

Elizabeth McCallum, PhD

Professor, School of Education
 Duquesne University
 406 Canevin Hall
 Pittsburgh, PA 15282
 Office Phone: 412.396.1847
 E-mail: mccallume@duq.edu

EDUCATION

Doctor of Philosophy (School Psychology), August 2006
 University of Tennessee, Knoxville, TN
 APA-Accredited and NASP-Approved program
 Dissertation: *The Taped-Problems Intervention: Increasing Multiplication Fact Fluency using a Low-Tech, Time-Delay Intervention*

Bachelor of Science (Psychology), May 2000
 Cornell University, Ithaca, NY

FORMAL TRAINING EXPERIENCES

Doctoral Internship, 07/2005 – 06/2006
 Tennessee Internship Consortium in Psychology, Knoxville, TN
 APA-Accredited Internship
 Site: Cherokee Health Systems

ACADEMIC WORK HISTORY

07/2023 – present	Duquesne University, Pittsburgh, PA Professor, Tenured
07/2012 – 06/2023	Duquesne University, Pittsburgh, PA Associate Professor, Tenured
07/2006 – 06/2012	Duquesne University, Pittsburgh, PA Assistant Professor, Tenure Track

PRACTICE CREDENTIALS

Pennsylvania Certified School Psychologist

PROFESSIONAL MEMBERSHIPS

American Psychological Association

American Psychological Association Division 16: School Psychology
 Association of School Psychologists of Pennsylvania
 Council of Directors of School Psychology Programs
 National Association of School Psychologists
 National Center for Intensive Intervention
 Pennsylvania Psychological Association

AWARDS AND HONORS

2023 Faculty Award for Excellence in Scholarship, Duquesne University School of Education, Recipient

2023 National Association of School Psychologists Behavioral School Psychology Interests Group (NASP – BSPIG) Award for Best Single Case Design Article – Recipient

2022 Faculty Award for Excellence in Teaching, Duquesne University School of Education - Recipient

2022 Faculty Award for Excellence in Scholarship, Duquesne University School of Education - Nominee

2018 Faculty Inductee Phi Kappa Phi Honor Society, Duquesne University - selected by faculty and staff panel based on scholarly productivity

2003 Yoakley Fellow, University of Tennessee - selected by faculty based on scholarly productivity

TEACHING

Duquesne University Courses

Academic Interventions
 Child and Adolescent Development
 Directed Research
 Ethics in School Psychology
 Human Growth and Development
 Individual Testing
 Learning Disabilities
 Professional Seminar: Dissertation Research
 Psychology of Learning
 Psychological Testing
 School Psychology Internship Supervision
 Single Subject Methodology
 Social Psychology

University of Tennessee Courses

Introduction to Educational Psychology

(PhD) Dissertations – Chair

1. **Elizabeth Ashmore** (pre-proposal)
2. **Joseph Daniel Thomas** (pre-proposal; analysis of school psychology publication trends concerning LGBTQ+ students)
3. **Payton Roberts** (pre-proposal; classroom interventions for students with externalizing behaviors)
4. **Alyson Honaker** (pre-proposal; *Improving Math Fact Fluency Intervention Components for Maximum Flexibility in Virtual and In-Person Settings*)
5. **Cortney Chelecki** (defended 10/31/2022; *Comparing Two Math Fact Fluency Interventions using Virtual Implementation*)
6. **Kristen Mahony** (defended 6/21/2022; *The Effectiveness of an Evidence-Based Performance Feedback Intervention Through Zoom Communications, Inc.*)
7. **Chelsea Smith Gyke** (defended 9/25/2020; *Effectiveness of an Interdependent Group Contingency with Randomization Using the iPad*)
8. **Kristen Placer Pearson** (defended 6/16/2017; *Effects of Anxiety Treatment using Coping Cat on Problem Behaviors in the Classroom*)
9. **Menas Zannikos** (defended 6/18/2015; *A Comparison of Two Self-Managed Spelling Interventions: Cover, Copy, and Compare and Taped Spelling Intervention*)
10. **Kristen Friedrich Schaffner** (co-chair; defended 12/17/12; *Teacher-Child Interaction Therapy: Efficacy with a Clinical Preschool Population*)

