

## Contributors

### Independent Peer Reviewers:

**Kristin Burnette** is a nationally board certified special education teacher & is currently completing her PhD in special education at UNC Greensboro. She received her master's degree in special education: low incidence disabilities from East Carolina University. Currently, she is working with the two federally funded grants to study education & systemic change for practices that support inclusive education.

**Dr. Penny Craig**, Associate Teaching Professor in the Department of Special Education at Ball State University, spent 9 years in K12 classrooms before she earned her doctorate in Educational Studies with a concentration in P-16 curriculum & educational technology integration. Her research interests include ethnography, autoethnography, phenomenology, & historical biography of educational influencers as well as assistive & adaptive technology solutions for exceptional learners. Now in her 22nd year in higher education, Dr. Craig currently teaches graduate & undergraduate levels of introduction to special education & adaptive & assistive technology courses at Ball State University.

**Heather Fitzpatrick**, MEd. is a doctoral candidate in Special Education at the University of Northern Colorado & adjunct professor in special education at Morningside College. Her research interests include working with students with significant support needs in the areas of literacy instruction, increasing access to the general education curriculum within inclusive settings, opportunities to learn, & Universal Design for Learning. She also has extensive experience with assistive technology.

**Elaine Osborne**, Ph.D. is an experienced special education specialist with a demonstrated history of working in the primary & secondary education industry. Dr. Osborne is proficient in all exceptionalities, however, she specializes in Instruction & Transition of students with significant support needs. She has presented nationally & internationally on research, transition, & positive behavior support. Dr. Osborne earned her Ph.D. in Special Education & Transition from the University of Northern Colorado & holds certificates in SPED Director Licensure, SPED EC-12, & Generalist EC-4.

**Matthew J. Ramsey**, Ph.D. is the Assistant Dean of the College & Co-Chair of the School of Education at Benedictine College in Atchison, Kansas. He holds the faculty rank of Professor with time split between teaching & administrative duties. Before returning to the faculty of his alma mater, he spent seven years as a special education teacher & the principal working with students in need of intense psychological support. During this work he continued studies for a master's in special education (Emporia State University), & a master's in School Leadership (Benedictine College) & a Ph.D. in Education Leadership & Special Education (The University of Kansas). His teaching interest centers on inclusion for those with disabilities in school & community spaces. His administrative interests include retention, advising, & accreditation.

**Katie Taylor** is a specialist with the PATINS Project concentrating in the areas of deaf/hard of hearing & transition: primary age. She is a professionalized deaf educator with experience in a variety of settings including itinerant, teacher of record services, educational consulting, preschool, elearning, & K-12 classroom. As a PATINS Specialist, Katie supports teachers & students in providing equitable access to education through technology & instruction to work towards the best possible outcomes for students across the state of Indiana. Katie has a bachelor's degree in speech-language pathology, master's degree in special education-deaf education, & is working to complete a Ph.D. program in special education from Ball State University. Katie is also an adjunct instructor of deaf education courses at Ball State University.

### **Contributing Authors:**

**Christine J. Anderson** has 15 years of teaching experience (K-12), working specifically with students with disabilities and over 15 years in higher education. Dr. Anderson currently teaches at Western Illinois University.

**Barry W. Birnbaum** is an Associate Professor of Special Education at Western Illinois University. He has extensive experience in the field and has served in various roles through his career.

**Amanda Crecelius** grew up in a small town, where her family instilled the importance of education and community. This led to over twenty years in the field of education and M.Ed. During that period, she spent time in Mongolia and several European countries, including three years in Madrid, Spain. The majority of her experience took place in Mexico City, Mexico. Over the course of ten years, she gained Spanish linguistic skills, cultural awareness, and family ties. She has worked with students and families who were multilingual and multicultural in K-12 international school settings and online courses. She has also taught college-level courses, such as, Social Studies in the Elementary Classroom at Indiana University. Amanda has extensive experience in serving as an instructional leader for educational programs, professional development, and training and curriculum development for other educators. She currently serves as an educational consultant in Indianapolis, Indiana.

**Brittany A. Dale**, Ph.D. is an Assistant Professor of Special Education – Autism at Ball State University and a licensed psychologist, health service provider in psychology, and school psychologist. Dr. Dale's research focuses on improving clinicians' ability to better detect autism spectrum disorders through standardized assessment measures.

**Vanessa Desai** is a second-year graduate student in the Social Psychology program at Ball State University. Her current academic interests are in group dynamics within social psychology, organizational development and organizational behavior. She plans to graduate in spring 2022, hoping to go into the workforce and implement her knowledge of social psychology into consulting and organizational development jobs.

**Dr. Scott Dueker** is an assistant professor of Special Education and Applied Behavior Analysis at Ball State University. He studies mathematics interventions for learners with significant cognitive disabilities, using both technology and behavior analytic principles. By focusing on prenumeracy skills, he looks to improve student's readiness for higher mathematics operations and future independence. Including technology in his interventions facilitates the consistent prompting often required for learners with more severe cognitive impairments and provides multiple opportunities for engagement, representation, and expression following universal design for learning guidelines. Dr. Dueker teaches mathematics instruction to preservice teachers, applied behavior analysis to master's degree students, and doctoral seminars in education and behavior.

