

Temple S. Lovelace, Ph.D., BCBA-D

Duquesne University
Department of Counseling, Psychology, and Special Education
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I. Professional Preparation and Experience

A. Education:

- Ph.D. The Ohio State University, August 2008
Major: Special Education and Applied Behavior Analysis
ABAI approved program
- M. Ed. Grand Valley State University, May 2004
Major: Early Childhood Education
- B.A. Hope College, May 2000
Major: Psychology

B. Work History

Academic & Administrative Appointments

Duquesne University – Academic Positions

Associate Professor
Assistant Professor

July 2014 - present
July 2008 – June 2014

Duquesne University – Administrative Positions

Special Education Program Director
BCBA Program Coordinator

July 1, 2017 – present

Special Education Program Facilitator
BCBA Program Coordinator
CSES (M.Ed.) Program Facilitator

August 2013 – June 30, 2017

C. Pertinent Professional Certification

Board Certified Behavior Analyst-Doctoral (Certification #1-07-3864)
Early Childhood Intervention Specialist (Ohio Department of Education, #OH3033187, inactive)

D. Memberships in Professional Organizations

American Educational Research Association (AERA)
American Psychological Association (APA)
Association for Professional Behavior Analysts (APBA)

Council for Exceptional Children (CEC; state and national level)
Division of Culturally and Linguistically Diverse Exceptional Learners (DDEL; state and national level)
Division of Early Childhood of CEC (DEC)
International Association of Behavior Analysis (ABAI)

E. Honor Societies

Psi Chi: National Honor Society in Psychology (ΨΧ)

F. Awards

Early Career Faculty Award in Service: School of Education, Duquesne University
Research Hall of Fame: Office of Research, Duquesne University

II. Teaching

A. Graduate Courses Taught

New Courses Developed & Taught

Applied Behavior Analysis
Advanced Behavior
Current Issues in Special Education
Inclusive Education: PreK – 8th
Legal & Ethical Issues in Special Education
Legal & Ethical Issues: Applied Behavior Analysis
Response to Intervention
Social Justice & Empowerment: Special Education
Systematic Observation & Assessment

Other Graduate Courses Taught

Autism Spectrum Disorders
Consultation and Collaboration in Special Education
Dissertation Proposal
Educational Assessment: Special Education
Exit Seminar: CMH/SES
Supportive Environments in Social/Emotional Learning

B. Undergraduate Courses Taught

Critical Issues in Special Education
Exploring Inclusive Practices
Foundations in Inclusive Education
Literacy: Academic Adaptations, Pre K – 4
Literacy Adaptations & Accommodations, PreK - 4
Numeracy Adaptations & Accommodations, PreK - 4

C. Academic Advisement or Supervision (Number of Students)

Current PhD advisees (8)
Current Doctoral Candidates (3)
Graduate advisees in Special Education Program (33)

D. Other relevant activities related to teaching

Teaching Excellence Workshops (Invited Panelist):

The Teacher-Scholar Nexus Through a Spiritan Prism

Attended Teaching Excellence Workshops:

Designing Critical Reflection (March 2012)
Making Emotional Connections with Students for Teaching Multicultural Issues
(March 2011)
Perspectives on Preparing Undergraduates for Research and Publishing (October 2010)
Preparing an Effective Case for Third-Year review, Promotion and Tenure
(September 2008; March 2010)

Attended Instructional Technology Workshops:

Blackboard 7 Instructional Training
Blackboard 9.1 Instructional Training
Wiki Training
Blog Training
Wimba Voice Tools Training
Wimba Classroom Training

III. Scholarship

^{UG} undergraduate collaborator ^G graduate collaborator

A. Scholarly publications

Aston, C., Graves, S.L., McGoey, K., **Lovelace, T. S.**, & Townsend, T. Promoting sisterhood: The impact of a culturally focused program to address verbally aggressive behaviors in Black girls. *Psychology in the Schools*, 55 (1), 50 – 62.

Lovelace, T. S., Robertson, R. E. & Tamayo, S.^G (2018). Experiences of African American Mothers of Sons with Autism Spectrum Disorder: Lessons for Improving Service Delivery, *Focus on Autism and other Developmental Disabilities*, 53(1).

