Douglas E. Carothers, Ed.D.

Florida Gulf Coast University

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EDUCATIONAL EXPERIENCE

Ed.D. Florida Atlantic University

Boca Raton, Florida

Major: Exceptional Student Education Dissertation Title: Social-Cognitive Processing in 6- to 12-Year-Old Students

with Asperger's Disorder

1994 M.Ed. Florida Atlantic University

Boca Raton, Florida

Major: Exceptional Student Education

1992 University of Florida

Gainesville, Florida

32 Semester Hours of ESE Coursework

1982 B.S. Ohio Northern University

Ada, Ohio

Major: Business Administration

PROFESSIONAL EXPERIENCE

2009 – Present Associate Professor, Special Education, Florida Gulf Coast

University

2008 – 2009 Assistant Professor, Special Education, Florida Gulf Coast

University

2007-2008 Assistant Professor, Special Education, University of

Hawaii at Hilo.

Summer 2007 Adjunct Professor, Florida Atlantic University.

2003-2007 Assistant Professor, Special Education, Florida Gulf Coast

University.

Summer 2006	Adjunct Professor, Florida Atlantic University
2002-2003	Assistant Professor, Special Education, Radford University.
1999-2002	Adjunct Professor, Exceptional Student Education, Florida Atlantic University.
2000-2002	Doctoral Fellow, Center for Autism and Related Disabilities, Exceptional Student Education, Florida Atlantic University.
1998-2000	Behavioral Specialist, Ed Venture Charter School, Hypoluxo, Florida. Supervised daily operations of an academic/vocational school serving 16- to 22- year-old students with severe emotional disturbance, learning disabilities, mental retardation, physical impairments, and hearing impairments.
1997-1998	Crisis Intervention Teacher, Christa McAulliffe Middle School, Boynton Beach, Florida. Taught reading and performed crisis intervention for 6 th to 8 th grade students with emotional disturbances, learning disabilities, and mental retardation.
1996-1997	Resource Specialist, San Bernardino City Unified School District, San Bernardino, California. Taught students with learning handicaps in general education classrooms and resource rooms at three high schools and a middle school. Also taught a high school homebound student with emotional disturbance two hours per day after school hours.
1993-1996	Crisis Intervention Teacher, Department Chair, Ed Venture Program, Hypoluxo, Florida. Supervised daily operations of a high school center that emphasized vocational and daily living skills for students with severe emotional disturbance and autism.
1992-1993	Varying Exceptionalities Teacher, Palm Beach Youth Center, Lantana, Florida. Taught middle and high school students with a variety of exceptionalities in an adjudicated setting.
1990-1992	Unit Treatment and Rehabilitation Specialist, North Florida Evaluation and Treatment Center, Gainesville, Florida. Supervised adherence to treatment plans in a forensic mental hospital.

SCHOLARSHIP

PUBLICATIONS

REFEREED PUBLICATIONS

- Bianco, M., Carothers, D. E., Smiley, L. (2009). Gifted students with Asperger syndrome: Strategies for strength-based programming. *Intervention in School and Clinic*, 44, 206 215.
- Carothers, D. E. (2006). A survey of Florida School Superintendents concerning improving teaching conditions for special educators, *Florida Educational Leadership* 6, 60 63.
- Carothers, D. E., & Taylor, R. L. (2005). Using portfolio assessment to develop transition programs for students with mental retardation. *Assessment for Effective Intervention*, 30, 33 39.
- Carothers, D. E., & Taylor, R. L. (2004). Social-Cognitive processing in children with Asperger syndrome. *Education and Training in Mental Retardation and Developmental Disabilities*, 39, 177 187.
- Carothers, D. E., & Taylor, R. L. (2004). How parents and schools can work together to teach daily living skills to students with autism. *Focus on Autism and Other Developmental Disabilities*, 19, 102 104.
- Carothers, D. E. & Taylor, R. L. (2003). The use of portfolios for students with autism. *Focus on Autism and Other Developmental Disabilities*, 18, 125 128.

