

About the Authors

This book is a collaboration among colleagues who have worked together for years, each specializing in a unique aspect of Developmental Therapy–Developmental Teaching. Throughout the phases of model development and expanding applications of this approach over three decades, they have kept their focus on helping troubled preschoolers, children, and teens. They have worked to provide Developmental Therapy–Developmental Teaching to children and families in special education programs, in daycare and child development settings, in children's homes; in general education; in clinics, camps, and residential programs; and in mental health facilities. Their work has taken them from New England to the Pacific Coast, from Maine to Hawaii, from Minnesota to Texas, to the Southern states, the Virgin Islands, Puerto Rico, and into South America, Europe, and Asia.

They provide consultation to school administrators, university teacher preparation programs, the U.S. Department of Education, and private enterprises seeking better ways of meeting the social, emotional, and educational needs of children. Through all of this work to improve direct services to children and families, and to enhance the skills of those who work with them, this team maintains a commitment to creative communication and networking, translating new findings from research into effective day-to-day practice.

Priority efforts continue on field-based research, collecting data to document the progress of students and studying ways to enhance the effectiveness of the teachers who work with them. Current projects include (a) expanding the national and international networks of certified trainers for Developmental Therapy–Developmental Teaching; (b) the *PEGS! for Teachers* series of innovative, interactive CD-ROMs that provide practice in using effective behavior management strategies for inservice or preservice teachers in early childhood programs, elementary schools, and middle/high schools; (c) *PEGS! for Parents*, a version designed to offer similar practice to parents and foster parents; and (d) a series of e-learning courses in this approach for in-service teachers.

Mary M. Wood currently directs training, research, and publication activities of the Developmental Therapy Institute, Inc. and international expansion of Developmental Therapy–Developmental Teaching. As Professor Emerita of Special Education at the University of Georgia, she serves as Senior Advisor to the Developmental Therapy-Teaching Programs at the University, lectures, consults, and writes about issues that affect the lives of troubled children and their families. Her concerns about the impact of contemporary psychosocial stresses on young people continue to fuel efforts also to use this approach with children who are at risk.

Connecting the best in mental health and special education practices is a continuing endeavor for Dr. Wood. Her academic preparation in early childhood and elementary education, special education, and clinical psychology, with degrees from Goucher College and the University of Georgia, enabled her to translate theory and research across disciplines into current practices that enhance educational competence and life skills of troubled children and teens. To this academic background, she adds 25 years of direct clinical work and teaching children and youth who have social, emotional, and behavior disabilities. The earliest foundations for Developmental Therapy–Developmental Teaching came from her work in establishing the first special education teacher training program and clinic for severely emotionally disturbed children and youth in Georgia. This effort expanded into the Rutland–Developmental

Therapy model for the public school district in Clarke County, Georgia, eventually becoming the prototype for the Georgia Psychoeducational Services Network of 24 programs, serving about 7,000 severely disturbed children and youth each year.

Dr. Wood is author and editor of numerous textbooks and articles on the education of children and youth with emotional and behavioral problems. Her writings have been used worldwide and translated into seven languages. She has received many national awards, including the leadership award for “significant contributions to the education of children with behavioral disorders” from the Council for Children with Behavioral Disorders; the Outstanding Service Award from the Midwest Symposium for Leadership in Behavior Disorders; the Spirit of Crazy Horse award for “creating courage in discouraged youth” from the Black Hills Seminars in South Dakota; and the first annual award for distinguished service to the Georgia Psychoeducational Services Network, named in her honor.

Constance A. Quirk is currently Director of Developmental Therapy–Teaching Programs in the College of Family and Consumer Sciences, University of Georgia. She leads this outreach team in providing staff development training and technical assistance to expand applications of Developmental Therapy–Developmental Teaching nationally and internationally. This effort involves designing inservice training materials and new e-learning courses for inservice teachers. She has written and directed numerous federal grants to provide assistance to schools and other agencies serving troubled children and teens, including Head Start, mental health services, and childcare programs for those with special needs, including autism and other disabilities.

Dr. Quirk has degrees in special education from Florida State University and the University of Georgia. Over the past 20 years, she taught students with varying exceptionalities in public and private schools, in day treatment programs, and in residential facilities in Florida, Maine, Oregon, and Georgia. At the University of Georgia and the Rutland Psychoeducational Services in Athens, Georgia she was a demonstration teacher of Developmental Therapy–Developmental Teaching, in Stages One through Four, for students with severe emotional and behavioral disabilities. Dr. Quirk is also a certified Senior Trainer for the Life Space Crisis Intervention Institute, an advanced, interactive strategy that promotes meaningful change for troubled children and youth with chronic patterns of self-defeating behavior. She continues to use her broad background of understanding about the developmental characteristics of children—especially upper elementary and middle school students—in new applications to blend this approach with the general academic curriculum, especially in inclusive, less restrictive school settings.

Faye L. Swindle is currently consultant to the Developmental Therapy–Teaching Programs at the University of Georgia. For 25 years, she has provided workshops and training in this approach throughout the country and has worked with field-based program evaluators to document program effectiveness. She continues to provide inservice training for teachers and program administrators and to develop instructional materials for teachers, parents, and foster parents.

Dr. Swindle has degrees in Language Education with emphasis on language development. After teaching in general elementary and secondary school, she worked in special education language research at the University of Georgia. This background led to her interest and specialization in language delay of preschool children, those with autism, and young children with communication and sensory-integration problems. As Coordinator of Infant and Preschool Programs at the Rutland–Developmental Therapy Psychoeducational Services in Athens, Georgia for 14 years, Dr. Swindle worked directly with preschoolers, their families, and many childcare agencies. Her skill at involving parents in Developmental Therapy–Developmental Teaching has expanded the effectiveness of home-based programs and applications for foster parents, volunteer mentors, and childcare workers in inclusive settings.