(PsyD) Applied Projects – Chair

1. **Julianne Halmo** (defended 5/12/2022; *The Implementation of the Executive Functioning in the Classroom Intervention on Executive Function Development in Fourth-Grade Students*)
2. **Paige Chamberlain** (defended 5/4/2020; *The Effectiveness of Tier II Math Instruction for a Second-Grade Cohort*)
3. **Christina Till** (defended 5/2/2019; *The Implementation of a Multimodal Therapeutic Curriculum with Students Who Experience Severe Behavioral and Social-Emotional Difficulties*)
4. **Miriam Ferguson** (defended 5/15/2019; *The Effects of a Social-Emotional Curriculum on Children with ASD*)
5. **Peter Arian** (defended 8/22/2018; *Trauma-Focused Cognitive-Behavioral Therapy in an Urban Charter School*)
6. **Jenna Mates** (defended 5/15/2017; *A Single-Subject Analysis of the Effectiveness of the Video Self-Modeling for Decreasing Disruptive Behaviors for Twin Brothers with Autism Spectrum Disorders*)
7. **Kristen Montgomery** (defended 4/26/2016; *Selecting an Evidence-Based Behavioral Screening Tool for Elementary Students*)
8. **John Andrew Schmidt** (defended 5/4/2016; *Analysis of Read Naturally for Oral Reading Fluency of Tier 2 Second Grade Students*)
9. **Marah Coleman** (defended 6/29/2016; *Effects of a Bimodal Intervention on Math Fact Fluency*)

10. **Donald J. Dennison** (defended 7/10/2015; *Implementing the Social Skills Improvement System Performance Screening Guide and a Tier 2 Intervention on an Urban Setting*)
11. **Kenneth Vicencio** (defended 5/28/2014; *Applicability of Video Self-Modeling as an Intervention in an Autism Support Classroom*)
12. **Amanda Graham Conrad** (defended 6/30/2014; *The Development of a Pre-Referral System in Preparation for the Adoption of Specific Response to Intervention Components in a Southwestern Pennsylvania Middle School*)
13. **Shani Yeldell** (defended 7/22/2013; *Utilizing Kindergarten Screening Data in the Classroom*)
14. **Sarah Kearney** (defended 11/6/2012; *The Co-Teaching Method: Student Outcomes and Acceptability Within the High School Setting*)

(PhD) Dissertations – Committee

1. **Lubna Alzayyat** (pre-proposal)
2. **Abdulrhman Ashgar** (pre-proposal; *The Use of Functional Communication Training Intervention with Children with Developmental Disabilities*)
3. **Ahmed Al Naji** (defended 6/8/2023; *The Impact of Repeated Reading Intervention on Oral Reading Fluency for Students with Autism Spectrum Disorder [ASD] in Saudi Arabia*)
4. **Marwan Alkudhayri** [defended 5/22/2023; *The Impact of Social Stories Intervention on the Social Skills of Children with Autism Spectrum Disorder (ASD) in Saudi Arabia*]
5. **Tirad Alsululi** (defended 5/22/2023; *The Effectiveness of Video Modeling for Math Skill Improvement for Students with Learning Disabilities in Saudi Arabia*)
6. **Omar Alshikhi** (defended 5/11/2023; *The Effect of Using Story-Mapping to Enhance Reading Comprehension of Students with Learning Disabilities in Saudi Arabia*)
7. **Brandon Conaway** (defended 5/10/2023; *Cattell-Horn-Carroll Cognitive Predictors of Performance on Two Distinct Measures of Reading Comprehension*)
8. **Cliff Oliech** (defended 3/8/2023; *Teaching Problem-Solving Skills as Soft Skill for Employment to Individuals with Autism and Intellectual and Developmental Disabilities Using Video Modeling in a Virtual Learning Environment*)
9. **Ayman Abdullah Alamri** (defended 1/31/2023; *Examining the Effectiveness of Using Video Modeling on Increasing Positive Social Interaction in Academic Settings in Students with Learning Disabilities in Saudi Arabia*)
10. **Shadi Albadawi** (defended 10/4/22; *The Impact of Physical Exercises on Increasing Academic Engagement and Decreasing Restricted Repetitive Behaviors in Elementary Students with High Functioning Autism Spectrum Disorder in Saudi Arabia*)
11. **Olajumoke Oshokoya** [proposed 9/6/2022; *Changing the Face of Reading Instruction for Middle School Black Girls with Disabilities (BGDs) with Reading Risk Using a Culturally Relevant Repeated Reading Intervention*]
12. **Maram Alnahari** (defended 7/29/22; *Early Intensive Behavioral Intervention to Increase Mand Behavior for Children with Autism Spectrum Disorder*)
13. **Kayla Cuifolo** (defended 10/13/2021; *Does Speech-to-Text Assistive Technology Paired with Graphic Organizers Improve the Written Expression of Students with Traumatic Brain Injuries?*)