MANUSCRIPTS IN PROGRESS:

- Carothers, D. E. & Taylor, R. L. (in progress). Standardized intelligence testing of students with autism: Is it justifiable? Intended for submission to Focus on Autism and Other Developmental Disabilities.
- Bianco, M., Wade, D. G., Lewis, C. W., & Carothers, D. E. (in progress). Effects of race, cultural/linguistic diversity and gender on gifted referrals: Implications for teacher training. Intended for submission to *Gifted Child Quarterly*.
- Taylor, R. L., Carothers, D. E., & Cornish, M. (in progress). An analysis of subject descriptions in the learning disabilities literature. Intended for submission to *Remedial and Special Education*.
- Cornish, M., Carothers, D. E., & Brady, M. P. (in progress). Teacher liability: Issues for

the general education teacher and special education teacher to consider. Intended for submission to *Intervention in School and Clinic*.

PRESENTATIONS

REFEREED PRESENTATIONS:

- Carothers, D. E. & Fitz, B. (2010, April). *Ed Venture Charter School: The school that works to make a difference*. Conference of the Council for Exceptional Children, Nashville, Tennessee.
- Gischel, C., Hibbard, S., & Carothers, D. E. (2010, April). *General educator training in functional behavior analysis to address problematic student behaviors*.

 Conference of the Council for Exceptional Children, Nashville, Tennessee.
- Carothers, D. E., Gischel, C., & Taylor, R. L. (2010, April). *How various states are implementing the RtI model*. Conference of the Council for Exceptional Children, Nashville, Tennessee.
- Carothers, D. E., Gischel, C., & Wilder, L. (2009, November). *Embedding Response to Intervention into an integrated program of study for all teachers*. Conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, North Carolina.
- Gischel, C., Carothers, D. E., & Wilder, L. (2009, November). *Establishing* university-school partnerships to teach general educators how to meet the needs of students with EBD. Conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, North Carolina.
- Carothers, D. E., Bianco, M., Taylor, R. L., & Zeigler, E. (2009, April). *Portfolio assessment and response to intervention: Are they compatible?* Conference of the Council for Exceptional Children, Seattle, Washington.
- Carothers, D. E., & Taylor, R. L. (2008, April). *Using portfolios to measure career preparedness for individuals with disabilities*. Conference of the Council for Exceptional Children, Boston, Massachusetts.
- Carothers, D. E. (2007, April). Standardized intelligence testing of students with autism: Is it justifiable? Conference of the Council for Exceptional Children, Louisville, Kentucky.
- Carothers, D. E. (2006, April). *Using Portfolio Assessment to Develop Transition Programs for Students with Mental Retardation*. Conference of the Council for Exceptional Children, Salt Lake City, Utah.

- Carothers, D. E. & Taylor, R. L (2005, October). *The Use of Portfolios to Measure Response to Instruction*. International Conference of the Council for Learning Disabilities, Fort Lauderdale, FL.
- Carothers, D. E., Greene, M., Wachholz, P., & Ray, L. (2004, November). *Innovation in Personnel Preparation: Restructuring Pre-Service Programs to Ensure High Quality Teaching*. 2004 Conference of the Teacher Education Division of the Council for Exceptional Children. Albuquerque, New Mexico.
- Carothers, D. E. (2004, October). A Survey of School Superintendents Concerning Teaching Conditions for Special Educators. 2004 Conference of the Florida Federation of the Council for Exceptional Children, Jacksonville, FL.
- Richards, S., Taylor, R. L., Carothers, D. E., & Bianco, M. (2004, April). School Personnel Attitudes Toward CEC Points for Improving Special Educator Teaching Conditions. 2004 Conference of the Council for Exceptional Children, New Orleans, LA.
- Carothers, D. E. (2003, November). *Alternate Practicum Experiences for In- Service Master's Degree Students*. 2003 Conference of the Teacher Education Division of the Council for Exceptional Children, Biloxi, MS.
- Cornish, M., Carothers, D. E., & Taylor, R. L. (2003, November). *Legal Liability Issues for Administrators of Inclusive Schools*. 2003 Conference of the Teacher Education Division of the Council for Exceptional Children, Biloxi, MS.
- Carothers, D. E., & Taylor, R. L. (2003, April). Social-Cognitive Processing in Six- to Twelve-Year-Old Children with Asperger's Disorder. 2003

 Conference of the Council for Exceptional Children, Seattle, WA.
- Carothers, D. E., Taylor, R. L., & Cornish, M. (2002, October). *Using Portfolios to Assess Student Teachers' Readiness to Teach Students with Autism.* 2002 Conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Cornish, M., & Carothers, D. E. (2002, October). *Teacher Liability: Issues for the General Education Teacher and Special Education Teacher to Consider*. 2002 Conference of the Council for Learning Disabilities, Denver, CO.
- Oliver, P., Dukes, C., Carothers, D. E., Scott, J., Hayes-Bachrach, J., & Santimarina, M. (2002, May). *Generalization of Prerequisite Skills in Children with Autism:*From a Self-Contained to a Typical Art Class. 2002 Conference of the Association for Behavior Analysis, Toronto, Ontario, Canada.
- Carothers, D.E. & Taylor, R.L.. (2001, October). Assessment of Autism for Prescriptive

Educational Programming. 2001 Conference of the Council for Educational Diagnostic Services, a division of the Council for Exceptional Children, New Orleans, LA.

