About the Authors

**Pam Epler** earned her MEd in Special Education from McDaniel College and her PhD in Curriculum and Instruction from Capella University. She currently teaches special education courses at Grand Canyon University in the graduate and doctorate programs and is a dissertation chair. She has published and proffered internationally at the Canadian International Conference on Education and presented nationally at the Council for Exceptional Children (CEC) and on the state level at the Kentucky Association of Teacher Educators. She has been an administrator in both the public and private sectors from elementary through high school levels. Her research interests include Response To Intervention (RTI) strategies, special education teachers’ roles in RTI, special education service delivery models, and preservice teachers’ perception of special education students.

**Rorie Ross** earned her Bachelor of Science in Secondary Education Social Studies from Southern University, Baton Rouge, Louisiana, in 1995. She then received her Master of Arts in Secondary Counseling from Southern University, Baton Rouge, Louisiana, in 1997. In 2002, she joined the doctoral program in Education with a specialization in Special Education at Walden University in Minneapolis, Minnesota. Dr. Ross has conducted research in the area of special education as well as aided in the creation of doctoral courses for Grand Canyon University’s Leadership program with a specialization in special education. She is also an adjunct on-line professor for Grand Canyon University where she teaches special education courses in both graduate and doctoral programs.