word reading intervention to a student with autism. *Journal of Behavioral Education, 20*, 44-55.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
26	66	28	1	24

2010

- Bain, S. K., & Jaspers, K.** (2010). Review of *Kaufman Brief Intelligence Test- Second Edition*. *Journal of Psychoeducational Assessment, 28*, 167-174 .
- 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 post-secondary students identified as gifted. *Journal for Advanced Academics, 22*, 126-152.
- Bell, S. M., Coleman, M. B., Cihak, D. F., Kirk, E. R., Barkdoll, S., Grim, J., & Benner, S.** (2010). How prepared are alternatively licensed special educators? An investigation of university, LEA, and traditional preparation. *Journal of Curriculum and Instruction. 4*, 33-49.
- Below, J. L., Skinner, C. H., Fearington, J. Y. & Sorrell, C. A.** (2010). Gender differences in early literacy: Analysis of kindergarten through fifth-grade dynamic indicator of basic early literacy skills probes. *School Psychology Review, 39*, 240-257.

- Bliss, S. L., Skinner, C. H., McCallum, E., Saecker, L. B., Rowland-Bryant, E., Brown, K.S.** (2010). A comparison of taped problems with and without a brief post-treatment assessment on multiplication fluency. *Journal of Behavior Education, 19*, 156-168.
- 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*, 566-582.
- Hawthorn-Embree, M. L., Skinner, C. H., Parkhurst, J., O'Neil, M., & Conley, E.** (2010). Assignment choice: Do students choose briefer assignments or finishing what they started? *School Psychology Quarterly, 25*, 143-151.
- Kirk, E. R, Becker, J. A., Skinner, C. H., Fearington, J. Y., McCane-Bowling, S. J., Amburn, C., Luna, E., & Greear, C.** (2010). Deceasing inappropriate vocalizations using group contingencies and Color Wheel procedures: A component analysis. *Psychology in the Schools, 47*, 931-943.
- Krohn, K., Aspiranti, K., Foster, L., McCleary, D., Taylor, C., Nalls, M., Quillivan, C., & Williams, R.** (2010). Effects of self-recording and contingent credit on balancing participation across students. *Journal of Behavioral Education, 19*, 134-155.
- McCallum, E., Schmitt, A. J., Schneider, D. L., Rezzetano, K., & Skinner, C. H.** (2010). Extending research on the taped-problems intervention: Do group rewards enhance math fact fluency development? *School Psychology Forum: Research in Practice, 4*, 44-61.
- Pappas, D. N,** Skinner, C. H., & Skinner, A. L., (2010). Supplementing accelerated reading with class-wide interdependent group-oriented contingencies. *Psychology in the Schools, 47*, 887-902.
- Parkhurst, J., Skinner, C. H., Yaw, J., Poncy, B. Adcock, W., & Luna, E.** (2010). Efficient class-wide remediation: Using technology to identify idiosyncratic math facts for additional automaticity drills. *International Journal of Behavioral Consultation and Therapy, 6*, 111-123.
- Parker, M, Jordan, K., Kirk, E. R., Aspiranti, K. B., & Bain, S. K.** (2010). Publications in four gifted educational journal from 2001 to 2006: An analysis of article type and authorship. *Roeper Review, 32*, 207-216.
- Poncy, B. C., Skinner, C. H., & Axtell, P. K.** (2010). An investigation of detect, practice, and repair (DPR) to remedy math-fact deficits in a group of third-grade students. *Psychology in the Schools, 47*, 342-353.
- Saecker, L. B., Skinner, A. L., Skinner, C. H., Rowland, E., Kirk, E.** (2010). Effects of descriptions of personal experiences on students' learning and behavioral intentions toward peers with attention deficit/hyperactivity disorder. *Psychology in the Schools, 47*, 960-973.
- Skinner, C. H. (2010). Applied comparative effectiveness researchers must measure learning rates: A commentary on efficiency articles. *Psychology in the Schools, 47*, 166-172.
- Skinner, C. H., & Daly, E. J. (2010). Improving generalization of academic skills: Commentary on the special series. *Journal of Behavioral Education, 19*, 106-115.
- Williams, R. L., **Aspiranti, K. B., & Krohn, K. R.** (2010). Critical thinking and sociopolitical values reflective of political ideology. *INQUIRY: Critical Thinking across the Disciplines, 25*, 22-30.

