About the Contributors

**Pam Epler**, Ph.D., has a master’s degree in special education and a doctorate degree in curriculum and instruction. Her doctoral research focused on the Response to Intervention (RTI) service delivery model in the secondary educational environment. She has taught and been an administrator in both the public and private sectors, from the elementary through collegiate levels. She currently teaches graduate-level courses and serves as a doctoral chairperson for Grand Canyon University. Her research interests include RTI strategies, special education teachers’ roles in RTI, special education service delivery models, and pre-service teachers’ perceptions of special education students.

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**Louise Brooks**, M.Ed., has a bachelor’s degree in education and a master’s degree in special education. She has taught at-risk youth and special education students—elementary through high school—all of her educational career. She supervises pre-service student teachers and has served as a school administrator and teacher trainer. Ms. Brooks also currently teaches graduate-level classes in special education and serves as a reviewer for Pearson Testing Company and several academic journals.

**Wanda G. Chandler**, Ed.D., earned her degree in special education personnel preparation from the University of Kentucky. She also has an Ed.S. in instructional technology and an M.S.Ed. in learning and behavior disorders. She has spent her career as a special education teacher, as a consultant for postsecondary transition, instructional technology, behavior, and learning disabilities, and as a teacher educator. She is currently an assistant professor of special education at Western Kentucky University, where she teaches undergraduate and graduate coursework. Her research interests include video self-modeling, Response to Intervention, learning strategies and instructional technology for students in inclusive settings, and curriculum development.

**Mary G. Curtis**, Ph.D., is an associate professor of special education at The University of Texas at Brownsville. Now in her 20th year of university teaching, she integrates service learning into all her graduate and undergraduate courses. She and her students frequently evaluate public buildings for accessibility, model read-aloud techniques for low-income families of young children, evaluate assistive technology for teachers, and conduct annual summer camps for school-aged children with severe communication and social problems. Her research interests include special education in Central America, bilingual assessment issues on the border of Mexico, and interdisciplinary collaboration efforts.
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**Carol Hall**, Ed.D., has a bachelor’s degree in elementary education, a master’s degree in early childhood education, and a doctoral degree in educational administration. She is a faculty member in the University of Phoenix School of Advanced Studies and serves as Ed.D. lead area chair for K-12 education. Carol has over 30 years of experience teaching and administering in public, independent, and international elementary schools and higher education. Her research interests include the leadership role of elementary school principals, distance education, advanced technology integration to internationalize online higher education, and Response to Intervention.

**Dawn S. Herring**, M.A., has a bachelor’s and a master’s degree in English, with a specialization in linguistics/grammar. She served as a community college academic-support administrator, writing professor, and writing tutor—primarily working with struggling (remedial and ESL) students—for 15 years. She currently owns and operates an editing and writing company that specializes in providing assistance with academic manuscripts intended for publication; she also works as an editorial assistant for the Texas A&M Transportation Institute.

**Melissa Christine Higgins**, M.A., has a bachelor’s degree in international studies and a master’s degree in special education. She has taught English as a foreign language to adults and children in the United States, Italy, and China. She has also worked in public urban elementary and secondary schools as a resource specialist and special day class teacher. Her work experiences drove her to found a community-based nonprofit to address unmet needs and sparked her interest in measuring and improving success for first-generation students. She is currently co-teaching in a San Francisco middle school and is a National Board candidate.

**Jamie Mahoney**, Ed.D., earned a doctoral degree in education with a focus in educational leadership, as well as a bachelor’s and a master’s degree in special education with a focus in mental retardation from Auburn University. Her doctoral dissertation focused on the Response to Intervention process and teacher implementation of the model at the elementary level. She has taught in a variety of special education service delivery model classrooms, been a special education academic educational diagnostican, and taught at the university level both online and in the classroom.

**Meagan Musselman**, Ph.D., is an associate professor of middle school education at Murray State University. She coordinates the MAED Teacher Leader Program and teaches pre-service and graduate courses. She is a National Board Certified Teacher and has taught math at the middle school and high school levels. Her research interests include differentiated instruction and increasing student engagement in the classroom.

**Lynn Gannon Patterson**, Ed.D., is an associate professor of elementary school education at Murray State University. She teaches math methods for elementary teachers at the undergraduate level and integrating mathematics in the curriculum at the graduate level. She is a National Board Certified Teacher and taught mathematics in first through sixth grades for many years. Her research interests include preparing pre-service and in-service teachers to effectively teach mathematics, problem solving in mathematics, differentiated instruction, and increasing student engagement in learning.
Susan Porter, Ph.D., has been a university professor for 8 years and is currently chair of the Education Specialist Program at the University of Redlands. She has a master’s degree in special education and a Ph.D. in education with an emphasis in language, literacy, and culture. Her doctoral research focused on RTI for older English learners. Dr. Porter taught children and adolescents with disabilities for 17 years. She was also a program consultant for the state of California, working on state policy issues for teacher preparation. Her current research explores implementation of policy and research for students with disabilities.

Mary Ann Remsen, Ph.D., has worked in early childhood education for over 25 years. She holds a doctorate in exceptional learning from Tennessee Technological University and is currently a visiting professor in the Department of Elementary and Special Education at Middle Tennessee State University. She previously held a teaching position in the Department of Early Childhood and Elementary Education at Murray State University. Her research interests include the implementation of RTI, parental involvement in elementary schools, the study of materialism and wellbeing across cultures, and the development of early literacy in at-risk populations.

Rebecca Stobaugh, Ph.D., has a master’s degree in curriculum and instruction and a doctoral degree in K-12 education leadership. She has been a principal and a middle and high school teacher. In addition, she is the author of Assessing Critical Thinking in Middle and High Schools, Assessing Critical Thinking in Elementary Schools, and a math problem-solving book series entitled Explore the Core. Currently, she serves as an assistant professor at Western Kentucky University, teaching assessment and unit-planning courses in the teacher education program. She consults with school districts on critical thinking, instructional strategies, assessment, technology integration, and other topics.

Crystal White has been in the teaching profession for 21 years. She has taught fourth and fifth grades and has been a high school library media specialist, school-wide writing coordinator, high school reading teacher, and elementary interventionist. She is currently working for the Kentucky Department of Education as an educational recovery specialist. Crystal is the author of the Franny the Dog children’s book series.