

CURRICULUM VITAE

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EDUCATION

Ed.D. , 1992 Virginia Polytechnic Institute and State University, Blacksburg, Virginia, Doctor of Special Education, Major, Administration and Supervision of Special Education, Minor, Educational Assessment

Dissertation entitled Effects of Short-Term Psychiatric Hospitalization on the Educational Placement of Students with Attention Deficit Disorders

Administrative internship at Lynchburg Training and State Hospital with the President. At this time, Lynchburg was the largest state facility in the country to care for children that could not be cared for in the community. There were infants, children, adolescents, and young adults with varied psychiatric and mental disorders, including physical problems and abnormalities. It was a fascinating and controversial place. Internship requirement was for 16 hours per week for one year.

C.A.G.S., 1986 Virginia Polytechnic Institute and State University, Administration and Supervision of Special Education, (Certificate of Advanced Graduate Studies).

M.S., 1981 Radford University, Radford, Virginia, Summa cum Laude, Master in Clinical Psychology, Dual Emphasis in Assessment and Intervention.

One year paid internship at St. Alban's Psychiatric Hospital in Psychology. Duties included individual, group, and family therapy; objective and projective psychological testing; psychoeducational diagnostic testing.

B.S., 1976 James Madison University, Harrisonburg, Virginia, Summa cum Laude, Bachelor of Science in Behavior Disorders.

Practicum at James Madison University campus model classroom, a self contained classroom for elementary students identified as autistic and childhood schizophrenic.

Student teaching at DeJarnette Center for Human Development, Staunton, Virginia. DeJarnettes is a residential treatment facility for preschool and school age children and adolescents with autism and childhood schizophrenia. Student teaching was required for one semester.

AWARDS

2001 **President's Award for Excellence in Teaching**, School of Education, University of Alabama at Birmingham

1994 **Supervisor of the Year**, Glenwood Mental Health Services, Birmingham, Alabama

1979 **Teacher of the Year** Certificate of Commendation, Roanoke County Mental Health Services, Roanoke, Virginia.

NATIONAL CERTIFICATIONS

Academy of Clinical Mental Health Counselors formerly National Academy of Certified Clinical Mental Health Counselors (NACCMHC)

National Certification of School Psychologists (NCSP), Number 24191

Specialty certification in Clinical Mental Health Counseling (CCMHC)

Certified Clinical Mental Health Counselor (CCMHC) Number 1877

Nationally Certified Counselor (NCC) #33320

ALABAMA STATE LICENSURES

Alabama Board of Examiner's of Counseling

Licensed Professional Counselor (LPC), Alabama # 546

State of Alabama, Department of Education, and Teacher Certificate Number 288098 in the following endorsement areas:

School Psychology

Special Education (formerly Emotional Disturbance)

Special Education Supervision, (Superintendent-Principal), Grades N-12

Special Education Coordinator- Supervisor, Grades N-12

Early Intervention Vendor, Department of Rehabilitation Services and Division of Special Education Services for N – 36 months

PROFESSIONAL EDUCATIONAL/ADMINISTRATIVE/CLINICAL EXPERIENCE

2001-Present Assistant Professor, University of Alabama at Birmingham, Department of Leadership, Special Education and Foundations. **Appointment as an Assistant Professor with duties specified as 60% Teaching, 20% Scholarly, and 20% Service to the University.** Currently teach special education graduate and undergraduate courses in the following areas: Autism and Pervasive Developmental Disorders; Including Students with Moderate to Severe Disabilities in the General Classroom; Planning and Managing the Classroom Environment; Characteristics and Development of Children and Youth with Learning and Behavioral Problems; and, Clinical Supervision of Practicums and Internships. In the undergraduate special education program, courses taught include Characteristics of Students with Special Needs and Methods and Strategies for Teaching Students with Moderate to Severe Disabilities (scheduled to be taught for the first time May Mini-Term 2002). Contract through the Alabama State Department of Education State Improvement Grant to provide workshops to regional in-service centers on autism and related disabilities

2000-2001 Assistant Professor, University of Alabama at Birmingham, Department of Leadership, Special Education and Foundations. **Appointment as an Assistant Professor with duties specified as 60% Teaching, 20% Scholarly, and 20% Service to the University.** Taught special education graduate courses in the following areas: Autism and Pervasive Developmental Disorders; Including Students with Moderate to Severe Disabilities in the General Classroom; Planning and Managing the Classroom Environment; Characteristics and Development of Children and Youth with Learning and Behavioral Problems; and, Clinical Supervision of Practicums and Internships.

Consultant Alabama Department of Education, Division of Special Education Services for individuals within the Autism Spectrum Disorder or with an educational classification as seriously emotionally disturbed. Contract with Alabama State Department was managed through Glenwood, Inc., which is the largest not-for-profit Mental Health Center in Alabama.

1999-2000 Assistant Professor, University of Alabama at Birmingham, Department of Leadership, Special Education and Foundations. . **Appointment as an Assistant Professor with duties specified as 60% Teaching, 20% Scholarly, and 20% Service to the University.** Taught special education graduate courses in the following areas: Autism and Pervasive Developmental Disorders; Including Students with Moderate to Severe Disabilities in the General Classroom; Planning and Managing the Classroom Environment; Characteristics and Development of Children and Youth with Learning and Behavioral Problems; and, Clinical Supervision of Practicums and Internships.

Consultant to Glenwood, Inc., the largest not-for-profit Mental Health Center in Alabama. Duties included:

- provision of consultation and training to teachers throughout the state in the areas of autism and seriously emotionally disturbed
- wrote policies and procedures for National Accreditation by Joint Commission on Hospital Accreditation
- Medicaid program audits
- Acted as a liaison with community-based inclusion programs and provided in-services

1993-1999 Glenwood, Inc. (formerly known as Glenwood Mental Health Services)

Director of Autism Services

Job responsibilities included the development and implementation of program goals and objectives for the following programs: Allan Cott School and Preschool Program, Children's Residential Services (McDonough and Reynolds Houses), Consultation and Training, Teacher Training, Transition Team, Alabama Autism Clinic, Camp Sunshine (1994-1997), Behavioral Aides (1994-1996), Respite Services, and SUCCESS Parent Training Program. As Division Director, I was also responsible for the recruitment, selection, and on-going supervision of (approximately 85 full time) personnel assigned to the division. Responsible for the proper and planned use of the physical and financial assets assigned to the use of the division. Responsible for the direct client cares and services of the division through a contract with the Division of Special Education Services. Participated in and coordinated Glenwood's Autism multidisciplinary clinic.

Accomplishments included on-going teacher training presentations offered through a contract with the Division of Special Education Services at Allan Cott School. As a faculty member of the teacher training program both didactic and experiential training was offered to general, special and speech therapists throughout the State of Alabama at Allan Cott School. My presentations focused on inclusion, collaboration with general educators, paraprofessional's students and parents, as well as current special education legal issues. Development of appropriate Individual Education Plans and effective strategies and materials for modifying curriculum and development of Behavior Management Plans for individuals with pervasive developmental disorders and other low incidence disorders. In 1995, I also did a lecture series on preschoolers with autism.

In collaboration with Birmingham City Board of Education personnel, a model inclusion program called the Allan Cott Project at Avondale Elementary School was established. In 1997, five individuals with severe disabilities including diagnoses consistent with the autism spectrum disorder were placed at Avondale Elementary School. Although this was the identified neighborhood school, none of the students at Allan Cott School had ever participated in a public school program. The program was successful, including the students in regular classroom placements for 25 hours per week. Advance preparation included numerous faculty meetings to discuss pervasive developmental disorders and individual classroom presentations with the general education teacher and students without disabilities. On going in services were provided and supervision from Allan Cott staff of the special education staff.

An Allan Cott preschool and elementary classroom moved to Elyton in the fall of 1999. This was a replication of the Allan Cott Project at Avondale Elementary School.

A junior high school project was being discussed with Birmingham City School personnel in preparation for the students moving out of elementary school settings at the time of my departure from Glenwood, Inc.

Staff from Birmingham City received on-going teacher training from the Division of Autism Services staff on a quarterly basis based on our teacher-training model.

Plans were implemented with Gary Edwards at the Parent and Infant Enrichment program (PIEP), a program of United Cerebral Palsy. This program involved the inclusion of preschoolers in both the PIEP and Allan Cott preschool program as well as an equivalent number of non-disabled peers.

1993-1999 Glenwood, Inc. (formerly known as Glenwood Mental Health Services)

Director of Autism Services, continued

Represented Glenwood, Inc. and Allan Cott School on a statewide task force working on revision for the educational definitions of autism and seriously emotionally disturbed. Appointed to the task force by Dr. Ed Richardson, this multi-disciplinary committee was an on going project through the Division of Special Education Services. Plans were being discussed to establish regional teacher training sites based on a recommendation previously submitted by me to the State Department. In addition, the Division of Special Education Services is providing specialized academies to address various treatment methodologies for the pervasive developmental spectrum disorder including Glenwood as well as Lovaas, Judevine, and other nationally known programs. Academies will be provided throughout the State of Alabama on a quarterly basis for two days. I was currently working with Abbie Felder, State Specialist, at the state department to organize Glenwood's Academy.