Schmitt, A. J., Piselli, K.^G, Hoffman, R.^G, Jaquette, C.^G, Schutte, K.^G, Rubinic, D.^G, & **Lovelace, T. S.** (2017). Parent and teacher ratings of preschool inattention and hyperactivity/impulsivity: An exploratory study of the relationships with early literacy in Head Start. *The School Psychologist*, 71, 5-17.

Hopson, R. K., Miller, P. & **Lovelace, T. S.** (2016). Community-University Partnerships as Vehicles of Radical Leadership, Service and Activism. *Leadership & Policy in Schools*, 50(1), 1-19.*

Schmitt, A. J., McCallum, E., Hennessey, J^G, **Lovelace, T. S.**, Hawkins, R.O. (2012). Use of Reading Pen Assistive Technology to Accommodate Post-Secondary Students with Reading Disabilities. *Assistive Technology*, 24(4), 229-239.

Geisler, J.^G, Hessler, T., Gardner, R. III., & **Lovelace, T. S.** (2009). The effects of differentiated instruction on the written expression of high-achieving urban African American first graders. *The Journal of Advanced Academics*, 20(2), 214-247.

Herring-Harrison, T., Gardner, R. III., & **Lovelace, T. S.** (2007). Adapting peer tutoring for learners who are deaf or hard of hearing. *Intervention in School and Clinic*, 43(2), 82-87.

B. Book chapters published or accepted for publication in works by major scholarly publishers

Hopson, R. K., Miller, P. & **Lovelace, T. S.** (2017). Community-University Partnerships as Vehicles of Radical Leadership, Service and Activism. In S. Winton & L. Johnson (Eds.), *Engaging Families, Educators, and Communities as Educational Advocates*. London: Routledge.*

Yawn, C.D., **Lovelace, T.S.**, Cook, A.N.T.^G (2017). It's a different world: Making social studies accessible to marginalized populations. In L. Gibson, Jr. & F. Obiakor (Eds.), *Computer-Based Technology for Special and Multicultural Education: Enhancing 21st Century Learning*. San Diego, CA: Plural Publishing.

Lovelace, T. S., Gibson, L., Jr., Tabb, J^G. (2013). Response to intervention and students with learning disabilities. In J. P. Bakken, F. Obiakor, & Rotatori (Eds.), *Learning Disabilities: Practice Concerns and Students with Learning Disabilities*. Cambridge, MA: Emerald Group.

Lovelace, T. S. (2012). Achieving educational equity for African American students with and without exceptionalities. In F. Obiakor & R. Smith (Eds.), *Special Education Practices: Personal Narratives of African American Scholars, Educators, And Related Professionals*. Hauppauge, NY: Nova Publishers.

Vernon-Dotson, L. J. & **Lovelace, T. S.**, & Bantum, K. N. ^G (2011). Creating a schoolwide culture to support practitioner research. In I. M. Selah & M. S. Khine (Eds.), *Practitioner Research in Teacher Education: Theory and Best Practices*, Hamburg: Peter Lang.

Lovelace, T. S., Gardner, R. III., Sainato, D., & Axe, J. (2010). Early childhood special education. In P. Peterson, E. Baker & B. McGaw (Eds.), *The International Encyclopedia of Education*, (pp. 594-607). Oxford: Elsevier.

C. Grants

Lovelace, T. S. (2018). Girlhood Rising. (Vol. \$250,000). Pittsburgh, PA: The Heinz Endowments.

Lovelace, T. S. (2018). Special Education Research (Vol. \$10,000). Gift: Private Donor.

