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2021            PhD, University of South Carolina  
                  Special Education (Research & College Teaching)  
                  Dissertation Title: *A Conceptual Analysis of the Mand and its Relevance to Mand Acquisition*  
                  Advisor: Dr. Katie Wolfe

2012            MEd, Arizona State University  
                  Curriculum & Instruction (Applied Behavior Academic)

April 2022 - Present    *Assistant Professor of Instruction & Practicum Coordinator*  
                                  University of South Florida

2021-2022            *Research Postdoctoral Fellow, National Autism Center*  
                                  The May Institute, Randolph, MA

2021-2022

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Title	An Evaluation of Video Modeling on Teacher Fidelity of Mand Training Across Mand Topographies
Source	Organization for Autism Research (\$1651.00)
Role	Principal Investigator
Duration	2020-present

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- Chezan, L. C., Bauer, A. M., \_\_\_\_\_, M. N., & Drasgow, E. (2024). Functional communication training in schools: A systematic analysis of the evidence for ecological validity. *Behavior Modification*, 0(0). <https://doi.org/10.1177/01454455241264816>
- \_\_\_\_\_, M. N., Wolfe, K., Gao, R., & Starrett, A. (2024). Training Preservice Teachers to Make Data-Based Decisions: A Comparison of Two Interventions. *Remedial and Special Education*, 07419325231222482.
- Gould, K., Martin, R. J., Bottini, S., Crowley-Zalaket, J., Losh, A., \_\_\_\_\_, M., Wolgemuth, J.R., & Anderson, C. (2023). Behavioral Parent Training Via Telehealth for Autistic Children in Rural Appalachia: A Mixed Methods Feasibility Study. *Journal of Positive Behavior Interventions*. <https://doi.org/10983007231200541>.
- Chezan, L. C., \_\_\_\_\_, Wolfe, K., Drasgow, E., & Tabacu, L.M. (2022). Teachers' familiarity, confidence, training, and use of problem behavior interventions for learners with autism spectrum disorder in school settings. *Journal of Developmental and Physical Disabilities*, 35, 863-887. <https://doi.org/10.1007/s10882-022-09885-2>
- Shillingsburg, A., & \_\_\_\_\_ (2022). Teaching students with extensive support needs to ask for information. *TEACHING Exceptional Children*, 54(6), 449–450. <https://doi.org/10.1177/00400599221108583>
- \_\_\_\_\_, Wolfe, K., & Zaluski, K. (2021). POWER: A caregiver implemented intervention for increasing child mands. *Behavior Analysis in Practice*.
- Wolfe, K., \_\_\_\_\_, LeJeune, L.M., & Holt, A.K. (2021). Training preservice practitioners to make data-based instructional decisions. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-021-09439-0>
- Chezan, L.C., \_\_\_\_\_, Drasgow, E., & Wolfe, K. (2020). The ecological validity of research studies on function-based interventions in schools for young children with

autism spectrum disorder. *Behavior Modification*.  
<https://doi.org/10.1177/0145445520964921>

Wolfe, K., & (2020). The analysis of single-case research data: Current instructional practices. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-020-09403-4>

Wolfe, K., Pound, S., Chezan, L.C., & Drasgow, E. (2019). A systematic review of interventions to promote varied social-communication behavior in individuals with autism spectrum disorder. *Behavior Modification*, 43(6), 790-818.  
<https://doi.org/10.1177/0145445519859803>

Wolfe, K., Check, A. (2022). Characteristics of learners with autism spectrum disorder. In *Evidence-Based Practices for Supporting with Individuals Autism Spectrum Disorder*. (eds. L.C. Chezan, K. Wolfe, and E. Drasgow), pp.25-44). Maryland: Rowman & Littlefield Publishers.

Wolfe, K., Check, A. (2022). Progress monitoring and data-based decision making. In *Evidence-Based Practices for Supporting with Individuals Autism Spectrum Disorder*. (eds. L.C. Chezan, K. Wolfe, and E. Drasgow), pp.137-168). Maryland: Rowman & Littlefield Publishers.

