Revised 2/11/17

VITA

CRAIG BERNARD DARCH

TITLE Humana, Germany, Sherman Distinguished Professor

Department of Rehabilitation & Special Education College of Education Auburn University (334) 826-5943

PERSONAL Date of Birth: November 13,1948

Place of Birth: Chicago, Illinois Marital Status: Married, one son

EDUCATION

1979 - 1982 University of Oregon, Special Education, Ph.D.

1973 - 1974 University of Wisconsin-Oshkosh, Special Ed, M.S.

1967 - 1972 University of Wisconsin-Madison, Sociology, B.S.

PROFESSIONAL EXPERIENCE

Employment

**1990-present Humana -Germany-Sherman Distinguished**

Professor of Special Education Area Head, Learning Disabilities Program Department of Rehabilitation & Special Education Auburn University

**1987 - 1990 Associate Professor**

Area Head, Learning Disabilities Program Department of Rehabilitation & Special Education Auburn University

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**1982 - 1986 Assistant Professor**

Area Head, Learning Disabilities Program Department of Rehabilitation & Special Education Auburn University

1982 – 2004 Director

Learning Disabilities Summer Clinic Department of Rehabilitation & Special Education Auburn University

**1981/82 Instructor**

Department of Special Education University of Oregon Eugene, Oregon

**1981 - 1982 Practicum Coordinator**

Mild Learning Handicapped Program Department of Special Education University of Oregon Eugene, Oregon

**1979 - 1980 Research Associate**

Specialized Training Program University of Oregon, Eugene Oregon

**1980 - 1982 Coordinator of Applied Research**

Direct Instruction Model, Follow Through Project University of Oregon, Eugene, Oregon

**1976 - 1979 Adjunct Instructor**

Department of Special Education University of Wisconsin - Oshkosh Oshkosh, Wisconsin

**1974 - 1975 Practicum Supervisor**

Department of Special Education University of Wisconsin - Oshkosh Oshkosh, Wisconsin

**1974-1978 Special Education Teacher**

Learning Disabilities Oshkosh Area Public Schools Oshkosh, Wisconsin

2

**1978-1980 Special Education Teacher**

EMR, LD, & BD (Generic Classroom) Oshkosh Area Public Schools Oshkosh, Wisconsin

**1972 - 1973 Graduate Assistant**

Department of Special Education University of Wisconsin - Oshkosh Oshkosh, Wisconsin

Editorial Appointments

2009-present Associate Editor, Journal of Direct Instruction

*2005-2008 Guest Reviewer, Journal of Direct Instruction*

2000-2005 Editorial Review Board, Journal of Direct Instruction

*1997-2005 Guest Reviewer, Journal of Learning Disabilities*

1987 - 1994 Editorial Review Board, Education & Treatment of

*Children*

1988 - 1995 Co-Editor, Diagnostique

1985 - 1987 Guest Reviewer, Education & Treatment of

*Children*

1987 -1988 Guest Associate Editor, Education & Treatment of

*Children*

1987 - 1995 Editorial Review Board, Diagnostique

1983 – 1999 Associate Research Editor, Direct Instruction

*News*

1991-Present Guest Reviewer, Journal of Early Childhood

*Education*

Professional Affiliations

Mid-South Education Research Association

Eastern Education Research Association

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American Education Research Association

Council for Exceptional Children, Division for Learning Disabilities

HONORS

**Spring, 2002. Mortor Board Professor of the Year Auburn University**

**Spring, 2001 Outstanding Graduate Faculty Member**

Graduate School Auburn University

**Fall, 1999 Humana -Germany-Sherman Distinguished**

Professor of Special Education College of Education Auburn, University

**Spring, 1999 Outstanding Special Educator of the Year Award**

Alabama Federation Council for Special Education

**Spring, 1993 Outstanding Researcher Award**

College of Education Auburn University

**Spring, 1992 Outstanding Researcher Faculty Award**

College of Education Auburn University

**April, 1986 Appointed to Graduate Faculty**

Auburn University (Reappointment, Fall, 2000)

**Nov., 1983 Awarded Outstanding Young Man of America**

**Dec., 1976 Educare, Professor for a Day Award**

University of Wisconsin - Oshkosh

PUBLICATIONS

Articles

Darch, C., Shippen, P. Darch, E. (in preparation) Secondary classroom

management.