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

2009

- 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*, 526-538.
- Bain, S. K., Brown, K. S., Jordan, K. R.** (2009). Teacher candidates' accuracy of beliefs regarding childhood interventions. *The Teacher Educator, 44*, 71-89.
- 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.
- Bell, R. J.,** Skinner, C. H., & Fisher, L. A. (2009). Decreasing putting yips in accomplished golfers via solution-focused guided imagery: A single-subject research design. *The Journal of Applied Sport Psychology, 21*, 1-14.
- Carroll, E.,** Skinner, C. H., **McCleary, D. L., Hautau von Mizner, B., & Bliss, S. L.** (2009). Analysis of author affiliation across four school psychology journals from 2000-2008: Where is the practitioner-researcher? *Psychology in the Schools, 46*, 627-635
- Cihak, D. F., Kirk, E. R.,** & Boon, R. T. (2009). Effects of classwide positive peer "Tootling" to reduce the disruptive classroom behaviors of elementary students with and without disabilities. *Journal of Behavioral Education, 18*, 267-278.
- Foster, L. N., Krohn, K. R., McCleary, D. F., Aspiranti, K. B., Nalls, M. L., Quillivan, C. C., Taylor, C. M.,** & Williams, R. L. (2009). Increasing low-responding students' participation in class discussion. *Journal of Behavioral Education, 18*, 173-188.
- Gray, R. G.,** McCallum, R. S., & Bain, S. (2009) Language-reduced screening for giftedness. *Journal for Education of the Gifted, 33*, 38-64.
- Krohn, K. R., Parker, M. R., Foster, L. N., Aspiranti, K. B., McCleary, D. F.,** & Williams, R. L. (2009). Effects of writing-related contingencies on both quality of writing and multiple-choice exam performance in large college courses. *Behavior Analyst Today, 9*, 184-195.
- McCleary, D. F.,** & Williams, R. L. (2009). Sociopolitical and personality correlates of militarism in democratic societies. *Peace and Conflict: Journal of Peace Psychology, 15*, 161-187.
- McCleary, D. F., Nalls, M. N.,** & Williams, R. L. (2009). Types of patriotism as primary predictors of continuing support for the Iraq War. *Journal of Political and Military Sociology, 37*, 77-94.
- Neddenriep, C. E.,** Skinner, C. H., **Wallace, M. A., & McCallum, E.** (2009). Class-wide peer tutoring: Two experiments investigating the generalized relationship between increased oral reading fluency and reading comprehension. *Journal of Applied School Psychology, 25*, 244-269.
- Oh, E. J.,** Williams, R. L., **Bliss, S. L., & Krohn, K. R.** (2009). Constructive and blind patriotism: Relationship to emphasis on civil liberties, national security, and militarism in a Korean and American university. *Korean Social Science Journal, XXXVI*, 93-122.
- Parker, M., Foster, L., Krohn, K.,** & Williams, R. (2009). Relationship of college students' patriotism to use of specific news sources and knowledge of current political events. *Journal of Political and Military Sociology, 37*, 205-226.
- Rowland-Bryant, E.,** Skinner, C. H., Skinner, A. L., Saudargas, R., Robinson, D. H., & **Kirk, E. R.** (2009). Investigating the interaction of graphic organizers and seductive details: Can a graphic organizer mitigate the seductive-details effect? *Research in the Schools, 16*, 29-40.

- Saecker, L., Skinner, C. H., Brown, K. S., & Roberts, A.** (2009). Cover, copy, and compare to enhance number-writing accuracy: Linking responsiveness data to intervention modifications. *Journal of Evidence Based Practices in the Schools, 10*, 171-187.
- 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*, 30-40.
- Skinner, C. H., **Williams, J. L.,** Morrow, J. A., **Hale, A. D., Neddenriep, C., & Hawkins, R. O.** (2009). The validity of a reading comprehension rate: Reading speed, comprehension, and comprehension rates. *Psychology in the Schools.*
- Skinner, C. H., **Saecker, L. B., Hawthorn, M. & Sager-Brown, K.** (2009). Implementation guidelines: Applying and adapting cover, copy, and compare to enhance digit-writing accuracy. *Journal of Evidence Based Practices in the Schools, 10*, 188-193.
- Windingstad, S.,** Skinner, C. H., **Rowland, E.,** Cardin, E., & **Fearrington, J.** (2009). Extending research on a class-wide, math fluency building intervention: Applying taped-problems in a second-grade classroom. *Journal of Applied School Psychology, 25*, 364-381.
- Von Mizener, B. H., & Williams, R. L.** (2009). The effects of student choices on academic performance. *Journal of Positive Behavior Interventions, 11*, 110-128.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
21	54	21	3	15

