

FACULTY VITA
August 2019
Beth Ashby Jones, Ph.D.

School Address:
Department of Psychology and Special Education
Henderson 228
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429-3011
Work Phone: (903) 886-5934
Email: Beth.Jones@tamuc.edu

EDUCATION

- Ph. D. Louisiana State University, 2006
Curriculum and Instruction, Concentration in Special Education
Dissertation Title: The Effects of Mini-Conferencing Prior to IEP Meetings on Parental Involvement in the IEP Process
- M. Ed. Texas A&M University, 2001
Educational Psychology, Concentrations in Special Education and School Counseling
- B. S. Texas A&M University, Cum Laude, 1998
Interdisciplinary Studies, Concentration in Special Education

PROFESSIONAL CERTIFICATIONS

Certified School Counselor
PK-12 Generic Special Education; 1-6 Reading, Math; Self-Contained 1-8

PROFESSIONAL EXPERIENCE

Texas A&M University-Commerce

Associate Professor, 2015-Present

Assistant Professor, 2009-Present; Promotion and Tenure Approved Effective September 2015

Public School Experience

Melissa Independent School District (MISD), 2006-2009

Harry McKillop Elementary (K-4), Lead Special Education Teacher, Resource E/LA and Math, 2008-2009

Extended School Year Substitute Administrator, Collin County Special Education Cooperative (CCSEC), Summer 2007

Melissa Ridge Elementary and Intermediate (K-6), Lead Special Education Teacher, Resource E/LA 2006-2008, Resource Math 2006-2007

College Station Independent School District (CSISD), 2000-2004

Oakwood Intermediate (5^h-6th grades), Special Education Teacher, Resource Math; Lead Special Education Teacher 2002-2003, 2003-2004

Student Teacher Supervision, in fulfillment of SEFB 684, Internship, Texas A&M University, College Station, Texas, Spring 2004

Graduate Assistantships

Louisiana State University

2005-2006

Graduate Assistant, Department of Curriculum and Instruction, Program Evaluation for the Learning Intensive Networking Communities for Success (LINCS) Program, Professional Development Programs for Teachers in the State of Louisiana.

Summer 2005

Graduate Assistant, Department of Curriculum and Instruction, Positive Behavioral Supports, Responsibilities: Managed Database on Participating School Districts, Coordinated Training Sessions Statewide.

Spring 2005

Graduate Assistant, Department of Curriculum and Instruction
Teaching Assistant, EDCI 2400, Multicultural Education.

Fall 2004

Graduate Assistant, Department of Curriculum and Instruction
Instructor, EDCI 2700, Characteristics of Learners with Exceptionalities.

Texas A&M University

Fall 1999, 1998-1999

Graduate Assistant, America Reads Program, Department of Educational Psychology, Responsibilities: Interviewed, Hired and Trained Reading Tutors.

PUBLICATIONS (*denotes a manuscript with a student; -- = tenure mark)

Manuscripts

*Atanga, C., **Jones, B. A.**, Krueger, L. E., & Lu, S. (accepted). Teachers of students with learning disabilities: Assistive technology knowledge, perceptions, interests, and barriers. *Journal of Special Education Technology*.

Hott, B. L., **Jones, B. A.**, Rodriguez, J. A., Brigham, F. J., *Reid, C., *Martin, A., & *Mirafuentes, M. (accepted). Are rural students receiving FAPE? A descriptive review of IEPs for students with social, emotional, or behavioral needs. *Behavior Modification*. [Invited Article]

Jones, B. A., Rudinger, B., *Williams, N., & *Witcher, S. (2018). Training general educators in assistive technology competencies for students with visual impairments. *British Journal of Visual Impairment*. Advanced online publication available for download: <https://doi.org/10.1177/0264619618814066>.

*Williams, N. & **Jones, B. A.** (2018). Assistive technology in the arts and physical education. Texas Council for Exceptional Children Summer Bulletin, 4-5.

Jones, B. A. (2018). Envisioning a bright path: Tips for families and teachers of the visually impaired. *Visual Impairments and Deafblind Education Quarterly*, 63 (1), 15-20. [Invited Article]

Jones, B. A., *Williams, N., & Rudinger, B. (2018). Designing and implementing an assistive technology lab for postsecondary education. *Education Sciences*, 8(1), 11; doi:10.3390/educsci8010011

Jones, B. A. & Peterson-Ahmad, M. (2017). Preparing new special education teachers to facilitate collaboration in the Individualized Education Program process through mini-conferencing, *International Journal of Special Education*, 32 (4), 697-707.