4

Rabren & Darch (teaching office skills/transition) (in preparation)

Darch, C. (in preparation). The effectiveness of Direct Instruction versus

traditional basal reading instruction with at-risk students. Journal of Direct Instruction.

Darch, C., Patterson, Darch, . (2015). Special education in rural settings.

Rural Special Education Quarterly, 34, 15-19.

Darch, C., Shippen, P., Patterson, D., & Darch, E. (2014) Training

paraprofessionals: The role of the school counselor. Preventing Failure in the Schools.

Shippen, P. Miller, A., Patterson, D., Darch, C. (2014). Improving

adolescent reading skills using evidence based practices. Rural adolescent reading skills in rural areas using evidence-based practices. Rural Special Education Quarterly, 33, 12-18.

*Darch, C. (2013). Jewish Life in Alabama: The Coaching Career of Mel*

Rosen. Alabama Encyclopedia. Montgomery, Alabama.

Rabren, K., Eaves, R., Dunn, C., & Darch, C. (2013). Students with

learning disabilities’ satisfaction, employment, and postsecondary education outcomes. Journal of Education and Learning, 2, 14-22.

Miller, A. & Darch, C. (2010) Main idea identification with students with

mild intellectual disabilities: A comparison between an explicit and basal instructional approach. Journal of Direct Instruction.

Winchester, Darch, C., Eaves, R., Shippen, P., Ern, G., & Bell, B. (2010). An evaluation of two methods of teaching United States History to students with learning disabilities. Journal of Direct Instruction.

Williams, T., Eaves, R., Darch, C., Fall, A., & Woods, S. (2008). Factor

analysis of the KeyMath-Revised Normative Update Form A. Assessment of Effective Intervention, 32, 113-120.

Darch, C., & Eaves, R., Crow, A., Simmons, K. & Coniff, A. (2006).

Teaching spelling to students with learning disabilities: A comparison of rule-based strategies versus traditional instruction. Journal of Direct Instruction, 6, 1-16.

5

Darch, C. & Eaves, R. (2006). Dependent variable. In N.J. Salkind (Ed.).

*Encyclopedia of Measurement and Statistics. Thousand Oaks, CA: Sage Publications.*

Darch, C. & Eaves, R. (2005). Classroom management. In M. Hersen

*(Ed.) Encyclopedia of Behavior Modification and Cognitive Behavior Therapy: Educational Applications (Vol. 3). Thousand Oakes, CA: Sage Publications.*

Eaves, R. & Darch , C., & Williams, T. (2005) Attention to novelty, fear- anxiety, and age: Their effects on conduct problems. Journal of Genetic Psychology, 165, 425-449.

Darch, C., Miao, Y., & Shippen, P. (2004). A model for involving parents of

children with learning and behavioral problems. Preventing School Failure, 48, 24-34.

Miao, Y., Darch, C., & Rabren, K. (2002). Use of pre-correction strategies

to enhance reading performance of students with learning and behavior problems. Journal of Instructional Psychology, 29, 162-174.

Darch, C. & Kim, Soobang, Johnson, S., & James, H. (2000) The strategic spelling skills of children with learning disabilities: The results of two studies. Journal of Instructional Psychology, 27, 15-26.

Darch, C. & Kim, Soobang. (1998). Direct instruction teacher training

programs: An international perspective. The Korean Journal of Special Education. 15, 1-15.

Rabren, K., Darch, C., & Eaves, E. (1998). Teaching character motives to

students with learning disabilites. Journal of Learning Disabilities.

Rabren, K. & Darch, C. (1996). Strategic comprehension behavior of

students with learning disabilities. Journal of Research and Development in Education. 29, 172-180.