- Lovelace, T. S.** (2016). Education Uncontained. (Vol. \$650,000). Pittsburgh, PA: The Heinz Endowments. *Multi-year grant*.
- Lovelace, T.S.** (2016). Youth Leading Change. (Vol. \$50,000). Pittsburgh, PA: The Grable Foundation. *Multi-year grant*.
- Lovelace, T. S.** (2016). Youth Leading Change. (Vol. \$20,000). Pittsburgh, PA: The Sprout Fund.
- Lovelace, T. S.** (2016). Youth Leading Change. (Vol. \$1,000). Pittsburgh, PA: The Sprout Fund.
- Lovelace, T. S.** (2016). The Role of Project-Based Learning in Special Education: Redefining Adaptations for the 21st Century. (Vol. \$3,500). Pittsburgh, PA: Provost's Office Research Grant.
- Lovelace, T. S. & Davis, V.** (2016). Sister II Sister: Empowerment through eSTEAM. (Vol. \$15,000) Pittsburgh, PA: The Sprout Fund.
- Lovelace, T. S. & Ayieko, R.** (2015). Youth Leading Change: The Role of Critical Citizenship and Youth Voice to Ignite Educational and Community Reform. (Vol. \$25,000) Pittsburgh, PA: The Grable Foundation.
- Lovelace, T.S. & Prier, D.** (2014). Youth Leading Change: The Role of Critical Citizenship in Supporting Youth Voice and its Impact on the Resilience of Youth and Adolescents. (Vol. \$5,000) Pittsburgh, PA: Duquesne University.
- Allegheny Intermediate Unit (2014). Teacher Empowerment Grant. (Vol. \$891,000). Pittsburgh, PA: The Heinz Endowments. Place-based grant with a community partner. *Multi-year grant*.
- Lovelace, T. S.** (2013). Hazelwood-Duquesne Partnership: PACC*VISTA. (Vol. \$16,852; awarded to student). Harrisburg, PA: Pennsylvania Campus Compact. Renewable for 3yrs.
- Center of Life (2012). Center of Life. (Vol. \$1,350,000). Pittsburgh, PA: The Heinz Endowments. Place-based grant with community partner.
- Lovelace, T. S.** (2012). Fusion. (Vol. \$46,837) Pittsburgh, PA: Center of Life.
- Lovelace, T. S.** (2011). Fusion: The Intersection of Families, Schools & Community to Increase Urban Student Outcomes. (Vol. \$9,997) Pittsburgh, PA: Duquesne University.
- Lovelace, T. S.** (2010). TRAK & TRACE: Incorporating culturally-responsive practice in the training of special educators and school psychologists. (Vol. \$700) Pittsburgh, PA: Duquesne University.
- Lovelace, T. S., & McGoey, K. E.** (2010). Keys to success: The effects of Incredible Years on the maladaptive behavior of at risk preschool students in an urban early childhood education program. (Vol. \$5,000) Pittsburgh, PA: Duquesne University.

D. Scholarly presentations, competitive peer-reviewed

1. National peer reviewed

Robinson, J. N. & **Lovelace, T. S.** (February, 2018). Middle Schools Students' Self-Concept and Behavior: Before and After Participation in a Black Student Union. Poster presented at the Council for Exceptional Children Convention and Expo, Indianapolis, IN.

Prado-Romero, P. & **Lovelace, T. S.** (February, 2018). A Meta-Analysis: Effective Reading Interventions for Transition Age Students with Learning Disabilities Across Demographic Variables. Poster presented at the Council for Exceptional Children Convention and Expo, Indianapolis, IN.

Lovelace, T. S., Good., T, & Boll, J. (April, 2016). Youth Leading Change: The Role of Critical Citizenship and Youth Voice to Ignite Educational and Community Reform. Paper presented at the American Educational Research Association Annual Conference, Washington, DC.

Lovelace, T. S. & Davis, V.M. (November, 2015). Sisters e STEAM: blending culturally relevant pedagogy and steam education for young African-American females and females in poverty contexts. Paper presented at the National Science Teachers Association Area Conference on Science Education, Philadelphia, PA.

Lovelace, T. S. & Davis, V. M. (September, 2015). Sisters e S.T.E.A.M.: Empowering middle school girls through science. Paper presented at the Council for Children with Behavior Disorders Conference, Atlanta, GA.

Robertson, R. & **Lovelace, T. S.** (April, 2014). Experiences of African American Caregivers of Children with Autism Spectrum Disorder. Paper presented at the Council for Exceptional Children Annual Convention and Expo, Philadelphia, PA.

Hopson, R. K., Miller, P., & **Lovelace, T. S.** (August, 2013). Leveraging urban partnerships: Universities and other nongovernmental organizations as Change Agents in Urban Communities. Paper presented at the 9th Transatlantic Dialogue Conference, Baltimore, MD.

Robertson, R. & **Lovelace, T. S.**, Marburger, S.^{UG} (April, 2013). Culturally responsive behavior consulting to African American caregivers of children with autism. Paper presented at the Council for Exceptional Children Annual Convention and Expo, San Antonio, TX.