2008

- Below, J. L.,** Skinner, A. L., Skinner, C. H., Sorrell, C. A., & Irwin, A. (2008). Decreasing out-of-seat behavior in a kindergarten classroom: Supplementing the Color Wheel with interdependent group-oriented rewards. *Journal of Evidence-Based Practices for Schools, 9*, 33-46.
- Bliss, S. L.,** Skinner, C. H., **Hautau, B., & Carroll, E. E.** (2008). Articles published in four School Psychology journals from 2000-2005: An analysis of experimental/intervention research. *Psychology in the Schools, 45*, 483-498.
- Fudge, D. L.,** Skinner, C. H., **Williams, J. L.,** Cowden, D., Clark, J., & **Bliss, S. L.** (2008). The color wheel classroom management system: Increasing on-task behavior in every student in a second-grade classroom. *Journal of School Psychology, 46*, 575-592.
- Hautau, B. L.,** Skinner, C. H., Pfaffman, J., Foster, S., Clark, J. C. (2008). Extending the external validity of the Color Wheel: Increasing on-task behavior in an urban, kindergarten classroom. *Journal of Evidence-Based Practices for Schools, 9*, 3-17.
- McCurdy, M.,** Skinner, C. H., Watson, T. S. & Shriver, M. (2008). Examining the effects of a comprehensive writing program on the writing performance of middle-school students with learning disabilities in written expression. *School Psychology Quarterly, 23*, 571-586.
- Rowland, E.,** Skinner, C. H., **Richards, K.,** Saudargas, R., & Robinson D. H. (2008). An investigation of placement and type of seductive details: The primacy effect of seductive details on text recall. *Research in the Schools, 15*, 80-90.
- Saecker, L., Sager, K., Williams, J. L.,** Skinner, C. H., Spurgeon, S., & Luna, E. (2008). Decreasing teacher's repeated directions and students' inappropriate talking in an urban, fifth-grade classroom using the Color Wheel procedures. *Journal of Evidence-Based Practices for Schools, 9*, 18-32.

- Skinner, C. H. (2008). Theoretical and applied implications of precisely measuring learning rates. *School Psychology Review*, 37, 309-315.
- Skinner, A. L., Pfaffman, J., **Jaspers, K. E.**, & Skinner, C. H. (2008). Supplementing Color Wheel procedures with interdependent group-oriented rewards: Implementation guidelines. *Journal of Evidence-Based Practices for Schools*, 9, 47-56.
- Williams, R. L., & **Quillivan, C. C.** (2008). The relationship of political evangelicalism to critical thinking and selected sociopolitical values in 2007. *Journal of Religion & Society*, 10, 1-18.
- Williams, R. L., **Foster, L. N.**, & **Krohn, K. R.** (2008). Relationship of patriotism measures to critical thinking and emphasis on civil liberties versus national security. *Analyses of Social Issues and Public Policy*, 8, 139-156.

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

2007

- Bain, S. K., **Bliss, S. L.**, **Choate, S. M.**, & **Sager, K. E.** (2007). Serving Children Who Are Gifted: Perceptions of Undergraduates in Pre-Teaching Courses. *Journal for the Education of the Gifted*, 30, 450-478.
- Bell, S. M. & McCallum, R. S. (2007). Tips for assessing the reading of adult learners. *Perspectives on Language and Literacy*, p. 53.
- Bell, S. M., McCallum, R. S., **Richardson, E.**, **Fuller, E.**, & **McCane, S.** (2007). Investigation of the psychometric attributes of the Test of Silent Contextual Reading Fluency. *Assessment for Effective Intervention*, 33, 39-46.
- Bliss, S. L.** (2007). Battelle Developmental Inventory, Second edition: Test Review. *Journal of Psychoeducational Assessment*, 25, 409-415.
- Bliss, S.**, Oh, E. J., & Williams, R. (2007). Militarism and sociopolitical perspectives among college students in the U.S. and South Korea. *Peace and Conflict: Journal of Peace Psychology*, 13, 175-199.
- Choate, S. M.**, Skinner, C. H., **Ferrington, J.**, Kohler, B., & Skolits, G. (2007). Extending the external validity of the Color Wheel procedures: Decreasing out-of-seat behavior in an intact, rural, 1st-grade classroom. *Journal of Evidence-Based Practices for Schools*, 8, 120-133.
- Fudge, D. L.**, **Reece, L.**, Skinner, C. H., & Cowden, D. (2007). Using multiple classroom rules, public cues, and consistent transition strategies to reduce inappropriate vocalization: An investigation of the Color Wheel. *Journal of Evidence-Based Practices for School*, 8, 102-119.
- Hale, A.**, Skinner, C. H., **Williams, J.**, **Neddenriep, C. E.**, & **Dizer, J.** (2007). Comparing comprehension following silent and aloud curriculum-based measurement reading across elementary and secondary students. *Behavior Analysis Today*, 8, 9-23.
- Jaspers, K. E.**, Skinner, C. H., Williams, R. L., & **Saecker, L. B.** (2007). Effects of problem order on accuracy, preference, and choice of multiplication assignments. *The Behavior Analyst Today*, 8, 347-359.
- Lee, Y. J.**, McCallum, R. S., & Bain, S. K. (2007). Effects of explicit instructions and training on the creativity of Korean Children. *School Psychology International*, 28, 449-463.

