

## V I T A

**Robert L. Williams**  
**Professor**

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### **I. Educational History**

#### **A. University Degree, Institution, Dates (Department or Program)**

Ph.D. (Educational Psychology) - George Peabody College - 1965  
M.A. (Counseling and Guidance) - George Peabody College - 1962  
B.A. (Speech) - David Lipscomb College - 1959

Doctoral Dissertation: Response Strength as a Function of Pre-and Postreward Delay and Physical Confinement

#### **B. Other Credentials**

Certified School Psychologist in State of Tennessee

#### **C. Scholarly Honors**

The research study, "The Utility of Behavior Management Techniques in Changing Interracial Behaviors," honored by the Journal Press as a Carl Murchison Memorial Paper (only the second study to receive this distinction) and accepted for immediate publication in *The Journal of Psychology*.

The dissertation, "The Relationship between Selected Psychological, Environmental and Behavioral Variables and Health Status of Americans in Middle Adulthood," (written by Sandra Thomas and chaired by Robert Williams) honored as the top dissertation in the College of Education in 1983.

Nominated in 1982 and 1991 by the Department of Educational and Counseling Psychology for the Chancellor's Research Scholar Award.

Received the John Tunstall Award for Outstanding Achievement in Teaching, Research, and Service in the College of Education in 1996.

Nominated by the College of Education for University Distinguished Professor Award in 1998.

Received the Award for Outstanding Researcher in the College of Education in 2001.

The research article “Article Publications, Journal Outlets, and Article Themes for Current Faculty in APA-Accredited School Psychology Programs: 1995-1999” selected as one of two finalists for top article of the year in the *School Psychology Quarterly* in 2004.

## **II. Professional History**

### **A. Regular Postdoctoral Positions**

1972-Present	Professor of Educational Psychology, The University of Tennessee, Knoxville
1969-1972	Associate Professor of Educational Psychology and Guidance, The University of Tennessee, Knoxville
1967-1969	Assistant Professor of Educational Psychology and Guidance, The University of Tennessee, Knoxville
1965-1967	Assistant Professor of Psychology, West Georgia College, Carrollton, Georgia

### **B. Predoctoral Positions**

1964-1965	Part-time Instructor in Psychology, George Peabody College, Nashville, Tennessee
1964	Teaching Intern, George Peabody College, Nashville, Tennessee

### **C. Temporary Postdoctoral Appointments**

1969	Head of Human Learning Module in Pilot Teacher Education Program, The University of Tennessee, Knoxville
1969	Director of CEAP Summer Workshop, The University of Tennessee, Knoxville

1968 Director of College Education Achievement Project (CEAP) Summer Institute, The University of Tennessee, Knoxville. CEAP was a program under the auspices of the Southern Association of Colleges and Schools for high risk students in predominantly Black Colleges in the Southeast. The purpose of the Summer Institute was to provide training for the personnel in CEAP.

#### **D. Courses Typically Taught**

Ed Psych 210 Psychoeducational Issues in Human Development

Ed Psych 460 Self-Management in the Helping Professions

Ed Psych 515 Educational Applications of Behavioral Theories of Learning

Ed Psych 609 Advanced Seminar in Curriculum and Learning

### **III. Publication and Research Record**

#### **A. Articles in Refereed Journals**

Effects of problem order on accuracy, preference, and choice of multiplication assignments. (2007). *The Behavior Analyst Today*, 8, 347-359. (with K. Jaspers, C. Skinner, and L. Saecker)

Extending research on the validity of brief reading comprehension rate and level measures to college course success. (2007). *The Behavior Analyst Today*, 8, 163-174. (with C. Skinner and K. Jaspers).

Militarism and sociopolitical perspectives among college students in the U.S. and South Korea. (2007). *Peace and Conflict: Journal of Peace Psychology*, 13, 175-199. (with E. Oh and S. Bliss).

Christian fundamentalism and prominent sociopolitical values among college students in a South-Korean university. (2007). *Journal of Religion & Society*, 9, 1-13. (with E. Oh and S. Bliss).

Generic vocabulary development and performance on multiple-choice exams. (2007). *Journal of College Reading and Learning*, 37, 64-81. (with H. Turner).

Christian conservatism and prominent sociopolitical values among teacher-education students in a Southeastern university. (2007). *Journal of Religion & Society*, 9, 1-13. (with E. Oh and S. Bliss).

Brief daily writing activities and performance on major multiple-choice exams. (2006). *The Journal of General Education*, 55, 221-246. (with H. Turner, S. Bliss, B. Hautau, E. Carroll, and K. Jaspers).

