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Jenny C. Wells, Ph.D.
Curriculum Vita

Work Address

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EDUCATIONAL BACKGROUND

University of Hawaii at Manoa	2003	Ph.D. in Education <i>Specialization: Exceptionalities</i> <i>Cognate: Psychology</i>
University of Hawaii at Manoa	1993	M.Ed. in Special Education, <i>Specialization: Mild/Moderate Disabilities</i>
Chapman College	1976	B.S. in Business Administration <i>minor: Psychology</i>

CERTIFICATIONS/LICENSE

2003	National Board Teacher Certification: Early Childhood through Young Adult/Exceptional Needs Specialist
1991	Hawaii State Department of Education Teaching License: Special Education

PROFESSIONAL EXPERIENCE:

2021-present	Professor and Chair, Department of Special Education University of Hawaii – Manoa, Honolulu, Hawaii
2018-2021	Professor, Department of Special Education University of Hawaii – Manoa, Honolulu, Hawaii
2013-2018	Associate Professor, Department of Special Education University of Hawaii – Manoa, Honolulu, Hawaii
2005-2013	Assistant Professor, Department of Special Education University of Hawaii – Manoa, Honolulu, Hawaii
2003-2005	District Educational Specialist – Autism, Windward District Hawaii Department of Education, Kaneohe, Hawaii
1999-2003	Autism Consultation Teacher, Hawaii Department of Education, Windward District
1997-1999	Coordinator –Statewide Autism Training Felix Staff Service Training Institute, Honolulu, Hawaii
1995-1997	District Educational Specialist – Special Education, Central District Hawaii Department of Education, Wahiawa, Hawaii
1992-1995	Special Education District Resource Teacher, Central District Hawaii Department of Education, Pearl Harbor, Hawaii
1991-1992	Behavior Management District Resource Teacher, Central District Hawaii Department of Education, Pearl Harbor, Hawaii

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 1991-1992 Graduate Assistant, University Affiliated Programs, 1991-1992
 University of Hawaii – Manoa

1988-1991 Special Education Teacher, Hawaii Department of Education, Central District

PROFESSIONAL AFFILIATIONS

The Council for Exceptional Children, member
 Division on Developmental Disabilities
 Division for Early Childhood
 Division for Teacher Education

EDITORIAL ACTIVITIES

Editorial Board Membership:

Beyond Behavior 2019, 2021, 2022, 2023

Peer Review Activities:

Reviewer - Journal of Developmental and Physical Disabilities, 2019
 Reviewer – Beyond Behavior, 2017, 2021, 2022
 Reviewer - Journal of Teacher Education, 2015, 2016
 Reviewer - Behavioral Interventions, 2014, 2016
 Reviewer – Research and Practice for Persons with Severe Disabilities, 2013, 2017, 2018
 Reviewer – single case design studies, The National Professional Development Center on Autism Spectrum Disorders, revision of manual of evidence-based practices for children and youth with Autism Spectrum Disorders (2012)
 Proposal Reviewer – Teacher Education topic area, Council for Exceptional Children Convention 2014, 2015, 2016, 2022
 Proposal Reviewer – Division of Early Childhood, Council for Exceptional Children 2014, 2015, 2016
 Proposal Reviewer, Autism strand, 25th Annual Pacific Rim International Conference (2010)
 Proposal Reviewer, Autism strand, 24th Annual Pacific Rim International Conference (2009)

REFEREED JOURNAL ARTICLES

- Goya, D., Ulloa, P., & Wells, J. C. (2019). A review of interventions for teaching mathematics to secondary students with intellectual disabilities. *DADD Online Journal*, 6, 6-21.
- Kim, J., & Wells J. C. (2019). Alternative Teacher Preparation Programs: Examination through a Marketing Lens. *Rural Special Education Quarterly*, 38(3) 137 –150.
- Ornelles, C., Ray, A., & Wells, J. C. (2019). Designing online courses in teacher education to enhance learner Engagement. *International Journal of Teaching and Learning in Higher Education*, 31(3).
- Wells, J. C., Sheehey, P., & Pratt, E. (2018). Reducing elopement in a preschooler with autism using differential reinforcement. *Advances in Neurodevelopmental Disorders*. DOI: 10.1007/s41252-018-0085-1
- Sheehey, P. & Wells, J. C. (2018). Paraprofessionals Perceptions and Experiences in Working with Families. *Rural Special Education Quarterly*, 37(1), 44-51.
- Miranda, J. W., Wells, J. C., & Jenkins, A. (2017). Preparing special education teacher candidates to teach English language learners with disabilities: How well are we doing? *Language Teaching Research*, 1-22.
- Wells, J. C., Sheehey, P., & Sheehey, M. (2017). Using self-monitoring with self-graphing to improve basic math skills. *Beyond Behavior*, 26(2), 1-9.
- Sheehey, P. H., Wells, J. C., & Rowe, M. (2017). Effects of self-monitoring on math competency of an elementary student with cerebral palsy in an inclusive classroom. *Preventing School Failure: Alternative Education for Children and Youth*, 61(3), 211-219. doi: 10.1080/1045988X.2016.1261268
- Sheehey, P. & Wells, J. C. (2016). Using response interruption and redirection to reduce vocal stereotypy.