- Jones, B. A.** Wilson, A., & Manning, L (2017). Best practices for engaging African-American males: The success model. *Journal of the Effective Schools Project*.
- Williams, K. L., **Jones, B. A.**, & Williams, S. (2016). Helping teachers discover students' cultural needs through parent communication. *Journal of the Effective School Project*.
- Hott, B. L., Thomas, S., Masten, W., Henry, H., Hogan, L., & **Jones, B. A.** (2016). Defining dyslexia in rural Northeast Texas: Knowledge and perceptions of early childhood educators. *Journal of the Effective School Project*.

-
- Jones, B. A.** Haynes-Smith, H., Maloney, L., & Gansle, K. A. (2015). Applying response to intervention to identify learning disabilities in students with visual impairments. *Intervention in School and Clinic, 51*(1) 28-36. DOI: 10.1177/1053451215577475
- Alharbi, A., Hott, B. L., Henry, H. R., & **Jones, B. A.** (2015). An evidenced-based analysis of self-regulated strategy development writing interventions for students with specific learning disabilities. *Journal of Special Education and Rehabilitation*.
- Ayers, J., Krueger, L. & **Jones, B. A.** (2015). Effects of Labeling and Teacher Certification Type on Recall and Conflict Resolution. *Journal of Educational Research, 00*. 1-14; DOI:10.1080/00220671.2014.909767
- Jones, B. A.** & Hensley-Maloney, L. (2015). Meeting the needs of students with coexisting visual impairments and learning disabilities. *Intervention in School and Clinic, (50)*4, 1-8; doi: 10.1177/1053451214546401. Currently published OnlineFirst.
- Williams, K. L., Noell, G. H., **Jones, B. A.**, & Gansle, K. A. (2012). Modifying students' classroom behaviors using electronic mail. *Child and Family Behavior Therapy, 34*, 269-289; doi: 10.1080/07317107.2012.732844
- Jones, B. A.** (2012). Fostering collaboration in inclusive settings: The special education students at a glance approach. *Intervention in School and Clinic, 47*(5), 297-306; doi: 10.1177/1053451211430113
- Jones, B. A.**, Fullwood, H. L., & *Hawthorn, M. (2012). Preventing prescription drug abuse in early adolescence: A collaborative approach. *The Prevention Researcher, 19*(1), 13-16.
- Jones, B. A.** & Williams, K. L. (2011). Perceptions of vocational training with elementary special education students: A case study. *International Journal of Special Education, 26*(1), 125-135.
- Jones, B. A.** & Gansle, K. A. (2010). The effects of a mini-conference, socioeconomic status, and parent education on perceived and actual parent participation in individual education program meetings. *Research in the Schools, 17*(2), 23-38.

Manuscripts with Revise and Resubmit Decision

- Hott, B. L., **Jones, B. A.**, McKenna, J., & Brigham, F. J. (revise and resubmit). From Rowley to Endrew: Are rural IEPs facilitating FAPE? *Remedial and Special Education*.

Manuscripts in Progress

- Jones, B. A.**, Parker, A., Williams, N., Rudinger, B., Hott, B., & Martin, A. (in progress). An analysis of over ten years of guidance by the Journal of Visual Impairments and Blindness. Planned submission to the *Journal of Visual Impairments and Blindness*.

Student Theses Direction

- Atanga, C. (2016). Promoting assistive technology (AT) in classroom reading instruction for students with learning disabilities. Proposal May 2015; IRB approval June 2015; Final Defense December 2016.

- Jackson, C. (2016). The effects of peer assisted learning strategies reading intervention on fifth and sixth grade English as a second language and English-proficient pairs. Proposal November 2015; Final Defense June 2016.
- Ozuna, J. (2015). Effects of self-management and self-management goal setting interventions on student apathy. Proposal/IRB Submitted and Approved July 2014; Final Defense March 2015.