**Cara McDermott Fasy**, Ph.D., currently serves as the Undergraduate Program Coordinator for Elementary Special Education at Rhode Island College. She received a Ph.D. in Language, Literacy and Learning from Boston College. Dr. McDermott-Fasy is a National Board-Certified Teacher (2003-2013; 2013-2023) in Exceptional Learning Needs and holds current Professional Level certifications in the following areas: Administrator of Curriculum & Instruction, Administrator of Special Education, Elementary Education Teacher (Grades 1-6), and Elementary/Middle Special Education Teacher (Grades K-8). She serves on the CEEDAR State Leadership Team and has worked extensively with multi-tiered systems of support (MTSS), specifically related to academic assessment and interventions, through State Personal Development Grants and in partnership with CEEDAR and NCII. McDermott-Fasy specializes in literacy assessment and intervention at the elementary school level. She has over 20 years of teaching experience, and her research interests include language-based learning differences, parental experiences with special education, MTSS, and mentoring/induction.

**Dr. Michael Fitzpatrick** earned his Ph.D. in special education from the University of Kansas. His research agenda includes leadership/teacher preparation, expansive constructivism & strategic entrepreneurial leadership; market media mediums & social media amalgamation literacy; urbanization & acculturation issues (equity, access, unifying justice, etc.); pedagogy, strategies, interventions; technology integration across the lifespan (digital natives immigrants); & assessment & evaluation. Dr. Fitzpatrick currently serves as a D.D. Global Leadership Consultant.

**Steve C. Imber**, Ph.D., is a full professor of Special Education at Rhode Island College. He served as a coordinator for the master's program in Behavior Disorders for more than two decades. He received his M.Ed. and Doctoral degrees from the Department of Educational Psychology at UCONN. Dr. Imber has taught a variety of courses for students pursuing undergraduate and graduate studies in special education. He has taught courses on differentiated instruction and inclusion for general education and has served as instructor for graduate courses pertaining to legal aspects of special education students. Dr. Imber has a special research interest in independent educational evaluations and serves as a consultant to parents, school departments and attorneys for his expertise in special education. He serves as an independent educational evaluator for children and adolescents and has published in several journals and presented at national and international conferences.

**Paul G. LaCava**, Ph.D., is currently the Department Chairperson and an associate professor of special education at Rhode Island College (RIC) in Providence. He directs two graduate programs and teaches courses in elementary/special education, assessment, research methods, and autism. Dr. LaCava is also the research coordinator at RIC's Paul V. Sherlock Center on Disabilities. With

30 years of working in the disability field, he has conducted research, published and presented on topics such as positive behavior interventions and supports, autism historical perspectives, legal and policy matters, social-emotional methods, evidence-based practices, and technology. Dr. LaCava earned his M.Ed. and Ph.D. at the University of Kansas.

**Eugenia Lambert**, Ed.D., is an Assistant Professor and Program Director for Leadership Studies and the Coordinator for Social Service and Attendance at Marshall University. Dr. Lambert taught Preschool Special Needs for 13 years, served as an Assistant Principal and Principal at Kellogg Elementary for nine years, which was the hardest job she ever loved. Upon leaving Kellogg, she served two years at RESA 2 as the six county Regional Director of Special Education. While at Marshall Dr. Lambert spent several years on the Faculty Senate, served on the President's Five Year Strategic Planning Committee, and recently completed the John Marshall Fellowship Program. Dr. Lambert research agenda includes truancy and drop-out prevention, the confidence gap in women, and school improvement practices. Dr. Lambert travels the world and had the rare opportunity to teach in Guyana, South America.

**Carly McDonald**, M.A., is a doctoral student in school psychology at Ball State University. She has a master's degree in school counseling, and her professional experience includes working with high ability adolescents at a residential high school.

**Raschelle Neild**, Ph.D. is an Associate Professor in the Department of Special Education and is the Program Director for the ASL & Deaf Education Programs. Her research interests include deaf learners with disabilities and attrition and retention of special education teachers.

**Beth McBride Pinheiro**, Ph.D., is an assistant professor at Rhode Island College (RIC) and currently serves as the coordinator of the early childhood special education M.Ed. program. McBride Pinheiro specializes in early childhood education (ECE) and early childhood special education (ECSE). She has worked within ECE and ECSE both internationally and domestically in varying settings and roles. She is a Quality Matters certified online course instructor and has worked on a variety of program designs and course creations for postsecondary programs in Ohio and RI. She has served on a variety of advisory councils and boards including Ohio Governor John Kasich's Child-care Advisory Council and Meeting Street School in RI. McBride Pinheiro has written, received, and managed grants totaling more than \$1 million. Her research interests include on-line course delivery, equity in ECE/ECSE, infant and toddler mental health, and classroom management in ECE/ECSE.

**Kristin Wiseley**, prior to completing her Ph.D. at University of Wisconsin-Milwaukee, was a special education teacher for 10 years. Her research interests include parent/school partnerships, teacher self-care and trauma-informed education. Dr. Wiseley is currently an assistant professor and coordinator for the Special Education Graduate Program at Western Illinois University.

**Dr. Angelia Yount**, Ed.D. has a passion for education and training individuals. She earned a doctorate in Organizational Leadership, M.S. in Management, and a B.S. in Visual Communication. Whether the training is nationally or regionally, Dr. Yount is recognized as a leader with more than 15 years' experience in education and the manufacturing environment. Dr. Yount believes as

a manager of online training, it is important to not only be organized, but also be creative, innovative, and effective to motivate and engage the student population. Although she has taught both online, and face-to-face, online can sometimes be more challenging due to the learning format. Dr. Yount takes pride in constantly analyzing how to make a course online as dynamic as her classroom courses.