

# CONTRIBUTORS

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**Beth A. Bader, PhD**, has been associated with the State Partnership and Systems Change Initiative (SPI) Project Office at Virginia Commonwealth University since the beginning of the project in 1998. SPI, a collaboration among the Social Security Administration, the Rehabilitation Services Administration, the Substance Abuse and Mental Health Services Administration, and the Department of Labor, seeks to evaluate work incentives and systems change initiatives that result in increased employment of people with disabilities being implemented in 17 different states. For the past 30 years, Dr. Bader has provided direct service, consultation, and technical assistance within health, mental health, mental retardation, rehabilitative services, social services, and other disability-related state agencies. In recent years, she has provided assistance in interpreting and analyzing state and federal policies, especially as they relate to individuals with disabilities who are seeking employment through One-Stop Career Centers. Currently, Dr. Bader is a research associate at the Rehabilitation Research and Training Center at Virginia Commonwealth University.

**William N. Bender, PhD**, taught in a junior high special education resource room for several years before receiving his PhD in special education from the University of North Carolina in 1983. He has published over 60 articles and 10 books on special and general education. His primary research has focused on several areas, including learning disabilities, discipline, school violence, and differentiated instruction. His easy humor and practical experience keep demand high for his workshops; he travels widely, speaking at various education conventions, and conducts over 30 workshops for school districts each year.

**Mary Boat, PhD**, is an assistant professor of early childhood education at the University of Cincinnati. She has worked extensively in interdisciplinary professional preparation for personnel who work with young children with and without disabilities and their families. This work has included preservice undergraduate and graduate preparation, as well as in-service training for professionals in the early childhood and early childhood special education fields. Dr. Boat has been the recipient of state and federal grants related to working directly with young children with disabilities, as well as service delivery and policy issues. She has conducted, published, and presented research related to early intervention and personnel preparation. In addition, she has provided service to early intervention programs and schools through numerous collaborative and consultative efforts. She has been extensively involved in early-intervention leadership activities, including serving as professional cochair of the North Carolina Interagency Coordinating Council.

**Valerie (Vicki) Brooke, MEd**, is a faculty member at Virginia Commonwealth University (VCU) and has been working in the field of employment for people with disabilities since 1979. She earned her MEd from VCU in special education with an emphasis on employment. As the director of training at the Rehabilitation Research and Training Center on Workplace Supports, funded by the U.S. Department of Education's National Institute on Disability and Rehabilitation Research, as well as project director for the Social Security

Administration's Regional Technical Assistance Center on Benefits Planning Assistance and Outreach, she is responsible for developing personnel training and technical assistance programs using innovative formats, to include distance education technologies. Vicki is interested in all aspects of employment-related issues and concerns that impact the employment rate and advancement of people with disabilities. She is a frequent speaker, consultant, and author of numerous book chapters, journal articles, newsletters, and fact sheets in all areas of employment.

**Elaine Clark, PhD**, is a professor in the Department of Educational Psychology at the University of Utah and training director of the School Psychology program. She has an extensive background in school, clinical, and neuropsychology. Dr. Clark received a PhD in educational psychology at Michigan State University, and a PhD in clinical psychology with a specialization in neuropsychology from Brigham Young University. Her primary research and teaching interest is in the area of genetic and neurological conditions, including mental retardation and acquired brain injuries. She is on the staff at the University Neuropsychiatric Institute and University Psychoeducational Clinic and is involved nationally on boards to promote the education of children with disabilities (e.g., Council of Directors of School Psychology Programs and the American Psychological Association's Division 16 Executive Board). She also serves on the boards of the Brain Injury Association of Utah and the state school psychology association. Dr. Clark has been actively involved in statewide training of school personnel in severe low- incidence disabilities. She has published a couple of books on issues pertaining to the education of children with brain injuries and has published numerous chapters and articles. She is the recipient of a number of federal grants and is currently the principal investigator of a U.S. Department of Education leadership grant to train doctoral students in the area of severe disabilities (e.g., autism, intellectual disabilities, and brain injuries). She is particularly interested in the psychological health of children with disabilities and is involved with research on mental illness and disability.