- McClam, T., Diambra, J. F., **Burton, B.**, Fuss, A., & **Fudge, D. L.** (2007). Support: A key to successful service learning. *Human Service Education, 27*, 18-24.
- Neddenriep, C. E.**, Skinner, C. H., **Hale, H.**, **Oliver, R.**, & **Winn, B.** (2007). An investigation of the validity of reading comprehension rate: A direct, dynamic measure of reading comprehension. *Psychology in the Schools, 44*, 373-388.
- Oh, E. J., **Bliss, S.**, & Williams, R. (2007). Christian fundamentalism and prominent sociopolitical values among college students in a South-Korean university. *Journal of Religion & Society, 9*, 1-13.
- Poncy, B. C.**, Skinner, C. H., & **Jaspers, K. E.** (2007). Evaluating and comparing interventions designed to enhance math fact accuracy and fluency: Cover, copy, and compare versus taped problems. *Journal of Behavioral Education, 16*, 27-37.
- Skinner, C. H., Scala, G., Dendas, D., & Lentz, F. E. (2007). The color wheel: Implementation guidelines. *Journal of Evidence-Based Practices for Schools, 8*, 134-140.
- Skinner, C. H., & Skinner, A. L. (2007). Establishing an evidence base for a classroom management procedure with a series of studies: Evaluating the Color Wheel. *Journal of Evidence-Based Practices for Schools, 8*, 88-101.
- 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, 22*, 1-12.
- Turner, H.**, & Williams, R. L. (2007). Generic vocabulary development and performance on multiple-choice exams. *Journal of College Reading and Learning, 37*, 64-81.
- Williams, R. L., Oh, E. J., & **Bliss, S. L.** (2007). Christian conservatism and prominent sociopolitical values among teacher-education students in a Southeastern university. *Journal of Religion & Society, 9*, 1-13.
- Williams, R. L., Skinner, C. H., & **Jaspers, K. E.** (2007). Extending research on the validity of brief reading comprehension rate and level measures to college course success. *The Behavior Analyst Today, 8*, 163-174.

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

2006

- Bain, S. K., Williams, R. L., **Williams, A.**, **Issacs, R.**, & **Stockdale, S. L.** (2006). Undergraduates' evaluations of developmental claims and their identifications of information sources. *Innovative Higher Education, 30*, 345-360.
- Bain, S. K., **Choate, S. M.**, & **Bliss, S. L.** (2006). Perceptions of developmental, social, and emotional issues in giftedness: Are they realistic? *Roeper Review, 29*, 41-48.
- 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*, 1-9.
- Billington, E. J.**, & Skinner, C. H. (2006). Reducing perceptions of time required to complete math assignments by adding problems to assignments: A meta-analysis of the additive interspersal procedure. *Journal of Behavioral Education, 15*, 183-190.
- Bliss, S. L.**, Skinner, C.H., Adams, R. (2006). Enhancing an English language learning fifth-grade student's sight-word reading with a time-delay taped-words intervention. *School Psychology Review, 35*, 663-670.