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Intervention in School and Clinic, 52(4), 1-6. doi: 10.1177/1053451216659470

Wells, J. C., Collier, L., & Sheehey, P. (2016). Decreasing vocal stereotypy of a youth with autism in a classroom setting. *Child and Family Behavior Therapy*, 38(2), 164-174.

Narkon, D. E. & Wells, J. C. (2013). Improving reading comprehension for students with learning disabilities: UDL enhanced story mapping. *Preventing School Failure: Alternative Education for Children and Youth*, 57(4), 231-239, doi: 10.1080/1045988X.2012.726286.

Wells, J. C., & Sheehey, M. D. (2013). Embedding iPod and computer use in the curriculum: Impact on behavior of three elementary students with mild disabilities. *Insights on Learning Disabilities: From Prevailing Theories to Validated Practices*, 10(1), 73-86.

Wells, J. C., Sheehey, P., & Moore, A. (2012). Postsecondary expectations for a student in a rural middle school: Impact of person-centered planning on team member agreement. *Rural Special Education Quarterly*, 31(3), 29-39.

Wells, J. C., Narkon, D. E., & Yamamoto, W. (2012). A comparison of traditional versus electronic word wall Instruction on word identification in kindergarteners with developmental disabilities. *Electronic Journal for Inclusive Education*, 2(9), electronic.

McDougall, D., Narkon, D., & Wells, J. (2011). The case for listing raw data in journal articles describing single-case interventions: How long must we wait? *Education*, 132(1), 149-163.

Wells, J. C., & Narkon, D. E., (2011). Motivate students to engage in word study using vocabulary games, *Intervention in School and Clinic*, 47(1), 45-49. doi:1177/1053451211407493

Wells, J. C., & Sheehey, P., (2011). Person-centered planning: Strategies to encourage participation and facilitate communication. *Teaching Exceptional Children*, 44(3), 32-39.

Narkon, D. E., Wells, J. C., & Segal, L. S. (2011). E-word wall: An interactive vocabulary instruction tool for students with learning disabilities and autism spectrum disorders, *Teaching Exceptional Children*, 43(4), 38-45.

CONFERENCE PROCEEDINGS

Oshita, L. & Wells, J. C. (2016). It's a cultural thing: helping college students successfully navigate the higher education landscape. In conference proceedings from *The Future of Education 2016*. Florence, Italy: Libreriauniversitaria.

BOOK CHAPTERS/ENTRIES

Cook, B. G., Wells, J. C., Cook, L., & Thomas, S. L. (2011). The future of special education research. In P. D. Rumrill, A. Wiley, & B. G. Cook (Eds.), *Research in special education: Designs, methods and applications* (2nd ed.). Springfield, IL: Charles C. Thomas.

Wells J. C., & Cook, B. G. (2018). Special education identification. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 1561-1562). Thousand Oaks, CA: Sage.
doi: <http://dx.doi.org/10.4135/9781506326139.n648>

Mason-Williams, L., Kim, J. C., & Wells, (in review). Still Puzzling: Over a Century of Shortages and Unmet Demand.

PROFESSIONAL REPORTS

Miranda, J. L. W., Jenkins, A., Roberts, S., Robinson, S., Steele, J. S., Slaymaker, J. W., & Wells, J. (September 2020). Association for Advancing Quality in Educator Preparation (AAQEP) Initial Licensure Programs Quality Assurance Report, University of Hawai'i at Mānoa, College of Education.

Miranda, J. L. W., Jenkins, A., Roberts, S., Robinson, S., Steele, J. S., Slaymaker, J. W., & Wells, J. (September 2020). Association for Advancing Quality in Educator Preparation (AAQEP) Advanced Programs Quality Assurance Report Proposal, University of Hawai'i at Mānoa, College of Education.

DISSERTATION

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Wells, J. C. (2003). Group Instruction for Students with Autism Spectrum Disorders: Implications for Professional Development. (Doctoral dissertation, University of Hawaii, 2003). ProQuest Digital Dissertations and Theses.

PRESENTATIONS: NATIONAL/INTERNATIONAL

Wells, J. & Ornelles, C. (2022). Building Bridges over Risky Waters: Preservice Training for Successful Navigation of Ethical Dilemmas. TED 2022, Richmond, VA.

