About the Contributors

Sally Blake is a Professor at Flagler College in St. Augustine, Florida. Sally has been the PI on more than $600,000 dollars of Eisenhower funds and $700,000 of NASA funds for teacher training and professional development. Sally Blake was the Director and Co-PI of the NSF sponsored Partnership for Excellence in Teacher Education (PETE) and the Noyce Scholarship program at the University of Texas at El Paso. She was also a research fellow with the NSF Center for Research on Educational Reform, (MSP project) a teaching fellow with the NSF Center for Effective Teaching and Learning (MIE project), co-developer of the Research Pedagogical Labs and the MAT degree in the College of Science (MSP project), and Co-PI on the NSF GK-12 grant. She is the Faculty Research Director of the Barbara K. Lipman Early Childhood School and Research Institute.

Denise L. Winsor joined the academic community after working as a clinical psychologist. She piloted the Family Builders and Family Preservation grants in the 1980s. She has developed the Dynamic Systems Framework for Personal Epistemology Development (Winsor, 2005), a systems model that aids the understanding early childhood cognitive development. Her research interests include an emphasis on preschool-age children’s knowledge and understanding; and how to more effectively educate preschool children using developmentally appropriate practices in early childhood classrooms. She is interested in teacher preparation methods, specifically metacognitive strategies that integrate theoretical, conceptual, and applied tasks that aid students in high-order thinking related to real world settings.

Lee Allen is an Associate Professor of Instructional Design and Technology and Information Science at the University of Memphis. Dr. Allen has previously served as an Assistant Superintendent for technology services in the Dallas, TX public school district, and as a teacher, school librarian, technology trainer, and director of instructional technology in Santa Fe, NM. Dr. Allen’s primary research interests are technology as a vehicle for organizational/institutional change, online teaching and learning, electronic portfolio development, and situated learning in communities of practice. He is a Fulbright scholar, recently returned from the Ukraine.

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Carolyn Awalt is an Assistant Professor at the University of Texas at El Paso. She is the Online Masters Program Advisor. Her areas of interest are online course design/instruction, distance education, educational technology, access to information, and education and grant writing. She worked in the College of Education at the University of Texas at Austin as Coordinator of the IDEA Studio (Innovative Design
of Educational Activities). After college, she went to India in the Peace Corps. From India, she went to Thailand and Laos where she taught ESL in the Lao American Cultural Center and sixth grade at the United States Embassy School in Vientienne, Laos. Her family includes two children, both born in Iran.

**Susan Hart Bell** is a Professor of Psychology at the University of Toledo. She is winner of the Garvin Award for Outstanding Dissertation Research in the College of Education, Curry Award for Faculty Excellence, and Kentucky Professor of the Year. Her focus is on consultation, psycho-educational assessment and intervention, behavior modification, and family intervention. She teaches General Psychology, Adolescence and Adulthood, Lifespan Development, Child Development, Developmental Psychopathology, School Psychology, Brain and Behavior, and Psychology of Religion. She has directed the Ohio Early Childhood Intervention Project, coordinated the work of early intervention consultants and research assistants in research funded by the Ohio Division of Early Childhood. Her research investigates the use of the PASSKey model of intervention-based assessment to serve young children and families within eight counties of southwestern Ohio.

**David Bicard** is a Program Manager of Behavioral Services at Our Lady of Peace Hospital in Louisville, Kentucky. Previously he was an Assistant Professor of Special Education at Florida International University and University of Memphis. He received his training and experience in behavior analysis at Teacher’s College, Columbia University and The Ohio State University. He was a preschool teacher at The Fred S. Keller School in Yonkers, NY for two years and the Research and Staff Development Coordinator at The Hawthorne Country Day School in Hawthorne, NY for three years. During this time he supervised preschool and Kindergarten classrooms for students with behavior disorders and other developmental disabilities. He has published four studies in *The Journal of Applied Behavior Analysis* and behavior management articles in *The Middle School Journal* and *Preventing School Failure*. His research interests include systems approaches to behavior management of children with behavior problems, the effects of rules on the behavior of students with ADHD, and language development of young children with Autism. He has been a Board Certified Behavior Analyst since 2001.

**Sara Bicard** is an Assistant Professor of Special Education at the University of Memphis. She received her training and experience in behavior analysis at The Ohio State University. Prior to coming to the University of Memphis she was an Assistant Professor at Mercy College in New York. She was also an inclusion teacher at Petal Middle School in Mississippi and a Behavior Analyst for Broward County Department of Children and Family Services in Florida. She has published in *Reading and Writing Quarterly* and *Journal of Direct Instruction*. Her research interests include Schoolwide Positive Behavior Support, active student responding, and early literacy. She has been the Project Director of the West Tennessee Positive Behavior Support Initiative and Restructuring for Inclusive School Environments Projects since 2007. She has been a Board Certified Behavior Analyst since 2001.