1991-1993

Lead Teacher and Day Treatment Coordinator for Lakeview School at Glenwood Mental Health Served students ages 6 through 18 referred for serious emotional disturbances and pervasive developmental disorders without mental retardation. Included both a residential and wilderness component. Responsibilities included coordination of all educational and day treatment services including collaborating and planning for discharge for all students, psychoeducational testing as well as Medicaid intakes. Participated in the Alabama Autism Clinic at Allan Cott School with evaluations. Consultant to the Alabama State Department of Education Technical Assistance Program for individuals identified as seriously emotionally disturbed.

1985-1991

Vice-President of Gadsden Psychiatric Associates (GPA) which bought and managed the clinical contract for Mountain View Hospital in Gadsden, Alabama, from Baptist Health Foundation. When the clinical contract expired, I continued my employment with the Baptist Health Foundation until moving to Birmingham. Responsible for therapeutic education which included the organization, licensure, and oversight of Mt. View School/Summit Academy. Responsible for individual, group, and family therapy case load for both in and out patients, children, and adolescents. Established and coordinated educational and day treatment services, maintained staff supervision, and provided for appropriate evaluations. Established Toughlove parent support training groups for parents of hospitalized clients as well as families in the community. Established Gadsden-Etowah County Children with Attention Deficit Disorders (CH.A.D.D.) Parent Support Group. Liaison to Gadsden Etowah DHR Multi Disciplinary Child Abuse Committee.

1981-1985

Director of Therapeutic Education and Partial Hospitalization Program and Staff Psychologist, St. Alban's Psychiatric Hospital, Radford, Virginia. Responsible for evaluation, program planning as well as staff supervision for hospitalized children and adolescents, including liaisons with the local education agency to provide transition planning at discharge. Organized annual state wide special education conference with Virginia Polytechnic and State University for teachers and parents.

1976-1980

Special Education Teacher of Behavior Disorders, Vinton Junior High School, Roanoke County, Virginia, 8/1976 through 6/1980. Resource classroom of junior high school students identified as seriously emotionally disturbed/behaviorally disordered. Established PTA for special education parents. Trained and taught Parent Effectiveness Training. Initiated training in Rational Emotive Therapy.

TEACHING AT THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

University Courses Taught

Fall Semester 2001

ECT 452 Characteristics of Students with Special Needs

ECT 652 Characteristics and Development of Children and Youth with Learning and Behavioral Problems

ECT 676 Survey of Pervasive Developmental Disorders

ECT 672, ECT 673 Internship Supervision

Portfolio Reviews for Graduate Students

Summer Quarter 2001

ECT 659 Planning and Managing the Teaching and Learning Environment

ECT 657 Teaching in Inclusive Classrooms (**Overload**)

ECT 670, ECT 671, ECT 672, ECT 673 Practicum and Internship Supervision

Portfolio Review for Graduate Students

Spring Quarter 2001

ECT 652 ; Characteristics and Development of Children and Youth with Learning and Behavioral Problems (**Overload**)

Winter Quarter 2001

ECT 659-01 Planning and Managing the Teaching and Learning Environment (**Overload**)

ECT 659-02 Planning and Managing the Teaching and Learning Environment (**Overload**)

ECT 670, ECT 671, ECT 672, ECT 673 Practicum and Internship Supervision

Fall Quarter 2000

ECT 652 Characteristics and Development of Children and Youth with Learning and Behavioral Problems

ECT 657 Inclusion of Students with Moderate to Severe Disabilities (**Overload**)

ECT 676 Survey of Pervasive Developmental Disorders (**Overload**)

ECT 670, ECT 671, ECT 672, ECT 673 Practicum and Internship Supervision

Spring Quarter 2000

ECT 657 Inclusion of Students with Moderate to Severe Disabilities

ECT659 Planning and Managing the Teaching and Learning Environment

Spring Quarter 2000, continued

ECT 652 Characteristics and Development of Children and Youth with Learning and Behavioral Problems

ECT 676 Survey of Pervasive Developmental Disorders

ECT 670, 671, 672, 673 Practicum and Internship Supervision

Portfolio Reviews for Graduate Students

Winter Quarter 2000 Scheduled OFF This Quarter

Fall Quarter 1999 ECT 657 Inclusion of Students with Moderate to Severe Disabilities

ECT 670, 671, 672, 673 Practicum and Internship Supervision

Spring Quarter 1998 ECT 676 Survey of Pervasive Mental Disorders (**Adjunct**)

INNOVATIVE TEACHING STRATEGIES***Technology***

All my courses are on-line with Blackboard. Students have access to all reference sites and can download all my power point presentations and copies of documents. Multiple external links support classroom lecturers and direct students to specific readings for the course. Communication among the instructor and students is enhanced with this system both through e-mail and on the announcement board. Homework can be placed both on Blackboard as well as on the syllabus for the convenience of the student.

Journals are placed on the discussion board for interactive communication among the students and the instructor. In addition, when the technology is accessible, we have used chat rooms for the students to introduce themselves to individuals and parents of individuals with disabilities. The interactions between the student and the individual or the caretaker have placed an interesting voice into our classroom discussions!

Quizzes and exams are available on-line and can be taken either in class or on-line at home based on the class vote. Class assignments can also be posted on those occasions when class is not scheduled and/or an interactive assignment is required. Grades are accessible to students at all times. Student power point presentations are loaded into the Blackboard system and become part of the archival data of the course.

In *Planning and Managing the Teaching and Learning Environment*, I burn students two CD's two accompany the class (see class description). The first CD is a copy of the latest government document pertaining to safe schools that the students can download and use throughout the class. The second CD is the music to Peter Yarrow's "Don't Laugh At Me" program. The curriculum to the program is accessible without cost on the Internet, so the students leave the class with the entire program for their use.

INNOVATIVE TEACHING STRATEGIES

Technology, continued

In addition, all students develop portable NICENET Internet websites regarding their subject of study. These sites can be added to as they move from class to class and can be complimented by hard copy resources as well.

Use documentaries and other pertinent shows (*The System, 60 Minutes, and Dateline*) to document current issues in the field and maintain student interest. This has been particularly useful in *Planning and Managing the Teaching and Learning Environment, Characteristics and Development of Children and Youth with Learning and Behavioral Disabilities, and Survey of Autism and Pervasive Developmental Disorders*

It is important to me that the students master the material they are presented in class. If I grade their paper/assignment and they have not done well, I make copious notes to them and return it to them with a deadline to redo it. I usually give them a week and the option to also come and talk with me during office hours (or make an appointment). It is their option. I would prefer for them to redo their assignment and understand what they did wrong than coast through the course with an average grade and not master the concept. I do not do this with either quizzes or exams.

Portfolio Preparation

Specific products are identified in advance by competency for the convenience of the student. When possible, sample portfolios are put together as part of the final class grade to help the student prepare for their final portfolio evaluation.

Syllabi Preparation

In order to include the innovative teaching methodologies and experiences and consider student feedback, syllabi have evolved from quarter to semester. Therefore, up to this point in my teaching career, I prepare new syllabi each quarter/semester. I maintain the curriculum standard but modify my teaching strategies based on feedback, opportunities available during the quarter/semester the course is taught, and any new technological, clinical, or educational skills I may have gained since the previous presentation.

When there are opportunities for professional development during the quarter/semester. I believe it is essential for our students to begin attending professional meetings as students and I also encourage their participation as presenters whenever I can. When a meeting actually falls on a class night, I build in students' participation in the syllabus. For attendance at meetings on other nights, students are awarded extra credit with proper verification.

PALS (Positive Action and Lasting Support)

There is a strong clinical component to my course, *Survey of Autism and Pervasive Developmental Disorders*. Through a unique program entitled PALS (Positive Action Lasting Support), I pair each of my UAB students with an individual with autism from Glenwood, Inc. The program is loosely based on a presentation that the Director of Adult Services, Mr. Joe Carter, at Glenwood, Inc., and I heard in my former position as Director of Autism Services at Glenwood, Inc. We have chosen to

INNOVATIVE TEACHING STRATEGIES

PALS (Positive Action and Lasting Support), continued

use adults for a variety of reasons; most importantly, it is essential that educators have a frame of reference of what an individual with autism “looks like” when they age. This is so important as their educational program is prepared. This is our third year of PALS and our fifth program. The interactions and feedback from the students has been phenomenal! Most commonly, are UAB student become painfully aware of how often they don’t address the social aspects of the individual with autism’s life and how devoid of these essential skills they are as an adult.

Beginning in 2002-2003, our PALS program has been funded by The Junior League of Birmingham through a proposal that the Director of Adult Services, Mr. Joe Carter, and I wrote. The Junior League of Birmingham will fund our PALS project for \$3000.00 to reimburse us for transportation, admission fees for clients and students, food costs, specialty items for clients, and presentation materials for Mr. Carter and I to make to their organization about the project. We engage with our PALS about every three weeks during the semester

ECT 670, 671,672,673Practicum and Internship Supervision

Placements at clinical programs are available throughout the area during the regular school year and during the summer. During the summer, I worked closely with the program at Mt. Brook Elementary School in setting up the program and overseeing the students’ placements. I also supervised graduate students at Helen Keller School who completed a specialized placement that resulted in a case study presentation with a transdisciplinary team. Their case study was evaluated with a team of other professor from UAB who had also been working with the students on specific skills training. This was a unique combination of “hands-on” training culminating in a final case study approach. Several of the students ultimately presented their case studies at state conferences.