- Bliss, S. L.** (2006). Test of Early Mathematical Ability, Third Edition: Test Review. *Journal of Psychoeducational Assessment, 24*, 85-88.
- Carroll, E., Skinner, C. H., Turner, H., McCallum, E., & Masters, S.** (2006). Evaluating and comparing responsiveness to two interventions designed to enhance math-fact fluency. *School Psychology Forum: Research in Practice, 1*, 1-18.
- Carroll, E., Williams, R. L., & Hautau, B.** (2006). Cooperative learning contingencies: Unrelated versus related individual and group contingencies. *Journal of Behavioral Education, 15*, 191-202.
- Fudge, D. L.** (2006). Predictive reading profile; test review. *Journal of Psychoeducational Assessment, 24*, 260-264.
- Gray, R.** (2006). Test review: Comprehensive Trail Making Test. *Journal of Psychoeducational Assessment, 24*, 88-91.
- Gray, R., & Bain, S. K.** (2006). Giftedness and ADHD: Overlapping characteristics and problems in diagnosis and treatment. *Gifted Education Press Quarterly, 20*, 10-13.
- Hautau, B., Turner, H. C., Carroll, E., Jaspers, K., Parker, M. Krohn, K., & Williams, R. L.** (2006). Differential daily writing contingencies and performance on major multiple-choice exams. *Journal of Behavioral Education, 15*, 256-273.
- McCallum, E., Skinner, C., Turner, H., & Saecker, L.** (2006). The taped-problems intervention: Increasing multiplication fact fluency using a low-tech, class-wide, time-delay intervention. *School Psychology Review, 35*, 419-434.
- McCallum, R. S., Bell, S. M., Wood, M. S., Below, J. L., Choate, S. 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*, 243-259.
- McCane, S. J.** (2006). Test review: Motor-Free Visual Perception Test: Third Edition. *Journal of Psychoeducational Assessment, 24*, 265-272.
- Oliver, R., & Williams, R. L.** (2006). Performance pattern of high, medium, and low performers during and following a reward versus non-reward contingency phase. *School Psychology Quarterly, 21*, 119-147.
- Pappas, D. N.** (2006). Test Review: ADHD Rating Scale IV: Checklist, norms, and clinical interpretation. *Journal of Psychoeducational Assessment, 24*, 172-178.
- Ploszay A. J., Gentner, N. B.** Skinner, C. H., Wrisberg, C. A. (2006). The effects of a multisensory imagery in conjunction with physical movement rehearsal on golf putting performance. *Journal of Behavioral Education, 15*. 247-255.
- Poncy, B. C., Skinner, C. H., & O'Mara, T.** (2006). Detect, practice, and repair (DPR): The effects of a class-wide intervention on elementary students' math fact fluency. *Journal of Evidence Based Practices for Schools, 7*, 47-68.
- Turner, H. C.** (2006). A critical review of the Young Children's Achievement Test. *Journal of Psychoeducational Assessment, 24*, 272-277.
- Turner, H. C., Bliss, S., Hautau, B., Carroll, E., Jaspers, K. E., & Williams, R. L.** (2006). Brief daily writing activities and performance on major multiple-choice exams. *The Journal of General Education, 55*, 221-246.
- Williams, R. L.** (2006). Academic freedom in higher education within a conservative sociopolitical culture. *Innovative Higher Education, 31*, 5-25.
- Williams, R. L., Bliss, S. L., & McCallum, R. S.** (2006). Christian conservatism and militarism among teacher-education students. *Review of Religious Research, 48*, 17-32.
- Winn, B. D., Skinner, C. H., Oliver, R., Hale, A. D., & Ziegler, M. F.** (2006). The effects of listening-while-reading and repeated reading on the reading fluency of adult learners. *Journal of Adolescent and Adult Literacy, 50*, 196-205.

Ziegler, M. F., Bain, S. K., Bell, S. M., McCallum, R. S., & Brian, D. J. G. (2006). Predicting women's persistence in adult literacy classes with dispositional variables. *Reading Psychology, 27*, 59-85.

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

2005

- Christ, T. J., & **Poncy, B. C.** (2005). Guest editors' introduction to a special issue on response to intervention. *Journal of Psychoeducational Assessment, 23*, 299-303.
- Hale, A. D.**, Skinner, C. H., **Winn, B. D.**, **Oliver, R.**, **Allin, J. D.**, & Molloy, C. C. M. (2005). An investigation of listening and listening-while-reading accommodations on reading comprehension levels and rates in students with emotional disorders. *Psychology in the Schools, 42*, 39-51.
- Hawkins, J.**, Skinner, C. H., & **Oliver, R.** (2005). The effects of task demands and additive interspersal ratios on fifth-grade students' mathematics accuracy. *School Psychology Review, 34*, 543-555.
- Hays, S.**, & McCallum, R. S. (2005). Comparison of paper-and-pencil and computerized administration of the Minnesota Multiphase Inventory-Adolescent (MMPI-A). *Psychology in the Schools, 42*, 605-613.
- McClam, T.**, Beard, T., **Carroll, E.**, & Musharbash, S. (2005). Principles and applications of assessment in counseling. *Journal of Psychoeducational Assessment, 23*, 291-293.
- Meadows, S.**, Skinner, C. H. (2005). Causing students to choose more language arts work: Enhancing the validity of the additive interspersal procedure. *Journal of Behavioral Education, 14*, 227-247.
- Oliver, R.**, & Williams, R. L. (2005). Direct and indirect effects of completion versus accuracy contingencies on practice-exam and actual-exam performance. *Journal of Behavioral Education, 14*, 141-152.
- Poncy, B. C.**, Skinner, C. H., & **Axtell, P. K.** (2005). An investigation of the reliability and standard error of measurement of words read correctly per minute. *Journal of Psychoeducational Assessment, 23*, 326-338.
- Rheams, T. A., & Bain, S. K. (2005). Social interaction interventions in an inclusive era: Attitudes of teachers in early childhood self-contained and inclusive settings. *Psychology in the Schools, 42*, 53-63.
- Sharp, S. R.**, & McCallum, R. S. (2005). A rational emotive behavior approach to improve anger management and reduce office referrals in middle school children: A formative investigation and evaluation. *Journal of Applied School Psychology, 21*, 39-66.
- Skinner, C. H., **Pappas, D. N.**, & **Davis, K. A.** (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. *Psychology in the Schools, 42*, 389-404.
- Williams, R. L. (2005). Targeting critical thinking within teacher education: The potential impact on society. *The Teacher Educator, 40*, 163-187.
- Williams, A.** & Bell, S. (2005). Test of silent word reading fluency. *Journal of Psychoeducational Assessment, 23*, 182-188.
- Williams, R.L., **Carroll, E.** & **Hautau, B.** (2005). Individual accountability in cooperative learning groups at the college level: Differential effects on high, average and low exam performers. *Journal of Behavioral Education, 14*, 167-188.

