

Cecil Fore III, Ph.D.
Vitae

Department of Communication Sciences and Special Education
College of Education
The University of Georgia
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Athens, GA 30602
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ACADEMIC HISTORY

Present Rank:	Associate Professor, Tenure Graduate Coordinator (2003 to Present) Coordinator of Special Education Masters Program Lawrenceville, Georgia (2006-Present)
Proportion time assignments:	40% Instruction 60% Research
Graduate Faculty Status:	Full Member of the Graduate Faculty
Academic History:	Ph.D. 1999 Educational Psychology and Special Education Southern Illinois University, Carbondale, Illinois Ed.S. 1989 School Counseling Department of Education and Counseling Alabama State University, Montgomery, Alabama M.Ed. 1981 Mental Retardation Department of Special Education Alabama State University, Montgomery, Alabama B.S. 1979 Dual major: Special Education and Psychology Alabama State University, Montgomery, Alabama
Master Certifications	School Psychology (Testing) Learning Disabilities

Mental Retardation
Behavior Disorders
School counseling

Certifications

- 2004-Present AIMSWEED-Certified Trainer: An Evidence-Based Progress Monitoring and Improvement System, Grand Casino, Hinckley, MN.
- 2005-Present SWIS-Certified Trainer (School-Wide Information System): A Web-Based Software System for Collecting And Summarizing Office Discipline Referrals in Schools, Eugene, OR.

Visiting Scholar Position:

Visiting – Associate Professor, (March, 2007) Universidad Complutense de Madrid – España. Departamento de Didáctica y Organización Escolar. (Invited by Dr. Carmen Alba Pastor, Jefe del Programa de Educación Especial y Tecnología Educativa and Profesora Titular de Tecnología Educativa).

Administrative Positions:

Graduate Coordinator of Special Education, Masters, Educational Specialists, Doctorate Programs, The University of Georgia- 2003-Present

Program Coordinator: Masters Program, Gwinnett Center, Lawrenceville, Georgia, The University of Georgia- 2006-Present

Academic Positions:

Associate Professor, Department of Communication Sciences and Special Education, The University of Georgia- 2006-Present

Assistant Professor, Department of Communication Sciences and Special Education, The University of Georgia, 2001-2006.

Assistant Professor, Department of Psychology and Education, Troy State University at Montgomery, Montgomery, Alabama, 1999-2001.

Instructor, Department of Educational Psychology and Special Education, Southern Illinois University, Carbondale, Illinois, 1997-1999.

University and College Governance/Service

Member, Dean's Council on Diversity, College of Education, The University of Georgia- 2003-Present.

Member, Recruitment & Retention of African American Students, University Committee, The University of Georgia-2005-Present

Department Governance/Service

Co-Chair, Department of Special Education Committee on Accreditation (CEC/NCATE):
Designed department initiative for assessment strand in all programs of study, and organized and wrote materials for the Graduate Programs of study-2005-2006

Chair- Graduate Program assessment reporting for advising, program review and graduate satisfaction reporting system, The University of Georgia- 2003-Present

Chair- Special Education Search Committee- Assistant/Associate Position- 2006-2007

Committee Member-Department Chair Search Committee- 2006-2007

Chair- Graduate Program student grade appeals committee, The University of Georgia, 2004-Present

Other Professional Employment:

- Principal, McInnis School (grades 7-12), Montgomery, Alabama, 1995-1996
- Adjunct Professor, Alabama State University, Montgomery, Alabama, 1985-1990
- Special Education Teacher, Public School Systems of Alabama, 1979-1992

RESIDENT INSTRUCTION AND CONTINUING EDUCATION
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Courses Taught:

University of Georgia

SPED 7010 and Lab- Clinical Assessment in Special Education
 Fall 2001 (12 graduate students)
 Spring 2002 (7 graduate students)
 Fall, 2002 (18 graduate students)
 Spring 2003 (6 graduate students)
 Fall 2003 (23 graduate students)
 Spring 2004 (10 graduate students)

Fall 2004 (20 graduate students)
 Spring 2005 (14 graduate students)
 Fall 2005 (20 graduate students)
 Spring 2006 (9 graduate students)
 Fall 2006 (20 graduate students)

SPED 3040- Characteristics of Students with Mild Disabilities
 Summer 2002 (16 graduate students)
 Summer 2003(15 graduate students)

SPED 7130- Characteristics of Students with Behavioral Disorders (Web-Based Course)
 Summer 2002 (53 graduate students)
 Summer 2003 (72 graduate students)

SPED 8990-Doctoral Seminar in Special Education
 Fall 2003 (9 graduate students)
 Spring 2004 (9 graduate students)

SPED 7120- Characteristics of Students with Learning Disabilities (Web-Based Course)
 Summer 2004 (35 graduate students)
 Summer 2005 (55 graduate students)
 Summer 2006 (50 graduate students)

SPED 8320- Laws Affecting Individuals with Disabilities
 Spring 2005 (8 graduate students)
 Spring 2006 (5 graduate students)

Troy State University-Montgomery, Alabama

Psychology 405- Experimental Psychology
 Psychology 200- Introduction to Psychology
 Psychology 300- Developmental Psychology
 Psychology 307- Educational Psychology
 Special Education 540- Inclusion for Elementary Teachers
 Special Education 411- Assessment in Special Education
 Psychology 300- Developmental Psychology (Web-Based Course)
 Psychology 200-General Psychology (Web-Based Course)
 Psychology 346- Statistics for Psychology Majors

Academic Advising (The University of Georgia):

Degree	Number of Students
Graduate (Masters)	16
Graduate (Ed.S.)	2
Graduate (Ph.D.)	7

Field Experience Supervision:

Semester	Practicum	Internship	Total
Fall 2001:	2	0	2
Spring 2002:	2	0	2
Fall 2002:	4	1	5
Spring 2003:	4	2	6
Fall 2003:	5	2	7
Spring 2004:	3	0	3
Fall 2004:	3	3	6
Spring 2005:	1	6	7

SCHOLARLY ACTIVITIES**Chapters in Books:**

- Voltz, D., & Fore III. (2006). Special education in the urban context: Issues and implications. In J. L. Kincheloe and K. Hayes (Eds.). *Metropedagogy: Power, Justice, and the Urban Classroom*, Sense Publishers, Rotterdam, The Netherlands.
- Bender, W.N., & Fore III, C. (2005). Learning Disabilities. In P. Wehman, P.J. McLaughlin & T. Wehman. *Intellectual and developmental disabilities: Toward full community inclusion (3rd Ed.)*, Austin, TX: ProEd.
- Fore III, C., & Bender, W.N. (2002). Tutoring in the inclusive classroom: Differentiating Instruction and Increasing Instructional Time. In W.N. Bender, *Differentiating Instruction for Students with Learning Disabilities*, Thousand Oaks, CA: Corwin Press.
- Fore III, C. (In press). Curriculum-based and alternative assessment strategies. In J. Langone and S. Smith, *Teaching Students with Mild Disabilities*, Columbus, OH: Prentice-Hall.