Kameenui, E., & Darch, C. (1995). Direct instruction reading as contronym

*and eonomine. Reading and Writing Quarterly, 11, 3-17.*

Eaves, R., Williams, P., & Darch, C. (1994). Using teacher judgment and

IQ to estimate reading and mathematics achievement in a remedial reading program. Psychology in the Schools, 31, 261-272.

6

Darch, C., Rabren, K., & Dyas, J. (1991). Preparing teaching of learning disabled students to work in rural settings: A direct instruction model. Journal for Supervision and Curriculum Improvement, 5, 16-24.

Darch, C., & Simpson, R. (1990) Effectiveness of visual imagery versus

rule-based strategies in teaching spelling to learning disabled students. Research in Rural Education. 7, 61-70.

Eaves, R., Darch, C., Mann, L., & Vance, L. (1990). Cognition and

academic achievement: The relationship of the Cognitive Levels Test with the KeyMath and Woodcock Reading Mastery Tests.Psychology in the Schools. 27, 22-28.

Darch, C. Review of the Basic Skills Screener. (1990). Diagnostique 15,

5-15.

Eaves, R., Darch, C., Mann, L., & Vance, B. (1990). The Cognitive Levels

Test: Its relationship to reading and mathematics achievement. Psychology in the Schools, 27, 22-28.

Darch, C. (1989). Comprehension instruction for high school learning

disabled students. Research in Rural Education, 5, 43-49.

Umbach, B., Darch, C., & Halpin, G. (1989). Teaching reading to low-

performing first graders in rural schools: A comparison of two instructional approaches. Journal of Instructional Psychology, 16,112- 121

Eaves, R., Darch, C., & Haynes, K. (1989). Concurrent validity of the

PIAT and the Woodcock among students with mild learning problems. Psychology in the Schools. 26, 261-266.

Simmons, D., Kameenui, E., & Darch, C. (1988). The effect of textual

proximity on fourth & fifth-grade learning disabled students' meta- cognitive awareness & strategic comprehension behavior. Learning Disabilities Quarterly, 11, 380-385.

Gersten, R., Darch, C., Davis, G., & George, N. (1988). Apprenticeship and intensive training of consulting teachers: A naturalistic study. Exceptional Children. 54, 36-47.

Gersten, R., Darch, C. & Gleason, M. (1988). Effectiveness of a Direct Instruction academic kindergarten for low-income students. The Elementary School Journal, 89, 227-240.

7

Gersten, R., Walker, H., & Darch, C. (1988). Relationship between

teachers' social behavioral expectations & their teaching effectiveness. Exceptional Children, 54, 54, 36-47.

Darch, C., Gersten, R., & Taylor, R. (1987). Evaluation of the

Williamsburg Co. Direct Instruction program. Research in Rural Education, 4, 111-118.

Kameenui, E., Simmons, D., & Darch, C. (1987). Learning Disabled

Children's comprehension of selected textual features: Proximity of information. Learning Disabilities Quarterly, 10, 82-91.

Darch, C., & Kameenui, E. (1987). Teaching learning disabled students critical reading skills: A systematic replication. Learning Disabilities Quarterly, 9, 235-243.

Darch, C., & Eaves, R. (1986). The use of visual displays during content

instruction to increase comprehension of high school school learning disabled students. Journal of Special Education, 20, 309-318.

Darch, C., & Gersten, R. (1986). Direction setting activities in reading

comprehension: A comparison of two approaches. Learning Disabilities Quarterly, 9, 235-243.

Darch, C., Carnine, D., & Kameenui, E. (1986). The role of visual

displays and social structure in content area instruction. Journal of Reading Behavior, 18, 275-295.

Gersten, R., Woodward, J., & Darch, C. (1986). Direct Instruction:

Designing successful curriculum for the handicapped. Exceptional Children, 53, 17-31.

Darch, C., & Carnine, D. (1986). Approaches to teaching leaning disabled students literal comprehension during content area instruction. Exceptional Children, 53, 240-246.

