

SARA J. MCCANE-BOWLING, Ph.D., NCSP

OFFICE ADDRESS

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EDUCATION

University of Tennessee (Ph.D., August 2007), Knoxville, TN

Major: Education, 4.0 GPA

Program Area: School Psychology (APA and NASP Accredited Program)

Eastern Kentucky University (B.S., May 2001), Richmond, KY

Major: Psychology, 4.0 GPA, Honors Scholar, *Summa Cum Laude*

Minors: Mathematics and American Sign Language

LICENSES AND CERTIFICATIONS

National Register of Health Service Providers in Psychology, Registrant Identification Number 52463.
Issued 6-29-2009.

Licensed Psychologist, Health Service Provider, State of Tennessee Board of Examiners in Psychology.
License Number 2806. Issued 11-14-2008.

Nationally Certified School Psychologist, National Association of School Psychologists. Certification
Number 36550. Issued 8-23-2007.

Certified School Psychologist, State of Tennessee Department of Education. Issued 8-27-2007.

HIGHER EDUCATION EXPERIENCE

University of Tennessee at Chattanooga, School Psychology Program, Chattanooga, TN

Position: Assistant Professor

August 2010 – present

- Teach assessment coursework for school psychology graduate students
 - Fall 2010 Courses – EDSP/EPYSY 5160, EDSP/EPYSY 5360 and EPYSY 6350
 - Spring 2010 Courses – EPYSY 6300
- Teach additional courses for the School of Education (i.e., EDUC 5150)
- Serve on Capstone Project committees for school psychology students completing internship requirements
- Serve on Faculty Research Committee (2011 – 2012 academic year)
- Serve as an alternate for the Grade Appeals Committee (2011 – 2012 academic year)
- Participate in other service and learning activities at UTC and within the surrounding community
- Conduct scholarly research related to the field of school psychology

University of Tennessee at Chattanooga, School of Education, Chattanooga, TN
Position: Guest Lecturer, EDSP 504 (Classroom Management)
July 20, 2010, February 3, 2011 & July 12, 2012

- Presented information to students enrolled in EDSP 504 regarding Positive Behavior Intervention Supports (PBIS) features for Tier 1 implementation.

University of Tennessee at Chattanooga, School of Education, Chattanooga, TN
Position: Guest Lecturer, EDSP 504 (Classroom Management)
April 21, 2011

- Presented information to students enrolled in EDSP 504 regarding functional behavior assessment (FBA) in school settings.

University of Tennessee, Department of Theory and Practice in Teacher Education, Knoxville, TN
Position: Guest Lecturer, SPED 470 (Psychology of the Exceptional Child)
July 15, 2010

- Presented information to students enrolled in SPED 470 regarding the special education referral process, disability categories served, and the Response to Intervention and discrepancy models for determining eligibility for services as a student with a specific learning disability.

Provisional License Supervision
Position: Postdoctoral Clinical Supervisor
January 2010 – March 2011

- Provide direct supervision for a provisionally licensed psychologist pursuing licensure as a health service provider in the state of Tennessee.

Tennessee Internship Consortium in Psychology (TIC), Knoxville, TN
Position: Clinical Supervisor
August 2007 – January 2010

- Provided training to doctoral-level school psychology interns enrolled in APA accredited internship site located in the Knoxville area.
- Voting member of TIC Board of Directors.

University of Tennessee, School Psychology Program, Knoxville, TN
Position: Field Supervisor, School Psychology 650
August 2007 – January 2010

- Supervised doctoral-level graduate students in school psychology consultation practicum. Provided students with field experience in behavioral and academic consultation / intervention in school-based setting. Course offered Fall and Spring semesters.

University of Tennessee, School Psychology Program, Knoxville, TN
Position: Field Supervisor, School Psychology 546
January 2007 – May 2007

- Supervised a doctoral-level graduate student in school psychology orientation practicum. Provided student with introductory school-based experiences. Course offered Fall and Spring semesters.

