

## COMPREHENSIVE PROFESSIONAL VITA

RUTH E. JEFFERSON, Ed.D.

(JONES)

### EDUCATION

2002	<b>License:</b>	<i>Director of Special Education</i>
1981	Ed.D. in Elementary Education, Ball State University, Muncie, IN	
	<b>Specialization:</b>	Teaching Reading K-12
	<b>Cognate:</b>	Learning Disabilities
	<b>Dissertation Chair:</b>	J. David Cooper, Ph.D.
	<b>License:</b>	<i>Reading Specialist (K-12)</i>
1978	M.A.E. in elementary education, Ball State University, Muncie, IN	
	<b>Specialization:</b>	Elementary Education
	<b>License:</b>	<i>Learning Disabilities (K-12)</i>
1973	B.S. in elementary education, Ball State University, Muncie, IN	
	<b>Endorsement:</b>	Special Education
	<b>License:</b>	<i>Elementary Education (K-8)</i>
		<i>Mental Retardation (K-12)</i>

### PROFESSIONAL EXPERIENCES

#### PROFESSIONAL EXPERIENCE IN PUBLIC EDUCATION

Includes: Special Education (self-contained, working with children with intense needs)  
Elementary Education (K-6)  
Special Education (reading, math, working with students with learning disabilities)  
School Administration (directed special education and remedial education programs, other administrative duties)

## PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION

2018-2019    Special Education Liason, Ball State University to Muncie Community Schools, Muncie, Indiana

2016-present    Participant, Cohort 6, Interactive Learning Space Initiative, Teachers College, Ball State University, Muncie, Indiana.

2015-2019    President's Entrepreneurial and Immersive Learning Fellow, Teachers College, Ball State University, Muncie, Indiana.

2014-15    President's Immersive Learning Fellow, Teachers College, Ball State University, Muncie, Indiana.

2018-Present    Associate Professor, Special Education Department, Ball State University, Muncie, Indiana, tenured.

Teaching responsibilities include: Teaching undergraduate-level courses designed to prepare teaching majors in special education and elementary education. Specifically, **SPCE 302**, Teaching Students with Disabilities in General Education; **SPCE 200**, Exceptional Children and Adults; **SPCE 201**, Introduction to Students with Exceptional Needs for Teaching Majors; **SPCE 202**, Legal and Procedural Foundations of Special Education; **SPCE 299X**, Seminar in Special Education; **SPCE 371**, Introduction to Mild Disabilities; **SPCE 375**, Assessment in Special Education; **SPCE 376**, Teaching Methods in Mild Interventions; teaching graduate-level courses in special education, specifically **SPCE 606**, Response to Intervention: A Seminar in the Basics; **SPCE 607**, Tracking Student Progress; **SPCE 687**, Assessment: Mild Intervention; **SPCE 680**, Introduction to Persons with Autism Spectrum Disorders; and **SPCE 636**, Research in Special Education.

2010-2018    Assistant Professor, Special Education Department, Ball State University, Muncie, Indiana, tenure-track position.

Teaching responsibilities included: Teaching undergraduate-level courses designed to prepare teaching majors in special education and elementary education. Specifically, **SPCE 302**, Teaching Students with Disabilities in General Education; **SPCE 200**, Exceptional Children and Adults; **SPCE 201**, Introduction to Students with Exceptional Needs for Teaching Majors; **SPCE 202**, Legal and Procedural Foundations of Special Education; **SPCE 299X**, Seminar in Special Education; **SPCE 371**, Introduction to Mild Disabilities; **SPCE 375**, Assessment in Special Education; teaching graduate-level courses in special education, specifically **SPCE 606**, Response to Intervention: A Seminar in the Basics; **SPCE 607**, Tracking Student Progress; **SPCE 687**,

Assessment: Mild Intervention; and **SPCE 636**, Research in Special Education.

2008-2010 Assistant Professor, Special Education Department, Ball State University, Muncie, IN, contract position.

Teaching responsibilities included: Teaching undergraduate-level courses designed to prepare teaching majors in special education and elementary education. Specifically, **SPCED 375**, Assessment in Special Education; **SPCED 302**, Teaching Students with Disabilities in General Education; and **SPCED 202**, Legal and Procedural Foundations of Special Education. Proficiencies in Blackboard and other technologies were developed and strengthened.

I also worked collaboratively with Blackford Schools, Jay Schools and the Educational Psychology Department at Ball State University, collecting data on a Response to Intervention research project.

1986+ Assistant Professor, Ball State University, Muncie, IN.

Taught general education and reading methods courses at both graduate and undergraduate levels. After being employed full-time for one year; returned to the Muncie Schools and continued to teach night courses for several years at Ball State.

## **PROFESSIONAL EXPERIENCE IN PUBLIC EDUCATION**

2006-2008 Director of Special Services/Title I, Blackford County Schools, Hartford City, IN.

Responsibilities included: Directing services for students with disabilities, all areas, preschool through 12<sup>th</sup> grade; developing programs for students across the continuum of services, from life skills to summer remediation; designing and administering “Reading and Ropes” summer program; supervising certified and classified staff; serving on Superintendent’s cabinet; providing oversight to psychological and other related services; maintaining student records; collaborating with general education staff in programming for ISTEP remediation; initiating Response to Intervention (RTI) planning models; writing and implementing Title I grants, including Pilot Program for Supplemental Educational Services (SES); working with a wide variety of community providers to assist families and students; implementing various grant projects.

1999-2006 Program Supervisor, Delaware/Blackford Special Education Cooperative, Muncie, IN.

