

## About the Editors — and Authors

**Paul Wehman, PhD**, is professor of physical medicine, with joint appointments in the Departments of Rehabilitation Counseling and Special Education and Disability Policy, at Virginia Commonwealth University (VCU). He serves as chairman of the Division of Rehabilitation Research in the Department of Physical Medicine and Rehabilitation. Dr. Wehman has his PhD in behavioral disabilities from the University of Wisconsin–Madison. He helped to develop supported employment at VCU in the early 1980s and has published over 200 articles. He has authored or edited 40 books, primarily in the areas of transition, severe disabilities, and employment for persons with disabilities. Dr. Wehman was a recipient of the Kennedy Foundation Award in Mental Retardation in 1990 and recipient of an award from the President’s Committee on Employment for Persons with Disabilities in 1992. He received a Lifetime Award from the Association for Persons in Supported Employment (APSE) in 2006 and a Research Recognition Award in 2007 from Virginia Commonwealth School of Medicine. Dr. Wehman was recognized as one of the 50 most influential special educators of the millennium by the *Remedial and Special Education* journal in December, 2000. He is editor-in-chief of the *Journal of Vocational Rehabilitation*.

**John Kregel, EdD**, is professor of special education and disability policy at Virginia Commonwealth University (VCU). His research interests include new approaches to increasing employment retention of individuals with disabilities; return-to-work services for Social Security beneficiaries and veterans with traumatic brain injury (TBI), posttraumatic stress disorder (PTSD), spinal cord injury (SCI); employment services and supports for adolescents and adults with autism spectrum disorders; and asset development and financial literacy for persons with disabilities. He has testified three times before Congress on issues related to employment and return-to-work for Social Security beneficiaries.

**Martin Agran, PhD**, is a professor in the department of special education at the University of Wyoming. Dr. Agran has achieved national visibility for his research in the areas of self-determination and student-directed learning, and in the education of students with significant disabilities. He has served as a principal investigator for several U.S. Department of Education personnel-preparation projects and for research grants

on self-determination, transition, and inclusive education. He has published extensively in a number of prestigious refereed journals on self-determination and on other issues relating to the inclusion of students with severe disabilities. In addition, he has authored or co-authored 12 books. He is presently the editor-in-chief of *Research and Practice in Severe Disabilities*. Dr. Agran has served as a Fulbright Scholar to the Czech Republic and as a consultant to Hersen University in St. Petersburg and Saratov University in Saratov, Russia. He was awarded the Council for Exceptional Children's Division of Developmental Disabilities Research Award, the Donald McKay Research Award at the University of Northern Iowa, the Thomas Haring Excellence in Research Award by The Association for the Severely Handicapped (TASH) for outstanding research in the area of inclusive practice, Outstanding Researcher of the Year from the University of Wyoming's College of Education, and the Distinguished Reviewer Award by TASH.

**Kathryn Banks, EdS**, began her 32nd year of teaching in 2009 as a special education inclusion co-teacher at Sol C. Johnson High School in Savannah, Georgia. Along with Mrs. Amanda Claire Williams, English teacher, she had the honor of being named the Savannah/Chatham County Public School System's High School Co-teacher of the Year for 2008/2009. She has served as a positive behavior and intervention support coach, transition specialist, due-process specialist, department chairperson; and a differentiated instruction and co-teacher trainer. She served as the lead presenter for four annual international conventions of the Council for Exceptional Children on the topics of job placement and transition planning, positive parental involvement, and the interagency transition-team process. She would like to thank Ms. Millie Kitchens for sharing her money management lesson plans, which include the "one-dollar-at-a-time" concept. Ms. Kitchens frequently used this method to assist her adult clients with mastering essential financial-planning and money-management skills at the Savannah/Chatham County Coastal Center for Developmental Services.

**Victoria Z. Barrett, EdM**, is a graduate of Virginia Commonwealth University. Vicki began serving in exceptional education in 1984. She has taught special education in Williamsburg-James City County and Henrico County Public Schools. Vicki served Henrico as special education coordinator for all area high schools from 1999 until 2008. As coordinator, Vicki provided support, training, and consultation to the special education staff, with special emphasis on transition services and functional curriculum.