Peer Reviewed Journal Articles:

- *Denotes journal articles were subject to peer review
- *Fore III, C., Boon, R., & Lowie, K. (in press). Vocabulary instruction for middle school students with learning disabilities: A comparison of two instructional models. *Learning disabilities: A Contemporary Journal*.
- *Fore III, C., Martin, C., Boon, R., & Love, C. (in press). Transition Planning: Improved methods to promote success from high school to the workforce. *Journal of the American Academy of Special Education*.
- *Boon, R. T., Fore III, C., & Spencer, V. (in press). Teachers' attitudes and perceptions toward the use of Inspiration 6 software in inclusive world history classes at the secondary level. *Journal of Instructional Psychology*.
- *Boon, R., Fore III, C., Blankenship, T., & Chalk, J. (in press). Technology-based practices in social studies instruction for students with disabilities: A review of the literature. *Journal of special Education Technology*.
- *Fore III, C., Graham, E., Voltz, Deborah, Lawson, C., & Rasheed, S. A. (in press). A comparison of inclusive versus resource classroom placement for black students with mild disabilities at the secondary level: Is there a need for separation? *Journal of the American Academy of Special Education Professionals*.
- *Spencer, V., Boon, R., Fore III, C., & Jeffs, T. (in press). Creating a motivating classroom: What really motivates students to achieve in secondary content-area classrooms? *Journal of the American Academy of Special Education Professionals*.
- *Jones, M., Boon, R., Fore III, C., & Bender, W. (in press). Our mystery hero! A group contingency intervention for reducing verbally disrespectful behaviors. *Learning Disabilities: A multidisciplinary Journal*.
- *Fore III, C., Schewie, K., Burke, M., & Boon, R. (in press). Teaching a story mapping procedure to high school students with learning disabilities to improve reading comprehension skills. *Learning Disabilities: A Multidisciplinary Journal*.
- *Mirto, J.E., Vail, C. O., Cramond, B., & Fore III, C. (in press). Creative Potential in African American students with and without disabilities from lower socioeconomic environments. *Creativity research Journal*.
- *Boon, R., Fore III, C., & Spencer, V. Rasheed, S. (in press). Students' attitudes and perceptions toward technology-based applications and guided notes instruction in high

school world history classrooms. *Reading Improvement*.

- *Blankenship, T., Boon, R., Fore III, C., & Hagan-Burke, S. (in press). Inclusion and placement decisions for students with special needs: A historical analysis of relevant statutory and case law. *Electronic Journal of Inclusive Education*.
- *Fore III, C., Hagan-Burke, S., Burke, M., Boon, R., & Smith, S. (in press). Academic achievement and class placement in high school: Do students with learning disabilities achieve more in one class placement than another? *Journal of Education and Treatment of Children*.
- *Fore III, C., Burke, R., Boon, R., & Martin, C. (in press). Curriculum-based measurement and problem-solving in math skills. *Education*, 126(3), (Winter, 06).
- *Creel, C, Fore III, C., Boon, R., & Bender, W. (in press). Effects of self-monitoring on classroom preparedness skills of middle school students with Attention Deficit Hyperactivity Disorder. *Learning Disabilities: A multidisciplinary Journal*, vol. 14(2), 105-114.
- *Fore III, C., Riser, S., & Boon, R. (2006). Implications of Cooperative learning and educational reform for students with mild disabilities. *Education*, 41(1), 3-12.
- *Voltz, D., & Fore III, C. (2006). Urban special education in the context of standards-based reform. *Remedial and Special Education*, vol. 27(6), 329-336.
- *Rasheed, S., Fore III, C., & Miller, S. (2006). Personal centered planning: Practices, promises, and provisos. *Journal for Vocational Special Needs Education*, 28(3), 47-59.
- *Boon, R., Burke, M., Fore III, C., & Hagan-Burke, S. (2006). Improving student content knowledge in inclusive social studies classrooms using technology-based cognitive organizers: A systematic replication. *Learning Disabilities: A Contemporary Journal*, 4(1), 1-17.
- *Fore III, C., Burke, M., & Martin, C. (2006). Curriculum-based measurement and problem-solving model: An emerging alternative to traditional assessment for African American children and youth. *Journal of Negro Education*, 75(1), 16-24.
- *Boon, R., Burke, M., Fore III, C. & Spencer, V. (2006). The impact of cognitive organizers and technology-based practices on student success in secondary social studies classrooms. *Journal of Special Education Technology*. 21,(1), 5-15.
- *Blankenship, T., Fore III, C., & Boon, R. (2005). Efficacy and perception of inclusion at the secondary level for students with mild disabilities: A review of the literature. *Electronic Journal of Inclusive Education*, vol. 1(9), 10-19.

- *Burke, M., Hagan-Burke, S., Boon, R.T., Fore III, C., & Kirkendoll, D. (2005). The internal consistency of the school-wide subscales of the effective behavioral support survey. *Journal of Education and Treatment of Children*, Vol. 28(4), 400-413.
- *Boon, R. T., Fore III, Ayers, K., & Spencer, V. (2005). The effects of cognitive organizers to facilitate content-area learning for students with mild disabilities: A pilot study. *Journal of Instructional Psychology*, 32(2), 101-117.
- *Fore III, C. & Riser, S. (2005). Promoting maintenance and generalization through cognitive decision making training. *Journal of Instructional Psychology*, 32(2), 127-135.
- **Boulineau, T., Fore III, C., Hagan-Burke, S., & Burke, M. (2004). Use of story-grammar text comprehension of elementary students with learning disabilities. *Learning Disability Quarterly*, 27, 1-17.
- *Sun, L., Bender, W.N., & Fore III, C. (2003). Web-based certification courses. The future of teacher preparation in special education? *Teacher Education and Special Education*, 26, (2) 87-96.
- *Fore III, C., Martin, C., & Bender, W. N. (2002). Teacher burnout in special education: The causes and the recommended solutions. *The High School Journal*, 86 (1), 36-44.
- *Miller, S. R., Miller, P.F., & Fore III, C. (2000). Toward functional definitions of inclusion and mainstreaming: Beyond concepts, philosophy, and ideology. *Journal of Perceptions*, 35(1), 5-9.

Publication Reprints

- **Fore III, C., Burke, M., & Martin, C. (2006). Curriculum-based measurement and problem-solving model: An emerging alternative to traditional assessment for African American children and youth. *Journal of Negro Education- The Complete Bibliography, 1932-2006*.
- **Boulineau, T., Fore III, C., Hagan-Burke, S., & Burke, M. (2005). Use of story-grammar text comprehension of elementary students with learning disabilities. *Reprinted in Hebrew by the Israel National Affiliate of The International Dyslexia Association*.

Published Proceedings:

- *Fore III, C., Boon, & R. Lawson Sr., C. (2007). *Instructional Strategies for the inclusive classroom: What does the research say?* Published Proceeding: The International conference on Education, Honolulu, Hawaii.
- *Boon, R., Fore III, C., Bryant, E., & Martin, C. (2007). *Effects of technology-supported graphic organizers on the writing skills of minority students' with mild disabilities*.