14. **Manal Alsheef** (defended 3/19/2021; *The Effectiveness of Combining Token Economy and Behavior Contract on Compulsive Behaviors for Students with Emotional and Behavior Disorders*)
15. **Xiaohan Chen** (defended 3/9/2021; *The Effects of Asian Immigrant Parent Implemented Training on Mand Acquisition of Children with Autism*)
16. **Jaclynn Stankus** (defended 6/23/2020; *The Effect of Teacher-Child Interaction Training on Children Who Are Exhibiting Disruptive Behaviors Within the Classroom Setting*)
17. **Maryam Alakhzami** (defended 5/25/2020; *Using Functional Communication Training to Reduce Self-Injurious Behavior for Individuals with Autism Spectrum Disorder*)
18. **Hamad Hamdi** (defended 2/27/2020; *Using Point of View Video Modeling to Teach Math to Students with Autism Spectrum Disorder in Saudi Arabia*)
19. **Seana Bandi** [defended 6/20/2019; *Using the Coaching Approach Behavior and Leading by Modeling (CALM) Program to Examine Attachment and Parental Behaviors in Childhood Anxiety*]
20. **Katherine Piselli** (defended 7/20/2017; *An Exploration of the Relationships among CHC-Theory Aligned Cognitive Abilities and Math Fluency*)
21. **Michaela Noakes** (defended 6/20/2017; *Does Speech-to-Text Assistive Technology Improve the Written Expression of Students with Traumatic Brain Injuries?*)
22. **Kristen Shaffer Parys** (defended 6/16/2017; *The Importance of Differentiating Between Traits of ASD and Callous and Unemotional Traits*)
23. **Sarah Paret** (defended 7/27/2015; *How Motivational Interviewing Affects the Motivation, Self-Efficacy, and Outcome Expectancies for Adolescents Placed in a School Setting*)
24. **Jaime Thone** (defended 3/11/2013; *An Examination into the Learning Pattern Preferences of Students in Special Education*)
25. **Dana Schneider** (defended 10/26/2012; *Neuropsychological Predictors of Math Calculation and Reasoning in School-Aged Children*)
26. **Rebecca de Vries** (defended 10/17/2011; *The Perceived Usefulness of a Summary of Performance by Postsecondary Disability Service Providers*)
27. **Kristen Rezzetano Rispoli** (defended 6/8/2011; *Parent-Child Interaction in the Formation of Emotional and Social Competence: The Impact of Individual Differences and Cultural Variability*)
28. **Lynn Utchell** (defended 6/2/2011; *Relationships Among Early Literacy Curriculum-Based Measurement and Reading State Criterion Tests Over Time*)
29. **Susan Moschos** (defended 5/27/2011; *Reducing Sleep Problems in Children with Autism Spectrum Disorders*)
30. **Erika McCoy** (defended 3/14/2011; *Teachers' Knowledge and Misperceptions of Post-concussion Symptoms*)
31. **Wendy Westwood Huwalt** (defended 8/31/2010; *Children with Intellectual Disability: The Function of Adaptive Behavior and Parental Stress Across Childhood*)

(PsyD) Applied Projects – Committee

1. **Joe Jones** (defended 5/5/2023); *Psychoeducational Evaluation of a Student with a Complex Medical History: Case Study*)
2. **Kelly Eyler** (defended 6/8/2022; *Implementation of a Mindfulness Curriculum Within a School-Based Counseling Group*)
3. **Heather Roesinger** (defended 5/10/2022; *Trauma-Informed Teaching: Professional Development for McKeesport Area School District School Staff*)
4. **Ashley Schoenenberger** (defended 5/14/2020; *Assessment Case Study*)
5. **Maggie Mazzotta** (defended 7/9/2019; *The Effects of the Use of a Sensory Path within the Pine-Richland School District*)
6. **Emily Kenner** (defended 8/29/2018; *SNAP as a Universal Intervention for 4th Graders*)
7. **Michelle O'Connor** (defended 5/24/2017; *Teachers Knowledge and Beliefs Regarding Concussion and Return-To-Learn Procedures*)
8. **Taylor Phillips** (defended 5/23/2017; *The Effect of Video Self-Monitoring for Students with Challenging Behavior in an Urban Setting*)
9. **Andrew Barile** (defended 5/18/2017; *Healthy Relationships in a 1:1 Setting*)
10. **Stephanie Fields** (defended 7/13/2016; *Improving Homework, Organization, and Planning Skills*)
11. **Jaimie Stanek** (defended 6/29/2016; *Character Building Groups*)
12. **Markie Ponsonby** (defended 5/5/2016; *The Effects of Video Self-Modeling on 5th Grade Students with Externalizing Behavior in an Urban Setting*)
13. **Larissa Newlin** (defended 9/10/2015; *Using Why-Try and CBT to Build Resiliency*)
14. **Katy Borden** (defended 7/8/2015; *The Effect of Escape Extinction on Transition Time*)
15. **Corinne Garland** (defended 5/7/2015; *A Needs Assessment Identifying Implementation Barriers for New Programs*)
16. **Emily Stephenson** (defended 7/16/2014; *Effects of Teacher Training to Increase Student-Teacher Interaction in Unstructured Settings*)
17. **Alison Meese** (defended 6/17/2014; *Self-Regulation RTI Program*)
18. **Lynn Zalnasky Kiselica** (defended 9/24/2013; *RTI Behavioral Interventions for the North Hills School District*)
19. **Krista Long** (defended 6/20/2013; *Predictors of Fourth Grade Reading and Math PSSA Performance*)
20. **Lindsey Monnat** (defended 5/25/2013; *Educating Teacher and Parents about Concussions: Improving Support Within the School System for Students with Concussions*)
21. **Sarah Hoffman Evans** (defended 6/26/2012; *Implementing Standard-Aligned Science Instruction*)
22. **Seth Blosser** (defended 1/30/2012; *Effects of a CBM Procedure on Reading Performance*)

