

### **Donald D. Deshler, Ph.D.**

Donald Deshler is currently a professor of special education at the University of Kansas where he also serves as director for the University of Kansas Center for Research on Learning. Deshler serves as an advisor on adolescent achievement to several other organizations, including the Carnegie Corporation of New York, the National Governors Association, the Council on Families and Literacy, and the U. S. State Department. He recently received a presidential appointment to the National Institute for Literacy's advisory board. Deshler has presented on education policy regarding adolescent literacy for the nation's governors at the James B. Hunt Institute for Educational Leadership and Policy and has testified before Congress and several state legislatures on secondary school reform. Through the Aspen Institute he has worked with members of Congress to shape policies addressing the challenges of high school reform. Deshler is the recipient of numerous awards, including the J.E. Wallace Wallin Award for leadership in educational research, the Maxwell J. Schleifer Distinguished Service Award, and the Higuchi Research Achievement Award. Deshler's most recent textbook (co-authored by Annemarie Palincsar, Gina Biancarosa, and Marnie Nair) is called *Informed Choices: Principles and Programs for Adolescent Literacy*. Deshler has authored numerous articles, books, and multimedia products. Deshler received his M.Ed. in learning disabilities and a doctorate in special education with a minor in psychology from the University of Arizona.

### **Barbara Ehren, Ed.D.**

Barbara Ehren is a professor at the University of Central Florida (UCF) and serves as director of a doctoral program that focuses on language and literacy for struggling learners. Prior to joining UCF, she was a research scientist with the University of Kansas Center for Research on Learning (KUCRL) where her emphasis was on strategic reading for adolescents, collaboration among professionals in schools, and school-wide literacy initiatives in secondary schools, including Response to Intervention (RTI). Her experience includes many years in public schools as a speech-language pathologist, teacher, and district administrator. She serves on numerous committees and editorial boards and chairs the American Speech-Language-Hearing Association (ASHA) Committee on the Roles of Speech-Language Pathologists in Schools. She has a special interest in assisting school systems to build capacity at the school level for more effective literacy programs for diverse learners. A recurrent theme of her work is shared responsibility for literacy acquisition. She is a frequent consultant to states, school districts, and professional associations on RTI related issues. Ehren is a fellow of ASHA, a board recognized specialist in child language and a fellow of the International Academy for Research in Learning Disabilities She has served on several key ASHA committees, including the Ad Hoc Committee on Reading and Writing and is currently chair of the ASHA Working Group on the Roles of Speech-Language Pathologists in Schools. She serves on several other committees and

editorial boards, including the advisory board of the RTI Action Network and the International Reading Association Commission on RTI. Ehren is the author of many publications focused on language and literacy.

### **Cheryl Kamei-Hannan, Ph.D.**

Cheryl Kamei-Hannan, Ph.D. is an Associate Professor, at CSULA. Dr. Kamei-Hannan earned her Doctorate of Philosophy at the University of Arizona with a specialization in Visual Impairments and an emphasis in Language, Reading, and Culture. She also studied at San Francisco State University and earned her Master of Arts degree in Special Education with an Education Specialist Credential in Visual Impairment and Blindness and a Rehabilitation Services Credential in Orientation and Mobility. Ms. Kamei-Hannan has worked in the field of visual impairment and blindness in California and Arizona for over fifteen years in the capacity of personnel preparation coordinator, reading specialist, middle school language arts classroom teacher, itinerant teacher of the visually impaired, and a resource room teacher. Dr. Kamei-Hannan's research agenda is focused on literacy issues with students who are visually impaired and the use of assistive technology to support access to the general education curriculum. Her most recent publication is a book about reading titled, *Strategies for Supporting Readers who are Blind or Visually Impaired: A Guide to Reading Instruction*. She also is the principal investigator on the iBraille Challenge project.