**Teri L. Burcroff, PhD, BCBA-D**, is a professor and graduate coordinator in the Department of Special Education and Rehabilitation at East Stroudsburg University in Pennsylvania. In her current position, she teaches undergraduate and graduate courses in special education and applied behavior analysis. She received her doctorate from the State University of New York-Buffalo. Prior to that, she was a public school special education teacher. Dr. Burcroff has consulted extensively in the areas of inclusive schooling practices and behavior analysis. Her professional interests include the provision of quality

services to individuals with severe disabilities, development and refinement of inclusive school practices, and early, intensive behavioral intervention with children.

**Shirley K. Chandler, PhD, LPC, CRC**, is a licensed counselor and clinical evaluator for the State of Georgia. She is in private practice, with a focus on substance abuse and women's issues. Dr. Chandler also teaches the Risk Reduction Program and runs multiple-offender treatment groups for the State of Georgia. Prior to going into private practice, Dr. Chandler was the administrative director and primary therapist at the New Opportunities Substance-Abuse Treatment Center for Professionals, which she co-founded with a colleague. She has also held a faculty position at Thomas University, where she was chair of the Division of Human Services and oversaw the graduate program in rehabilitation counseling and the undergraduate programs in criminal justice, nursing, rehabilitation services, and social work. She was the director of Florida's State Systems Change Project: The Florida Blueprint for School to Community Transition at Florida State University, where she was also a faculty member in the Center for Policy Studies in Education and the Special Education Department. At the University of Texas Southwestern Medical Center at Dallas, she was an instructor and research associate in the Department of Rehabilitation Counseling. She directed a national study on partnership building within the rehabilitation process, as well as a study to identify and provide vocational services to individuals with traumatic brain injuries. She worked as an instructor and training associate for the Rehabilitation Research and Training Center on Supported Employment at Virginia Commonwealth University. Dr. Chandler has taught numerous courses in special education, rehabilitation counseling, and psychology. She was a special education teacher in the public schools in New York state, and is a licensed professional counselor and a certified rehabilitation counselor. Dr. Chandler is the author of an assessment instrument on vocational decision making, several book chapters, numerous journal articles, and training materials. Her research interests include substance abuse, disability issues, and the effect of trauma/abuse on women's career development. Dr. Chandler holds master's degrees in rehabilitation counseling and special education from Syracuse University, and a doctorate from Virginia Commonwealth University.

**Lana Collet-Klingenberg, PhD**, is an assistant professor in special education at the University of Wisconsin-Whitewater. In this role, she teaches numerous courses in the undergraduate teacher-preparation curriculum. She also coordinates the graduate Transition Certificate Program and a freshman learning community for future educators. Research and scholarly interests include teacher education and professional development, secondary special education, school reform, transition from school to adult life, evidence-based practice, autism spectrum disorders, and service learning. Dr. Collet-Klingenberg has authored or co-authored more than 20 publications, including journal articles, book chapters, and online modules. This work has appeared in journals such as *Exceptional Children* and *Preventing School Failure*. Her most recent work with the National Professional Development Center on Autism Spectrum Disorders appears on the

Ohio Center for Autism and Low Incidence (OCALI) and the Autism Internet Modules Web sites. Dr. Collet-Klingenberg has also worked on a variety of federally funded grants in the areas of personnel preparation, professional development, and research on transition and school reform. She has also served on the editorial board for *Career Development for Exceptional Individuals* and acted as a guest reviewer for *Review of Educational Research* and the *American Journal on Intellectual and Developmental Disabilities*. She is a reviewer for the National Council for Accreditation of Teacher Education (NCATE). She earned her bachelor's and master's degrees in special education from the University of Illinois–Urbana/Champaign, and her doctorate in special education from the University of Wisconsin–Madison.

**Caroline DiPipi-Hoy, PhD**, is an assistant professor in the Department of Special Education and Rehabilitation at East Stroudsburg University in Pennsylvania, where she teaches graduate and undergraduate courses in special education. She also provides consultation services to school districts in the area of behavior management and transition. In addition to her current position, she has worked as a supported employment supervisor, special education teacher, co-director of an assessment and transition program, and an adjunct professor of special education at DeSales University in Pennsylvania. She received her doctorate in special education from Lehigh University. Dr. DiPipi-Hoy has co-authored several journal articles related to transition, functional skill acquisition, and mathematics instruction. Her professional interests include transition services, teaching time-management skills, and positive behavior support.