Ornelles, C., Aiona, C., & Wells, J. (2021). Responding to the national pandemic: Field experiences—lessons learned. *International Society Exploring Teaching and Learning, Conference on Innovative Pedagogy in Higher Education*. A Virtual Conference.

Wells, J. C. & Kim, Janet (2020). Using one-way online recorded video interviews in the admissions process: Applicant and faculty perspectives. *39th Annual National Conference, American Council on Rural Special Education*. San Antonio, TX.

Wells, J. C. (2020). Ensuring outcomes using online video coaching and mentoring. *DADD 21st International Conference on Autism, Intellectual Disability, and Developmental Disabilities*. Sarasota, FL.

Wells, J. & Ornelles, C. (2019). Designing an online course? Learn how to enhance student engagement using a course design matrix. *The ISETL 50th Annual Conference on Innovative Higher Education Pedagogy*. Charlotte, NC.

Kim, J. & Wells, J. C. (2019). Marketing and recruitment strategies in special education rural alternative teacher preparation programs. *38th Annual ACRES National Conference*, Alexandria, VA.

Wells, J. & Chandler, L. (2019). Math interventions for students with autism spectrum disorder. *DADD 2019: 20th Annual Conference*, Kaanapali, Maui, Hawaii.

Ornelles, C., Ray, A., & Wells, J. C. (2018). Designing online courses in teacher education to enhance learner engagement. *TED 2018: 41ST Conference*, Las Vegas, Nevada.

Wells, J. C., & Miranda, J. L. (2018). Systematic Process for Examining a Teacher Education Program's Alignment of Course and Field Work with High-Leverage, Evidence-Based Practices. *Twenty-fifth International Conference on the Learner*, Athens, Greece.

Miranda, J. L. & Wells, J. C. (2017). Aligning Evidence-Based Practices Across a Program's Course and Field Experiences in Higher Education. *American Evaluation Association*, Washington, DC.

Wells, J. C. & Sheehey, P. (2016). Evidence-based practices for young children with autism. *Division of Early Childhood, Council for Exceptional Children*, Louisville, KY.

Miranda, J. L. & Wells, J. C. (2016). Preparing Special Education Teacher Candidates to Teach English Language Learners with Disabilities: How Well Are We Doing? *American Evaluation Association*, Atlanta, GA.

Oshita, L. & Wells, J. C. (2016). It's a cultural thing: helping college students successfully navigate the higher education landscape. *The Future of Education 2016, Florence, Italy*.

Wells, J. C. & Sheehey, P. (2015). Embedding Response Interruption and Redirection (RIR) Strategy in Instructional Settings to Reduce Vocal Stereotypy, *2015 TASH Conference*, Portland, OR.

Wells, J. & Ornelles, C. (2015). Designing an Online Course to Enhance Student Learning Using Adult Learning Theory and UDL Principles for Engagement, *Teacher Education Division, Council for Exceptional Children*. Tempe, AZ.

Wells, J. C. & Ward, B. (2015). Play Stations: Building sustained, independent play skills in young children with ASD, *Division of Early Childhood, Council for Exceptional Children*, Atlanta, GA.

Wells, J. C. & Ward, B. (2015). Use Structured Play Groups to Increase Peer Play Skills in Children with Autism. *31st Annual Pacific Rim International Conference*. Honolulu, HI.

Wells, J. C. (2014). Self-Management Techniques and Students with Autism Spectrum Disorders: What does

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the Research Reveal. *Annual Meeting of the Council for Exceptional Children*. Philadelphia, PA.

Sheehey, P. & Wells, J. C. (2013). Impact of Teacher Training Program on Special Educators Attitudes and Inclusive Practices for Students with Severe Disabilities/ASD. *Teacher Education Division, Council for Exceptional Children*. Ft. Lauderdale, FL.

Wells, J. C. & Sheehey, M. (2013). Harnessing the Power of Technology: Increasing Academic Engagement of Students With LD. *Annual Meeting of the Council for Exceptional Children*. San Antonio, TX.

Narkon, D. E. & Wells, J. C. (2013). Universal Design for Learning: Enhanced Story Mapping. *Annual Meeting of the Council for Exceptional Children*. San Antonio, TX.

Wells, J. C. & Narkon, D. E. (2012). Virtually indistinguishable: Keeping course integrity while changing to an online format. *Annual Conference, Teacher Education Division, Council for Exceptional Children*. Grand Rapids, MI.

Narkon, D. E. & Wells, J. C. (2011). A dual preparation: Collaboration between elementary and special education pre-service teaching faculty and the impact on teacher candidate experiences. *Annual Conference, Teacher Education Division, Council for Exceptional Children*. Austin, TX.

Wells, J. C. (2011). E-word wall: An interactive vocabulary instruction tool. *Annual Meeting of the Council for Exceptional Children*. National Harbor, Baltimore, MD.