**Jessika Boles** is currently a doctoral student, working on her PhD in educational psychology at the University of Memphis. She also works at St. Jude Children’s Research Hospital as a certified child life specialist, where she uses play-based and educational interventions to help support the growth and development of patients with solid tumor diagnoses and their families. She has presented at local, regional, and national conferences and universities on topics related to working with families of children with
chronic or terminal illnesses, and methods for conducting psychosocial research with these populations. She has published some of her work in *Child Life Focus*, with one recent article entitled “Cognitivism or Constructivism: Applying Learning Theories to Diagnostic Teaching with Pediatric Oncology Patients.” Her work as a child life specialist has also been featured in issues of the national publications, *St. Jude Promise Magazine* and *Today in PT*. She is currently serving as chair of the Research and Scholarship Task Force of the Child Life Council, and is engaged in research relating to pediatric oncology patients’ experiences in academic settings.

**Judy Brown** has over 25 years of teaching experience in public and private schools as both a Kindergarten and Pre-K teacher. Her research interests include science, literacy, and social competence. She has published her research in state and regional professional journals, and presented at national and state early childhood conferences. She holds a Bachelor of Science in Education from Wheelock College and a Master of Science in Instruction and Curriculum Leadership from the University of Memphis. She currently works as a Pre-K teacher with the Dyer County (TN) Schools.

**Candice Burkett** is a Psychology honors undergraduate student working for the Institute for Intelligent Systems at the University of Memphis. She is interested in epistemology, self-regulated learning, metacognitive judgments in computer-based learning environments, intelligent tutoring systems, and educational game design. In the past she has worked with the MetaTutor project at the University of Memphis (a hypermedia learning environment that scaffolded self-regulated learning activities). She is currently working with the Operation ARIES (Acquiring Research Investigative and Evaluative Skills) project (a computer game intended to help students learn about scientific inquiry) and the AutoMentor project (development of automated mentoring technology) at the University of Memphis.

**Laura Casey** received her training and experience in behavior analysis at May South, Inc., a subsidiary of the May Institute and Marcus Institute following her doctoral work in school psychology from Mississippi State University. Prior to joining the University of Memphis’s ABA program, she was a visiting Assistant Professor in the psychology department. She was also a behavior consultant in Georgia, a behavior specialist for the Kosciusko School district, and a children’s therapist for community counseling in Mississippi. She has published in The Encyclopedia of School psychology, ACA encyclopedia, Phi Delta Kappan, *Wisconsin Reading Journal*, *Journal of Vocational Rehabilitation*, *Children & School*, and *The Family* journal. Her research interests include assessment and early intervention for academic difficulties specifically written expression, effective assessment and intervention for children diagnosed with Autism, ADHD, and parents and families of exceptional children. She is on the board of directors of the Autism Society of the MidSouth. She has been a BCBA since 2008.

**Elisabeth C. Conner** is a doctoral student in Special Education at the University of Memphis. She was born in Frankfurt, Germany, but lived most of her life in Memphis. Elisabeth has an undergraduate BA in international relations with western European foreign policy concentration, MS in rehabilitation counseling, and currently, is in the SPED EdD with ABA integration to become a BCBA. She worked as a clinical supervisor for a company that provided intensive in home services to at risk youth and is currently a vocational evaluator for adults with disabilities under a grant provided by the TN vocational rehabilitation services.
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**Amy Gentry** earned a Master of Science in Education with a major in Instruction and Curriculum Leadership with a concentration in Early Childhood Education, and will be starting her first year of teaching in the second grade this fall. Amy has worked with the PAWS and SPIRIT research teams studying the development of inquiry thinking across cultures in young children and the epistemology of teachers.

**Allison Sterling Henward** is an Assistant Professor of Early Childhood Education in Department of Instruction, Curriculum and Leadership at the University of Memphis. Her research focuses on the intersection of Preschools, play, and popular/material culture.

**Marsha Lawler** earned her BS and MA from Louisiana State University. She earned her Doctorate in Educational Administration from New Mexico State University. She has worked in the El Paso, Texas, Independent School District as a classroom teacher, counselor, Assistant principal, Associate Superintendent and the Professional Development Coordinator. She was a leader in implementing technology in El Paso.

**Trey Martindale** is Associate Professor and Program Coordinator for the Instructional Design and Technology (IDT) program with the University of Memphis. He is a research scientist with the University of Memphis Institute for Intelligent Systems (IIS), a collection of researchers from computer science, cognitive science, engineering, and linguistics who are creating intelligent tutoring and instructional systems of the future. Dr. Martindale is the Director of the IDT Studio, an e-learning business and consultancy within the College of Education. Dr. Martindale’s research and expertise is in the design and analysis of online learning environments. His research efforts have been funded by the National Science Foundation, the Centers for Disease Control, the U.S. Department of Education, the Institute of Education Sciences, Microsoft Corporation, and the State of Florida. He is currently on the review board for *Educational Technology Research and Development, Quarterly Review of Distance Education, the Journal of Applied Instructional Design,* and *the British Journal of Educational Technology*. More information can be found at his website at teachable.org.

