

About the Editors and Contributors

Tachelle Banks, PhD, is an associate professor of special education at Cleveland State University. She earned her doctoral degree in special education from Kent State University in 2006. Dr. Banks was a teacher-counselor in a day treatment center for several years. Many of her publications and much of her research have focused on the development of emotional competence in children and youth, particularly those with emotional-behavior disorders. Other studies have addressed implementing preventative mental health curriculum and instruction in classroom settings and examining the initial commitment of teachers of color in special education. She has received both federal and state grants to support special education teacher-quality projects. Teaching in Cleveland keeps her grounded in her work with schools, where she prepares and provides professional development training to special educators for the complexities and demands of teaching students with exceptionalities in urban educational environments. Dr. Banks is dedicated to special education and bridging the gap between research and practice.

Sara E. Byrd is an assistant professor of special education at the University of Michigan–Dearborn, where she trains teachers in the areas of learning disabilities and emotional impairments. Dr. Byrd earned her PhD in special education/behavior disorders, violent/aggressive behaviors, and autism from the University of Kansas. She has also worked as a special education teacher and teacher consultant in public and non-public schools in Michigan, California, and Kansas.

Kim Killu, PhD, earned her BS in psychology from Michigan State University, her MS in clinical behavioral psychology from Eastern Michigan University, and her PhD in special education and applied behavior analysis from Ohio State University. She has worked as a clinical psychologist and is also a doctoral-level board-certified behavior analyst. Dr. Killu has worked with the full spectrum of disability categories in a variety of clinical, residential, vocational, and educational settings. She currently teaches in the special education program at the University of Michigan–Dearborn. Her interests include the assessment and treatment of severe behavior disorders, community inclusion, social and instructional strategies for individuals with behavior disorders, functional behavior assessment, behavior intervention planning policy and practice, and applied behavior analysis.

Jennifer Mata, EdD, graduated from Universidad Metropolitana in Caracas, Venezuela, her home country, earning a BA in early childhood education with an emphasis in education administration. She received her MA, MEd, and EdD from Teachers College, Columbia University, in New York. Her graduate work is also in the field of early childhood

education with an emphasis in bilingual/bicultural education. She has been an infant, toddler, preschool, and kindergarten teacher, as well as teaching at the middle school, undergraduate, and graduate levels. Currently, she works at DePaul University as an assistant professor in the College of Education and teaches child development, methods for working with ELL students, and preschool- and primary-age curriculum design courses to early childhood teacher candidates. Her research interests focus on the social, emotional, moral, and spiritual domains of the child in the context of education.

Nancy A. Mundschenk, PhD, is an associate professor in the Department of Educational Psychology and Special Education at Southern Illinois University in Carbondale. Her research interests include positive behavioral interventions, development of social competence, parent/family participation, data-based decision making, functional behavioral assessment, and multitiered systems of support. Her publications include *Working With Parents and Families of Exceptional Children and Youth* (4th ed.) (2010), co-authored with Richard L. Simpson. Most recently, her work has focused on incorporating the knowledge and skills related to differentiated, scientifically research-based curricula, instruction, intervention, and assessment in preservice educator preparation programs.

Roxanne Farwick Owens, PhD, is an associate professor and chair of teacher education at DePaul University, and has been a teacher for over 25 years. She currently teaches courses in reading and literacy education. She is a past recipient of the university's Excellence in Teaching Award and the Illinois Reading Council Hall of Fame Award. She has received several grants to support projects related to literacy, technology, and the arts.

Laura T. Sanchez-Fowler, PhD, has 20 years of experience in educational research and rejoined the Austin, Texas, Independent School District's Department of Research and Evaluation in December 2011. Dr. Sanchez-Fowler focuses on programs and initiatives implemented for students at the middle and high school levels and on postsecondary enrollment outcomes for AISD students. In 2009, before returning to AISD, she conducted an external evaluation of a large urban school district's efficacious use of federal and state funding. During her 20-year career, she has accumulated approximately \$3 million in federal grants to provide student mentoring, tutoring, minority teacher leadership, and wrap-around social services for very-high-risk teen parents. She has authored or coauthored more than 20 professional articles and book chapters and coauthored a book. In Michigan, she served on a statewide task force to examine issues of racial disparity in foster care and teen incarceration. She completed her BA at the University of San Diego, her MA at San Diego State University, and her PhD at the University of North Texas.

Richard L. Simpson, PhD, is a professor of special education at the University of Kansas, where he has directed numerous University of Kansas and University of Kansas Medical Center demonstration programs for students with disabilities and coordinated a variety of federal grant programs related to students with disabilities. He has also worked as a special education teacher, school psychologist, and coordinator of a community mental health outreach program.

Sabrina VanBuskirk is an autism and behavior specialist for the Center School District in Kansas City, Missouri, where she coordinates services for individuals with autism and provides consultative services for students with autism and significant behavioral difficulties. She has also served as a special education teacher for students in kindergarten through 12th grade in public school systems.

Paul Zionts, PhD, is the dean of the College of Education at DePaul University. He earned his doctoral degree in educational psychology and special education from the University of Connecticut in 1979. Dr. Zionts has been a teacher in a reform school and an inner-city high school, a program director, a consultant, and a teacher trainer. A professor of special education, his research interests include educating children and youth with emotional and behavioral disorders, cognitive behavioral interventions, and classroom management. He has lectured and provided training in local, state, and national events and has conducted hundreds of workshops that have included teachers, counselors, psychologists, social workers, administrators, parents, secretaries, and bus drivers. Dr. Zionts is the author, coauthor, or editor of five books and more than 25 articles and chapters. He has held several national leadership positions, including president of the Council for Children.