Lovelace, T.S., Gibson, L, Jr., Yawn, C.D. (April 2012). The effects of digital storytelling on the disruptive behavior of African American urban students. Paper presented at the Council for Exceptional Children Annual Convention and Expo, Denver, CO.

Bantum, K. N.^G, **Lovelace, T. S.**, McGoey, K. E., Serdy, P.^G (August, 2011). TRAK: A new tool for addressing cultural responsiveness. Poster presented at the American Psychological Association annual convention, Washington, D.C.

Lovelace, T. S., Bantum, K. N. ^G, Serdy, P. ^G, & McGoey, K. E. (May, 2011). Applied behavior analysis and culturally responsive practice: Practice meets purpose in urban education. Paper presented at the ABA International annual convention, Denver, CO.

- Bantum, K. N.^G, **Lovelace, T. S.**, Sebastian, E.^G, & Hagar, A.^G. (February, 2011). Addressing cultural responsiveness: A snapshot of current practices. Paper presented at the National Association of School Psychologists annual convention, San Francisco, CA.
- Lovelace, T. S.**, Bantum, K. N.^G, & Fenclau, E. J.^G, Jr. (June, 2010). *TRAK & TRACE: A culturally responsive approach to the referral and recommendation processes for special education*. Paper presented at the inaugural conference of the Division 45 American Psychological Association, Ann Arbor, MI.
- Lovelace, T. S.**, Gluck, J.^{UG}, & McGregor, M.^{UG}. (May, 2010). *Effects of self-management of behavior and school-wide positive behavior support in an urban third-grade classroom*. Poster presented at the 36 Annual National Convention of the International Association for Behavior Analysis, San Antonio, TX.
- Lovelace, T. S.**, McGregor, M.^{UG}, & Gluck, J.^{UG} (May, 2010). *Effective of schoolwide positive behavior support in an urban alternative education charter school*. Poster presented at the 36th Annual National Convention of the International Association for Behavior Analysis, San Antonio, TX.
- Rezzetano, K.^G, Marshall, S.^G, McGoey, K. E., **Lovelace, T. S.**, & Bantum, K. N. (May, 2010). *Barriers to the implementation of evidence-based practices in early childhood education*. Poster presented at the 36th Annual National Convention of the International Association for Behavior Analysis, San Antonio, TX.
- Lovelace, T. S.**, & Gardner, R, III. (May, 2009). *Effects of explicit phonological awareness instruction with preschool children at risk for reading failure: comparing single and multiple skill instructional strategies*. Poster presented at the 35th Annual National Convention of the International Association for Behavior Analysis, Phoenix, AZ.
- Lovelace, T. S.**, & Gardner, R, III. (April, 2009). *Exceptional children, exceptional learning: explicit phonological awareness instruction for at risk populations*. 2009. Poster presented at the National Convention for Council for Exceptional Children, Seattle, WA.
- Shaheen, A.^G, Gardner, R, III., & **Lovelace, T. S.** (May, 2009). *Effects of using explicit instruction in phonological awareness in preschoolers at risk for reading disabilities*. Poster presented at the 5th Annual National Convention of the International Association for Behavior Analysis, Phoenix, AZ.
- Yawn, C.D., & **Lovelace, T. S.** (October, 2008). *Effectively preparing teachers to work with diverse school populations*. Paper presented at the Teacher Education Division Conference, CEC, Dallas, TX.
- Itoi, M., Yawn, C. D., Rodrigues, L., **Lovelace, T. S.**, & Konrad, M. (May, 2008). *Comparing effects of one-attempt versus three-attempt on-line quizzes on college students' in-class quiz performance*. Paper presented 34th Annual National Convention of the International Association for Behavior Analysis, Chicago, IL.
- Lovelace, T. S.** (May, 2008). *Preventing reading failure in at-risk preschool students: targeting language and literacy*. Paper presented at the 34th Annual

National Convention of the Association for Behavior Analysis, Chicago, IL.

Gardner, R. III., Yawn, C. D., & **Lovelace, T. S.** (October, 2007). *Literacy for learners with behavior disorders*. Paper presented at the Council for Children with Behavior Disorder, Council for Exceptional Children, Dallas, TX.

Tsvetkoff, J. L., Hessler, T., **Lovelace, T. S.** & Gardner, R. III. (May, 2007). *Effects of two self-mediated interventions on the writing of high-achieving urban African American first graders*. Paper presented at the 33rd Annual National Convention of the Association for Behavior Analysis, San Diego, CA.

