

VITA 2010

PERSONAL INFORMATION

Name: J. Todd Stephens

Current Work Address: University of Wisconsin-Eau Claire
Special Education Department
249 Human Sciences & Services Building
Eau Claire, Wisconsin 54702

Current Home Address: 341 Lincoln Avenue
Eau Claire, WI 54701

EDUCATIONAL EXPERIENCE

Ph.D., 1985, University of Wisconsin-Madison, Studies in Behavioral Disabilities

Master of Science, 1981, Southern Illinois University-Carbondale, Department of Special Education

Bachelor of Science, 1979, Southern Illinois University-Carbondale, Department of Special Education

State of Illinois Teacher Certification, Type 10, K-12

PROFESSIONAL EXPERIENCE - ACADEMIC

Professor and Cognitive Disabilities Program Coordinator University of Wisconsin-Eau Claire, College of Education and Human Sciences, Department of Special Education. Responsibilities: Coordinator of Cognitive Disabilities licensure program, curriculum review and development, grant writing and administration, instruction of relevant course work, development of collaborative interactions with other departments and area schools. This position has also involved extensive departmental and college level committee work.

Department Chairperson, Professor, and Program Coordinator University of Wisconsin-Eau Claire, College of Education and Human Sciences, Department of Special Education. Responsibilities: Represent department on College, University, regional and state committees. Facilitate curriculum actions, support development of new program initiatives, advocate for members of the department. Additional duties include oversight and implementation of policies and procedures relating to personnel and budgets. August 2003- August 2008

Associate Professor and Program Coordinator (tenure granted 1999) University of Wisconsin-Eau Claire, College of Education and Human Sciences, Department of Special Education. Responsibilities: Coordinator of Cognitive Disabilities licensure program, curriculum review and development, grant writing and administration, instruction of relevant course work, development of collaborative interactions with other departments and area schools. This position has also involved extensive departmental and college level committee work. Additional duties include a quarter time appointment in the Human Development Center. This is a cross-disciplinary evaluation team

providing services to community clients in the areas of behavioral and learning problems. August 1997-August 2001.

Associate Professor with Tenure University of Wisconsin-Whitewater, College of Education, Department of Special Education. Responsibilities: Grant administration, program coordination, mentoring of junior faculty, and teaching of undergraduate and graduate coursework. Additional duties included extensive committee involvements within the University and at a state level. August 1994-August 1997.

Coordinator Emotional/Behavioral Disorders Licensure Program University of Wisconsin-Whitewater, College of Education, Department of Special Education. Responsibilities: Curriculum development, program administration, student recruitment, liaison with state agencies, assignment of student teachers, development of practicum sites and service as representative of program at a departmental, college and university level and to administer all aspects of Master's degree sequence. This program had the largest enrollment of any E/BD licensure program in the state of Wisconsin. December 1992-May 1996.

Project Co-Director and Coordinator for Project G.O. (Graduate Oversupply) University of Wisconsin-Whitewater, College of Education, Department of Special Education. Responsibilities: Grant writing and budgeting, coordinating cross disciplinary course access, advising students, meeting with advisory board, supervising graduate assistants, recruiting project participants and developing field practica for participants. This four year federally funded personnel preparation grant served 60 licensed general educators as they added special education licensure in mild and moderate student learning and behavioral handicaps. August 1992-August 1996.

Co-Coordinator and Advisor Project S.E.L.E.C.T. (Special Education Licensure for Emergency Certified Teachers) University of Wisconsin-Whitewater, College of Education, Department of Special Education. Responsibilities: Meet and advise emergency licensed teachers. Review and incorporate previous general education licensure coursework to develop appropriate and efficient licensure sequence in Special Education. Maintain contact with employers of program participants to ensure effective completion. Maintain ongoing communication with the Department of Public Instruction to provide timely information on completion status of each participant. Represent the department in all state level advisory board meetings. The Project SELECT enrollment through the University was consistently the largest in the state with advising requirements typically exceeding 50 students per semester. August 1991-August 1995.

Assistant Professor University of Wisconsin-Whitewater, College of Education, Department of Special Education. Responsibilities: Develop and teach coursework regarding exceptionalities in learning and behavior exhibited by school-aged students. Course topics included assessment, behavior analysis for teachers, characteristics of mental retardation, curriculum and methods for students with mild learning difficulties, and graduate seminars addressing research in the area of learning and behavioral difficulties. Additional duties included supervision of undergraduate student teacher and graduate practicum students pursuing certification in emotional disturbance, mental retardation, and learning disabilities as well as student advisement. August 1988-1994.