Kameenui, E., Carnine, D., Darch, C., & Stein, M. (1986). Two

approaches to the development phase of mathematics instruction. The Elementary School Journal, 86, 633 - 650.

Carnine, D., Darch, C., Eaves, R., & Gersten, R. (1985). Attention and

cognitive deficits in learning disables students. Journal of Special Education, 19, 319-331.

8

Darch, C., & Gersten, R. (1985). The effects of teacher presentation

rates and praise on learning disabled students' oral reading performance. British Journal of Educational Psychology, 55, 295-303.

Darch, C.. Carnine, D., & Gersten, R. (1984). Explicit instruction in

mathematics problem solving. Journal of Educational Research, 77, 351-359.

Thorpe, H., Darch, C., & Chaing, B. (1981). Relative effectiveness of

group versus individual systems in improving LD and non LD children's oral reading. Journal of Learning Disabilities, 14, 332-335.

Thorpe, H., Darch, C., & Chaing, B. (1981). Programming generalization

when mainstreaming the exceptional child. Journal of Special Educational Technology, 4, 15-23.

Chaing, B., Thorpe, H., & Darch, C. (1980). Effects of cross-age tutoring

on word recognition performance of learning disabled students. Learning Disabilities Quarterly, 3, 11-19.

Darch, C., & Thorpe, H. (1980). Stamp out classroom disorder.

*Correction & Social Psychiatry & Journal of Behavior Technology Methods, & Therapy, 26, 36-40.*

Darch, C. & Thorpe, H. (1979). The comparison of reinforcing

*effectiveness and status change between high and low status students. Corrective and Social Psychiatry and Journal of Behavior Technology Methods and Therapy. 25, 73-80.*

Thorpe, H., Drecktrah, M., & Darch, C. (1979). The principal lottery

*revisited in a middle school classroom. Corrective & Social Psychiatry & Journal of Behavior Technology Methods, & Therapy, 25, 86-90.*

Thorpe, H., & Darch, C. (1979). A simplified reinforcement system for

improving test accuracy. Psychology in the Schools, 16, 280-285.

Thorpe, H., Darch., & Drecktrah, M. (1978). The principal lottery: A

System utilizing contingent principal phone calls to increase on-task behavior. Corrective & Social Psychiatry & Journal of Behavior Technology Methods, & Therapy, 24, 20-24.

9

Darch, C. & Thorpe, H. (1978). An intervention strategy for teachers of the

*mildly handicapped. Education and Training of the Mentally Retarded, 13, 9-14.*

Darch, C., & Thorpe, H. (1977). The principal game: A group

consequence procedure to increase on-task behavior. Psychology in the Schools, 14, 341-347.

Chapters

Darch, C. Research on Direct Instruction. In Direct Instruction Reading.

Carnine, D., Silbert, J., & Kameenui, E. E. Charles Merrill Publishing Company. 1995.

Darch, C. Direct Instruction: A Research-Based Approach for Designing

Instructional Programs. In R.C. Eaves & P.. McLaughlin (Eds), Recent Advances in Special Education and Rehabilitation (pp. 88-106). Boston: Andover Medical Publishers. 1993.

Darch, C. Research on Direct Instruction. In Direct Instruction Reading.

Carnine, D., Silbert, J., & Kameenui, E. Charles Merrill Publishing Co., 1990.

Books

Darch, C. (in preparation). Instructional Classroom Management in

Secondary Classrooms.

Darch, C. (in preparation). Cruel and Unusual Punishment: The Rick

Hammons Story.

*Darch, C. (2014). From Brooklyn to the Olympics: The Hall of Fame*

*Career of Auburn University Track Coach Mel Rosen. New South Books: Montgomery, Alabama.*

Darch, C. & Kameenui , E. (2005). Instructor’s manual: Instructional

Classroom Management: A Proactive Approach to behavior management. Prentice Hall.

*Darch, C. & Kameenui, E. (2005) Effective Classroom Management:*

Proactive Intervention Strategies (Second Edition). Prentice Hall.