SCHOLARSHIP *item includes graduate student co-author(s)

Peer-Reviewed Journal Articles

*Cuifolo, K., Schmitt, A. J., **McCallum, E.**, & Thomas, J. D. (2023). A brief experimental analysis of assistive technology and graphic organizer use on the written expression

- skills of a student with traumatic brain injury. *Journal of Behavioral Education*.
<https://doi.org/10.1007/s10864-023-09522-8>
- *Thomas, J. D., Honaker, A., Schmitt, A. J., & **McCallum, E.** (2023). Publication trends of LGBTQ+ topics in school psychology literature across time. *Contemporary School Psychology*, 1-12. DOI: 10.1007/s40688-023-00459-3
- ***McCallum, E.**, Schmitt, A. J., Aspiranti, K. B., Mahony, K. E., Honaker, A. & Christie, L. A. (2022). A virtual adaptation of the taped problems intervention for increasing math fact Fluency. *School Psychology*. <https://doi.org/10.1037/spq0000510>
- *Phillips, T., Graves, S. L., & **McCallum, E.** (2022). The effect of video self-modeling for Black boys with challenging behaviors in an urban setting. *Journal of Applied School Psychology*, 38, 205-222. DOI: 10.1080/15377903.2021.1941469
- *Mercurio, M., Schmitt, A. J., Rattan, S., and **McCallum, E.** (2021). Reducing classroom transition time using a music-infused video modeling intervention, *Psychology in the Schools*, 58, 1741-1752. <https://doi.org/10.1002/pits.22529>
- Aspiranti, K., **McCallum, E.**, & Schmitt, A. J. (2019). Taped Problems Intervention components: A meta-analysis. *Contemporary School Psychology*, 23, 412-422. DOI: 10.1007/s40688-018-0200-3
- *Noakes, M., Schmitt, A. J., **McCallum, E.**, and Schutte, K. (2019). Speech-to-text assistive technology for the written expression of students with traumatic brain injuries: A single case experimental study. *School Psychology*, 34 (6), 656-664. <https://doi-org.authenticate.library.duq.edu/10.1037/spq0000316>
- *Schmitt, A. J., **McCallum, E.**, Hawkins, R. O., Stephenson, E., & Vicencio, K. (2019). The effects of two assistive technologies on reading comprehension accuracy and rate. *Assistive Technology*, 31, 220-230. <https://doi.org/10.1080/10400435.2018.1431974>
- *Zannikos, M., **McCallum, E.**, Schmitt, A. J., & Pearson, K. E. (2018). A comparison of the taped spelling intervention and cover, copy, and compare for students with learning disabilities. *Journal of Behavioral Education*, 27, 301-323. <https://psycnet.apa.org/doi/10.1007/s10864-018-9293-z>
- *Schmitt, A. J., Yarbrough, J. L., **McCallum, E.**, Hoffman, R., Jaquette, C., & Piselli, K. (2017a). Impact of increasing levels of accommodation on students with writing difficulties. *Journal of Evidence-Based Practices for Schools*, 16, 46-71.
- *Schmitt, A. J., Yarbrough, J. L., **McCallum, E.**, Hoffman, R., Jaquette, C., & Piselli, K. (2017b). Implementation guidelines: Impact of increasing levels of accommodation on students with writing difficulties. *Journal of Evidence-Based Practices for Schools*, 16, 72-73.