Practicums and Internships have been individualized to meet the needs of each student by identifying the weakness each student needs to work on during their practicum/internship period. All students have access to their forms and the instructor via Blackboard throughout their enrollment. All forms have also been placed on blackboard for their use.

During their enrollment for practicum and internship, students are seen minimally every other week. Part of their on-line assignment is to submit a weekly journal to me about their practicum/internship experience. This journal is to be detailed and include rich information about their students and their interactions. I read these journals carefully and increase supervision as needed based on the journals. In addition, the journals give me the opportunity to provide on-going supervision and mentorship to the students in the field and support the on-site visitations.

ECT 659 Planning and Managing the Teaching and Learning Environment

This course was initially designed to address two primary purposes. First, to prepare teachers to facilitate the teaching and learning environment effectively and second, to train counselors and school psychometrists in methodology that supports effective and safe learning environments. Primary emphasis of the course has been on the elements of classroom design and organization as well as creating positive educational environments.

INNOVATIVE TEACHING STRATEGIES

ECT 659 Planning and Managing the Teaching and Learning Environment, continued

Initially, this course started as a modular approach to teaching classroom management. The course has been modified significantly to integrate the importance of identifying students at risk for dangerous behavior in the schools and how to establish a safe school environment and climate. State of the art literature is reviewed and studied as part of the curriculum and included within the modules. The school psychometrists and counselors that take this course as an elective have indicated that this information is more pertinent to their jobs. The seasoned graduate teachers describe the embellished modules as giving them enriched information about classroom and school management. Information about behavioral strategies, such as the development of Crisis Intervention Plans, for common behavioral problems have been added to the syllabus. Further, information on Cognitive Restructuring Strategies are introduced through the most popular programs on the market. Students are given an opportunity to examine these programs and contrast them to external criterion. UAB's "Don't Laugh At Me" program is introduced as one of these strategies and our students are given an opportunity to see the involvement of our own university in changing people's perceptions of others through a diverse curriculum, that is available to them on the Internet. During the Summer of 2001, the "kick off" of "Don't Laugh At Me", students were able to attend the inaugural session and hear Peter Yarrow in his own word describe the program and sing the songs that support the core values of the curriculum. For those students that didn't get to attend, and classes since, I burn CD's for the students of Peter Yarrow's accompanying music for the "Don't Laugh at Me" program. A variety of videotape scenarios are also used to sensitize students to the effects of bullying, name calling, teasing, etc.

ECT 652 Characteristics and Development of Children and Youth with Learning and Behavioral Disabilities

The primary emphasis of this course is on detailing the characteristics, assessments, needs, and concerns related to children and youth with learning disabilities, speech and language impairments, attention deficit disorders, mental retardation, and emotional/behavioral problems. Additional issues addressed and embedded throughout the course lectures are relevant legal issues, needed services and supports, identification and evaluation processes, normal growth and development patterns, and cultural and socioeconomic factors as they pertain to students with these disabilities.

These disabilities, known as the 'mild' disabilities are addressed initially by reviewing the Lee versus Macon court case and the relevant clinical, legal, and cultural findings as they relate to these disabilities. There are a combination of students taking this course that range from graduate collaborative students in special education to school psychometrists and counselors. Therefore, there is a disparity in special education legal knowledge that must be built into the course in such a way as to not "lose" the special education students. As the course has evolved, I have built in a number of different teaching methodologies to address this issue following a review of normal human development.

As Lee versus Macon is such a momentous case, all students must write a paper covering the basic principles of the case based on an externally driven rubric. Following the paper, the implications of the court case are followed as each disability is studied. The disabilities are presented both formally and contextually, i.e. through a clinical case study that I have participated in during my career. The students are given the characteristics of each disability, then we "walk" through the Alabama State

INNOVATIVE TEACHING STRATEGIES

ECT 652 Characteristics and Development of Children and Youth with Learning and Behavioral Disabilities, continued

Department of Education (ALSDE) guidelines which also includes required identification and evaluation processes. Each of the clinical cases is a real life case so they are not easy to discern the disability or disabilities (as is true in the school setting). The student must function with the group as part of an eligibility committee (or Building Based School Support Team, BBSST since Lee versus Macon) and discuss the case. On their own, they must write a paper and try to justify what eligibility placement they would recommend using all legal information reviewed in class.

I have also added a strong component on schizophrenia, since both the federal and ALSDE guidelines automatically include an individual with schizophrenia in the eligibility category of emotional disturbance. Nevertheless, our students have typically left our program with little or no information on this disability. I use a combination of lecture and video clips. As soon as “A Beautiful Mind” is released, I will have another invaluable resource.

With all the disability categories, I introduce the students to the Diagnostic and Statistical Manual (DSM) criteria and try to educate them on the two different nomenclatures. Too many times, our educationally trained staff does not speak the language of clinicians, and are at a loss when they receive referrals and professional reports from independent evaluators. Our educators are bright enough to understand these two different “languages” and appreciate the exposure-particularly the school psychometrists and counselors.

Clinical experience is required in this setting of 16 hours observing students with mild disabilities. Standardized formats are given to the students and their observations are posted on Blackboard for their classmates to read. Each student must respond to the posting of at least three of his or her peers, which I monitor during the semester. In addition, the students are required to interview a special education teacher using a standardized format. This is turned in to me. I read it and return it to the students as many times as necessary to ensure that they have benefited from the interview.

ECT 676 Survey of Autism and Pervasive Developmental Disorders

This is a new course that I developed that provides a comprehensive look at the history, the etiology of autism and the other pervasive developmental disorders, the associated medical and psychiatric conditions, and treatment issues. As far as I know, this is the only class offered to education majors on autism in the state, with the exception of a grant at Auburn University. Additional issues to be addressed in this course and embedded throughout the lectures are legal issues, inclusion, and collaboration with professionals and parents. Prior to being appointed to the faculty at UAB, I taught this course as an adjunct faculty member.

I introduce a different topic(s) between each session with our PAL (see innovative strategies) that is relevant to what the students are seeing or experiencing. We use a variety of materials including “hands on” materials, videos, guest lecturers that is applicable. Highlights of the class include products that focus on the use of portable picture symbols, and the use of functional behavioral

INNOVATIVE TEACHING STRATEGIES

ECT 676 Survey of Autism and Pervasive Developmental Disorders, continued

analyses in making crisis intervention and behavior intervention plans. In addition, since I have recently authored a chapter on Autism, I pull a lot of up-to-date material from that chapter to use in class.

Recently, a colleague and myself have received a State Improvement Grant that will include this course in a block of low incidence course. Students completing the block of courses will receive a Letter of Verification from the School of Education indicating their curricular strength in the field of low incidence.

ECT 657 Teaching in Inclusive Classrooms

This course is designed to familiarize students with teaching students with severe disabilities. The course reviews the development of effective teaching skills for students with these disabilities, as well as strategies for assessing and teaching functional academic and communication skills. The COACH (Choosing outcomes and Accommodations for Children) is taught as the basic assessment instrument of choice to use with a parent of a severely disabled individual. The COACH allows the parent to choose the most important skills for their child, and rank order them for the IEP process. The COACH is a very detailed and long process but extremely parent friendly. Students are required to either videotape or audiotape themselves administering the family interview of the COACH and are given written feedback on their sensitivity and use of empathy in asking and pacing the interview. A clinical part is intrinsically built-in as the student must interview the parent of an individual with a severe disability and observe the individual student as well.

A number of consultants and UAB colleagues are used to help address the diverse and severity of the population represented by this class. An occupational therapist/physical therapist usually addresses the class on proper positioning and natural accommodations in the environment. This is usually a very popular night in class as student get to practice proper lifting and handling procedures while I take pictures of them for their portfolio! I load the pictures on Blackboard and they can download then for their portfolio and enlarge them to the size they desire. In addition, students get to see and put their hands-on a lot of adaptive equipment they are not familiar with or have only read about. Dr. Sanspree or Mrs. Carol Allison lecture about visual impairments and share the adaptive equipment available for this population. Dr. Betty Nelson or a consultant discusses the multiple issues with a hearing impairment and the many modifications and accommodations available. Dr. Worthington discusses traumatic brain injuries. I address the other disabilities including autism, other health impaired, and developmentally delayed.

We also address the use of paraprofessional in working with students with severe disabilities and how to use paraprofessionals to facilitate inclusion. The COACH addresses inclusion with the parents as well and is easily integrated into this discussion. Embedded in this discussion is the use of an appropriate communication strategy. The class explores many alternatives and actually sets up several picture symbol boards of their own using free Internet resources.

Specialized healthcare and behavioral support issues specific to these students are introduced through the writing of Health Care Plans. In addition, students make an electronic file of the severe disabilities most commonly seen in the public school situation and the related health care problems.

INNOVATIVE TEACHING STRATEGIES

ECT 657 Teaching in Inclusive Classrooms, continued

This electronic file, hosted by NICENET, is available to them at any point in their professional career and they can continue to add additional resources to their file. A nurse has usually been available to us to discuss universal precautions and answer questions about specific medical procedures such as trecheostomies.