- Differential daily writing contingencies and performance on major multiple-choice exams. (2006). *Journal of Behavioral Education*, 15, 256-273. (with B. Hautau, H.C. Turner, E. Carroll, K. Jaspers, M. Parker, and K. Krohn).
- Cooperative learning contingencies: Unrelated versus related individual and group contingencies. (2006). *Journal of Behavioral Education*, 15, 191-202. (with E. Carroll and B. Hautau).
- Differential daily writing conditions and performance on major multiple-choice exams. (2006). *Journal of Behavioral Education*, 15, 181-188. (with B. Hautau, H.C. Turner, E. Carroll, K. Jaspers, K. Krohn, and M. Parker).
- Christian conservatism and militarism among teacher-education students. (2006). *Review of Religious Research*. (with S. Bliss & S. McCallum).
- Academic freedom in higher education within a conservative sociopolitical culture. (2006). *Innovative Higher Education*.
- Undergraduates' evaluations of developmental claims and their identification of information sources. (2006). *Innovative Higher Education*. (with S. Bain, R. Isaacs, A. Williams, & S. Stockdale).
- Performance patterns of high, medium, and low performers during and following a reward versus non-reward contingency phase. (2006). *School Psychology Quarterly*, 21, 119-147. (with R. Oliver).
- Individual accountability in cooperative learning groups at the college level: Differential Effects on high, average, and low exam performers. (2005). *Journal of Behavioral Education*, 14, 167-188. (with E. Carroll and B. Hautau).
- Targeting critical thinking within teacher education: The potential impact on society. (2005). *The Teacher Educator*, 40, 163-187.
- Direct and indirect effects of completion versus accuracy contingencies on practice-exam and actual-exam performance. (2005). *Journal of Behavioral Education*, 14, 141-152. (with R. Oliver).
- Psychological versus generic critical thinking as predictors and outcome measures in a large undergraduate human development course. (2004). *Journal of General Education*, 53, 37-58. (with R. Oliver & S. Stockdale).
- Using interdependent group-oriented reinforcement to enhance academic performance in general education classrooms. (2004) *School Psychology Review*, 33, 383-397. (with C. Skinner and C. Neddenriep).
- College students' ratings of student effort, student ability, and teacher input as correlates of student performance on multiple-choice exams. (2004). *Educational Research*, 46, 229-239. (with L. Clark).

- Article publications, journal outlets, and article themes for current faculty in APA-accredited school psychology programs: 1995-1999. (2004). *School Psychology Quarterly, 19*, 141-165. (with R. Carper).
- Classroom motivation strategies for prospective teachers. (2004). *The Teacher Educator, 39*, 212-230. (with S. Stockdale).
- Cooperative learning groups at the college level: Differential effects of high, average, and low exam performance. (2004). *Journal of Behavioral Education*. (with S. Stockdale).
- High-performing students with low critical thinking skills. (2003). *Journal of General Education, 52*, 200-226. (with S. Stockdale).
- Knowledge and critical thinking as course predictors and outcomes. (2003). *Inquiry: Critical Thinking across the Disciplines, 22*, 57-63. (with R. Oliver, J. Allin, B. Winn, & C. Booher).
- Role of critical thinking in judging the accuracy and sources of claims in human development. (2003). *Inquiry: Critical Thinking across the Disciplines, 22*, 65-72. (S. K. Bain, S. Stockdale, R. Isaacs, & A. Williams).
- Multiple-choice exams: Explanations for student choices. (2003). *Teaching of Psychology, 30*, 136-139. (with M. Wallace).
- Psychological critical thinking as a course predictor and outcome variable. (2003). *Teaching of Psychology, 30*, 220-223. (with R. Oliver, J. Allin, B. Winn, & C. Booher).
- Notetaking in college classes: Student patterns and instructional strategies. (2002). *Journal of General Education, 51*, 173-199. (with A. Eggert).
- Thinking skills and work habits: Contributors to course performance. (2002). *Journal of General Education, 51*, 200-227. (with S. Worth).
- Creative performance in the classroom (2002). *Inquiry: Critical Thinking across the Disciplines, 22*, 7-20.
- Notetaking predictors of test performance. (2002). *Teaching of Psychology, 29*, 234-237. (with A. Eggert).
- The relationship of critical thinking to success in college. (2001). *Inquiry: Critical Thinking across the Disciplines, 21*, 5-16. (with S. Worth).
- Operational definitions and assessment of higher-order cognitive constructs. (1999). *Educational Psychology Review, 11*, 411-427.

