

## CURRICULUM VITAE

**William C. Hunter**

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### EDUCATIONAL HISTORY

**University of Cincinnati**

**Ed.D., Special Education, June 2011**

Interdisciplinary Concentration: Urban Educational Leadership

Dates Attended College: September 2007-June 2011

**Northern Kentucky University**

**Master of Arts in Education, Special Education, December 2006**

Dates Attended College: July 2004-December 2006

**University of Cincinnati**

**Bachelor of Arts in History, September 1998**

Dates Attended College: September 1994-September 1998

### HIGHER EDUCATION POSITIONS

***Professor, Special Education, Instruction and Curriculum Leadership Department,  
University of Memphis, Memphis, Tennessee, August, 2022-Present***

Duties: Serving as SPED Program Coordinator. Provide instruction for pre-service and in-service teachers through multiple courses presented in a traditional/online format. Develop and establish a research agenda and provide outstanding service to the University of Memphis. Facilitate stakeholders' meetings with West Tennessee P-12 Partners resulting in collaborative work designed to improve academic and behavioral outcomes for students with exceptionalities.

***Associate Professor (August 2018-August 2022); Assistant Professor (August 2011-August 2018), Special Education, Instruction and Curriculum Leadership Department,  
University of Memphis, Memphis, Tennessee***

Duties: Served as SPED Program Coordinator and SPED Program Co-Coordinator. In serving as Co-Coordinator for SPED program, in over a three-year span, there was an increase of over 20% student enrollment within graduate programs. Instruct pre-service and in-service teachers through multiple courses presented in a traditional/online format. Provide information closely related to principles of learning and teaching praxis assessment. Develop and establish a research agenda and provide outstanding service to the University of Memphis.

***Adjunct Professor, Graduate Assistant, Special Education Department, Educational Studies Department, University of Cincinnati, Cincinnati, Ohio September 2007-August 2012***

Duties: Instruct pre-service teachers in the course, “Human Learning and Development.” Develop and implement lesson plans for the course that incorporates higher-level thinking. Provide information closely related to the principles of learning and teaching praxis assessment. Collect, code, and analyze data. Instruct pre-service and in-service teachers through multiple courses presented in an online format.

***Adjunct Professor, Special Education Department, Northern Kentucky University, Highland Heights, June 2008- July 2009***

Duties: Instruct pre-service and in-service teachers through multiple courses presented in a traditional/online format.

## **PUBLICATIONS**

### **Referred**

*\*Doctoral Student (I served as the program/dissertation chair)*

Barnes, K., Taylor, A., Cooley Nichols, S., and Hunter, W. (2024) Collaborative Learning Communities: Using Hip-Hop Cyphers to Enhance Educational Experiences for Culturally and Linguistically Diverse Students with Disabilities. *Curriculum and Teaching Dialogue*, 26 (1& 2), 201–219.

Hilliard, L. W., Barnes, K. L., & Hunter, W. C. (2024). Culturally Responsive Teaching Practices for Students With Emotional and Behavioral Disorders. *Intervention in School and Clinic*, 10534512241296800.

Miller-Benson, M., Meindl, J., Delgado, D., **Casey, L.**, Hunter, W. (in press). A Comparison of Error correction Methods Embedded in the Orton-Gillingham Approach to Spelling. *Learning Disabilities: A Multidisciplinary Journal*,

Hunter, W., Rath, S., Barnes, K., Hilliard, L., McGiffert-Sandoval, D., and White, C. (2024) “Take Me to the Bridge” - Transitional Support for Minoritized Twice Exceptional Learners. *TEACHING Exceptional Children*. 00400599241239332.

Barnes, K., Rath, S., and Hunter, W. (accepted) A Reflexive Journey in Understanding the Experiences of Black Gifted Students in U.S. Public Elementary Schools. *Journal of Negro Education*

Bryant, L. \*, **Hunter, W.**, Nordstrom, S., Ley-Davis, L., & Schiro-Geist, C. (Accepted). College experiences for individuals with mild to moderate intellectual disabilities: Stories of our success. *The Journal Intellectual Disabilities*.

Shelby, A., Cook, S. A., Lewis, M., Casey, L. B., & **Hunter, W. C.** (2022). Building a framework for family and community engagement in positive behavior interventions and supports: Tennessee’s first steps. *The International Journal of Positive Behavioural Support*.

- Eyres, R. M\*, Hunter, W. C., Happel-Parkins, A., Williamson, R. L., & Casey, L. B. (2022). Important conversations: Exploring parental experiences in providing sexuality education for their children with intellectual disabilities. *American Journal of Sexuality Education*, 17(4), 490-509.
- Taylor, J. C., Hanley, W., Deger, G., & **Hunter, W. C.** (2022). Promoting anti-racism practices and the cycle of critical consciousness within positive behavior interventions and supports frameworks. *TEACHING Exceptional Children*.  
<https://doi.org/10.1177/00400599221120242>
- Taylor, J. C., **Hunter, W.**, & Scott, L. (2022). In a major way: The story behind the book: The mixtape volume #1: Culturally sustaining practices within MTSS featuring the e everlasting mission of student engagement. *Behavior Today Newsletter*, 39(4).
- Byford, J., Sailors, L., Williamson, R. L., Casey, L. B., & **Hunter, W. C.** (2021). The perceptions of dual-licensure pre-service teachers towards including students with autism in inclusive settings. *The National Social Science Journal*, 56(2), 26-42.
- Delgado, D., Campbell, M. E., Casey, L. B., Meindl, J. N., & **Hunter, W.C.** (2021). Examining the collateral effects of reducing voice level on vocal stereotypy and functional speech. *Research in Autism Spectrum Disorders*, 1(6), 1-7.  
<https://doi.org/10.1007/s40617-020-00526-8>
- Harmon, M. J., **Hunter, W.**, Krolik, P., Williams, M., Edgin, G., & Schiro-Geist, C. (2021). Social justice and inclusive higher education from a systems perspective. *Journal of Applied Rehabilitation Counseling*, 52(4), 313-321.
- Hunter, W.**, Barnes, K., & Taylor, A. (2021). Creating a forum for student voice for CLD students with EBD. *Behavior Today Newsletter*. Retrieved from:  
<https://debh.exceptionalchildren.org/blog/behavior-today-council-children-behavioral-disorders-newsletter>
- Hunter, W.**, Barnes, K., Taylor, A., Rush, C., & Banks, T. (2021). Using flexible grouping instruction to create culturally relevant PK-12 learning communities for culturally and linguistically diverse learners with exceptionalities. *Multicultural Learning and Teaching*.
- Morris, J., Dexter, D., & **Hunter, W.** (2021). Using guided practice for students with EBD within explicit instruction. *Beyond Behavior*, 30(2), 64-71.
- White, K. M., **Hunter, W.**, Green, R. L., & Mueller, C. E. (2021). Principals' attitudes toward the inclusion of students with exceptionalities in the general education classroom. *Journal of Special Education Leadership*, 34(2).
- Hunter, W. C.**, Jasper, A. D., Barnes, K., Davis, L. L., Davis, K., Singleton, J., ... & Scott, T. (2021). Promoting positive teacher-student relationships through creating a plan for classroom management on-boarding. *Multicultural Learning and Teaching*.  
<https://doi.org/10.1515/mlt-2020-0012>