Narkon, D. E. & Wells, J. C. (2010). Preparing pre-service teachers to design and develop digital learning experiences for students with learning disabilities and autism spectrum disorders. *Annual Conference, Teacher Education Division, Council for Exceptional Children*. St. Louis, MO.

Wells, J. C. & Ward B. (2010). Visual supports: Seeing is believing. *24th Annual Pacific Rim International Conference*. Honolulu, HI.

Wells, J. C. (2009). Project Manawa Kuponu (Opportunity): Preparing educators to improve outcomes for students with autism. *Annual Conference, Teacher Education Division, Council for Exceptional Children*. Charlotte, NC.

Wells, J. C. (2009). Project Manawa Kuponu (Opportunity): Preparing educators to improve outcomes for students with autism. *Office of Special Education Programs Directors Conference*. Washington, DC.

Cook, L. & Wells, J. C. (2008). Understanding the recruitment issues of pre-service special education teachers, *23rd Annual Pacific Rim International Conference*. Honolulu, HI.

Wells, J. C. & Ward, B. (2008). Improving communication skills: One teachable moment at a time, *23rd Annual Pacific Rim International Conference*. Honolulu, HI.

Cook, L., Wells, J., & Witt, D. (2008). Understanding and improving the recruitment of pre-service special education teachers. *Annual Meeting of the Council for Exceptional Children*. Boston, MA.

PRESENTATIONS: REGIONAL/STATE

Miranda, J. L. W., & Wells, J. C. (2017). Evaluating the integration of evidence-based practices in higher education programs. *Hawaii-Pacific Evaluation Association*, Kaneohe, HI.

Wells, J. C., & Narkon, D. E. (2012). A Model for Educators: Enhancing story mapping strategy using Universal Design for Learning process. *34th Annual Hawaii Educational Research Association Conference*, Honolulu, HI.

Wells, J. C., & Narkon, D. E. (2011). Design and develop digital age learning experiences for students with learning disabilities and autism spectrum disorders. *33rd Annual Hawaii Educational Research Association Conference*, Honolulu, HI.

Narkon, D. E., Currivan, L., & Wells, J. C. (2006). Corollaries of College Success. *HIDA Spring Conference*. Leeward Community College

Wells, J. C. (2003). Meeting the Challenges of Students with Autism Spectrum Disorders (Keynote). *State Physical Education Secondary Conference*. Honolulu, HI.

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Wells, J. C. (2003). Meeting the Challenges of Students with Autism Spectrum Disorders (Keynote). *State Physical Education Elementary Conference*. Honolulu, HI

Wells, J. C. (2000). Strategies to Help You Help Your ADHD Student. *Hawaii State PTSA Convention 2000*. Honolulu, Hawaii

Wells, J. C. (1999). Teaching Play Skills Using Structured Tasks, *Hawaii Association for the Education of Young Children*. Honolulu, HI.

INVITED PRESENTATIONS AND WORKSHOPS

Murata, N., Ornelles, C., & Wells, J. C. (2022, August). College of Education Work Assignment Model. 2022 Leading with Excellence Conference, University of Hawaii-Manoa, Honolulu, HI.

Wells, J. C. (2019, March). Grant writing. Guest lecture, SPED705 Doctoral Seminar, University of Hawaii-Manoa, Honolulu, HI

Wells, J. C. (2018, Fall). Students with autism spectrum disorders. Guest lecture, SPED705 Doctoral Seminar, University of Hawaii- Manoa, Honolulu, HI.

Wells, J. C. (2017, March). Evidence-based practices for students with severe disabilities. Guest lecture, SPED-705 Doctoral Seminar, University of Hawaii at Manoa, Honolulu

Wells, J. C. (2017, November). Executive functioning in students with severe cognitive impairments, Hawaii Department of Education, Assessment Office, Hawaii State Alternate Assessment Stakeholders Meeting, Honolulu, HI.

Wells, J. C. (2017, August). Strengthening collaboration, building partnerships, Project Laulima, Honolulu, HI

Wells, J. C. (2017, April). Evidence-based practices for students with Autism Spectrum Disorder. Guest lecture, SPED705 Doctoral Seminar, University of Hawaii at Manoa, Honolulu, HI

Wells, J. C. (2017, March). Meeting on common ground: Tools and strategies for collaboration, Department of Health, Oahu Early Intervention Teams, Aiea, HI.

Wells, J. C. (2017, March). Evidence-based practices to support postsecondary students with Autism Spectrum Disorder. Post Secondary Supports Project, Center for disability Studies, University of Hawaii at Manoa, Honolulu, HI.

Wells, J. C. (2016, September). Strengthening collaboration, building partnerships, Ho'oikaika Partnership, Kahului, Maui.