Coordinator Mental Retardation Licensure Program University of Wisconsin-Whitewater, College of Education, Department of Special Education. Responsibilities- Curricular development, program administration, student recruitment, liaison with state agencies, preparation for N.C.A.T.E. visitation and review of content of courses for graduate standards. Additional duties included full responsibility for administration of graduate sequence in mental retardation. August 1988-December 1990.

Instructor for Characteristics of Children's Behavior Disorders University of Wisconsin-Madison, College of Education, Studies in Behavioral Disabilities. Responsibilities: Develop and present lectures, provide information, develop and grade tests and class projects, organize field based learning experiences, meet individually with students, fulfill ongoing administrative requirements. The class goals centered around the development of a more complete understanding of, as well as an ability to critically evaluate, the issues, characteristics, methods of intervention and explanatory models currently related to this topic area. 1984-1988.

Project Coordinator "A Model Service Project for Adults with Severe Learning and Behavioral Difficulties". Waisman Center on Mental Retardation and Human Development, Madison WI. Responsibilities: Coordinate project activities under the general supervision of the project director; supervision of university students and volunteers and participation in research studies relating to improved evaluation and treatment services for persons with severe learning and behavioral difficulties. This program focused on transition-related program development. Principal Investigator: Dr. Orv C. Karan. 1986.

Co-Instructor "Behavior Modification with Exceptional Children and Youth." University of Wisconsin-Madison, College of Education, Studies in Behavioral Disabilities. Responsibilities: Develop course content, lecture materials, provide information to students, meet with students where applicable, grade examinations, update course information as necessary. The class was developed to teach the fundamental constructs/measures associated with applied behavior analysis. In an increasingly complex fashion the material assisted the students in developing skills in the use of such techniques for the effective education of students with exceptional needs. Co instructor- Dr. W. I. Gardner. Summer four-week session - 1985.

Co-Instructor "Characteristics of Children's Behavior Disorders." University of Wisconsin-Madison, College of Education, Studies in Behavioral Disabilities. Responsibilities: Develop lectures, provide information, develop and grade examinations, meet daily for optional one-hour question and review session, meet individually with students when needed. Co-instructors: Michael G. Brown, Dr. W. I. Gardner. Summer four-week session 1984.

Research Assistant Waisman Center on Mental Retardation and Human Development, Research and Training Center, Madison, Wisconsin. Responsibilities: Assist in the development and evaluation of a Coping Skills Training Program designed to foster successful community adjustment of persons with mental retardation at high risk for limited community integration due to chronic behavior difficulties, to disseminate the program to service agency personnel and to university programs that train students, to provide direct training opportunities for rehabilitation and community residential personnel and university students. Principal investigator. Dr. W. I. Gardner. 1983-1984.

Teaching Assistant "Characteristics of Children's Behavior Disorders." University of Wisconsin-Madison, College of Education, Studies in Behavioral Disabilities. Responsibilities: Participate in lectures regarding the characteristics, issues, methods of intervention, and explanatory models which currently relate to the topic area. Lecturer: Dr. C. L. Cole. 1983.

Project Assistant Waisman Center on Mental Retardation and Human Development, Rehabilitation Services Center, Madison, Wisconsin. Responsibilities: Design and implement behavioral interventions in a vocational setting for individuals with mild or moderate mental retardation exhibiting problematic and/or disordered behaviors; to develop research strategies to assess the efficacy of such interventions; to participate with other agencies in the coordination of services across settings; to supervise and train university students and staff from residential agencies in service delivery. Administrators: Dr. O. C. Karan, Dr. W. I. Gardner. 1982-1983.

Graduate Assistant Southern Illinois University-Carbondale, Department of Special Education.

Responsibilities: Assist in various research projects aimed at assessing the prevailing statewide and nationwide service delivery systems for school-age individuals with mental retardation to consult in the development of specific programs for individuals with mental retardation in classroom settings, to assist in the development and implementation of competitive employment training for 17-20 year old students with exceptional needs from a nearby school. Supervisors: Dr. R. A. Sedlak, Dr. Paul Bates. 1980-1981.

PROFESSIONAL EXPERIENCE – NON-ACADEMIC

Director Diagnostic and Evaluation Center, Watertown, Wisconsin. Responsibilities: Administration and ongoing development of an outreach multidisciplinary evaluation team for children and adults with significant learning, behavioral, and medical difficulties. Directly responsible for staff training, budget development, public relations efforts, physical plant management and other administrative duties. Dual responsibilities as the center psychologist included administration of standardized measurement instruments, informal assessment strategies, structured interviewing, and direct behavioral observation strategies to identify functional problem areas and strengths. Supervisor: Dr. John Heffelfinger. December 1986-August 1988.

