

## **Curriculum Vitae**

**Tom E.C. Smith**

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### **Business Address:**

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College of Education &  
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### **Degrees**

Doctor of Education. August, 1977. Texas Tech University  
Major: Generic Special Education/Educational Administration

Master of Education. May, 1970. University of Mississippi  
Major: Special Education (Mental Retardation & Emotional Disturbance)

Bachelor of Arts. May, 1969. University of Mississippi  
Major: Science Education

### **Occupational Experience**

Dean, College of Education and Health Professions, 2009 - present  
University Professor, University of Arkansas, 2008 - present  
Professor, Department of Curriculum & Instruction, Univ. of Arkansas, 2002 – 2008  
Head, Department of Curriculum & Instruction, University of Arkansas, 2002 – 2007  
Professor, Department of Teacher Education & Educational Leadership, University of Arkansas at Little Rock, 1994 – 2002  
Associate Dean, College of Education, Univ. of Arkansas at Little Rock, 1997 - 1999  
Director of Research and Evaluation, University of Arkansas University Affiliated Program, University of Arkansas Medical School, 1992 - 1994  
Professor, Department of Pediatrics, University of Arkansas Medical School, 1992 – 1994  
Chairperson, Department of Special Ed., Univ. of Alabama at Birmingham. 1989 - 1992  
Professor, Department of Special Ed., Univ. of Alabama at Birmingham. 1988 - 1992  
Director, Division of Special Education and Rehabilitation, Sparks Center Department of Pediatrics, University of Alabama Medical School. 1988 - 1992  
Program Coordinator, Special Education Program, University of Arkansas, 1983 - 1988  
Professor, Special Education Program, University of Arkansas, 1986 – 1988  
Associate Professor, Special Education Program, University of Arkansas, 1982 - 1986  
Assistant Professor, Special Education Program, University of Arkansas, 1978 - 1982  
Assistant Professor, Special Ed. Program, Univ. of Arkansas at Little Rock, 1976 - 1978

Teacher, Special Education Classes (Elementary and Secondary; Mental Retardation, Learning Disabilities, and Autism). 1974 - 1976  
 United States Army, Captain, 1970 - 1974.

### **Awards and Honors**

President's Committee on Mental Retardation, 1994-2002 (appointed by President Clinton to 3 terms)  
 Phi Kappa Phi Honor Society  
 Kappa Delta Pi, Honorary Education Society  
 Phi Delta Kappa, Honorary Education Society  
 Outstanding Faculty, University of Arkansas, 1980  
 College of Education Research Award, University of Arkansas, 1984  
 College of Education Service Award, University of Arkansas, 1986  
 College of Education Research Award, UALR, 1996, 2002  
 Distinguished Alumni Award, College of Education, Texas Tech University, 1999  
 Burton Blatt Humanitarian Award, Division on Autism and Developmental Disabilities, Council for Exceptional Children, 2013.

### **Publications**

#### **Books**

Marsh, G.E., Price, B.J., & Smith, T.E.C. (1983). *Teaching mildly handicapped children: Methods and materials*. St. Louis: Mosby, 448 pages.

Podemski, R.S., Price, B.J., Smith, T.E.C., & Marsh, G.E. (1984). *Comprehensive administration of special education*. Rockville, Maryland: Aspen, 365 pages.

Smith, T.E.C., Price, B.J., & Marsh, G.E. (1986). *Mildly handicapped children and adults*. St. Paul: West Publishing, 400 pages.

Smith, T.E.C. (1987). *Introduction to education*. St. Paul: West Publishing, 410 pages.

Smith, T.E.C. (1990). *Introduction to education*, 2nd Ed. St. Paul: West Publishing, 520 pages.

Polloway, E.A., & Smith, T.E.C. (1992). *Teaching language skills to students with disabilities*, 2nd Ed. Denver: Love Publishing, 456 pages.

Smith, T.E.C., Finn, D.M., & Dowdy, C.A. (1993). *Teaching students with mild disabilities*. Ft. Worth: Harcourt & Brace, 510 pages.

Podemski, R.S., Price, B.J., Smith, T.E.C., & Marsh, G.E. (1995). *Comprehensive administration of special education*, 2nd Ed. New York: Merrill Publishing, 330 pages.

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (1995). *Teaching students with special needs in inclusive settings*. Boston: Allyn & Bacon. 508 pages.

Smith, T.E.C., Polloway, E.A., & Beirne-Smith, M. (1995). *Written language instruction for students with disabilities*. Denver: Love Publishing, 117 pages.

Smith, T.E.C., Dowdy, C.A., Polloway, E.A., & Blalock, G. (1997). *Children and adults with learning disabilities*. Boston: Allyn & Bacon. 482 pages.

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (1998). *Teaching students with special needs in inclusive settings*, (2nd Ed.). Boston: Allyn & Bacon. 532 pages.

Dowdy, C.A., Patton, J.R., Smith, T.E.C., & Polloway, E.A. (1998). *Attention deficit/hyperactivity disorder in the classroom*. Austin, TX: Pro-Ed. 292 pages.

Smith, T.E.C. & Patton, J.R. (1998). *Section 504 and Public Schools*. Austin, TX: Pro-Ed. 110 pages.

Cozzens, G., Dowdy, C.A., & Smith, T.E.C. (1999). *Adult agencies: Linkages for adolescents in transition*. Austin, TX: Pro-Ed. 109 pages.