- Hunter, W.** (2020). Using hip-hop pedagogy critical consciousness within special education educator preparation courses. *DDEL Voices*, 10(3), 8-12.
- Hunter, W.** (2020). Flexible grouping for students with emotional and behavioral disorders. *Behavior Today Newsletter*, 36(4), 16-20.
- Graves, J. A. \*, Mackay, M., & **Hunter, W.C.** (2020). Factors predicting the successful placement of inclusive post-secondary education students in college courses. *DADD Online Journal*, 7(1), 31-43.  
[http://www.daddcec.com/uploads/2/5/2/0/2520220/doj\\_7\\_2020.pdf#page=31](http://www.daddcec.com/uploads/2/5/2/0/2520220/doj_7_2020.pdf#page=31)
- Haydon, T., Musti-Rao, S., Kennedy, A., Murphy, M., **Hunter, W.**, & Boone, J. (2020). Using teacher praise with middle and high school students. *Beyond Behavior*, 29(2), 108-115. <https://doi.org/10.1177/1074295620915883>
- Harris, M., Casey, L. B., Meindl, J. N., Powell, D., **Hunter, W. C.**, & Delgado, D. (2020). Using behavioral skills training with video feedback to prevent risk of injury in youth female soccer athletes. *Behavior Analysis Practice*, 13, 811-819.  
<https://doi.org/10.1007/s40617-020-00473-4>
- Hunter, W.**, Davis, L., Hsu, S., Williams, M., & Schiro-Geist, C. (2019). Building the bridge to support students with intellectual disabilities in post-secondary programs. *Journal of Forensic Vocational Analysis*, 19(2), 41-52.  
<https://trello.com/c/WwHHsIwF/12-building-the-bridge-to-support-students-with-intellectual-disabilities-in-post-secondary-programs-hunter-manuscript-pdf>
- Bryant, L. \*, & **Hunter, W.** (2019). Post-secondary collegiate programs: Two program graduates define success. *Journal of Forensic Vocational Analysis*, 19(2), 27-40.
- Haydon, T., **Hunter, W.**, & Scott, T. M. (2019). Active supervision: Preventing behavioral problems before they occur. *Beyond Behavior*, 28(1), 29-35.  
<https://doi.org/10.1177/1074295619835190>
- Christopher-Allen, A. \*, **Hunter, W.**, Casey, L., Meindl, J., & Williamson, R. (2018). Engage or not to engage: Using numbered heads together in a post-secondary education program with students with intellectual disabilities. *DADD Online Journal*, 5(1), 18-31.  
[http://www.daddcec.com/uploads/2/5/2/0/2520220/final\\_doj\\_2018.pdf](http://www.daddcec.com/uploads/2/5/2/0/2520220/final_doj_2018.pdf)
- Hunter, W.**, & Haydon, T. (2018). Implementing a classroom management package in an urban middle school: A case study. *Preventing School Failure*, 63(1), 68-76.  
<https://doi.org/10.1080/1045988X.2018.1504740>
- Hunter, W.**, Holbrook, J., Dieker, L., & Christopher-Allen, A. \* (2018). Instructional coaching with numbered heads together in secondary mathematics inclusive classrooms. *The Learning Professional*, 39(2), 56-60.

- Williamson, R. L., Jasper, A., Smith, C., Novak, J., **Hunter, W.**, & Casey, L. (2018). Re-examining evidence-based practice in special education: A discussion. *Journal of International Special Needs Education*, 22(2), 54-65. <https://doi.org/10.9782/17-00022>
- Hunter, W.**, Maheady, L., Andersen, T., Washington, C., Christopher-Allen, A.\*, & Jasper, A. (2017). Effects of carousel brainstorming on student engagement and academic performance in a summer enrichment program. *Journal of Evidence-Based Practices for Schools*, 17(2), 220-244.
- Hunter, W.**, Elswick, S., & Casey, L. (2018). Efficient wraparound service model for Students with emotional and behavioral disorders: A collaborative model school social workers and teachers. *Children and Schools*, 40(1), 59-61. <https://doi.org/10.1093/cs/cdx030>
- Hunter, W.**, Barton-Arwood, S., Jasper, A., Murley, R., & Clements, T. (2017). Utilizing the PETT mnemonic to guide classroom level PBIS for students at risk or with EBD across classroom settings. *Beyond Behavior*, 26(2), 81-88.
- Christopher-Allen, A.\*, **Hunter, W.**, Brown, S., Carter, E., & Schiro-Geist, C. (2017). Utilizing peer-mediated instruction within post-secondary classrooms. *Journal of Forensic Vocational Analysis*, 17(1), 27-36.
- Hunter, W.**, Elswick, S., Perkins, J.H., Heroux, J. R., & Harte, H. (2017). Literacy workshops: School social workers enhancing educational connections between educators, early childhood students, and families. *Children and Schools*, 39(3), 167-176. <https://doi.org/10.1093/cs/cdx009>
- Hunter, W.**, Williamson, R. L., Jasper, A., Casey, L., & Smith, C. (2017). Examining self-monitoring interventions for academic support of students with emotional behavioral disorders: A case study across three students. *Journal of International Special Needs Education*, 20(2), 67-78. <https://doi.org/10.9782/2159-4341-20.2.67>
- Eyres, R.\*, Williamson, R. L., **Hunter, W.**, & Casey, L. (2016). To puberty and beyond: The impact of awareness and strategy training on perceptions of regarding comprehensive sexuality education for students with intellectual or developmental disabilities. *Journal of the Division on Autism and Developmental Disabilities, Council for Exceptional Children*, 3(1), 160-171.
- Hunter, W.**, Dieker, L., & Whitney, T. J. (2016). Consultants and co-teachers affecting student outcomes with numbered heads together: Keeping all engaged. *Journal of Educational & Psychological Consultation*, 26(2), 186-199. <https://doi.org/10.1080/10474412.2015.1108200>

- Hunter, W.**, Maheady, L., Jasper, A., Williamson, R. L., Murley, R., & Stratton, E.\* (2015). Numbered heads together as a tier 1 instructional strategy in multi-tiered systems of support. *Education and Treatment of Children*, 38(3), 345-362.
- Jasper, A. D., **Hunter, W.**, Williams, R. L., & Collins, E. (2015). Data recording in the classroom – It can be done! *Beyond Behavior*, 24(1), 18-23.
- Hunter, W.**, Jasper, A. D., & Williamson, R. L. (2014). Utilizing middle school common planning time to support inclusive environments. *Intervention in School and Clinic*, 50(2), 114-120. <https://doi.org/10.1177/1053451214536045>
- Hunter, W.**, & Haydon, T. (2013). Increasing the effectiveness of numbered heads together for students with emotional and behavioral disorders. *Beyond Behavior*, 22(3), 40-45.
- Christensen, J., Siegel-Robertson, J., Williamson, R., & **Hunter, W.** (2013). Preparing educational leaders for special education success: Principals' perspectives. *The Researcher*, 25(1), 94-107. <https://www.nrmera.org/wp-content/uploads/2016/02/Researcherv25n1Christensen.pdf>
- Hunter, W.** (2012). Assessing the effects of a number heads together strategy package upon students with exceptionalities' math scores: A case study. *Tennessee Association of Middle Schools Journal*, 84-95.
- Haydon, T., DeGreg, J., Maheady, L., & **Hunter, W. C.** (2012). Using active supervision and precorrection to improve transition behaviors in a middle school classroom. *Journal of Evidence-Based Practices for Schools*, 13(1), 81-97.
- Haydon, T., & **Hunter, W.** (2011). The effects of two types of teacher questioning on teacher behavior and student performance: A case study. *Education and Treatment of Children*, 34(2), 229-245. <https://doi.org/10.1353/etc.2011.0010>
- Haydon, T., Maheady, L., & **Hunter, W.** (2010). Effects of numbered heads together on the daily quiz scores and on-task behavior of students with disabilities. *Journal of Behavioral Education*, 19(3), 222-238. <https://doi.org/10.1007/s10864-010-9108-3>
- Invited Article**
- Hunter, W.**, Taylor, J. C., Bester, M., Nichols, S., & Panlilio, C. (2021). Considerations for incorporating trauma-informed care content within special education teacher preparation and professional development programs. *Journal of Special Education Preparation*, 1(2), 48-55.

### **Book**

**Hunter, W.**, Taylor, J., & Scott, L. (2023). *The Mixtape volume 1: Culturally sustaining practices within MTSS featuring the everlasting mission of student engagement*. Council for Exceptional Children (CEC).

### **Book Chapters (Peer-Reviewed)**

**Hunter, W.**, Salem, W., Barnes, K., Caldwell, L., & Bubrig, J. (2024). Inclusive teacher educator leadership: Situating reflective practice within theory, partnerships, and equity in an undergraduate dual licensure educational preparation program. S. C. Moss (Ed). *Inclusive leadership: From theory to practice*. Information Age Publishing Inc.

Fuller, M. C., Carrero, K. M., & **Hunter, W.** (2021). Preparing educators and coaching cultural competence and disability awareness. *PRISM 13/DADD*.