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*Kameenui, E. & Darch, C. (1995). Instructional Classroom Management: A*

*Proactive Approach to Classroom Management. Longman Publishing Group. New York.*

Paine, S., Raduchi, M., Roselline, D., Deutchman, J., & Darch, C.

*(1983).Structuring your classroom for academic success. Research Press Champaign, Illinois.*

Instructional Materials

Darch, C., & Thorpe, H. (1981). Planning for mainstreaming. An audio

journal for continuing education. Grune and Stratton, Inc.

Book Reviews and Reference Articles

Darch, C. (1987). Peer relationships. In C. Reynolds & L. Mann, (Eds.),

Encyclopedia of Special Education, Wiley-Interscience Publishing, New York.

Darch, C. (1987). Peer Tutoring. In C. Reynolds & L. Mann, (Eds.).

Encylopediaof Special Education, Wiley-Interscience Publishing, New York.

Darch, C. (1984). Learning disabilities concepts & characteristics: A

*Review. Journal of Rehabilitation, 9, 78-79.*

Translating Research Into Practice

Darch, C. (1983). Strategies for teaching natural science in junior high

*school. Direct Instruction News, 2, 2-4.*

Darch, C. (1983). Analysis of presentation variables. Direct Instruction

News, 2, 4-6.

Darch, C. (1981). How to use peer tutors. Direct Instruction News, 1, 6-

7. Darch, C. (1980). In, An interdisciplinary movement toward appropriate education for all handicapped. Eds. Harold Thorpe & M. Fender. Developing a program for mainstreaming students with learning disabilities.

11

Darch, C. (1980). Principals accentuate the positive. Oregon School

*Study Council Quarterly Report, 20, 2-4.*

Other Professional Writings

Darch, C. (2009). Mel Rosen: A Story of an Assimilated Jew. Encyclopedia

of Alabama.

Darch, C. (under review). L’ Chaim and Lamentations. (Short Story

Collection)

GRANTS

Federal

Darch, C., Dunn, C., & Rabren, K. Doctoral Training Grant, (2009). Office

of Special Education and Rehabilitation Services, Preparing Doctoral Students for Leadership Positions in Special Education: A Mentoring Model. $65, 000 for three years. (Under Review)

Darch, C., Dunn, C., & Baird, S. Doctoral Leadership Grant (2002-2006).

Mentoring Special Education Leaders for the 21st Century. Office of Special Education and Rehabilitative Services. United States Department of Education, Washington DC.

Darch, C. (Principal Investigator), Training Grant, 1984. Office of Special

Education and Rehabilitative Services, Handicapped Personnel Preparation, Part D: A Masters Training Program for a Direct Instruction Model. $125,345. Funded.

Darch, C. (Principal Investigator), Training Grant, 1986-1989, Office of

Special Education and Rehab. Services, Handicapped Personnel Preparation, Part D, Training Teachers for Learning Disabilities, $134,987. Funded.

Darch, C. (Principal Investigator), Training Grant, 1988. Office of Special

Education and Rehabilitative Services, Handicapped Personnel Preparation, Part D, Training Learning Disabilities for Rural Settings. 102,998. Funded.

Darch, C. (Principal Investigator), Training Grant, 1989. Office of Special

Education and Rehabilitative Services, Handicapped Personnel Preparation, Part D, A Masters Program to Train Teachers for Learning Disabilities Classrooms, $145,642. Funded.

12

Darch, C. (Principal Investigator), Training Grant, 1989-present. Office of

Special Education and Rehabilitative Services, Handicapped Personnel Preparation, Part D, Training Provisionally Certified Teachers to Work in Rural LD Classrooms.$60, 00 for three years. Funded

Darch, C. (Principal Investigator), Training Grant, 1989-1993. Office of

Special Education and Rehabilitative Services, Handicapped Personnel Preparation, Part D, A Masters Program to Train Teachers to Help Handicapped Students Make The Transition From School to Work, $75, 000 for three years. Funded.

