

CURRICULUM VITAE

Elizabeth McCallum, Ph.D.

Associate Professor
 Duquesne University
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I. Professional Preparation and Experience

A. Education:

University of Tennessee, Knoxville, TN
 Doctor of Philosophy in School Psychology, August, 2006
 NASP- and APA-approved program
 Dissertation: *The Taped-Problems Intervention: Increasing Multiplication Fact Fluency using a Low-Tech, Time-Delay Intervention*. Advisor: Christopher Skinner, Ph.D.

Cornell University, Ithaca, NY
 Bachelor of Arts in Psychology, May 2000

B. Work History

1. Academic Appointments

Duquesne University, Pittsburgh, PA	
Associate Professor	July 2012 – present
Assistant Professor	July 2006 – 2012

University of Tennessee, Knoxville, TN	
Teaching Associate	August 2004 – May 2005

University of Tennessee, Knoxville, TN	
Teaching Assistant	August 2001 – May 2004

2. Pertinent non-academic work

Tennessee Internship Consortium, Cherokee Health Systems, Morristown, TN	
School Psychology Intern	August 2005 – July 2006

C. Pertinent Professional Certifications

Pennsylvania Certified School Psychologist
Nationally Certified School Psychologist

D. Memberships in Professional Organizations

American Psychological Association
American Psychological Association Division 16: School Psychology
National Association of School Psychologists
Trainers of School Psychologists

II. Teaching

A. Graduate Courses Taught (Number of Times Taught)

Duquesne University

New Courses Developed

Single Subject Methodology for School Psychologists (9)
Social Psychology (4)

Major Course Revision

Psychology of Learning (12)
Child and Adolescent Development (4)
Human Growth and Development (9)
Individual Testing (5)
Directed Research (24)
History and Systems of Psychology (1)
Learning Disabilities (4)

Minor Course Revision

School Psychology Internship (6)
Professional Seminar in Standards and Ethics (1)
Professional Seminar Dissertation (8)

B. Undergraduate Courses Taught (Number of Times Taught)

University of Tennessee

Educational Psychology (9)

C. Academic Advisement or Supervision (Number of Students)

1. Dissertation committees/Applied Projects chaired (12)
2. Dissertation committees as a member (16)

3. Number of thesis, dissertation advisees (4)
4. Approximate number of graduate, undergraduate advisees (28)

III. Scholarship

A. Scholarly publications

1. Articles presenting original work published or accepted for publication in scholarly journals

Schmitt, A. J., **McCallum, E.**, Fearington, J. M., Piselli, K., Hoffman, K., & Jacquette, C. J. (2018). Increasing levels of accommodation on students with writing difficulties. *Journal of Evidence-Based Practices for Schools*.

Zannikos, M. E., **McCallum, E.**, Schmitt, A. J., Pearson, A. J. (2018). A comparison of the tapes spelling intervention and cover, copy, and compare for students with learning disabilities. *Journal of Behavioral Education*, 1-23.

Schmitt, A. J., **McCallum, E.**, Hawkins, R. O., Stephenson, E., & Vincencio, K. (2018). The effects of two assistive technologies on reading comprehension accuracy and rate. *Assistive Technology*, 1-25.

Utchell, L. A., Schmitt, A. J., **McCallum, E.**, McGoey, K., & Piselli, K. (2016). Ability of early literacy general outcome measures to predict future state assessment performance. *Journal of Psychoeducational Assessment*, 34, 511-523.

Hawkins, R. O., Marsicano, R., Schmitt, A. J., **McCallum, E.**, & Musti-Rao, S. (2015). Comparing the efficiency of adult-mediated repeated reading and listening-while-reading on reading fluency and comprehension. *Education and Treatment of Children*, 38, 49-70.

McCallum, E., Schmitt, A. J., Evans, S. N., Schaffner, K. F., & Long, K. H. (2014). An application of the taped spelling intervention to improve spelling skills. *Journal of Evidence-Based Practices for Schools*, 14, 51-80.

Taylor, E., Skinner, C.H., **McCallum, E.**, Poncy, B. & Orsega, M. (2013). Enhancing basic academic skills with audio-recordings: A review of the literature. *Educational Research Quarterly*.