- The behavioral perspective in contemporary education. (1999). *The Teacher Educator*, 35(2), 44-60.
- Review of Children's Academic Intrinsic Motivation Inventory. (1997). *Journal of Psychoeducational Assessment*, 15, 161-181.
- Gender differences in the locus of control construct (1997). *Psychology and Health*, 12, 239-248. (with A. Sherman & G. Higgs).
- Biological basis of gender differences: A theoretical model of social support. (1997). *Journal of Gender, Culture, and Health*, 12(2). (with A. Sherman, T. Hutchens, & J. Marsh).
- Relationships among self-efficacy, optimism, trait anger, and anger expression. (1995). *Health Values: The Journal of Health Behavior, Education, and Promotions*, 19(4), 46-54. (with E. Ausbrooks & S. Thomas).
- Relationship between time-management and personality indexes and types. (1995). *Journal of Psychological Type*, 34,36-42. (with J. Verble, D. Price, & B. Layne).
- Relationship of self-management to personality types and indices. (1995). *Journal of Personality Assessment*, 64, 494-506. (with J. Verble, D. Price, & B. Layne.)
- Lifestyle correlates of Carpal Tunnel Syndrome. (1994). *Journal of Occupational Rehabilitation*, 24 (3), 141-152. (with Lisa Vogelsang).
- The relationship of self-management to academic motivation, study efficiency, academic satisfaction, and grade point average among prospective education majors. (1994). *Psychology: A Journal of Human Behavior*, 31(1), 22-30. (with J.D. Long, P. Gaynor, & A. Erwin).
- Introduction to Health and Safety Issue. (1993). *Educational Psychology Review*, 5(1), 3-4. (Guest Editor for two special issues).
- Construction and validation of a brief self-report scale of self-management practices. (1992). *Journal of Research in Personality*, 26, 216-234. (with C.A. Moore, T.J. Pettibone, & S.P. Thomas).
- Naturalistic application of self-change practices. (1991). *Journal of Research in Personality*, 25, 167-176. (with T.J. Pettibone & S.P. Thomas).
- Development of a health habits scale. (1991). *Research in Nursing & Health*, 5, 165-181. (with S.P. Thomas, D.O. Young, J.J. Jozwiak, & M.A. Hector).
- Development of views of life scales. (1991). *Psychology and Health*, 5, 165-181. (with M. Eyring, P. Gaynor, & J.D. Long).

- Life reflections by older kinsmen about critical life issues. (1990). *Educational Gerontology*, 16(1), 61-71. (with J.D. Long & J. Anderson).
- Self-reported use of approval by outstanding teachers. (1989). *Education*, 109(3), 350-351. (with E.W. Long & J. D. Long).
- Relationship of locus of control to life style habits. (1988). *Journal of Clinical Psychology*, 44, 209-214. (with J.D. Long, P. Gaynor, & D. Clark).
- Related measures of life style habits and happiness. (1988). *College Student Journal*, 21, 375-385. (with J.D. Long, P. Gaynor, & E. Agesilas).
- Optimism and locus of control for health and affiliation among elderly adults. (1987). *Journal of Gerontology*, 42, 594-595. (with S. Guarnera).
- The relationship of rap group participation, self-management effectiveness and support unit help to self-reported aggressiveness in Vietnam veterans. (1987). *Group*, 11(1), 3-14. (with C. Burnette & J. Law).
- Type A and B subjects self-reported cognitive/affective/behavioral responses to descriptions of potentially frustrating situations. (1986). *Journal of Human Stress*, 12(4), 168-174. (with A. Henly).
- Consultative merits of praise-ignore vs. praise-soft reprimand instructions. (1981). *Journal of School Psychology*, 18, 373-380. (with L. Kindall & E. A. Workman).
- Self-cued relaxation in the control of an adolescent's violent arguments and debilitating somatic complaints. (1980). *Education and Treatment of Children*, 4, 315-322. (with E.A. Workman).
- Effects of extrinsic rewards on intrinsic motivation in the classroom. (1980). *Journal of School Psychology*, 18, 141-147. (with E.A. Workman).
- A brief method for determining the effect of selected counselor characteristics on clients' expectations of counseling success. (1979). *Journal of Behavior Therapy and Experimental Psychiatry*, 9, 680-681. (with E.A. Workman).
- The development of a behavioral self-concept scale. (1978). *Behavior Therapy*, 9, 680-681. (with E.A. Workman).
- Self-management for teachers. (1977). *Education*, 97, 242-248. (with J.D. Long).
- Analysis of the unit testing component of the personalized system of instruction. (1976). *The Journal of Experimental Education*, 44, 49-53. (with J. Maclin & L. Clark).

- Affinity for self-management: A comparison between counseling clients and controls. (1976). *Behavior Therapy and Experimental Psychiatry*, 7, 231-234. (with J. Edgerly & J. Canale).
- The utility of self-management procedures in modifying the classroom behavior of mentally retarded adolescents. (1976). *Adolescence*, 11, 29-38. (with J.D. Long).
- The effects of behavior contracts and behavior proclamations on social conduct and academic achievement in a ninth grade English class. (1974). *Adolescence*, 9, 425-436. (with B. Arwood & J.D. Long).
- The comparative effectiveness of group and individually contingent free time with inner city junior high school students. (1973). *Journal of Applied Behavior Analysis*, 6, 465-474. (with J.D. Long).
- Effect of behavior contracting on grades. (1973). *The Journal of Educational Research*, 66, 230-236. (with K. Anandam).
- The effects of group contingencies on first graders' academic and social behaviors. (1973). *Journal of School Psychology*, 11, 110-117. (with S. Wilson).
- Differentiating reinforcement priorities of junior high students. (1972). *Journal of Experimental Education*, 40, 76-80. (with H.L. Runyon).
- The utility of self-report in determining reinforcement priorities of primary school children. (1972). *The Journal of Educational Research*, 65, 324-328. (with J. Adkins).
- The utility of behavior contracts and behavior proclamations with advantaged senior high school students. (1972). *Journal of School Psychology*, 10, 329-338. (with J.D. Long & R.W. Yoakley).
- Relationship of class participation to personality, ability and achievement variables. (1971). *Journal of Social Psychology*, 83, 193-198.
- A model for consultation with classroom teachers on behavior management. (1971). *School Counselor*, 4, 253-259. (with K. Anandam).
- The utility of behavior management techniques in changing inter-racial behaviors. (1971). *The Journal of Psychology*, 77, 127-138. (with W.H. Cormier, G.L. Sapp, & H.B. Andrews).
- Personality, ability and achievement correlates of scholastic attitudes. (1970). *The Journal of Educational Research*, 63, 401-403.
- Religiosity, generalized anxiety, and apprehension concerning death-an abstract. (1970). *Psychiatry Digest*. (with S. Cole).