Polloway, E.A., & Smith, T.E.C. (1999). *Language instruction for students with disabilities*, (2nd ed.), revised edition. Denver: Love Publishing. 488 pages.

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2001). *Teaching students with special needs in inclusive settings*, (3rd ed.). Boston: Allyn & Bacon. 560 pages.

Smith, T.E.C., Polloway, E.A., Patton, J.R., Dowdy, C.A., & Heath, N.L. (2001). *Teaching students with special needs in inclusive settings*, (Canadian Edition). Boston: Allyn & Bacon, 480 pages.

Smith, T.E.C. (2002). *The section 504 trainer's manual*. Horsham, PA: LRP Publications. 82 pages.

Polloway, E.A., Miller, L., & Smith, T.E.C., (2003). *Language instruction for students with disabilities* (3<sup>rd</sup> Ed.). Denver, Love Publishing. 532 pages.

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2004). *Teaching students with special needs in inclusive settings*, (4<sup>th</sup> Ed.). Boston: Allyn & Bacon. 570 pages.

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2004). *Teaching students with special needs in inclusive settings*, (Chinese Edition). Wu-Nan Book, Inc., 735 pages.

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2004). *Teaching students with special needs in inclusive settings*, (Spanish Edition). Bosques, Canada: Pro-Ed LatinoAmerica, 479 pages.

Smith, T.E.C., Gartin, B., Murdick, N., & Hilton, A., (2006.). *Families and children with special needs*. Columbus, OH: Merrill/Prentice Hall, 268 pages.

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2006). *Teaching students with special needs in inclusive settings*, (revised IDEA edition). Boston: Allyn & Bacon, 600 pages.

Smith, T.E.C. & Patton, J.R. (2007). *Section 504 and Public Schools*. (2<sup>nd</sup> Edition). Austin, TX: Pro-Ed. 106 pages.

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2008). *Teaching students with special needs in inclusive settings*, (5th edition). Boston: Allyn & Bacon, 614 pages.

Smith, T.E.C., & Patton, J.R. (2008). *Section 504: Software Manager*. Austin: Pro-Ed Publishers.

Smith, T.E.C., Gartin, B., & Murdick, N. (2012). *Including adolescents with disabilities in general education classrooms*. Columbus, OH: Pearson. 325 pages

Polloway, E.A., Miller, L., & Smith, T.E.C. (2012). *Language instruction for students with disabilities* (4th Ed.). Denver, Love Publishing. 514 pages.

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2012). *Teaching students with special needs in inclusive settings*, (6th edition). Columbus, OH: Pearson, 582 pages.

Smith, T.E.C., Polloway, E.A., Doughty, T., Patton, J.R., & Dowdy, C.A. (2016). *Teaching students with special needs in inclusive settings*, (7th edition). Columbus, OH: Pearson, 582 pages.

Smith, T.E.C. (2016). *Serving students with special needs: A practical guide for administrators*. New York: Routledge/Taylor & Francis. 235 pages.

Smith, T.E.C. & Patton, J.R. (2016). *Section 504 and Public Schools*. (3rd Edition). Austin, TX: Pro-Ed. 115 pages.

## **Book Chapters**

Polloway, E.A., Patton, J.R., Epstein, M.H., & Smith, T.E.C. (1993). Comprehensive curriculum for students with mild disabilities. In E.L. Meyen, G.A. Vergason, & R.J. Whelan (Eds.). *Educating students with mild disabilities*. Denver: Love Publishing.

Dowdy, C.A., & Smith, T.E.C. (1993). Accessing vocational rehabilitation services. In P.J. Gerber & H.B. Reiff (Eds.). *Learning disabilities: Persisting problems and evolving issues*. Stonem, MA: Andover Medical Publishers.

Dowdy, C.A., & Smith, T.E.C. (1995). Vocational rehabilitation and individuals with learning disabilities. In E.A. Polloway & J.R. Patton (Eds.). *Adults with learning disabilities*. Austin, TX: Pro-Ed.

Smith, T.E.C., Geiger, B., Sewall, A., & Dokes, M. (1995). Full inclusion: Dimension, purpose and value. In B. Rittenhouse & J. Dancer (Eds.). *The full inclusion of persons with disability in American society*. Levin, New Zealand: Desktop Publishing Services. pp 1-9.

Balkman, C., & Smith, T.E.C. (1996). Legal issues. In M.C. Holbrook (Ed.). *Children with visual impairments*. Bethesda, MD: Woodbine House.

Swanson, M.A., & Smith, T.E.C. (1996). Attention deficit disorders. In K. Reid. (Ed.). *Cognitive approaches to learning disabilities*. Austin, TX: Pro-Ed.

Bassett, D.S., & Smith, T.E.C. (1996). Transition in an era of reform. In J.R. Patton & G. Blalock (Eds.). *Transition and students with learning disabilities*. Austin, TX: Pro-Ed.

Smith, T.E.C. (1998). Developmental disabilities: Definition, description, and directions. In A. Hilton & R. Ringlaben (Eds.). *Best practices in mental retardation and developmental disabilities*. Austin, TX: Pro-Ed.