- Poncy, B. C., Skinner, C. H. & **McCallum, E.** (2012). A comparison of class-wide taped problems and cover, copy, and compare for enhancing mathematics fluency. *Psychology in the Schools, 49*, 744-755.
- Schmitt, A., **McCallum, E.**, & Lovelace, T. (2012). Use of reading pen assistive technology to accommodate post-secondary students with reading disabilities. *Assistive Technology, 24*, 229-239.
- Hawkins, R, **McCallum, E.**, Musti-Rao, S., McGuire, S., Berry, L., & Barkley, E. (2011). Adding listening previewing to decrease reading errors during peer tutoring and increase reading fluency and comprehension. *Journal of Evidence-Based Practices for Schools, 12*, 151-175.
- Hawkins, R, **McCallum, E.**, Musti-Rao, S., McGuire, S., Berry, L., & Barkley, E. (2011). Implementation guidelines: Adding listening previewing to decrease reading errors during peer tutoring and increase reading fluency and comprehension. *Journal of Evidence-Based Practices for Schools, 12*, 176-178.
- McCallum, E.** & Schmitt, A. (2011). Using technology in schools to enhance student performance. *Journal of Evidence-Based Practices for Schools, 12*, 129-130.
- McCallum, E.** & Schmitt, A. (2011). The taped problems intervention: Increasing the math fact fluency of a student with an intellectual disability. *International Journal of Special Education, 26*, 1-9.
- Schmitt, A., **McCallum, E.**, Rubinic, D., & Hawkins, R. O. (2011). Reading pen decoding and vocabulary accommodations: Impact on student comprehension accuracy and rate. *Journal of Evidence-Based Practices for Schools, 12*, 223-241.
- Bliss, S. L., Skinner, C. H., **McCallum, E.**, Saecker, L. B., Rowland-Brown, E., & Brown, K. S. (2010). A comparison of taped -problems with and without a brief post-treatment assessment on multiplication fluency. *Journal of Behavioral Education, 19*, 156-168.
- 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, 4*, 44-61.
- Poncy, B. C., **McCallum, E.**, & Schmitt, A. J. (2010). A comparison of behavioral and constructivist interventions for increasing math-fact fluency in a second-grade classroom. *Psychology in the Schools, 47*, 917-930.

- Schmitt, A. J., Hale, A., & **McCallum, E.**, & Mauck, B. (2010). Accommodating remedial readers in the general education setting: Is listening-while-reading sufficient to improve factual and inferential comprehension? *Psychology in the Schools, 48*, 37-45.
- Neddenriep, C., Skinner, C., Wallace, M., & **McCallum, E.** (2009). Classwide peer tutoring: Two experiments investigating the generalized relationship between increased oral reading fluency and reading comprehension. *Journal of Applied School Psychology, 25*, 244-269.
- Schmitt, A. J., **McCallum, E.**, Hale, A. D., Obeldobel, E., & Dingus, K. (2009). Can text-to-speech assistive technology improve the reading comprehension of students with severe reading and emotional disabilities? *Journal of Evidence-Based Practices for Schools, 10*, 95-119.
- Schmitt, A. J., **McCallum, E.**, Hale, A. D., Obeldobel, E., & Dingus, K. (2009). Using text-to-speech assistive technology to improve the reading comprehension of students with severe reading and emotional disabilities. *Journal of Evidence-Based Practices for Schools, 10*, 120-123.
- Carroll, E., Skinner, C., Turner, H., **McCallum, E.**, & Woodland, S. (2006). Evaluating and comparing responsiveness to two interventions designed to enhance math-fact fluency. *School Psychology Forum: Research in Practice, 1*, 1-18.
- 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.
- Bain, S., Rheams, T., Lee, Y., & **McCallum, E.** (2004). Generalization and maintenance efforts in social integration interventions for preschool and kindergarten aged children. *Journal of Applied School Psychology, 20*, 1, 103-130.
- McCallum, E.**, Skinner, C., & 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.

B. Publications by major academic publishing companies

1. Book chapters published or accepted for publication in works by major scholarly publishers

McCallum, E. & Pask, E. (2012). Behavior and classroom management of children and adolescents with anxiety disorders. In J. B. Kolbert & L. M. Crothers (Eds.), *Understanding and Managing Behaviors of Children with Psychological Disorders*. New York, NY: Bloomsbury Academic.

Poncy, B., **McCallum, E.**, & Skinner, C. (2011). Advocating for effective instruction: School psychologists as instructional leaders. In T. Lionetti, E. Snyder, & R. Christner (Eds.), *Building Professional Competencies in School Psychology*, (pp. 155-173). New York: Spring Science + Business Media.

McCallum, E. & Poncy, B. C. (2010). Math strategies: Enhancing basic math-fact fluency. In A. S. Canter, L. Z. Paige, & S. Shaw (Eds.), *Helping Children at Home and School: Handouts for Families and Educators*. Bethesda, MD: National Association of School Psychologists.

McCallum, E., Skinner, C., & Hutchins, H. (2005). The taped-problems intervention: Increasing division fact fluency using a low-tech self-managed time-delay intervention. In C. H. Skinner (Ed.), *Single Subject Designs for School Psychologists*, (pp. 129-140). Taylor & Francis, Inc.

McCallum, E. & Skinner, C. (2004). Cognitive development. In T. S. Watson & C. H. Skinner (Eds.), *The Encyclopedia of School Psychology*. (pp. 64-65). New York: Kluwer Academic/Plenum Publishers.