- The effect of academic integration on the self-esteem of Southern Negro students. (1970). *Journal of Social Psychology*, 80, 183-188. (with H. Byars).
- What are we learning from current university programs for disadvantaged students? (1969). *Journal of Higher Education*, 40, 274-285.
- Scholastic attitudes of Southern Negro students. (1969). *Journal of Negro Education*, 38, 74-77. (with S. Cole).
- Parental interpretation of Rorschach Cards IV and VII among adjusted and maladjusted subject. (1969). *Journal of Social Psychology*, 81, 131-135. (with S. Cole & C.H. Moore).
- Gamble on high risk students: How it is working. (1969). *AAUW Journal*, 62(4), 173-177.
- Effect of academic integration on Southern Negro students' expressed satisfaction with school. (1969). *Journal of Negro Education*, 38, 338-341.
- Effect of academic desegregation on Southern white students' expressed satisfaction with school. (1969). *Journal of Social Psychology*, 79, 203-209.
- On school marks. (1968). *The Elementary School Journal*, 69, 1-5.
- Semantic generalization under continuous and partial reinforcement schedules. (1968). *Journal of General Psychology*, 78, 267-273. (with S. Cole).
- A study of MMPI norms for college students. (1968). *Journal of Educational Research*, 61, 347. (with S. Cole).
- Religiosity, generalized anxiety, and apprehension concerning death. (1968). *Journal of Social Psychology*, 75, 111-117. (with S. Cole).
- Self concept and school adjustment. (1968). *Personal and Guidance Journal*, 46, 478-481. (with S. Cole).
- Age as a determinant of parental interpretation of Rorschach Cards IV and VII. (1968). *Perceptual and Motor Skills*, 26, 55-58. (with S. Cole).
- Contributing factors to school departures in Georgia. (1967). *Psychological Reports*, 20, 693-694. (with J.W. Pickens)
- Relationship between the QT and WAIS in a restricted clinical sample. (1967). *Psychological Reports*, 20, 283-286. (with S. Cole & H. Stewart).
- Symbolic meaning of Card II. (1967). *Perceptual and Motor Skills*, 24, 66. (with S. Cole & L. Bolen).

Psychological efficacy of religiosity in late adolescence. (1967). *Psychological Reports*, 20, 926.

Response strength as a function of pre-and post-reward delay and physical confinement. (1967). *Journal of Experimental Psychology*, 74, 420-424.

Relationship of reward quantity to vigor of Rg. (1966). *Psychonomic Science*, 6, 17-18. (with S.Cole).

## B. Chapters/Articles in Books

Current research in classroom behavior management. (1987). In J.A. Glover & R.R. Ronning (Eds.), *History of Educational Psychology*. Plenum Publishing Company.

The development of a behavioral self-concept scale (1987). In K. Corcoran & J. Fischer (Ed.), *Measures for Clinical Practice; A Sourcebook*. The Free Press. (with E.A. Workman).

The effects of group contingencies on first graders' academic and social behaviors. (1980). In H.L. Millman, C.E. Schaefer, & J.J. Cohen (Eds.), *Therapies for Children with School Behavior Problems*. Jossey-Bass, Inc. (with S. Wilson).

The comparative effectiveness of group and individually contingent free time with inner-city junior high school students. (1975). In K.D. O'Leary & S.G. O'Leary (Eds.), *Classroom Management: The Successful Use of Behavior Modification*. Elmsford, New York: Pergamon Press. (with J.D. Long).

Religiosity, generalized anxiety, and apprehension concerning death. (1974). In *Attitudes Toward Death*. New York: MSS Publishing Co., Inc. (with S. Cole).

A model for consultation with classroom teachers on behavior management. In J. Carlson, H. Splete, & R. Kern (Eds.), *The Consulting Process*. American Personnel and Guidance Association. (with K. Anandam).

Self concept and school adjustment. (1973). In J. Rosenberg & W.H. Ravenback (Eds.), *Issues in Human Behaviors* (3rd ed), Lexington: Xerox Publishing Company. (with S. Cole).

A model for consultation with classroom teachers on behavior management. (1972). In A.Herman (Ed.), *Introduction to Guidance: A Book of Readings*. Holt, Rinehart, and Winston, Inc. (with K. Anandam).