Darch, C. Doctoral Training Grant, 1992-1996. Office of Special Education

and Rehabilitation Services, Preparing Doctoral Students for Leadership Positions in Special Education: A Mentoring Model. $65, 000 for three years. Funded.

Darch, C. (Principal Investigator), Training Grant, 1995-present. Office of

Special Education and Rehabilitative Services, Handicapped Personnel Preparation, Part D, A Masters Program to Train Teachers to Help Handicapped Students Make The Transition From School to Work, $75, 000 for three years. Funded.

Darch, C. (Principal Investigator), Training Grant, 2001-present. Office of

Special Education and Rehabilitative Services, Handicapped Personnel Preparation, Part D, A Masters Program to Train Teachers to Help Handicapped Students Make The Transition From School to Work, $75, 000 for three years. Funded

University

Research Grant, Auburn University, 1983. The analysis of meta-cognitive

skills of learning disabled students, $3,000. Funded.

Research Grant, College of Education, 1989. The analysis of two different

approaches for teaching secondary LD student to comprehend during instruction, $1,000. Funded.

CONFERENCE PRESENTATIONS & INVITED ADDRESSES

*International Presentations*

Special education in the United States. Invited presentation to the Faculty

at the Universidad de Ecuador. Quito, Ecuador, Spring, 2002

13

Special education in Mexico: Analysis and recommendations: Invited

presentation to Faculty at Universidad de Merdida. Merida, Mexico. March, 1997.

Teaching students with disabilities: Design of effective instructional programs. Invited address to the faculty at Universidad de San Marquin. Guatemala City, Guatemala. September, 1998.

Designing effective intervention programs for students with disabilities.

Universidad de San Carlos. Guatemala City, Guatemala. September, 1998.

*National/Regional Presentations*

Regarding my book, The Mel Rosen Story, I have had three radio

interviews and three television interviews. In addition I have been interviewed for three Jewish Journals. Finally I have given more than 15 presentations to: five bookstores, five libraries, seven synagogues, and to Auburn University’s Archives, as well as to Auburn University Alumni Center.

Teaching United States History to students with disabilities. Annual 2009 Conference of the Council for Learning Disabilities. October, 2009.

Research and application: Direct instruction with students with disabilities. Alabama Association for Applied Behavior Analysis. Auburn Alabama. Fall, 2009

Instructional Classroom Management: Focus on students with disabilities.

*Alabama Association for Applied Behavior Analysis. Montgomery, Alabama. Fall, 2008*

Teaching Reading to Students with Disabilities. Lee County Public

Schools, Fall 2008

Direct instruction reading for students with disabilities. Alabama

*Association for Applied Behavior Analysis. Birmingham, Alabama. Fall, 2007*

Instructional Classroom Management. The annual Alabama Council for

Exceptional Children Super Conference. Tuscaloosa, Alabama. Winter, 2005.

14

Instructional Design and Classroom management: Critical Connections.

Alabama Association of Applied Behavior Analysis. November, 2004. Birmingham, Alabama

Direct Instruction Reading: Implementation in the General Education

Classroom. Auburn City Schools. Spring, 2004.

Direct Instruction Reading. Alabama Federation Council for Exceptional

Children Super Conference. Birmingham, Alabama. Winter, 2003

Direct Instruction Reading. State CEC Conference. Tuscaloosa, Alabama.

Spring, 2002

Para educators in special education classrooms. State CEC Conference.

Montgomery, Alabama. Fall, 2002

Instructional Classroom Management. Alabama Mega Special Education

Conference. Mobile Alabama. Summer, 2002

Para-educators: Supporting positive behavior management and effective

instruction. Alabama Federation Council for Exceptional Children Super Conference, Montgomery, Alabama January 2001.

A model for effective management of paraprofessionals teaching in special

education classrooms. Alabama State Conference, Mobile, Alabama, July 2000

Effective spelling interventions for students with disabilities. American

Association of Educational Research Meeting. Montreal, Canada. April, 1999.

Overview of Direct Instruction teaching procedures. Invited workshop,

University of Wisconsin, Oshkosh, Wisconsin. January, 1999.