INVITED PRESENTATIONS:

- Carothers, D. E. (2009, July). Specific Learning Disabilities: Definition, characteristics and Response to Intervention. National Substitute Teachers' Conference, Florida Gulf Coast University, Fort Myers, FL.
- Carothers, D. E. (2006, November). *Using Portfolios for Assessment*. Bureau Nascholing, Willemstad, Curacao, Netherlands Antilles.
- Carothers, D. E. (2005, March). *Fundamentals of Classroom Management*. Santa Cruz Cooperative School, Santa Cruz, Bolivia.
- Carothers, D. E. (2005, January). *Classroom Management: What Everyone Needs to Know.Comprehensive System of Personnel* Development's Educator's Resource and Recruitment Forum, Fort Myers, FL.
- Carothers, D. E. (2001, November). *Intelligence Testing and Students with Autism*. Center for Autism and Related Disabilities, Boca Raton, FL.
- Phillips, B. & Carothers, D.E. (2001, August). *The Pre-K Transition and Students with Disabilities*. 2001 Conference of the Southeastern Regional Comprehensive System for Professional Development, Jupiter, FL.
- Carothers, D.E. (2001, August). *The Use of Portfolios for Students with Autism*. Center for Autism and Related Disabilities, Boca Raton, FL.
- Carothers, D.E. (2001, March). *Service Coordination Across the Lifespan*. Center for Autism and Related Disabilities, Boca Raton, FL.
- Carothers, D.E. (2001, February). *An Overview of IEPs and the Florida Education Finance Program*. Florida Atlantic University and the School District of Palm Beach County, Lantana, FL.
- Carothers, D.E. (2000, February). *An Overview of IEPs and the Florida Education Finance Program*. Florida Atlantic University and the School District of Palm Beach County, Lantana, Fl.

SERVICE

UNIVERSITY SERVICE:

FLORIDA GULF COAST UNIVERSITY:

2009 – Present	Member, Professional Development Fund Committee.
2009 – Present	Member, Excellence in Service Awards Committee
2009 – Present	Alternate Member, Faculty Senate
2009 – Present	Member, Promising Pathways Autism Conference Planning Committee
2009 – Present	Member, COE Peer Support Committee
2009 – Present	Member, NCATE Standard Five Committee
2006 – 2007	Chair, Special Education faculty search committee: Insured compliance with requirements of the Department of Human Resources and coordinated the committees efforts to screen and interview applicants.
2005 – 2007	Member, Service Learning Transition Committee
2005 – 2007	Vice President, Florida Gulf Coast University chapter of United Faculty of Florida
2004 – 2005	NCATE Steering Committee
2004 – 2007	State Senator, United Faculty of Florida
2004 - 2007	Member, University Admissions Appeals Committee
2004 – 2006	Member, College of Education Graduate Affairs Committee
2004 – 2006	Member, College of Education Curriculum Committee
2003 – 2007	Member, CSPD Steering Committee
2003 – 2007	Member, Academic Standards Committee
2003 – 2005	Advisor for the Student Council for Exceptional Children
2003 – 2005	Member, Undergraduate Handbook Committee
2003 – 2007	Member, CLAST Waiver Committee
2003-2004	Alternate Member, Florida Gulf Coast University Faculty Senate

UNIVERSITY OF HAWAI'I AT HILO:

2007 – 2008	Developed courses and successful program proposal for M.Ed. in Special Education at the University of Hawai'i at Hilo
2007 – 2008	Member, search committees for Elementary Education Math/Science and Secondary Education Math/Science tenure track faculty positions

RADFORD UNIVERSITY:

2003	College of Education Member-at-Large, Radford University Faculty Senate; Member, Committee on Faculty Issues
2002-2003	Chair, Faculty Awards Committee, Radford University
2002-2003	Member, Radford University Special Interest Group on Diversity