Williams, M., & **Hunter, W.** (2019). Civil rights & higher education, the beginning. In C. Schiro-Geist, S. Brown, & S. Sanders (Eds.), *Minority voices in higher education: Toward a global majority*. Cognella.

**Hunter, W.**, Taylor, J. T., McNaughton, D., Jasper, A. D., Sanders, S. D., & Chapin, S. (2019). Special education and intersectionality. In C. Schiro-Geist, S. Brown, & S. Sanders (Eds.), *Minority voices in higher education: Toward a global majority*. Cognella.

Kroeger, S. D., & **Hunter, W.** (2017). Preparing teachers to use culturally responsive practices. In J. Goeke, & K. Kossar (Eds.), *Redesigning special education teacher preparation: Challenges and solutions*. Rowman & Littlefield.

### **Non-Refereed**

#### **Books**

Fictional Educational Book

**Hunter, W. C.** (2007). *Chillen with Alaska*. Xlibris Corp.

### **SCHOLARSHIPS AND AWARDS**

- University of Memphis, College of Education, Faculty Research Award, 2022
- University of Memphis, University of Memphis Institute on Disability, Research Faculty Fellow Award, 2022
- Council for Children with Behavioral Disorders (CCBD) Division of Council for Exceptional Children (CEC)-Division-Service Award

- University of Memphis, Instruction Curriculum and Leadership (ICL) Department, Faculty Research Award, 2015
- University of Cincinnati, Holmes Scholar, 2011
- The Joseph E. Zins Outstanding Doctoral Student Award in Special Education, University of Cincinnati, 2011
- Nominated for the Garvin Distinguished Dissertation Award, University of Cincinnati, 2011
- University of Cincinnati, University Scholarship, Awarded over \$14,000 over a three-year period.
- Northern Kentucky University Star Award for academic achievement, 2004-2006
- Two Rivers Middle School-Staff to Staff Award- "Teacher of the Month," 2005, 2007

## GRANT EXPERIENCE

### External Support (Funded)

- 2021-2024, **Role: PI**, Multi-Tiered Systems of Support for Behavior and Academics. Tennessee Department of Education., \$3,000,000.00
- 2019-2024, **Role: Co-PI** Project FIRST (Finding Innovative Rehabilitation Services Training), Department of Education Grant CFDA NO. 84.263 C, \$1,974,264
- 2015-2021-**Role: PI**-RtI-Behavior Grant-Tennessee Department of Education, \$4,500,000.00
- 2015-2020- **Role: Co-PI**, Building Resources for persons with Intellectual Disabilities towards Gainful Employment: The BRIDGE Project for Inclusive Transition to Integrated Employment. \$1,560,899 US Dept. of Education.
- 2012-2015 **Role: PI**, RISE Grant Project-Tennessee Department of Education. \$771,000.00

### External Support (Not Funded)

- **Hunter, W.**, Cooley-Nichols, S., Elswick, S., & Li, C. (2021). 2021 Mental Health Landscape. Submitted to the Tennessee Department of Education. \$1 M, unfunded.
- Robinson, A.L., Dasgupta, D., **Hunter, W.**, & McGinnis, J. (2021). GenCyber Summer Camp of Cyber Secure Engineering Basics or GenCyber 2022: Engineering a Cyber Secure Future or Coding Future Pathways! NSF, \$100,000,



- Dieker, L., Hughes, C., Hynes, M., Cheng, S., Bell, C., & **Hunter, W.** (2015). Center for Transforming Teacher Education with TeachLivE. Submitted to the Bill & Melinda Gates Foundation. \$2.5M, unfunded.

### **Internal Support (Funded)**

- **Hunter, W.**, Hanson, J., Tillis, G., Cook, C., Barnes, K., and White, C., (2022). Community of Research Scholars (CoRS) Grant, \$2500.00, The Tiger Blueprint: Building Extended Learning Programs through the Cypher Code Collective. University of Memphis, \$2500.00
- Perkins, H., & Hunter, W. (2012) Awarded Faculty Mentoring Grant (College of Education, Health and Human Sciences)-Helen Perkins and **William Hunter**. \$300.00
- 2009, Haydon, T., & **Hunter, W.** Implementing a Classroom Management Training Program for Middle School Teachers. Graduate Student and Faculty Research Mentoring Grant Program. University of Cincinnati. Total Award: \$750.00. Role: Contributing Author.

### **Internal Support (Not Funded)**

- Hunter, W. (2013) The Carpenter Art Garden Enhancement Project submitted to the Strengthening the Community Capacity Building Grant (University of Memphis). \$6250.00
- Hunter, W. (2014) The Sustainable Schools Initiative: Service Learning through Environmental Education” submitted to Strengthening the Community Capacity Building Grant (University of Memphis). \$6250.00

### **External Support (Not Funded)**

- **Hunter, Sabatini, Barnes, Hilliard, & Rath** (2024). Enhancing the Transitional Journey for Students with Behavioral IEP Goals and Objectives (Exploratory), IES, \$1,685,649.00 , Not Funded.

### **PRESENTATIONS (Refereed)**

*\*Doctoral Student (I served as the program/dissertation chair)*

### **Invited National Presentations**

**Hunter, W. Taylor, J.T.** The Remix: Culturally Sustaining Practices for Student Engagement in MTSS, San Antonio Texas, Council for Exceptional Children, CEC.

**Hunter, W (2023).** Infusing Hip-Hop within Educational Communities, Jumpstart Conference “Here to Stay: Reigniting the Fire for Racial Justice,” July, 2023. Virtual Conference.

**Hunter, W. (2023).** Keynote Speaker, Culturally Responsive Pedagogy, The Ed Prep Conference: Spotlighting Cultural Competence and High Leverage Practices, CEEDAR Conference, Delta State University, Cleveland Mississippi

Taylor, J. & **Hunter, W. (2023)** Keynote Speakers- Hip-Hop for the Educators Soul: Motivational Quotes from the Culture,” October, 2023, 45<sup>th</sup> International Conference on Learning Disabilities, Denver Colorado

**Hunter, W. (2020, May).** *Hip-hop critical pedagogy* [Virtual Presentation]. Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), Virtual Presentation.

**Hunter, W. (2020, September).** *Community-based participatory research to achieve social justice* [Conference session]. Holmes Policy Institute, Annual Meeting of the American Association of Colleges for Teacher Education, Virtual Presentation.

**Hunter, W. (2020, December).** *Culturally relevant classroom management practices, high leverage practice 7* [Virtual presentation]. Teacher Education Division of the Council for Exceptional Children, Diversity Caucus Virtual Roundtable.

#### **Invited State Level Presentations**

**Hunter, W. (2024, July).** Invited Guest Presenter, CCBD-KY Conference

**Hunter, W. (2014, September).** *Classroom-level PBIS interventions for students within full inclusive and self-contained environments (establishing a strong foundation).* Student Tennessee Education Association (STEA), Nashville, TN, United States.

#### **International Conference Presentations**

Jackson, D., & **Hunter, W. (2019, July).** *Effective instruction for all! Culturally responsive high-leverage practices.* DISES, International Conference, Montego Bay, Jamaica.

**Hunter, W. (2019, July).** *Culturally relevant classroom management practices.* DISES, International Conference, Montego Bay, Jamaica (Accepted).

**Hunter, W., & Jasper, A. D. (2018, July).** *Examining high leverage practices within team teaching models in tier-1 instruction across inclusive environments.* DISES, International Conference, Cape Town, South Africa.

Jasper, A. D., & **Hunter, W. (2018, July).** *Data collection and self-monitoring strategies for students with exceptionalities in inclusive settings.* DISES, International Conference, Cape Town, South Africa.

Kroger, S., & **Hunter, W. (2018, July).** *Preparing teachers to use culturally responsive practices.* DISES, International Conference, Cape Town, South Africa.

**Hunter, W.,** & Williamson, R. L., Casey, L., & Smith, C. (2014, July). *Self-monitoring strategies for students with exceptionalities* [Poster presentation]. The Abreu, International Conference, Braga, Portugal.