Coordinated special education programs for Blackford County Schools; supervised staff, maintained up-to-date and appropriate records for all students with disabilities; conducted and chaired case conferences; interpreted legal issues relating to special education; worked in close collaboration with cooperative staff; provided inservice opportunities for staff in various disciplines, including reading and other literacy issues; worked with parents and teachers; provided oversight to programs in local private school settings; and served on various committees and boards to provide extended services to students with disabilities.

1973-1999

Classroom Teacher, Muncie Community Schools, Muncie, IN.

Taught special education students pre-school through high school; (included self-contained classroom, pre-vocational program, pre-school itinerant, private school consultation, learning disabilities resource services); consulted with teachers and parents; wrote curriculum; implemented school-wide reading remediation programs; supervised and trained paraprofessional staff. (Leaves of absence, 1979-1980, 1986-1987).

## **CONSULTANT EXPERIENCE**

2018-2019

Ball State University Special Education Liason, Muncie Community Schools.

Responsibilities include: attending administrative meetings and trainings to provide input and application guidance; ongoing professional development in the areas of Multi-Tiered Systems of Support (MTSS), progress monitoring, data-based decision making, choosing appropriate, evidence-based, and targeted interventions, training interventionists, assisting with determining eligibility for special education; and collaborating with school- and district-level administrators.

2010-Present

Administrative and Programming Consultant, various districts in East Central Indiana.

Responsibilities include: ongoing professional development in the areas of Response to Intervention, progress monitoring, data-based decision making, choosing appropriate and targeted interventions, training interventionists, determining eligibility for special education; and collaborating with school- and district-level administrators.

2008-2010

Program Specialist Consultant, Jay Schools, Portland, IN, part-time position.

Responsibilities included: Coordinating early intervening services (CEIS) (Response to Intervention) as those services were implemented in the district; providing inservice training to staff regarding CEIS ; assisting

local staff in identifying and implementing current and new interventions in reading and math; coordinating services provided by school psychology staff, both local and through Ball State University partnerships; implementing procedural changes through Article 7 in the district; providing inservice to staff on Article 7; implementing ISTART7 process for compliance with Article 7 and case conference procedures; and developing new forms for Article 7 compliance and CEIS process.

## UNIVERSITY LEVEL TEACHING ACTIVITIES

### GRADUATE

2025-present Instructor, *Introduction to Law and Higher Education Issues* (SPCE 622), Ball State University

2025-present Instructor, *Special Education Law* (SPCE 637), Ball State University

2025-present Instructor, *Special Education Administration and Organizational Behavior* (SPCE 639), Ball State University

2019-present Instructor, *Introduction to Persons with Autism Spectrum Disorders* (SPCE 680), Ball State University

2016-present Instructor and Content Specialist, *Research in Special Education* (SPCE 636), Ball State University

2015-present Instructor and Content Specialist, *Response to Intervention: Tracking Student Progress* (SPCE 607), Ball State University

2011-present Instructor and Content Specialist, *Response to Intervention: A Seminar in the Basics* (SPCE 606), Ball State University

2009-present Instructor, *Educational Assessment, Mild Interventions* (SPCE 687), Ball State University

Spring 2015 **QM Revision**, *Response to Intervention: Seminar in the Basics* (SPCE 606), Ball State University

Fall 2014 **QM Revision**, *Response to Intervention: Tracking Student Data* (SPCE 607), Ball State University

Spring, 2014 Instructor, *Developing Student Understanding and Mastery of Lesson Objectives* (Professional Educators Initiative 2.1).

## UNDERGRADUATE

2025-present Instructor and Content Specialist, Special Education Law (SPCE 402), Ball State University

2019-present Instructor and Content Specialist, Introduction Students with Mild Disabilities (SPCE 271), Ball State University

2018-present Instructor and Content Specialist, Methods for Students with Mild Disabilities (SPCE 376), Ball State University

2016-2018 Instructor, Internship in Psychological Sciences (PSYS 497), Ball State University

2016-present Instructor, Exceptional Children and Adults (SPCE 200), Ball State University; this course was associated with a federally-funded reading grant project

2015-present Instructor, Teaching Students with Disabilities in the General Education Classroom (SPCE 302), Ball State University: a special, designated section of this course is being offered for students from various majors as an immersive learning experience for the **TEAM2** project at the Youth Opportunity Center. The course was redesigned to include not only curricular goals but also to provide reading intervention services to at-risk students as a field experience.

2014-2020 Instructor, Introduction to Mild Disabilities (SPCE 371), Ball State University; this course is no longer offered

2013-present Instructor, Introduction to Students with Exceptional Needs for Teaching Majors (SPCE 201), Ball State University

2011-present Instructor, Seminar in Special Education Topics (SPCE 299X), Ball State University, summer Immersive Learning course

2008-2018 Instructor, Teaching Students with Disabilities in the General Education Classroom (SPCE 302), Ball State University, various semesters

2008-2017 Instructor, Legal and Procedural Foundations of Special Education (SPCE 202), Ball State University, various semesters

2008-2015 Instructor, Assessment in Special Education (SPCE 375), Ball State University, each fall and spring, and summer semester

1987-1991 Adjunct Instructor, Elementary Education Department, various courses, Ball State University

1986-1987 Instructor, Teaching of Reading in Today's Schools (EDRDG 400), Ball State University, fall and spring semesters

1986-1987 Instructor, Corrective Reading (EDRDG 430), Ball State University, fall and spring semesters

## INTERACTIVE AND ACTIVE LEARNING EXPERIENCE

2025 LETRS training completed for Science of Reading requirement. *Ball State University*

2024 Certification earned, Fall 2024 High Impact Practices Mini-Course, Full Credential, *Ball State University*

2023 Certification earned, Effective Teaching Practices, Full Credential, *Association of Colleges and Universities (ACUE)*

2022-2023 Participant, Association of Colleges and Universities (ACUE), Effective Learning Practices training, fall and spring semesters 2022-2023.