- Published Proceeding: The International conference on Education, Honolulu, Hawaii.
- *Boon, R., Fore III, C., Eisner, K., & Martin, C. (2007). *Use of Graphic organizers to improving ESL students' comprehension and knowledge of story grammar elements*. Published Proceeding: The International conference on Education, Honolulu, Hawaii.
- *Fore III, C., Boon, R., & Graham, E., & Martin, C. (2006). *Mentoring Students with Disabilities at the Secondary Level*. Published Proceeding: The International conference on Education, Honolulu, Hawaii.
- *Graham, Earle, Fore III, C., & Boon, R. (2006). *The Involvement of Black Parents in the Education of their High School Students with Disabilities*. Published Proceeding: The International conference on Education, Honolulu, Hawaii.
- *Martin, C., Fore III, C., & Jones, A. (2005). *Transition Planning for Students with disabilities*. Published Proceeding: The International Conference on Education, Honolulu, Hawaii.
- *Jones, A., Fore III, C., Jones, Y., & Graham, E. (2005). *Using functional behavioral assessments (FBAs) to develop effective behavior intervention/management plans for students presenting problem behaviors*. Published Proceeding: The International Conference on Education, Honolulu, Hawaii.
- *Graham, E., Fore III, C., Jones, A., & Jones, Y. (2005) *The effectiveness of inclusion on the academic achievement of black students with disabilities*. Published Proceeding: The International Conference on Education, Honolulu, Hawaii.
- *Fore III, C., Martin, C., & Jones, A. (2004). *Inclusive instructional strategies for students with learning disabilities*. Published Proceeding: The International Conference on Education, Honolulu, Hawaii.
- *Martin, C., Fore III, C., & Jones, A. (2004). *The utility of curriculum-based assessment and measurement for students with emotional and behavior disorders and learning disabilities in middle school*. Published Proceeding: The International Conference on Education, Honolulu, Hawaii.
- *Fore III, C., Martin, C., & Carter, J. (2003). *Why do special education teacher leave the field? Possible methods to increase retention*. Published Proceeding: The International Conference on Education, Honolulu, Hawaii.

Abstracts:

- Fore III, C. (2005). Discipline strategies for culturally diverse students with a focus on African America students. *Central Scene*: Central Ohio special Education Regional Center, Columbus, Ohio.

Fore III, C. (2005). Culturally responsive teaching practices: Closing the achievement gap. *Central Scene*: Central Ohio special Education Regional Center, Columbus, Ohio.

Books

Fore III, C. & Boon, R. (in review). Research-Based Practice Strategies for the General Education Classroom.

Fore III, C., Boon, R., & Bender, W. (in preparation). Introduction to Special Education: A Guide for Regular Education Teachers

Current Manuscript Submissions: (in review, being revised or resubmitted):

Fore III, C., Boon, R. T., & Martin, C. (in review). Curriculum-based measurement and students with mild disabilities. *Academic Exchange Quarterly*.

Vandenberg, A., Fore III, C., Boon, R., & Bender, W. (in review). The effects of repeated readings on the fluency and comprehension for high school students with learning disabilities. *Learning Disabilities Quarterly*. Data-based)

Fore III, C., Boon, R. Lawson, C., Rasheed, S., & Weatherford-Jacobs. (in review). Teachers' perceptions of cognitive decision making skill for students with mild disabilities. *Journal Instructional Psychology Education* . (Data based study).

Stone, R., Boon, R., Fore III, C. & Bender, W. (in review). Use of text maps to improve reading comprehension skills among students in high school with emotional and behavioral disorders. *Journal of Behavioral Disorders*.

Fore III, C., Bender, W. N., & Boon. R. (in review). Instructional Tactics that facilitate inclusion: Are we doing successful inclusion in secondary classes? *International Journal of Inclusive Education*. (Data- based study).

Boon, R. T., Fore III, C., & Conner, Laurie. (in review). The effects of teaching spelling to minority learners with learning disabilities via the use of the Hyperstudio tutoring program. *International Journal on Disabilities Development and Education*.

Fore, III, C., Jones, A., & Boon, R. (revised/resubmit). A review of function-based interventions incorporating self management procedures for students with or at-risk of behavior disorders. *Journal of Behavioral Disorders*. (data-based study)

Martin, C., Fore III, C., & Boon, R. (in review). Curriculum-based measurement: an alternative to traditional assessment. *Journal of Research in special Education Needs*.

Fore III, C., Boon, R., Voltz, D., & Lawson, C. (in review). The impact of high-stake testing for individuals with disabilities: A review synthesis. *Preventing School Failure*.

Fore III, C., Burke, M., Martin, C., & Boon, R. (in review). A brief report of the validity of curriculum-based measurement for students with emotional and behavior disorders. *Journal of Education and Treatment of Children*. (Data-based study)

Fore III, C., Burke, M., Hagan-Burke, S., & Wingate, M. (in review). The use of progress monitoring for students with reading problems. *Psychology in the Schools*. (Data based study).

Works in Progress:

Articles

Fore III, C., Boon, R., & Waters, H. (in progress). A review of math interventions for students with disabilities in middle and high school.

Fore III, C., & Martin, C. (in progress). Validation study on curriculum-based measurement in middle school. (Data based study; Data collected Spring 2005).

Fore III, C. (in progress). Teachers' attitudes and instructional strategies toward inclusion. (Data based study: Data collected winter of 2005).

Fore III, C., & Waters, H. (in progress). Cognitive Instructional Strategies for students with mild disabilities. (Data based study: Data will be collected, Fall, 2005).

Fore III, C. (in progress). Validation study on curriculum-based measurement in mathematics. (Data based study: data collect fall, 2005).

Fore III, C., McFay, D., Burke, M., & Boon, R. (in progress). Validation studies at the Middle School level, Greene County, Georgia. (Data based study: Data collected spring, 2005)

Thornton, A., Gast, D., & Fore III, C. (in progress). Self-monitoring preservative speech for students with high functioning autism. (single subject: Data will be collected spring 2005)

Fore III, C., Gilliland, K., Burke, M., & Boon, R. (in progress). Inclusion and socials: Does the level of inclusion affect the level of social skills acquisition by middle and high school students with disabilities? (Data-collected, spring, 2005)

Fore III, C., Lawery, K., Burke, M., & Boon, R. (in progress). Struggling readers in middle school. (Data collected, spring, 2005).

Fore III, C. (in progress). Difference between African American and Caucasian students in early literacy skills.

Boon, R., Fore III, C., & Skelley, J. (in progress). Instructional strategies for students with learning disabilities in high school. (Data collected, spring, 2005).

Graham, E., Fore III, C., Burke, M., & Boon, R. (in progress). The effect of inclusion on the academic achievement of African American students with disabilities. (Data collected fall, 2005).

Fore III, C., Jones, A., Burke, M., & Boon, R. (in progress). Evaluation of strategies for inclusive classrooms. (Data collected, fall, 2005).

Fore III, C., & Jones, Y. (in progress). The effects of inclusion on the academic achievement of students in middle schools. (Data collected spring, 2005).

Fore III, C., & Buckland, A. (in progress). Inclusion or resource: Which model has a positive effect on achievement for students with mild disabilities in middle school? (Data collected spring, 2005).

Fore III, C., Parson, C., & Burke, M. (in progress). Social skills for students with learning and behavioral programs in elementary school. (Data collected fall, 2005).

Fore III, C., Duncan, E. (in progress). Cognitive Instructional Strategies for students with mild disabilities in high schools. (Data-based study).