Patton, J.R., Polloway, E.A., & Smith, T.E.C. (2000). Educating students with mild mental retardation. In M. L. Wehmeyer & J.R. Patton (Eds.). *Mental retardation in the 21st century*. Austin, TX: Pro-Ed.

Smith, T.E.C. (2005). Section 504. In S.W. Lee (Ed.). *Encyclopedia of school psychology*. Thousand Oaks, CA: Sage Publications.

Smith, T.E.C. (2006). Legal issues. In M.C. Holbrook (Ed.). *Children with visual impairments*. (2<sup>nd</sup> ed.). Bethesda, MD: Woodbine House.

Smith, T.E.C. (2008). Developmental disabilities: Definition, description, and directions. and parameters. (pp. 59-74) In P. Parette and G.R. Peterson-Karlan (Eds.). *Best and Promising Practices in Developmental Disabilities*. 2<sup>nd</sup> Ed. Austin: Pro-Ed Publishing.

White, M.L., Smith, J.D., Smith, T.E.C., & Stodden, R. (2012). Historical, legislative, and current perspectives. In D. Zager, M.L. Wehmeyer, & R.L. Simpson (Eds.). *Evidence-Based Principles and Practices for Educating Students with Autism*. New York: Routledge Publishers. (p. 3 – 13)

Wehmeyer, M., & Smith, T.E.C. (2012). Promoting self-determination and social interaction. In D. Zager, M.L. Wehmeyer, & R.L. Simpson (Eds.). *Evidence-Based Principles and Practices for Educating Students with Autism*. New York: Routledge Publishers. (p 247 – 261)

Smith, T.E.C., Schaefer-Whitby, P., & Mrla, T. (in press). Historical overview of the education and treatment of persons with autism. In D.F. Cihak, D.A. Zager, & A. Stone-MacDonald (Eds.). *Autism Spectrum Disorders: Identification, Education, and Treatment*. New York: Routledge/Taylor & Francis.

### **Journal Articles**

Smith, T.E.C. (1977). Work-study programs and their effectiveness. *Journal for Special Educators of the Mentally Retarded*, 14, 38-43.

Smith, T.E.C., Dickerson, L., & Liska, J. (1978). Availability of O & M services in public schools. *Journal of Visual Impairment and Blindness*, 72, 173-176.

Smith, T.E.C., Flexer, R.W., & Sigelman, C.K. (1979). The role of principals in work-study programs for the handicapped. *Education and Training of the Mentally Retarded*, 14, 247-250.

Smith, T.E.C. (1979). Attitudes of school principals, regular classroom teachers, and special education teachers toward mainstreaming specific categories of handicapped children. *Journal for Special Educators*, 16, 89-95.

Smith, T.E.C., Liska, J., & Smith, B.L. (1980). Housing discrimination toward blind persons. *Journal of Visual Impairment and Blindness*, 74, 75-79.

Smith, T.E.C., Flexer, R.W., & Sigelman, C.K. (1980). Attitudes of secondary school principals toward the learning disabled, mentally retarded, and work-study programs. *Journal of Learning Disabilities*, 13, 62-64.

Smith, B.L., & Smith, T.E.C. (1981). Tips for itinerant service providers. *Journal of Blindness and Visual Impairment*, 75, 35-36.

Ruby, R., & Smith, T.E.C. (1981). IEPs for the handicapped in business education. *Business Exchange*, 3, 40-42.

Smith, T.E.C. (1981). Employer concerns in hiring mentally retarded persons. *Rehabilitation Counseling Bulletin*, 24, 316-318.

Smith, T.E.C., & Podemski, R.S. (1981). Special education due process hearings: How to do them correctly. *Executive Educator*, 3, 22-24.

Smith, T.E.C. (1981). Status of due process hearings. *Exceptional Children*, 48, 232-236.

Smith, T.E.C., Jacobson, W., & Smith, B.L. (1982). Mobility services in public schools: A follow-up. *Journal of Visual Impairment and Blindness*, 76, 179-181.

Jacobson, W., & Smith, T.E.C. (1983). The use of electronic aids in securing or maintaining employment: A report of a national survey of sonic guide and laser cane owners. *Journal of Visual Impairment and Blindness*, 77, 12-15.

Smith, T.E.C., & Smith, B.L. (1983). Using participant-observation to determine the social skills of visually impaired children. *Education of the Visually Handicapped*, 15, 30-36.

Roth, R., & Smith, T.E.C. (1983). A statewide assessment of attitudes toward the handicapped and community living programs. *Education and Training of the Mentally Retarded*, 18, 164-168.

Smith, T.E.C., Smith, B.L., & Jacobson, W. (1984). Providing regional consultant services for visually impaired children: Keys to success. *Journal of Visual Impairment and Blindness*, 78, 76-78.

Smith, T.E.C., & Lewis, A.C. (1985). Appraisal services in public schools. *Journal of Learning Disabilities*, 18, 467-469.

Lewis, M.L., Lewis, A.C., & Smith, T.E.C. (1987). The WAIS-R and intellectual characteristics of students enrolled in remedial programs. *Measurement and Evaluation in Counseling Development*, 20, 15-21.

Rivers, D., & Smith, T.E.C. (1988). Eligibility criteria for learning disabled students. *Journal of Learning Disabilities*, 21, 642-644.

Smith, T.E.C. (1989). Westling and Koorland's The special educator's handbook: A review. *Education and Training in Mental Retardation*, 24, 95-96.