Wells, J. C. (2016, August). Strengthening Interagency Collaboration, CAMHD Summer Conference, Child and Adolescent Mental Health Division, Hawaii Department of Health, Kapolei, HI.

Wells, J. C. (2016, May). Strengthening Collaboration, Building Partnerships, Project Laulima, Molokai, HI.

Wells, J. C. (2015, February). Increasing Engagement of Students with ASD, Colloquium, Communication Sciences and Disorders Department, John A. Burns School of Medicine, University of Hawaii at Manoa, Honolulu, HI.

Wells, J. C. (2015, January). Strengthening Collaboration, Hawaii Department of Education, Hilo, HI.

Wells, J. C. (2014, November). Strengthening Collaboration, Building Partnerships, Project Laulima, Hilo, HI.

Wells, J. C. (2013, January). Developing a Culture of Collaboration, Manoa Child Development Center, University of Hawaii, Honolulu, HI.

Wells, J. C. (2012, August). Collaboration for Early Childhood Inclusive Practice, Manoa Child Development Center, University of Hawaii, Honolulu, HI.

Wells, J. C. (2011, July). Overview of Four Educational Models for ASD Intervention, Commonwealth of Northern Marianas, Saipan.

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- Wells, J. C. (2011, May). Current Trends in Autism Research, Hawaii Department of Education, Windward District, Kaneohe, HI.
- Wells, J. C. (2010, November). Evidence-based Practices for Teaching Secondary Students with ASD, Hawaii Department of Education, Honolulu District, Honolulu, HI.
- Wells, J. C. (2010, September). Evidence-based Practices for Teaching Elementary Students with ASD, Hawaii Department of Education, Honolulu District, Honolulu, HI.
- Wells, J. C. (2010, August). ADOS Administration Training Program, Hawaii Department of Education, Honolulu District, Honolulu, HI.
- Wells, J. C. (2010, April). Data Driven Decision Making, Hawaii Department of Education, Kauai District, Lihue, Kauai, HI.
- Wells, J. C. (2010, March). Using the ADOS for Program Planning, Hawaii Department of Education, Honolulu District, Honolulu, HI.
- Wells, J. C. (2010, March). ADOS Administration Training Program, Hawaii Department of Education, Honolulu District, Honolulu, HI.
- Wells, J. C. (2009, October). Using Visual Structure to Reduce Maladaptive Behavior and Increase Learning, Child and Family Services, Ewa Beach, HI.
- Wells, J. C. (2009, August). Evidence Based Practices for Students with Autism, Attorney General's Office, Honolulu, HI.
- Wells, J. C. (2009, March). Referral Procedures, Student Teaching Seminar, Pearl City, HI.
- Wells, J. C. (2009, February). Evidence Based Practices for Students with Autism, Guest lecture – Saipan, Palau (conducted via satellite video conferencing).
- Wells, J. C. (2008, November). Adult Autism Training, Crisis Prevention Network, Lihue, Kauai, Hawaii
- Wells, J. C. (2008, October). Adult Autism Training, Crisis Prevention Network, Kahului, Maui, Hawaii
- Wells, J. C. (2008, May). Adult Autism: Communication and Intervention Strategies, Crisis Prevention Network, Hilo, HI.
- Wells, J. C. & Ward, B. J. (2008, April). Windward District Autism Institute, Kaneohe, Hawaii.
- Wells, J. C. (2008, January). Assisting Adults with Autism in Crisis, Crisis Network Services, Care Hawaii, Inc., Honolulu, HI.
- Wells, J. C. (2008, January). Helping Families Cope with Autism and other Pervasive Developmental Disorders, Employee Assistance Professionals Association – Hawaii Chapter, Honolulu, HI.
- Wells, J. C. (2007, November). Evidence Based Practices for Autism Spectrum Disorders. Windward District, Kaneohe, Hawaii.
- Wells, J. C. (2007, March). Panel member, Researching and Writing your Dissertation, Curriculum Studies, University of Hawaii-Manoa, Honolulu, HI.
- Wells, J. C. (2007, March). Differentiating to Maximize Learning for All Students, Mary Knoll Elementary School, Honolulu, HI.
- Wells, J. C. (2006, May). Autism Eligibility Conundrum, DOE, Maui District, Kahului, Maui, Hawaii.
- Wells, J. C. (2005, February). Guiding Discussions for One-to-One Supports, Hawaii Department of Education, Windward District, Kaneohe, Hawaii.

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Wells, J. C. (2004, October). Evaluation, Reevaluation and Assessment Training, Autism Section, Hawaii Department of Education Windward, Kaneohe, HI.