Fore III, Watson, M., & Burke, S. (in progress). Feedback of oral decoding errors in elementary students with reading disabilities: The effects of two methods on reading fluency. (Data collected fall, 2005)

Mays, B., & Fore III, C. (in progress). The effects of oral reading comprehension on students with learning disabilities. (Data collected fall, 2006)

Duncan, E., & Fore III, C. (in progress). Using of story mapping for high school students with behavior disorders. (Data collected spring, 2005)

Other Publications:

Fore III, C. (1998). *First generation college students: Characteristics, experiences, and cognitive development*. A document presented to the Office of Diversity, Southern Illinois University, Carbondale, Illinois.

Fore III, C. (1998). *Race, sex, causal attribution and help-seeking behavior*. A document presented to the Office of Diversity, Southern Illinois University, Carbondale, Illinois.

Creative Contributions Other Than Formal Publications:

Fore III, C. (2005). *Laws affecting individuals with disabilities* (Educational Specialists and Doctoral level course). Developed and taught in conjunction with The University of Georgia Special Education Graduate Program.

Fore III, C. (2005). *Post school transition for students with learning difficulties* (a web based Short course). Developed in conjunction with the Georgia Center for Continuing Education Program.

Fore III, C. (2000). *Developmental Psychology*. (a web-based course). Developed and taught in conjunction with Troy State University-Montgomery online undergraduate degree program.

Fore III, C. (2000). *Instructional Strategies for Students with Mild Disabilities*. (Masters Level Course). Developed and taught in conjunction with Troy State-Montgomery masters degree program.

Grants and Contracts Awarded:

Fore III, C., & Boon, R. (2005-2007). (Co-Principal Investigators). Georgia Center for EBIS: *Effective Behavioral and Instructional Support*. Subcontract for State Improvement Grant, Georgia Department of Education, Division for Exceptional Education. **Funded for \$211,888.00**

Fore III, C. (2002). The Assessment of Regular Educators Instructional Strategies and Educational Attitudes Toward Included Special Education Students. The University of Georgia new faculty research grant. **\$8,000. Funded.**

Fore, III, C., & Martin, C. (2002). The Utility of Curriculum-Based Assessment and Measurement for Students with Emotional and Behavioral Disorders and learning Disabilities at Middle School. The University of Georgia GSTEP research Mini-Grant, **\$3,000. Funded.**

Burke, M., **Fore III, C., & Hagan-Burke, S.** (2002). Developing a professional development model of district and school-wide problem solving and instructional support. A focus on diverse learners. U.S. Department of Education, Office of Special Education Programs. **\$600,000. Approved, Not Funded.**

Burke, M., Hagan-Burke, & **Fore III, C.**) Comprehensive Behavioral and Instructional Support: An Outreach Model for Diverse Learners. U.S. Department of Education Programs, Special Education Programs. Funded for three years: **\$525,000.**

Langone, J. & **Fore III, C.** *Project Winning Teams*. (2001-2004). A contract with the Georgia

State Department of Education to provide services to school districts to include student with disabilities in general education classrooms. Contract Funded for **425,000.00** for three years Role: *School Facilitator (secondary schools) and Evaluation Specialist (all schools)*.

Grants Currently Under Review:

Fore, C. (Principal Investigator) & Boon, R. (Co-Principal Investigator). Response-to-Intervention (RTI): The Application of Curriculum-Based Measurement in the eligibility Process for Minority Students at the elementary Level. The Institute of Education Sciences of the United States Department of Education, **Total 1.5 million**

Fore, C. (Principal Investigator) & Boon, R. (Co-Principal Investigator). Using Technology-Supported Curriculum-Based Measurement to improving the Academic Performance of African American Learners at the Secondary Level. The Spencer Research foundation, (2007-2008). Total Grant Award **\$39,583**

Boon, R. (Principal Investigator) & **Fore, C.** (Co-Principal Investigator). Effects of Student-Generated Graphic Organizers and Technology-Based Instruction for Hispanic Students' with Disabilities in High School Social Studies. The Spencer Research Foundation, (2007-2008). Total grant award **\$39,960**.

Boon, R. (Principal Investigator) & **Fore, C.** (Co-Principal Investigator). *Using Palm Handheld Computers and Evidence-Based Strategies to Facilitate Content-Area Learning in High School Inclusive Social Studies Classrooms*. Steppingstones of Technology Innovation for Children with Disabilities (Phase Two) – *Research on Effectiveness*. (CFDA: 84.327A). U.S. Department of Education, Office of Special Education & Rehabilitative Services, (2007-2009). Total grant award **\$490,788**.

Grants Submitted Not Funded

Fore III, C., Boon, R., & Burke, M. (Co-Principal Investigators) . *Project AIMSS: Assessment Indicators for Minority Students in Secondary Schools*. The Institute of Education Sciences of the United States Department of Education, **Total 1.4 million**

Boon, R., **Fore III, C.**, & Burke, M. (Co-Principal Investigators). *The effects of Student-Generated Computerized Cognitive Organizers to Improve Content-Area learning in Secondary Social Studies Classrooms*. The Institute of Education Sciences of the United States Department of Education, **Total 1.4 million**

Project: IMAGES (Integrating Meta-Cognitive Assisted Graphic Enhancement Strategies). (2005-2007). Boon, R., & **Fore III, C.** Steppingstones of Technology Innovation for Children with *Disabilities* (Phase One). **Assessment specialists**. Development. Office of Special Education & Rehabilitative Services. United States Department of Education. Assessment Specialists, **total 400,000**

Fore III, C., Burke, M., & Boon, R. (Co-Principal Investigators). *Whole School Assessment Reform: Developing a Problem-solving Model for Minority High Schools (Goal Two)*. The Institute of Education Sciences of the United States Department of Education, **Total 1.3 million**

Boon, R., **Fore III, C.,** & Burke, M. (Co-Principal Investigators). *The effects of Computer-Based Cognitive Organizers for Secondary Students with Disabilities (Goal Two)*. The Institute of Education Sciences of the United States Department of Education, **Total 1.3 million**

Recognitions and Outstanding Achievements:

The Association for Institutional Research and National Science Foundation, Fellowship Award, 2000.

Featured in The University of Georgia's College of Education Magazine: "Using What Works in Schools." 2005

Areas of Research:

I have focused my scholarship in teaching, research, and service around two themes: minimizing cultural bias through research on alternative assessment procedures and the impact of inclusive practices on students with mild disabilities.

Supervision of Student Research Projects:

Master's Research for:

Tonya Jeffrey- Chair, in progress
 Brook Turner-Chair, in progress
 Keitha Daniels-Chair, in progress
 Jennifer Ledford- Chair, in progress
 Kristy Parks, Chair in progress
 Lindsay Kittrell, Chair, in progress
 Courtney Johnson, Chair, in progress
 John Eskew, Chair, in progress
 Timothy Boyd, Chair, in progress
 Eric Duncan-Chair, in progress
 Pam Ayler-Chair, Completed fall, 2006
 Hannah Cotton-Chair, completed fall, 2005
 Barbara Mays-Chair, completed spring, 2006
 Christine Parson- Chair, completed, spring 2006
 Morgan Watson, Chair, completed fall, 2005
 Alicia Buckland-chair, completed summer 2005
 Hugh Waters, Chair, completed spring, 2005

Katherine Lawery-Chair, completed spring 2005
 Steve Smith- Chair, completed, May 2004
 Jessica Boulinau, Chair, completed, spring, 2003
 Monica Wingate- Chair, completed fall, 2003
 Kinbley Keaton-Chair, completed fall, 2004
 Alexia Thornton- Chair, completed summer, 2005
 Josha Skelley- Chair, completed summer, 2005
 Kevin Gilliland- Chair, completed spring, 2005
 Rebecca Hewett-Chair, completed summer, 2005