Student Dissertation/Theses Committee Membership

Doctoral Dissertations

- Blackwell, K. (2019). An examination of teacher perceptions of using culturally relevant teaching and its effect on student achievement.
- Manning, C. (2019). Lack of motivation in middle school readers.
- Munoz, K. (2019). Motivation to Read and Reading Proficiency: Factors which predict Bilingual Reading Achievement for Elementary Hispanic Students.
- Jones, C. (2018). Students' with blindness or visual impairments motivation to pursue a stem based program in higher education.
- Keedington, H. (2013). Complement syntax, mental verbs, and theory of mind in children who are deaf.
- Okoro, C. (2018). Perception of private school proprietors on identification of learning disabilities in Imo State, Nigeria.
- Van Winkle, C. (2017). A multiple-baseline study of the RISC school model implemented in Maine.
- Willis, T. (2016). Examining spacial effects in adolescents' acquisition of a social emotional learning curriculum.

Master's Theses

- Alharbi, A. (2014). Effects of writing interventions for students with learning disabilities: A meta-synthesis of single case studies.
- Alhazmi, T. (2014). Meta-synthesis of practitioner journals to analyze type rate and quality of published articles.
- Proctor, A. (2015). Teachers recognition to barriers of education.
- Puckett, E (2017). Examining the effectiveness of using video=prompting to teach video calling to adults with intellectual and developmental disabilities.
- Herriman, J. (2012). Language learning disabilities and Montessori techniques.
- Anderton, M. (2011). Teachers' self-efficacy and accep0tability of evidence-based interventions for aggressive behaviors: A comparison of three conditions.
- Ayers, J. (2011). Labeling effects on special education and general education teachers in both student attribution and conflict resolution.
- Keedington, H. (2011). Effect of mental state discussion on theory of mind in students who are deaf.
- Peters, D. (2011). Covert bullying: When do teachers recognize it?

Honors College:

- Hermann, C. (2013). A study of music education majors' preparation in special education.
- Langford, S. (2013). The effect of small animal tactile experience on memory recall in students with ADHD.

PRESENTATIONS (*denotes a presentation with a student)**International**

- Peterson-Ahmad, M. & Jones, B. A. (2019, January). *Increasing pre-service teacher readiness to teach students with reading SLDs through the use of high leverage practices*. Poster to be presented at the Council for Exceptional Children., Indianapolis, IN.
- Peterson-Ahmad, M. & Jones, B. A. (2018, October). *Lessons in literacy: Pre-service training in high leverage practices*. Poster presented at the 40th annual Council for Learning Disabilities, Portland, OR.
- Jones, B. A., Hott, B., *Reid, C., & *Martin, A. (2018, October). *IEP design, implementation, and progress monitoring: Current practices of rural educators*. Poster presented at the 40th annual Council for Learning Disabilities, Portland, OR.
- Hott, B. L., Jones, B. A., Brigham, F. J., *Martin, A., *Reid, C., & *Mirfuentes, M. (2018). *From Rowley to Endrew: Are students with LD receiving FAPE?* Paper presented at the 40th annual International Council for Learning Disabilities Conference, Portland, OR.
- *Williams, N., Jones, B. A., Rudinger, B. (2018, April). *Training general educators in assistive technology competencies for students with visual impairments*. Poster presented at the Kaleidoscope Session, Council for Exceptional Children. Tampa, FL.
**Note: This poster won first place in the mixed methods category.
- Jones, B. A. & McCrary, D. (2017, October). *Implementing a Community of Learning in higher education*. Roundtable presented at the 39th annual Council for Learning Disabilities, Baltimore, MD.
- *Jackson, C. & Jones, B. A. (2016, October). *Effects of Peer Assisted Learning Strategies reading intervention on fifth and sixth grade English as a second language and English-proficient pairs*. Poster presented at the 38th annual Council for Learning Disabilities, San Antonio, TX.
- *Ozuna, J. & Jones, B. A. (2016, April). *The effects of self-management and self-management with goal setting on student apathy*. Poster presented at the Council for Exceptional Children, St. Louis, MO.
- Jones, B. A. (2015, October). *Perceived utility of the VI-LD RTI Checklist for identifying coexisting disabilities*. Paper presented as part of a panel at the 37th Annual Council for Learning Disabilities. Las Vegas, NV.
- *Atanga, C. & Jones, B. A. (2015, October). *Teacher knowledge of assistive technology supporting students with learning disabilities*. Poster presented at the 37th Annual Council for Learning Disabilities. Las Vegas, NV.
- Brown, D., McCrary, D. & Jones, B. A. (2015, April). *Exploring trust factors between head start and families of children with disabilities*. Poster presented at the Council for Exceptional Children, San Diego, CA.
- Jones, B. A. & Hensley-Maloney, L. (2015, April). *Student and teacher variables impacting identification and intervention of emotional disorders*. Council for Exceptional Children, San Diego, CA.
- Hott, B. & Jones, B. A. (2014, October). *Defining dyslexia in rural north east Texas: Lessons learned from early childhood educators*. Council for Learning Disabilities. Philadelphia, PA.
- Jones, B. A., Haynes-Smith, H., Hensley-Maloney, L. & Gansle, K. A. (2014, October). *Identifying learning disabilities in students with visual impairments using RTI*. Council for Learning Disabilities. Philadelphia, PA.
- Williams, K. L., Noell, G. H., Jones, B. A., & Gansle, K. A. (2014, April). *Modifying students' classroom behaviors using electronic daily behavior report cards*. Poster presented at the 36th Annual Council for Exceptional Children. Philadelphia, PA.