COMMUNITY SERVICE:

2008	Member, State Approval of Teacher Education (SATE) team, Honolulu, Hawaii
2006 – 2007	Member, Share the Commitment (Collier County School District Special Education Advisory Panel)
2003-2007	Chair, District 8B Severe Emotional Disturbance Network
2001-2002	President, Board of Directors, Renaissance Learning Center, Palm Beach Gardens, Florida.
1999-2001	Member, Palm Beach County School District Exceptional Student Education Advisory Panel, West Palm Beach, Florida
2000	Assisted in evaluation of Twin Palms Center for the Disabled, a community-based facility serving adults with disabilities in Boca Raton, Florida.
1998	Member, Board of Directors, South Florida Consortium of Charter Schools, Fort Lauderdale, Florida

SERVICE TO PROFESSION:

2007	Text review of Bos, C.S.,& Vaughn, S. (2007). <i>Strategies for teaching students with learning and behavior problems</i> (6 th ed.). Boston: Allyn & Bacon.
2005 - Present	Consulting Editor for Remedial and Special Education.
2005	Text review of an autism text (title not disclosed). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
2005	Text review of <i>Autism Spectrum Disorders: A Guide for Educators</i> . Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
2004	Text review of Drew, C. J. & Hardman, M. L. (2004). <i>Mental retardation: A lifespan approach to people with intellectual disabilities</i> (8 th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
2003	Text review of Bos, C. S., & Vaughn, S. (2002). <i>Strategies for teaching students with learning and behavior problems</i> (5 th ed.). Boston: Allyn & Bacon.
2000	Text review of Peterson, J.M., & Hittie, M. M. (2003). <i>Inclusive teaching: Creating effective schools for all learners</i> . Boston: Allyn & Bacon.
2002	Reviewed proposals for Division of Developmental Disabilities for Council for Exceptional Children's 2003 National Conference.

GRANTS

2004	Carothers, D. E., Greene, M., & Wachholz, P. State
	Improvement Grant/Faculty Innovation Institute II. Funded
	for \$22,640 by the Florida Department of Education.

2001

1998 - 2000

Carothers, D. E. *Creation of a Teacher Training Center for Teachers of Students with Autism.* Requested \$150,000. Denied funding by the Quantum Foundation.

Carothers, D. E. Behavioral Shaping to Eradicate or Reduce Inappropriate Behaviors that are Barriers to Independent Living. Funded for \$12,000 by the Community Foundation of Palm Beach and Martin Counties.

Catalano, R. M., & Carothers, D. E. *Charter School Continuation Grant*. Funded for \$66,000 by the Florida Department of Education.

1997 – 1998 Catalano, R. M. & Carothers, D. E. *Palm Beach County School to Work Consortium for Students with Disabilities.* Funded for \$55,000 by The South Florida Annenberg Challenge.

Catalano, R. M., Squatrito, A., & Carothers, D. E. *Start-up Grant for Ed Venture Charter School.* Funded for \$415,000 by The Quantum Foundation.

UNIVERSITY TEACHING

Florida Gulf Coast University

Advanced Theories and Practices in Learning Disabilities (ELD 6015): A review of the role of theory in the development of the field of learning disabilities. Students will be given the opportunity to study the major theories that have shaped the field and should acquire information about multicultural issues in relationship to historical perspectives, current trends and future directions.

Advanced Seminar (EEX 6939): Critical examination of the field of special education and evaluation of controversies and ethical dilemmas confronting the field. Skills to systematically evaluate the conceptual, practical, and ethical challenges they encounter and critically assess the impact of changes on their professionals practices.

Young Children with Special Needs (EEX 4201): Comprehensive overview of the field of early childhood special education (ECSE), and in depth information on state of the art

practices which facilitates both teacher and child competencies. Focus on "application," with an emphasis on "hands on" experience.

Senior Seminar (EEX 4936): Capstone course taken concurrently with the final internship. Trends and issues within the field of special education are examined from the perspective of the final internship experience and an action research project.

Foundations of Special Education (EEX 6025): Current state of the art trends as well as issues related to the education of exceptional students are addressed. In addition to the specific exceptional student populations, including the culturally diverse attention will be directed to the issues of definitions, identification and assessment practices.