Williamson, R. L., Chang, J., **Hunter, W.,** Smith, C., & Casey, L. (2014, July). *Applying quantitative analysis to special education research* [Paper presentation]. The Abreu, International Conference, Braga, Portugal.

Williamson, R. L., **Hunter, W.,** Casey, L., & Reeves, K., (2014, July). *iPads and autism: Examining iPad-based AAC on the ability to 'mand'* [Poster presentation]. The Abreu, International Conference, Braga, Portugal.

### **National Conference Presentations**

Hunter, W. (2024). We Are In this Together Now: Building Positive Teacher/Student Relationships through a Hip-Hop ED Lens. Teacher Educators for Children with Emotional Behavioral Disorders (TECBD) Conference. Tempe, Arizona

Hunter, W. (2024). When I Move You Move: Implementing Opportunities to Respond within Instruction. Teacher Educators for Children with Emotional Behavioral Disorders (TECBD) Conference. Tempe, Arizona

Kamman, M., Cowart-Moss, S., & **Hunter, W.** (2023). Inclusive Leadership with Intention: An Embedded Model of HLP Integration .Council for Exceptional Children (CEC), Louisville, Kentucky

Kennedy-Donica, A., Haydon, T., & **Hunter, W.** (2023). Compassion Over Compliance: Implications for Trauma-Informed Behavioral Practice. Council for Exceptional Children (CEC), Louisville, Kentucky

**Hunter, W.** & Barnes, K. (2023). Utopian Methodology: Educational Interventions to Promote Equity in Inclusive/Special Education. Council for Exceptional Children (CEC), Louisville, Kentucky

**Hunter, W.** & Taylor, J. (2023). The Mixtape Volume 1: Hip-Hop Based Education within Inclusive Environments . Council for Exceptional Children (CEC), Louisville, Kentucky

Haydon, T.& **Hunter, W.** (2023-Accepted). Seas the Day! Implications for Using Trauma Informed Practices, Teacher Education Division (TED) Council for Exceptional Conference, Long Beach, California

Taylor, J., Hanley, W., Deger, G.K., & **Hunter, W.** Anti-Racist Practices, and the Cycle of Critical Consciousness within PBIS. Teacher Educators for Children with Emotional Behavioral Disorders (TECBD) Conference. Tempe, Arizona

Kamman, M, **Hunter, W.,** Snow, C., & Silva, R. (2022). Building Blocks for Culturally Relevant Education: Policy, Preparation, Practice, and Partnerships, Teacher Education Division (TED) Council for Exceptional Conference, Richmond, Virginia

- Hunter, W.**, Taylor, S., & Scott, L. (2022). Editors of The Mixtape Volume 1: Culturally Sustaining Practices within MTSS featuring the Everlasting Mission of Student Engagement , Teacher Education Division (TED) Council for Exceptional Conference, Richmond, Virginia
- Barnes, K.** Hunter, W. Robinson, D., & Tillis, G. (2022). Educational Cyphers: The Promise of Hip-Hop Pedagogy in Teacher Preparation. The 2022 Annual American Research Education Association Conference, San Diego, California, United States.
- Hunter, W.** Barnes, K. Rush, C. Banks, T., & Taylor, A. (2022). Using flexible grouping to create culturally relevant pK-12 learning communities for culturally and linguistically diverse learners with exceptionalities. The 2022 Annual Council for Exceptional Children, Orlando, Florida, United States.
- Hunter, W.** Barnes, Robinson, D., & Tillis, G. (2022). Using hip-hop pedagogy within special education educator preparation courses to help form educator critical consciousness. The 2022 Annual Council for Exceptional Children, Orlando, Florida, United States.
- Hunter, W.** Jasper, A., Davis, K., Ley-Davis, L., & Singleton, J. (2022). Promoting positive teacher-student relationships through creating a plan for classroom management on-boarding. The 2022 Annual Council for Exceptional Children, Orlando, Florida, United States.
- Tsai, S., Scott, T., Haydon, T., **Hunter, W.** (2021, March). Effects of race, behavior type, and special education label on educators' judgment. 17th International Conference on Positive Behavior Support. Virtual Presentation.
- Barnes, K., **Hunter, W.**, Robinson, D., English-Tillis, G. (February, 2021). The need for “Hip-Hop Education” in teacher preparation programs. Eastern Educational Research Association. Virtual Presentation.
- Hunter.**, Barnes, K., Robinson, D., English-Tillis, G. (October, 2021). The need for “hip-hop education” in teacher preparation programs. Classroom disruption: hiphoped in colleges of education. Critical Race Studies in Education Association (CRSEA)Virtual Presentation.
- Williams, M., Schiro-Geist, C., & **Hunter, W.** (2020, October). *Inclusive higher education: What the private practitioners needs to know*. International Associate of Rehabilitation Professionals. Virtual Presentation.
- Hunter, W.**, & Schiro-Geist, C. (2020, July). *UMID reflections on IPSE transition: Past, present, and future*. TIPSID Director Meeting, Virtual Presentation.

- Cook, S., **Hunter, W.**, & Stark, C. (2020, May). *Utilizing a team-based approach to build family and community engagement in pbis*. [Poster presentation]. 17<sup>th</sup> International Conference on Positive Behavior Support. Miami, FL.
- Bester, M\*, & **Hunter, W.** (2019, October). *Providing trauma-informed care interventions through multi-tiered systems of support* [Presentation]. Teacher Educators for Children with Behavioral Disorders (TECBD), Tempe, AZ, United States.
- Hunter, W.**, Davis, L., Schiro-Geist, C., Williams, M., & Reeves, K. (2019, January). *Building the bridge to support students with intellectual disabilities in post-secondary programs*. 20<sup>th</sup> Annual Conference of the Council for Exceptional Children Division on Autism and Developmental Disabilities, Maui, HI, United States.
- Hunter, W.**, Hall, A., Mueller, C., & Hernandez-Scott, E. (2019, February). *Partnerships and pipelines in educator preparation*. 71<sup>st</sup> Annual Meeting of the American Association of Colleges for Teacher Education, Louisville, KY, United States.
- Hunter, W.**, & Jasper, A. (2019, January). *Making it happen: Students with disabilities attending post-secondary setting*. 20<sup>th</sup> Annual Conference of the Council for Exceptional Children Division on Autism and Developmental Disabilities, Maui, HI, United States.
- Jasper, A., Davis, K., **Hunter, W.**, & Singleton, J. (2019, February). *Retaining and empowering special educators through a student orientation package* [Presentation]. The 2019 Annual Council for Exceptional Children, Portland, OR, United States.
- Hunter, W.**, Mueller, C., Hall, A., & Hernandez-Scott, E. (2019, February). *The River City summer bridge program: Building partnerships with school districts while establishing a pipeline for teachers*. 71<sup>st</sup> Annual Meeting of the American Association of Colleges for Teacher Education, Louisville, KY, United States.
- Nelson, J., **Hunter, W.**, McCray, E., Page, L., & Haddow, D. (2019, February). *Establishing PLC communities through CEC/CEEDAR special education high leverage practices*. 71<sup>st</sup> Annual Meeting of the American Association of Colleges for Teacher Education, Louisville, KY, United States.
- Hunter, W. C.**, Jasper, A. D., Barton-Arwood, S., Murley, R., & Clements, T. (2018, February). *Utilizing the PPET mnemonic to guide classroom level PBIS in secondary schools* [Poster presentation]. The 2018 Annual Conference of the Council for Exceptional Children, Tampa, FL, United States.