Psychologist Bethesda Lutheran Homes and Services, Watertown, Wisconsin. Responsibilities: Administration of standardized measurement instruments to assess intellectual and adaptive skill levels of adults with mental retardation. To select direct behavioral observation methods, identify problem behaviors, and develop appropriate behavior change strategies. Also directly involved in the development of an outreach multidisciplinary team to evaluate children and adults exhibiting learning and other difficulties. Further duties included supervision of staff, staff training, and outreach to community-based service providers. Supervisor. Dr. C. L. Cole. August 1986-December 1986.

Psychologist Waisman Center on Mental Retardation and Human Development, Clinical Services Unit, Developmental Disabilities Clinic. Limited Term post-doctoral position supervised Psychology internship. Responsibilities: Develop evaluation strategies, administer standardized and informal assessment instruments, and interpret results. As part of a multidisciplinary diagnostic team specific recommendations were formulated to assist in the development of appropriate home, school, and community-based skill development and behavior change strategies for clients. Supervising Psychologist: Dr. Orv C. Karan. December 1986-August 1986.

Classroom Teacher Wabash Ohio Valley Special Education District, A. L. Bowen Attendance Center, Harrisburg, Illinois. Responsibilities: Develop, implement, and evaluate the effectiveness of programming efforts with thirteen students aged 16-21 years with mental retardation and severe behavioral problems, to train paraprofessional staff in the use of data-based instructional methods, to assist in overall curriculum development for the school program, to assist in the development and implementation of community-based educational programming and the coordination and training of practicum students from a nearby community college. Director: Joe Glassford; Supervisor: Dr. R. A. Sedlak. August 1981-July 1982.

Classroom Teacher S.P.E.E.D. Special Education Cooperative, Chicago Heights, Illinois. Responsibilities: Develop, implement, and evaluate the effectiveness of programming with nine individuals with mental retardation and concurrent behavioral disorders, to train paraprofessional staff in the use of data-based teaching methods, to meet with parents and relevant others for

communication purposes and assist in the development of the overall school curriculum. Principal: David Zadnik. 1979-1980.

Teacher/Trainer Department of Rehabilitation Services and C.E.T.A. cooperative effort model program. S.P.E.E.D. Special Education Cooperative, Chicago Heights, Illinois. Responsibilities: Develop and implement task analytic programming aimed at teaching and employing a group of individuals with mental retardation in community-based janitorial/ maintenance skills. January 1980-June 1980.

Student Teacher Douglas School, Springfield, Illinois. Responsibilities: Develop individual and group educational programming for a group of students with mental retardation and concurrent behavioral difficulties. Final grade-A. Cooperating Teacher: Jean Sibley. August 1979-October 1979.

Student Teacher Staley School, Springfield, Illinois. Responsibilities: Assess, develop, and implement individual educational programs for five students exhibiting autistic-like behaviors. Final Grade-A. Cooperating Teacher: Reva Dawdy. November 1979-January 1980.

Teachers Aide (State Certified through State Teacher Certification Board, State of Illinois), Carbondale Special Education Cooperative, Carbondale, Illinois. Responsibilities: Implement and assist in the development of individualized programs with school-age students with multiple handicapping conditions, to assist in data collection, general classroom functions/duties. Principal: Marvin Ott; Teacher Supervisors: Ernest Pancsofar, Mary Schwartz. August 1976-June 1979.

Camp Counselor Easter Seals Camp Wawbeek, Easter Seals Society of Wisconsin, Wisconsin Dells, Wisconsin. Responsibilities: Provide summer session recreational activities for individuals with physical challenges ranging from 8-70 years of age. Also responsible for ostomy, catheter, and other appliance care. Camp Directors: Mike Graper, Ken Seville. 1980, 1976, 1974.

UNIVERSITY COURSES TAUGHT

Advanced Seminar and Practicum in Assessment

Educating Autistic Children and Youth - Inclusionary Practice in Today's Schools

Managing Classroom Behavioral Problems (Distance Education course/compressed video)

Person With a "Disability" In Society

Managing Classroom Behavioral Problems

Introduction to Emotional Disturbance

Education of Students with Severe E/BD

Introduction to Mental Retardation

Introduction to Diagnosis and Assessment of Students with EEN

Curriculum and Methods in Mental Retardation – Elementary

Curriculum and Methods in Mental Retardation – Secondary

Curriculum and Methods – Mild Cognitive Disabilities (K-12)

Curriculum and Methods – Moderate and Severe Cognitive Disabilities (K-12)

Student Teaching Seminar

Independent Studies

Lifespan Issues in Special Education (Graduate)

Survey of Research Literature in Severe Disabilities (Graduate)

Survey of Research Literature in Mild Disabilities (Graduate)

Graduate Inservice Seminar

Directed Teaching Supervision/Practicum Supervision (E/BD, MR, and LD)

Field Study/Work Supervision

Teaching at UW-Eau Claire

Selected for UW-Eau Claire University Level Teaching Excellence Award, 2000-2001.