**Sharon H. deFur, EdD**, is an associate professor of special education and area coordinator of curriculum and instruction in the School of Education at the College of William and Mary. Prior to joining the faculty at William and Mary, Dr. deFur served as the coordinator of transition services for the State of Virginia. She is a past president of the Council for Exceptional Children's Division on Career Development and Transition. Her research interests include topics related to youth and young adults with disabilities and their successful transition from school to postschool environments, standards-based reform and its impact on students with disabilities, and the evaluation of effective special education personnel preparation initiatives.

**Stacy Dymond, PhD**, is an assistant professor of special education at the University of Illinois at Urbana-Champaign, where she teaches curriculum courses for students in the special education and elementary education programs. She currently codirects two research projects. One focuses on access to the general curriculum for high school students with significant cognitive disabilities in inclusive school and community settings. The second is an investigation of high school service learning programs that serve students with and without disabilities.

**Cecil Fore III, PhD**, is an assistant professor in the Department of Special Education at the University of Georgia who specializes in curriculum-based assessment, minority issues,

and cultural bias in testing. He received his PhD from Southern Illinois University in 1999. For the past 2 years, Dr. Fore has worked on developing effective techniques for including students with disabilities in general education classrooms in Alabama and Georgia. He is currently collaborating on a Georgia State Improvement Grant to provide professional development and training for regular classroom teachers on inclusion issues. His other research projects involve rural and urban special education, mentoring new teachers, and the use of technology in the classroom.

**Elizabeth Evans Getzel, MA**, is the director of postsecondary education initiatives at the Virginia Commonwealth University Rehabilitation Research and Training Center on Workplace Supports. Ms. Getzel has over 20 years of 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 and employment for individuals with disabilities. She has authored and coauthored several articles and book chapters on her work in the areas of transition and postsecondary education.

**Ray Graesser** obtained his master's degree in rehabilitation administration and services at Southern Illinois University. He worked as case manager, grant writer, and administrator for a variety of programs that serve people with disabilities at the Virginia Department of Rehabilitative Services and served as a computer analyst for the same agency. He was the parent of a child with severe autism. Ray passed away in 2004.

**Lesla Nitcy Hope, MSW**, lives in Atlanta with her husband, Martyn, and daughter, Nadia. She manages a family support program for people with mental retardation at the Atlanta Alliance on Developmental Disabilities. She is completing her PhD in social work at the University of Georgia. Her research interests are community practice and issues related to developmental disabilities.

**Katherine Inge, PhD, OTR**, is an assistant professor at Virginia Commonwealth University and has been associated with the university for 21 years. She is currently the director of instructional technology for the Rehabilitation Research and Training Center on Workplace Supports and the director of the Training and Technical Assistance to Providers Project. She has directed a number of federally funded supported-employment projects for individuals who have significant disabilities. She has also coauthored two books, one on assistive technology, and authored numerous articles on the employment of individuals with significant disabilities.

**William R. Jenson, PhD**, graduated from Utah State University in 1976 with a degree in applied behavior analysis and school psychology. He completed a clinical internship at Las Vegas Mental Health Center and later directed the Adolescent Residential Center there. He then assumed the directorship of the Children's Behavior Therapy Unit (CBTU) for Salt Lake Mental Health. This center is a day hospital and school for autistic and behaviorally disordered students. After directing CBTU for 8 years, Dr. Jenson joined the School Psychology Program in the Educational Psychology Department at the University of Utah. He is currently a professor in the Department of Educational Psychology and was department chair for 10 years. His research interests include autism, externalizing behavior disorders, the management of noncompliance and aggression, practical classroom behavior management,

educational technology, behavioral assessment, academic interventions, and parent training. He has published numerous research papers and books, including the *Tough Kid Book*; *Tough Kid Tool Box: A Resource Book*; *Applied Behavior Analysis in Teaching*; *Understanding Childhood Behavior Disorders*; *Teaching Behaviorally Disordered Students: Preferred Practices*; *Best Practices: Behavioral and Educational Strategies for Teachers*; and the Homework Partners Series, as well as classroom computer products including Get'm on Task (GOT) and the Functional Assessment and Interventions Program (FAIP).