Cognitive and affective components of Southern Negro students' attitudes toward academic integration. (1970). In R. Wilcox (Ed.), *The Psychological Issues of Being Black: A Book of Readings*. John Wiley and Sons, Inc.

On school marks. (1970). In H.D. Funk & R.T. Olberg (Eds.), *Problems of the Elementary School Student Teacher: Book of Readings*. Dodd, Mead and Company.

Negro self-esteem in a transitional society. (1970). In E.D. Evans (Ed.), *Adolescence: Readings in Behavior and Development*. Rinehart and Winston, Inc. (with H. Byars).

What are we learning from current university programs for disadvantaged students. (1970). In R. Shinn (Ed.), *Culture and the School: Sociometric Significance*. International Textbook Company.

### C. Authored Books

*Making It Till Friday* (5<sup>th</sup> ed.) (2005). Princeton Book Company. (with J. D. Long).

*Manage Your Life* (4th ed.). (1991). Boston: Houghton Mifflin. (with J.D. Long).

*Instructor's Resource Manual for Manage Your Life*. (1991). Houghton Mifflin Company. (with J.D. Long).

*Toward a Self-Managed Lifestyle* (3rd ed.). (1983). Boston: Houghton Mifflin. (with J.D. Long).

*Self-Improvement Strategies for Teachers*. (1982). Princeton, New Jersey: Princeton Publishing Company. (with J.D. Long).

*Toward a Self-Managed Lifestyle* (2nd ed.). (1979). Boston: Houghton-Mifflin. (with J.D. Long).

*Toward a Self-Managed Lifestyle*. (1975). Boston: Houghton-Mifflin. (with J.D. Long).

*Cooperative Classroom Management*. (1973). Columbus: Charles E. Merrill Publishing Company. (with K. Anandam).

#### **D. ERIC Listings**

Academic causal attributions and course outcomes for college students. (2003). Report No. HE035294. (with L. Clark).

Critical thinking as a predictor and outcome measure in a large undergraduate human development course. (2003).

Internet and catalog representation of required intervention and assessment training in APA- and/or NASP-approved doctoral programs in school psychology. (2002). Report No. IR021671. (with A. Monville).

Student work habits: An educational imperative. (2001). Report No. CG030691. (with Eun Jung Oh).

Work ethic scale for middle school students. (2001). Report No. TM032544. (with V. Bush, S-H Park, L. Y. Malone, & K. Jessup).

The development of a naturalistic self-management inventory. (1983). ED219657. (with S. Thomas, P. Olsen, & M. Hector).

#### **E. Conference Presentations**

Additive effects of contingent rewards and feedback on reading outcomes (2007). Presentation at the National Association of School Psychologist Convention, New York, NY. (with E. Carroll)

Differential daily writing conditions and performance on major multiple-choice exams. (2007). Presented at the National Association for School Psychologists Convention, New York, NY. (with B. Hautau, K. Jaspers, K. Krohn, and M. Parker).

Differential daily writing contingencies and performance on multiple-choice exams. (2007). Presentation at the National Association for School Psychologists Convention, New York, NY. (with K. Jaspers, M. Parker, and K. Krohn)

Balanced cooperative learning contingencies: Independent versus dependent individual and group credit. (2007). Presentation at the Association for Behavior Analysis Convention, San Diego, CA. (with K. Krohn, M. Parker, E. Carroll, and B. Hautau)

Brief daily writing activities and exam performance. (2006). Paper presented at the Association for Behavior Analysis, Atlanta, GA. (with H. Turner and B. Hautau).

Cooperative learning at the college level: Effects of individual and group contingencies on exam performance. (2006). Paper presented at the convention of the Association for Behavior Analysis, Atlanta, GA. (with E. Carroll, and B. Hautau).

Guidelines for using cooperative learning procedures at the college level. (2006). Poster session presented at the convention of the American Psychological Association, New Orleans, LA. (with B. Hautau and E. Carroll).

- Effects of reward contingencies on math performance, participation, and interest. (2005). National Association of School Psychologists. (with R. Oliver).
- Performance patterns of high, medium, and low performers during and following a reward versus non-reward contingency phase. (2005). Association for Behavior Analysis. (with R. Oliver, R. Winn, & E. McCallum).
- Differential effects of cooperative learning contingencies on the exam scores of high-, average-, and low-performing undergraduates. (2005). Association for Behavior Analysis. (with B. Hautau & E. Carroll).
- Increasing class attendance through randomly scheduled extra-credit reactions to course lectures. (2005). Association for Behavior Analysis. (2005). (with D. Fudge & R. Oliver).
- Accuracy and sources of beliefs about developmental statements in an undergraduate human development course. (2005). National Institute on the Teaching of Psychology. (2005). (with S. Bain).
- Cooperative learning groups at the college level. (2004). The American Education Research Association, San Diego, CA. (with S. Stockdale & R. Oliver).
- High-performing low critical thinkers. (2004). The American Education Research Association, San Diego, CA. (with S. Stockdale & R. Oliver).
- Critical thinking as a predictor and outcome measure in a large undergraduate educational psychology course. (2003). The American Education Research Association, Chicago, IL.
- Multiple-choice exams: Explanations for student choices. (2001). The American Psychological Association, San Francisco. (with M. Wallace).
- Scholarly contributions of faculty at APA-Accredited School Psychology Programs 1970-1999. (2001). The American Psychological Association, San Francisco. (with R. Skrutski).
- Psychometric evaluation of self-report school work-ethic scales. (2000). National Association of School Psychologists, New Orleans. (with K.O. Jessup & P.K. Parkinson).
- Development of a school-valuing scale for middle school students. (1998). The American Psychological Association, San Francisco. (with S. Worth, Y. Malone, S.H. Park, & K. Jessup).
- Development of a work-ethic scale for middle school students. (1998). The American Psychological Association, San Francisco. (with M. Rifkin, V. Bush, & S.H. Park).