Eastern Kentucky University, Math Department, Richmond, KY

Position: Developmental Math Lab Instructor

August 1999 – May 2000 and January 2000 – May 2001

- Administered quizzes and tests to students in developmental math courses
- Reviewed class lecture material in a smaller class setting (typically 25 students)

COMMITTEES AND OTHER RELEVANT PROFESSIONAL EXPERIENCES

University of Tennessee at Chattanooga, Chattanooga, TN

Position: Committee Member

August 2011 – present

- Serve on Faculty Research Committee (2011 – 2012 academic year)
- Serve as an alternate for the Grade Appeals Committee (2011 – 2012 academic year)

APPLE Psychological Consultants, LLC, Maryville, TN

Position: Advisory Board Member

August 2010 – present

- Serve as a member of the APPLE Psychological Consultants, LLC Advisory Board
- Provide management advice via monthly meetings regarding the potential direction of a private practice providing a spectrum of psychological services to children, adolescents, and adults
- Serve a consultant regarding ethical practices

University of Tennessee, Connections for Education Outreach, Knoxville, TN

Position: Educational Consultant / Coordinator III

January 2010 – July 2010

- Served as an educational consultant under the Positive Behavior Support and Inclusion grant funded from the Tennessee Department of Education, Division of Special Education and managed out of the University of Tennessee, Knoxville
- Provided staff training and technical assistance to designated school systems in East Tennessee to develop and implement school-wide positive behavior supports and more inclusive and integrated systems of education for all students
- Provided support, guidance, and feedback to school staff implementing positive behavior supports and evidence-based educational practices to improve behavioral and academic outcomes for all students in inclusive school settings
- Provided a variety of professional development activities to improve schools' capacity to provide systems of positive behavior support and evidence-based inclusive practices

Little Tennessee Valley Educational Cooperative, Loudon, TN

Position: School Psychologist

August 2007 – January 2010

- Worked as a school psychologist in a rural school system in southeastern Tennessee. Serve two schools (1 elementary, 1 high school). Carried caseload of approximately 1800 students (250 special education students).
- Conducted comprehensive psychological evaluations of cognitive, academic, social/emotional and behavioral functioning. Analyzed, interpreted, and reported evaluation results to parents and school personnel and made recommendations for educational planning. Provided consultation to teachers, families, and administrators.
- Served a wide range of student populations including low socioeconomic status, limited English proficient, mild to profound cognitive disabilities, conduct disorder, Attention Deficit / Hyperactivity Disorder, and autism spectrum disorders.
- Served as chairperson of the student support team at both schools.
- Conducted in-service trainings for staff on a variety of educational and mental health topics.
- Oversaw county-wide implementation of formative assessments in reading, writing, and math as system prepares to convert to the Response to Intervention model to diagnose learning disabilities.

Little Tennessee Valley Educational Cooperative (LTVEC), Loudon, TN

Post-Doctoral School Psychologist

August 2007 – November 2008

- Worked in the traditional role of a school psychologist by conducting psychological assessments and providing school consultation while meeting state requirements for licensure as a psychologist.
- Participated in one hour of post-doctoral clinical supervision per week.

Direct Supervisor: Jerome H. Morton, Ph.D., Licensed Psychologist

Tennessee Internship Consortium in Psychology (APA Accredited Internship), Loudon, TN

Position: School Psychology Intern

August 2006 – July 2007

- Conducted comprehensive assessments to determine eligibility for special education services
- Conducted Attention Deficit / Hyperactive Disorder screenings
- Conducted school-wide academic screenings and progress monitored students' progress
- Consulted with regular education teachers to develop academic and behavioral interventions
- Provided in-service trainings for teachers
- Participated in two hours of individual supervision per week and two hours of group supervision per week

Direct Supervisors: Jamie Fearington, Ph.D. and Christy Sorrell, Ph.D., Licensed Psychologists

Group Supervisor: Ron Carlini, Ph.D., Licensed Psychologist

University of Tennessee, Office of Professional Licensure, Knoxville, TN

Position: Graduate Assistant

August 2002 – May 2006

- Determined students' eligibility for the teacher education program
- Organized Title II paperwork
- Organized intern scholarship paperwork