**Thomas J. Kehle, PhD**, is a professor at the University of Connecticut and training director of the School Psychology Program. Dr. Kehle graduated from the University of Kentucky in 1972 with a major in school psychology. Besides directing the School Psychology Program, he currently consults with school districts in Connecticut and Massachusetts. In addition to consulting and training school psychologists, he conducts research on behavior management strategies and writes extensively in this area. He is working on a book on preferred practices for teaching students with behavior problems and has written numerous articles on the topic (e.g., on behavioral contingencies and self-management). Dr. Kehle is an expert on self-modeling techniques and the theories that underlie this method. In addition, he is well known for his RICH theory and his expert knowledge about human intelligence. Some of his most recent writings have to do with ways to promote intellectual growth.

**John Kregel, EdD**, is professor of special education at Virginia Commonwealth University and associate director and research director of the VCU Rehabilitation Research and Training Center on Workplace Supports. He also coordinates the Urban Services Leadership track in the School of Education doctoral program. Dr. Kregel is also chairman of the VCU Department of Special Education and Disability Policy. His professional interests include supported employment and transition from school to work for individuals with disabilities. He is the author of more than 75 articles, chapters, monographs, and books on the employment of individuals with disabilities. He also served as coeditor of the journal *Focus on Autism and Other Developmental Disabilities*.

**Nancy P. Kropf, MSW, PhD**, is professor and chair of the doctoral program in the School of Social Work, University of Georgia. In addition, she is the current president of the Association of Gerontology Education in Social Work (AGE SW), a national organization of social work educators in aging. She also was a Hartford Geriatric Faculty Scholar, part of a program to develop leaders in social work and aging. Her area of research is late-life caregiving relationships, including those of older parents of sons and daughters with disabilities and those of grandparents who are raising grandchildren.

**D. Michael Malone, PhD**, is an associate professor of early childhood education at the University of Cincinnati. His background in disabilities studies crosses the lifespan, with foci in both early childhood and late life. Specific emphases include interdisciplinary teamwork and program development, personnel preparation, cognitive and social development within family contexts, observational methodology, and policy. Dr. Malone has directed and served on numerous federal and state grants designed to promote systems change through professional development, has developed and delivered a variety of courses and course lectures, presented numerous papers at professional meetings, and published his work in early childhood intervention and gerontology.

**Daniel E. Olympia, PhD**, is currently an assistant professor in the School Psychology Program at the University of Utah in Salt Lake City. He received his initial graduate training in school psychology and counseling and guidance at Moorhead State University in Moorhead, Minnesota, and North Dakota State University in Fargo. He received his doctorate in educational psychology from the University of Utah in 1992. He has over 17 years of experience working in public schools as a school psychologist and counselor. His research interests include school-based interventions for academic and behavioral problems, social skills training, management of aggression with children and adolescents, and home-school collaboration. He has coauthored articles and books on homework strategies for parents and teachers, home-school collaboration, academic and behavioral interventions for students with disabilities, and schoolwide behavior support.

**Susan O'Mara** has over 20 years' experience in providing education, work incentive counseling, and employment assistance to individuals with disabilities. Her direct counseling and education experience includes extensive work with beneficiaries and recipients, while developing and coordinating a statewide work-incentive support project, as well as benefits consultation provided in support of the Social Security Administration's Project ABLE. Susan currently serves as coordinator of training and technical assistance for Virginia Commonwealth University's (VCU) Benefits Assistance Resource Center. She is also a member of the VCU National Project Office team, providing technical assistance, monitoring, and evaluation to state projects under the SSA/RSA [Rehabilitation Services Administration] State Partnership Systems Change Initiative. Other previous experience includes serving as a regional marketing specialist for the Virginia Department of Rehabilitative Services, coordinating training and assistance on workplace supports to the business community and workforce development entities, and experience as a job coach, program manager, and consultant on Virginia's Supported Employment Systems Change Grant.

