

Meka N. McCammon, PhD, BCBA-D

Assistant Professor of Instruction

mccammon@usf.edu

EDUCATION

- 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 Analysis)
- 2008 BS, University of South Carolina
Major: Biological Sciences
Minor: Psychology

PROFESSIONAL CERTIFICATIONS

- 2013-present Board Certified Behavior Analyst-Doctoral (BCBA-D) (#1-13-12745)
2010-2012 Board Certified Assistant Behavior Analyst (#0-10-3972)

PROFESSIONAL POSITIONS

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 *Assistant Adjunct Professor*
University of South Carolina
- 2021- 2021 (Fall) *Assistant Adjunct Professor*
Old Dominion University
- 2021 (Spring) *Research Coordinator*
University of South Carolina, Columbia, SC
- 2018-2021 *Adjunct Instructor*
University of South Carolina, Columbia, SC
- 2018-2020 *Graduate Assistant*
University of South Carolina, Columbia, SC
- 2018 *Teaching Assistant*
University of South Carolina, Columbia, SC

FUNDED EXTERNAL GRANTS

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

PUBLICATIONS

Articles in Peer Reviewed Journals

- Chezan, L. C., Bauer, A. M., **McCammon**, 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>
- McCammon**, 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., **McCammon**, 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., **McCammon**, M. N., 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., & **McCammon**, M. (2022). Teaching students with extensive support needs to ask for information. *TEACHING Exceptional Children*, 54(6), 449–450. <https://doi.org/10.1177/00400599221108583>
- McCammon**, M.N., Wolfe, K., & Zaluski, K. (2021). POWER: A caregiver implemented intervention for increasing child mands. *Behavior Analysis in Practice*.
- Wolfe, K., **McCammon**, M.N., 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., **McCammon**, M. N., 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., & **McCammon, M.N.** (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., **McCammon, M.N.**, 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>

Book Chapters

Wolfe, K., **McCammon, M.N.**, 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., **McCammon, M.N.**, 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.

Invited Commentary

McCammon, M.N., & 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>

PROFESSIONAL PRESENTATIONS

Morton, H.E., Gould, K., Buchanan, K.A., Rutter, T.M., Wood, E.K., Martin, R., **McCammon, M.N.**, & 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., **McCammon, M.N.**, 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., **McCammon, M.N.**, Wolfe, K., & Drasgow, E. (2022, May). *Function-*

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

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

Chezan, L. C., **McCammon, M.N.,** Drasgow, E., & Wolfe, K. (2021, May). *The ecological validity of function-based interventions in research and practice.* Presented at the 47th Association for Behavior Analysis International annual conference, Online.

McCammon, M.N., Wolfe, K., & Zaluski, K. (2021, May). *POWER: A caregiver implemented intervention for increasing child mands.* Presented at the 47th Association for Behavior Analysis International annual conference, Online.

Wolfe, K., **McCammon, M.N.,** LeJeune, L.M., & Check, A. (2021, May). *A review of visual analysis reporting procedures in the functional communication training literature.* Presented at the 47th Association for Behavior Analysis International annual conference, Online.

Wolfe, K., **McCammon, M.N.,** LeJeune, L. M., & Holt, A.K. (2020, May). *Training preservice practitioners to make data-based instructional decisions.* Presented at the 46th Association for Behavior Analysis International annual conference, Online.

McCammon, M.N., Wolfe, K., & Zaluski, K. (2019, November). *POWER: A caregiver implemented intervention for increasing child mands.* Poster session presented at South Carolina Association for Behavior Analysis Conference, Charleston, SC.

Wolfe, K., **McCammon, M.N.** (2019, May). *Data analysis in single-case research: Current instructional practices.* Presented at the 45th Association for Behavior Analysis International annual conference, Chicago, IL.

Wolfe, K., Pound, S., **McCammon, M.N.,** Chezan, L.C., & Drasgow, E. (2019, May). *A systematic review of interventions to promote varied social-communication behavior in individuals with autism spectrum disorder.* Presented at the 45th Association for Behavior Analysis International annual conference, Chicago, IL.

Wolfe, K., Pound, S., **McCammon, M.N.,** Chezan, L.C., & Drasgow, E. (2018, November). *A systematic review of interventions to promote varied social-*

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

McCammon, M.N. & 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.

Seminars

McCammon, M.N. (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.

DISSERTATION AND THESE COMMITTEES

University of South Florida

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

SCHOLARSHIPS AND AWARDS

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

PROFESSIONAL SERVICE ACTIVITIES

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 Positions

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

CURRENT PROFESSIONAL MEMBERSHIPS

1. Association for Behavior Analysis International
2. Association of Professional Behavior Analysts
3. Black Applied Behavior Analyst