2019-present Participant, Active Learning Community of Practice (ALCoP) initiative, Ball State University, fall semester, 2019; course redesign, training and research exploration; teaching in the ALCoP began fall semester 2019.

2016-present Participant, Interactive Learning Space (ILS) initiative, Ball State University, summer and fall semesters, 2016; course redesign, training and research exploration; teaching in the ILS began spring semester 2017.

## ENTREPRENEURIAL/IMMERSIVE LEARNING LEADERSHIP AND TEACHING EXPERIENCE

2021-present Research Director, Learning Fun at Camp Adventure

2015-2019 President's Entrepreneurial and Immersive Learning Fellow for Teachers College

2014-2019 Teachers College Immersive Learning Mini-Grant Committee

2014-2015 President's Immersive Learning Fellow for Teachers College

2014 Member, University Immersive Learning Awards Committee

2016-2018 A federally funded project, **TEAM2**, included an immersive learning course. This project ran from summer 2016 through fall semester, 2018. The outcomes of this project were enhanced reading skills for youth who were in the juvenile justice system, and receiving services at the local Youth Opportunity Center. Marketing targeted students from a variety of majors for this collaborative, community-centered project. Students enrolled in a special section of **SPCE 299X, PSYS 497**, or **SPCE 302** each semester.

2017, 2019 Funding was secured for the seventh year of the *High Riding Art and Equestrian Camp*, summer 2019. Marketing targeted **SPCE 302** students and other students in majors outside of education, as well as other students within Teachers College. Five BSU students participated, and served approximately 20 campers.

2016 Funding was secured for the sixth year of the *High Riding Art and Equestrian Camp*, summer 2016. Sixteen students registered for this team. Marketing targeted **SPCE 302** students and other students in majors outside of education, as well as other students within Teachers College. In addition, a second instructor was added to the project. This person has background and research interest in equestrian topics. The BSU Research Design Institute was an important research partner in camp 2016. Thirty campers were served.

2015 The fifth year of the *High Riding Art and Equestrian Camp (SPCE 299X)* was a pilot year for the addition of **SPCE 302** as an option for Elementary Education majors, who are required to take this single course in working with children with mild disabilities. Feedback indicated that this course was very valuable in giving future elementary teachers hands-on experience in a quasi-educational setting. Camp was funded by a Discovery Grant and various other donors. A new technology van experience was added, with campers accessing technology for fun and educational purposes at least twice each camp day. Immersive learning students participated in a Ball State University Showcase, December 2015.

2014 **GATE-way to Camping: High Riding Art, Science, Sports and Equestrian Camp: Guiding, Achieving, Transforming, Empowering.** Blackford County, IN.  
The fourth year of this camp (**SPCED 299X**) brought new challenges and opportunities. Community partners, Gannett Publishers, private donors, and the Provost Immersive Learning Grant program provided funding. Additional cross-departmental collaboration resulted in participation by Counseling Psychology graduate students who presented and taught on the topic of career awareness for a portion of the camp. Immersive learning students participated in a Ball State University Showcase, December 2014.

2013 **High Riding Art, Science, Sports and Equestrian Camp: Guiding, Achieving, Transforming, Empowering.** Blackford County, IN.  
The camp's third year, (**SPCED 299X**), designed to create a camp for children with mild disabilities, was expanded to two weeks, adding more science, art, sports and swimming experiences at the local high school facility. Campership doubled from 13 campers in 2012 to 24 campers in 2013. Funding was provided via several sources, including a BSU Immersive Learning Provost's Grant.

Immersive learning students participated in a Ball State University Showcase, December 2013.

2012 Hamer and Phyllis Shafer Fellows High Riding Art and Equestrian Camp, Blackford County, IN.

Implemented second year of recreational camp for children with mild disabilities; Immersive Learning course (**SPCED 299X**). Fifteen Ball State University students from several majors across campus planned and staffed the camp in its second year. An autism research component was added. Partnership with Hillcroft Association was an additional aspect of the camp. Immersive learning students participated in a Ball State University Showcase, November 2012.

2011 High Riding Art and Equestrian Camp, Blackford County, IN.

Created and implemented an Immersive Learning course (**SPCED 299X**) that included extensive training and preparation with 11 Ball State University students from eight majors across campus. In collaboration with Blackford County Community Foundation personnel, students planned and implemented a week-long equestrian camping experience for thirteen campers from the Blackford County area. Student and camper outcomes were very positive. BSU student growth data indicated statistically significant results. Immersive learning students participated in a Ball State University Showcase, November 2011.

## **COURSE REVISION AND DEVELOPMENT**

Fall 2023 Revision of existing course **SPCE 636**

Fall 2020 Development of new course **SPCE 271**

Fall 2016 Interactive Learning Space revision **SPCE 371**

Spring 2015 Quality Matters revision **SPCE 606**

Fall 2014 Quality Matters revision **SPCE 607**

## **RESEARCH EXPERIENCES**

### **JOURNAL EDITOR**

Guest Editor, *Psychology in the Schools* special issue, 49, Increasing Efficiency and Effectiveness of Response to Intervention.

### **BOOK**

Shaffer, M. & **Jefferson, R.** (2021). *From pushups to angel's wings: Great things happen when boys read*. Rowman and Littlefield.