Smith, T.E.C., & Dowdy, C.A. (1989). The role of study skills in the secondary curriculum. *Academic Therapy*, 24, 479-490.

Polloway, E.A., Patton, J.R., Epstein, M.H., & Smith, T.E.C. (1989). Comprehensive curriculum for students with mild handicaps. *Focus on Exceptional Children*, 21, 1-12.

Dowdy, C.A., Carter, J., & Smith, T.E.C. (1990). Differences in transitional needs of high school students with and without learning disabilities. *Journal of Learning Disabilities*, 23, 343-348.

Dowdy, C.A., & Smith, T.E.C. (1991). Future based assessment and intervention. *Intervention, 27*, 101-106.

Smith, T.E.C., & Dowdy, C.A. (1992). Future based assessment for persons with mental retardation. *Education and Training in Mental Retardation, 27*, 23-31.

Dowdy, C.A., Smith, T.E.C., & Nowell, C., (1992). Accessing vocational rehabilitation services for persons with learning disabilities. *Journal of Learning Disabilities, 25*, 18-29.

Smith, T.E.C., & Dowdy, C.A. (1993). Transition: Accessing vocational rehabilitation services for individuals with learning disabilities. *LD Forum, 18*, 29-30.

Smith, T.E.C., & Hilton, A. (1994). Program design for students with mental retardation. *Education and Training in Mental Retardation, 29*, 3 - 9.

Hilton, A., & Smith, T.E.C. (1994). Inclusion as a philosophy which leads to a loss of vision: A response to Rainforth's philosophy versus student need. *Education and Training in Mental Retardation and Developmental Disabilities, 29*, 253-256.

Smith, T.E.C., & Puccini, I.K. (1995). Secondary programming issues. *Education and Training in Mental Retardation and Developmental Disabilities, 30*, 320-327.

Bassett, D. & Smith, T.E.C. (1996). Transition in an era of reform. *Journal of Learning Disabilities, 29*, 161-166.

Patton, J.R., Polloway, E.A., Smith, T.E.C., Edgar, E., Clark, G.M., & Lee, S. (1996). Individuals with mild mental retardation: Postsecondary outcomes and implications for educational policy. *Education and Training in Mental Retardation and Developmental Disabilities, 31*, 75-85.

Polloway, E.A., Smith, J.D., Patton, J.R., & Smith, T.E.C. (1996). Historic changes in mental retardation and developmental disabilities. *Education and Training in Mental Retardation and Developmental Disabilities, 31*, 3-12.

Polloway, E.A., Patton, J.R., Smith, T.E.C., & Buck, G.A. (1997). Mental retardation and learning disabilities: Conceptual and applied issues. *Journal of Learning Disabilities, 30*, 297-307.

Smith, T.E.C. (1997). Adolescence: A continuing challenge for special educators. *Remedial and Special Education, 18*, 258-260.

Bassett, D.S., Patton, J.R., White, W., Blalock, G., & Smith, T.E.C. (1997). Research issues in career development and transition: An exploratory survey of professionals in the field. *Career Development for Exceptional Individuals, 20*, 81-100.



Smith, T.E.C. (1998). The history of special education: Essays honoring the bicentennial of the work of Jean Itard - Introduction to special issue. *Remedial and Special Education, 19*, 194-195.

Smith, T.E.C., & Dowdy, C.A. (1998). Educating young children with disabilities using responsible inclusion. *Childhood Education, 74*, 317-321.

Scott, E.M., Smith, T.E.C., Hendricks, M.D., & Polloway, E.A. (1999). Prader-Willi syndrome: A review and implications for educational intervention. *Education and Training in Mental Retardation and Developmental Disabilities, 34*, 110-116.

Polloway, E.A., Smith, J.D., Chamberlain, J., Denning, C.B., & Smith, T.E.C. (1999). Levels of deficits or supports in the classification of mental retardation: Implementation practices. *Education and Training in Mental Retardation and Developmental Disabilities, 34*, 200-206.

Patton, J.R., Polloway, E.A., & Smith, T.E.C. (2000). Educating students with mild mental retardation. *Focus on Autism and Other Developmental Disabilities, 15*, 80-89.

Smith, T.E.C. (2001). Section 504 and the ADA: What schools need to know. *Remedial and Special Education, 21*, 335-343.

Smith, T.E.C. (2002). Section 504: Basic Requirements for Schools. *Intervention in School and Clinic, 37*, 2-6.

Smith, T.E.C. (2002). The Individuals with Disabilities Education Act (IDEA): A time for some important changes. *Principal Leadership, 2*, 6-9.

Smith, T.E.C. (2005). Assessment and individuals with mental retardation. *Diagnostique, 30*, 1-3.

Smith, T.E.C. (2005). IDEA 2004: Another round of re-authorization. *Remedial and Special Education, 26*, 314 – 319.

Truelove, J., Holaway-Johnson, C., Leslie, K., & Smith, T. (2007). Tips for including elementary students with disabilities in math classes. *Teaching Children Mathematics, 13(6)*, 336-340.

Penner-Williams, J., Smith, T.E.C., & Gartin, B.A. (2009). Assessment of written expression. *Assessment and Intervention in Education, 34*, 162 – 169

Wehmeyer, M.L., Shogren, K.A., Zager, D., Smith, T.E.C., & Simpson, R. (2010). Research-based principles and practices for educating students with autism: Self-determination and social interactions. *Education and Training in Autism and Developmental Disabilities, 45*, 475 – 486.