- *Utchell, L.A., Schmitt, A. J., **McCallum, E.**, McGoey, K., & Piselli, K. (2016). Ability of early literacy measures to predict future state assessment performance. *Journal of Psychoeducational Assessment*, 34, 511-523.
<http://dx.doi.org.authenticate.library.duq.edu/10.1177/0734282915621221>
- Hawkins, R. O., Marsicano, R., Schmitt, A. J., **McCallum, E.**, & Musti-Rao, S. (2015). Comparing the efficiency of repeated reading and listening-while-reading to improve reading fluency and comprehension. *Education and Treatment of Children*, 38, 49-70. <http://www.jstor.org/stable/44683851>
- ***McCallum, E.**, Schmitt, A. J., Evans, S., Schaffner, K., & Long, K. (2014). An application of the taped spelling intervention to improve spelling skills. *Journal of Evidence-Based Practices for Schools*, 14, 51-80.
<https://link.gale.com/apps/doc/A483743832/AONE?u=anon~ae10bdcc&sid=googleScholar&xid=be542bfe>
- *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*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1061955.pdf>
- 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. <https://doi.org/10.1002/pits.21631>
- *Schmitt, A. J., **McCallum, E.**, Hennessey, J., Lovelace, T., & Hawkins, R. O. (2012). Use of reading pen assistive technology to accommodate post-secondary students with reading disabilities. *Assistive Technology*, 24, 229-239.
<https://doi.org/10.1080/10400435.2012.659956>
- *Hawkins, R, **McCallum, E.**, McGuire, S., Barkley, E., Berry, L. & Hailley, J. (2011a). 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.**, McGuire, S., Barkley, E., Berry, L. & Hailley, J. (2011b). 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. J. (2011a). The Taped Problems Intervention: Increasing the math fact fluency of a student with an intellectual disability. *International Journal of Special Education*, 26, 276-284. Retrieved from <https://files.eric.ed.gov/fulltext/EJ959019.pdf>
- McCallum, E.**, & Schmitt, A. J. (2011b). Using technology in schools to enhance student performance. *Journal of Evidence-Based Practices for Schools*, 12, 129-130.

- Schmitt, A. J., Hale, A., **McCallum, E.**, Mauck, B. (2011). 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. <https://doi-org.authenticate.library.duq.edu/10.1002/pits.20540>
- *Schmitt, A. J., **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. <https://doi.org/10.1007/s10864-010-9106-5>
- ***McCallum, E.**, Schmitt, A. J., Schneider, D., Rezzetano, K., & Skinner, C. (2010). Extending research on the taped problems intervention: Does adding group rewards enhance 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. DOI:10.1002/pits.20514
- 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. <https://doi.org/10.1080/15377900802487185>
- *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, 95-115.
- *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. <https://doi.org/10.1080/02796015.2006.12087976>

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. https://doi.org/10.1300/J370v20n01_07

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. https://doi.org/10.1300/J370v20n02_08

Book Chapters Published by a Major Academic Press

McCallum, E., Aspiranti, K. B., & Schmitt, A. J. (2023). Mathematics disabilities, low achievement, and relevant evidence-based interventions. In L. A. Theodore, M. Bray, & B. Bracken (Eds.), *Desk reference in school psychology*. Oxford University Press.

McCallum, E., Yarbrough, J. L., & Schmitt, A. J. (2021). Game-based cooperative learning strategies. In T. A. Collins & R. O. Hawkins (Eds.), *Peers as change agents: A guide to implementing peer-mediated interventions in schools* (pp. 76-83). Oxford University Press. DOI: 10.1093/med-psych/9780190068714.001.0001

***McCallum, E.**, Schmitt, A. J., Evans, B. (2020). Timely transitions game. In M. I. Axelrod, M. Cooling-Chaffin, & R. O. Hawkins (Eds.), *School-based behavioral intervention case studies: Effective problem solving for school psychologists* (pp. 243-256). Routledge. <https://doi.org/10.4324/9780429291319>

*Skinner, C. H., Wright, S. & **McCallum, E.** (2020). Addressing won't do issues in mathematics. In T. H. Hughes, F. C. Worrell, & D. D. Dixon (Eds.), *The Cambridge handbook of applied school psychology* (pp. 30-47). Cambridge University Press. <https://doi.org/10.1017/9781108235532>

***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* (pp. 49-68). Bloomsbury Academic. DOI: 10.5040/9781472553270.ch-003

Poncy, B., **McCallum, E.**, & Skinner, C. (2011). Advocating for effective instruction: School psychologists as instructional leaders. In T. Lionetti, E. Snyder, & R. Christner (Eds.), *A practical guide to building professional competencies in school psychology* (pp. 155-173). Springer Science. DOI: 10.1007/978-1-4419-6257-7_10

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 III: Handouts for families and educators*. National Association of School Psychologists.