**Wendy Parent, PhD, CRC**, is a research associate professor and assistant director, Kansas University Center on Developmental Disabilities, a Center for Excellence in Developmental Disabilities, at the University of Kansas. She was previously with the Institute on Human Development and Disability at the University of Georgia, where she developed a disability studies program and taught graduate and undergraduate interdisciplinary education courses and supervised student internships with an emphasis on severe disability. She has served on the faculty of Rehabilitation Counseling at the University of Georgia, and on the faculties of the Rural Institute on Disability, University of Montana, and the Rehabilitation Research and Training Center on Supported Employment at Virginia Commonwealth University. Dr. Parent has 19 years experience in the area of supported employment and transition. She recently served as the principal investigator for a 5-year Workforce Action grant through the Department of Labor focusing on enhancing customized employment opportunities for individuals with disabilities through direct service, product development, and systems change. Dr. Parent has published numerous book chapters and journal articles on transition and supported employment and provided presentations and training workshops for people with disabilities, family members, job coaches, rehabilitation counselors, special educators, employers, transition coordinators, and other agency and community representatives. Her interests and research include consumer choice and satisfaction, creative job development and supports, interagency collaboration and teamwork, natural supports, leadership, job coach training, and service-delivery issues.

**Elizabeth Perry-Varner, MS, CRC, CRP, LPC**, has worked in the field of rehabilitation counseling for 13 years. Her professional experience includes working in an administrative and leadership capacity, being an adjunct faculty member, and providing direct service for persons with disabilities. She has worked with persons with many types of disabilities, including epilepsy, traumatic brain injury, mental illness, and spinal cord injury. In addition to the direct service she provides to clients, Ms. Perry-Varner supervises the Independent Living/Life Skills Training program and chairs the Personal and Social Service Committee for accreditation by the Commission on Accreditation of Rehabilitation Facilities. She is published in a rehabilitative counseling journal for which she wrote a paper on One-Stop Career Centers. She has also written a chapter on epilepsy for a textbook on developmental disabilities. She has served on many boards, including the Epilepsy Association of Virginia, the Virginia Board for People with Disabilities, and the Disability Council for the United Way.

**Leslie Philippen, MA**, is a behavioral specialist currently working with children and adults with autism and related disorders. She consults with several organizations in Maryland. She has extensive experience implementing behavioral programming with families in crisis situations.

**Valerie Postal, MEd**, is a doctoral candidate in special education at Penn State University. She is a nationally certified school psychologist and a board-certified behavior analyst. She has over 20 years of experience as a behavior specialist. She currently conducts research and provides training in her areas of interest, which include autism, ADHD, assessment, children's behavior, child development, mental health concerns of young children, and program planning for children with special needs.

**Dennis H. Reid, PhD**, has over 30 years of experience in managing and providing supports in developmental disabilities. He has published over 100 applied research articles and book chapters and has served on the editorial boards of 10 professional journals. His experience includes directing residential, educational, and vocational service programs, as well as providing positive behavior support services in community and school settings. Currently, Dr. Reid is director of the Carolina Behavior Analysis and Support Center in Morganton, North Carolina.

**W. Grant Revell, MS, MEd**, is a research associate at the Virginia Commonwealth University Rehabilitation Research and Training Center (RRTC) on Workplace Supports. He holds master's degrees in rehabilitation counseling and in special education of individuals who are mentally retarded. His primary research areas are funding, policy analysis, and systems development related specifically to competitive employment of people with significant disabilities. He has directed a variety of projects at the RRTC and most recently was project director for the National Supported Employment Consortium, a national study of supported employment in the United States, funded by the Rehabilitation Services Administration. He is actively involved in research specifically addressing the use of performance-based funding in the purchase of employment. He recently coauthored a paper that analyzed the outcome-based funding provision of the Ticket to Work; the paper is being published by the Urban Institute in the compendium titled *Paying for Results in Vocational Rehabilitation: Will Provider Incentives Work for Ticket to Work?* He has prepared and edited a variety of

technical assistance guides published by the VCU RRTC on methods to encourage effective collaboration between state Vocational Rehabilitation and other agencies in the funding of supported employment services. He has published extensively in the areas of systemic development of policies and funding strategies that support improved employment supports and outcomes for persons with the most significant disabilities. Prior to his employment at the VCU RRTC, he worked for 14 years at the Virginia Department of Rehabilitative Services as a vocational rehabilitation counselor and in a variety of state-level positions in the areas of planning, developmental disabilities, and supported employment.