University of Tennessee, School Psychology Program, Knoxville, TN

Position: Graduate Research Assistant

August 2004 – May 2005

- Reviewed professional literature in the field of reading
- Developed subtests to be included in the Test of Dyslexia: Rapid Assessment Profile (TOD-RAP) based on the reviewed literature and reformatted subtests for group administration

University of Tennessee, School Psychology Program, Knoxville, TN

Position: Testing Coordinator

January 2004 – August 2004

- Coordinated pilot testing of the Test of Dyslexia (TOD)
- Conducted data analyses in order to improve the current test
- Created and maintained database for all TOD data
- Aided in TOD test construction and revision

PEER-REVIEWED PUBLICATIONS

Hilton, A. N., Hopkins, M. B., Skinner, C. H., & **McCane-Bowling, S. J.** (2011). Enhancing sight-word reading in second-grade students using a computer-based sight-word reading system. *Journal of Evidence-Based Practices in the Schools, 12*(2).

McCleary, D. F., Aspiranti, K. B., Skinner, C. H., Luna, E., Murray, K., **McCane-Bowling, S. J.**, & Woody, A. (2011). Enhancing math-fact fluency via taped-problems in intact second- and fourth-grade classrooms. *Journal of Evidence-Based Practices in the Schools, 12*(2).

Kirk, E. R., Becker, J. A., Skinner, C. H., Fearington, J. Y., **McCane-Bowling, S. J.**, Amburn, C., Luna, E., & Grear, C. (2010). Decreasing inappropriate vocalizations using group contingencies and Color Wheel procedures: A component analysis. *Psychology in the Schools, 47*(9), 931-943.

Bell, S., McCallum, R. S., Kirk, E. R., Fuller, E. J., & **McCane, S. J.** (2007). Investigation of the psychometric attributes of the Test of Silent Contextual Reading Fluency. *Assessment for Effective Intervention, 33*(1), 39-46.

McCane, S. J. (2006). Test review: Motor-Free Visual Perception Test: Third Edition. *Journal of Psychoeducational Assessment, 24*(3), 265-272.

McCallum, R. S., Bell, S. M., Wood, M. S., Below, J. L., Choate, S. M., & **McCane, S. J.** (2006) What is the role of working memory in reading relative to the big three processing variables (orthography, phonology, and rapid naming)? *Journal of Psychoeducational Assessment, 24*(3), 243-259.

CONFERENCE PRESENTATIONS

Canaday, M. K., Fearington, J. Y., **McCane-Bowling, S. J.**, Skinner, C. H., & Gagnon, S. (2012, February) Using social-behavioral learning strategies as an intervention for autism. Poster session submitted for presentation at the annual convention of the National Association of School Psychologist, Philadelphia, PA.

Dickerson, L. K., Fearington, J. Y., Kidder-Ashley, P., **McCane-Bowling, S. J.**, Sorrell, C. A., Gagnon, S. G., & Bergman, S. (2012, February). Performance differences in mathematics curriculum-based measurement across gender. Poster session submitted for presentation at the annual convention of the National Association of School Psychologist, Philadelphia, PA.