Instructional classroom management: A proactive approach to

management. Invited workshop to teachers and administrators for Houston City Schools, Houston, Texas January, 1997.

Instructional classroom management: A proactive approach to

management. Invited workshop to National Conference Council of Exceptional Children. Dover, Delaware April 1, 1996.

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Instructional classroom management: A proactive approach to

management. Invited workshop to Albuquerque, New Mexico April 25, 1996.

Instructional classroom management: A proactive approach to

management. Invited workshop to National Conference Council of Exceptional Children. Orlando, Florida March 10, 1996.

Teaching comprehension strategies to students with learning disabilities. Eastern Education Research Association Boston, Mass. February, 1996

Direct instruction teaching procedures: Research and Applications. Invited workshop. Alabama State Teachers Conference. Mobile, Alabama, July, 1996

Spelling interventions with students with learning disabilities. Midsouth

Research Association. Mobile, Alabama, February, 1996

180 Classroom Management Program in LD Classrooms. Seventh Annual

Direct Instruction Conference. University of Wisconsin, Madison, Wisconsin. August, 1993.

Research in Reading Instruction with Students with Learning Disabilities.

Invited paper to the College of Education, University of Oregon, Eugene, Oregon. September, 1993.

Direct Instruction Reading for the Student with Learning Disabilities. Fifth

Annual Direct Instruction Conference. University of Wisconsin, Madison, Wisconsin. August, 1991

Proactive Classroom Management . Sixth Annual Direct Instruction

Conference. University of Wisconsin, Madison, Wisconsin. August, 1992

Proactive Classroom Management. Paper presented at the Alabama State

Council for Exceptional Children Meeting. February, 1993.

Designing Classroom Management Systems for Special Education Classrooms. Paper presented at the Alabama State Council for Exceptional Children Meeting. February, 1992.

16

Direct Instruction Programs: Designing Programs for Students with

Disabilities. Paper presented at the Association for Applied Behavior Analysis Annual Meeting, October, 1990.

Assessment of instructional variables for mildly handicapped individuals.

Paper presented at the Annual Conference of the Council for Exceptional Children. March,1988, Washington, D.C.

Teaching learning disabled students critical reading skills. Paper

presented at the Ninth International Conference on Learning Disabilities. October,1987, San Diego, California.

The effect of textual proximity on 4th & 5th grade students metacognitive

awareness and strategic comprehension behavior. Paper presented at the Mid-South Educational Research Association, November, 1987, Mobile, Alabama.

A comparison of two approaches for teaching LD students critical reading

skills. Paper presented at the Eastern Educational Research Association, February, 1987, Boston, Massachusetts.

Learning disabled children's comprehension of selected textual

characteristics: Proximity of critical information. Paper presented at the National Reading Conference, December, 1985, San Diego, Cal.

Use of visual displays during content instruction. Paper presented at the American Education Research Association, March 1985, Chicago, Illinois.

Content area instruction with learning disabled populations. Paper

presented at the Eastern Education Research Association Meeting, May, 1984, West Palm Beach, Florida.

Attention & cognitive deficits in LD students. Paper presented at the

American Education Research Association, April, 1984, New Orleans, LA.

Review of research in Direct Instruction. Paper presented at the

Association of Applied Behavior Analysis, April, 1984, Milwaukee, Wisconsin.

Explicit strategy training in math problem solving. Paper presented at the Association for Applied Behavior Analysis, May, 1983, Milwaukee, Wisconsin.

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Analysis of instructional approaches and provision of extra practice in

teaching fourth graders to translate mathematical word problems. Paper presented at the American Education Research Association Meeting, April, 1983, Montreal, Canada.

Effective instructional techniques for learning disabled students. Paper

presented at the Alabama Council for Exceptional Children Super Conference, April, 1983, Birmingham, Alabama.

The development of social skills in learning disabled students. Paper presented at the Alabama Association for Children With Learning Disabilities, October, 1983, Montgomery, Alabama.