- Jasper, A. D., & **Hunter, W.C.** (2018, February). *Making it happen: Students with disabilities attending postsecondary education settings* [Poster presentation]. The 2018 Annual Conference of the Council for Exceptional Children, Tampa, FL, United States.
- Jasper, A. D., Davis, K., Singleton, J., Davis, L. L., & **Hunter, W. C.** (2017, November). *Empowering teachers in the classroom through a student orientation package* [Presentation]. The 40<sup>th</sup> Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA, United States.
- Jasper, A. D., & **Hunter, W. C.** (2017, November). *Making it happen: Students with disabilities attending 4-year universities* [Presentation]. The 40<sup>th</sup> Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA, United States.
- Hunter, W.**, Barton-Arwood, S., Jasper, A., Murley, R., & Clements, T. (2017, October). *Utilizing classroom level PBIS to promote the PETT mnemonic within self-contained and day treatment classrooms of students with emotional behavioral disorders* [Presentation]. Teacher Educators for Children with Behavioral Disorders (TECBD), Tempe, AZ, United States.
- Stark, C., Pflasterer, H., **Hunter, W.**, & Casey, L. (2017, September). *The foundation of PBIS sustainability: Leadership at every level* [Poster presentation]. The 2017 OSEP Technical Assistance Center on PBIS 2017 Leadership Forum, Chicago, IL, United States.
- Williamson, R. L., **Hunter, W. C.**, Jasper, A. D., Novak, J., Reeves, K. C., & Smith, C. (2017, April). *Re-examining evidence-based practice: Implications of changing EBP standards on teacher practice* [Poster presentation]. The 2017 Annual Conference of the Council for Exceptional Children, Boston, MA, United States.
- Hunter, W.**, Maheady, L., Andersen, T., Washington, C., & Christopher-Allen\*, A. (2016, April). *Examining carousel brainstorming's impact upon students with exceptionalities and ELLs* [Poster presentation]. The Council for Exceptional Children (CEC) Conference, Saint Louis, MO, United States.
- Eyres, R.\*, & **Hunter, W.** (2016, April). *Sexuality education for ALL students* [Paper presentation]. The Council for Exceptional Children (CEC) Conference, Saint Louis, MO, United States.
- Hunter, W.**, & Haydon, T. (2015, September). *Examining peer-mediated instruction for students with EBD in self-contained classrooms* [Paper presentation]. Council for Children with Behavioral Disorders (CCBD) Conference, Atlanta, GA, United States.

- Hunter, W.,** Williamson, R. L., Jasper, A. D., Casey-Baylot, L. & Smith, C. L. (2015, October). *Examining self-monitoring interventions for academic support of students with emotional and behavioral disorders* [Paper presentation]. Teacher Educators for Children with Behavioral Disorders (TECBD), Tempe, AZ, United States.
- Hunter, W.,** Williamson, R. L., Jasper, A. D., Murley, R., & Stratton, E.\* (2015, October). *Examining numbered heads together as an instructional strategy for students with emotional and behavioral disorders within multi-tiered systems of support* [Paper presentation]. Teacher Educators for Children with Behavioral Disorders (TECBD), Tempe, AZ, United States.
- Hunter, W.,** Perkins, J. H., & Ferguson, F. (2015, April). *Utilizing literacy workshops to promote family partnerships in education* [Poster presentation]. The Council for Exceptional Children (CEC) Conference, San Diego, CA, United States.
- Stratton, E.\*, & **Hunter, W.** (2015, April). *Examining teacher self-efficacy within the first-year implementation of a multi-tier framework* [Poster presentation]. The Council for Exceptional Children (CEC) Conference, San Diego, CA, United States.
- Hunter, W.,** Jasper, A., Williamson, R.L., & Stratton, E\*. (2014, November). *Common planning time: Improving collaboration between special and general educators* [Paper presentation]. The Teacher Education Division (TED) of the Council for Exceptional Children (CEC) Conference, Indianapolis, IN, United States.
- Hunter, W.,** Williamson, R. L., Casey, L., & Smith, C. (2014, April). *iPods, APPS, and education: Examining self-monitoring strategies for students with exceptionalities* [Poster presentation]. The Council for Exceptional Children (CEC) Conference, Philadelphia, PA, United States.
- Jasper, A., **Hunter, W.,** & Collins, E. (2014, April). *Data recording in the classroom: It can be done!* [Poster presentation]. The Council for Exceptional Children (CEC) Conference, Philadelphia, PA, United States.
- Williamson, R. L., **Hunter, W.,** Casey, L., & Smith, C. (2014, April). *It all depends: Applying quantitative analysis to special education research* [Paper presentation]. The Council for Exceptional Children (CEC) Conference, Philadelphia, PA, United States.
- Hunter, W.,** Williamson, R. L., Whitney, J. T., & Stratton, E\*. (2014, March). *Reviewing the first-year implementation of SWPBS within a rural school district* [Poster presentation]. The International Conference on Positive Behavior Supports, Chicago, IL, United States.

- Williamson, R. L., Chang, J. Y., Casey, L. B., **Hunter, W.**, & Smith, C. (2013). *Autism, iPads, and self-advocacy: Examining AAC's effect on the ability to 'mand.'* Association for Behavior Analysis International Conference, Portland, OR, United States.
- Kroeger, S., **Hunter, W.**, & Troup, K. (2012, April). *Exploring racial identity of student teachers: Contributing to African American student success* [Paper presentation]. The Council for Exceptional Children (CEC) Conference, Denver, CO, United States.
- Hunter, W.**, & Haydon, T. (2012, March). *Classroom-level PBIS interventions for students identified with emotional behavioral disorders* [Poster presentation]. The International Conference on Positive Behavior Supports, Atlanta, GA, United States.
- Hunter, W.** (2011, October). *Examining the effects of NHT+I on students identified with emotional behavioral disorders* [Paper presentation]. Teacher Educators for Children with Behavioral Disorders, Tempe, AZ, United States.
- Hunter, W.**, & Haydon, T. (2011, May). *Examining the effects of NHT on quiz results and on-task behavior with students identified with emotional behavioral disabilities* [Poster presentation]. Applied Behavior Analysis International, Denver, CO, United States.
- Hunter, W.**, & Haydon, T. (2010, May). *Examining the effects of NHT on quiz results with students in an emotional behavioral disorders self-contained classroom* [Poster presentation]. Applied Behavior Analysis International, San Antonio, TX, United States.
- Haydon, T., **Hunter, W.**, & Barnett, D.W. (2010, May). *Using multiple targets and variables for the complexity of school consultations: An example* [Poster presentation]. Applied Behavior Analysis International, San Antonio, TX, United States.
- Hunter, W.** (2010, April). *Establishing a classroom management intervention program for first year teachers in an urban middle school* [Poster presentation]. Council for Exceptional Children Conference (CEC), Nashville, TN, United States.

### **Regional Conferences**

- Hunter, W.** (2009, April). *Program for first year teachers in an urban middle school: Preliminary data* [Poster presentation]. Spring Research Conference, sponsored by the University of Cincinnati, University of Louisville, and University of Kentucky. University of Louisville.



## **State Conferences**

- Hunter, W., & Ley Davis, L.** (2017, October). *Effective classroom management: Implementing a student orientation package*. Tennessee Council for Exceptional Children (TCEC), Nashville, TN, United States.
- Hunter, W.,** Barton-Arwood, S., Jasper, A., Murley, R., & Clements, T. (2017, February). *Classroom level PBIS for students with exceptionalities across settings*. Partners in Education Conference, Nashville, TN, United States.
- Hunter, W.,** Andersen, T., Washington, C., Christopher, A.\*, & Bell, S. (2014). *Examining the effects of carousel brainstorming on academic scores and student engagement in an inclusive setting* [Paper presentation]. Council for Exceptional Children (CEC) state of Tennessee Conference, Nashville, TN, United States.
- Fox, J., Blevins, L., Khan, Kennedy, K., A., Jenkins, Murley, R., & **Hunter, W.** (2014). *School-wide positive behavior support (SWPBS) in Tennessee* [Paper presentation]. Council for Exceptional Children (CEC) state of Tennessee Conference, Nashville, TN, United States.
- Hunter, W.,** Williamson, R. L., & Murley, R. (2014, February). *Assessing numbered heads together as a primary instructional strategy within multi-tiered interventions*. Partners in Education Conference, Nashville, TN, United States.
- Hunter, W.,** Williamson, R. L., Casey, L., Smith, C., & Perry, C. (2013, October). *Evaluating the use of technology and self-management interventions for students with emotional and behavioral disorders* [Paper presentation]. Council for Exceptional Children (CEC) state of Tennessee Conference, Nashville, TN, United States.
- Hunter, W.,** Williamson, R. L., Stratton, E.\*, & Jasper, A. (2013, October). *Utilizing middle school common planning time to support inclusive environments* [Paper presentation]. Council for Exceptional Children (CEC) state of Tennessee Conference, Nashville, TN, United States.
- Hunter, W.** (2012, October). *Assessing the effects of a number heads together strategy package upon students with disabilities' math scores* [Paper presentation]. Council for Exceptional Children (CEC) state of Tennessee Conference, Nashville, TN, United States.
- Williamson, R. L., **Hunter, W.,** Casey, L., Smith, C., & Perry, C. (2013). *iPods, apps & education: Examining self-monitoring strategies for students with exceptionalities*. Tennessee Association for Assistive Technologies State Conference, Murfreesboro, TN, United States.