Master's Research Committees

Daniel Yauosky- completed, fall, 2002
 Catherine Kidd- completed fall, 2003
 Chrissy Creel- completed fall, 2004
 Patricia Wilson- August, 2004
 Jamie Anderson- completed fall, 2002
 Debbie Larson- completed fall, 2002
 Karen Hooker- completed summer, 2003
 Erin Peacock- completed spring, 2003
 Rebecca Pollock- completed Summer, 2004
 Christi S. Davis- completed Spring, 2004
 Kristin Flower- completed spring, 2004
 Kimberly Keaton- completed fall, 2004
 Jody Mirto- Completed Summer, 2004
 Barbara Berger- completed Summer, 2004

Rebecca Ball, May 2006: Comparing the use of an explicit teaching strategy with and without a drawing component for the acquisition of novel vocabulary for elementary students with reading disabilities. M.Ed. Committee Members: R. Boon (Chair), **C. Fore**, & W. Bender

Cheryl Rakauskas, December 2005: The effects of student-generated graphic organizers on the reading comprehension of elementary school students with high incidence disabilities. M.Ed. Committee Members: R. Boon (Chair), **C. Fore**, & W. Bender

Amanda Moorman, May 2006: The effects of a screen reading program on the fluency and comprehension on high school students with learning disabilities. M.Ed. Committee Members: R. Boon (Chair), **C. Fore**, & W. Bender

Hugh Waters, May 2005: The effects of graphic organizers to facilitate learning in high school self-contained mathematics classrooms. M.Ed. Committee Members: **C. Fore (Chair)**, R. Boon & M. Burke

Josh Skelley, December 2005: Use of graphic organizers in high school world history classrooms for students with mild intellectual disabilities. M.Ed. Committee Members: **C. Fore (Chair)**, R. Boon, & M. Burke

Katherine Zrolka Eisner, May 2006: Use of graphic organizers to improving ESL students' comprehension and knowledge of story grammar elements. M.Ed. Committee Members: R. Boon (Chair), **C. Fore**, & W. Bender

Erin Bryant, May 2006: Effects of technology-supported graphic organizers on the writing skills of minority students' with mild intellectual disabilities. M.Ed. Committee Members: R. Boon (Chair), **C. Fore**, & W. Bender

Shelby Recesso, December 2005: Strategies for Special Educators: A guide for pre-service teachers. M.Ed. Committee Members: R. Boon (Chair), **C. Fore**, & W. Bender

Melissa Jones, May 2005: Our mystery hero! A group contingency intervention for reducing verbally disrespectful behaviors. M.Ed. Committee Members: W. Bender (Chair), R. Boon, & **C. Fore**

Christi Davis, December 2004: Effects of self-monitoring on classroom preparedness skills. M.Ed. Committee Members: W. Bender (Chair), R. Boon, & **C. Fore**

Jennifer Webster, December 2004: Use of constant time delay in teaching sight words to students with mild disabilities with reading difficulties. M.Ed. Committee Members: W. Bender (Chair), R. Boon, & **C. Fore**

Chrissy Creel, December 2004: Effects of self-monitoring on classroom preparedness skills of middle school students with attention deficit hyperactivity disorder. M.Ed. Committee Members: W. Bender (Chair), R. Boon, & **C. Fore**

Kimberly Scheiwe, November 2004: Teaching a story mapping procedure to high school students with specific learning disabilities to improve reading comprehension skills. M.Ed. Committee Members: **C. Fore (Chair)**, M. Burke, & R. Boon

Education Specialists Research

Julie Hall- Chair, in progress

Susan Lott, Chair, in progress

Elaine Caffey, Chair, in progress

Education Specialists research Committees

Peggy Norris- completed, fall, 2005

Frank DeFilippo- Committee Member, completed summer, 2005

Joe Moore- Committee Member, completed fall, 2002

Kimberly Jackson- Committee Member, completed fall, 2002

Deborah Phillips-Committee Member

Amy Vandenberg, May 2006: The effects of repeated readings on the fluency and comprehension for high school students with learning disabilities. Ed.S Committee Members: W. Bender (Chair), R. Boon, & **C. Fore**

Ify Onachukwu, May 2006: The use of story mapping in high school language arts instruction for students with learning disabilities. Ed.S Committee Members: W. Bender (Chair), R. Boon, & **C. Fore**

Deborah Ray, May 2006: Phonological training for children with reading disabilities. Ed.S Committee Members: W. Bender (Chair), R. Boon, & **C. Fore**

Frank DeFilippo, July 2005: Using the story helper graphic organizer to improve the reading comprehension of elementary school students with mild disabilities. Ed.S Committee Members: W. Bender (Chair), R. Boon, & **C. Fore**

Laurie Anthony, July 2004: Using daily curriculum-based assessment to teach sight words to students with learning disabilities. Ed.S Committee Members: W. Bender (Chair), R. Boon, & **C. Fore**

Doctoral Dissertation chaired Completed Dissertations

Christopher Martin- **Chair**

Completed, **March 30, 2006**

Examining the Validity of Curriculum-Based Measurement for Students with Emotional and Behavioral Disorders in Middle School

Tracy Blankenship-**Co- Chair**

Completed, **March 24, 2006**

A Comparative Study of Computer Aided Instructional Interventions in the Acquisition of Content Area Material for High School Students with Mild Disabilities

Jill Chalk- **Co- Chair**

Research: The Effects of Cognitive Organizers on the Comprehension and Retention ability for High School Students with Mild disabilities

Completed December 1, 2006

Doctoral Research Committees Chaired:

Kelvin Williams-**Co-Chair**

Research: Self-Determination of African American Students with Learning Disabilities at Historical Black Colleges and Universities- **Proposal Completed Spring 2006**

Danny McFay-**Chair**

Research: Academic Achievement of Students with Emotional and Behavioral Disorders in Middle School

Arthur Jones-**Chair**

Research: Functional Behavioral Assessment for Secondary Students with Emotional and Behavioral Disorders

Earl Graham-Chair

Research: Academic Achievement of Black Students with disabilities in Inclusive settings

Michael Baskette-Chair

Research: The Effects of social skills instruction on High School Students with Emotional and Behavioral Disorders in Inclusive Classrooms

Lisa Ulmer-Chair

Research: The Impact of Cognitive Organizers to Promote Success in Secondary Inclusive Settings

Hugh Waters-Chair

Research: The Impact of Math Interventions on African American Students in Middle and Secondary Settings

Doctoral Dissertation committees:

Editorship or Editorial Board Memberships of Referred Journal:

Reviewer	<i>Education and Treatment of Children</i> (2005- present)
Reviewer	<i>The Journal of Teacher Education and Special Education</i> (2000-present)
Associate editor	<i>The Journal of Assessment for Effective Intervention</i> (2004-present)
Reviewer	<i>International Journal of Disability, Development and Education</i> (2005-Present)

Convention Papers and Presentations:

*Denotes presentations that have a published counterpart

#Denotes presentations that were subject to peer review

^Denotes invited presentation

*Boon, R., Fore, C., Stone, R., & Bender, W. (accepted, 2007). *Use of text-maps to improve reading comprehension skills among high school students with EBD*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- *Boon, R., Fore, C., & Conner, L. (accepted, 2007). *Teaching spelling to students with learning disabilities via the use of the hyperstudio tutorial program*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Boon, R., & Fore, C. (accepted, 2007). *Effects of student-generated cognitive organizers in world history for students with emotional and behavioral disorders*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Boon, R., & Fore, C. (accepted, 2007). *Effects of cognitive organizers versus guided notes instruction in high school inclusive social studies classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Boon, R., & Fore, C. (accepted, 2007). *How can teachers integrate inspiration 8.0 software in secondary content area classrooms?* Paper to be presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.
- Fore, C., & Boon, R. (accepted, 2007). *Culturally responsive teaching: Strategies and disciplinary practices to working with African-American students*. Paper to be presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.
- Boon, R., & Fore II, C. (accepted, 2007). *Get inspired! Cognitive organizers and inspiration software in high school social studies*. Paper to be presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.
- Boon, R., & Fore III, C. (2006). *Teachers' attitudes toward the use of inspiration software in teaching world history*. Paper to be presented at the 2nd annual meeting of the TED/TAM (Teacher Education & Technology and Media) divisions of the Council for Exceptional Children Conference – *Addressing Teacher Shortages and Quality and the Emerging Role of Technology*, San Diego, CA.
- Boon, R., & Fore III, C. (2006). *Effects of cognitive organizers and technology-based applications: What does the research say?* Paper to be presented at the 2nd annual meeting of the TED/TAM (Teacher Education & Technology and Media) divisions of the Council for Exceptional Children Conference – *Addressing Teacher Shortages and Quality and the Emerging Role of Technology*, San Diego, CA.
- Boon, R., & Fore III, C. (2006). *The effects of cognitive organizers in inclusive high school world history classrooms*. Paper to be presented at the 2nd annual meeting of the TED/TAM (Teacher Education & Technology and Media) divisions of the Council for Exceptional Children Conference – *Addressing Teacher Shortages and Quality and the Emerging Role of Technology*, San Diego, CA.
- Fore III, C., Boon, & R. Lawson Sr., C. (accepted, 2007). *Instructional Strategies for the inclusive classroom: What does the research say?* Presentation: The International conference on Education, Honolulu, Hawaii.

- *Boon, R., Fore, C., Bryant, E., & Martin, C. (January, 2007). *Effects of technology-supported graphic organizers on the writing skills of minority students' with mild intellectual disabilities*. Paper to be presented at the annual meeting of the 5th International Conference on Education, Honolulu, HI.
- *Boon, R., Fore, C., Zrolka-Eisner, K., & Martin, C. (January, 2007). *Use of graphic organizers to improving ESL students' comprehension and knowledge of story grammar elements*. Paper to be presented at the annual meeting of the 5th International Conference on Education, Honolulu, HI.
- Onachukwu, I., Boon, R., Fore III, C., & Bender, W. (2006). *The use of story mapping in high school language arts instruction for students with learning disabilities*. Paper to be presented at the 15th annual meeting of the World Congress on Learning Disabilities Conference - *Validated Practices: Literacy, Math, and Social Behavior*, Burlington, MA.
- Vandenberg, A., Fore III, C., Boon, R., & Bender, W. (2006). *The effects of repeated readings on the fluency and comprehension for high school students with learning disabilities*. Paper to be presented at the 15th annual meeting of the World Congress on Learning Disabilities Conference - *Validated Practices: Literacy, Math, and Social Behavior*, Burlington, MA.
- #Boon, R., Fore III, C., Burke, M., & Hagan-Burke, S. (April, 2006). *Students' attitudes and perceptions toward technology: What do the users have to say?* Paper to be presented at the annual meeting of the Council for Exceptional Children, Salt Lake City, Utah.
- #Blankenship, T., Boon, R., Fore III, C., Burke, M., & Hagan-Burke, S. (April, 2006). *Computer-based cognitive organizers in high school social studies for students with emotional and behavior disorders*. Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- #Hummel, J., Gunter, P., Smith, M., Riffel, L., Fore III, C., Boon, R., Burke, M., Hagan-Burke, S., Jolivet, K., Cloud, V., Barnett, C., & Smith, D. (November, 2005). *PBS in Georgia: First year's results and resolutions*. Paper to be presented at the 29th annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, Arizona.
- #Hagan-Burke, S., Burke, M., Vannest, K., Boon, R., & Fore III, C. (November, 2005). *Results from the school-wide Evaluation Tool: Evaluating the Effects of SW-PBS*. The National Conference on Severe Behavioral disorders of Children & Youth, Tempe, Arizona.
- #Hagan-Burke, S., Burke, M., Vannest, K., Fore III, C., & Boon, R. (November, 2005). *Aversive Instructional Conditions and Academic Assessment: What role should they*

have in Functional Behavioral Assessment? The National Conference on Severe Behavioral disorders of Children & Youth, Tempe, Arizona.

- #Fore III, C., Boon, R., & Graham, E. (January, 2006). *Mentoring Students with Disabilities at the Secondary Level*. To be presented at The International conference on Education, Honolulu, Hawaii.
- #Graham, Earle, Fore III, C. (January, 2006). *The Involvement of Black Parents in the Education of their High School Students with Disabilities*. To be presented at The International conference on Education, Honolulu, Hawaii.
- #Fore III, C. (accepted for April, 2006). *Do African American students require different disciplinary procedures?* Council for Exceptional Children Annual Convention, Salt Lake City, Utah.
- #Boon, R., Spencer, V., Burke, M., & Fore III, C. (April 2005). *Social studies and technology-based interventions for students with disabilities*. Presented at the 2005 national Council for Exceptional Children Conference, Baltimore, Maryland.
- #Martin, C., Fore III, C., & Boon C. (April 2005). *Examining Curriculum-Based Measures for Students with Emotional and Behavioral Disorders*. Presented at the 2005 National Council for Exceptional Children Conference, Baltimore, Maryland.
- #Boon, R., Burke, M., Hagan-Burke, S., & Fore III, C. (April 2005). *The Effects of Cognitive Organizers to Promote Student Learning in Secondary Inclusive Social Studies Classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- #Fore III, C., Martin, C. (March, 2005). *Curriculum-based measurement for middle and high school students*. Presented at the 2005 National Association of School Psychologists (NASP), Atlanta, Georgia
- #Jones, A., Fore III, C., Jones, Y., & Graham, E. (2005). *Using functional behavioral Assessments (FBAs) to develop effective behavior intervention/management plans for students presenting problem behaviors*. The International Conference on Education, Honolulu, Hawaii.
- #Graham, E., Fore III, C., Jones, A., & Jones, Y. (2005). *The effectiveness of inclusion on the academic achievement of black students with disabilities*. The International Conference on Education Honolulu, Hawaii.
- #Boon, R., Burke, M., & Fore III, C. (2004). *Improving academic success for students with emotional disabilities in secondary content-area classrooms*. The National Conference on Severe Behavioral disorders of Children & Youth, Tempe, Arizona.