Elected UW-Eau Claire Professor of the Year, 1999-2000. Sponsored by Future Teachers of America and Kappa Delta Pi.

Granted Departmental Teaching Excellence Award, 1999-2000.

My course evaluations have been strong since I have moved to UW-Eau Claire. Individual interactions with students and faculty have been very supportive of my teaching approach and effectiveness.

Teaching Awards and Recognition at UW-Whitewater

Nominated for University-wide Roseman Excellence in Teaching Award, (1990)

Awarded Meritorious Distinction for Teaching, (1991)

Student evaluations (administered for all classes) were consistently within the top of the range of scores in the department. These are readily available upon request.

Inducted in the Blue Key Honor Fraternity (by student nomination of most influential professor in their experience at University) 1991, 1992, 1995, 1996, and 1997.

University Service at UW-Whitewater and UW-Eau Claire

Throughout my career I have remained active in committees at Departmental, College, University and State levels. I chaired many committees including the Faculty Evaluation and Promotions Committee and the Faculty Salary Committee at the University of Wisconsin-Whitewater.

I have been very active on committees at the University of Wisconsin-Eau Claire. Here I have been a member of many search and screen committees, and I was appointed to the Dean's advisory graduate task force.

University Committees

- NET Program (Chancellor Appointment)
- Administrator Review (Chancellor Appointment)
- Institutional Review Board (Chancellor Appointment)
- Sabbatical Review Committee (Associate Vice Chancellor Appointment)
- University Senate (2000-2005)
- University Senate Executive Committee (2000-2005)
- University Leadership Committee
- Chairs/Provost's Staff

College Committees

- College Chairs Council
- College Restructuring Group
- Student Appeals Committee
- Teacher Education Chairs Council
- Teacher Education Strategic Planning Committee

Departmental Committees

- Assessment
- Curriculum (Chair 1998-99)
- Chair Department Meetings
- Review all faculty and staff

GRANTS

Battalio, R., Stephens, J. T., Chandler, R., & van Doorn, L. (2006). Double Jeopardy: Adolescents with Disabilities. Teachers' perceptions and strategies. Faculty/Student Research Project. Funded at \$800.

Battalio, R., Stephens, J. T., Chandler, R., & van Doorn, L. (2006). Tips and Suggestions for working with adolescents with disabilities: Training manual. This manual was compiled in conjunction with a grant sponsored through The ARC of Eau Claire, United Way, and Eau Claire County Human Services.

Johnson, M., Stephens, J.T., & Keniston, A (2003). Action concept use in typical children and those with cognitive disabilities. N.C.U.R. (\$500)

Klatt, K., Stephens, J.T., & Frankenberger, W. (2002). Data recording and analysis equipment to support single subject research at the ADHD Clinic. (\$639)

Awarded University Grants-Scholar Status by the Office of University Research, 1998-1999.

Conderman, G. & Stephens, J.T. (2000). *The special education student teaching experience: A national perspective to guide best practice at the University of Wisconsin-Eau Claire*. Proposal submitted for review by Wisconsin Improvement Council. Funded for \$737.50.