Diversity of Human Experience (EDF 3201): The complexity and variety of opportunities in early childhood, elementary and special education are explored. Each field, including ESOL will be addressed within the context of human diversity. Students should reserve at least three clock hours per week during the regular public school day for field experience.

Interpersonal Interaction and Skills Development (EEX 6775), Florida Gulf Coast University, University of Florida, and Florida International University. (This course was conducted through a distance learning partnership between the three universities): An understanding of methods of providing instruction in interpersonal and intrapersonal skills including personal care, self-advocacy, self-determination, workplace skills, family life skills, social skills, and adaptive life skills.

Classroom Management and Organization (EDF 6259): Development of instructional, organizational, and management knowledge and skills integrating components of classroom organization and school safety, professional ethics, and educational law necessary to create a positive learning environment.

Management and Motivation of Exceptional and At-Risk Students (EEX 6612): A critical look at the conceptual and research bases of disciplinary approaches commonly seen in classrooms for exceptional students, with particular attention to those systems that support the inclusion and success of students with disabilities. Understanding and dealing with challenging student behaviors, reviewing theories commonly used, critiquing intervention research, and examining teacher beliefs that underlie teacher interventions.

Theories and Practices in Special Education (EEX 4050): An overview of the fields of learning disabilities, behavior disorders, mental retardation and physically impaired that focuses on the theories, issues, trends, philosophies, historical perspectives, analysis of viewpoints, definitions, and characteristics of a disability are highlighted. Types of evaluation methods for eligibility criteria, IEP development and current best teaching practices are also covered.

Advanced Theories and Practices in Behavioral Disorders (EED 6215): An understanding of the theoretical bases for explaining, preventing and treating emotional and behavioral disorders, and in implementing myriad techniques to effectively meet the needs of

children and youth with behavioral and emotional disorders. The course is designed for Master's level students who plan to teach students with emotional and behavioral disorders in school and clinical settings. The focus is on etiological theories and their associated interventions relative to emotional and behavioral disabilities observed in educational settings. This course will help students integrate theoretical concepts with specific culturally sensitive approaches for identifying, classifying and intervening with students with behavior disorders and their families.

Teaching Students with Mild and Moderate Disabilities (EEX 4846): Special instructional strategies, accommodations, and modifications needed for students with exceptionalities so they can succeed in general education settings, and achieve standard high school diplomas.

Teaching Students with Moderate and Severe Disabilities (EEX 4255): Teaching students who are earning a specialized diploma II option. Particular emphasis will be given to school to career plans, community based instruction, inclusion, and functional curriculums.

Professional Studies (EDG 3201), Florida Gulf Coast University (co-taught with Lois Christensen) and taught individually: An exploration of the fundamental elements of professional studies in teacher education including an introduction to the field of curriculum and instruction. Emphasis is social, cultural, historical, political, economic, legal and philosophical foundations of American education, schooling, and the profession of teaching.

Programming Exceptional Individuals at the Secondary Level (EEX 6065): Prepares secondary educators of students with disabilities to transition these students to adult settings including work, community and home living, self-care, self-advocacy, and leisure.

Advanced Theories and Practices in Mental Retardation (EMR 6052): An in-depth study of the complex social and biological aspects of mental retardation with a particular theoretical emphasis on the education of individuals with mental retardation, as well as the philosophical and ethical underpinnings of the field of mental retardation.

University of Hawai'i at Hilo

Special Topics: Introduction to Special Education (ED 494): An elective course for general education majors. Focused on the history and legal basis for special education and the characteristics of individuals with a variety of disabilities.

Portfolio (ED 384): Guided students through the development of a professional portfolio that highlights their competencies related to the standards of the Hawai'i Department of Education.

Developmental Concepts of Learning (ED 350): Theories of development focusing on the integration of physical, social, emotional and cognitive development during the schoolaged years, children (grades K-6) and adolescents (grads 7 - 12). Systematic observation and analysis of the behavior of school-aged children at home, in the community and at school. 20 field hours in schools required.

Individual Differences in Learners (ED 620): Systematic study of the conceptual framework of inclusive education which consists of special education, gifted and talented education and compensatory programs. Emphasis will be placed upon individual student characteristics and strategies for effective instruction.

Psychological Concepts of Learning (ED 470): An examination of individual differences related to intelligence, achievement, and school success. Legal, ethical and professional responsibilities and strategies for meeting the needs of diverse student in regular education classrooms under IDEA and Section 504. Focus on elementary age children or adolescents.