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

2004

- Bain, S. K., & Bell, S. M. (2004). Social self-concept, social attributions, and peer relationships in fourth, fifth, and sixth graders who are gifted compared to high achievers. *Gifted Child Quarterly*, 48, 167-178.
- Bain, S. K., Rheams, T. A., Lee, Y. J., & McCallum, E. B. (2004). Generalization and maintenance efforts in social interaction interventions for preschool and kindergarten aged children. *Journal of Applied School Psychology*, 20, 103-130.
- Bell, S. M., McCallum, R. S., & Doucette, J. A. (2004). Relationship of school-based attributions to depression. *Journal of Psychoeducational Assessment*, 22, 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, 542-563.
- Billington, E. J.**, Skinner, C. H., & **Cruchon, N. M.** (2004). Improving sixth-grade students' perceptions of high-effort assignments by assigning more work: Interaction of additive interspersal and assignment effort on assignment choice. *Journal of School Psychology*, 42, 477-490.
- Billington, E. J.**, Skinner, C. H., **Hutchins, H.**, & Malone, J. C. (2004). Varying problem effort and choice: Using the interspersal technique to influence choice towards more effortful assignments. *Journal of Behavioral Education*, 13, 193-207.
- Campbell, S.**, & Skinner, C. H. (2004). Combining explicit timing with interdependent group contingency program to decrease transition times: An investigation of the timely transitions game. *Journal of Applied School Psychology*, 20, 11-27.
- Carper, R.**, & 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.
- McCallum, E.**, Skinner, C. H., & **Hutchins, H.** (2004). The taped-problems intervention: Increasing division fact fluency using a low-tech self-managed time-delay intervention. *Journal of Applied School Psychology*, 20, 129-147.
- McCallum, R. S., **Sharp, S.**, Bell, S. M., & George, T. (2004). Silent versus oral reading comprehension and efficiency. *Psychology in the Schools*, 41, 241-246.
- Sharp, S.**, & Skinner, C. H. (2004). Using interdependent group contingencies with randomly selected criteria and paired reading to enhance class-wide reading performance. *Journal of Applied School Psychology*, 20, 29-46.
- Skinner, C. H. (2004). Single-subject designs: Procedures that allow school psychologists to contribute to the intervention evaluation and validation process. *Journal of Applied School Psychology*, 20, 1-10.
- Skinner, C. H., Williams, R. L., & **Neddenriep, C. E.** (2004). Using Interdependent Group-Oriented Reinforcement to Enhance Academic Performance in General Education Classrooms. *School Psychology Review*, 3, 383-397.
- Stockdale, S.**, & Williams, R. L. (2004). Cooperative learning groups at the college level: Differential effects of high, average, and low exam performance. *Journal of Behavioral Education*, 13, 37-50.

- Teeple, D. F.**, & Skinner, C. H. (2004). Enhancing grammar assignment perceptions by increasing assignment demands: An extension of interspersal research. *Journal of Emotional and Behavioral Disorder*, *12*, 120-127.
- Wildmon, M. E.**, Skinner, C. H., Watson, T. S., & **Garrett, L. S.** (2004). Enhancing assignment perceptions in students with mathematics learning disabilities by including more work: An extension of interspersal research. *School Psychology Quarterly*, *19*, 106-120.
- Williams, R. L., & **Clark, L.** (2004). College students' ratings of student effort, student ability, and teacher input as correlates of student performance on multiple-choice exams. *Educational Research*, *46*, 229-239.
- Williams, R. L., **Oliver, R.**, **Allin, J.**, **Winn, B.**, & **Booher, C.** (2003). Knowledge and critical thinking as course predictors and outcomes. *Inquiry: Critical Thinking across the Disciplines*, *22*, 57-63.
- Williams, R. L., **Oliver, R.**, & **Stockdale, S.** (2004). Psychological versus generic critical thinking as predictors and outcome measures in a large undergraduate human development course. *Journal of General Education*, *53*, 37-58.
- Williams, R. L., & **Stockdale, S.** (2004). Classroom motivation strategies for prospective teachers. *The Teacher Educator*, *39*, 212-230.
- Winn, B. D.**, **Allin, J. D.**, **Hawkins, J. A.**, & Skinner, C. H. (2004). Practicing school consultants can empirically validate interventions: A description and demonstration of the non-concurrent multiple-baseline design. *Journal of Applied School Psychology*, *20*, 109-128.
- Yarbrough, J. L.**, Skinner, C. H., **Lee, Y. J.**, & Lemmons, C. (2004). Decreasing transition times in a second grade classroom: Scientific support for the timely transitions game. *Journal of Applied School Psychology*, *20*, 85-108.