## **Presentations**

New Dimensions in Programming for Community Residential Facilities. Session Leader, 55th International Convention, Council for Exceptional Children, Atlanta, April, 1977.

Predicting Attitudes Held by High School Principals Toward the Handicapped and Work-Study programs. Presented at the 6th Annual Convention, Mid-South Educational Research Association, Birmingham, November, 1977.

The Relationship Between Attitudes Held by High School Principals Toward the Handicapped and the Work-Study Program. Presented at the 56th International Convention, Council for Exceptional Children, Kansas City, May, 1978.

The Use and Needs of Aides in Educating Severely and Profoundly Handicapped Children. Presented at the 56th International Convention, Council for Exceptional Children, Kansas City, May, 1978.

Housing Discrimination Toward Blind Persons. Presented at the 7th Annual Convention, Mid-South Educational Research Association, New Orleans, November, 1978.

Social Behavior of Mentally Retarded Persons in an Institutional Setting. Presented at the Region V Conference, American Association on Mental Deficiency, Wichita, October, 1979.

Employer Concerns in Hiring Mentally Retarded Persons. Presented at the 8th Annual Convention, Mid-South Educational Research Association, Little Rock, November, 1979.

Using Participant-Observation to Determine the Social Behavior of Mentally Retarded Persons. Presented at the 58th International Convention, Council for Exceptional Children, Philadelphia, April, 1980.

Evaluating Social Skills Training for Handicapped Persons Using Participant-Observation. Presented at the 6th Annual National Evaluation Network Conference, Memphis, September, 1980.

Implications of Observational Data for Assessment and Training. Presented at the Council for Exceptional Children Conference on Exceptional Black Children, New Orleans, February, 1981.

Availability of Orientation and Mobility Services in Public Schools. Presented at the 59th International Convention, Council for Exceptional Children, New York, April, 1981.

Mobility in Public Schools--Why Bother? Presented at the South Central Regional Convention, Association for the Education of the Visually Impaired, New Orleans, June, 1981.

Using Participant-Observation to Determine the Social Behavior of Visually Impaired Children. Presented at the 10th Annual Convention, Mid-South Educational Research Association, Lexington, November, 1981.

Providing Comprehensive Group Home Services in a Rural Setting. Presented at the 61st International Convention, Council for Exceptional Children, Houston, April, 1982.

Public School Consultant for the Visually Impaired: How to be Successful. Presented at the 61st International Convention, Council for Exceptional Children, Houston, April, 1982.

A Follow-Up Educational Model for Former Group Home Residents. Presented at the Region V Conference, American Association on Mental Deficiency, Tulsa, October, 1982.

The Effects of Time Compressed Speech on the Listening Comprehension of Learning Disabled Students. Presented at the 11th Annual Meeting, Mid-South Educational Research Association, New Orleans, November, 1982.

Providing Community Support for Former Group Home Residents Living Independently in the Community. Presented at the 62nd International Convention, Council for Exceptional Children, Detroit, April, 1983.

Follow-up Orientation and Mobility Needs of Former Residential Students. Presented at the Southwest Orientation and Mobility Association meeting, Baton Rouge, February, 1983.

Classification of Developmental Students for Programming Purposes. Presented at the 7th National Conference on Remedial/Developmental Studies in Postsecondary Education, Little Rock, March, 1983.

Involving Parents in Career/Vocational Planning: Keys to Success. Presented at the International Conference on Career Development and Vocational Education for the Handicapped/Special Needs Individuals, Chicago, October, 1983.

Appraisal Practices in Public Schools. Presented at the 12th Annual Convention, Mid-South Educational Research Association, Nashville, November, 1983.

Using the Nominal Group Technique for Long Range Planning for Group Homes. Presented at the 63rd International Convention, Council for Exceptional Children, Washington, D.C., April, 1984.

The WAIS-R and Intellectual Characteristics of University Students in Remedial Programs. Presented at the 13th Annual Convention, Mid-South Educational Research Association, New Orleans, November, 1984.

Community and Family Living Amendments of 1983: Pros and Cons. Presented at the 64th International Convention, Council for Exceptional Children, Anaheim, April, 1985.

Self-Concepts of Visually Impaired Children in Residential Programs. Presented at the 14th Annual Convention, Mid-South Educational Research Association, Biloxi, November, 1985.

The Role of Advocacy in the Education of Mentally Retarded Children. Presented at the 65th International Convention, Council for Exceptional Children, New Orleans, April, 1986.

Eligibility Criteria for Learning Disabled Students. Presented at the 15th Annual Convention, Mid-South Educational Research Association, Memphis, November, 1986.

Aversive and Non-aversive Treatment: Programming Considerations. Presented at the 66th International Convention, Council for Exceptional Children, Chicago, April, 1987.

Personality Characteristics of Learning Disabled College Students as Measured by the MMPI. Presented at the 16th Annual Convention, Mid-South Educational Research Association, Mobile, November, 1987.

Merging Regular and Special Education for Children with Severe Disabilities. Presented at the 66th International Convention, Council for Exceptional Children, Washington, D.C., April, 1988.