- Frankenberger, W., Stephens, J. T. & Neinas, K. (1999). *The influence of observer characteristics on ratings of African American and Caucasian children*. University Research and Creative Activity. Funded for \$1,000.
- Frankenberger, W., Barganz, B., Alexander-Doelle, A., Carpenter, L., Fuhrer, R., Stephens, J. & Wendt, E. (1999). *Interdisciplinary professional education at Lac du Flambeau: A service learning project*. Proposal submitted to UW-System Unified Grants. Funded at \$11,808.
- Conderman, G., Stephens, J.T. & Wiegman, B. (1999). *Student Teaching Practices in Special Education Programs*. Proposal submitted for review by the Office of University Research, University of Wisconsin-Eau Claire. Funding requested \$600 (not funded).
- Stephens, J.T. & Stephens, W.E. (1999). *Concept Learning by Children with Mental Retardation*. Proposal submitted for review by National Institute of Child Health and Development. Funding requested \$108,000 (not funded).
- Stephens, J.T. & Stephens, W.E. (1999). *Action Concept Learning in Children with Mental Retardation*. University Research and Creative Activity. University of Wisconsin-Eau Claire. Funded for \$4,800.
- Prushiek, J. & Stephens, J.T. (1998). *Curriculum Development Support: Eau Claire Schools*. Wisconsin Improvement Council. State of Wisconsin. Funded for \$800.
- Stephens, J. T. & Stephens, W. E. (1998). *Action Concept Learning in Children with Mental Retardation*. University Research and Creative Activity. University of Wisconsin-Eau Claire. Funded for \$3350.
- Stephens, J. T. & Stephens, W. E. (1998). *Concept Learning and Use by Children with Mental Retardation*. Proposal submitted for review by National Institute of Child Health and Development. Funding requested \$127,804 (not funded).
- Stephens, J. T. & Stephens, W. E. (1997). *Action Concept Learning in Children with Mental Retardation*. Partners in Research Program. University of Wisconsin-Eau Claire. Funded for \$2100.
- Warden, R. M., & Stephens, J. T. (1995). *Project SELECT (Emergency Licensed Teachers Training) Regional Training Grant*. Madison, WI: Department of Public Instruction and Silver Lake College. Funded for \$52,856.
- Warden, R. M., & Stephens, J. T. (1994). *Project SELECT Training Grant*. Madison, WI: Department of Public Instruction. Funded for \$28,951.
- Stephens, J. T., & Hahn, H. (1994). *Project G.O. (Graduate Oversupply)*. Washington D.C. O.S.E.R.S. Funded at \$111,000.
- Stephens, J. T., & Hahn, H. (1993). *Project G.O. (Graduate Oversupply)*. Washington D.C. O.S.E.R.S. Funded at \$109,000.
- Stephens, J. T., & Hahn, H. (1992). *Project G.O. (Graduate Oversupply)*. Washington D.C. O.S.E.R.S. Funded at \$107,000.
- Hahn, H., & Stephens, J. T. (1992). *Project G.O. (Graduate Oversupply)*. Washington D.C. O.S.E.R.S. Funded at \$107,000.

PUBLICATIONS

Juried/Refereed/Edited

- Hollon, R.E., Kolis, M.W., McIntyre, S.R., Stephens, J.T. & Battalio, R.L. (2010). A “dispositions first” approach to teacher education. In P. Murrell, M. Diez, S. Feiman-Nemser & D. Schussler (Eds.), *Professional dispositions in teacher education*. Boston, MA: Harvard Education Press.
- Battalio, R., Stephens, J. T., Chandler, R. & van Doorn, L. (2006). *Tips and suggestions for working with adolescents with disabilities: Training manual*. This manual was compiled in conjunction with a grant sponsored through The Arc of Eau Claire, United Way, and Eau Claire County Human Services.
- Battalio, R. & Stephens, J. T. (2005). Social skills training: Practices within schools. *Beyond Behaviors*, 14(2), 15-27.
- Mori, T., McIntyre, S.R., Stephens, J.T., & Hollon, R.E. (2002). A comparison of teacher education programs in Japan and the United States. Proceedings of the 2002 Japan-U.S. Teacher Education Conference. American Association of Teacher Education.
- Ax, M., Conderman, G., & Stephens, J.T. (2001). Principal support essential for retaining special educators. *NASSP Bulletin*, 85(621), 66-71.
- Conderman, G., & Stephens, J.T. (2001). Program evaluation: Using multiple assessment methods to promote authentic student learning and curricular change. *Teacher Education and Special Education*, 24(4), 391-394.
- Conderman, G., Stephens, J.T., & Morin, J. (2001). But can they teach? Using assessment measures to shape teacher education programs. Conference proceeding of the Teacher Education Division Twenty-Third Conference.
- Dunlap, W.P., Hollon, R., McIntyre, S., Rhoades, K.A., & Stephens, J.T. (2001). A comparison of student teaching programs in Japan and the United States: A third year report. Fukushima University Press.
- Dunlap, W.P., Hollon, R., McIntyre, S., Rhoades, K.A., & Stephens, J.T. (2001). Comparisons of student teaching programs at Fukushima University and University of Wisconsin-Eau Claire: Analysis of data report. Fukushima University Press.
- Dunlap, W.P., Hollon, R., McIntyre, S., Rhoades, K.A., & Stephens, J.T. (2001). Executive summary: A third year report: A comparison of student teaching programs in Japan and the United States. Fukushima University Press.
- Dunlap, W.P., Hollon, R., McIntyre, S., Rhoades, K.A., & Stephens, J.T. (2001). Executive summary: Professional development for beginning and experienced teachers. Fukushima University Press.
- Dunlap, W.P., Hollon, R., McIntyre, S., Rhoades, K.A., & Stephens, J.T. (2001). Executive summary of the analysis of data report for the comparison of student teaching programs at Fukushima University and University of Wisconsin-Eau Claire. Fukushima University Press.