**Stacy K. Dymond, PhD**, is an associate professor of special education at the University of Illinois–Urbana/Champaign. Her research interests focus on curriculum and instruction for students with significant cognitive disabilities in inclusive school and community settings. She is particularly interested in the use of service learning as a form of pedagogy for promoting access to instruction on academic and life skills. She has directed grant-funded projects related to service learning, access to the general curriculum, and personnel preparation. Dr. Dymond serves on the editorial board of several journals and currently teaches courses on curriculum development at the University of Illinois.

**Elizabeth Evans Getzel, MA**, is Director of Postsecondary Education Initiatives at Virginia Commonwealth University's Rehabilitation Research and Training Center, a grant-funded center focusing on the education and employment needs of individuals with disabilities. She has extensive experience conducting research, evaluation, and training in the areas of transition planning for secondary students with disabilities, postsecondary education for students with disabilities, and career planning/employment for individuals with disabilities. She currently directs projects on supported education in postsecondary education, collaborative career planning for college students with autism, and faculty professional development, focusing on universal design principles. She has authored or co-authored journal articles and book chapters on transition, career development, post-

secondary education, and employment, and is co-editor of the book *Going to College: Expanding Opportunities for People with Disabilities*.

**Howard Green** currently serves as Deputy Director of Corporate Programs (Bridges to Business) for the National Organization on Disability. For the past 20 years, Green served as a faculty member at Virginia Commonwealth University's Rehabilitation Research and Training Center (VCU-RRTC), where he also served as Director of Employment Services for the Business Connection program. In addition, he has provided technical assistance and consultation to businesses, community rehabilitation agencies, and vocational rehabilitation programs. He has coordinated and provided a number of training activities across the country on business development for the employment of people with disabilities. Before his work with VCU, Green worked as the marketing director for the Virginia Department of Rehabilitative Services. He has also been involved with a number of projects and programs, which have assisted both the supply and demand side of employment for people with disabilities. He has been active with the U.S. Chamber of Commerce, VCU Business Roundtable, American Staffing Association, U.S. Business Leadership Network, and the Society for Human Resource Management (SHRM). In addition, Green currently serves on the board for the Virginia Business Leadership Network and for the Association for Persons in Supported Employment (APSE).

Green holds a master's degree in rehabilitation counseling from VCU and has published and co-authored several articles and book chapters on business and employment for people with disabilities. Over the past 20 years, Green has been recognized for his outstanding training by the National Rehabilitation Association (NRA) and the National Association of Rehabilitation Leaders (NARL), and he received the RN Anderson Award for Leadership by the Virginia Rehabilitation Association (VRA), as well as the U.S. Business Leadership Network (USBLN) National Partner of the Year Award in 2004. He has taught many undergraduate and graduate courses in the field of rehabilitation and employment.

**Kelly Ligon, EdM**, has over 20 years of experience as an educator of students with intellectual disabilities at the elementary, middle school, and high school levels. She earned her bachelor of science in mental retardation from James Madison University, endorsement in severe disabilities from Virginia Commonwealth University (VCU), and her master's in special education/assistive technology from George Mason University. Kelly's interests are in collaboration/inclusion, assistive technology, augmentative communication, and secondary transition. She is currently employed by the Virginia Department of Education Training and Technical Assistance Center (T/TAC) at VCU and enjoys working with professionals and families to improve the educational outcomes of all students.

**James E. Martin, PhD**, holds the Zarrow Chair in Special Education at the University of Oklahoma and is director of OU's Zarrow Center. Prior to working on his doctoral