& Wolfe, K. (2019). A comparison of mand training and discrete trial training on the acquisition of vocal mands suggests that an antecedent verbal stimulus may inhibit independent manding. *Evidence-Based Communication Assessment and Intervention*, <https://doi.org/10.1080/17489539.2019.1643065>

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Morton, H.E., Gould, K., Buchanan, K.A., Rutter, T.M., Wood, E.K., Martin, R., .., & Bottini, S.B. (2023, May). *Use of autistic self-report in autism research: A systematic review of literature published in 2021*. Poster presented at the International Society for Autism Research Annual Meeting, Stockholm, Sweden.

Bottini, S.B., .., Martin, R., Gould, K., Williams, Z., Dwyer, P., Onaiwu, M., Busick, M., & Anderson, C. (2023, May). *A systematic review of assent practices in research that establish evidence-based practices for autistic individuals*. Poster presented at the International Society for Autism Research Annual Meeting, Stockholm, Sweden.

Chezan, L.C., Wolfe, K., & Drasgow, E. (2022, May). *Function-*

*based interventions for students with autism spectrum disorder in school settings.*  
Presented at the 48<sup>th</sup> Association for Behavior Analysis International annual  
conference, Boston, MA.

Wolfe, K., & Check, A. (2022, May). *Searching for the active  
ingredients: A review of the critical components in mand training interventions*.  
Presented at the 48<sup>th</sup> Association for Behavior Analysis International annual  
conference, Boston, MA.

*communication behavior in individuals with autism spectrum disorder*. Poster presented at the South Carolina Association for Behavior Analysis Conference, Greenville, SC.

& Wolfe, K. (2018, November). *Data analysis in single-case research: Current instructional practices*. Poster session presented at South Carolina Association for Behavior Analysis Conference, Greenville, SC.

(2020, February). Teaching Requests: Strategies to Improve Communication. Workshop presented to parents at SPARK at MUSC and the USC Early Social Development Lab Autism Research and Resource Fair, Columbia, SC.

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***Dissertation Committee (Member)***

1. 2022-present Ariadna Martinez, Ph.D. in ABA
2. 2022-present Jesenia Giambrone, Ph.D. in ABA

***Thesis Committee (Co-Chair)***

1. 2023-present Vasiliki Kallivrousis, M.S. in ABA
2. 2022-present Julia Chase, M.S. in ABA
3. 2022-2024 Breanna White, M.S. in ABA. The effects of scenic pictures and progressive time delay on intraverbal responding

***Thesis Committee (Member)***

1. 2022-present Samantha Groom-Sheddler, M.S. in ABA
2. 2022-2024 Barbara Rodriguez, M.S. in ABA. Using instructive feedback to expand second language of children with autism spectrum disorder
3. 2022-2024 Carlie Lawson, M.S. in ABA. Teaching caregivers to implement the Picture Exchange Communication system: An evaluation of video-modeling
4. 2022-2024 Paris Thie, M.S. in ABA. Evaluating the prevent-teach-reinforce secondary (PTR-SEC) model for middle school students with disabilities requiring individualized behavior supports
5. 2021-2024 Megan Baumgartner, M.S. in ABA. Comparison of contingent vocal imitation with and without supplemental reinforcement on vocalizations of children with ASD
6. 2021- present Mallory Platt, M.S. in ABA
7. 2020-2022 Talitha Vargas, M.S. in ABA. Reducing screaming when items/toys are touched by others

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Breakthrough Graduate Scholars Award. (2021). The Office of the Vice President for Research, University of South Carolina

Edward G. Carr Scholarship. (Spring, 2021). College of Education, University of South Carolina

Edward G. Carr Scholarship. (Spring, 2021). College of Education, University of South Carolina

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2022 - Present	BACB ACE Provider
2022 - Present	ABAI VCS Coordinator
2018-2021	Preparing Future Faculty Program University of South Carolina
2019-2020	Academic Affairs Review Committee University of South Carolina

Editorial Board

2022-2023 Board of Editors, Journal of Applied Behavior Analysis

Guest Reviewer

2021-Present Behavior Analysis in Practice

2021-Present Journal of Behavioral Education

2021-Present Journal of Applied Behavior Analysis

2021-Present Focus on Autism and Other Developmental Disabilities

2018-2020 Advances in Neurodevelopmental Disorders

2018-2020 Behavior Analysis: Research and Practice

2018-2020 Journal of Early Intervention

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