## RESEARCH DIRECTOR

Research Director, Summer Learning Fun at Camp Adventure (BSU/MCS Summer Camp). 2021-present

## REFEREED PUBLICATIONS

Albrecht, S. F., Mathur, S., **Jones, R. E.**, & Alazemi, S. (2015). Effects of a school-wide tiered model of social skills intervention on school climate. *Education and Treatment of Children with Behavior Disorders*, 38(4), 565-586.

Bassette, L., **Jefferson, R. E.**, Stuve, M., & Geiser, S. (2021), The impact of direct experiences with children with disabilities on undergraduate student perceptions and dispositions. *International Journal of Disability, Development and Education*, July, 2021. DOI: [10.1080/1034912X.2021.1944611](https://doi.org/10.1080/1034912X.2021.1944611)

Bassette, L. A., **Jefferson, R. E.**, Stuve, M., & Mangino, (2021). A. Short-term fun or long-term outcomes? The effects of authentic pedagogy on the dispositional development of college students learning about the educational needs of children with disabilities, *Journal of the American Academy of Special Education Professionals* (JAASEP), Spring/Summer, 2021. ISSN: 2325-7476.

Clarke, L. S., Embury, D. C., **Jones, R. E.**, & Yssel, N. (2014). Supporting students with disabilities during school crises: A teacher's guide. *TEACHING Exceptional Children*, 46(6), 169-178.

Harvey, M., Yssel, N. & **Jones, R. E.** (2015). Response to intervention preparation for preservice teachers: What is the status for Midwest institutions of higher education. *Teacher Education and Special Education*, 38(2). 105-120. DOI: 10.1177/08884064145448598

**Jefferson, R. E.**, Grant, C. E., Bassette, L., Rye, L. K., Stuve, M., Heinesen, R. (2018), University students' perceptions of social justice: The impact of implementing a summer camp for children with disabilities. *Journal of Special Education Apprenticeship*, 7(1). 2-21. Available at: <http://scholarworks.lib.csusb.edu/josea/vol7/iss1/6>

**Jefferson, R. E.**, Grant, C. E., & Sander, J. B. (2017). Effects of tier I and reading intervention on reading fluency, comprehension, and measures. *Reading Psychology*, 38(1). 97-124. DOI: 10.1080/02702711.2016.1235648

**Jones, R. E.** & Ball, C. R. (2012). Introduction to the Special Issue: Addressing response to intervention implementation: Questions from the field. *Psychology in the Schools*, 49, 207-209.

**Jones, R. E.**, Hadadian, A., & Yssel, N. (2014). College teaching: Marching to the tune of technology. *Journal of Technologies in Education*, 10, 1-9.

**Jones, R. E.**, Yssel, N., & Grant, C. E. (2012). Reading instruction in tier 1: Bridging the gap by nesting evidence-based interventions within differentiated instruction. *Psychology in the Schools*, 49, 210-218.

Latz, A. O., Bolin, J., Quick, M., **Jones, R.**, & Chapman, A. (2015). Empowering future educators through environmental sustainability. *International Journal of Sustainability in Higher Education*, 16(3), 296-309.

Pufpaff, L. A., Clarke, L. S., & **Jones, R.** (2015). The effects of rater training on inter-rater agreement. *Midwestern Educational Researcher*, 27(2), 117-141.

Quick, M., **Jones, R.**, Spengler, E., & Rugsaken, D. (2015). Transforming elevator riders into stair climbers: Impact of a “take-the-stairs” campaign. *Academy of Educational Leadership Journal (AELJ)*, 19(3), 235-247.

Yssel, N., Adams, C., Clarke, L. S., & **Jones, R. E.** (2014). Applying an rti model for gifted students with learning disabilities. *TEACHING Exceptional Children*, 46(3), 42-52.

## IN PRESS

Jessup, M. & **Jefferson, R.E.** Discussion of text revisited: Encouraging chatting in our classrooms. *Reading Horizons*.

## IN SUBMISSION

**Jefferson, R.E.**, & Allred, Stacey. From the classroom to the campsite: One high impact practice that loves the outdoors!. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, Manuscript #257401185. (August 2025).

## MANUSCRIPTS IN PREPARATION

Sciuchetti, M. & **Jefferson R.E.**, Best most practiced research-based interventions: Do they do as we say?

**Jefferson, R.E.**, Sciuchetti, M. & Allred, S., Behavior management at camp: decrease in non-compliant behaviors.

Sander, J.B., **Jefferson, R. E.**, Sciuchetti, M., Lewandowski, L. Finch, H., Nesson, E., Fillmore, M., Jones, A., Dell, K., Pugh, B., & Bibbs D. Reading intervention in a court-affiliated residential treatment setting: Emotional, academic and behavioral outcomes plus cost-effectiveness analysis.

**Jefferson, R. E.**, Pre-vocational training in elementary school? One program’s model of authentic pre-vocational training for children with moderate developmental delays.

Bassette, L., **Jefferson (Jones), R. E.**, Stuve, M., Effects of course video reflections on teaching majors' dispositions.

Grant, T., **Jefferson (Jones), R. E.**, Effects of Tier 1 application of core interventions in reading: a six-month study.

**Jefferson (Jones), R. E.**, Re-establishing community-based partnerships in a post-pandemic world.

**Jefferson (Jones), R. E.**, Sander, J. B., Community-based partnerships between universities and juvenile-justice centers. Purposes and pitfalls.

**Jefferson (Jones), R. E.**, Sander, J. B., After it is over: Sustaining a large project post-funding. Continuing good work when the research is over and the money is gone.

**Jefferson, R.E.** & Timmerman, L. Post-pandemic considerations of an art and equestrian experience for children with disabilities: A journey to camp through the eyes of camper and team.

Shaffer, M. & **Jefferson (Jones), R. E.**, Functional Behavior Assessments: Are we using them appropriately?