degree, Dr. Martin worked for 4 years with a community Arc program in Illinois, where he developed and implemented community employment and living programs for youth and adults with developmental disabilities and emotional problems. Dr. Martin earned his doctorate in special education from the University of Illinois in 1983 with a focus on transition. He taught for 2 years at Eastern Illinois University. He then became professor at the University of Colorado at Colorado Springs, where he worked for 16 years. While at Colorado, he served as the special education program coordinator for 10 years and as director of the Center for Self-Determination. Professor Martin has authored several books, a couple dozen chapters for edited books, numerous journal articles, and several curriculum lesson packages, which include video and multi-media applications. Federal, state, and local funding agencies provided him more than 7,500,000 dollars to conduct his research and writing activities. He has conducted presentations and training workshops at sites across the U.S., Canada, and Europe. In 2006, the Council for Exceptional Children's (CEC) division on career development and transition awarded him the Oliver P. Kolstoe Award for his efforts to improve the quality and access to career and transition services for people with disabilities. His professional interests focus on the transition of youth with disabilities from high school to postsecondary education and the workforce, and what must be done to facilitate success in high school and postsecondary environments. In particular, he examines the application of self-determination methodology to educational and workplace settings.

**Cheryl Hanley-Maxwell, PhD**, is a professor in rehabilitation psychology and special education and an associate dean in the School of Education at the University of Wisconsin–Madison. As associate dean, she is primarily responsible for teacher education and related initiatives. In her faculty position, she teaches courses in special education. She has authored numerous publications, including journal articles, book chapters, and a book. Most of these works are related to supported employment or transition. In addition to her written work, she has conducted presentations and workshops, including invited peer-reviewed presentations and keynotes. She has extensive experience in preparing professionals and paraprofessionals to work with students as they move from school to their adult lives, and in providing employees with disabilities employment-related services. She has directed or co-directed more than 5.5 million dollars in grants focusing on research and personnel preparation in secondary education for youth with disabilities and transition. Additionally, she has provided technical assistance in the development of innovative transition services and supported employment programs. Her research interests include supported employment, career development, and enhancing family and student participation and power in educational processes and postschool life planning.

**Lucy Miller, BS**, has served as a training associate with Virginia Commonwealth University's Rehabilitation Research and Training Center in Richmond, Virginia, since November 2000. In this capacity, she provides training and technical assistance on a wide variety of topics, with emphasis on how paid employment affects Social Security



disability benefits and using work incentives to promote employment outcomes for SSA disability beneficiaries. In addition, Miller has over 20 years of experience in all aspects of supported employment implementation for adults with significant disabilities in both urban and rural settings. Before joining VCU, she served as vice president for Career Resources, Inc., a nationally recognized leader in one-stop and welfare-to-work services in the greater Louisville, Kentucky, metropolitan area. Prior to this, Lucy worked for over 10 years at Seven Counties Services, a regional planning authority for mental health, developmental disability, and chemical dependency services.

**Susan O'Mara, BS**, is a faculty member in the Department of Special Education and Disability Policy at Virginia Commonwealth University's School of Education. She currently serves as project director for VCU's Work Incentive Planning and Assistance National Training Center. Over the past 25 years, Susan's work has focused on increasing knowledge and understanding, supporting research, and influencing needed policy reform on the Social Security disability benefit programs, public healthcare programs, and other federal and state benefit programs. Ms. O'Mara's recent work experience includes providing technical support to state and local projects on four Social Security Administration-funded initiatives. In her work on these projects, she played a lead role in the design and implementation of national training and technical assistance efforts. In addition to the delivery of information through training programs, Ms. O'Mara has likewise been involved in the development of high-quality training curricula and resource materials. These include a work incentives curriculum for the Virginia Office of Supported Employment in 1989, development of the SSA-funded Association for Persons in Supported Employment (APSE) WIN national curriculum in 1990, and the SSA national curriculum, which is currently used in training community work-incentive coordinators in the Work Incentive Planning and Assistance (WIPA) initiative. Ms. O'Mara was accepted as a member of the National Academy of Social Insurance in 2006.

**Cheryl Ostryn, PhD, BCBA-D**, is an assistant research professor at the University of Colorado at Denver. Her research areas include communication, applied behavior analysis, and verbal behavior for individuals with autism spectrum disorders. She is also a consultant for several school districts and preschool programs serving students with disabilities.

**Sara C. Pankaskie, PhD**, has taught at Florida Atlantic University and the University of Central Florida, and is currently an adjunct professor at Florida State University. As program specialist in transition at the Florida Department of Education, she developed a special diploma option for students with disabilities based on mastery of employment and community competencies set forth in an individualized graduation plan. Dr. Pankaskie's background includes more than 35 years of special education experience in academic, governmental, community, and human service settings. Dr. Pankaskie has published articles and book chapters, as well as technical assistance and position papers in the areas of special education, advocacy, and personnel preparation.