McCallum, E. & Skinner, C. (2005). Cognitive development. In T. S. Watson & C. H. Skinner (Eds.), *The encyclopedia of school psychology* (pp. 64-65). Kluwer Academic/Plenum Publishers. <https://dx.doi.org/10.4135/9781412952491>

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). Routledge. DOI: <https://doi.org/10.4324/9780203725887>

Professional Newsletters and Other Publications

McCallum, E. (2020). Reader's Note. In S. Anderson & H. Naka, *Too Shy to Say Hi*. Magination Press.

McCallum, E. (2019). Note to Readers. In L. Newman & T. N. Bishop, *Remembering Ethan*. Magination Press.

McCallum, E. (2018). Note to Parents and Caregivers. In J. Rooks, *A Box of Butterflies*. Magination Press.

McCallum, E. (2017). Note to Parents and Other Caregivers. In E. F. Burns & A. Lewis, *The Tallest Bridge in the World: A Story for Children about Social Anxiety*. Magination Press.

McCallum, E. (2016). Note to Parents and Other Caregivers. In C. Crangle, *Priscilla the Pack Rat: Making Room for Friendship*. Magination Press.

McCallum, E. (2015). Note to Parents and Caregivers. In J. F. Ransom & J. Zivojn, *Big Red and The Little Bitty Wolf*. Magination Press.

McCallum, E. (2015). Note to Parents and Caregivers. In J. Neimark & N. Wong, *The Hugging Tree*. Magination Press.

McCallum, E. (2014). Note to Parents and Other Caregivers. In M. M. Craver, *Joey Daring Caring and Curious* (pp. 30-31). Magination Press.

McCallum, E. (2013). Note to Parents and Other Caregivers. In H. K. Chang, *Oh No, School!* Magination Press.

McCallum, E. (2012). Note to Parents and Other Caregivers. In M. I. Callier & A. Masson, *No, No, No!* Magination Press.

Grant Activity (both funded and unfunded)

Aspiranti, K. B. & **McCallum, E.** (February, 2021). Developing an Evidence-Based Math Fluency App: The Taped Problems Intervention. *American Honda Foundation*. Amount requested: \$75,000 – unfunded.

Aspiranti, K. B., & **McCallum, E.** (May, 2018). Developing an Evidence-Based Early Math App

to Promote the Next Generation of STEM Leaders. *Misk Foundation and Bill and Melinda Gates Foundation*. Amount requested: \$100,000 – unfunded.

National/International Peer-Reviewed Presentations

- *Mahony, K., Thomas, J. D., Honaker, A., & **McCallum, E.** (2023, February 7-11). Virtual performance feedback writing intervention for elementary students with disabilities [Poster presentation]. National Association of School Psychologists Annual Convention, Denver, CO.
- *Thomas, J. D., Honaker, A., & **McCallum, E.** (2023, February 7-11). *Publication trends of LGBTQ+ topics in the school psychology literature* [Paper presentation]. National Association of School Psychologists Annual Convention, Denver, CO.
- *Honaker, A., Mahony, K., & **McCallum, E.** (2022, February 15-18). *Introducing math fact fluency intervention within the virtual learning environment* [Poster presentation]. National Association of School Psychologists Annual Convention, Boston, MA.
- *Ebner, S., Aspiranti, K. B., Blake, J., & **McCallum, E.** (2022, February, 15-18). *Updating the taped problems intervention with an app-based approach* [Poster presentation]. National Association of School Psychologists Annual Convention, Boston, MA.
- *Mahony, K., Comis, M., **McCallum, E.**, & Schmitt, A. J. (2021, February). *Investigating trends involving written expression interventions in school psychology journals* [Poster presentation]. National Association of School Psychologists Annual Convention, virtual.
- *Benno, T., Griger, C., Schmitt, A. J., & **McCallum, E.** (2019, August). *Accuracy of text-to-speech (TTS) and speech-to-text (SST) assistive technologies* [Poster presentation]. American Psychological Association Annual Convention, Chicago, IL.
- McCallum, E.**, Aspiranti, K., & Schmitt, A. J. (2019, February). *Meta-analysis of the Taped Problems Intervention* [Paper presentation]. National Association of School Psychologists Annual Convention, Atlanta, GA.
- *Pearson, K., **McCallum, E.**, Smith, C., & Chelecki, C. (2017, February). *Treating anxiety may simultaneously reduce comorbid externalizing problems* [Poster presentation]. National Association of School Psychologists Annual Convention, San Antonio, TX.
- ***McCallum, E.**, Pearson, K., Smith, C., & Fields, S. (2016, February). *Comparing the taped spelling intervention with a traditional spelling approach* [Poster presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.
- *Vicencio, K., **McCallum, E.**, & McGoey, K. (2015, February). *Implementing video self-modeling as an intervention for students with autism* [Paper presentation]. National Association of School Psychologists Annual Convention, Orlando, FL.