**David A. Rotholz, PhD**, has over 20 years of experience working with people who have developmental disabilities. His most recent work has involved statewide systems change in positive behavior support and person-centered planning. He has published works in the areas of positive behavior support, ecobehavioral analysis, augmentative communication, and national trends in residential setting use. He also holds leadership positions with national, state, and local disability organizations. Dr. Rotholz is currently clinical associate professor and project director at the Center for Disability Resources of the University of South Carolina School of Medicine.

**Paul Sale, EdD**, is professor and dean of the College of Education and Human Development at Radford University in Radford, Virginia. His experiences and research interests focus on the education of students with severe disabilities, transition of youth with disabilities to adult life, and leadership issues in education.

**William R. Sharpton, PhD**, is a professor on the faculty of the Department of Special Education and Habilitative Services at the University of New Orleans. He is also director of several sponsored projects and coordinates a graduate-level personnel preparation program focusing on the needs of individuals with severe disabilities. His research interests include the design of effective instructional programs that result in integrated opportunities for individuals with severe disabilities, including employment in community settings.

**Marcia D. Smith, PhD**, is in private practice providing psychological services to children and adults with autism and other developmental disabilities. She has extensive experience in the area of behavior management and autism in both supported employment and residential settings. She has authored books and journal articles on autism, supported employment, and behavior management and has provided training to professionals, paraprofessionals, and parents. Her areas of interest include autism, supported employment, and the management of challenging behaviors associated with developmental disabilities.

**Wendy Strobel, MS, CRC, ATP**, is the project director for the Demand Pull Program at the Rehabilitation Engineering Research Center on Technology Transfer, where she assists in the transfer of new assistive technologies to the consumer market. She was formerly employed as an assistive technology and transition specialist with George Mason University's Training and Technical Assistance Center and as a training associate for the Virginia Commonwealth University Rehabilitation Research and Training Center on Workplace Supports. She holds a master's degree in rehabilitation counseling, is a certified rehabilitation counselor, and an assistive technology practitioner. She has extensive experience in providing services to

people with disabilities in all aspects of the rehabilitation process. She has assisted people with disabilities through supported employment, training on workplace supports, person-centered planning, independent living, and assistive technology.

**Colleen A. Thoma, PhD**, is an associate professor in the Department of Special Education and Disability Policy and is the coordinator of the undergraduate and graduate programs that prepare special educators to teach students with cognitive disabilities or mental retardation at Virginia Commonwealth University. She teaches courses in methods and strategies, transition planning, assistive technology, characteristics of students with cognitive disabilities, and assessment. She has conducted research in the areas of assessment, self-determination in transition planning, positive behavior supports, and teacher education. She has published articles and book chapters and made presentations on self-determined transition planning, alternative assessment, person-centered planning, assistive technology, and teacher education.

**Ed Turner** has 28 years of experience in the disability rights field. He has been an instructor in special education, a peer counselor for independent living, and an assistant administrator for a gubernatorial-appointed board that advocates for the rights of persons with disabilities. As a peer counselor at the Norfolk Center for Independent Living, 15% of his caseload involved people with spinal cord injuries (SCI) and 85% involved persons with developmental disabilities; he supported many of these participants to overcome barriers they were facing in the process of achieving community reintegration. Mr. Turner is now serving as a training associate at the Rehabilitation Research and Training Center (RRTC) on Workplace Supports at Virginia Commonwealth University. In this role, he has developed a Self-Advocacy Training Institute to inform customers of their rights and of how to use self-advocacy to get the full benefits of those rights. For the past 4½ years, he has served as the self-advocacy/mentor sub-project director for the Medical College of Virginia RRTC SCI Model Systems Project. In this position, he develops training materials designed to assist customers with SCI to better understand their rights to employment services and programs. During this 4½-year period, 46 customers were trained in five Self-Advocacy Institutes, with 16 mentors being identified to provide support to newly injured people with SCI.