- #Fore III, C., Martin C., Burke, M., & Boon, R. (2004). An examination of the concurrent validity of curriculum-based reading measures for students with emotional and behavioral disorders *Journal of Education and Treatment of Children*. The National Conference on Severe Behavioral Disorders of Children & Youth, Tempe, Arizona.
- #Martin, C., Fore III, C., & Boon, R. (2004). *An Examination of the Concurrent Validity of Curriculum-Based Reading Measures for students with Emotional and Behavior Disorders*. The Council for Educational Diagnostic Services San Antonio, Texas.
- #Boon, R., Fore III, C., & Martin, C. (2004). *High-stake testing for students with disabilities: Teachers attitudes and perceptions for students in secondary content-area classrooms*. The Council for Educational Diagnostic Services, San Antonio, Texas.
- #Fore III, C., Martin, C., Burke, M., & Boon, R. (2004). *The Technical Adequacy of Curriculum-Based Measures for Students with Emotional and Behavior Disorders*. The National Conference on Severe Behavioral Disorders of Children & Youth, Tempe, Arizona.
- #Burke, M, Hagan-Burke, S., & Fore, C. (2004). *An Overview of Three Experimental Studies for Improving Reading Outcomes*. Council for Exceptional Children, New Orleans, Louisiana.
- #Fore III, C., Jones, A., & Graham, E. (2004). *A Teacher's Guide to Connecting Functional Behavioral Assessment (FBA's) to Behavioral Intervention Plans*. Georgia Council for Exceptional Children, Athens, Georgia.
- #Fore III, C., Martin, C., & Jones. (2004). *Inclusive instructional strategies for students with learning disabilities*. Published Proceeding: The International Conference on Education, Honolulu, Hawaii.
- #Martin, C., Fore III, C., & Jones, A. (2003). *The utility of curriculum-based assessment and measurement for students with emotional and behavioral disorders and learning disabilities in middle school*. The International Conference on Education, Honolulu, Hawaii.
- #Fore III, C., & Martin, C. (2003). *Implementing curriculum-based measurement in math to students with emotional and behavioral disorder*. National Conference on Severe Behavioral Disorders of Children and Youth, Tempe, Arizona.
- #Carter, J., Fore III, C., & Martin, C. (April, 2003). *Project winning team: The principal prospective*. The American Education Research Association Conference, Chicago, Illinois.
- #Fore III, C., Martin, C., & Carter, J. (2003). *Why do special Education Teachers leave the*

Field? Possible Methods to Increase Retention. The International Conference on Education, Honolulu, Hawaii.

#Fore III, C., Martin, C., & Bender, W. (2002). *Instructional Tactics in Secondary General Education Classes.* The 21th International Conference on Learning Disabilities, Denver, Colorado.

#Bender, W., & Fore III, C. (2002). *SETWEB: Special Education Training on the WEB: Web-Based Certification for Teachers.* The 21st International Conference on Learning Disabilities, Denver, Colorado.

^Fore, III C., & Carter, J. (2002). *Increasing School Capability to Include Students with Disabilities in General Education.* SETWEB Academy, The Special Education Department, The University of Georgia: Reaching the Tough to Teach, Atlanta, Georgia.

#Fore, III C., & Miller, S. (2001). *Educational Assessment for Students with Behavior Disorders.* The 25th Annual Conference on Severe Behavior Disorder of Children and Youth, Tempe, Arizona (November).

#Fore III, C., Patrick, J., & Comb, K. (2001). *Understanding the counselor.* The American Education Research Association Conference (AERA), Seattle, Washington, (April).

#Patrick, J., Fore III, C., & Comb, K. (2001). *Understanding the successful Counselor A PosterSession* presented at The American Education Research Association (AERA), Seattle, Washington (April).

#Fore III, C., Miller, S., & Saleem, R. (1999). *Preparation of Regular Education Teachers for Inclusion: Issues and Problems.* Teacher Education Division (TED) Council for Exceptional Children, Palm Springs, California, November

#Fore III, C. (1999). *School/Parent Relationship: Barriers to Parent Involvement.* National Council for Exceptional Children, Charlotte, North Carolina.

#Fore III, C. (1998). *Strategies to Surmount Barriers to Parent/Family Involvement.* Illinois Council for Exceptional Children, Chicago, Illinois.

#Fore III, C. (1998). *Indifference: Barriers to Parent Involvement.* Teacher Education Division (TED) Council for Exceptional Children, Dallas, Texas, November.

#Fore III, C. (1998). *Indifference: Barriers To Parent Involvement.* Symposiums On Culturally and Linguistically Diverse exceptional Learners. Washington, D.C., December.

^Fore III, C. (1997-1998). *The Regular Education Initiative Staff Development Workshop, "quality Education for all Students,* John A. Logan, Carterville, Illinois, November.

Invited Key Note Presentations

^Fore, III C. (February, 2006). *Alternative Schooling: Changing Perspectives and Emerging Best Practices for Children and Adolescents with Challenging Behaviors* To be delivered for the Council for Children with Behavioral Disorders.

Regional Presentations

Smith, M., Boon, R., Fore III, C., & Wynne, M. (June, 2006). *Effective behavioral and instructional supports: An overview of school-wide discipline and positive behavior supports*. Presentation to Richmond County Public Schools, Augusta, Georgia.

Smith, M., Boon, R., Fore III, C., & Wynne, M. (June, 2006). *Effective behavioral and instructional supports: Data-based decision making*. Presentation to Richmond County Public Schools, Augusta, Georgia.

Smith, M., Boon, R., Fore III, C., & Wynne, M. (June, 2006). *Effective behavioral and instructional supports: Team training*. Presentation to Richmond County Public Schools, Augusta, Georgia.

Smith, M., Boon, R., Fore III, C., & Wynne, M. (June, 2006). *Effective behavioral and instructional supports: An overview of school-wide discipline and positive behavior supports*. Presentation to Cartersville City, Dawson, and Morgan County Public Schools, Cartersville City, Georgia.

Smith, M., Boon, R., Fore III, C., & Wynne, M. (June, 2006). *Effective behavioral and instructional supports: Data-based decision making*. Presentation to Cartersville City, Dawson, and Morgan County Public Schools, Cartersville City, Georgia.

Smith, M., Boon, R., Fore III, C., & Wynne, M. (June, 2006). *Effective behavioral and instructional supports: Team training*. Presentation to Cartersville City, Dawson, and Morgan County Public Schools, Cartersville City, Georgia.

Boon, R., Fore III, C., & Wynne, M. (May, 2006). *Effective behavioral and instructional supports: Facilitator training*. Presentation to Bartow and Floyd County Public Schools, Cartersville, Georgia.

Fore III, C., Boon, R., & Wynne, M. (March, 2006). *Effective behavioral and instructional supports: Facilitator training*. Presentation to Bartow and Floyd County Public Schools, Cartersville, Georgia.

Fore III, C., Boon, R., & Wynne, M. (February, 2006). *Effective behavioral and instructional supports: Facilitator training*. Presentation to Bartow and Floyd County Public Schools, Cartersville, Georgia.

Boon, R., Fore, C., & Wynne, M. (December, 2005). *Effective behavioral and instructional supports: Facilitator training*. Presentation to Bartow and Floyd County Public Schools, Cartersville, Georgia.

Fore III, C., Boon, R., & Wynne, M. (October, 2005). *Effective behavioral and instructional Supports: Leadership training*. Presentation to Bartow and Floyd County Public Schools, Cartersville, Georgia.

Boon, R., Fore, C., & Wynne, M. (September, 2005). *Effective behavioral and instructional supports: Facilitator training*. Presentation to Bartow and Floyd County Public Schools, Cartersville, Georgia.