## UNPUBLISHED MANUSCRIPTS

Jessup, M. & **Jefferson, R.E.** How can we help Josie read? Can discussion of text read increase reading proficiency?

**Jones, R. E.** & Grant, C. E. (2013). Immersive and service-learning opportunities: changes in attitudes regarding individuals with disabilities after an undergraduate immersive learning experience.

**Jones, R. E.** & Sachs, N. (2013) Changes in core knowledge and attitudes of volunteers regarding children with disabilities as a result of planning and participating in an immersive experience – an art and equestrian day camp.

**Jones, R. E.** (2012) Long-term changes in attitudes and outcomes of college students regarding career choices, educational pursuits and service activities as a result of planning and participating in an immersive experience – an art and equestrian day camp.

**Jones, R. E.** (2008). Teachers do make a difference – just ask James and his family!

**Jones, R. E.** (1997). Report on statistical analysis of washington-carver reading program. Unpublished manuscript.

**Jones, R. E.** (1990). Effects of schoolwide corrective reading interventions on achievement levels of struggling and proficient readers. Unpublished manuscript.

**Jones, R. E.** (1981). Patterns of three selected groups of learning disabled and non-learning disabled children on the reading miscue inventory. Unpublished doctoral dissertation, Ball State University, Muncie, IN. (First dissertation to be funded

through Ball State Teachers College by a federal grant from Department of Education, Bureau of the Handicapped, Grant #G008100030.)

## **MANUSCRIPT REVIEW EXPERIENCES**

Reviewer, *European Journal of Psychology and Educational Research*. 2023-present.

Reviewer, *The Teacher Educator*. 2018-present.

Reviewer, *Journal of Higher Education Outreach and Engagement*. 2016-present.

Reviewer, *Reading & Writing Quarterly: Overcoming Learning Difficulties*. 2014-present.

Reviewer, Rowman and Littlefield Publishers, 2021-present.

## **RESEARCH FELLOWSHIP**

Study of Teaching and Learning (SoTL) Fellowship 2012-2013, Ball State University; week-long workshop series May 7-11, 2012 that culminated in a research proposal submitted to the Institutional Review Board: Long-term changes in attitudes and outcomes of college students regarding career choices, educational pursuits and service activities as a result of planning and participating in an immersive experience – an art and equestrian day camp.

## **PEER-REVIEWED PRESENTATIONS**

### **ACCEPTED**

### **INTERNATIONAL/NATIONAL CONFERENCES**

#### **COMPLETED**

**Jefferson, R.E.**, *Structured for Success – Behavior Management at Camp*, Lightning Talk, March 2025, National Service Learning Conference, St. Paul, MN.

**Jefferson, R.E.**, Allred, S. *Impact of Mentoring Programs for Children*, Lightning Talk, April, 2023, Annual National Service-Learning Conference®. Nashville, TN.

**Jefferson, R.E.**, Sander, J.B. *TEAM2: Building Reading, Behavioral, and Emotional Skills in Adolescents*, Session, February, 2023, ESEA Network, (formerly Title I Conference). Indianapolis, IN.

**Jefferson, R.E.**, Bassette, L. & Stuve, M., *Short-Term Fun or Long-Term Outcomes? The Effects of Planning a Summer Equestrian and Art Camp for Children with*

*Disabilities on Pre-Service Teachers*, proposal #\_ 2164, accepted Poster Session, March, 2021, Council for Exceptional Children, virtual conference.

Sander, J.B., **Jefferson, R.E.**, & Schiuchetti, M.B. (August, 2019). Reading Intervention in Residential Settings: Academic and Behavioral Impacts of a Community Agency and University Partnership Project. Poster presentation, August 10, 2019, Association for Psychological A, International Conference, Chicago, IL.

**Jefferson, R.E.**, Sander, J.B., & Schiuchetti, M.B. (February, 2019). TEAM2 Reading Intervention Project for At-risk Youth - Combining Evidence-Based Interventions for Powerful Results! Paper presentation, February 1, 2019, Council for Exceptional Children, International Conference, Indianapolis, IN.

**Jefferson, R.E.**, Sander, J.B., & Schiuchetti, M.B. (February, 2019). Reading Intervention in Residential Settings: Academic and Behavioral Impacts of a Community Agency and University Partnership Project. Poster presentation, February 1, 2019, Council for Exceptional Children, International Conference, Indianapolis, IN.

**Jefferson, R.E.**, Sander, J. B., (September, 2018). Lessons Learned in a Three-year Community Engaged Research Project: Evidence-Based Reading Interventions for Youth in the Juvenile Justice System. Paper Presentation, October 2, 2018, The Engagement Scholarship Consortium, 2018 Annual Meeting, Minneapolis, MN.

**Jefferson, R.E.** & Sander, J.B. (April, 2018). TEAM2: Teaching Them to Read - Educational Issues in Court-involved Youth and Possible Solutions: Preliminary Findings from a Researcher-Practitioner Project. Paper presentation at the Center for Scholastic Inquiry National Conference, Savannah, GA.

Sander, J.B., Rye\*, L.K., **Jefferson, R.E.**, Collins, E., Morales\*, T.E., White\*, T. & Williams, A. (February, 2018). Challenges and Solutions to Improving the Evidence-Based Practice Literature for Youth in Juvenile Justice. Paper presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.

Sander, J.B. (Chair), Sharkey, Jill D., Raines, T.C., **Jefferson, R.E.**, Biehl A., Williams, A., Moses\*, M., Swami, S. & White\*, T. (February 2018). School Psychology and Juvenile Justice: Assessment Tools, Interventions, and Disparities. Symposium at the National Association of School Psychologists Annual Convention, Chicago, IL.