Institution to Community Integration: A Comprehensive Transition Model for Persons with Mental Retardation. Presented at the 67th International Convention, Council for Exceptional Children, San Francisco, April, 1989.

Transition Needs of Students with Learning Disabilities. Presented at the Annual Convention, Council for Learning Disabilities, Denver, October, 1989.

The Regular Education Initiative and Mental Retardation. Presented at the Second International Conference, Division on Mental Retardation, CEC, Davenport, Iowa, October, 1989.

Developing Transition Plans for Students with Mental Retardation. Presented at the 68th International Convention, Council for Exceptional Children, Toronto, April, 1990.

Accessing Vocational Rehabilitation Services for Students with Learning Disabilities. Presented at the Regional Convention, Council for Learning Disabilities, Nashville, February, 1991.

Future-Based Assessment for Students with Mild Disabilities. Presented at the 69th International Convention, Council for Exceptional Children, Atlanta, April, 1991.

The Role of Teachers in Transition Planning. Presented at the 13th International Convention, Council for Learning Disabilities, Minneapolis, October, 1991.

Using Future-Based Assessment Data to Develop Intervention Programs. Presented at the 70th International Convention, Council for Exceptional Children, Baltimore, April, 1992.

Vocational Rehabilitation and Learning Disabilities. Presented at the 14th International Convention, Council for Learning Disabilities, Kansas City, October, 1992.

Program Design and Students with Mental Retardation. Presented at the 71st International Convention, Council for Exceptional Children, San Antonio, April, 1993.

Identification and Modifications for Students with Attention Deficits. Presented at the 15th International Convention, Council for Learning Disabilities, Baltimore, October, 1993.

Mental Health and Special Education: Collaboration for Transition. Presented at the 7th International Conference, Division on Career Development and Transition, Albuquerque, October, 1993.

Attention Deficit Disorders in the Classroom. Presented at the 7th Annual South Central Alaska Instructional Improvement Academy, Anchorage, June, 1994.

Attention Deficits and Students with Mental Retardation. Presented at the 4th International Conference, Division on Mental Retardation and Developmental Disabilities, Chicago, October, 1994.

Attention Deficits and Students with Learning Disabilities. Presented at the 16th International Conference, Council on Learning Disabilities, San Diego, November, 1994.

Practical Ideas for Students with Mental Retardation and ADHD. Presented at the 73rd International Convention, Council for Exceptional Children, Indianapolis, April 1995.

At-Risk and Other Students in General Education Classrooms. To be Presented at the Kephart Institute, Vail, Colorado, July, 1995.

Financing Support Services. Presented at the 1st Annual Academy, President's Committee on Mental Retardation, Washington, D.C., September, 1995.

Transition Programming for Students with Prader-Willi Syndrome. Presented at the 8th International Conference, Division on Career Development and Transition, Raleigh, October, 1995

Vocational Rehabilitation and Students with Learning Disabilities. Presented at the 17th International Conference, Council on Learning Disabilities, Chicago, October, 1995.

Emerging Issues in the Research Community. Presented at the First Next Generation Leadership Symposium, President's Committee on Mental Retardation. Washington, D.C., September, 1996.

Educational Issues and Mental Retardation. Presented at the Second National Academy, President's Committee on Mental Retardation. Washington, D.C., September, 1996.

Prader-Willi Syndrome and Its Impact on Educational Programs. Presented at the 5th International Conference, Division on Mental Retardation and Developmental Disabilities, Austin, October, 1996.

Attention Deficits and Students with Learning Disabilities. Presented at the 18th International Conference, Council on Learning Disabilities, Nashville, November, 1996.

Training Teachers of Children with Learning Disabilities Using Technology. Presented at the 18th International Conference, Council on Learning Disabilities, Nashville, November, 1996.

Accommodating Students with Mental Retardation. Presented at the New York State CEC Conference, Albany, New York, November, 1996.

Students with Mental Retardation and Attention Deficit Hyperactivity Disorder. Presented at the 75th International Conference, Council for Exceptional Children, Salt Lake City, April, 1997.

Students with Mental Retardation in Today's Schools. Presented at the 2nd Annual Next Generation Leadership Conference, President's Committee on Mental Retardation, Washington, D.C., September, 1997.

Research Forum. Presented at the 19th International Conference, Council on Learning Disabilities, Washington, D.C., November, 1997.

Transition from School to Work. Presented at the Employer's Forum, President's Committee on Mental Retardation, Washington, D.C., January, 1998.

State facilitator. 3rd National Collaborative Academy on Mental Retardation. President's Committee on Mental Retardation, Washington, D.C., August, 1998.

Accommodating students with developmental disabilities in the inclusive classroom. Presented at the 42nd Annual Conference, Ontario Federation of Chapters, Council for Exceptional Children, Toronto, October, 1998.

Section 504 and Individuals with Learning Disabilities. Presented at the 20th International Conference, Council on Learning Disabilities, Albuquerque, New Mexico, November, 1998.

Effective and ineffective assessment programs in higher education. Presented at the Annual Conference, Mid-South Educational Research Association, New Orleans, November, 1998.

Students with Mental Retardation and Section 504. Presented at the 77th International Conference, Council for Exceptional Children, Charlotte, April, 1999.

Determining Eligibility of Students with Learning Disabilities for Section 504. Presented at the 21st International Conference, Council on Learning Disabilities, Minneapolis, October, 1999.