The final product in this class is a Transition portfolio, which should be completed yearly for a child with severe disabilities. The COACH, healthcare plans, NICENET reference sites, and other required products all make-up the transition portfolio. The concept is based on state-of-the-art-literature published by the Council for Exceptional Children.

ECT 452 Characteristics of Students with Special Needs

This course details the characteristics, assessment, needs, and concerns related to students with both low and high incidence disabilities. Issues related to abnormal and normal growth and development, transition, and diversity, as they pertain to students with special needs are addressed. Following a review of normal development, these disabilities are addressed by reviewing the Lee versus Macon court case and the relevant clinical, legal, and cultural findings as they relate to these disabilities. In addition, all other disability areas are reviewed. This is a very intense course and the only course our undergraduates receive on the characteristics of students with special needs. Also, since this was the first time this course was offered to our undergraduates, I stayed in constant contact with the other professors teaching the undergraduate courses to make sure our course were “tracking.” Mid-semester, I asked the students to do a qualitative review of the course. I used this information to make sure of their understanding of the material and that the products were conceptualizing their awareness of the material. The mid-semester reviews also discussed how the undergraduates saw the other course operating together as a “whole” – information I shared with my colleagues and special education program advisor.

Students are introduced to the Alabama State Department of Education (ALSDE) guidelines through the review of actual clinical cases that I have consulted or evaluated on, or cases that have been shared with me by special education coordinator’s for the purposes of student learning. The first case, is an actual case where an individual’s eligibility was changed due to the Lee versus Macon criteria? Tests that were used to evaluate the student and specific concerns related to the disability are discussed in reference to the case. Since this particular case involved several changes in eligibility, we are able to use it to review several different categories. The students meet as a Building Based School Support Team (BBSST) in class to discuss their findings and turn in individual reports. The students require a lot of direction, collaborative modeling, legal information, and professional guidance in reading independent evaluations. Luckily, in our initial class we had general educators and the parents of special needs students so the atmosphere for these discussions were always lively and filled with diverse thoughts and feelings.

Following the class discussions, students write individual BBSST reports. Their reports address specific eligibility criteria, assessment, student needs, and concerns, among other relevant issues. Five BBSST cases studies are completed in the course covering mental retardation, speech-language impairment, learning disabilities, traumatic brain injury/other health impaired/autism, and emotional disturbance. The other disabilities are covered intrinsically within the discussions of the case studies.

INNOVATIVE TEACHING STRATEGIES

ECT 452 Characteristics of Students with Special Needs, continued

Clinical observations are built into the course with each student required to do an 8-hour observation of a low incidence student and an 8-hour observation of a high incidence student. In addition, the students are required to interview a special education teacher using a standardized format. This is turned in to me. I read it and return it to the students as many times as necessary to ensure that they have benefited from the interview.

SUPPORTIVE PROFESSIONAL TEACHING ACTIVITIES

Sponsoring Students in Professional Activities

Sponsored two students, (the former a graduate student, the latter a graduate of our Collaborative program) Patti Lyons and Amy Ensey to speak at the Council for Exceptional Education Chapter 144 regional conference on 12/04/01.

Sponsoring Students in Professional Activities, continued

- Mrs. Lyons spoke on “Safe Schools: Bullyproofing Your School: a topic that she presented based on her *Planning and Managing the Teaching and Learning Environment* class.
- Mrs. Ensey’s topic “Accommodations and Modifications for Elementary Students” was a culmination of her graduate work and real life experiences.
- Sponsored and assisted in the development of a presentation to the Alabama Federation Council for Exceptional Children Super Conference for school psychometrist candidate, Elizabeth Troughton. Topic, Developing A Guide to safe Schools: An Action Plan was a direct result of her work in my *Classroom Management and Planning* course in 2001.

As part of their course requirement in *Characteristics and Development of Children and Youth with Learning and Behavioral Disabilities*, **22 project LEAD students wrote proposals that were accepted and presented** at the Alabama Federation Council for Exceptional Children Super Conference in 2001.

Student proposals accepted were

- HELP! I’m a General Education Teacher with Students in Special Education and I’m Lost! Presented by Pearlie L. Raines and Claudette Washington, 1/18/01.
- What’s In This Handbasket and How Did I Get Here??? Addressing the Needs of First Year Special Education Teachers, Presented by Constance Lawrence, Susan McKinnie, and Kathryn Seifert, 1/18/01
- Building Esteem: Constructing a Successful Blueprint for Special Education Programs, Milton Jordon Hopkins, Tonya Anthony, Kevin D. Holston, and Michelle Truitt, 1/18/01
- Changing Teacher Behavior, Minnie Boone, Cynthia Northorp, Akina Luckett, Phyllis Perry, 1/18/01.

Student proposals accepted, continued

- Becoming Familiar with the Student: Developing a Detailed Profile, Terria Wright, Wilena Simmons, Tracy Davis, 1/19/01
- Stress Management, Christi Gentle, Yolanda Albert, Katina Eddie, 1/19/01
- Stop the Confusion with Inclusion! Pamela Allen, Brenda G. Dial, Marian Robinson, Tywana Presley, 1/19/01

Guest Lecturer/Workshops for Students

Summer 2001 - Guest Lecturer ECT 653-03 Characteristics of Children and Youth with Physical, Health, Sensory, and Communication Disabilities on Autism Spectrum Disorders

Guest Lecturer 5/21/01, EDL 703, Dr. Collins, Advanced Supervision of Curriculum/Special Education Legal Issues

Guest Lecturer, 10/00, ECT 300, Dr. Gargiulo, Emotional Disturbance

Guest Lecturer/Workshops for Students, continued

Guest Lecturer, ECT 300 on Autism for Dr. Renitta Goldman, 4/19/00

Guest Lecturer for Dr. Carol Dowdy on Functional Assessments and Behavior Management Plans, 2/05/99

Weekend Workshop on Autism, 2/05/99, Open to the School of Education, 2/05/99

Co-Teaching

Characteristics and Development of Children and Youth with Learning and Behavioral Disabilities with Beverly Jones, Area Supervisor, Birmingham City Schools, Fall 2000. Combined graduate students in Master's Collaborative Special Education Program with cohort from Project LEAD (approximately 50 students).

On-Going Workshops

Workshop - Interdisciplinary Seminar on Autism 2001 Overview of Diagnostic Criteria, Characteristics, Recommended Practices Presented 8/02/01 for Dr. Jennifer Kilgo's Transdisciplinary Grant

Workshop - Interdisciplinary Seminar on Autism 2001 Overview of Diagnostic Criteria, Characteristics, Recommended Practices Presented 5/17/01 for Dr. Jennifer Kilgo's Transdisciplinary Grant

Training

Attended on-line Academy Training with Dr. Nelson and was responsible for getting the academies online and accessible at the School of Education. These e-learning modules are used by Dr. Worthington as part of her Positive Behavioral Support class and have become an integral part of the Lee versus Macon training all our special education students.

Advising

On-Going Advising of Graduate Students and Meeting with New Graduate Candidates

ADVERTISING THE SPECIAL EDUCATION COLLABORATIVE PROGRAM

As president of Chapter 144 of the Council for Exceptional Children, coordinated program meeting with UAB special education faculty and to address on-going special education issues with special and general education teachers, parents, and professionals, in the regional area regarding programs available at UAB and how UAB is addressing these issues (4/16/02).

PROGRAM DEVELOPMENT

Develop and distribute portfolio schedule to the special education faculty annually

Maintain program notes for bimonthly special education faculty meetings

Develop new course syllabi for undergraduate special education program

Scholarly Activities at the University of Alabama at Birmingham

Professional Presentations and Workshops

International/Refereed

Worthington, L.A., & Dahle, K.B. (10/06/01). *Interim Alternative Educational Settings: Recommendations for Practice*. Presentation to the International Council for Children with Behavior Disorders, Atlanta, GA.

National/Refereed

Dahle, K.B. & Nelson, B. (Submitted). The 2002 Autism Society for America. Conference scheduled for 7/17-7/21/02, Indianapolis, ID.

Dahle, K.B. & Nelson, B. (Submitted). . The 2002 Autism Society for America. , *Transition into adulthood with person centered planning*. Conference scheduled for 7/17-7/21/02, Indianapolis, ID.

Dahle, K.B. & Nelson, B. (4/04/02). *Services for young children with autism*. Demonstration Session, National Council for Exceptional Children, New York City: NY.

Worthington, L.A., Goldman, R., Dahle, K.B., Northorp, C., Lockett, A., Brown, R. & Spence, G. (4/20/01). *Strategies for affirming diversity and promoting equity in the classroom*. Presentation, Council for Exceptional Children Annual Convention and Expo 2001, Kansas City, MS.

Patterson, J., Dahle, K., Collins, L., & Nix, M. (10/26/01). *Mentoring females and minorities in higher education*, Presentation, American Education Research Association Special Interest Group Research on Women and Education, Baltimore: MD. Conference cancelled due to 9/11/01.

Dahle, K.B. (7/05/01). *Using cooperative learning strategies to facilitate the inclusion of students with autism*, Workshop, National Autism Society of America, Atlanta: GA.