C. Scholarly presentations

1. National Peer-Reviewed

Pearson, K., **McCallum, E.**, Smith, C., & Cheleki, C. (2017, February). *Treating anxiety may simultaneously reduce comorbid externalizing problems*. Poster presented at the National Association of School Psychologists Annual Convention, San Antonio, Texas.

McCallum, E., Pearson, K., Smith, C., & Fields, S. (2016, February). *Comparing the taped spelling intervention with a traditional spelling approach*. Poster presented at the National Association of School Psychologists 2016 Annual Convention, New Orleans, Louisiana.

Vicencio, K., **McCallum, E.**, & McGoey, K. (2015, February). *Implementing video self-modeling as an intervention for students with autism*. Paper presentation presented at the National Association of School Psychologists 2015 Annual Convention, Orlando, Florida.

McCallum, E., Schmitt, A. J., Graham, A., & Placer, K. (2013, August). A

comparison of two self-managed spelling interventions. Poster to be presented at the American Psychological Association Annual Convention, Honolulu, Hawaii.

Schmitt, A. J., Crothers, L. M., Graves, S., Jr., Hughes, T. L., **McCallum, E.**, McGoey, K. E., & Miller, J. A. (2012, February). *Applying the local clinical scientist training model to a Psy.D. program in school psychology.* Poster presented at the annual meeting of the Trainers of School Psychology, Philadelphia, Pennsylvania.

McCallum, E., Schmitt, A., Long, K., & Friedrich, K. (2012, February). *Improving class-wide spelling skills using MP3 audio recordings.* Participant Information Exchange (PIE) session presented at the annual meeting of the National Association of School Psychologists, Philadelphia, Pennsylvania.

Hawkins, R. O., DaRin, M., Ling, S., & **McCallum, E.** (2011, February). *Examining listening previewing variations with students with challenging behavior.* Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, California.

Hawkins, R. O., Marsicano, R., Shier, A., & **McCallum, E.** (2011, February). *Supporting teacher implementation of math interventions for students with ED.* Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, California.

McCallum, E., Evans, S., Friedrich, K., & Long, K. (2011, February). *The taped-spelling intervention: Improving spelling using taped-problems procedures.* Participant Information Exchange (PIE) session presented at the annual meeting of the National Association of School Psychologists, San Francisco, California.

Schmitt, A., Hale, A., **McCallum, E.**, & Rubinic, D. (2010, March). *Effects of assistive technology on factual versus inferential comprehension.* Participant Information Exchange (PIE) session presented at the annual convention of the National Association of School Psychologists, Chicago, Illinois.

Schmitt, A., Crothers, C., Hughes, T., **McCallum, E.**, McGoey, K., & Miller, J. (2010, March). *Directed research: A developmental training sequence to form independent research scientists within school psychology.* Poster session presented at the Trainers of School Psychologists' National Convention, Chicago, Illinois.

Poncy, B., Hovel, S., & **McCallum, E.** (2009, February). *Comparing a behavioral and constructivist intervention to increase fact fluency.* Poster

session presented at the National Association of School Psychologists Annual Convention, Boston, Massachusetts.

Schmitt, A., Hale, A., & **McCallum, E.** (2009, February). *Effects of assistive technology on factual versus inferential comprehension*. Poster session presented at the National Association of School Psychologists Annual Convention, Boston, Massachusetts.

McCallum, E., Schmitt, A., Keener, D., Vergari, J., & Dingus, K. (2008, August). *Taped-problems intervention: Improving math fluency of students with cognitive impairments*. Poster session presented at the American Psychological Association Annual Convention, Boston, Massachusetts.

Schmitt, A., Kettler, R., **McCallum, E.**, Zannikos, M., & Broughton, A. (2008, August). *Reading decoding, fluency, and comprehension of clinic-referred students*. Poster session presented at the American Psychological Association Annual Convention, Boston, Massachusetts.

Bliss, S.L., **McCallum, E.**, Rowland, E., & Jaspers, K. (2008, February). *Increasing multiplication fluency: The efficacy of additional assessment*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, Louisiana.

McCallum, E., Schmitt, A., Keener, D., & Rezzetano, K. (2008, February). *Using existing data: Predicting response to the taped-problems intervention*. Poster session presented at the National Association of School Psychologists Annual Convention, New Orleans, Louisiana.

McCallum, E., Schmitt, A., Keener, D., & Poncy, B. (2007, August). *Improving math fluency using the taped-problems intervention and reinforcement*. Poster session presented at the American Psychological Association Annual Convention, San Francisco, California.

Schmitt, A., **McCallum, E.**, & Dingus, K. (2007, August). *Increasing reading fluency using assistive technology*. Poster session presented at the American Psychological Association Annual Convention, San Francisco, California.