Radford University

Current Trends in the Education of Exceptional Individuals (EDSP 361): Examines children and youth with one or more of the following conditions: Learning disabilities, mental retardation, emotional disturbance, speech, auditory, visual, health and orthopedic impairments, autism, traumatic brain injury or gifted. Curricular and instructional modifications and current trends and legal issues.

Behavior Management for Exceptional Learners (EDSP 462): For future teachers, administrators, guidance counselors, and support personnel concerned with classroom behavior management and school-wide discipline in public schools. Emphasis will be on eclectic, research-based models and application of behavior management, discipline strategies, and legal issues for exceptional learners.

Student Teaching for Mental Retardation (EDSP 453): Supervision and feedback of a student serving in a classroom for students with mental retardation.

Alternative Practicum for Elementary School Emotional Disorders (EDSP 684): Guided portfolio development focusing on understanding of special education process, design and delivery of effective instruction, establishment of student relationships, and professional growth and development for inservice teachers of students with emotional disorders.

Alternative Practicum for Secondary School Emotional Disorders (EDSP 685)): Guided portfolio development focusing on understanding of special education process, design and delivery of effective instruction, establishment of student relationships, and professional growth and development for inservice teachers of students with emotional disorders.

Alternative Practicum for Elementary School Learning Disabilities (EDSP 686)): Guided portfolio development focusing on understanding of special education process, design and delivery of effective instruction, establishment of student relationships, and professional growth and development for inservice teachers of students with specific learning disabilities.

Alternative Practicum for Secondary School Learning Disabilities (EDSP 687)): Guided portfolio development focusing on understanding of special education process, design and delivery of effective instruction, establishment of student relationships, and professional growth and development for inservice teachers of students with specific learning disabilities.

Florida Atlantic University

Survey of Exceptionalities (EEX 2010): A basic course in the study of the major areas of exceptional student education. Emphasis is on etiology, terminology, classification,k prevalence, history and philosophy of education, educational approaches, legal and medical implications, and personal and social growth and adjustment of students labeled exceptional.

Inclusive Education for the General Educator (EEX 4070): This course offers education majors the opportunity to understand their roles and responsibilitiwes in teaching students with special needs. Students will expxlore communication skills necessary for effective collaboration among students, parents and other school professionals.

Behavior Management for Students with Emotional Handicaps (EEX 5215): An in-depth look at classroom and behavioral management techniques for individuals with emotional/behavioral disorders, including cognitive behavior modification, functional assessment of behavior, and the provision of positive behavioral supports.

Theories and Characteristics of Emotional Handicaps (EEX 5050): An overview of behavior disorders which will include categorical disorders and etiology, contemporary views of emotionally handicapping conditions, social and emotional maladjustment in school settings, and teacher responsibilities. Examination of behavioral, ecological, and psychosocial positions regarding intervention will be presented.

Programming Exceptional Individuals at the Secondary Level (EEX 6065), (co-taught with Michael P. Brady): A comprehensive course covering development and implementation of curricula(social, vocational, academic, and daily living) for individuals with disabilities.

Behavior Change Strategies (EEX 4601): This course focuses on applied behavior analysis procedures as used in instructional settings. Emphasis is on designing programs for academic, behavior, and social changes.

CONSULTING EXPERIENCE

2000-2001	ESE Coordinator, Palm Beach Maritime Academy, West Palm Beach, Florida. Provided all ESE services to a charter school serving students in grades $K-8$.
2000-2001	Educational Consultant, Renaissance Learning Center, Palm Beach Gardens, Florida. Provided staff development and served on reevaluation and IEP teams at a charter school for 3- to 9- year-old children with autism.
2000-2001	Educational Consultant, Charter School Institute, Fort Lauderdale, Florida. Provided staff development and served on reevaluation and IEP teams at a charter elementary school.
1997-1998	Educational Consultant, Ed Venture Charter School, Hypoluxo, Florida. Collaborated on foundation grant writing and assisted in contract and program development during the formation of a charter school.

PROFESSIONAL AFFILIATIONS

2002-Present	Council for Learning Disabilities
2000-Present	Division on Mental Retardation and Developmental Disabilities Council for Educational Diagnostic Services Division for Learning Disabilities Teacher Education Division
1998-2002	South Florida Council on Learning Disabilities
1997-Present	Council for Exceptional Children
1997-Present	Council for Children with Behavioral Disorders