Burrow, J., Christensen, L.M. & Dahle, K.B. (January 1999). *Professional development labyrinth: Our stories of renewal*. Presentation, 1999 Qualitative Research in Education Conference, Athens, GA.

Christensen, L.M., & Dahle, K.B. (01/08/98) *Is school different because I am included?* . Presentation, 1998 Qualitative Research in Education Conference, Athens, GA.

Christensen, L.M., & Dahle, K.B. (1997). *Is school different because I am included?* Presentation, 77th Annual Meeting of the National Council for the Social Studies, Cincinnati: OH.

Regional/Refereed

Patterson, J., Dahle, K., Collins, L., & Nix, M. (11/14/01). *Mentoring females and minorities in higher education*, Presentation, Midsouth Educational Research Association, Little Rock: ARK. [*Mentoring in Higher Education Blackboard site was launched as an adjunct to a presentation at Mid-South American Education Research Association.*]

Professional Presentations and Workshops

Regional/Refereed, continued

Mentoring in Higher Education

<http://blackboard.course.ed.uab.edu/course/PD100/> Password for Guests is Mentors.

Dahle, K.B. & Abbott, G. (11/16/01). *Preliminary analysis of the Fast ForWord program in Jefferson county*. Presentation, Midsouth Educational Research Association, Little Rock: ARK.

Dahle, K.B., Carter, J., & Mainor, M. (5/05/00). *PALS: (Positive action lasting support)*. Presentation, Southeast Regional Conference for Children with Behavior Disorders, Biloxi: MS.

Dahle, K.B. & Felder, A. (5/06/00). *An autism triage: Alabama's approach to assisting individuals with autism and other pervasive developmental disorders*. Presentation, Southeast Regional Conference for Children with Behavior Disorders, Biloxi, MS.

Dahle, K.B. (5/08/98). *Inclusion, collaboration and peer involvement: The Allan Cott project at Avondale elementary school*. Presentation, The Council for Children with Behavior Disorders, The Third Biennial Southeast Regional Conference, Innovative Strategies for Addressing the Needs of Students with Emotional or Behavioral Problems, Gulf Shores, AL.

Dahle, K.B. (5/09/98). *The behavior management committee and behavior management plans*. Presentation, The Council for Children with Behavior Disorders, The Third Biennial Southeast Regional Conference, Innovative Strategies for Addressing the Needs of Students with Emotional or Behavioral Problems, Gulf Shores, AL

The Annual Spring Outreach Conference, Attention Deficit Disorder the School's Vital Role and Supportive Services for Student's with Disabilities. Presentation on Attention Deficit Disorders and Conduct Disorders: An Experiential Education Approach through Glenwood Wilderness, Sponsored by the Central, East, and Northeast Alabama Special Education Coordinators and the Alabama Department of Education, Division of Special Education Services, 1991

Regional/Invited Presentation

Dahle, K.B. (1/29/01). Invited presentations entitled *The educational and clinical evaluation of autism: A classification enigma*, SEACASE (Special Education Administrators of the Council of Administrators of Special Education), Mobile, AL.

Dahle, K.B. (1986) Invited six-hour workshop entitled Dyslexia: Evaluation/Assessment, Intervention, and Legal Issues. Alabama AAMU - UAH Regional In-Service Education Center for Special Education. Huntsville, AL.

Professional Presentations and Workshops

State/Refereed

Worthington, L.A. & Dahle, K.B. (1/18/01). *Interim alternative education settings*. Presentation, Alabama Federation Council for Exceptional Children, Super Conference, Birmingham: AL.

Nelson, B. & Dahle, K.B. (1/19/01). *WebQuests: Leveling the classroom playing field for all students*, Presentation, Alabama Federation Council for Exceptional Children, Super Conference, Birmingham, AL. Developed a Nicenet site for participants to access with resources, which are maintained by the co-leaders of this presentation.

Dahle, K.B. (2/21/00). *Cooperative learning and the use of peer tutors in inclusive classrooms for students with autism*. Presentation, Alabama Federation Council for Exceptional children, Nineteenth Annual Super Conference, Tuscaloosa, AL.

Dahle, K.B. (2/21/00). *Using paraprofessionals to facilitate the inclusion of students with autism*. Presentation, Alabama Federation Council for Exceptional children, Nineteenth Annual Super Conference, Tuscaloosa, AL

Dahle, K.B. (9/01/98). *Mental health professionals and special educators: Can we talk?* Presentation, Alabama Council of Community Mental Health Boards, Birmingham, AL.

Dahle, K. & Christensen, L.M. (2/19/98). *Inclusion, collaboration, and peer involvement: The Allan Cott project at Avondale elementary*. Showcase Session, Alabama Federation Council for Exceptional Children Super Conference "98, Technology for the 21st Century: Meeting the Needs of All Learners, Tuscaloosa: AL.

Hawkins, J. & Dahle, K. (7/18/96). *Autism and sensory impairments*, One-day session, 1996 Summer Academy, Division of Special Education Services, State Department of Education, Mobile: AL.

Dahle, K. B. (8/27/96). *What therapists need to know about the expulsion of special education student?* Presentation, Alabama Council of Community and Mental Health Boards, 22nd Annual Conference, Birmingham: AL..

Barton, D., Bowen (Dahle), K., Cleckler, E., Hedrick, R., & Herrmann, T. (1990). *Basic evaluation and intervention with adolescents*. Course presented at The 15th Annual Alabama School of Alcohol and Drug Studies, The University of Alabama, Tuscaloosa:AL.

State/Invited Presentations

Dahle, K.B. & Nelson, B. (7/18 & 19/2000). *Considerations in using augmentative communication devices for children with autism and other low incidence disorders*. Invited presentation, 2002 Special Education Summer Academy, Division of Special education Services, Mobile:AL.

Dahle, K.B. (10/11&12/00) Current Issues in Alabama, Invited presentations, Alabama Autism Academy, sponsored by the Alabama Department of Education, Division of Special Education Services, Montgomery:AL

Professional Presentations and Workshops

State/Invited Presentations, continued

Dahle, K.B. (1994). *Attention deficit disorder – Helping your hyperactive child*. Invited Presentation for Ready, Set, Grow Series at Bradford, Birmingham:AL.

State/Not-Refereed

Dahle, K.B. (1998). *Behavior plans insuring appropriate interventions*. Presentation at the 1998 Alabama Autism Conference, sponsored by Glenwood, Incorporated with the Division of Special Education Services, Birmingham: AL.

Local/Not Refereed

Dahle, K.B. (3/14/00). *Asperger's, Retts, pervasive developmental disorder*. Presentation, Alabama Chapter 144 Council for Exceptional Children Conference, Birmingham:AL.

Dahle, K.B. (1997-1999) Organized and participated in *SUCCESS for parents (sharing understanding through the community through communication, education, and support services)*, a Six-Part Training Series focusing on the Pervasive Developmental Disorders and Autism through Glenwood, Inc., Birmingham: AL.

Dahle, Seminar at Medical Center East, Community K.B. & Creasy, D. (4/17/93) *Attention deficit hyperactivity disorder: Helping your hyperactive child*, Community Resource Center, Birmingham:AL.

NATIONAL PUBLICATIONS/REFEREED

Book Chapter

Dahle, K.B. (2003). Autism spectrum disorders. In R. Gargiulo (Ed.), *Special Education in Contemporary Society* (pp. 490 – 531). Wadsworth Publishing: CA.

Articles

Dahle, K.B. (Scheduled for publication, Winter, 2003). Services to young children with autism. *Journal of Early Childhood Education*.

Dahle, K.B. (in process). The Clinical and Educational Systems for Autism: Differences and Similarities. *Intervention in School and Clinic*.

Dahle, K., B. & Abbott, G. (in process). Changes in language skills of “at risk” elementary students using Fast ForWord. *Research in the Schools*: East Tennessee State University.

Patterson, J., Dahle, K., Nix, M., Collins, L., & Abbott, G. (2003, January). Mentors for women and minorities in higher education. *Advancing Women in Leadership*, {On-Line} Available: <http://www.advancingwomen.com/awl/awl.html>

NATIONAL PUBLICATIONS/REFEREED**Articles/Conference Proceedings**

Dahle, K.B. (1999, July). Using cooperative learning strategies to facilitate inclusion of students with autism. Paper presented at the Autism Society of America, Atlanta, GA.

Christensen, L. & Dahle, K.B. (1997, November). Is school different because I am included? Paper Presented at the 77th Annual Meeting of the National Council for the Social Studies, 1997, Cincinnati, OH.

REGIONAL PUBLICATIONS/REFEREED

Dahle, K. & Abbott, G. (2001, November). Preliminary analysis of the Fast ForWard program in Jefferson county. In Petry, J.R. (Ed.), p. 27, Proceedings of the Mid-South Education Research Association, Little Rock, ARK.

Patterson, J., Dahle, K., Collins, L., & Nix, M. (2001, November). Mentoring females and minorities into higher education. In Petry, J.R. (Ed.). pp.11-12, Proceedings of the Mid-South Education Research Association, Little Rock, ARK.

Christensen, L.M. & Dahle, K.B. (1998). Implementing inclusive education in classroom. *The Docket, Journal of the New Jersey Council for the Social Studies*, Spring-Summer, 15 – 26.