**Grant Revell, MS, EdM**, serves as a research associate at the Virginia Commonwealth University Rehabilitation Research and Training Center (VCU-RRTC) on workplace supports. He has extensive experience in the use of performance-based funding of employment services and in the areas of policy analysis and funding related to the state level and to the national implementation of supported employment. He served as project director for the National Supported Employment Consortium, a 4-year national study funded by the Rehabilitation Services Administration of the U.S. Department of Education, which researches best practices in supported employment services to persons with significant disabilities and disseminates information on these best practices through technical assistance and training. He recently served as a state training liaison for the Region III Community Rehabilitation Program: Rehabilitation Continuing Education Program (CRP RCEP) and is conducting a variety of research studies in the area of self-employment. Prior to coming to the VCU-RRTC, he worked as a program specialist in supported employment and as a vocational rehabilitation counselor at the Virginia Department of Rehabilitation Services.

**Mark Richardson, PhD**, is currently an assistant professor in the Department of Teaching and Learning at Virginia State University. He formally held the position of coordinator for programs for adults in vocational education at J. Sargeant Reynolds Community College, where he directed and managed the development, evaluation, and implementation of postsecondary vocational programs for students with intellectual disabilities. Dr. Richardson has had a longstanding commitment to working with students and adults with disabilities. Prior to joining the Department of Teaching and Learning at Virginia State University, he served as an adjunct faculty member in the Department of Rehabilitation Counseling at Virginia Commonwealth University, a supported-employment counselor with the Department of Rehabilitation Services, and behavioral consultant with Richmond Public School and the School of Education at Virginia Commonwealth University. He received his bachelor of arts and master of education degrees from Delaware State University and a doctorate degree from Virginia Commonwealth University. His research interests include African American male mental health, the disproportionate disability labeling of minority students, universal design for instruction in the classroom, the effective use of special accommodations in postsecondary environments, and effective transition services for low socioeconomic status secondary students.

**Paul Sale, PhD**, is professor of special education at the University of Texas–Pan American in Edinburg, Texas, where he teaches in the areas of instruction of students with disabilities in inclusive settings and methods of research. In addition to previously serving as a provost and dean, Dr. Sale has conducted research and taught special education and transition courses at the University of Georgia, Virginia Commonwealth University, University of Colorado at Colorado Springs, and Radford University. He has written extensively on transition and self-determination issues. He obtained his doctorate of education at the University of Georgia and his bachelor's and master's degrees at Virginia Commonwealth University.



**Carol M. Schall, PhD**, is an assistant professor of special education and disability policy at Virginia Commonwealth University. She has been learning from and supporting individuals with autism for more than 25 years. Dr. Schall is the director of the Virginia Autism Resource Center and is well versed in completing functional behavior assessment and developing positive behavior support plans. Her research interests include the management and monitoring of psychotropic medication for persons with developmental disabilities, and transition from school to work and adult life for individuals with autism spectrum disorders.

**Fred Spooner, PhD**, is a professor in the Department of Special Education and Child Development, College of Education, University of North Carolina–Charlotte. He coordinates the graduate-level personnel preparation program in severe disabilities. He was co-editor of *TEACHING Exceptional Children* (1988–1996), an associate editor for *Exceptional Children*, and co-editor of *Teacher Education and Special Education (TESE)* (2003–2009). Currently, he is co-editor-in-chief for *The Journal of Special Education* and associate editor for *Research and Practice for Persons with Severe Disabilities (RPSD)*. In 2003, he served as guest editor for a set of articles in a special exchange series on defining scientifically based research for *RPSD*; and in 2006, he co-edited an additional special issue of *RPSD* on accessing the general curriculum. His research interests have focused on instructional applications for persons with severe disabilities, evaluations of distance learning delivery, and practitioner-oriented writing. At present, he is co-directing a 3-year Institute of Education Sciences project focused on developing high-quality mathematics and science instruction for students who participate in alternate assessments judged against alternate achievement standards (the 1%).