- Jones, B. A.** & Maloney, L. (2013, October). *Coexisting visual impairments and learning disabilities: Meeting students' needs*. Poster presented at the 35th annual Council for Learning Disabilities. Austin, Texas.
- Jones, B. A.** & Williams, K. L. (2011, April). *Perceptions of vocational training with elementary special education students: A case study*. Paper presented as part of a panel at the Council for Exceptional Children. National Harbor, Maryland.

National

- Hayes, D., Conoyer, S., Carrero, K., & **Jones, B. A.** (2017, February). *Getting Pre-K parents engaged using a getting to outcomes framework*. National Association of School Psychologists. San Antonio, TX.
- Hensley-Maloney, L. **Jones, B. A.**, & *Givens, T. (2014, February). *Teacher recognition of student anxiety*. National Association of School Psychologists. Washington, D. C.
- Krueger, L. E., *Ayers, J., & **Jones, B. A.** (2014, February). *Effects of labeling and teacher-certification type on memory and conflict resolution approach*. Fifteenth Annual Meeting of the Society for Personality and Social Psychology.
- *Pickup, R. J. and **Jones, B. A.** (2013, November). *Utilizing technology in teacher preparation programs to meet the demands of inclusion*. Teacher Education Division Conference. Fort Lauderdale, Florida.
- Jones, B. A.** (2012, March). *Fostering collaboration in inclusive settings: The special education students at a glance approach*. National Resource Center for Paraeducators. San Antonio, Texas.

Regional

- Jones, B. A.**, Williams, K. L. and *Barrett, T. (2010). *Improving self-concept in elementary special education students: A vocational training model*. Southwestern Psychological Association, Dallas, Texas.
- Jones, B. A.** and Gansle, K. A. (2010). *Parental participation in individual education programs: Effects of family variables and mini-conferencing*. Southwestern Psychological Association, Dallas, Texas.

State and Local Invited

- Jones, B.A.**, & *Williams, N. (2019, March). An analysis of 10 years of guidance by the Journal of Visual Impairment and Blindness. Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. San Antonio, TX.
- Jones, B.A.** (February, 2019). *From elementary to transition*. Invited presentation to be presented to parents at the Braille Challenge at Region X Education Service Center (ESC). Richardson, TX.
- Jones B.A. (October, 2018)**. *Perspectives on assistive technology use*. Invited participant on a low vision panel, TSBVI and Region 8 ESC, Mt. Pleasant, TX.
- Jones, B.A.** & Ashby, W. A. (2018, April). *A small field that can leave a big footprint: Envisioning a bright path*. Invited keynote address for the Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. Ft. Worth, TX.
- Jones, B.A.** Rudinger, B., *Williams, N. (2018, April). *A decade of research: Just what do we know about evidence-based practice for students with visual impairments?* Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. Ft. Worth, TX.
- Jones, B. A.** & Ashby, W. D. (2018, January). *Impaired, but Empowered*. White Rock Lions Club. Dallas, TX.