McCallum, E., Poncy, B., Carroll, E., Skinner, C. (2006, May). Symposium conducted at the Association for Behavioral Analysis Annual Convention, Atlanta, Georgia.

Poncy, B., **McCallum, E.**, Bliss, S., & Axtell, P. (2007, March). *Differentiating empirically-validated math interventions in an RTI model*. Workshop presented at the National Association of School Psychologists Annual

Convention, New York, New York.

Carroll, E., **McCallum, E.**, Poncy, B., Skinner, C., Turner, H., Saecker, L., Jaspers, K. & Bliss, S. (2006, March). *Using self-managed low-tech interventions to improve academic skills*. Symposium conducted at the National Association of School Psychologists Annual Convention, Anaheim, California.

McCallum, E., Skinner, C. & Hutchins, H. (2005, April). *Increasing division fact fluency using the taped-problems intervention*. Poster session presented at the National Association of School Psychologists Annual Convention, Atlanta, Georgia.

Bain, S., Rheams, T., **McCallum, E.**, Pappas, D., & Lee, Y. (2005, March). *Successful social interaction interventions for preschool children with disabilities*. Poster session presented at the National Association of School Psychologists Annual Convention, Atlanta, Georgia.

Hutchins, H., McCane, S., **McCallum, E.**, Skinner, C., & McCallum, R. (2004, May). *Enhancing accuracy on moderately challenging tasks by interspersing additional easier tasks*. Poster session presented at the Association for Behavioral Analysis Annual Convention, Boston, Massachusetts.

McCallum, E., Skinner, C. & Hutchins, H. (2004, May). *Increasing division fact fluency using the taped-problems intervention*. Poster session presented at the Association for Behavioral Analysis Annual Convention, Boston, Massachusetts.

2. Regional Peer-Reviewed

Bliss, S.L., Skinner, C.H., **McCallum, E.**, Saecker, L.B., Rowland, E., & Sager, K.E. (2007, October). *Taped problems: Does extra assessment increase learning?* Poster presented at the third annual conference of Heartland Association of Behavior Analysis, Omaha, Nebraska.

Bain, S., Rheams, T., **McCallum, E.**, Pappas, D., & Lee, Y. (2003, September). *Successful social interaction interventions for preschool children with disabilities*. Paper presented at the Mississippi Psychological Association Annual Convention, Gulfport, Mississippi.

3. Regional Invited

Poncy, B. C., Skinner, C. H., **McCallum, E.**, & Fudge, D. (2006, April). *Measurement issues with RTI: What about error?* Workshop for the Tennessee Association of School Psychologists (TASP), Gatlinburg,

Tennessee.

D. Honors and awards received for one's scholarly work, including the title of the award, granting agency, and the date of the award

Recipient of the Dr. Richard W. Yoakley Fellowship, University of Tennessee (2003)

IV. Service

A. University, School, or Department Service

School of Education Tenure and Promotion Committee (2012-2015)
 School of Education Academic and Curriculum Committee member (2007-present)
 School of Education Faculty Awards Committee: Chair (2013-present)
 School of Education Faculty Awards Committee: Member (2012-2013)
 Digital and Marketing Technology Facilitator, School Psychology Program (2013-2015)
 PhD Accreditation Facilitator, School Psychology Program (2015-present)
 Leading Teacher Program Conceptual Framework Review Team (2010-2012)
 Recruitment Facilitator, School Psychology Program (2009-2012)
 School Psychology Faculty Search Committee (2009-2010)
 School of Education Department Chair Search Committee (2009/2010; 2017/2018)
 School Psychology Program Student Admissions Committee (2006-present)

B. Community Service

McCallum, E., & Schmitt, A. J. (2008). Presenter at *Diversity at DU: Be Informed-Get Engaged* regarding the taped problems math intervention with minority students.

Provided academic intervention service and materials to 3 local public schools.

C. Professional

National Center on Intensive Intervention (NCII) Technical Review Committee member (2012-present)
 Guest Associate Editor: *Journal of Evidence Based Practices for Schools* (2010-2011)
 Editorial Advisory Board member: *Journal of School Psychology* (2011-present)
 Editorial Advisory Board member: *Magination Press* (2009-present)
 Editorial Advisory Board member: *Journal of Creative Education* (2010-present)
 Ad hoc reviewer: *Journal of Evidence-Based Practices for Schools* (2010-present)

Ad hoc reviewer: *School Psychology Quarterly* (2010)

Ad hoc reviewer: Division 16 of the *American Psychological Association*
2008 annual conference

Ad hoc reviewer: Behavioral sciences group at Routledge Publishers (2007-
2008)

Ad hoc reviewer: Division 16 of the *American Psychological Association*
2007 annual conference

Ad hoc reviewer: *Psychology in the Schools* (2006-2007)