**Daniel E. Steere, PhD**, teaches in the Department of Special Education and Rehabilitation at East Stroudsburg University in Pennsylvania. Prior to coming to ESU, he taught for 2 years at Montana State University–Billings. While at the Institute for Human Resource Development in Connecticut, Dan provided extensive in-service training and technical assistance to agencies and schools for the development of transition and/or supported-employment services. He has also worked as a special education teacher of students with autism and as manager of a community residence for adults with severe disabilities. Dan has published extensively in professional journals and books on topics related to employment of people with disabilities and transition to adulthood. His particular areas of interest include ways to facilitate transition from school to adulthood, systematic instruction of people with severe disabilities, and person-centered planning.

**Pamela Targett, EdM**, has worked in the area of disability and employment since 1986. For 22 years, she oversaw the day-to-day operations of a fee-for-service supported employment program that assisted individuals with significant disabilities with going to work. Her special interests include transition to work for youth with disabilities and individuals with significant support needs due to brain injury or autism.

**Colleen A. Thoma, PhD**, earned her doctoral degree from Indiana University, where she began her research on self-determination in transition planning. She is currently a professor in the Department of Special Education and Disability Policy at Virginia Commonwealth University, where she teaches courses in both the master's and doctorate programs. Her research interests include preparation of teachers to support self-determined transition planning, student-directed individualized education program development, universal design for transition, postsecondary education transition programs for students with intellectual disabilities, and the impact of student self-determination on transition and academic outcomes. She was elected as a member of the board of directors for the Council for Exceptional Children (CEC), and has served on the executive board of CEC's Division on Career Development and Transition (DCDT) for the past 6 years, including 1 year as president. She has authored and co-authored multiple journal articles, book chapters, and conference proceedings related to transition, instructional strategies, and self-determination, including three books: *Transition Assessment: Wise Practices for Quality Lives* (co-authored with Caren L. Sax), *Universal Design for Transition* (co-authored with Christina Bartholomew and LaRon Scott), and *Student-Directed IEPs: A Guide for Teachers* (co-edited with Paul Wehman). She and Ron Tamura are also writing a book titled *Demystifying Transition Assessment*, which is scheduled to be published in Fall 2012.

**Michael D. West, PhD**, is a research associate and assistant professor at Virginia Commonwealth University, where he has been affiliated with the Rehabilitation Research and Training Center (VCU-RRTC) since 1987. Prior to that, he was a special education teacher and adult-services provider. Throughout his tenure at VCU-RRTC, Dr. West has been involved in disability and employment research, evaluation, and policy. Dr. West has directed national studies of community rehabilitation programs related to supported employment, conversion from segregated to integrated services, the use of Medicaid waivers, and Social Security work incentives. His other interests include services for homeless and disabled veterans and transition from school to work.

**Katherine Wittig, EdM**, is a transition specialist with Virginia Commonwealth University's Rehabilitation Research and Training Center (VCU-RRTC). She was a secondary specialist with the Virginia Department of Education's Training and Technical Assistance Center at VCU from 1999 to 2011. With over 30 years in the field, Katherine has co-authored individualized education programs (IEPs) for transition with Dr. Paul Wehman (2009) and authored or co-authored several textbook chapters, newsletters, and journal articles. She has co-chaired the Virginia Transition Forum and College 4 U. Katherine was the Council of Exceptional Children's division on career development and transition (CEC-DCDT) Southeast representative from 2008 to 2011.

**Pamela S. Wolfe, PhD**, is an associate professor of special education at The Pennsylvania State University. She currently is academic coordinator of the Professional Development Certificate in Autism at PSU. Her research areas include instructional strategies for in-

dividuals with severe cognitive disabilities and autism, policy, applied behavior analysis, advocacy, and transition. Dr. Wolfe co-edited the *Autism Encyclopedia*, serves on several editorial boards related to research in severe disabilities, and has directed several federally funded grants related to training preservice teachers in the fields of autism and transition.

**Wendy M. Wood, PhD**, is an associate professor in the special education program at the University of North Carolina at Charlotte, where she teaches undergraduate and graduate-level courses. She also co-directs a U.S. Department of Education personnel preparation project with Dr. Fred Spooner, which provides licensure coursework in severe disabilities via a statewide distance-education program. Dr. Wood has published and presented nationally on self-determination, supported employment, transition, and related topics.