- Jones, B. A. & Ashby, W. D.** (2017, June). *Being successful with a disability*. TAPVI Parent's Group. Richardson, TX.
- Jones, B. A. & Ashby, W. D.** (2017, May). *Being successful with a disability*. Texas School for the Blind. TAPVI Parent's Group. Austin, TX.
- Jones, B. A. & Ashby, W. D.** (2017, April). *Being successful with a disability*. Wylie ISD Parents Night.
- Jones, B.A. & Rudinger, B.** (2017, March). *Teacher preparation in assistive technology competencies*. Paper presented at the Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. Corpus Christi, TX.
- Jones, B. A. & Ashby, W. D.** (2015, November). Three generations of transition. Presentation to Region X teachers of the visually impaired.
- Jones, B. A., Hott, B. L., Henry, H. R., Masten, W. G., Ozuna, J., Geer, S. & Mavridis, A.** (2014, July). *Defining dyslexia: Knowledge and perceptions of rural early childhood teachers*. Paper presented at the Texas Council for Exceptional Children Conference, Fort Worth, TX.
- Jones, B. A.** (2013, April). *Introduction to the TEACCH method*. School Psychology Symposium. Texas A&M University-Commerce. Commerce, Texas.
- *Givens, T., Maloney, L., & **Jones, B. A.** (2013, March). *Recognition of student anxiety*. Poster presented at Psi Chi Student Research Conference, Tyler, TX.
- Jones, B. A.** (2011). *Understanding visual impairments*. Lions Club, McKinney, Texas.
- Williams, K. L., **Jones, B. A.**, and Goh, A. (2011). *Disability basics*. Lakes Regional, Sulphur Springs, Texas.
- Jones, B. A.** (2010). *Utilizing the TEACCH method*. School Psychology Symposium. Texas A&M University-Commerce. Commerce, Texas.
- Jones, B. A.** (2005). *Hearing and visual impairments*. Course: Characteristics of Learners with Exceptionalities, Louisiana State University.
- Jones, B. A.** (2005). *Visual impairments*. Course: Characteristics of Learners with Exceptionalities, Louisiana State University.
- Jones, B. A.** (2005). *Introduction to special education with an emphasis on students with learning disabilities, emotional disorders, hearing impairments, and visual impairments*. Course: Classroom Reading Instruction, Louisiana State University.
- Jones, B. A.** (2004). *ANOVA using some predictors that were originally intervally scaled: A (really) bad idea*. Southwest Educational Research Association, Dallas, Texas; Educational Research Exchange, College Station, Texas.

GRANTS

External (Funded)

- Hott, B. L., **Jones, B. A.**, Reid, M., Hanks, M., & Prewitt, S. (2019). Project RURAL TAPS: Recruiting Underrepresented Rural Aspiring Teacher Leaders: Training and Partnerships for Special education. Proposal Submitted to the Texas Education Agency. Amount Requested: \$317,649.03.
- Hott, B. L., & **Jones, B. A.** (2019). *Reducing Suspensions and Expulsions of Students with Disabilities: Linking Research, Law, Policy and Practice*. University of Chicago, Loyola. Spencer Foundation. Proposal Funded: \$2,200.00.
- Hott, B. L., & **Jones, B. A.** (2018). Supporting Individual Education Program Development and Implementation in Rural East Texas. Proposal submitted to the American Educational Research Association Education Research Service Program. Amount Funded: \$3559.50.

External (not funded)

- Jones, B. A.** (2015). Student training in assistive and related technologies (START): A demonstration laboratory to target assistive technology competencies. Letter of Inquiry Submitted to The Caruth Foundation. Not funded.
- Brown, C. G. and **Jones, B. A.** (2010). *Technology Talks*. Submitted Federal Initiative Request. Amount Requested: \$129,800. Not funded.
- Jones, B. A.** (2009). *Student Training in Assistive and Related Technology (START): A Demonstration Laboratory to Support All Undergraduate and Graduate Coursework in the Department of Psychology and Special Education*. Submitted Federal Initiative Request. Amount Requested: \$181,800. Not funded.
- Heitholt, J., Jones, C. A. and **Jones, B. A.** (2009). *Development of a Sustainable Organic Vegetable Research Garden for Veterans and Other Individuals with Disabilities*. SERA Planning Grant Proposal, Amount Requested: \$19,000. Not funded.

Internal (funded)

- Jones, B. A. (2016). Assistive Technology Lab. Collaboration of Library Services (\$16,120 for room construction), Instructional Technology (app. \$45,000 for equipment and card key access), and Department of Psychology, Counseling, and Special Education (\$12,333.46 for furniture). **Total Funding Awarded: \$73,453.46** (note one desktop and iPad apps not included in total)
- Jones, B. A.** (2014). Faculty Development Grant. Amount Funded: \$700.00.
- Jones, B. A.** (2010). International Faculty Development Grant. Amount Funded: \$966.00.