Transition Needs of Students Served Under Section 504. Presented at the National Conference, Division on Career Development and Transition, Charleston, October, 1999.

Poverty and Educational Issues. Presented at the Conference on Poverty and Disability, New York, New York, February, 2000.

Section 504 and Public Schools: Best Practices. Presented at the 78<sup>th</sup> International Conference, Council for Exceptional Children, Vancouver, April, 2000.

Students with Learning Disabilities and Their Rights Under Section 504 and the ADA. Presented at the 22<sup>nd</sup> International Conference, Council on Learning Disabilities, Austin, Texas, October 2000.

IDEA and Section 504: Common Sense Approaches for Schools. Invited luncheon presentation, National Conference, National Association of Secondary School Principals (NASSP). Phoenix, April, 2001.

Determining Eligibility for Students with Learning Disabilities for Section 504 Protections. Presented at the Northwest Regional CLD Conference, Seattle, April 2001.

Making Accommodations for Students with Learning Disabilities and ADHD Under Section 504. Presented at the 23<sup>rd</sup> International Conference, Council on Learning Disabilities, Charlotte, North Carolina, October 2001.

Legislative Update for Students with Learning Disabilities. Presented at the Regional CLD Conference, Charlottesville, Virginia, March, 2002.

Avoiding Section 504 Booby Traps. Presented at the 23<sup>rd</sup> LRP National Institute on Legal Issues of Educating Individuals with Disabilities, Tampa, Florida, May, 2002.

Writing Accommodation Plans for Students with Learning Disabilities. Presented at the 24<sup>th</sup> International Conference, Council on Learning Disabilities, Denver, October, 2002.

What are the New Disabilities in Special Education. Presented at the 24<sup>th</sup> LRP National Institute on Legal Issues of Educating Individuals with Disabilities, San Francisco, May, 2003.

What Principals Need to Know about Students with Disabilities. Presented at the 8<sup>th</sup> International DDD Conference, Las Vegas, October, 2004.

Section 504 and Learning Disabilities: Continuing Questions. Accepted for presentation at the 27<sup>th</sup> International Conference, Council on Learning Disabilities, Ft. Lauderdale, October 2005.

Future Directions for Special Education. Keynote presentation. Florida CEC Conference. Ft. Lauderdale, FL., October 2007.

Including Students with Developmental Disabilities in Elementary Schools. 51<sup>st</sup> Annual Provincial Conference, Ontario CEC. Niagara Falls, Ontario. November, 2007.

Teaching Social Skills and Self-Determination Skills to Individuals with Developmental Disabilities. Presented at the 84th International Conference, Council for Exceptional Children, Salt Lake City, April, 2009.

Linking Social Skills and Self-Determination Skills Instruction. Presented at the 12<sup>th</sup> international conference, Division on Autism and Developmental Disabilities. Maui, Hawaii, January, 2010.

Section 504 and the ADA: Implications for Students with Autism Spectrum Disorders. Presented at the 13<sup>th</sup> international conference, Division on Autism and Developmental Disabilities, Miami, January 2012.

### **Grants and Contracts**

Office of Education, BEH Dean's Mainstreaming Grant, 1976. Funded for \$39,000. (PI)

Planning Grant for Developing a Program for Hearing Impaired Children (Title IV), 1977. Funded for \$21,000. (PI)

Program Assistance Grant: A Training Program for Teachers of the Severely Handicapped and Visually Impaired. Office of Education, BEH Personnel Preparation Grant, 1977 - 1980. Funded for \$140,000. (PI)

Determining the Social Behavior of Mentally Retarded Persons. Faculty Research Grant, 1979. Funded for \$4,100. (PI)

A Follow-Up Study of Students from Two Secondary Learning Disabilities Programs. Faculty Research Grant, 1980. Funded for \$1,100. (PI)

Program Assistance Grant: A Training Program for Teachers of the Severely Handicapped. U.S. Department of Education, Office of Special Education, 1981 - 1984. Funded for \$130,000. (PI)

Dean's Mainstreaming Grant. U.S. Department of Education, Office of Special Education, 1982 - 1985. Funded for \$102,000. (PI)

Preparation of Related Services Personnel: A Training Program for Educational Examiners. U.S. Department of Education, Office of Special Education, 1983 - 1986. Funded for \$120,000. (PI)



Secondary Transition and Supported Employment Program. Contract with Alabama Rehabilitation Services, 1988 - 1989. Funded for \$94,000. (PI)

Secondary Transition and Supported Employment Program. Contract with Alabama Rehabilitation Services, 1989 - 1990. Funded for \$103,000. (PI)

Project Cooperation: A Program to Provide Training to School Personnel in the Area of Transition. U.S. Department of Education, Office of Special Education Programs, 1990 - 1991. Funded for \$44,000. (Co-PI)

Developing a Post-Secondary Training Program for Students with Learning Disabilities. Private Contributions, 1991 - 1992. Funded for \$100,000. (PI)

Vision 2000: Developing a Community-Based Service Program for Arkansas. Arkansas Governor's Developmental Disabilities Planning Council, 1992 - 1993. Funded for \$385,000. (PI)

Training Paraprofessionals in the Field of Developmental Disabilities. Arkansas Developmental Disabilities Services, 1993 - 1994. Funded for \$49,500. (PI)