STATE PUBLICATIONS/REFEREED

Dahle, K. B. (1996, August). What therapists need to know about the expulsion of special education student? Paper presented at the Alabama Council of Community and Mental Health Boards, 22nd Annual Conference, Birmingham: AL.

STATE PUBLICATIONS/NONREFEREED**Internet Nicenet Web-Site Construction**

Development and on-going construction of **Nicenet Web-Site** for Alabama Autism Academy for all participants. Nicenet presented at Alabama Autism Academy training session October 11-12, 2000, available to all participants across the State of Alabama to stay current with information on autism spectrum disorders, legal issues, parental issues, and related curriculum issues <http://www.nicenet.org/> Password is Y28468AZOO.

OTHER SOURCES**Videotapes**

Ron Froth Advertising (Producer & Director). (2000). Angels for autism. [Videotape]. Birmingham, AL: Ron Froth Advertising.

OTHER SOURCES**Web Documents on University of Alabama School of Education Program Web Site**

Dahle, K. (2002). *Planning and Managing the Teaching and Learning Environment*. Retrieved January 2, 2002, from University of Alabama at Birmingham from Blackboard 5 site:
http://blackboard.ed.uab.edu:80/bin/common/course.pl?course_id=_27_1&frame=top

Dahle, K. (2002). *Characteristics and Development of Children and Youth with Learning and Behavioral Disabilities*. Retrieved January 2, 2002, from University of Alabama at Birmingham from Blackboard 5 site:
http://blackboard.ed.uab.edu:80/bin/common/course.pl?course_id=_20_1&frame=top

Dahle, K. (2002). *Survey of Autism and Pervasive Developmental Disorders*. Retrieved January 2, 2002, from University of Alabama at Birmingham from Blackboard 5 site:
http://blackboard.ed.uab.edu:80/bin/common/course.pl?course_id=_31_1&frame=top

Dahle, K. (2002). *Teaching in Inclusive Classrooms*. Retrieved January 2, 2002, from University of Alabama at Birmingham from Blackboard 5 site:
http://blackboard.ed.uab.edu:80/bin/common/course.pl?course_id=_26_1&frame=top

Dahle, K. (2002). *Characteristics of Students with Special Needs*. Retrieved January 2, 2002, from University of Alabama at Birmingham from Blackboard 5 site:
http://blackboard.ed.uab.edu:80/bin/common/course.pl?course_id=_221_1&frame=

Nelson, B. & Dahle, K. (2002). *Practicum and Internship Supervision*. Retrieved January 2, 2002, from University of Alabama at Birmingham from Blackboard 5 site:
http://blackboard.ed.uab.edu:80/bin/common/course.pl?course_id=_30_1&frame=top

Nelson, B., Patterson, J., Dahle, K., Collins, L., Nix, M. (2002). *Mentoring in Higher Education*. Retrieved January 2, 2002, from University of Alabama at Birmingham from Blackboard 5 site:
http://blackboard.ed.uab.edu:80/bin/common/course.pl?course_id=_230_1&frame=top

GRANTS/RESEARCH ACTIVITIES

National Personnel Preparation Grant of Personnel in Minority Institutions

In process of submitting a **National Personnel Preparation Grant of Personnel** with Dr. Lou Anne Worthington as Co-Investigator. Grant is for the preparation of special education, related services, and early intervention educators to serve infants, toddlers, and children with low-incidence disabilities. Sponsored by the United States Department of Education, grant deadline is 2/01/02.

AB Collaborative Teacher Minigrant awarded by the Alabama State Department of Education.

Co-Investigator, **UAB Collaborative Teacher Minigrant awarded by the Alabama State Department of Education** for \$20,000 to expand collaborative graduate special education programs and emphasizes low-incidence teaching methodologies. Students participating in grant activities will take a block of four low incidence courses and will be able to receive a Letter of verification indicating a curriculum concentration in Low Incidence disabilities. A new course will be added to this block emphasizing alternative and augmentative communication strategies. A transdisciplinary panel consisting of both parents related service personnel and special educators would participate in the revision or construction of these courses. Workshops will also be made available in the schools to allow co-investigators to take pertinent information from these courses directly into the field.

"Assistive Technology for Individuals within the Autism Spectrum Disorder: Not Included Again?"

Proposal initially submitted February 15, 2001, in Applied Autism Research for \$25,000.00 to fund project titled "**Assistive Technology for Individuals within the Autism Spectrum Disorder: Not Included Again?**" Project not funded but was resubmitted. Letter dated 12/04/01 from Autism Society of America indicates there has been a delay in responding to the research proposal but that an announcement to the 2001 Applied research Competition is forthcoming.

External Evaluator for Jefferson County Schools, FastForward Program

External Evaluator for Jefferson County Schools, FastForward Program. The program was piloted at Grantswood and Lipscomb and targets special education students, ESL students, and any student that has difficulty reading and seems unable to make progress with traditional methodologies. FastForward is sponsored by Scientific Learning Systems and has been utilized with more than 50,000 students in the United States. Attended multiple training sessions, gathered data, and presented initial data to Jefferson County personnel after data analysis with the assistance of Dr. Gypsy Abbott. Jefferson County is currently replicating the program at 15 sites based on the results of outcome data.

Service to The University of Alabama at Birmingham

Professional Memberships, Affiliations and Community Involvement, and Outreach Activities Including Public School Participation:

OUTREACH ACTIVITIES, INCLUDING PUBLIC SCHOOL INVOLVEMENT

Consultant, Alabama State Department of Education, Division of Special Education Services for individuals within the Autism Spectrum Disorder or with an educational classification of seriously emotionally disturbed 1991- 2001. Representative letters of support are included as documentation of my work. . Assisted in the development of Autism Academies for training across the state and maintained on-going evaluative data to monitor for further training needs.

Participated in Alabama State Department of Special Education (ALSDE) Task Force to revise and rewrite the ALSDE definition and eligibility code for autism and seriously emotionally disturbed individuals, 9/15-16/99.

Present to regional in-service centers on topics related to autism spectrum disorders as requested by the Alabama State Department of Education

Jasper Regional In-Service Center, Assessment and Intervention of Autism, tentatively scheduled for 2/22/01

Public School Activities includes the following services and estimated hours:

- provision of consultation and teachers throughout the state in the areas of autism and seriously emotionally disturbed
- on-going teacher training including in-services and modeling of state-of-the-art techniques
- sensitivity and diversity training to prepare nondisabled students and teachers for the inclusion of a student with a disability
- attendance and participation at Individual Education Plan meetings
- attendance and participation at Behavior Management Plan meetings
- liaison between school and parent
- oversee and monitor special education programs through on-site observation, student, teacher, parent interviews, and data collection
- testify in due process and mediation cases as “expert witness”
- serve as mediator in due process cases
- assess, diagnosis, and make recommendations for educational placement and intervention

OUTREACH ACTIVITIES, INCLUDING PUBLIC SCHOOL INVOLVEMENT

Public School Work includes the following activities and estimated hours (continued):

- collect data for functional behavioral analysis plans and integrate information into Crisis Intervention , Behavior Intervention, or both plan as appropriate
- evaluate educational record and make recommendations for the appropriateness of placement prior to legal action
- advocate for individuals with autism and their families by participating in the educational process as requested

Birmingham City Public Schools –50 hours

EPIC School, Strategic Planning Committee 10/20/00

EPIC School, Grant Writing Possibilities, 4/03/01

Jefferson County Board of Education – 47.0 hours

Huntsville City Schools – 26 hours

Vestavia Hills City Schools – 7.25 hours

Madison City Schools – 80.0 hours

Tuscaloosa County Schools –55 hours

Lawrence County Schools – 40 hours

Cullman City Schools – 10 hours

Member of **PATHfinders of Alabama**, a multidisciplinary team that provides services to youth ages 14 to 28 with dual sensory impairments (usually deafblind) at no charge to school systems throughout the State of Alabama and outside the State, when requested. My role on the team is to provide expertise in the area of behavior management, review psychological and educational testing, and provide and on-site supportive counseling that may be necessary

Volusia County, Florida - 30 hours

Monroeville, Alabama – 8 hours

Huntsville City, Alabama – 6 hours

AIDB – 8 hours

OUTREACH ACTIVITIES, INCLUDING PUBLIC SCHOOL INVOLVEMENT

Public School Presentations

Leadership Academy II, Birmingham City Schools, December 13, 2001, with Terry Hyche, Executive Director of Special Education and Dr. Lou Anne Worthington.

Parent Training Initiative on Autism, Part I, DSM-IV and Special Education Services Criteria for Autism: Similarities and Differences, presented to Huntsville City Schools, Madison City Schools, and Madison County Schools, August 18, 2001.

Decatur City In-Service scheduled 2/8/02, Diagnosis and Treatment of Autism Spectrum Disorders

Pervasive Developmental Disorders and Autism, Presentation to staff at the Jefferson County Board of Education, June 15, 1999.

Consultation and Training to Cullman City Board of Education for 32 Hours, through Glenwood Inc.'s contract with the Alabama Division of Special Education Services, 1991

Presentation on Attention Deficit Disorders at George W. Floyd Elementary School, Gadsden Board of Education, Gadsden, Alabama. 1990.