Internal (not funded)

- Jones, B. A. (2017). *Training Educators to Implement Assistive Technology*. Faculty Research Enhancement Program. Amount requested: \$9,940.00.
- Thomas, S. & **Jones, B. A.** (2013). Assistive Technology Lab. Submitted via Priority Planning Worksheet and Project Information Sheet to University Advancement Office; Subsequent meetings and discussions with Advancement Office, Office of Sponsored Research, Disability Support Services, vendors and regional educational service personnel to continue to pursue additional funding opportunities for this project. Not funded.

Proposals Submitted

- Hott, B. L., Dibbs, R. A., Lock, R. M., **Jones, B.**, Graham, A., & Blount, K. (2019). Project PRAISE: Preparing Rural Algebra teachers with Interventions, Strategies, and Evidence-based practices. Submitted to the Greater Texas Foundation. Amount Requested: \$405,869.

UNIVERSITY TEACHING**Graduate**

SPED 520	Introduction to Exceptionalities	Texas A&M-Commerce
SPED 524	Methods of Tchg Stud with Mild/Mod. Disabilities Online	Texas A&M-Commerce
SPED 526	Characteristics of Stud with Moderate Disabilities Online (re-designed Summer 2017)	Texas A&M-Commerce
SPED 528	Special Education Law Online	Texas A&M-Commerce
SPED 563	Secondary Methods	Texas A&M-Commerce

	Online	
SPED 580	Adaptive Behavior in Exceptional Children	Texas A&M-Commerce
	Online	
SPED 580	Current Topics in Special Education	Texas A&M-Commerce
	Face to Face/Online	
SPED 582	Methods of Teaching the Mildly Handicapped:	Texas A&M-Commerce
	Oral and Written Expression	
	Distance Education/Web-Enhanced	
SPED 583	Content Area Instruction	Texas A&M-Commerce
	Distance Education/Web-Enhanced; re-designed for online Fall 2017	
SPED 584	Methods of Tchg Stud with Mild Disabilities	Texas A&M-Commerce
	Distance Education/Web-Enhanced	
SPED 586	Inclusion: Strategies & Accommodation	Texas A&M-Commerce
	Distance Education/Web-Enhanced and Online	

Undergraduate

No Course	Assistive Technology Lab Instruction (instruction occurs each semester to support C&I and SPED courses)	Texas A&M-Commerce
PSY 300	Learning Processes and Development	Texas A&M-Commerce
	Online	
PSY 310	Psychology and Sociology of Diverse Populations	Texas A&M-Commerce
SPED 346	Introduction to Exceptional Children	Texas A&M-Commerce
	Online	
SPED 475	Collaboration, Accomm., and Modification	Texas A&M-Commerce
	Distance Education/Web-Enhanced	
SPED 480	Issues for Inclusion: student teaching seminar	Texas A&M-Commerce
EDCI 2700	Characteristics of Learners with Exceptionalities	Louisiana State University

PROFESSIONAL SERVICE/COMMITTEE MEMBERSHIP

International Level

CLD Membership Committee Member 2014-2018

State Level

President, Texas Association of Parents of Children
with Visual Impairments (TAPVI) 2018-2019

Board Member at Large, Texas Association of Parents of Children
with Visual Impairments (TAPVI) 2017-2018

*special election held in November/December to move me to President-Elect

Texas Executive Committee Meeting on State Plan for Serving Students
with Visual Impairments, Austin, Texas, Texas School for the Blind (TSBVI) 2017-Present

Workload Analysis Subcommittee, TSBVI 2018-2019

Past-President, Texas Council for Learning Disabilities (CLD) 2017-2018

President, Texas Council for Learning Disabilities (CLD) 2016-2017

Vice President, Texas Council for Learning Disabilities (CLD) 2015-2016

University Level

ADA Compliance Committee 2018-present
Designing, Overseeing Construction/Furniture Installation,