Sander, J.B., Fenning, P., Sharkey, J.D., Wroblewski, A., Rye\*, L., White\*, T., Williams, A., Raines, T.C., Beihl, A., **Jefferson, R. E.** & Dougherty, D. (February, 2017). School Psychology and Juvenile Justice: Assessment Tools,

Interventions and Disparities. Symposium Presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.

**Jefferson, R. E.**, Sander, J.B., Williams, A. (November, 2017). Reading Intervention Research with Court-Placed Youth: Process and Preliminary Findings. Paper Presentation at the American Society for Criminology Annual Convention, Philadelphia, PA.

**Jefferson, R.E.**, Sander, J. B., *TEAM2: Reading Intervention with At-Risk Youth: A University Civic Engagement Project*. Paper Presentation, September 27, 2017, The Engagement Scholarship Consortium, 2017 Annual Meeting, Birmingham, Alabama.

**Jefferson, R.E.** *Experiencing Social Justice Through an Art and Equestrian Camp: A University Service-Learning Course with Youth with Disabilities*. Paper Presentation, September 27, 2017, The Engagement Scholarship Consortium, 2017 Annual Meeting, Birmingham, Alabama.

Sander, J.B. & **Jefferson, R.E.** *Reading Intervention Research with Court-Placed Youth*. Roundtable Session and Paper, Thursday, November 17, 2016, The American Society of Criminology, 2016 Annual Meeting, New Orleans, Louisiana.

**Jones, R.E.** & Timmerman, L. *Anxiously Anticipating! A Parallel Journey to an Art and Equestrian Camp for Children with Disabilities*. Poster Session, Wednesday, April 20, 2016, The Research and Scholarship Symposium 2016 Conference, Cedarville University, Cedarville, Ohio.

**Jones, R.E.** & Timmerman, L. *Anxiously Anticipating! Galloping toward equestrian camp!* Poster Session, Thursday, November 19, 2015, Ohio Center for Autism and Low Incidence Conference (OCALICON) 2015 Conference, Columbus, Ohio.

Timmerman, L. & **Jones, R.E.** *Battling the homework beast! Strategies for improving organizational skills*. Interactive Papers Session, Thursday, November 19, 2015, Ohio Center for Autism and Low Incidence Conference (OCALICON) 2015 Conference, Columbus, Ohio.

Timmerman, L., **Jones, R.E.**, Stoffel, B., & Sachs, N. *Happy Campers: A summer camp partnership that works for all involved*. Interactive Papers Session, Wednesday, November 19, 2014, Ohio Center for Autism and Low Incidence Conference (OCALICON) 2014 Conference, Columbus, Ohio.

Albrecht, S. F., Mathur, S., **Jones, R. E.**, *Results of a 3-Year Study of a Three-Tiered Social Skills and Behavioral Intervention Model*. Paper presentation, Thursday, April 10, 2014, Council for Exceptional Children 2014 Convention and Expo, Philadelphia, Pennsylvania.

**Jones, R. E.**, *Early intervening services: Use of differentiation strategies in tier I reading*. Lecture, Friday, April 11, 2014, Council for Exceptional Children 2014 Convention and Expo, Philadelphia, Pennsylvania.

Hadadian, A., **Jones, R. E.**, & Yssel, N. *Marching to the Tune of Technology*. Virtual lecture, February 6, 2014, 10<sup>th</sup> International Conference on Technology, Knowledge and Society, Madrid, Spain.

Harvey, M. W., Yssel, N., **Jones, R. E.**, & Choi, YoungKyung. *Preservice teachers and response to intervention: What school administrators need to know*. Interactive Papers Session, Thursday, April 4, 2013, Teacher Education Division of Council for Exceptional Children 2013 Convention and Expo, San Antonio, Texas.

Harvey, M. W., Yssel, N., **Jones, R. E.**, & Choi, YoungKyung. *Preservice teachers and response to intervention: What school administrators need to know*. Interactive Papers Session, Friday, November 9, 2012, Teacher Education Division of Council for Exceptional Children 2012 TED Conference, Grand Rapids, Michigan.

Pufpaff, L. A., **Jones, R. E.**, & Clarke, L. S. *Why should we be worried about rubric reliability?* Interactive Papers Session, Friday, November 9, 2012, Teacher Education Division of Council for Exceptional Children 2012 TED Conference, Grand Rapids, Michigan.

**Jones, R. E.**, & Grant, C. E. *Effects of Tier 1 Differentiation and Intervention on Third Grade Students' Skills – How did they score in reading fluency, word recognition, and comprehension?* Shared Session, Monday, October 29, 2012, 2012 Assessment Institute in Indianapolis, Indianapolis, Indiana.

**Jones, R. E.** & Page, S., *Howzzat again? improving communication between student and teacher*. Presented to the International Reading Association Annual Convention, April, 1981, New Orleans, Louisiana.

## STATE/REGIONAL/LOCAL CONFERENCES

**Jefferson, R.E.**, *Pivotal Moments on the Journey to Camp*, Paper presentation, February 4, 2025, Academy for Educational Studies Conference, Savannah, GA.

Shaffer, M. & **Jefferson, R.E.**, *Building a Culture of Male Readers*. Tuesday, June 28, 2022. Presented at Indiana Learning Lab.

Shaffer, M. & **Jefferson, R.E.**, *Interventions for Individuals*. Monday, June 27, 2022. Presented at Indiana Learning Lab.

**Jefferson, R. E.**, & Shaffer, M., *Getting Boys to Read, Parts 1 and 2*. Friday, June 24, 2022. The Principal's Desk Virtual Conference.