- Adaptive versus nonadaptive internal locus of control. (1991). The Society of Behavioral Medicine, Washington, D.C. (with G.D. Schneider, T.J. Pettibone, & S.P. Thomas).
- Self-report scale of self-management practices. (1991). The Society of Behavioral Medicine, Washington, D.C. (with C.A. Moore, T.J. Pettibone, & S.P. Thomas).
- Update on a new locus of control scale. (1990). Mid-South Education Research Association, New Orleans. (with G. Schneider, T.J. Pettibone, & S.P. Thomas).
- Development of a new locus of control scale. (1989). Mid-South Education Research Association, Little Rock. (with G. Schneider, T.J. Pettibone, & S.P. Thomas).
- Optimism and locus of control for health and affiliation among the elderly. (1987). Southeastern Psychological Association, Atlanta. (with S. Guarnera).
- The relationship of rap group participation, self-management effectiveness, and support unit help to self-reported aggressiveness in Vietnam Veterans. (1986). Southeastern Psychological Association, Orlando, FL. (with C. Burnette & J. Law).
- The relationship of self-management effectiveness to measures of health. (1985). Society of Behavioral Medicine, New Orleans. (with J. Jozwiak).
- Self-report measurement of self-assessment. (1985). Southeastern Psychological Association, Atlanta. (with D. Young, J. Jozwiak, & M. Hector).
- Relationship between Type A or B behaviors and Type A or B beliefs in an industrial setting. (1985). Southeastern Psychological Association, Atlanta. (with A. Philp).
- Self-management effectiveness among healthy adults: Its relationship to measures of health. (1985). Southeastern Psychological Association, Atlanta. (with J. Jozwiak).
- Type A and B subjects' responses to potentially frustrating situations. (1985). Western Psychological Association, San Jose. (with A. Henly).
- Naturalistic assessment of health related life style. (1985). The Society of Behavioral Medicine, New Orleans. (with D. Young, J. Jozwiak, & M. Hector).
- Identifying approaches toward behavior change. (1983). American Education Research Association, New York City. (with P. MacMorran, M. Hector, & D. Olsen).
- The development of a naturalistic self-management inventory. (1983). American Education Research Association, New York, NY. (with S. Thomas, D. Olsen, & M. Hector).

- Personal orientation toward change: Refinement of an instrument for self-management research. (1980). American Education Research Association. Boston: MA. (with M.A. Hector & S.W. Huck).
- Relationship between personal change perspectives and life-style characteristics. (1980). American Personnel and Guidance Association. Atlanta: GA. (with M.A. Hector & O. Fraker).
- Personal orientations toward change: A new instrument for self-management research. (1979). American Psychological Association. New York, NY. (with M. A. Hector & S.W. Huck).
- Encounter with oneself: Self-management for the counselor. (1979). Tennessee Personnel and Guidance Association. Memphis, TN. (with M.A. Hector).
- Self-managed lifestyle. (1975). American Personnel and Guidance Association. New York, NY. (with J.D. Long & L. Clark).
- Classroom behavior modification: Individual and group approaches. (1971). American Personnel and Guidance Association. Atlantic City, NJ. (with G.L. Sapp, K. Anandam, & H.B. Andrews).
- Altering interracial responses via behavior management procedures. (1971). American Personnel and Association. Atlantic City, NJ. (with W.H. Cormier, G.L. Sapp, & H.B. Andrews).
- What are we learning from current programs for disadvantaged students? (1968). National Association of State Universities and Land Grant Colleges. Washington, DC.
- Response strength as a function of pre-and post-reward delay and physical confinement. (1967). Georgia Psychological Association in Atlanta, GA.

#### **IV. Graduate Students Supervised, Title of Their Theses/Dissertations, and Dates Degrees Awarded**

- Von Mizener, Briana. The Effects of Choice and Reward Conditions on Math Performance and Voluntary Engagement in Math Activity; Fall, 2008.
- Carroll, Erin. Additive Effects of Contingent Rewards and Performance Feedback on Reading Performance under Intensive Reading Instruction; Fall, 2008.
- Crisp Turner, Haley. Linkage between Daily Writing Activities and Performance on Major Multiple-Choice Exams; Fall, 2007.
- Oliver, Renee. Performance Patterns of High, Medium, and Low Performers During and Following a Reward Versus Non-Reward Contingency Phase; Fall, 2005.