### **Jacqueline F. Kearns, Ed.D.**

Jacqueline Kearns has extensive experience in training and technical assistance in inclusive education in addition to nine years of classroom experience teaching students with intellectual disabilities, significant cognitive disabilities, and students who have communication needs/AAC. She is a parent of a school-age child who was recently diagnosed with ADHD and a learning disability, and serves as a legal guardian for a friend who experiences autism. She serves as principal investigator for the federally funded National Alternate Assessment Center and Associate Director for ILSSA, a University of Kentucky based assessment design group. She co-authored *Alternate Assessment—Measuring Outcomes and Supports* (Baltimore: Paul Brookes) with Harold Kleinert.

### **Susan Rose, Ph.D.**

Susan Rose possesses expertise in the areas of special education/ deaf and hard of hearing with an emphasis on literacy among deaf and hard of hearing students in grades K-12. She is a professor in the Department of Educational Psychology at the University of Minnesota Twin Cities. Rose is also the coordinator of the special education program, the graduate program in education for deaf and hard of hearing children, and the faculty representative for ASL as a world language undergraduate program. She was a teacher serving children who were deaf or hard of hearing in classroom and itinerant settings for more than a decade prior to her career in teacher education and research. Rose has served on several national and state professional

and community organizations with people who are deaf or hard of hearing; conducted research in the areas of communication, reading and writing, and computer-based technology. Her research has focused on information access for students who are deaf or hard of hearing, with an emphasis on language development, reading, and modality of coding language input. Rose has served as the project director for several training grants which have evolved into programs serving the special needs community of Minnesota and the deaf and hard of hearing education field nationally. A second area of training for Rose is the preparation of teachers of the deaf so that they can serve students with additional learning needs, including cultural adaptations and disabilities. Rose's publications include journal articles, books, technical manuals, and software. She co-authored the Reading Bridge series and the revised Reading Milestones with Drs. Quigley and McAnally, and is the co-developer of the Reading Milestones Placement / Progress Monitoring (RMPM) assessment, AVE: ASL and AVE: DHH software and the Deaf-Hard of Hearing resources website including an inservice webinar for teachers of deaf and hard of hearing students. Rose received her doctorate from the Ohio State University.

## **Jim Sandstrum**

James Sandstrum, MA, CCC-SLP, is the Manager of Business Services with Assistive Technology Partner in the Department of Bioengineering at the University of Colorado Denver | Anschutz Medical Campus. Mr. Sandstrum received his undergraduate education at the University of California Los Angeles majoring in Philosophy and Linguistics. He went on to receive a Master's Degree in Communication Disorders and Speech Science from the University of Colorado Boulder, where he specialized in using technology to support the communication needs of children and adults with severe disabilities. Mr. Sandstrum has more than 20 years of experience in the field of Assistive and Accessible Technology providing direct clinical services, serving as a principal investigator, teaching and providing professional services. Mr. Sandstrum oversees ATP's consultation services, product testing and usability evaluation lab, and engineering and product development activities. As a consultant he offers extensive expertise in assistive technology, accessible information and communication technologies (ICT) including accessible web evaluation and repair, exam accessibility, accessible UI design, and document and materials accessibility. Mr. Sandstrum has provided his expertise to a wide array of agencies and organizations some of which include Time Warner Cable, Pearson Education, Connect for Health Colorado, Colorado.gov and the Colorado Department of Education.

In his role as a clinician, Mr. Sandstrum works directly with businesses, individuals and families to identify solutions that enhance participation in academic and vocational settings. He is passionate about supporting people in their efforts to learn as well as assisting those who struggle with the challenges stemming from changes in cognition whether due to illness or injury. As a researcher, Mr. Sandstrum has conducted investigations into accessible educational materials for individuals with learning challenges and the use of avatars to support literacy and vocational coaching. He is currently studying the use of robotic toys to enhance the early physical and communication development of infants and toddlers. As an educator, he teaches graduate level classes on Assistive Technology and disability, and presents widely on topics relating to assistive technology and accessible information and communication technologies.