Attention Deficit Disorders, Eura Brown Elementary School, Gadsden Board of Education, Gadsden, Alabama. 1990

Workshop entitled Dealing with Dyslexia presented to the teachers of the DeKalb County School System, 1987

OUTREACH ACTIVITIES, INCLUDING AFFILIATIONS AND COMMUNITY INVOLVEMENT

Community Presentations

Parental Rights for Individuals with Autism, Presentation at the Autism Society of Alabama, Parent Support Group, 8/03/01, Hoover, Al.

Presentation on "ADD and ADHD" to the Protective Life Lunch and Learn group on 3/06/01

On behalf of the Autism Society of Alabama, participated in the "Angels for Autism" campaign in April of 2000, was interviewed and videotaped. This videotape is used throughout the state for the purpose of increasing awareness and understanding of the autism spectrum disorders as well as to assist in fund-raising activities. Part of the video, with my interview was shown on the local NBC, CBS, UPN, WB and ABC channels (see other reference citation).

During National Autism Awareness Month April of 2000, I was interviewed on radio stations for the purpose of increasing awareness and understanding of autism spectrum disorders. The interview was presented on channels WZZR (99.5 FM), WAPI (1070 AM), & WJOX (690 AM).

OUTREACH ACTIVITIES, INCLUDING AFFILIATIONS AND COMMUNITY INVOLVEMENT

Board Member State Chapter, Alabama Federation Council for Exceptional Children

Represent Chapter 144, Council for Exceptional Children, at all Alabama Federation Council meetings

Nominated as Vice-President Alabama Federation Council for Exceptional Children, April 2000

President, Council for Exceptional Children (CEC), Chapter 144, Birmingham, Alabama

Responsible for professional development activities for the chapter for the 2001-2002 year for special and general education teachers, parents, and professionals in the greater Birmingham region. This is the largest CEC chapter in the state of Alabama. Highlights of 2001-2002 include co-sponsoring presentations with the University of Alabama at Birmingham special education faculty and Phi Delta Kappa and Civitan International.

Responsible for developing and sponsoring a regional workshop for special and general educators parents, as well as interested professionals

Vice-President Elect Council for Exceptional Children, Chapter 144, 2000-2001

Assisted in planning meetings for 2000-2001

Assisted in planning regional conference

OUTREACH ACTIVITIES, MEMBERSHIP AND SERVICE IN PROFESSIONAL ORGANIZATIONS

National Council for Exceptional Children

Member #468427

Invited participant in national focus group on 4/21/01 in Kansas City, Missouri

Member of the following divisions:

Council for Administrators of Special Education (CASE)

Council for Children with Behavior Disorders (CCBD)

Mental Retardation and Developmental Disabilities (MRDD)

Council for Children with Learning Disabilities (CCLD)

OUTREACH ACTIVITIES, MEMBERSHIP AND SERVICE IN PROFESSIONAL ORGANIZATIONS

Member Alabama Family Ties, Inc.

This is a non-profit organization whose mission is to provide support, education and referrals to parents of seriously emotionally disturbed (SED) children. I am listed as a professional referral for children identified as SED or autism for consultation, training, or evaluation.

Member of the Autism Society of America.

Member # 130514

Member of the Alabama Autism Society.

On professional referral list for parents and other professionals seeking assistance within the State of Alabama

Board member for the Autism Society of Alabama (1994-1998), Continue as a member of their advisory board. On-going contact with Executive director, Julie Oetting.

Member American Mental Health Counselors Association

Member #999020063

Member Alabama Mental Health Counselors Association

Organized Annual Conference Agenda for mental retardation track of the Alabama Council of Community Mental Health Boards, 1998.

Member National Board of Certified Counselors

Member Alabama Counseling Association

Member #1396

Member National Association of School Psychologists

Member # 122800

Member Alabama Association of School Psychologists

Member American Education and Research Association

Serve on membership committee for Mid-South American Education and Research Association

Member of CH.A.D.D. (Children with Attention Deficit Disorder)

Established and served as a Board member of the Gadsden-Child Advocacy Center, Executive Committee, 1987-1991.

SCHOOL OF EDUCATION MEMBERSHIPS AND AFFILIATIONS

Faculty Senate Alternate June 2001 – May 2003. Attend faculty senate meetings as possible and whenever appointed faculty senate member cannot attend a designated meeting. Although I have not attended as much during the academic year, I was the only senator present from the School of Education during the summer months.

Co- Chair, Student Concerns Committee 2001-2002. Member of student concerns committee since 2000-2001. Participate in on-going meetings and assist in leadership of committee. The major focus of this committee has been planning the Student Awards Banquet for 2002. I have been active in evaluating possible sites by visiting them and speaking to management, coordinating with appropriate personnel about prices, and discussing catering prices with designated companies. This committee meets monthly.

Member Technology Committee 2001-2002. This committee meets twice monthly. Recently participated in “Holly Jolly Technology Folly” where I presented Nicenet Internet Site to faculty as part of technology development day. In addition, as a member of this committee I have been a participant in a faculty focus group to look at web page design and have been a resource to staff on technology issues, as possible.

Member “Don’t Laugh at Me” Birmingham Consortium 2000- ongoing. This program provides an infrastructure, through a grant provided by State Farm, to address the issues of teasing, bullying, and intolerance that have led to the recent violence in our schools. Peter Yarrow, is the founder of the program, and lends much of his music to curriculum designed to improve social and emotional learning, as well as teach character education. As part of the program, I have attended on-going meetings, and participated in a two-day training session led by Linda Lanteri, founding Director of the Resolving Conflict Creatively Program. Participate in on-going meetings and training opportunities. Responsible for the donation of materials to the program from STARS (Students Taking A Right Stand) that included three videos about bullying and teasing. There are currently 15 sites in the Birmingham area using this program and UAB has a blackboard site to support the program.

Member of mentoring group sponsored by Dr. Gypsy Abbott. The group of non-tenured assistant professors has been accepted to speak at two professional organizations, and their work has been accepted for professional publication and reproduction in conference proceedings on the subject of mentoring.

School of Education Scholarship Committee – Annually reviews applicants for scholarships and submits names of recipients to Miranda Harris for each identified scholarship.

Member of special education faculty committee that meets twice monthly to address on-going issues within the department. As part of the department, I recently participated in a Special Education Advisory Summit with coordinators of area special education schools. The information provided in this meeting allowed the UAB faculty to address the strengths and weaknesses within the current program and helped address some possible areas of grant involvement for the future. During the academic year 1999-2000, the collaborative special education faculty met separately on an on-going basis to address issue within the collaborative program, update handbooks and written information, and syllabi for the undergraduate special education collaborative program. Since this was my first year at the University, I also met with Dr. Worthington to discuss and practicum and internship issues so that a new handbook (which was eventually put on-line) could be revised.

Member of UAB faculty that meets monthly with the Dean and FIC committee representative.

SCHOOL OF EDUCATION SPECIAL EVENTS

Commencement

Commencement, Sunday, June 10, 2001

Commencement, Sunday, June 4, 2000

Other Activities within the School of Education

Faculty Senate Buffet Dinner Hosted by President W. Ann Reynolds and Interim Provost Arol Augsburg

Christmas Alumni Buffet 12/14/01

UAB School of Education Awards and Recognition Luncheon, 6/27/00

Black History Month Celebration, 2/02/01

UAB School of Education Student Recognition Day, 5/22/01

Student Alabama Education Association, University of Alabama at Birmingham, Polaroid Workshop, 5/05/01

IRB Investigator Training Session, 5/30/00

WORK WITH OTHER UAB DEPARTMENTS

A Health Services Foundation General Endowment Fund Grant, entitled Psychopharmacology Clinic for Autistic Spectrum Disorders, was written with participants from the following departments: Pediatrics, Civitan International Research Center, Medical Genetics, Children's Hospital Pediatrics, Pediatrics/Neurology, Psychiatry/Child and Adolescent, and Pediatrics/Neurology. I was written into the grant from the Education department for three years to "provide expertise on educational intervention and referrals for children identified through the clinic." The clinic meets twice monthly. My role has been mostly consultant due to the lack of funds to pay for my participation. However, I have participated in Grand Rounds with other clinic members, the identification of clinic protocols, and worked in the development of the clinic design. In addition, psychiatry students attend consultations with me, as appropriate, when I am in the public schools that are involved with the Principal Investigator of this grant.

There was an attempt by the Principal Investigator to fund my participation through the initiation of a second grant. This grant available through Protective Life Clinical Initiatives was entitled A Multidisciplinary Clinic for Autism Spectrum Disorders. The clinical initiatives grant was applied for on 7/11/01 to attempt to fund my participation at 4 hours per week but the funds were not granted.

SPECIALIZED TRAINING

2001

Readings in The Advocate by AMHCA Home Study: July/August, 2001 Issue

Readings in The Advocate by AMHCA Home Study: May/June, 2001 Issue

2001

2001 National Conference on Autism, 7/18-7/22/01, San Diego, Ca.

Asperger's Disorder – Home Study, Fred Volkmar, (3 hours) Professional Development Resources, 6/19/01

Alabama Educational Technology Conference, Certificate of Participation (2 hours), 6/13/01

The Young Child with Special Needs, Autism Preconference (12 hours), Contemporary Forums.