Programming and mainstreaming strategies for handicapped students. Paper presented at the Oregon Education Research Association Meeting, October,1981, Depoe Bay, Oregon. Direct instruction in special education settings. Paper presented at

Statewide In-service Day Meeting, October, 1981, Salem Oregon.

Direct instruction procedures for the special education classroom. Paper

presented at the Fourteenth Annual Conference on the Educational Management of Exceptional Children, February, 1981 Oshkosh, Wisconsin.

Developing generalization and mainstreaming strategies. Paper

presented at the International Conference on Learning Disabilities. February, 1980, Milwaukee, Wisconsin.

The school principal as the behavior manager. Paper presented at the

Conference for Oregon School Administers, June, 1980, Seaside, Oregon.

Programming generalization when mainstreaming the exceptional child.

Paper presented at the Fifth Annual Western Regional Conference on Humanistic Approaches in Behavior Modification , April, 1979, Las Vegas, Nevada.

Current assessment of the learning disabilities field: Future Trends. Paper presented at the Conference on Multidisciplinary Approaches to the Treatment of Learning Disabled Students, April, 1977, Oshkosh, Wisconsin.

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Accountability in the LD classroom. Paper presented at the Conference for Special Education Administers, May, 1977, Appleton, Wisconsin.

The experimental classroom. Paper presented at the Eleventh Annual

Conference on the Educational Management of Exceptional Children, February, 1977, Oshkosh, Wisconsin.

Behavior management of the mildly handicapped. Paper presented at the

State Conference for the Association of Retarded Citizens, June, 1976, Oshkosh, Wisconsin.

Use of behavior modification procedures in the LD classroom. Paper presented at the Tenth Annual Conference on the Educational Management of Exceptional Children, February, 1976.

CONSULTING AND INSERVICE PROGRAMS

Presenting effective reading programs to students with disabilities.

Montgomery County Schools, July, 2001

Presenting Direct Instruction Reading in general education classrooms,

Lee County Schools February, 2001

Using direct instruction in the general education classroom. Program

presented to Auburn City Schools. April, 1997, Auburn, Alabama

How to evaluate instructional programs for students with learning

disabilities. Program presented to Chambers Academy (Parent Teachers Organization), September, 1987, Laffette, Alabama.

Mainstreaming learning disabled students. Program presented to

Chambers County Public Schools (Valley Junior High School Faculty), December, 1986, Chambers County, Alabama.

Developing instructional programs for learning disabled students. Program

presented to the Vocational and Rehabilitative Services Faculty (Montgomery Public Schools), October, 1985, Montgomery, Alabama.

Research Consultant for funded research grant. Dr. Russell Gersten,

Principal Investigator, University of Oregon, Eugene, Oregon. 1985/1986.

19

Research support for direct instruction programs for learning disabled

students. Program presented to the LaGrange Association for Children With Learning Disabilities, August, 1984, LaGrange, GA.

Identification of learning disabilities. Program presented to the Auburn

Rotary Club, March, 1984, Auburn, Alabama.

Program development for low-performing students. Program presented to

the faculty at Lee Scott Academy, February, 1984, Auburn, Al.

Parental approaches for monitoring the educational programs of learning

disabled children. Program presented to the Auburn Association for Children With Learning Disabilities, October,1983, Auburn, Al.

Implementation of direct instruction teaching to low-income preschool

children. Program presented to the Auburn Day Care Center, October 1983, Auburn, Alabama.

The application of the teacher effectiveness research findings to low

performing student in the regular classroom. Program presented to all of the high school teachers in Mobile Public Schools, December, 1982, Mobile, Alabama.

Adapting regular classroom structure and curriculum for handicapped

students. Program presented to the entire staff of teachers in Lincoln County Public Schools, October, 1981, Lincoln County, Oregon.

The implementation of direct instruction mathematics programs. Program presented to high school teachers on staff in Creswell Public Schools, September, 1981, Creswell, Oregon.

Teaching basic skills to high-risk preschool children. Program presented

to teachers in Eugene 4J Public Schools, September, 1981 Eugene, Oregon.

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