Setting up Assistive Technology Lab in Gee Library https://m.youtube.com/watch?v=Rpzhr1B3P1M&feature=youtu.be	2015-2017
Facilitator, Community of Learning for CFEI	2017
ADA Appeals Committee Chair	2016-present
Learning Management System Selection Committee	S/Sum/F16
EIR Accessibility	2015-Present
Academic Practices Committee, Faculty Senate	2013-present
Online Accessibility Committee for TAMU System Schools	2015-2016
College Level	
ASPIRE Project Member, Professional Development Committee	2016-2017
<i>Decoding Dyslexia</i> . Beers' Funded Project	2013-2016
Virtual College of Education and Human Services Advisory Committee	2013-2016
Scholarship Subcommittee	May 2013
External Post-Tenure Reviewer	Nov 2015
Grade Appeals Committee (3)	Sum/Fall 2015; Fall 2017
Departmental Level	
Executive Committee Member	2017-Present
Alumni Ambassador Host	Spring 2017
Special Education Search Committee Chair	2017-2018
	2016-2017
	2015-2016
Social Work Search Committee Member	Spring 2016
Search Committee Member (2 positions)	2013-2014
Department Head Search Committee Member	2012
Web, Marketing, & Alumni Committee Chair	2012-2016
Coordinated Creation of Discipline-Specific Brochures/Marketing Budget/Pull-out Banner	
Web, Marketing, & Alumni Committee Member	2010-2011
Departmental Representative, Grad Expo	S2014/2015/2016
Departmental Representative, Summer Orientations	Sum 2011/2012
Departmental Representative, Mane Event	Fall 2010; S/F 2011
Search Committee Member	Spring 2010/2011
Special Education Committee Chair	2015-Present
Special Education Committee Member	2009-Present
Revise Comps, Course Rotation, Create/Delete Courses, Oversee eCollege Comps Shell, Attend Monthly Student Interviews	
School Psychology Committee Member	2009-2016
Program Coordination	
Special Education Master's (Educational Diagnostician and Generic)	2014-Present
Generic Special Education Master's	2012-Present
Ongoing Program Coordination Duties:	
Graduate Advising of Approximately 50 Students Including Developing Degree Plans and Planning Course of Study; Recruiting/Correspondence with Prospective Students; Yearly Revision of Graduate Handbook; Comps Coordination, Institutional Effectiveness Reports (2 results/plans per year) Writer.	
Other Assigned Tasks:	

Program Review Document and Action Plan Writer; Curriculum/Course Description
Changes Input for Graduate School

Editorial Responsibilities

Editorial Board	<i>Rural Special Education Quarterly</i>	Fall 2018-Present
Field Reviewer	<i>Journal of Special Education Technology</i>	Fall 2018-Present
Co-Editor	<i>Journal of Special Education</i> <i>Apprenticeship</i>	Fall 2017-Present
Editorial Board	<i>Intervention in School and Clinic</i>	Fall 2016-Present
Guest Reviewer	<i>Assessment for Effective Intervention</i>	Spring/Summer 2016
Abstract Review	Council for Learning Disabilities	April 2014; 2016; 2017
Guest Reviewer	<i>Multicultural Perspectives</i>	Nov. 2013; Jan. 2013, 2017
Reviewer	<i>LD Forum</i>	January 2013-Present
Guest Reviewer	<i>LD Forum</i>	September 2012
Abstract Review	Southwestern Psychological Association	December 2009
Guest Reviewer	<i>Journal of Behavioral Education</i>	February 2006

PROFESSIONAL AFFILIATIONS

Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER)	2017-Present
Texas AER	2017-Present
Texas Association of Parents of Children with Visual Impairments (TAPVI)	2017-Present
Council for Exceptional Children (CEC)	2009-Present
International Chapter and Division for Visual Impairments Council for Learning Disabilities (CLD), International and State Chapters	2012-Present

HONORS AND AWARDS

Student Honors

Minerva Mirafuentes- 3rd Place Education, 2018 A&M System Pathways Student Research Conference
Rachel Scarcelli- 2nd Place Education, 2018 A&M System Pathways Student Research Conference
Nichole Williams, 1 st Place Poster, 2018 Kaleidoscope Session, Council for Exceptional Children, Tampa, FL

Faculty Honors and Awards

Invited Member of Editorial Board, Rural Special Education Quarterly	2018-Present
Nominated for Excellence Award, Ceaseless Industry, Faculty Senate Award	2018-2019
Invited Member of Editorial Board, <i>Intervention in School and Clinic</i>	2016-2019
Community of Learning on Universal Design for Learning, Selected by CFEI	2016-2017
Special Education Teacher of the Year Nominee, Collin County Special Education Cooperative (CCSEC)	2007-2008