- Braun, L. M., Fearington, J. Y., Kidder-Ashley, P., Masland, L., **McCane-Bowling, S. J.**, & Sorrell, C. A. (2012, February). Predictive validity of reading curriculum-based measures and high stakes testing. Poster session submitted for presentation at the annual convention of the National Association of School Psychologist, Philadelphia, PA.
- Fearington, J. Y., Mullinax, A. M., Thompson, L. J., Dickerson, L. K., Pierce, L., **McCane-Bowling, S. J.**, & Gagnon, S. (2012, February). Teachers present concerns pertaining to response to intervention. Poster session submitted for presentation at the annual convention of the National Association of School Psychologist, Philadelphia, PA.
- Dickerson, L., Fearington, J. Y., Bergman, J., **McCane-Bowling, S. J.**, & Sorrell, C.A. (2011, February). Gender differences in mathematics curriculum-based measurement. Poster session presented at the annual convention of the National Association of School Psychologist, San Francisco, CA.
- Fearington, J. Y., Reynolds, S. B., **McCane-Bowling, S. J.**, & Sorrell, C. A. (2010, March). Predictive validity of mathematics curriculum-based measurement. Poster session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Aspiranti, K. B., Skinner, C., & **McCane, S. J.** (2009, May). Increasing writing fluency in two third-grade students. Poster session presented at the annual convention of the Association for Behavior Analysis International, Phoenix, AZ.
- Aspiranti, K. B., Skinner, C., & **McCane, S. J.** (2009, May). Using the taped-problems intervention and reinforcement to increase math fluency. Poster session presented at the annual convention of the Association for Behavior Analysis International, Phoenix, AZ.
- Parker, T. D., Fearington, J. Y., **McCane-Bowling, S. J.**, & Sorrell, C. A. (2009, February). Gender differences on written expression curriculum-based measurement. Poster session presented at the annual convention of the National Association of School Psychologists, Boston, MA.
- Kirk, E. R., Fearington, J. Y., & **McCane-Bowling, S. J.** (2008, February). Behavior management with the color wheel and behavioral reward game. Poster session presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Sager, K. E., **McCane, S. J.**, & Choate, S. M. (2007, March). Are fast processors more fluent? Poster session presented at the annual convention of the National Association of School Psychologists 2007 Convention, New York City, New York.
- Richardson, E. M., Fuller, E. J., Bell, S. M., & **McCane, S. J.** (2007, March). Relationships between dyslexia tendencies and ability to learn a foreign language. Poster session presented at the annual convention of the National Association of School Psychologists 2007 Convention, New York City, New York.
- Hutchins, H. M., McCallum, R. S., **McCane, S. J.**, & Bliss, S. (2006, March). An evaluation of the Universal Nonverbal Inventory of Personality. Poster session presented at the annual convention of the National Association of School Psychologists 2006 Convention, Anaheim, California.
- McCallum, R. S., Below, J. L., Choate, S. M., & **McCane, S. J.** (2006, March). Cognitive underpinnings of reading: What is the role of memory? Poster session presented at the annual convention of the National Association of School Psychologists 2006 Convention, Anaheim, California.

- Wood, M. S., **McCane, S. J.**, Below, J. L., Choate, S. M., Bell, S. M., & McCallum, R. S. (2005, November). Relationships among orthographic measures and reading achievement. Poster session presented at the 56th Annual Conference of the International Dyslexia Association, Denver, Colorado.
- Bell, S. M., McCallum, S., **McCane, S. J.**, Burton, B., & Gray, R. (2005, March). Can a three minute test of reading really be effective? Poster session presented at the annual convention of the National Association of School Psychologists 2005 Annual Convention, Atlanta, Georgia.
- Bell, S. M., Ziegler, M., **McCane, S. J.**, & Burton, B. (2004, July). What educators know compared to what they say they know. Poster session presented at the 112th Annual Convention of the American Psychological Association, Honolulu, Hawaii.
- Hutchins, H., **McCane, S. J.**, McCallum, E., Skinner, C., & McCallum, S. (2004, May). Enhancing accuracy on moderately challenging tasks by interspersing additional easier tasks. Poster session presented at 2004 Annual Convention of the Association for Behavior Analysis International, Boston, Massachusetts.
- Wilson, S., **McCane, S. J.**, Williams, A. B., Kabalen, C., & Northcutt, K. (2001). Discovering the impact of media violence on our youth. Presentation at the 2001 National Collegiate Honors Council, Chicago, Illinois; and Richmond Kiwanis Club Meeting, Fall 2001, Richmond, Kentucky.
- Wilson, S., **McCane, S. J.**, Williams, A. B., Kabalen, C., Kremer, L., & Northcutt, K. (2001). The influence of violence on child development. Presentation at the 2001 Southern Regional Honors Council, Nashville, Tennessee.
- MacLaren, B., Bennett, H., & **McCane, S. J.** (2000). Mary Shelley's Frankenstein: Is the past the future? Presentation at the 2000 National Collegiate Honors Council, Washington, DC.
- Willis, S., **McCane, S. J.**, & Williams, A. B. (1999). Mentoring: An honors bridge to retention management. Presentation at the 1999 Southern Regional Honors Council, Little Rock, Arkansas and the 1999 National Collegiate Honors Council, Orlando, Florida.