Williamson, R., & **Hunter, W.** (2013). *The effective use of cell phones as assistive technology in the classroom*. Tennessee Association for Assistive Technology State Conference, Murfreesboro, TN, United States.

### **Local Conferences (Includes Refereed/Non-Refereed)**

Barnes, K., Salem, W., and Hunter, W. (2024) Making Math Talks Inclusive: Scaffolded Strategies for Engaging All Learners. Paper presented at the West TN Special Education Conference, Memphis, TN, October 25, 2024 (**refereed**).

Barnes, K. Hunter, W., Hilliard, L., and Larkin, K. (2024) Building Equitable Pathways: Transition Planning for Culturally and Linguistically Diverse High School Students with High Incidence Disabilities. Paper presented at the West TN Special Education Conference, Memphis, TN, October 24, 2024 (**refereed**).

**Hunter, W.** (2019, September). *Establishing an active learning environment within your classroom*. Western Tennessee Special Education Conference, Memphis, TN (**refereed**).

**Hunter, W.** (2019, July). *Culturally relevant classroom management practices*. Classroom and Behavior Management HLP Conference, Memphis, TN

**Hunter, W., & Ley-Davis, L.** (2017, September). *Framing a portrait of success through effective classroom management: Implementing a student orientation package across environments*. Western Tennessee Special Education Conference, Memphis, TN (**refereed**).

**Hunter, W., Stark, C., & Pflasterer, H.** (2017, September). *The foundation of RtI2-behavior sustainability: Developing effective district and school leadership teams*. Western Tennessee Special Education Conference, Memphis, TN, (**refereed**).

**Hunter, W., Nelson, J., & Page, L.** (2017, September). *Tennessee CEEDAR initiative: An overview of national reform for teacher preparation, professional learning systems, and high leverage practices designed to improve student outcomes*. Western Tennessee Special Education Conference, Memphis, TN, (**refereed**).

**Hunter, W.** (2017, February). *Establishing an effective multi-layered classroom management plan for inclusive/self-contained environments*. Teacher Toolbox Series, Western Tennessee Behavior Supports Grant, University of Memphis, Memphis, TN,

**Hunter, W.** (2016, November). *Classroom-level PBIS interventions for students within full inclusive and self-contained environments*. Teacher Toolbox Series, Western Tennessee Behavior Supports Grant, University of Memphis-Lambuth, Jackson, TN

**Hunter, W.** (2016, September). *Positive reinforcement: A suitable option in the classroom*. Western Tennessee Special Education Conference, Memphis, TN.

**Hunter, W., & Murley, R.** (2015, October). *Instructional strategies that promote active student engagement within multi-tiered systems of support*. Western Tennessee Special Education Conference, Memphis, TN (**referred**).

**Hunter, W., & Williamson, R.L.** (2014, October). *iPods, apps, and education: Examining self-monitoring strategies for students with exceptionalities*. Western Tennessee Special Education Conference, Memphis, TN, United States (**refereed**).

**Hunter, W., & Christopher, A.\*** (2014, August). *Classroom-level PBIS interventions for students within full inclusive and self-contained environments (establishing a strong foundation)*. RISE Conference, Memphis, TN, United States.

## PODCASTS

Wilkerson, F. (Host). (2020, October 16<sup>th</sup>). Equity: The Podcast, Virginia Commonwealth University (VCU), Minority Educator, Recruitment, Retention, and Equity Center (Audio Podcast Episode 3). Don't Put Me in A Box featuring Dr. Jonte Taylor and **Dr. William Hunter**  
<https://soe.vcu.edu/centers/merrec/equity-the-podcast/>

Ruths, J. (Host). (2021, January 27<sup>th</sup>). Jabbedu Bridging Gaps in Education. **William Hunter**. <https://jabbedu.com/>

## SOCIAL MEDIA

**Hunter, W. & Taylor, J.** (2020, May 18th). Council for Children with Behavioral Disorders (CCBD)-Facilitator- Academic Interventions for Students with Challenging Behavior. [Tweet]. Twitter.  
<https://twitter.com/CCBDmembers/status/1262411986551398400>

## KEYNOTE SPEAKING

- Education Talk: October 2014, Humes Preparatory Academy, Memphis, Tennessee
- Educational Fictional Book Talk Presentation: December 2007, Northern Kentucky University, College of Education
- Educational Fictional Book Talk Presentation: December 2007, Two Rivers Middle School
- Educational Fictional Book Talk Presentation: February 2008, Covington Independent School District, Alternative School

- Keynote Speaker: African American History Program: 2004-2007, 2009  
Covington Independent School District

## COURSES TAUGHT

### University of Memphis (2011-Present)

#### UNDERGRADUATE

##### *Course Title:*

**ICL 4703-Special Topics-Educational Cyphers: The Promise of Hip-Hop, an Appreciative Introduction**

**ICL 4914 (Pre-Service Teacher Supervision in Schools): Teaching All Learners Residency I Practicum**

**SPED 7221/8221 (Hybrid/Online): Behavior Management Special Education**

**SPED 3803 (Hybrid): Classroom/Behavior Management**

**SPED 2000 (Hybrid): Foundation/Exceptional Learners**

##### *Course Description:*

This introductory course will examine the phenomena of the genera of hip-hop/rap and its impact on education and potential to be a driving force in maximizing the education of youth enrolled within urban school settings.

An in-depth clinical experience designed to provide teacher candidates an opportunity to experience all aspects of being a professional educator.

Methods of changing social behaviors of students with disabilities in various educational settings.

Advanced strategies for managing social behaviors of learners with mild to severe disabilities.

Current research and practices concerning physical, cognitive, emotional, and social characteristics of exceptional learners.

#### GRADUATE

**SPED 7522/8522**

This course includes an advanced study of the science of implementing and assessing Multi-Tiered Level of Supports, Response to Intervention (RtI), and Positive Behavioral Intervention Supports (PBIS) for early intervention and examining the needs of a wide range of diverse learners with the goal of matching instruction to improve student outcomes.

**ICL 8998 (Online): Directed Reading**

Individually directed readings culminating in synthesis of ideas.

**SPED 7206/8206 (Online): Special Education Law**

Implementation of best practices in inclusive settings and evaluation as it relates to the incorporation of research in past and present special education law.

**SPED 7203/8203 (Hybrid): Educational Programming for Students with EBD**

This course includes an advanced study of the characteristics of persons with emotional and behavioral disorders and examining research based academic and behavioral interventions.

**SPED 7042 (Online):** Field Experience/Comprehensive Special Education

Supervised experience(s) with individuals with moderate to severe disabilities in cooperation with university, local, state, and/or national education personnel.

**SPED 7221/8221 (Hybrid/Online):** Behavior Management Special Education

Methods of changing behaviors of individuals with mild to severe disabilities in various educational settings.

### **University of Cincinnati (2007-2012)**

#### **UNDERGRADUATE**

**EDST 275 (Traditional Lecture):** Human Learning and Development

Educational Psychology is the major focus of the course.

#### **GRADUATE**

**18 SPED 667 (Online):** Working with and Supporting Families

Providing support for families of students with disabilities in K-12 settings.

**18-SPED-658/18-PRFS-741 (Online):** Individuals with Learning Disabilities/Crafting the Curriculum

Providing differentiated instruction for students with learning disabilities.

**18 SPED 512/18 PRFS 540 (Online):** Teaching Reading and Writing to Students with Disabilities II

Providing reading instruction for students with mild to moderate disabilities is a major component of the course.