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

2003

- Bain, S. K., **Pappas, D.**, & Bourgeois, S. J. (2003). Linking theoretical models to actual practices: A survey of teachers in gifted education. *Roeper Review*, *25*, 166-172.
- Bell, S. M., McCallum, R. S., & **Cox, E. A.** (2003). Toward a research-based assessment of dyslexia: Using cognitive measures to identify reading disabilities. *Journal of Learning Disabilities*, *36*, 505-516.
- Cates, G. L.**, Skinner, C. H., Watson, T. W., **Meadows, T. J.**, **Weaver, A.** & **Jackson, B.** (2003). Instructional effectiveness and instructional efficiency as considerations for data-based decision making: An evaluation of interspersing procedures. *School Psychology Review*, *32*, 601-616.
- Oliver, R.**, & Skinner, C. H. (2003). Applying behavioral momentum to increase compliance: Why Mrs. H. RRReved up the elementary students with the Hokey-Pokey. *Journal of Applied School Psychology*, *19*, 75-94.
- Popkin, J.**, & Skinner, C. H. (2003). Enhancing academic performance in a classroom serving students with serious emotional disturbance: Interdependent group contingencies with randomly selected components. *School Psychology Review*, *32*, 282-295.
- Wallace, M. A.**, **Cox, E. A.**, & Skinner, C. H. (2003). Increasing independent seat-work: Breaking large assignments into smaller assignments and teaching a student with retardation to recruit reinforcement. *School Psychology Review*, *23*, 132-142.

- Wallace, M., & Williams, R. L.** (2003). Multiple-choice exams: Explanations for student choices. *Teaching of Psychology, 30*, 136-139.
- Williams, R. L., & Stockdale, S.** (2003). High-performing students with low critical thinking skills. *Journal of General Education, 52*, 200-226.
- Williams, R. L., Bain, S. K., Stockdale, S. L., Isaacs, R., & Williams, A.** (2003). Role of critical thinking in judging the accuracy and sources of claims regarding human development. *Inquiry: Critical Thinking across the Discipline, 22*, 65-72.
- Williams, R. L., Oliver, R., Allin, J., Winn, B., & Booher, C.** (2003). Knowledge and critical thinking as course predictors and outcomes. *Inquiry: Critical Thinking across the Disciplines, 22*, 57-63.
- Williams, R. L., Oliver, R., Allin, J., Winn, B., & Booher, C.** (2003). Psychological critical thinking as a course predictor and outcome variable. *Teaching of Psychology, 30*, 220-223.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
11	23	12	5	5

2002

- 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.
- Billington, E. J., & Skinner, C. H.** (2002). Getting students to choose to do more work: Evidence of the effectiveness of the interspersal procedure. *Journal of Behavioral Education, 11*, 105-116.
- Evans, T., Skinner, C. H., Henington, C., Sims, S., & McDaniel, E. C.** (2002). Conspicuous and covert timing during CBM of mathematics across African-American and Caucasian students: An investigation of situational bias. *School Psychology Review, 31*, 529-539.
- Oliver, R. & Skinner, C. H.** (2002). Using data-based decision making to develop and evaluate an intervention to decrease inappropriate vocalizations and increase assignment completion. *Inquiry: Critical Thinking across the Disciplines, 21*, 9-23.
- Rhymer, K. N., Skinner, C. H., Jackson, S., McNeill, S., Smith, T., & Jackson, B.** (2002). The 1-minute explicit timing intervention: The influence of mathematics problem difficulty. *Journal of Instructional Psychology, 29*, 305-311.
- Robinson, S. L., & Skinner, C. H.** (2002). Interspersing additional briefer, simpler items to enhance mathematics performance on subtests requiring different levels of attention. *School Psychology Quarterly, 2*, 191-205.
- Skinner, C. H.** (2002). An empirical analysis of interspersal research: Evidence, implications and applications of the discrete task completion hypothesis. *Journal of School Psychology, 40*, 347-368.
- Skinner, C. H.** (2002). Inquiry and critical thinking in school-based problem solving: Behavioral psychology in the schools. *Inquiry: Critical Thinking across the Disciplines, 21*, 5-7.
- Skinner, C. H., Hurst, K. L., Teeple, D. F., & Meadows, S. O.** (2002). Increasing on-task behavior during mathematics independent seat-work in students with emotional disorders by interspersing additional brief problems. *Psychology in the Schools, 39*, 647-659.
- Skinner, C. H., Neddreniep, C. E., Bradley-Klug, K. L., & Ziemann, J. M.** (2002). Advances in Curriculum-Based Measurement: Alternative rate measures for assessing reading skills in pre- and advanced readers. *Behavior Analyst Today, 3*, 270-281.