- Stephens, J.T., McIntyre, S.R., & Dunlap, W.P. (2001). *Special education preparation in Japan*. Fukushima University Press.
- Conderman, G. & Stephens, J.T. (2000). Voices from the field. *Teaching Exceptional Children*, 33 (1), 16-21.
- Stephens, J. T., Dunlap, W.P., & McIntyre, S. (2000). A comparison of special education student teaching programs in Japan and the United States. Fukushima University Press.
- Conderman, G., Stephens, J.T. & Ax, M. (1999). Administrators support essential for special educators. The Linker, 20(2), 6.
- Conderman, G., Stephens, J.T., & Hazelkorn, M. (1999). A “select” method to certify special education teachers. Kappa Delta Pi Record, 36(1), 16-18.
- Stephens, J. T. & Schlieve, A. C. (1998). Introduction to Cognitive Disabilities: Module 6. Department of Public Instruction. State of Wisconsin. Madison, WI.
- Stephens, J. T. & Schlieve, A. C. (1998). Introduction to Cognitive Disabilities: Module 7. Department of Public Instruction. State of Wisconsin. Madison, WI.
- Clees, T., Stephens, J.T., & Gwalla-Ogisi, N. (In Press). Collaborative transition supports model: Community status as the focus of services to individuals with disabilities. *Journal of the International Association of Education*. (see Lombard letter)
- Cook, G., & Stephens, J.T. (1995). Stimulus classifications in children with mental retardation: More evidence of separable rather than integral perception in early development. *Child Development*, 66, 1057-1071.
- Stephens, J.T., & Gardner, W.I. (1992). Types of social interactions among individuals with mental retardation who present difficulties of conduct. *Behavioral and Residential Treatment*, 7 (3), 211-224.
- Gwalla-Ogisi, N., Reid, B.J., & Stephens, J.T. (1991). A proposed alternative system of special education service delivery in the Republic of South Africa. *The International Journal of Special Education*, 5 (1), 29-37.
- Sedlak, R. A., Stephens, J. T., Field, M., & Taska, J. M. (1986). Home video game instruction with severely mentally retarded young adults: A demonstration. *Illinois Council on Exceptional Children Quarterly*, 35 (4).
- Sedlak, R. A., Schloss, P., & Stephens, J. T. (1982). A national survey of state and public residential facilities for the developmentally disabled: Educational opportunities. *Illinois Council on Exceptional Children Quarterly*, 32 (4).

Invited

- Stephens, J. T. (1998). [Review of the book *Modern morse code applications in rehabilitation*]. Allyn & Bacon Publishing.

- Bigelow, D., & Stephens, J. T. (1989). Mental Retardation. [Review of the book *Mental Retardation Handbook*], *Mental Retardation*, 29, 374-375.
- Brown, M. G., & Stephens, J. T. (1987). Chronic, acute, and sub-acute brain lesions. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Brown, M. G., & Stephens, J. T. (1987). Training schools. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Brutting, L. K., & Stephens, J. T. (1987). Daily living skills. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Brutting, L. K., & Stephens, J. T. (1987). Rehabilitation. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Brutting, L. K., & Stephens, J. T. (1987). Suicide. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Stephens, J. T. (1987). Criterion of ultimate functioning. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Stephens, J. T. (1987). Discrimination learning. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Stephens, J. T. (1987). Right to education. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Stephens, J. T. (1987). Right to treatment. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Stephens, J. T. (1987). Transfer of learning. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Stephens, J. T. (1987). Transfer of training. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.
- Stephens, J. T. (1987). Ultimate instruction for the severe and profoundly retarded. In R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York: Wiley.

PROFESSIONAL SERVICE

Membership in Professional Organizations

International Council for Exceptional Children

- a. Mental Retardation Developmental Disabilities Division
- b. Teacher Education Division
- c. Behavior Disorders Division

Wisconsin Association for Children with Behavior Disorders

American Association on Mental Retardation

International Association of Special Education (IASE)

Service to Professional Organizations

President-Elect, President, and Past President, Wisconsin CEC/Mental Retardation Developmental Disabilities subdivision. 1997-present and 1992-1996

Preservice member at large, Wisconsin CEC/TED. 1989-1995, 1997-present

IASE international conference, co-chair of program planning committee. 1990-1991

American Association on Mental Retardation, Chair of Wisconsin Education Division. 1989-1992

Consultations (recent or representative)

In-service on problem behaviors (2003). February. Balsam Lake Schools.

Problem behaviors and analysis. Presented three semesters to Dr. Carpenter's graduate seminar.