**18-SPED-658 (Online):** Individuals with Learning Disabilities

Focus on characteristics of students with learning disabilities.

**18-SPED-508/PRFS 591 (Online):** Curriculum Development and Instructional Planning for Students with Mild-Moderate Disabilities

Focus on academic instruction for students with mild to moderate disabilities.

**18-SPED-600 (Online):** Challenging Learner in Society

Focus on providing instruction for students that exhibit academic and behavioral challenges within the classroom.

**18-SPED-251 (Online):** Special Education and the Law

Focus on special education law, the IEP process.

### **Northern Kentucky University (2008-2009)**

#### **GRADUATE**

**EDMT 621 (Traditional Lecture):** Students with Exceptionalities in Regular Middle/School Secondary Classrooms

Characteristics of students with exceptional learning needs and legal issues, adaptations to the general curriculum, adaptive teaching strategies, behavior management and collaboration skills.

**EDMT 631 (Traditional Lecture):** Special Education Adaptations in Regular Middle/Secondary Classrooms

Adaptations to the general curriculum adaptive teaching strategies, behavior management and collaboration skills.

**EDU 599 (Traditional Lecture):** Teaching for Individual Differences

Focus on providing instruction for students with diverse learning styles.

## **TEACHING EXPERIENCES, PK-12**

***Special Education Self-Contained (Language Arts, Social Studies, Science, and Math) Teacher, Emotional Behavior Disabilities, Educational Specialist, Holmes Middle School, Two Rivers Middle School, Homeward Bound, Covington Independent School District, Covington, Kentucky, 2008-2011, 2004-2007***

Duties: Implement and develop IEPs for students with learning and behavioral disabilities. Provide instruction to students with learning and behavioral disabilities in a self-contained environment. Develop behavioral interventions to help enhance an individual student's overall education.

***Lead Educational Specialist, Northern Kentucky Children's Home, Homeward Bound, Residential, Covington Independent School District, Covington, Kentucky, 2007-2009 (Summer Program, May-July)***

Duties: Develop, manage, and implement entire summer program for residents with extreme behavioral issues. Plan activities that include field trips and award programs.

***Assistant Principal/Special Education Program Director, VLT Academy, Cincinnati Ohio, 2007-2008***

Duties: Perform administrative duties including assisting with school discipline program. Assist building principal with day-to-day academic operations. Develop the school's student code of conduct book. Introduce various school wide incentive programs. Implement research based, school wide program, positive behavior intervention supports.

***Special Education Program Director/Inclusive, Resource Room Special Education Teacher, A.B. Miree Fundamental Academy, Cincinnati, Ohio, 2002-2004***

Duties: Manage the overall special education program. Supervise special education staff. Implement and develop IEPs for students with learning and behavioral disabilities. Develop behavioral interventions to help enhance an individual student's overall education.

***Intervention Specialist/Social Studies Teacher, Cincinnati College Preparatory Academy, Cincinnati, Ohio, 2000-2002***

Duties: Develop lesson plans, syllabuses, criteria, and assessments that incorporate textbook information as well as skills based on a college preparatory curriculum for students determined by the state of Ohio. Establish a foundation for an "Imaginary University" class, focusing on important events in United States history.

***Mental Health Intervention Specialist, St. Joseph's Orphanage, Residential Facility, Cincinnati, Ohio, 1999-2008***

Duties: Develop a lesson plan that will meet the needs of children with severe learning and behavioral disabilities in the program. Maintain a stable and positive learning environment for the children.

***Site Administrator/Camp Counselor, YMCA, University Branch, Cincinnati, Ohio, 1999-2000***

Duties: Develop a lesson plan to incorporate the participation of all children at an after-school program. Maintain a positive work environment for group leaders.

***Building Substitute for Schoolwide Intervention Program/Middle School, Princeton City School District, Cincinnati, Ohio, 1998-1999***

Duties: Provided academic and behavioral support for students with challenging behavior within the middle school setting.

***Chemical/Biology Library Assistant, University of Cincinnati, Cincinnati, Ohio, 1996-1998***

Duties: Assist with organizing chemistry library books/materials.

**RESEARCH ACTIVITIES (Abbreviated)**

- Media Rhythm Institute, Baltimore Maryland, 2023
- Co-Teaching Project, Classroom Management Interventions, Spring Independent School District, Houston, Texas, 2017
- Classroom Management Interventions, Duvall County, Jacksonville, Florida, 2017
- Co-Teaching Project, Shelby County School District, Millington Municipal School District, Collierville School District, 2014-2016, Memphis, Tennessee
- Classroom Management Interventions, 2012, 2016, Shelby County School District, Memphis, Tennessee
- Implementing School-Wide Positive Behavioral Supports within a Post-Secondary Setting for Students with Moderate to Severe Disabilities-Tiger Life, 2015-2016, University of Memphis
- Reviewing Positive Behavior Support Practices for Fayette County Public Schools, 2011-2012, Somerville, Tennessee
- Developer of PRIDE Program, 2008-2009, Implementing an academic and social behavior intervention support for 6<sup>th</sup> and 7<sup>th</sup> Grade African American male students at Two Rivers Middle School, Covington, Kentucky

- Research Assistant, 2009, Gathering educational information for Urban Education Leadership Cincinnati community program, University of Cincinnati, Cincinnati, Ohio

## **PROFESSIONAL AND COMMUNITY SERVICE**

### **Service to the Field of Special Education**

#### ***National Service***

- Council of Administrators of Special Education (CASE) Research Committee Chair  
Council for Exceptional Children (CEC)
- Council for Exceptional Children (CEC) Leadership Development Program  
Subcommittee Co-Chair (LDPS), 2023-Present
- Council for Exceptional Children (CEC) Leadership Development Committee  
(LDC), 2023-Present
- Elected/Serving as Council for Exceptional Children (CEC) Board of Director  
2019-Present
- Council for Exceptional Children, Research Division, Diversity Board Member,  
2020-Present
- Ethnic and Multicultural Member At Large-Council for Children with Behavioral  
Disorders (CEC)-Division 2018-2019
- Member of Editorial Board, *Beyond Behavior* (Top Behavioral Practitioner  
Journal), 2020-Present
- Member of Editorial Board, *Career Development and Transition for Exceptional  
Individuals*, 2020-Present
- Chair of Finance Committee Council for Exceptional Children (CEC)-Division-  
DDEL 2016-2018
- American Educational Research Association - Reviewer for National Conference,  
2013
- Assistive Technology-Guest Manuscript Reviewer, 2013
- Council for Children with Behavioral Disorders- Reviewer for National  
Conference, 2015
- *Journal of Positive Behavior Interventions* - Guest Reviewer, 2017
- *Beyond Behavior* - Guest Manuscript Reviewer, 2014, 2015, 2017
- *Education and Treatment of Children* - Guest Reviewer, 2017 (Special Issue)
- TED Kaleidoscope - Reviewer, CEC Conference, 2017
- *Urban Education* - Guest Manuscript Reviewer, 2013

#### ***State Service***

- *State Position*: Western Tennessee Representative-Tennessee Council for  
Exceptional Children Chapter-2016
- TN Council for Exceptional Children - Treasurer - 2013-2015



***Service to the University of Memphis (Abbreviated)***

- University of Memphis, Provost Search Committee, 2023
- University of Memphis, MLK Fellow
- University of Memphis, College of Education, (ICL Department), Special Education Instructor, Search Committee, Committee Chairperson, 2021
- University of Memphis, College of Education, (CEPR Department), Clinical Rehabilitation Counseling Tenure Track Assistant Professor Search Committee, Member, 2021
- University of Memphis, College of Education, College Level, Faculty/Staff Workload Committee, Member, 2020-2021
- University of Memphis, College Level, Tenure and Promotion Committee, Member, 2020
- University of Memphis Faculty Athletic Committee, Member, 2019-Present
- University of Memphis, MLK Faculty Advisor, 2019
- University of Memphis, (ICL Department), Department Chair Search, Member 2016-2017, 2019-2020
- University of Memphis, (ICL Department), Director, Office of Teacher and Education, Member, 2019-2020
- Tennessee Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Representative, 2015-2017; TN-CEEDAR Subcommittee Chair, 2016-2017
- University of Memphis, (IDT Department), Tenure Track Assistant Professor Search Committee, Member, 2017
- University of Memphis, Special Education Department Co-Coordinator, (ICL Department) 2015-2017
- SPED Doctoral Program Coordinator, 2014-2017
- University of Memphis, College of Education, (ICL Department) SPED Instructor Search Committee Chair-2015
- University of Memphis, College of Education (ICL Department), SPED Assistant Tenure Track Professor Search Committee Chair-2016
- University of Memphis, Grade Appeal Committee, 2014-2015
- University Graduate Student Poster Session Judge, 2012
- University of Memphis (CEHHS Department) Scholarship Committee, 2012-2013
- University of Memphis Graduate Committee Member (ICL Department), 2013-2014; 2014-2015
- University of Memphis Master's Project Evaluator, 2011-2014
- University of Memphis Co-Chair Tenure Track Special Education Search Committee, 2012-2013