Wells, J. C. (2003, September). Chapter 56 Compliance Training, Using Contracted Intensive Services to Meet the Needs of Students with Autism Spectrum Disorders and Severe Mental Retardation, Hawaii Department of Education, Windward District, Koolau Golf Course, Kaneohe, HI.

Wells, J. C. (2003, September). Series of trainings on “Best Practice” Interventions for students with ASD, Windward District Special Education, Kaneohe, HI.

Wells, J. C. (2000, July). Director/Faculty, Hawaii Structured Teaching Institute, Kailua-Kona, Hawaii.

Wells, J. C. (1999, December). Introduction to Autism, Recertification in Special Education (RISE), University of Hawaii-Manoa, Honolulu, HI (conducted via Hawaii Interactive Television Station [HITS]).

Wells, J. C. (1999, November). Panel Member, Special Needs Children and Community Resources Workshop, Hawaii State Teachers Association – Honolulu Chapter, Honolulu, HI.

GRANTS

2022	Project Equal Access, Augustus F. Hawkins Centers of Excellence (Hawkins) Program, CFDA #84.116K. (\$1,598,794) – Funded 12/15/2022.
2022	Project Nāulukukui (‘The Efforts of Many Light the Way’), U.S. Department of Education, Personnel Training Grant (\$996,023) – Unfunded.
2021	Write to Teach 2021, University of Hawaii Manoa, SEED Inclusion, Diversity, Equity, Access and Success Office (\$1,500) – Funded 3/5/2021.
2015	Project Ho’olako, U.S. Department of Education, Personnel Training Grant (\$952,065) – Funded 1/2016-12/19.
2013	Ke Alaka’i Pacific Autism Leadership Project, U. S. Department of Education Leadership Grant – (Submitted for 1,241,510) – Not funded.
2013	AVATAR Project: Advancing the Vision of All Teachers Ready to Meet the Challenges of Students with ASD, U. S. Department of Education Personnel Training Grant – (Submitted for \$1,051,427) – not funded.
2007	<i>Project Manawa Kuponu (Opportunity): Preparing Educators to Improve Outcomes for Students with Autism</i> , U.S. Department of Education Personnel Training Grant (\$798,000). Funded 7/2007- 7/2011.

TEACHING

UNDERGRADUATE COURSES TAUGHT

SPED391 Student Teaching Seminar: Seminar relating current educational theories with experiences in student teaching. (1 credit)

SPED404 Foundations of Inclusive Schooling, WI: Foundations of “special education” exploring philosophies, diverse and historical viewpoints, laws, and service delivery. Students reflect upon texts, films, and interviews with persons with disabilities, their families, and professionals to understand the culture of disability. (3 credits)

SPED412 Individuals with Severe Disabilities/Autism: Etiology, characteristics, and development of individuals with severe disabilities and autism; historical, theoretical, and legal issues affecting individuals with severe disabilities and autism; multicultural, family, and consumer issues; professional and ethical issues in providing services. (3 credits)

SPED425 Partnerships with Families and Professionals: Knowledge and skills for relating effectively with families and professionals on behalf of the children and youth with and without disabilities. Coverage of the context in which family members and school personnel interact. (3 credits)

SPED444 Educating Exceptional Students in Regular Classrooms – Elementary, WI: Teaching elementary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer

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interaction collaboration between special and regular educators. Includes an emphasis on instruction in writing. (3 credits)

SPED446 Seminar in Special Education - Study of issues, trends, and research into special education programming and service delivery. (3 credits)

SPED461 Assessment, Planning, and Instruction for Students with Mild/Moderate Disabilities, WI: Techniques in the assessment, planning, and instructional process appropriate for students with severe disabilities. Focus on program development to facilitate the inclusion of students with disabilities into general education settings. (3 credits)

SPED462 Assessment, Planning, and Instruction for Students with Severe Disabilities/Autism (3): Techniques in the assessment, planning and instructional process appropriate for students with severe disabilities. Focus on program development to facilitate the inclusion of students with disabilities into general education settings.

SPED487 Characteristics and Strategies for Teaching At-Risk Students (3): This course includes a survey of educational, behavioral, and emotional characteristics of students who are at-risk for school failure and strategies to work with such students.