- Booher, Carrie. Critical Thinking as a Predictor of Test Performance and as an Outcome Measure in a Large Undergraduate Human Development Course; Fall, 2003.
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- Carper, Robin. Scholarly Productivity, Publication Outlets and Academic Themes of Faculty in APA-Accredited School Psychology Programs: 1995-1999; Fall, 2002.
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- Oh, Eun Jung. The Psychometric Properties of the Student Work Habits Rating Form; Spring, 2000.
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- Bush, Vivian. Development of a Work-Ethic Scale for Middle School Students; Spring, 1999.
- Malone, Yvonne. Developing an Instrument to Measure Middle School Children's Perceptions of the Relationship between School-Related Behaviors and Adult Opportunities; Summer, 1998.
- Streeter, Karen. The Effects of Rational-Emotive Education on Academic Performance and Career Perspectives of At-Risk Students; Fall, 1997.
- Draper, Gwynetta. Social, Cognitive and Academic Factors Associated with High School Seniors= Educational Expectations; Fall, 1996.

- Price, Donald. The Relationship of Self-Management, Time-Management and Personality Measurements to Academic Performances; Spring, 1996.
- Williams, Craig. Preventive Mental Health and a Psychological Program for Cancer Patients; Fall, 1995.
- Verble, John. Self-Management, Time-Management, and Personality Type; Spring, 1994.
- Vogelsang, Lisa. The Relationship fo Lifestyle Management to the Development of Carpal Tunnel Syndrome; Spring, 1993.
- Barkdoll, Sharon. Positive Affect, Self-Mangement, and Stress as They Relate to Teachers' Intrinsic and Extrinsic Job Satisfaction; Spring, 1992.
- Lankford, Gary. Processes and Stages of Personal Health Behavior Change; Spring, 1992.
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- Jernigan, Harold W. Jr. The Relationship Between the Frequency of Occurrence of Potentially Stressful Events and Their Overall Ranking by School Psychologists, with Exercise as a Moderating Variable; Spring, 1988.
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- Philp, Alan S. An Examination of the Relationships Among the Type A Behavior Pattern, Hostility, and Locus of Control Beliefs; Winter, 1987.
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- Henly, Anne C. Cognitive and Behavioral Responses to Potentially Frustrating Situations: Self-Reports of Type A and Type B Individuals; Summer, 1984.
- Hart, Lorraine. Self-Talk and Exercise Behavior; Winter, 1984.
- Thomas, Sandra. The Relationship Between Selected Psychological, Environmental, and Behavioral Variables and Health Status of Americans in Middle Adulthood; Summer, 1983.
- Hendry, Allen B. Behavioral Self-Management of On-Task Behavior in a Sheltered Workshop Setting; Summer, 1983.
- Pritchard, Betty J. The Effect of Gender and Sex Role Orientation on Approaches to Behavior Change, Locus of Control and Overall Effectiveness in Self-Management of College Students; Fall, 1981.
- Churchey, Phyllis J. A Comparison of Police Officers and Municipal Employees in the Realms of Locus of Control, Change Orientation, and Life-Style; Winter, 1980.
- Cardozo, Paul J. The Assertiveness of Hypertensives: A Personality Study; Fall, 1979.
- Ray, Steven. An Adaption of the "Wechsler Intelligence Scales (Performance) for Children-Revised" for the Deaf; Fall, 1979.
- Alderman, Terry. The Relationship Between Affective Teaching Behavior and Teacher Ability to Modify the Behavior of Students Through the Use of Approval; Winter, 1979.
- Howell, Terry. The Effects of Profane and Intimate Disclosures on the Self Discipline Process; Winter, 1979.
- Holt, Essie Williams. The Effects of Behavioral Group Counseling Using Self-Verbalization on the Self-Responsibility and Academic Achievement of Culturally Different Adolescents; Fall, 1978.
- Clay, Celina May. The Utility of Behavioral Descriptions for Predicting Self-Concepts in Children; Spring, 1978.