**Douglas J. Usiak** is the executive director of the Western New York Independent Living Project (WNYILP) family of agencies in Buffalo. He has served two terms as chairperson of New York State Independent Living Council (NYSILC) and as its interim executive director. Mr. Usiak is a member of the Advisory Committee of the Center for International Rehabilitation Research Information and Exchange (CIRRIE) and the steering committees of the Rehabilitation Engineering Research Center (RERC) on Universal Design and the RERC on Aging, at the University at Buffalo. He helped to create AZtech, a consumer-controlled primary and secondary marketing organization specializing in universal design of assistive technology to serve people with and without disabilities. He is the project director and principal investigator of the RRTC-ILM.

**Paul Wehman, PhD**, is professor of physical medicine and rehabilitation at Virginia Commonwealth University (VCU), with joint appointments in the Department of Curriculum



and Instruction and the Department of Rehabilitation Counseling. He pioneered the development of supported employment at VCU in the early 1980s and has been heavily involved in the use of supported employment with people who have severe disabilities, such as those with severe intellectual disabilities, brain injury, spinal cord injury, or autism. Dr. Wehman is also director of the Rehabilitation Research and Training Center on Workplace Supports and chairman of the Division of Rehabilitation Research. He has written extensively on issues related to transition from school to adulthood, and special education for young adults. He has published over 150 articles and 24 book chapters, and authored or edited 33 books. He is a recipient of the Joseph P. Kennedy, Jr., Foundation International Award in Mental Retardation, was a Mary Switzer Fellow for the National Rehabilitation Association in 1985, and in October 1992 received the Distinguished Service Award from the President's Committee on Employment for Persons with Disabilities. Dr. Wehman was recognized as one of the 50 most influential special educators of the millennium by a national survey coordinated by the *Remedial and Special Education* journal (December 2000), and received the VCU Distinguished Service Award (September 2001). He testified on behalf of the President's Committee on Excellence in Special Education (April 30, 2002). He is also editor-in-chief of the *Journal of Vocational Rehabilitation*.

**Therese Wehman, PhD**, received her doctorate in child development from the Erikson Institute, Loyola University, Chicago. Her areas of specialization focus on young children birth to age 6 with disabilities, early childhood program administration, organizational development, and team building. She holds advanced degrees and Illinois teaching certification in educational administration, elementary education, early childhood education, and special education. She has had extensive experience designing and administering early childhood intervention programs for young children with special needs and their families in both public schools and nonprofit organizations. She has held graduate faculty positions and directed graduate research at the Erikson Institute for Advanced Study in Child Development and National Louis University prior to joining the faculty at Elmhurst College. She is currently program coordinator of and an associate professor in the Early Childhood Special Education Graduate Program at Elmhurst College. Her research interests focus on early intervention system change, building parent-professional partnerships, professional leadership development, and inclusion.

**Michael D. West, PhD**, is assistant professor at Virginia Commonwealth University (VCU) and is also research associate with the Rehabilitation Research and Training Center (RRTC) on Workplace Supports. Dr. West's research projects have included national surveys of supported employment policies and practices, a study of students with disabilities in higher education in Virginia, and states' use of Medicaid Home- and Community-Based Waivers to fund employment services. He also is involved in research and demonstration efforts related to Social Security disability reform at the VCU RRTC on Workplace Supports.

**Pamela S. Wolfe, PhD**, is an associate professor of special education at Pennsylvania State University, where she teaches and conducts research related to transition and students with severe disabilities. Specific research interests include instructional methodologies, transition planning, sexuality training, and applied behavior analysis. She is currently codirector of a grant to train graduate students for work with students having autism. Dr. Wolfe has a

strong interest in fostering self-advocacy for persons with severe disabilities in integrated community settings.

**Satoko Yasuda, PhD**, works as a research assistant at the Rehabilitation Research and Training Center at Virginia Commonwealth University. She is involved in research regarding employment issues for individuals with disabilities and has coauthored articles related to employment of individuals with traumatic brain injury and spinal cord injury.

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