- Skinner, C. H., **Neddenriep, C. E., Robinson, S. L.**, Ervin, R., & Jones, K. (2002). Altering educational environments through positive peer reporting: Prevention and remediation of social problems associated with behavior disorders. *Psychology in the Schools, 39*, 191-202.
- Skinner, C. H., **Wallace, M. A., & Neddenriep, C. E.** (2002). Academic Remediation: Educational application of research on assignment preference and choice. *Child and Family Behavior Therapy, 24*, 51-65.
- Skinner, C. H., Waterson, H. J., Bryant, D. R., Bryant, R. J., Collins, P. M., Hill, C. J., Tipton, M. F., Ragsdale, P., & Fox, J. (2002). Team problem solving based on research, functional behavioral assessment data, teacher acceptability, and Jim Carey's Interview. *Proven Practices: Prevention & Remediation Solutions for Schools, 4*, 56-64.
- Smith, T., Dittmer, K., & Skinner, C. H.** (2002). Enhancing science performance in students with learning disabilities using cover, copy, and compare. A student shows the way. *Psychology in the Schools, 39*, 417-426.
- Upson, L M. & Skinner, C. H.** (2002). A demonstration of class-wide data-based problem solving. *Inquiry: Critical Thinking across the Disciplines, 21*, 41-49.
- Wilhoit, B. E., & McCallum, R. S.** (2002). Profile analyses of the Universal Nonverbal Intelligence Test. *School Psychology Review, 31*, 263-281.
- Williams, R. L. (2002). Creative performance in the classroom. *Inquiry: Critical Thinking across the Disciplines, 22*, 7-20.
- Williams, R. L., & **Eggert, A.** (2002). Notetaking in college classes: Student patterns and instructional strategies. *Journal of General Education, 51*, 173-179.
- Williams, R. L., & **Eggert, A.** (2002). Notetaking predictors of test performance. *Teaching of Psychology, 29*, 234-237.
- Williams, R. L., & **Worth, S.** (2002). Thinking skills and work habits: Contributors to course performance. *Journal of General Education, 51*, 200-227.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
20	28	20	11	9

2001

- Cashwell, T. C., Skinner, C. H., & Smith, E. S.** (2001). Increasing second-grade students' reports of peers prosocial behaviors via direct instruction, group reinforcement, and progress feedback: A replication and extensions. *Education and Treatment of Children, 24*, 161-175.
- Gresham, F. M., Watson, T. S., & Skinner, C. H. (2001). Functional behavioral assessment: Principles, procedures, and future directions. *School Psychology Review, 30*, 156-172.
- Martin, J. J., Skinner, C. H., & Neddenriep, C. E.** (2001). Extending research on the interspersal procedure to perceptions of continuous reading assignments: Applied and theoretical implications of a failure to replicate. *Psychology in the Schools, 38*, 391-400.
- McCurdy, M., Skinner, C. H., Grantham, K. Watson, T. S., & Hindman, P. M.** (2001). Increasing on-task behavior in an elementary student during mathematics seat-work by interspersing additional brief problems. *School Psychology Review, 30*, 23-32.
- Watson, T. S., Gresham, G. M., & Skinner, C. H. (2001). Introduction to the Mini-series: Issues and procedures for implementing functional behavior assessments in schools. *School Psychology Review, 30*, 153-155.

Williams, R. L., & **Worth, S.** (2001). The relationship of critical thinking to success in college. *Inquiry: Critical Thinking across the Discipline*, 21, 5-16.

Articles	Student Authors	SP Faculty Authors	SP Faculty 1 st Author	SP student 1 st Author
6	6	6	1	3

2000

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

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

Gross, P. H., & McCallum, R. S. (2000). Operational and predictive utility of mother-daughter synchrony. *School Psychology Quarterly*, 15, 279-294.

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

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

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.

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

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

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

Skinner, C. H. & Watson, T. S. (2000). Randomized group contingencies: Lotteries in the Classroom. *The School Psychologist: Division of School Psychology*, 54(2), 21-39.

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

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