Jessup, M. & **Jefferson, R. E.**, *Perspectives and Practices on How Children Learn Best: An Established Practice in Reading, Revisited*. Friday, April 7, 2022. Presented to

the Midwest Association of Teacher Educators annual conference, Urbana, Illinois.

**Jefferson, R.E.**, Charles, Brittney. *Tier 1 Reading Interventions for Universal Growth*. Breakout Session presentation, Thursday, September 26, 2019. Dream. Inspire. Lead. Academic Innovation Summit collaborative conference Muncie Community Schools and Ball State University, Muncie, Indiana.

**Jefferson, R.E.**, Grant, C.E., Hunter, E., & Brandon, A. *Tiered Differentiation and Intervention: The Effects on Third-Grade Students' Reading Fluency, Word Recognition, and Comprehension*. Session presentation, Friday, October 29, 2016, Kentucky Reading Association Annual Conference, Louisville, Kentucky.

**Jones, R. E.**, & Grant, C. E. *Reading Fluency: A general education tier I intervention that gets results!* Breakout Session, Monday, December 7, 2015, Tennessee Reading Association (TRA), 2015 Conference, Murfreesboro, Tennessee.

Quick, Marilynn, **Jones, R. E.**, & Spengler, Elliot, *Impact of a 'Take the Stairs' Campaign on University Employees*. Paper Presentation, Eastern Educational Research Association, February 25-28, 2015, Tampa, Florida.

**Jones, R. E.**, & Grant, C. E., *The Preventative Model in Tier 1: Differentiated Intervention Effects on Third Grade Students' High Stakes Measures*. Paper Presentation, Mid West Educational Research Association, November 6-9, 2013, Evanston, Illinois.

Latz, A. O., Bolin, J. H., Quick, M. M., **Jones, R. E.**, & Chapman, D. A. *Empowering Future Educators through Environmental Sustainability*. Paper Presentation, Mid West Educational Research Association, November 6-9, 2013, Evanston, Illinois.

Pufpaff, L. A., **Jones, R. E.**, & Clarke, L. S. *Why Should We be Worried about Rubric Reliability? Using Rater Training to Increase Inter-Rater Agreement*. Interactive Papers Session, October 27-29, 2013, Assessment Institute in Indianapolis, Indianapolis, Indiana.

## OTHER PRESENTATIONS AND WORKSHOPS CONDUCTED

September 2019	“ <i>Tier 1 Reading Interventions for Universal Growth</i> ,” Presented at MCS-BSU Academic Innovation Summit, Horizon Convention Center, Muncie, Indiana.
October, 2017	<u>Participant</u> , <i>Interactive Learning Space (ILS)</i> initiative, Ball State University, summer and fall semesters, 2016; course redesign, training and research exploration; teaching in the ILS began spring semester 2017.
November, 2015	“ <i>Positive Behavior Interventions and Supports</i> ,” Presented to Mrs. Stacey Allred’s EDEL 350 class, Ball State University, Muncie, Indiana.

September, 2015     *"Positive Behavior Interventions and Supports,"* Presented to Mrs. Stacey Allred's EDEL 350 class, Ball State University, Muncie, Indiana.

April, 2015     *"Improving Reliability of Student Outcomes by Improving Rubrics,"* Invited Presentation to Ball State University Assessment Forum, Ball State University, Muncie, Indiana.

April, 2015     *"Positive Behavior Interventions and Supports,"* Presented to Mrs. Stacey Allred's EDEL 350 class, Ball State University, Muncie, Indiana.

October, 2014     *"Positive Behavior Interventions and Supports,"* Presented to Mrs. Stacey Allred's EDEL 350 class, Ball State University, Muncie, Indiana.

September, 2014     *"Education – and Life – Redefined,"* Presentation to Teachers College Dean's List Reception, Ball State University, Muncie, Indiana.

December, 2013     *"Update on Sustainability in Teachers College,"* Presentation to Teachers College Committee on the Environment, Ball State University, Muncie, Indiana.

2009-Present     Various workshops and presentations provided to local and area schools: Present worked with several school districts in providing workshops to staff regarding interventions, progress monitoring, eligibility of students with disabilities, and additional topics related to children with disabilities, East Central Indiana.

November, 2009     *"RTI – Response to Intervention,"* Presentation to Student Council for Exceptional Children and Kappa Delta Pi Service Organization, Ball State University, Muncie, Indiana.

July, 2009     *"Response to Intervention and Progress Monitoring,"* Presentation to general education and special education administrative staffs of Adams-Wells Special Education Cooperative, Bluffton, Indiana.

March, 2008     *"Response to Intervention,"* Presentation to University Supervisors, Ball State University, Muncie, Indiana.

1998-Present     *Ongoing RTI and Reading Professional Development,* Various districts in Central Indiana.

December, 1982     *"Reading methodology across the curriculum,"* Presentation to elementary education staff, South Bend Community Schools, South Bend, Indiana.

November 1980     *"Reading and the young child,"* Presentation to elementary education staff, Beech Grove Community Schools, Beech Grove, Indiana.

October, 1980 “*Reading and learning disabilities*,” Presentation to elementary education staff, Versailles Community Schools, Versailles, Indiana.

## GRANTS

### GRANTS AWARDED

Ball State University, HIPs Scholarship Grant (May, 2025). A summer incentive program that supports faculty writing and submitting scholarly work related to immersive learning or other high-impact classes. Manuscript preparation related to a collaborative Immersive Learning project with Ball State University Teachers College and Muncie Community Schools (Camp Adventure - \$2,000).