- ***McCallum, E.**, Schmitt, A. J., Placer, K., & Graham, A. (2013). *Comparison of two self-managed spelling interventions* [Poster presentation]. American Psychological Association Annual Convention, Honolulu, HI.
- *Schmitt, A. J., **McCallum, E.**, Stephenson, W., & Vicencio, K. (2013, February). *Comprehension effects of two text-to-speech assistive technologies* [Poster presentation]. National Association of School Psychologists Annual Convention, Seattle, WA.
- ***McCallum, E.**, Schmitt, A., Long, K., & Friedrich, K. (2012, February). *Improving class-wide spelling skills using MP3 audio recordings* [Participant Information Exchange (PIE) presentation]. National Association of School Psychologists Annual Convention, Philadelphia, PA.
- 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 presentation]. Annual Conference of the Trainers of School Psychology, Philadelphia, PA.
- Schmitt, A. J., **McCallum, E.**, Lovelace, T., Hennessey, J., & Bantum, K. (2011, August). *Whom does reading pen assistive technology functionally benefit?* [Poster presentation]. American Psychological Association Annual Convention, Washington, DC.
- *Hawkins, R. O., DaRin, M., Ling, S., & **McCallum, E.** (2011, February). *Examining listening previewing variations with students with challenging behavior* [Poster presentation]. National Association of School Psychologists Annual Convention, San Francisco, CA.
- *Hawkins, R. O., Marsicano, R., Shier, A., & **McCallum, E.** (2011, February). *Supporting teacher implementation of math interventions for students with ED* [Poster presentation]. National Association of School Psychologists Annual Convention, San Francisco, CA.
- ***McCallum, E.**, Evans, S., Friedrich, K., & Long, K. (2011, February). *The taped-spelling intervention: Improving spelling using taped-problems* [Procedures Participant Information Exchange (PIE) presentation]. National Association of School Psychologists Annual Convention, San Francisco, CA.
- *Schmitt, A. J., **McCallum, E.**, Rubinic, D., & Hawkins, R. O. (2010, March). *Reading pen decoding and vocabulary accommodations: Impact on student comprehension accuracy and rate* [Participant Information Exchange (PIE) presentation]. National Association of School Psychologists Annual Convention, Chicago, IL.
- Schmitt, A. J., Crothers, L.M., Hughes, T., **McCallum, E.**, McGoey, K., & Miller, J. A. (2010, March). *Directed research: A developmental training sequence to form independent research scientists within school psychology* [Poster presentation]. Annual Conference of the Trainers of School Psychologists, Chicago, IL.

- Poncy, B., Hovel, S., & **McCallum, E.** (2009, February). *Comparing a behavioral and constructivist intervention to increase fact fluency* [Poster presentation]. National Association of School Psychologists Annual Convention, Boston, MA.
- Schmitt, A. J., Hale, A. D., & **McCallum, E.** (2009, February). *Effects of assistive technology on factual versus inferential comprehension* [Poster presentation]. National Association of School Psychologists Annual Convention, Boston, MA.
- ***McCallum, E.**, Schmitt, A. J., Keener, D., Dingus, K., & Vergari, J. (2008, August). *Taped-problems intervention: Improving math fluency of students with cognitive impairments* [Poster presentation]. American Psychological Association Annual Convention, Boston, MA.
- *Schmitt, A. J., Kettler, R., **McCallum, E.**, Zannikos, M., & Broughton, A. (2008, August). *Reading decoding, fluency, and comprehension of clinic-referred students*. Poster presented at the American Psychological Association Annual Convention, Boston, MA.
- Bliss, S.L., **McCallum, E.**, Rowland, E., & Jaspers, K. (2008, February). *Increasing multiplication fluency: The efficacy of additional assessment* [Poster presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.
- McCallum, E.**, & Schmitt, A. J. (2008, February). *Using existing data: Predicting response to the taped problems intervention* [Poster presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.
- ***McCallum, E.**, Schmitt, A. J., Keener, D., & Poncy, B. (2007, August). *Improving math fluency Using the taped-problems intervention and a group reward contingency* [Poster presentation]. American Psychological Association Annual Convention, San Francisco, CA.
- *Schmitt, A. J., **McCallum, E.**, & Dingus, K. (2007, August). *Improving reading comprehension using assistive technology* [Poster presentation]. American Psychological Association Annual Convention, San Francisco, CA.
- Poncy, B., **McCallum, E.**, Bliss, S., & Axtell, P. (2007, March). *Differentiating empirically-validated math interventions in an RTI model* [Workshop presentation]. National Association of School Psychologists Annual Convention, New York, NY.
- McCallum, E.**, Poncy, B., Carroll, E., & Skinner, C. (2006, May). *Using self-managed low-tech interventions to improve academic skills* [Symposium]. Association for Behavioral Analysis Annual Convention, Atlanta, GA.
- 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]. National Association of School Psychologists Annual Convention,