- Vance, Phoebe. A Study of the Effects of Self-Modeling Techniques by Videotape Feedback Upon the Acquisition of Counseling Skills by Counselor Trainees; Spring, 1978.
- Begalla, Martha E. The Comparison of the Performance and Achievement Value of Work, Volunteer and Homemaking Behaviors of Supervisory Male and Female Employees, Non-Supervisory Female Volunteer Workers; Fall, 1976.
- Moore, Kathleen B. A Study of Affective Self-Disclosure and Interaction Trends During an Encounter Group Session; Summer, 1976.
- Keefauver, Linda. The Effects of a Program of Coaching on Scholastic Aptitude Test Scores of High School Seniors Pre-tested as Juniors; Summer, 1976.
- Lane, Cornell. The Effects of Three Types of Background Music on Selected Behaviors in an Elementary School Setting; Summer, 1976.
- Mattice, Elizabeth. Dreikur's Goals of Misbehavior Theory: Child and Teacher Generation of a Neoadlerian Construct; Summer, 1976.
- Serena, Michael. A comparative Study of Norm- and Criterion-Referenced Measures with an Examination of the Effects of Manipulating Instructional Objectives and Methods of Study as They Relate to Student Multiple-Choice Quiz Performance; Summer, 1976.
- Heins, Margaret. A Comparison of the Performance of High Risk Student Admission to Nursing with That of Regularly Admitted Students; Summer, 1975.
- Wilson, Hayden. The Effects of Contingent and Noncontingent Teacher Approval on Reported Feelings of Self Esteem; Summer, 1975.
- Wilson, Sandra. Determining the Effects of Two Differential Self-Modeling Techniques on the Acquisition of Appropriate Counseling Behaviors of Counselor Trainees; Summer, 1975.
- Callahan, Helen. The Effect of Reading Experience and Materials Adapted to the Slow Reader; Spring, 1975.
- Clark, Robert. Comparative Effects of Instructions, Self-Monitoring, and Self-Reinforcement on Teacher Attending Behavior; Winter, 1975.
- Clark, Linda. The Effects of a Contingency System on the Rate, Content and Length of Undergraduates Verbal Responses; Fall, 1974.
- Fuller, Deena. Instructional Strategies for Changing Expressed Opinions Toward Classroom Behavior Management; Fall, 1973.

- Kindall, Luther. To Praise and Ignore Classroom Behaviors, or to Praise and Punish Classroom Behaviors: That is the Question; Fall, 1973.
- Carrico, Kenneth. Statistical Analysis of a Behavior Modification Opinionnaire; Fall, 1973.
- Eller, Ben. The Effect of Factual Versus Applied Oral Presentations on Expressed Opinions Toward Statistics; Summer, 1973.
- Glover, John. The Effects of Three Reinforcement Contingencies on Creative Responding; Summer, 1973.
- Long, James. The Comparative Utility of Structural Lessons, Group and Individuality Contingent Events, and Conditioned Reinforcers in Modifying Classroom Behaviors; Spring, 1972.
- Swisher, Richard. An Investigation of Feedback Techniques as a Means of Teaching Class Size Groups the Use of Eidetic Imagery; Summer 1971.
- Finkler, John. Rate of Acquisition and Level of Retention of a Verbal Operant Behavior as a Function of Contingency Instructions; Fall 1971.
- Callahan, Helen. Social Reinforcement Versus Behavior Contract in Modifying Classroom Behaviors; Summer, 1972.
- Frye, Virginia. The Comparative Effects of Two Types of Teacher Consequences on Student Verbalizations; Summer, 1972.
- Konya, Bruce. The Effects of Higher and Lower Order Teacher Questions on the Frequency and Type of Student Verbalizations; Summer, 1972.
- Jessee, Randall. The Effects of Points and Back-Up Reinforcers on Appropriate Classroom Behavior; Summer, 1971.
- Froman, Frank. Effects of Peer Tutoring, Brief Individual and Group Counseling, and Reinforcement on the Academic Achievement of High Risk College Students; Summer, 1971.
- Wilson, Anthony. Aversive Properties of an Auditory Stimulus as a Function of Association with Removal of Group Contingent Reinforcement; Summer, 1970.
- Andrews, Henry. The Effects of Group Contingent Reinforcement on Student Behavior; Fall, 1970.
- Keefauver, Linda. Modification of Deviant Behavior in the Classroom Through Group Contingent Reinforcement; Summer, 1970.

Sapp, Gary Lee. The Application of a Contingency Contracting System to the Classroom Behavior of Negro Adolescents; Summer, 1970.

Bouchillon, Bill. A Comparison of Four Techniques in the Modification of Expressed Self-Concept for Low Achieving College Students; Summer, 1970.

Fletcher, Minos. A Study of the Relationship Between Aggression in the Verbally Reported Content of Dreams and Some Conceptually Related Measures of Personality; Summer, 1970.

Runyon, Howard. A Paired Comparison Technique for Determining Reinforcement Priorities of Individual Children; Summer, 1969.

Atkins, Jan. A Forced-Choice Technique for Determining Reinforcement Priorities of Primary School Children; Summer 1969.

## **V. Editorial Assignments**

Have served on the Editorial Board for the *Education & Treatment of Children*, *Educational Psychology Review*, *The Teacher Educator*, *Inquiry: Critical Thinking across the Disciplines*, and *Journal of Behavioral Education*.

Served as Guest Editor for two editions of *Educational Psychology Review* that dealt with the promotion of mental and physical health in school children.

Currently serve on the Editorial Boards for *The Teacher Educator*, *Journal of Behavioral Education*, and *Inquiry: Critical Thinking across the Disciplines*.

## **VI. Professional Contributions/Service**

Served as the Departmental Representative for Review of Human Subjects Proposals (2002-2007).

Served as Member of Academic Review Committee in the College of Education, Health, and Human Sciences (2004-2007).

Served as a Member of Committee to Draft the Departmental Strategic Planning Document (2004-2005).

Chaired Search Committee to Select a Coordinator for the Rehabilitation Counseling Program (2005).

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