Ball State University, Provost’s Immersive Learning Grant (November, 2018). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Schools and Hurley-McCammon Farm - \$20,000.)

Ball State University, Provost’s Immersive Learning Grant (November, 2017). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hurley-McCammon Farm - \$18,961.)

Ball State University Foundation Grant, (March, 2016). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hurley-McCammon Farm - \$5,000.)

Ball State University, Provost’s Immersive Learning Grant (November, 2015). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hurley-McCammon Farm - \$7,100.)

United States, Juvenile Justice Grant (September, 2015). Building and Enhancing Researcher-Practitioner Partnerships solicitation: Reading Intervention, Academic and Behavioral Outcomes for Adolescents: A Community Agency and University Partnership Project. Submission Date: April 20, 2015. Grants.gov Number: NIJ-2015-573; Award Number: 2015-IJ-CX-0011 (Collaboration with J. Sander, \$388,478).

Discovery Group Grant (September, 2015). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Mackey-McCammon Farm - \$20,000.) *Discovery Group Grant carry-over for 2016 camp.*

Discovery Group Grant (March, 2015). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Mackey-McCommon Farm - \$20,000.)

Ball State University, Provost's Immersive Learning Grant (January, 2015). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Mackey-McCommon Farm - \$5,000.)

Ball State University, Summer Assessment Grant (April, 2014). To produce evidence of consistency and accuracy of outcome data being used by department undergraduate program for accreditation, evaluation, and program improvement and to evaluate training materials in using and understanding of rubric-based outcome assessments. (\$1000; Collaboration with L. Pufpaff & L. Clarke).

Ball State University, Provost's Immersive Learning Grant (October, 2013). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hillcroft Association - \$13,400.)

Ball State University, Summer Assessment Grant (May, 2013). To produce evidence of consistency and accuracy of outcome data being used by department undergraduate program for accreditation, evaluation, and program improvement and to produce training materials in using and understanding of rubric-based outcome assessments. (\$1000; Collaboration with L. Pufpaff & L. Clarke).

Ball State University, Provost's Immersive Learning Grant (November, 2012). GATE-way to Camping: Highriding Art and Equestrian Camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hillcroft Association - \$17,600.)

Ball State University, Summer Assessment Grant (May, 2012). To produce evidence of consistency and accuracy of outcome data being used by department undergraduate program for accreditation, evaluation, and program improvement and to produce training materials in using and understanding of rubric-based outcome assessments. (\$1000; Collaboration with L. Pufpaff & L. Clarke).

Ball State University, Hamer and Phyllis Shafer Fellows Grant (February, 2012). Highriding Art and Equestrian Camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hillcroft Association – \$12,300.)

Ball State University, Provost Immersive Learning Grant (December, 2010). Highriding Art and Equestrian Camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation - \$14,950.)

Indiana Criminal Justice Institute, Youth Division (September, 2010). Skillstreaming the elementary child.

United States Department of Education. (1980, July). Patterns of three selected groups of learning disabled and non-learning disabled children on the reading miscue inventory (funded dissertation).

## **GRANTS SUBMITTED (NOT FUNDED)**

United States, Juvenile Justice Grant (May, 2014). Criminal Justice Researcher-Practitioner Placement Program: Reading Intervention: Academic and Behavioral Outcomes for Adolescents: A Community Agency and University Partnership Project. Submission Date: May 28, 2014. Grants.gov Number: NIJ-2014-3724. OMB No. 1121-0329 (\$455,000; Collaboration with J. Sander).

United States, Juvenile Justice Grant (May, 2013). Reading Intervention for Youth In Residential Placement: A Researcher-Practitioner Partnership Examining Academic and Behavioral Outcomes. Submission Date: May 31, 2013. Grants.gov Number: HIJ-2013-3468. OMB No. 1121-0329 (\$655,000; Collaboration with J. Sander).

## **HONORS AND AWARDS**

2014	Outstanding Teaching Award, Department of Special Education, Ball State University, Muncie, Indiana.
2014	Outstanding Teaching Award, Teachers College Faculty, Ball State University, Muncie, Indiana.
2014	Immersive Learning Award, Recognized by University Provost, Ball State University, Muncie, Indiana

## **COMMUNITY SERVICE**

2022-Present	<u>Member</u> , CAEP Task Force, Ball State University
2014-present	<u>Member</u> , Community Council On The Environment, Ball State University
2022-2025	<u>Member</u> , Grow Your Own Task Force, Ball State University
2019-2020	<u>Member</u> , Academic Innovation Council, Ball State University
2015-2017	<u>Member</u> , Strategic Planning/Human Resources and Professional Development: Recruiting, Retention, Diversity, Muncie Community Schools. Invited to be University representative, providing input and expertise.
2013-2014	<u>Member</u> , Caring Arts Advisory Board. This program provides respite services and art experiences for students with autism and behavior

disorders. This is a collaborative effort of local schools, community partners, and Ball State University School Psychology Program.

2011-2019 Member, Blackford County Steering Committee for *High Riding Art and Equestrian Camp*: planning and securing funding for camping experiences for children with disabilities in the community. Recruiting volunteers, counselors, families, campers, and community support personnel.

2003-2008 Member, Caring Arts Advisory Board. This program provides respite services and art experiences for students with autism and behavior disorders. This is a collaborative effort of local schools, Ball State University School Psychology Program and Hillcroft, Inc.

2000-2001 Member, Board of Directors, United Cerebral Palsy, Muncie, IN.

#### **PROFESSIONAL ASSOCIATION MEMBERSHIPS**

Council for Exceptional Children

Teacher Education Division

Division for Learning Disabilities

Phi Delta Kappa

Association for Supervision and Curriculum Development