Blackboard 5 Update Training UAB

Specialized Training (8 hours) in Asperger's Disorder by Dr. Richard Simpson, University of Kansas, sponsored by the Alabama State Department of Education, Division of Special Education Services, Autism Academy.

Understanding Anxiety (6 hours) Presented by Dr. Bruce Arnow, Cortext MindMatters Educational Seminars.

Alabama Association for Counselor Education and Supervision (24 hours), ALACES Supervision Workshops.

2000

Certificate of Achievement, University of Chicago Hospitals, Autism Research Group, reliability has been achieved on Modules 1-4 of the Autism Diagnostic Observation schedule (ADOS-WPS), Dr. Catherine Lord.

Specialized Training (40 hours) in Autism by Judevine Center for Autism, sponsored by the Alabama State Department of Education, Division of Special Education Services, Autism Academy

Specialized Training in Autism by Linda Hodgens (16 hours) in the use of visual strategies, sponsored by the Alabama State Department of Education, Division of Special Education Services, Autism Academy

Specialized Training in Autism by Dr. B.J. Freeman (16 hours), sponsored by the Alabama State Department of Education, Division of Special Education Services, Autism Academy

SPECIALIZED TRAINING, continued

Specialized Training in Applied Behavior Analysis (16 hours), sponsored by the Alabama State Department of Education, Division of Special Education Services, Autism Academy

1999

Specialized Training in the Baulduin Model for Autism (16 hours), Sponsored by the Alabama State Department of Special Education, Division of Special Education Services, Autism Academy

Autism Diagnostic Observation Scale, Susan Risi, University of Chicago, (40 hours)

Specialized Training by Judevine Center for Autism (40 hours), Sponsored by the Alabama State Department, Division of Special Education Services

Special Education Law in Alabama: Rights and Responsibilities, Professional Development Network

Quality Improvement Training

Joint Commission Training in Community Behavioral Health Care (Accreditation Team Member)

Positive Management of Aggressive Behavior (PMAB)

Community First Aid and CPR, American Red Cross

1998

Operations Enhancement Initiative Training- Clinical/Operations/Consumer Tracks

IEP Team Training, State Department of Education, Division of Special Education Services, Beverly Hunter

Autism and Related Disabilities, Travis Thomas, Ph.D., Behavior Intervention Specialists, Inc.

Cultural Diversity, Glenwood, Incorporated

Fall Leadership Conference, Alabama Division of Special Education Services, Montgomery, Alabama

1997

Mental Health and The Law, Alabama Legal Issues of Providing Mental Health Services

The 1997 Autism Society of America, National Conference on Autism, Orlando, Florida

Applications of Qualitative Methods in Educational Research, EPR 596-03 The University of Alabama at Birmingham, Dr. Lois Christensen

SPECIALIZED TRAINING, continued

Alabama Council for School Administration and Supervision (ACSAS) in Special Education Law

Treating Autism: Making A Difference in the Quality of Life, Judevine Center Associates, St. Louis, Missouri

Coping With Schizophrenia: Insights for Consumers, Families, and Providers, Auburn University at Montgomery

1997

Developing Positive Sexuality and Dealing with Inappropriate Behavior, Behavior Intervention Specialists, Dorothy Griffiths, Ph.D.

Reauthorization Becomes a Reality, LRP Publications, and Melinda Maloney

Fall Leadership Conference, Division of Instructional Services, and Special Education Services

1996

Grant Writing Workshop, Jefferson County Board of Education

Behavioral Health Care Accreditation Conference, Joint Commission on Accreditation of Healthcare Organizations

17th Annual TEACCH Conference on Autism and Related Disorders, Office of Continuing Medical Education, The School of medicine, The University of North Carolina at Chapel Hill.

Confidentiality of Children's Records, Medical Educational Services, Inc.

1995

Early Social and Cognitive Development In Autism, 16th Annual TEACCH Conference, Office of Continuing Medical Education, The School of Medicine, The University of North Carolina at Chapel Hill.

Responsible Inclusion: Preferred Practices, General and Preferred Sessions The Alabama Council for Children with Behavior Disorders, South Alabama Research and In service Center, University of South Alabama

Adaptive Behavior/Regression Model Workshop, Division of Special Education Services

Special Education Legal Conference, Alabama Division of Special Education Services

Alabama Council for Community Mental Health Boards, The University of Alabama at Birmingham, UAB Special Studies

SPECIALIZED TRAINING, continued

1994

17th Annual Institute in Administration and Supervision of Special Education, Virginia Polytechnic Institute and State University, Division of Continuing Education, Virginia

Introduction to DSM IV, Dr. Gary Ginter

A DSM-IV Survival Course, Michael G. Wise, M.D., Mobile Mental Health Center

Employee Attitude Problems, Firing, and the Law, American Management Association

Psychotherapy and the Twelve Steps, Bradford

Tennessee Association of Mental Health Centers 1994 Annual Meeting

Alabama Council of Community and Mental Health Boards, The University of Alabama, UAB Special Studies

Cultural Diversity Training, presented by National Council on Cultural Diversity

Sexually Abused Adolescent and Addiction Treatment Methods and Case Management, Bradford-Parkside

Alabama Council of Community Mental Health Boards 19th Annual Conference

Grief Issues for Adolescents and Their Families, Bradford

Attentional Problems – Facts and Fiction, Bradford

Street Gangs vs. Racial Gangs – The Wave of the Future, Bradford-Parkside

Stress in the Workplace, CMR Home Study Department

Indian Rivers Child and Adolescent Conference, University of Alabama

Alabama Conference on Autism sponsored by Glenwood Mental Health Services

1992

Attended the Second Annual Gulf Coast conference on Child Sexual Abuse, University of South Alabama, November 19th.

Trained in the administration, scoring and interpretation of the Autism Diagnostic Interview-R (ADI-R) presented by Dr. Catherine Lord, Greensboro, TEACCH Center, Chapel Hill, North Carolina

Attention Deficit Disorders in the Schools, and Intelligent Testing with the WISC-III, The University of Alabama

SPECIALIZED TRAINING, continued

Woodcock-Johnson Psycho-Educational Battery-Revised Workshop, Division of Special Education Services

Alabama Association of School Psychologists, Summer Workshop on Attention Deficit Disorders, Crestline Elementary School, Mountain Brook, Alabama.

Central Processing Disorders: Current Concepts and Practical Approaches to Identification, Assessment, and Management, American Speech-Language Hearing Association

Understanding through Education, (CH.A.D.D.) 3rd Annual National Convention of Children with Attention Deficit Disorders, Washington, D.C.

Hot Legal Issues in Special Education, Alabama Council for Exceptional Children #144

1990

Attended New England Educational Institute and Brattleboro Retreat, Office of Continuing Education, Cape Cod Summer Symposia with Russell Barkley on Attention Deficit Hyperactivity Disorder: Diagnosis, Assessment and Treatment, July 23rd – 27

The Second Annual Gulf Coast Conference on Child Sexual Abuse, University of South Alabama, Department of Conference Activities and Special Courses.

1989

Strategic Therapy Workshop, Abuse in the Family, Jay Haley and Cloe' Madanes, Family Therapy Institute of Washington, D.C.

Learning Disorders Over Time: Developmental Description and Prescription from Preschool Through High School, Melvin D. Levine, M.D., Cathee J. Huber, R.N., Martha S. Reed, M.Ed., The Clinical Center for the Study of Development and Learning at The University of North Carolina at Chapel Hill. Sponsored by Office of Continuing Medical Education of the School of Medicine.

Twelfth Annual Institute In Administration and Supervision of Special Education, Virginia Polytechnic Institute and State University, Extension Division, Donaldson Brown Center for Continuing Education.

1988

Learning Disorders in Adolescence, Center for Development and Learning, BSRC/UNC School of Medicine, The University of North Carolina at Chapel Hill.

The System as Perpetrator: Is the System Offending or Defending Victims of Sexual Abuse? Alexandria Associates, Albuquerque, New Mexico

SPECIALIZED TRAINING, continued

Intervening in the Learning Problems and Behavioral Problems of School Aged Children, A Workshop on Psychoneurological Approaches to Intervention, Lawrence C. Hartlage, Ph.D., Psychological Associates.

The Multi-Disciplinary Evaluation and Treatment of Children with Attention Deficit Disorders, Neurology, Learning, and Behavior Center, Sam Goldstein, Ph.D.

1987

Blessed be the Children, Southeast Conference on Adult Children of Alcoholics

Research Interests

- Determining the appropriateness of the least restrictive educational environment for individuals with severe disabilities transferring from facilities and institutions into their community school and neighborhood.
- Collaboration of regular and special education staff and teachers, paraprofessionals, administrators, and support staff - in implementing the Individual Education Plan and the Behavior Management Plan.
- How to determine the need for paraprofessionals with individuals with severe disabilities and balance involvement with non disabled peers.
- Determining the coexisting diagnosis of pervasive developmental disorders and other low incidence disorders and determining "Best Practice."
- Early identification and assessment of pervasive developmental disorders and implications on the development of communication, and peer interactions.
- Are severely disabled children at greater risk for sexual and physical assault