## **Ann C. Schulte, Ph.D.**

Ann Schulte is a professor of psychology and School Psychology Program Director at North Carolina State University. Following graduate school, she worked as a test developer and researcher with Psychometrics, Inc. before joining the faculty at the University of North Carolina at Chapel Hill. She spent 12 years at UNC, both as a School Psychology Program faculty member and later as a researcher and fellow at the Frank Porter Graham Child Development Center. Prior to coming to NC State in 1994, she was employed at Duke University Medical Center as a clinician in the Attention Disorders Program and a clinical supervisor on the Multi-modal Treatment of ADHD study. Schulte's research interests center on improving the quality of services and educational outcomes for children with learning disorders.

Within that area, her interests range from school responses to children with reading difficulties, to consultation, to the inclusion of children with disabilities in high stakes testing programs. She serves or has served on the editorial boards of *School Psychology Review*, *Journal of School Psychology*, *Journal of Learning Disabilities*, and *Learning Disabilities Research and Practice*, as well as served as associate editor of the *School Psychology Quarterly*. She has directed several federal grants and just completed a training grant focusing on preparing school psychologists to align their services with current reading research and school reform efforts. Schulte has authored numerous publications in the field of learning disabilities. Schulte earned her B.A. in experimental psychology from the University of California at Santa Barbara, and her Ph.D. in educational psychology with a specialization in school psychology from the University of Texas at Austin.

## **Richard Simpson, Ed.D.**

Richard Simpson is a professor of special education at the University of Kansas. His research focuses on autism spectrum disorders and behavior disorders. As principal investigator for the training personnel to serve Children and Youth with Autism Spectrum Disorders, funded by the U.S. Department of Education, Office of Special Education Programs, Simpson develops teacher educators, researchers, and supervisors with consultation, personnel training, and research experiences in urban and suburban public schools within linguistically and culturally diverse communities. He has also helped create the description and analysis of alternative educational programs for learners with emotional and behavioral challenges in the Kansas City area. In addition to authoring numerous books and journal articles, Simpson serves on the editorial board of *Focus on Autism and Other Developmental Disabilities* and is a reviewer for several other publications: *Intervention in School and Clinic*, *Behavioral Disorders*, and *Special Education and Teacher Education*. Simpson received his doctorate in special education from the University of Kansas.

### **Stephen W. Smith, Ph.D.**

Stephen Smith is a professor in the Special Education program at the University of Florida (UF). Smith teaches graduate level courses in special education research, emotional and behavioral disorders (EBD), and principles of prevention science in education. His research focuses on effective behavioral prevention strategies in educational settings, self-regulation of behavior (effortful control of thought, action, and emotion), issues related to aggression and violence in schools, and understanding verbal aggression of students with EBD. During his time at UF, Smith and colleagues have received over \$8.5 million dollars to conduct research and development projects related to the prevention of and effective interventions for maladaptive student behavior in school settings. Smith has also obtained over \$1.5 million dollars to train pre-service students to work in special education. He is currently serving as a principal investigator of a three-year, \$1.5 million dollar research and development grant to create an extensive and theoretically based curriculum to improve self-regulatory functions of students with EBD. He is the author of 14 professional books and book chapters, and he has presented his findings and recommendations at numerous state, regional, national, and international professional conferences. He is a panel scientist for the U.S. Department of Education, Institute of Education and is on the editorial board of numerous professional journals in education and special education. He has authored numerous publications addressing special education. Smith was a teacher of special education students for eight years. Smith received a Ph.D. in special education from the University of Kansas, Lawrence, Kansas and an M.S. from the Missouri State University, Springfield, Missouri.

### **Martha L. Thurlow, Ph. D.**

Martha Thurlow is the director for the National Center on Educational Outcomes and Senior Research Associate, Educational Psychology at the University of Minnesota. She served on the CCSSO-NGA Common Core State Standards Initiative Validation Committee. Thurlow received her Ph.D. from the University of Minnesota.