Fukushima University, Fukushima, Japan (Invited to represent special education as part of a multiple year grant funded by the Japanese government. This will include two trips to Japan resulting each year resulting in the development of two published manuscripts disseminated throughout Japan.)

Lac du Flambeau Public Schools (curriculum development as part of grant activity with Frankenberger, et. al)

Lac du Flambeau and Lac Courte Orielles nation (Involved as a special education representative in implementation of a Federal teacher preparation grant for \$750,000 over two years. Phase two is expected to target special education licensure.)

University of Wisconsin-Stevens Point (hired as an external reviewer for the Department of Special Education)

Wisconsin Dells Public Schools (working as an expert in self-management training to assist in the implementation of a \$21,000 DPI demonstration grant)

Eau Claire Area (working as a consultant in curriculum and behavior analysis at an elementary, middle, and high school level)

Eau Claire Area (working with parent on Lovaas instruction for son)

Sherman Elementary, Eau Claire Area School District (inclusionary programming)

Elmbrook public schools (inclusion of children with autism)

Milton public schools (worked with general educators to program for students)

Brookfield public schools (behavioral intervention planning)

Goodwill Industries (human rights committee)

Expert witness, Milwaukee public schools (abuse complaint)

Edgerton public schools (general education/inclusion)

Milton public schools (program review)

Presentations/Workshops

Hollon, R.E., Kolis, M.W., McIntyre, S.R., Stephens, J.T. & Battalio, R.L. (2010, April). A “Dispositions First” Approach to Preservice Teacher Education. Symposium at the Annual Meeting of the American Educational Research Association, Denver, CO.

Battalio, R., Stephens, J.T., & Kolis, M. (March, 2009). Collaborative Teaching. University of WI-Oshkosh Conference: Planting the Seeds of Inclusion: Supporting the Growth of All Children

Hollon, R.E., Kolis, M.W., Pattee, D.K., & Stephens, J.T. (2009, February). Developing Collaborative Leadership Qualities in Preservice Teachers. Presentation at the 61st Annual Meeting of the American Association of Colleges of Teacher Education, Chicago, IL.

Battalio, R. & Stephens, J. T. (2008). Teaching and supporting skill generalization: What might Madeline Hunter suggest? Oshkosh, WI

Hollon, R., Battalio, R., McIntyre, S., & Stephens, J. T. (November 2008). DPI workshop. Presentation on Educators as Collaborative Leaders

Hollon, R.E., Kolis, M.W., Battalio, R.L., McIntyre, S.R. & Stephens, J.T. (2008, October). Developing and Assessing Collaborative Leadership Qualities in Preservice Educators. Presentation at the 2008 University of Wisconsin system Quality Matters Conference, Wisconsin Dells, WI.

Teaching and supporting skill generalization: What might Madeline Hunter suggest? Conference for Teachers and Educators of Children with Behavior Disorders (2006). Tempe, AZ.

Battalio, R., Stephens, J. T., & Morin, J. (2006). Putting the genie back in the bottle: Dealing with misuse of reinforcement. Silver Lake College Spring Tonic

2005 Annual HRPP Conference (2005). Boston, MA

Putting the genie back in Aladdin's lamp: Using extrinsic motivators wisely. CEC 2005 Annual Convention (2005). Baltimore, MD

AACTE 57th Annual Meeting & Exhibits (2005). Washington, DC

Battalio, R. & Stephens, J. T. (2004). IEP writing and data collection procedures. CESA 11 School 16th Annual JUSTEC Seminar & Fukushima University (2004). Tokyo, Japan

The Student Teaching Experience: Results and Reflections from Reality (2004). New Orleans, LA.

AACTE 56th Annual Meeting & Exhibits (2004). Chicago, IL.

IEP writing and data collection procedures. CESA 11 School Districts (2004).

Data collection procedures. CESA 11 School Districts (2003).

Accepted to present at N.C.U.R. with A. Keniston. Salt Lake City, UT (2003).

Fukushima University (2002). Report results.

Naruto University (2002). Japan-United States Teacher Education. AACTE

Social skills training: Practices within schools. Presentation made at the International Conference of the Council for Children with Behavioral Disorders, Atlanta, Georgia. Co-presenter: Rose Battalio. October 2001.

Functional analysis of communication problems. Presentation made at Spring Tonic Conference at Silver Lake College, Manitowoc, WI. March 2001

Identifying functional communication content for learners with special needs. Presentation made by invitation at regional AT/AAC conference in Eau Claire, Wisconsin. October 2000

Accepted to present at the National TED conference, Las Vegas, Nevada. Co-presenter: Conderman, G. Conflicts with Fukushima trip.