GRADUATE COURSES TAUGHT

SPED600 Foundations of Exceptionality (Manoa and on-line formats): Theoretical, multicultural and human development foundations for assessing, teaching and developing individual service plans across the lifespan for persons with disabilities. (3 credits)

SPED602 Special Education Law and Compliance (on-line format): Examination of the federal, state, and local government roles in special education with special emphasis on case and regulatory law. Focus on understanding special education law necessary in providing services to students with disabilities in a variety of placements. (3 credits)

SPED603 Principles of Behavior (on-line format): Principles and laws governing behavior and methods that can be used to accomplish educationally relevant changes in student performance. Emphasis on the conceptual basis for changing behavior and use of technologies for changing behavior in school and community settings. (3 credits)

SPED605 Collaboration in School and Community Settings (Distance hybrid and online format): Collaboration skills necessary to function as team members and to ensure the success of students with disabilities in inclusive school and community settings. (3 credits)

SPED612 Individuals with Severe Disabilities and Autism (distance hybrid format): Etiology, characteristics, and development of individuals with severe disabilities and autism; historical, theoretical, and legal issues affecting individuals with severe disabilities and autism; multicultural, family, And consumer issues, professional and ethical issues in providing services. (3 credits)

SPED613 Advanced Assessment and Curriculum Development: Assessment methods and techniques that emphasize the bond between curriculum-based assessment and curriculum-based programming. Planning and cyclical instruction across content areas based on ongoing diagnostic assessment. (3 credits)

SPED618 Adaptations and Special Procedures, Students with Severe Disabilities/Autism: Adaptations and special intervention procedures to support the participation of individuals with severe motor, communication, and/or adaptive behavior disabilities in inclusive school and community settings. (3 credits)

SPED621 Language Arts Strategies: Students with M/M Disabilities (distance hybrid format): Basic concepts related to language, language development, and recognition of language-related learning problems of students with mild/moderate disabilities strategies for teaching language arts curricula (listening, speaking, reading, writing) to students of all ages with learning problems. (3 credits)

SPED625 Teaching Skills for Social Competence: Issues in social development, self-determination, and social skills competence training for children and youth with disabilities; experience in group social skills training and development of individualized programs. (3 credits)

SPED639 Advanced Language and Literacy: Advanced linguistic structures of written English related to reading, spelling, and writing for older students. Covers diagnostic assessment, planning, instruction, and progress monitoring for students with Dyslexia or related reading difficulties. (3 credits)

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SPED640 Seminar in Mild/Moderate Disabilities: Study of issues, research, program development in the area of mild/moderate disabilities. (3 credits)

SPED641 Seminar in Issues in Special Education - Evidence-based Practices Severe/Autism: Seminar on issues, trends, research, and program development in the field of special education. Seminar may be repeated for credit as topics vary. (3 credits)

SPED642 Seminar on Applied Research, Special Education (distance hybrid format): Study and development of applied research topics in special education. (3 credits)

SPED644 Seminar in Severe Disabilities/Autism (distance hybrid format): Focuses on issues related to assessment, intervention and service delivery models, as well as contemporary issues influencing quality of life outcomes of students with autism and their families. (3 credits)

SPED688 Research Practicum in Special Education: Practicum in conducting field-based research in special education. (3 credits)

SPED695 Plan B Master's Project: Independent study for students working on a Plan B master's project. (3 credits)

SPED500 Master's Plan B/C Studies. Enrollment for degree completion. (1 credit)

SPED697 Understanding the Nature of Autism (distance hybrid format) Experimental: Provides a foundation for identifying, understanding and addressing the unique and wide range of challenges students with autism experience throughout the lifespan as well as the challenges experienced by their families. (3 credits)

SPED705a & b Seminar in Exceptionalities: Current and historical topics, issues, and trends in the field of exceptionalities. Repeatable with different content. (3 credits)

SPED760 Grant Development/Procurement: Overview of grant development and procurement processes related to special education personnel preparation and research and demonstration programs. Students design a grant proposal related to a particular problem or need within their employment settings.

FIELD SUPERVISION/ADVISING

SPED390 Student Teaching-Elementary: Full-time supervised experience in school. (3 credits)

SPED400a & b Field Training in Special Education: Student's participate in classroom settings appropriate to concurrently enrolled courses; supervision provided by participating teacher and college supervisor. (3 credits)

SPED526 Field Experiences in Special Education: Students spend a minimum of nine hours per week in settings appropriate to concurrently enrolled courses; supervision provided by participating teacher and college supervisor. (3 credits)

SPED527 Advanced Practicum: Supervised education/community experiences, minimum of 20 hours weekly with special needs populations (MR, LD, SED, Severe), preschool through postsecondary settings. (3 credits)

SPED528 Internship: Supervised education/community experiences with special needs populations (MR, LD, SED, SMH), preschool through postsecondary settings. (6 credits)

SPED626 Field Experiences in Special Education: Students spend a minimum of nine hours per week in settings appropriate to concurrently enrolled courses; supervision provided by participating teacher and college supervisor. (3 credits)

SPED627 Advanced Practicum: Supervised education/community experiences, minimum of 20 hours weekly with special needs populations (MR, LD, SED, Severe), preschool through postsecondary settings. (3 credits)

SPED628 Internship: Supervised education/community experiences with special needs populations (MR, LD, SED, SMH), preschool through postsecondary settings. (6 credits)

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SPED629 Clinical Practice Special Projects: Development and implementation of a field-based research professional development project under the direction of the student's academic advisor. (3 credits)

SPED699 Research Practicum (on-line format): Directed research experience to demonstrate mastery of research skills and techniques through developing and writing research proposals.