Training Mental Health Workers in Arkansas. Arkansas Division of Mental Health Services, 1993 - 1994. Funded for \$12,000. (PI)

Coordinating Teacher Training in the Area of Severe Disabilities. University of Arkansas at Little Rock, 1993 - 1994. Funded for \$24,500. (PI)

A Statewide Study to Determine the Efficacy of Preschool Programs for Students with Disabilities: A Feasibility Study. Office of Special Education and Rehabilitation Services, 1994 - 1995. Funded for \$49,000. (Coordinator)

Training Teachers for Students with Severe Disabilities. Office of Special Education and Rehabilitation Services, 1994 - 1999. Funded for \$97,000 per year. (PI)

Using Distance Education for Professional Development in the Areas of Math and Science. 2003 – 2005. Funded for \$24,500. (PI)

## **Related Professional Activities**

### **National**

Founding Dean. Deans for Impact. 2015.

Program Evaluation. World Bank funded teacher training partnership. St. Lucia. January 2008.

Consultant, National Evaluation System (review requests for accommodations for national teacher examination in numerous states). 1999 – present.

Program Evaluation. Noyce NSF Grant. University of Arkansas. 2007 - 2010t.

Program Evaluation. FIPSE Grant. University of Arkansas. 2004 - 2012.

President's Committee on Mental Retardation (Presidential Appointee), 1994 - 2002.

Executive Director, Division on Autism and Developmental Disabilities, Council for Exceptional Children, 1994 - 2013.

Past President, Division on Mental Retardation, Council for Exceptional Children, 1992 - 1993.

President, Division on Mental Retardation, Council for Exceptional Children, 1991 - 1992.

President-Elect, Division on Mental Retardation, Council for Exceptional Children, 1990 - 1991.

Vice President, Division on Mental Retardation, Council for Exceptional Children, 1989 - 1990.

Regional Board Member, Division on Mental Retardation, Council for Exceptional Children, 1985 - 1989.

Board of Directors, Council on Learning Disabilities, 1997 - 2002.

Interdivisional Caucus, International Council for Exceptional Children, 1990 – 1993; 2002 - present.

Chairperson, Publications Committee, Division on Mental Retardation and Developmental Disabilities, Council for Exceptional Children, 1993 - 1996.

Committee Member, Membership and Unit Development Committee, International Council for Exceptional Children, 1992 - 1995.

Program Co-Chairperson, Hawaii International Conference on Mental Retardation, January, 1988.

Program Co-Chairperson, Hawaii International Conference on Mental Retardation, January, 1992.

Program Co-Chairperson, Second International Conference on Mental Retardation sponsored by the Division on Mental Retardation, CEC, October, 1989.

Program Advisory Committee, 69th International Convention, Council for Exceptional Children, Atlanta, 1990 - 1991.

Research Committee, Division on Mental Retardation, CEC, 1989 - 1992.

Critical Issues Committee, Division on Mental Retardation, CEC, 1988 - 1991.

Publications Committee, Division on Mental Retardation, CEC, 1983 - 1988.

Special Issues Editor, *Remedial and Special Education*, 1996 to 2004.

Editorial Board, *Education and Training in Mental Retardation and Developmental Disabilities*, 1987 - present.

Editorial Board, *Journal of Intellectual Disability Research*. 2010 - 2012t.

Editorial Board, *Focus on Autism and Other Developmental Disabilities*, 1995 – 2001.

Editorial Board, *Special Education Forum*, 1990 - 1992.

Editorial Board, *Kappa Delta Pi Record*, 1982 - 1985.

Editorial Board, *Diagnostique*, 2000- 2007.

Board of Governors, International Council for Exceptional Children, 1981 - 1984.

### **Regional**

Board of Directors, Mid-South Educational Research Association, 1986 - 1988.

Program Committee, Mid-South Educational Research Association, 1985, 1987, 1999.

### **State and Local**

Program Evaluation. EU-US Cooperation Program. FIPSE, 2005 – 2008.

Board member, Life Styles, 2009 - present.

Governor's Commission on Disabilities, 1994 - 1996.

Alabama Special Education Advisory Panel, 1989 - 1992.

Alabama Comprehensive System of Personnel Development, 1988 - 1989.

Board of Directors, Arkansas Developmental Disabilities Services, 1983 - 1988.

Arkansas Comprehensive System of Personnel Development, 1978 - 1983;  
1986 - 1988; chairperson, 1986 - 1988.

President, Arkansas Federation, CEC, 1979 - 1980.

PAN Coordinator, Arkansas Federation, CEC, 1979 - 1980.

Student CEC Advisor, Arkansas Federation, 1987 - 1988.

Federal Court Mediator, 1979.

Due Process Hearing Officer, Arkansas Department of Education, 1978 - 1984.

Section 504 Hearing Officer, 1995 - present.

Governor's Task Force on Special Education, 1979.

Governor's Committee on the Employment of Persons with Disabilities, 1980 - 1981.

Board of Directors, Life Styles Group Home, 1979 - 1983.

Board of Directors, Richardson Center, 1979 - 1983.

Faculty Advisor, University of Arkansas Student CEC, 1980 - 1988.

Faculty Co-Counselor, Kappa Delta Pi, University of Arkansas, 1987 - 1988.