2000-2021 Peer Refereed National/International Journal Articles

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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.

Summary:
The School Psychology program has five faculty: four tenure track Dr. Steve McCallum, Dr. Merilee McCurdy, Dr. Christopher Skinner, and Dr. Robert Williams. We also have one clinical faculty, Dr. Brian Wilhoit. During the time frame recorded, Drs. Sherry Bain, Dennis Cianico, and Rob Richardson made significant research contributions. The School Psychology program is housed within the Department of Educational Psychology and Counseling in the College of Education, Health, and Human Sciences. At any one time, we have between 30-35 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:

Intervention Publications in Major SP Journals, 2005-2014

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<th>University</th>
<th>Rank</th>
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<td>University Of Wisconsin-Madison</td>
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</table>

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

<table>
<thead>
<tr>
<th>Training Programs of Top 30 Authors</th>
<th># of Top 30 Authors Graduating from Program</th>
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</tr>
<tr>
<td>University of Wisconsin – Madison</td>
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<tr>
<td>Mississippi State University</td>
<td></td>
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<tr>
<td>Lehigh University</td>
<td>2</td>
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<tr>
<td>16 schools had one top 30 graduate including</td>
<td>1 each</td>
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</table>

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)

For more information see:

APA’s PsycINFO Journals (2005-2009)

<table>
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<th>Rank</th>
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<th>Mean Pubs per Faculty</th>
<th># of SP Core Faculty</th>
<th>Yearly Average per Faculty</th>
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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:


<table>
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<tr>
<th>Rank</th>
<th>School Psychology Program</th>
<th>Mean Pubs per Faculty</th>
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Faculty Productivity: Study IV (1995-1999)

In an article appearing in the *School Psychology Quarterly*, all APA-accredited school psychology 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:

Peer Reviewed Journals (1995-1999)

<table>
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<tr>
<th>Rank</th>
<th>School Psychology Program</th>
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PEER-REFEREED JOURNAL ARTICLES
STUDENT NAMES IN BOLD

2021

group rewards: Rewarding on-task behavior versus academic performance in an eighth-grade
classroom serving students with emotional and behavioral disorders. Behavior Disorders, 4, 238-
252.

McClurg, V. M., Bell, S.M., Codolata, B. M., McCallum, R.S. (2021). Screening for Giftedness Using a
Reading Curriculum Based Measure. Gifted Child Today, 45(1), 50-57.

Students Compared to those Screened as Twice-Exceptional and Gifted. Innovative Higher

group oriented contingencies: Randomly selected components to the rescue. Teaching
Exceptional Children.


Skinner, C. H., McClurg, V., Crewdson, M., Coleman, M. B., Bennett, J., Fowler, K., & Killion, J. B.
(2021). Alternating treatments designs: Interpretation challenges and design solutions for
validating and comparing interventions. Psychology in the Schools.


Tootling to enhance first-grade students use of a social skill: Evaluating the Catching

Wright, S., Ryan, K., Taylor, K., Turnbull, S., Skinner, C., Beeson, T., Ciancio, D., & Billington, E.
disability: Self-determined and fixed response intervals. International Journal on Social and
Education Sciences, 3(3), 394-409.

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2020

Cazzell, S., Skinner, C., Taylor, K., McCurdy, M., Ciancio, D., Cihak, D., Skinner, A., &
Moore, T. (2020). Comparing computer-based sight word interventions in students with
Intellectual Disability: Self-determined versus fixed response intervals. Journal of
Behavioral Education, 29, 469–489.

Daniels, S., McCurdy, M., Whitsitt, L., Skinner, C., Schwartz-Micheaux, J., & White, J.
(2020). Evaluating the effects of a writing self-efficacy intervention on writing quantity
in middle school students. Reading and Writing Quarterly, 36, 48-64.

more comprehensive evaluation of interventions: A dose curve analysis of an explicit
timing intervention. School Psychology Review.

Factors influencing the effectiveness of interventions: An interaction of instructional set


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**2019**


### 2018


### 2017


Matters? Journal of the American Academy of Special Education Professionals, 2 128-139.


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2009


to reduce the disruptive classroom behaviors of elementary students with and without disabilities. *Journal of Behavioral Education, 18*, 267-278.


### 2007


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**2005**


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**2004**


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2003


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2002


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### 2001


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### 2000


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