**Katie Nichols** received her Master’s and Specialist’s degree in School Psychology at the University of Southern Mississippi and The University of Memphis. She worked as a School Psychologist for Lauderdale County for two years. She has been providing technical assistance in the areas of school wide positive behavior supports and inclusion with the RISE Project and private consultation for five years. In addition, Katie is a Board Certified Behavior Analyst and has served as an ABA consultant with children with autism for over 10 years and. Her research and work interests include school-wide positive behavior support and inclusive education practices. She is currently pursuing a doctorate degree in school psychology.

**Andrea Peach** has been teaching at Georgetown College since 1998. Her primarily teaching and research interests include instructional technology, designing instructional multimedia (primarily including web-based instruction), and assessment technologies. She is an Associate Professor of Education, the Director of the Instructional Technology Endorsement Program, and is the Assessment Director for the Education Department. Dr. Peach has an Ed.D. in Instruction and Administration (emphasis in Instructional Design and Technology) and a Master and Bachelor of Music in Bassoon Performance.
from the University of Kentucky. She has been married for over 20 years to Harold, and has a teenage son (Ryan). In her free time, Dr. Peach enjoys singing in her church choir and praise team, leading and playing in her church’s handbell choir and playing the bassoon.

**Esther Plank Bledsoe** earned a Doctorate of Education with an emphasis in special education at the University of Memphis. Esther is a Board Certified Behavior Analyst and for the past several years has worked as a behavior therapist with children who have been diagnosed with Autistic Spectrum Disorders and other developmental disabilities in the Memphis/Shelby County area. She consulted with several school districts on implementation of school wide positive behavior supports and inclusion through the RISE Project. She earned a Bachelor of Science degree in Psychology in 2004 from the University of Tennessee at Martin and Master of Science degree in Psychology in 2006 from the University of Memphis.

**Angiline (Angie) Powell** received her doctorate in mathematics education from the University of Alabama at Tuscaloosa. Her dissertation was entitled “African Americans and Their Reflections of Exemplary Mathematics Teachers.” Dr. Powell’s research involves urban education, exemplary mathematics teaching practices, and technology for pre-service teachers. Dr. Powell taught middle and high school mathematics in Mobile County for eight years. Formerly from Texas Christian University, she is currently an Associate Professor of Mathematics Education at The University of Memphis.

**Beverly Ray** is a Professor and Department Chair in Educational Foundations. Dr. Ray teaches graduate and undergraduate courses in instructional technology, learning theory, educational research, and social studies methods. Her research interests involve 1) best practices in the use of current and emerging technologies, 2) ethical issues in electronic environments, and 3) media literacy. An additional area of interest concerns the integration of technology into K-12 history instruction.

**Kay C. Reeves** is a Clinical Associate Professor at The University of Memphis. Dr. Reeves teaches special education courses at the undergraduate and graduate levels, on campus and online. She serves as Faculty Advisor to the Student Council for Exceptional Children. Dr. Reeves was previously an Assistant Professor at Mississippi University for Women, Mississippi where she taught graduate level courses in a Differentiated Instruction program. Research interests include transition of students with mild learning disabilities into the workplace and reading literacy of graduate students in a teacher education program. In 2003, Dr. Reeves received her doctorate in Curriculum and Instruction with a Special Education concentration at The University of Memphis, Memphis, TN. She served as Secretary for TN Council for Exceptional Children, 2006.

**Renita Russell** is a doctoral student under Instructional Design and Technology and recipient of the prestigious First Generation Doctoral Scholarship. She was born in New Jersey, the younger of two children. She attended the University of Alabama-political science major and earned a MAT from the University of Memphis. While teaching 7th grade social studies & Language arts she started her own IDT consulting company primarily with educational software companies and school districts.
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**Alexandru Spatariu** is Assistant Professor of Graduate Education. He earned his Ph.D. in Educational Psychology from the University of Nevada, Las Vegas. His research areas include online asynchronous discussions, epistemological beliefs, and Web-based causal diagramming.

**Robert Williamson** is an Assistant Professor at Bowling Green State University. Dr. Williamson has been involved as a practitioner supporting people with disabilities for over 15 years. His initial work began in 1993 working as a group home manager in Davis, CA. By 1995, he was developing collaborative transition programs between Cincinnati Public Schools and community based support agencies. Returning to California, he continued his work to develop transition programs for students in the Sacramento and San Francisco areas. He most recently served as a classroom special education teacher in Tennessee working with students with severe/profound, mild, and moderate disabilities. He received his Ed.D in Instruction and Curriculum Leadership in May of 2009 while serving as an Instructor with the University of Memphis. He is currently serving as an Assistant Professor with the School of Intervention Services at Bowling Green State University.