INVITED WORKSHOPS AND PRESENTATIONS

- McCane-Bowling, S. J.** (2010, July). School-wide positive behavior supports: Overview of tier 1 in SWPBS. Presentation to school psychology interns with the Tennessee Internship Consortium in Psychology, Knoxville, TN.
- Jones, T., **McCane-Bowling, S. J.**, & Moore, T. (2010, June). Establishing tier 1: Primary preventions of SWPBS. Two day workshop conducted at the University of Tennessee, Knoxville, TN.
- Moore, T., Jones, T., Martin, S. V., & **McCane-Bowling, S. J.** (2010, June). Classroom management: Strategies to prevent and reduce problem behavior and promote academic engagement. Two day workshop conducted at the University of Tennessee, Knoxville, TN.
- McCane-Bowling, S. J.** (2010, May). School-wide positive behavior supports: Overview of tier 1 in SWPBS. Presentation to faculty and staff at West View Elementary School, Knoxville, TN.

Moore, T. & **McCane-Bowling, S. J.** (2010, May). Improving inclusionary successes of students with disabilities: Considerations for today's educators. Two day workshop conducted at Claiborne High School, New Tazwell, TN.

Moore, T., **McCane-Bowling, S. J.**, & Jones, T. (2010, May). Classroom management: Strategies to prevent and reduce problem behavior and promote academic engagement. One day workshop conducted at Meigs Middle School, Decatur, TN.

Moore, T., **McCane-Bowling, S. J.**, & Martin, S. V. (2010, April). Classroom management: Strategies to prevent and reduce problem behavior and promote academic engagement. Two day workshop conducted at Claiborne High School, New Tazwell, TN.

McCane-Bowling, S. J., Jones, T., & Moore, T. (2010, March). Establishing tier 1: Primary preventions of SWPBS. Two day workshop conducted at Claiborne High School, New Tazwell, TN.

Jones, T. & **McCane-Bowling, S. J.** (2010, March). Overview of tier 1 in school-wide positive behavior support. Presentation to select faculty of Philadelphia Elementary School, Philadelphia, TN.

Martin, S. V. & **McCane-Bowling, S. J.** (2010, March). School-wide positive behavior support. Presentation to the elementary and middle school faculty of Tennessee School for the Deaf, Knoxville, TN.

Martin, S. V. & **McCane-Bowling, S. J.** (2010, March). School-wide positive behavior support. Presentation to the high school faculty of Tennessee School for the Deaf, Knoxville, TN.

Sorrell, C.A. & **McCane-Bowling, S. J.** (2006, October). Progress monitoring reading and early literacy skills with curriculum-based measurement. Presentation to the faculty at Madisonville Middle School, Madisonville, TN.

McCane, S. J. (2006, May). An evaluation of the psychometric properties of the Test of Dyslexia: Rapid Assessment Profile. A dissertation presented for the doctor of philosophy degree. University of Tennessee, Knoxville.

McCane, S. J. (2002, April). The Mozart effect: The good, the bad, and the ugly. Presentation at the 2002 Honors Senior Thesis Event, April 2002 in Richmond, Kentucky.

McCane, S. J. (2001, December). The Mozart effect: Does it exist? Presentation at the Eastern Kentucky University Psychology Department biannual poster session, Richmond, Kentucky.

STUDENT CAPSTONE COMMITTEES

2010 – 2011 Internship Class

- Kristy Albright - Improving Social Skills of High-Risk Students through Implementation of a Commercially Produced Social Skills Program
- Jeanna Lee – Program Evaluation of the Renzulli Learning System as Implemented in 16 Schools in the Hamilton County School System during the 2010-2011 School Year

- Sallie Slatton – Implementing a Bully Prevention Program Within a School-Wide Positive Behavior Support Approach: Effects On the Number of Incidents of Bullying
- Kevin Roberts – Using Cover, Copy, and Compare Math Interventions to Help Remediate Students' Math Performance, and Enhance Students' Whole Academic Experience.

PROFESSIONAL MEMBERSHIPS

Member, American Psychological Association (APA)

Member, National Association of School Psychologists (NASP)