Tsvetkoff, J. L., Hessler, T., **Lovelace, T. S.**, & Gardner, R. III. (April, 2007; May, 2008). *The effects of differentiated instruction on the written expression of high-achieving urban African American first graders*. Paper presented at the 2007 National Convention for Council for Exceptional Children, Louisville, KY.

Yawn, C. D., **Lovelace, T. S.**, & Hsin, Y. (May, 2007). *Corrective Reading: Improving the reading skills of struggling middle school urban learners*. Poster presented at the 33rd Annual National Convention of the Association for Behavior Analysis, San Diego, CA.

Gardner, R. III, **Lovelace, T. S.**, & Yawn, C. D. (April, 2007). *Culturally responsive reading instruction for adolescent urban struggling readers*. Paper presented at the 2007 National Convention for Council for Exceptional Children, Louisville, KY.

2. Regional Peer Reviewed

Lovelace, T.S., Aladsani, M.^G, Ahmed, S.^G, Alsheef, M.^G, Chen, X.^G (November, 2015). *Teachers leading change: Empowered teachers, Empowered lives*. Paper presented at the Pennsylvania Council for Exceptional Children, Harrisburg, PA.

Good, T.^G, Allie, A.^G, Dandridge, J.^G, **Lovelace, T. S.** & Hipsky, S. (February, 2011). *African American Women Pursuing Doctorate Degrees at PWI's*. Pennsylvania Black Colleges of Higher Education Annual Convention, Pittsburgh, PA.

Lovelace, T. S., Bantum, K. N.^G, & Fenclau, E. J.^G, Jr. (July, 2010). *An introduction to the TRAK & TRACE conceptual framework for culturally-responsive practice*. Poster presented at the inaugural Barbara A. Sizemore Urban Education Summer Conference, Pittsburgh, PA.

Rezzetano, K.^G, Marshall, S.^G, McGoey, K. E., & **Lovelace, T.S.** & Bantum, K. N.^G. (May, 2010). *Barriers to the implementation of evidence-based practices in early childhood education*. Poster presented at the inaugural Barbara A. Sizemore Urban Education Summer Conference, Pittsburgh, PA.

IV. Service

A. University, School, Department or Program Service

Americorps VISTA Campus Supervisor (2013 – 2014)

Behavior Analyst Certification Board Approved Course Sequence Supervisor (2015)

- present

CETR Planning Committee, School of Education Dean Designee (2016 – 2017)
Community Engagement Scholar Host (2009 – 2012)
Community Mental Health/Special Education Support Degree Coordinator &
Advisor, Special Education Program (January 2011 – present)
Decanal Triennial Evaluation, Committee Member (January 2014 – March 2014)
Faculty Advisor to Student Organization: Duquesne Chapter of Student
Council for Exceptional Children (2009 – present)
Faculty Development Internal Grant – Multicultural College Teaching and
Learning Committee (2012)
Faculty Development Fund Internal Grant Competition Committee (2012)
Faculty Senate General Assembly Representative, School of Education (2014 –
present)
Hazelwood - Duquesne University, School, Community Partnership (2009-
present)
School of Education Student Standing Committee Member (2008 – present)

B. Other Publications not included under Scholarship

Lovelace, T. S. (2008). A review for early childhood education and care in the 21st
century: International perspectives. *Education and Treatment of Children*, 31(1), 1-
4.

C. Past and Current Community Service

A+ Schools: Board Member
Carnegie Mellon University, Heinz College, Almono Advisory Board member
Hazelwood Initiative: Member
Pittsburgh Public Schools: Parents, Schools, Community Committee: Member
Pittsburgh Minadeo Equity Team
Remake Learning Council Member
Young Scholars of Western PA Charter School: Past Board Member

D. Professional Service

Council for Exceptional Children-PA, Board Member (2013 – 2014)
Council for Exceptional Children-PA, Division for Culturally and Linguistically Diverse
Exceptional Learners (DDEL): Subdivision Coordinator, Subdivision Committee (2013 –
2014)
The Journal of the International Association of Special Education: Guest Reviewer (2014)
Teacher Education and Special Education: Special Issue Reviewer (2013 – 2014)