STATE POLICY AND PROGRAM DEVELOPMENT ACTIVITIES

Apr 99 – May/00	Child and Adolescent Mental Health Division, workgroup for development of in-state Pervasive Developmental Disorders consultation network
Jul – Aug, 1996	State Special Education Workgroup for development of “Care Coordinator Training“, (developed initial training manual draft and made subsequent revisions based on workgroup feedback)
Apr – Jul, 1996	State Special Education Workgroup for development of “Temporary Term Assignment Training” for uncertified teachers in special education teaching lines, Honolulu, HI (Contributed 6 hour behavior management component)
Feb - May, 1995	Felix vs. Waihee Consent Degree, State Independent Team Task Force on Organizational Barriers to Service Delivery, Honolulu, HI

HONORS AND AWARDS

2013	Peter V. Garrod Distinguished Graduate Mentoring Award nominee, University of Hawaii at Manoa
2014	Excellence in Teaching Award nominee, College of Education, University of Hawaii at Manoa
2019	Excellence in Teaching Award, College of Education selection, University of Hawaii at Manoa

SERVICE

University of Hawaii Service Activities

University level

2010	All Campus Chairs Faculty Senate Council (ACCFSC)
2010	Distributed Learning Advisory Council, ACCFSC Representative
2013-2016	Manoa Faculty Senate, member
2013-2016	Manoa Faculty Senate, Committee on Athletics, member, secretary '14
2013	Search Committee, Department of Communication Sciences and Disorders, Assistant Professor
2014	Search Committee, Department of Communication Sciences and Disorders, Assistant Professor
2015	Search Committee Chair, Department of Communication Sciences and Disorders, 2 Asst/Assoc Professor positions

College level

2006-2013	College of Education Faculty Senate, member
2007	College of Education Faculty Senate, Budget and Facilities Committee
2008, 2009	College of Education Sustainability Committee,
2008, 2011, 2012	College of Education Faculty Senate, Budget and Facilities Committee, Chair
2009	College of Education Faculty Senate, Vice Chair
2010	College of Education Faculty Senate, Chair
2011	College of Education Faculty Senate, Senate Executive Committee, Past Chair
2016, 2017	College of Education, Day at the Capital Committee
2020, 2021	AAQEP Writing Workgroup

Department level

2005-2009	Special Education Advisory Committee
2006-2009	Dual Preparation Applicant Interview Committee
2007	Recruitment Committee, Chair
2007-2012,	Masters in Education Autism Grant Cohort Coordinator, Manawa Kuponu Project
2015-2019	Masters in Education Autism Grant Cohort Coordinator, Ho'olako Project
2008-2012	Recruitment Committee, member
2007-2020	Post Baccalaureate Severe/Autism Curriculum Committee
2010-2019	Post-baccalaureate/M.Ed. Applicant Interview Committee
2011	Search Committee member –limited term Specialist Position
2011, 2013, 2019	Search Committee member - Assistant Professor position
2011-2012	Teachscape Pilot Committee
2011	Assessment Committee, Post Baccalaureate, Severe/Autism representative

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2011	Lead Subject Matter Expert for SPED 603 development with Distance Course Design & Consulting Group (DCDC)
2012, 2013	Post-baccalaureate Severe/Autism Cohort Coordinator
2013- 2020	Department Personnel Committee, member
2013, 2019, 2020	Search Committee Chair- Assistant Professor position
2014-2016	M.Ed Program Committee, chair
2020	M.Ed Program Committee
2014-2016	Literacy Specialist Workgroup
2019-2020	Post Baccalaureate Programs Curriculum Coordinator
2020	Severe/Autism BEd program development
2020	Program Assessment Committee

State of Hawaii

	Western Association of Schools and Colleges Accreditation Teams
2005, 2008	Barbers Point Elementary, Oahu
2007, 2010	Io Middle School, Maui
2007-2013	Board of Speech Pathology and Audiology, Commissioner
2009-2015	ACT Early Autism Team, Hawaii Team, member
2010	Board of Speech Pathology and Audiology, Chair
2011-2012	Autism Spectrum Disorders Parent Training series, Hawaii Department of Education, Honolulu District
2013, 2014	Department of Education, Windward District, Consultation on Program Development and Professional Development
2013-2017	Department of Child and Adolescent Mental Health Department, Project Laulima, Improving Outcomes for Children and Youth Dually Diagnosed with Mental Health and Autism Spectrum Disorders, member of Workforce Development Committee
2018	Hawaii Department of Education, Superintendent's Special Education Review Workgroup, Workforce Development Committee