Anaheim, CA.

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

Bain, S., Rheams, T., **McCallum, E.**, Pappas, D., & Lee, Y. (2005, March). *Successful social interaction interventions for preschool children with Disabilities* [Poster presentation]. National Association of School Psychologists Annual Convention, Atlanta, GA.

Hutchins, H., McCane, S., **McCallum, E.**, Skinner, C., & McCallum, R. (2004, May). *Enhancing accuracy on moderately challenging tasks by interspersing additional easier tasks* [Poster presentation]. Association for Behavioral Analysis Annual Convention, Boston, MA.

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

Regional/Local Peer-Reviewed Presentations

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 presentation]. Heartland Association of Behavior Analysis, Omaha, NE.

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

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

Manuscripts in Preparation/Under Review

*Al Naji, A., Green, B., Mathieu-Sher, R., & **McCallum, E.** (2023). *Can repeated reading with a performance feedback component be used to increase the reading fluency of students with ASD in Saudi Arabia?* [Manuscript in preparation].

*Chelecki, C. & **McCallum, E.** (2023). *A comparison of the traditional Taped-Problems Intervention (TPI) and the Virtual Taped-Problems Intervention (VTPI) for increasing math fact fluency in elementary school students.* [Manuscript in preparation].

*Mahony, K. E., **McCallum, E.**, Schmitt, A. J., & Thomas, J. D. (2023). *Can the performance*

feedback intervention improve the written expression skills of students with disabilities in a virtual setting? [Manuscript in preparation].

SERVICE

University, School, and Department Service

2023 – present	Research and Innovations Awards Committee, Duquesne University
2022 – present	Chair, Department of Counselor Education and School Psychology
2015 – present	Accreditation Facilitator, PhD School Psychology Program
2006 – present	Student Admissions Committee, School Psychology Programs
2021 – 2022	Program Director, School Psychology Programs
2006 – 2022	Academic and Curriculum Committee, School of Education
2013 – 2021	Chair, Faculty Awards Committee, School of Education
2017 – 2018	Department Chair Search Committee, School of Education
2013 – 2015	Marketing/Digital Information Facilitator, School Psychology Programs
2012 – 2015	Tenure and Promotion Committee, School of Education
2012 – 2013	Faculty Awards Committee, School of Education
2010 – 2012	Leading Teacher Program Conceptual Framework Review Team
2009 – 2012	Recruitment Facilitator, School Psychology Programs
2009 – 2010	Department Chair Search Committee, School of Education
2009 – 2010	Faculty Search Committee, School Psychology Programs

Professional Service

2017 – present	Editorial Board – <i>Magination Press</i> Microsite Division
2012 – present	Technical Review Committee – <i>National Center on Intensive Intervention</i>
2009 – present	Editorial Board – <i>Magination Press Publications</i> (division of APA)
2011 – 2016	Editorial Board – <i>Journal of School Psychology</i>
Ad hoc reviewer	<i>Psychology in the Schools</i> <i>Journal of Evidence-Based Practices for Schools</i> <i>School Psychology Quarterly</i> <i>Journal of Creative Education</i> <i>American Psychological Association, Division 16 – Annual Convention</i> <i>Routledge – Behavioral Sciences Group</i>

Community Service

2022 – present	Board of Trustees, Temple Emanuel of South Hills
2022 – present	Curriculum Committee, Upper St. Clair School District
2019 – present	Volunteer Judge, Western Pennsylvania Odyssey of the Mind
2018 – 2022	Hebrew School Advisory Board, Temple Emanuel of South Hills