***Dissertation Chair (Graduated)***

- Dr. Moe Bester
- Dr. Elizabeth Stratton, Assistant Professor, University of Tennessee-Martin
- Dr. Doris Wheat, Manager, Exceptional Children, Shelby County Schools
- Dr. Adrain Christopher-Allen, Assistant Professor, Alabama A & M University

- Dr. Lisa Bryant-Assistant Professor Harding University
- Dr. Ruth Eyres-Assistant Professor Henderson State University

### ***Doctoral Dissertation Committees Served***

- (Applied Behavior Analysis) Mallorie Caradine, 2021
- (Applied Behavior Analysis) Melissa Miller-Benson, 2021
- (Literacy) Latwayla Knowlton, 2020
- (Special Education) Mary Brewer, 2020
- (Educational Leadership) Archie Moss, 2020
- (Educational Leadership) Ebony Soward, 2018
- (Instruction Curriculum Leadership) Marrissa Harris, 2018
- (Educational Leadership) Kendale White, 2018
- (Educational Leadership) Eric Bailey II, 2017
- (Educational Leadership) Suzette Guy Payne, 2017
- (Educational Leadership) Eric Thomas Jones, 2016
- (Instruction Curriculum Leadership) Kimberlee Fair Josey, 2016
- (Instruction Curriculum Leadership) Trainer Kern, 2016
- (Instruction Curriculum Leadership) Tisha L. White, 2015
- (Instruction Curriculum Leadership) Fatima Ferguson, 2015
- (Special Education) Luanne Sailors, 2015
- (Educational Leadership) Tameka Jones, 2015
- (Educational Leadership) William Johnson Sr., 2014
- (Educational Leadership) Willie C. Williams, 2014
- (Reading) Shawneice Malone Dissertation, 2014
- (Applied Behavior Analysis) Shannon D. Buford, 2014
- (Applied Behavior Analysis) Jenny Anne Hayes, 2012

### ***Service to the Community (Abbreviated)***

- Western Tennessee Behavior Supports Toolbox Series- Mini-Conference, School Wide Positive Behavior Support Training for Educators-Western Tennessee Region, 2017, 2018
- University of Memphis, Institute on Disability (UMID) HBCU Summit, Alabama A & M University, 2016
- Shelby County/Western Tennessee Behavior Supports Mini-Conference June 2016, August 2016
- Professional development provided to Covington Pike Porter Leath, HeadStart, 2016
- Professional development provided to Riverview Middle School, 2016
- Professional development provided to school districts in West Tennessee Region- University of Memphis, Lambuth Campus, 2016

- RISE Mini-Conference, School Wide Positive Behavior Support Training for Educators-Western Tennessee Region, 2014
- Classroom Management Presentation for teachers at Porter Leath, 2013
- Mental Health Group Facilitator for youth at Porter Leath/Sarah's Place, 2014
- Classroom Management Presentation for Counselors, Psychologists, and Social workers, Shelby County (Memphis Legacy) Schools, 2012
- Middle School Basketball Coach for Special Olympics, Appling Middle School, Bartlett, Tennessee, 2012
- Participant, "Jump Start Literacy Day," Douglass Head Start, Memphis, Tennessee, 2012
- Juror for Grahamwood Elementary School, Kate Bond Middle School, Memphis City Thinkshow, Memphis City Schools, 2012, 2013
- Service Team Member, Life Church, Memphis TN, Douglass Elementary School, Memphis City Schools, 2011-2012
- Revised Code of Conduct Book, Implemented Researched Based, School Wide Strategy, Positive Behavior Intervention Supports, Created Young Men Discussion Group, VLT Academy, 2007
- Created/Developed Service-Learning Project, African American History Program, Covington Independent School District, 2004-2007, 2009
- Co-Created/ Co-Developed African American History Program, Cincinnati College Preparatory, Cincinnati, Ohio, 2002
- Contributor to Special Education Portion of Curriculum for EDST, 275, Human Learning and Development, 2007
- Practicum Teacher Supervisor, Northern Kentucky University, Two Rivers Middle School, 2008-2009
- Participant of College of Education, Criminal Justice and Human Services Diversity Project, University of Cincinnati, 2008
- Future Teachers of America Leadership Camp Presenter at Northern Kentucky University, 2008
- Future Teachers of America Leadership Camp Counselor at Northern Kentucky University, 2006-2008
- Alternative Spring Break, University of Cincinnati, Volunteer Community Service Project, Tijuana, Mexico, 1998
- Ministry Leader, Young Men in Christ, Tyred Stone New Beginning Church, 2007
- Evangelistic Community Outreach Team, Tyred Stone New Beginning Church, 2007
- Site Based Decision Council Board Member, Two Rivers Middle School, 2005-2007
- Committee Chairperson for African American History Program at Two Rivers Middle School, 2004-2007, 2009
- Beech Acres Therapeutic Mentor, 2007
- Mentor for Saint Joseph Orphanage, Non-profit, 1999
- Coach for 6<sup>th</sup> and 7<sup>th</sup> grade championship boys' basketball team at Two Rivers Middle School, 2004-2006

- Coach for 7<sup>th</sup> grade girls' basketball at Princeton Junior High School, 1998-1999
- Day Camp Director for Sports Activities at University YMCA, 1999
- Extra-Curricular Activity Coach, spoken word poetry club, at CCPA and A.B. Miree, 2000-2003
- FHA/HERO State of Ohio High School Student Officer, 1994

### ***Invited Training Activities***

- Youth Villages Mini-Conference, 2012-2016
- Classroom Management Presentations, Summer Institute for SPED Teachers, Shelby County Schools, 2014-2016
- Classroom Management Presentations, Fall Institute for SPED Teachers, Shelby County Schools, 2016
- Introduction to Special Education Presentation for Parents at Transition Conference, Shelby County Schools, 2014-2016
- Establishing an Effective Multi-Layered Elementary Classroom Management Plan (New Teachers) Teacher and Learning Academy, Shelby County Schools, January 2016
- Introduction of Positive Behavior Supports,
- Holmes Middle School, Covington, Kentucky March 4<sup>th</sup>, 2011, Implementing Number Heads Together in the Classroom
- Holmes Middle School, Covington, Kentucky, January 3<sup>rd</sup>, 2011, Introduction of Positive Behavior Supports
- Saint Joseph Orphanage, Cincinnati, Ohio August 16, 2010

### **Professional Consultations**

Youth Villages, Memphis TN 2012-Present

Shelby County School District TN 2014-Present

### **Social Organizations**

Alpha Phi Alpha Fraternity, Inc.

NAACP

### **Professional Organizations**

Association for Positive Behavior Supports

Council for Exceptional Children (CEC)

Division for Emotional and Behavioral Health (DEBH)

Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)

Division of International Special Education & Services (DISES)

## **CERTIFICATIONS AND LICENSURES**

State of Kentucky Professional Teaching Certificate, Rank 1

Special Education, Learning Behavior Disorders, Primary-12<sup>th</sup> grade, 2007-2022

State of Ohio Professional Teaching License

Intervention Specialist, Mild to Moderate, Kindergarten-12<sup>th</sup> grade, 2008-2013.

DCI (De-escalation, Crisis Intervention), 1999-2007, awarded by Saint Joseph Orphanage