Assessment Issues and Practices in Teacher Education Programs. Presentation made at International CEC, Vancouver, British Columbia. Co-presenter with Conderman, G., Franks, D., and Hadden, S. April 2000

Identifying functional communication content for learners with exceptional needs (with Hadden, S.). Presentation made at regional AT/AAC conference in Eau Claire, Wisconsin. October 1999.

Programming for problem behaviors of young children. Presentation made at Lowes Creek Parenting Group. April 1999.

Student Led Conferences (with Conderman, G.). Presentation made at Spring Tonic Conference, Silver Lake College, Manitowoc, Wisconsin. March 1999.

- Establishing Cause and Effect with Early Learners (with King, T.). Presentation at Fall 1998 AT/AAC regional conference in Eau Claire, Wisconsin.
- Attrition and Retention of Teachers of Students with Emotional/Behavioral Disorders. Presentation made at Spring Tonic Conference. Silver Lake College, Manitowoc, Wisconsin. March 1998.
- Are We Preparing General and Special Education Teachers to Collaborate Within Inclusive Settings? Presentation made at the National Teacher Education Division Conference, Savannah, Georgia. November, 1997.
- Project G.O.: A Model for Teacher Licensing. Presentation made at the Special Education Conference, Oshkosh, Wisconsin. February, 1997.
- Programming and Planning for Interfering Behaviors in the Classroom. Presentation made at the "Best Practices" Conference, University of Wisconsin, Madison, Wisconsin. July, 1996.
- The Attrition Rate of E/BD Teachers. Presentation made at the WACBD Annual Conference, Madison, Wisconsin. November, 1996. (Student Master's Thesis)
- Project G.O.: A Model for Teacher Licensing Year III. Presentation made at the C.S.P.D. National Conference, Washington D.C. May, 1995.
- Project G.O.: A Model for Teacher Licensing, Year III. Presentation made at the CEC/TED conference, San Diego, California. February, 1995.
- Project G.O.: A Model for Teacher Licensing Year II. Presentation made at the CEC/TED conference, Denver, Colorado. April, 1994.
- Integral Versus Separable Perception of Children with Mental Retardation. Presentation made at the Society for Research in Child Development, New Orleans, Louisiana. April, 1993.
- Strategies Employed to Respond to Shortages of Licensed Special Educators. Presentation made at the Spring Tonic Conference of Silver Lake College, Manitowoc, Wisconsin. April, 1993.
- Accepted through juried review to Present at the International Association of Special Education (I.A.S.E.), Vienna, Austria. June, 1993. Funding for travel unavailable.
- Observer Influence in the Identification of A.D.H.D. Presentation made at the WACBD, Madison, Wisconsin. December, 1993.
- Adaptive Behavior Assessment. Presentation made at the Greendale Public Schools, Greendale, Wisconsin. February, 1992.
- Behavioral Assessment Strategies. Presentation made at the Milwaukee Public Schools, Milwaukee, Wisconsin. April, 1992.
- Assessment of Emotional Disturbance: Issues and Implications. Presentation made at the Regional Inservice, Racine/Kenosha, Wisconsin. March, 1991.
- Grading Strategies in Special Education. Presentation made at Silver Lake College, Manitowoc, Wisconsin. April, 1991.

Problem Behaviors. Presentation made at Bethesda Lutheran Homes and Services, Watertown, Wisconsin. May, 1991.

Ethics of Behavioral Intervention. Presentation made at the Critical Issues Conference at St. Colletta's, Jefferson, Wisconsin. October, 1991.

Identifying/Programming for Problem Behaviors. Presentation made at the Professional Development Seminar, St. Colletta's, Jefferson, Wisconsin. February, 1990.

Excessive Behaviors: Conceptual Viewpoints. Presentation made at the Introduction to Emotional/Behavioral Disorders, UW-W, Whitewater, Wisconsin. March, 1990.

Problem Behaviors. Presentation made at the LD Seminar, UW-W, Whitewater, Wisconsin. April, 1990.

Self-Management: An Alternative Approach to Programming for Excessive/Interfering Behaviors of a 21 year-old Student. Presentation made at the Wisconsin State CEC Conference, Oshkosh Wisconsin. October, 1989.

Assessment of Mental Retardation. Presentation made at Educational Diagnosis and Assessment, UW-Whitewater, Whitewater, Wisconsin. November, 1989.

Behavioral Strategies. Presentation at the New Friends Organization, UW-Whitewater, Whitewater, Wisconsin. November, 1989.

Mental Retardation. Presentation made at Psychology of the Exceptional Child, UW-W, Whitewater, Wisconsin. October, 1988.

Programming for Students Who Exhibit Behavioral Difficulties. Presentation made at the Edgerton Middle School, Edgerton, Wisconsin. November, 1988.