Boon, R., & Fore, C. (June, 2005). *AIMSWEB training*. Presentation to Blairsville Special Education Teachers, Union County, Georgia.

Boon, R., Burke, M., & Fore, C. (June, 2005). *Effective behavioral and instructional supports: SWIS training*. Presentation to Moultrie County Public Schools, Moultrie, Georgia.

Selected Invited Presentations for School Systems and Related Governmental Agencies

#Fore III, C., Boon, R. C., Smith, M., Riffel, L., Gunter, P., Hummel, J., Barnett, C., Jolivette, K., Cloud, V., & Smith, D. (January, 2006). *Using School Wide Information Systems (SWIS) to make Data-Based Decisions*. Paper to be presented at the annual Georgia Federation of the council for exceptional Children conference, Savannah, Georgia

#Boon,R., Fore III, C., Smith, M., Riffel, L., Gunter, P., Hummel, J., Barnett, C., Jolivette, K., Cloud, V., & Smith, D. (January, 2006). *Effective Behavioral and Instructional Support Implementation in Georgia*. Paper to be presented at the annual Georgia Federation of the council for exceptional Children conference, Savannah, Georgia

#Barnett, C., Ramirez, J., Smith, M., Boon, R., & Fore III, C. (January, 2006). *How can I get these kids to behave?* Paper to be presented at the annual Georgia Federation of the Council for Exceptional Children Conference, Savannah, GA.

^*Fore III, C. (October,2005). *Discipline Strategies for Culturally Diverse Students*. Presentation to regular and special education teachers at the Central Ohio Special Education Regional Resource Center, Columbus, Ohio.

^*Fore III, C. (October, 2005). *Culturally Responsive Teaching Practices: Closing the Achievement Gap*. Presentation to regular and special education teachers at the Central Ohio Special Education Regional Resource Center, Columbus, Ohio.

^Boon, R., Fore III, C., & Wynne, M. (October, 2005). *Effective Behavioral and Instructional*

- Support: Leadership training.* Presentation to Bartow and Floyd County Public Schools, Cartersville, Georgia.
- ^Boon, R., Fore III, C., & Wynne, M. (September, 2005). *Effective Behavioral and instructional Support: Facilitator Training.* Presentation to Bartow and Floyd County Public Schools, Cartersville, Georgia.
- ^Fore III, C. (August, 2005). *Behavioral Management: Survival Skills for Para-Educators.* Presentation to Baldwin County Special Education Para-educators, Loxley, Alabama.
- ^Boon, R., & Fore III, C. (June, 2005). *AIMSWEB training.* Presentation to Blairsville Special education Teachers and Administrators, Union County, Georgia.
- ^Boon, R., Fore III, C., & Burke, M. (June, 2005). *Effective behavioral and instructional supports, team training, facilitator/team/ SWIS training (7school teams).* Presentation to Moultrie County Public Schools, Moultrie County, Georgia.
- ^Hagan-Burke, S., Boon, R., Burke, M., & Fore III, C. (June, 2005). *Effective behavioral and instructional supports, team training, facilitator/team training (30 school teams).* Presentation to Metro Atlanta Schools, Atlanta, Georgia.
- ^Boon, R., Burke, M., & Fore III, C. (June, 2005).). *Effective behavioral and instructional supports, team training, facilitator/team/ SWIS training (7school teams).* Presentation to Bartow County Public Schools, Bartow County, Georgia.
- ^*Fore III, C. (February 2005). *Discipline for African American Students: The Same or Different?* Presentation for the Teacher's Workshop 2005 Conference: Discipline for Everyone. Savannah, Georgia.
- ^Fore III, C. (August 2004). *Working with Paraprofessionals in Inclusive Settings.* Developed and Implemented a workshop for Paraprofessionals in Baldwin County, Alabama
- ^Fore III, C. (2003-2004). *Greene County new teacher monitoring program.* Developed and implemented workshops for new teachers in Greene County, Greensboro, Georgia.
- ^McFay, D., & Fore, C. (2003). *Motivating Students in Inclusive Classrooms.* Workshop for New Teachers Monitoring Program, Greensboro, Georgia.
- ^Fore, C., & Martin, C. (2003). *Working Together to increase students' outcomes.* Workshop Retreat: Union Point Elementary School, Reynolds Plantation, Greensboro, Georgia.
- ^Fore, C. (2003). *Greene County New Teacher Mentoring Academy.* Developed and Implemented this academy for new teachers to Greene County. Greensboro, Georgia.
- ^Fore, C. (2003). *Working with Paraprofessional in the Inclusive Classroom.* Workshop

Presented to Paraprofessional at Greensboro Elementary and Carson Middle School in Greene County, Greensboro, Georgia

^Fore, C. (2003). *Working with Paraprofessional in the Inclusive Classroom*. Workshop presented to Paraprofessional at Union Point Elementary and Greene County Pre-school in Greene County, Greensboro, Georgia

^Fore, C. (2002). *Special Education who, what, when, and where! Working with Paraprofessional in the Inclusive Classroom*. Workshop presented to Paraprofessional at Lincoln High School, April, Lincolnton, Georgia

^Fore, C. (2002). *Roles in Facilitating Inclusive Education*. Workshop presented to regular education teachers and paraprofessionals May. The Gray Academy, The University of Georgia, Athens, Georgia.

^Fore, C. (2002). *Differentiated Strategies for the Inclusive Classroom*. Workshop presented to teachers at Lincoln High School, Lincolnton, Georgia.

^Fore, C. (2002). *Greene County New Teacher Mentoring Academy*. Developed and Implemented this academy for new teachers to Greene County. Greensboro, Georgia.

Individual Schools Consultation and Evaluation Projects

Bartow County Public Schools

2004 – 2006 *Allatoona Elementary School*, Acworth, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

2004 – 2006 *Cass Middle School*, Cartersville, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

2004 – 2006 *Cloverleaf Elementary School*, Cartersville, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

2004 – 2006 *Emerson Elementary School*, Emerson, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

2004 – 2006 *Pine Log Middle School*, Rydal, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

2004 – 2006 *South Central Middle School*, Emerson, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

Chattooga County Public Schools

2004 – 2006 *Summerville Middle School*, Summerville, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

Floyd County Public Schools

2004 – 2006 *Armuchee Middle School*, Rome, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

2004 – 2006 *Coosa Middle School*, Rome, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

2004 – 2006 *Model Middle School*, Rome, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

Gwinnett County Public Schools

2003 – 2004 *Norcross High School*, Norcross, GA. Differentiating Instruction for Students in Social Studies Instruction: Implementation & Evaluation Consultant

2005 – Present *North Gwinnett High School*, Suwanee, GA. Integrating Technology-Based Strategies in Content-Area Instruction: Implementation & Evaluation Consultant

Pickens County Public Schools

2004 – 2006 *Pickens Middle School*, Jasper, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant

SERVICE

National:

Fore III, C. (2002-present). Advance Placement Test Evaluator: Psychology Advance Placement Test for High School Students. Educational Testing Service, Datona Beach, Florida.

Greater Kansas City Missouri Homeless Project: Wrote five grants for non-profit agencies in Kansas City, Missouri in 2003.

State:

Advisory Committee Member for Assessment and Evaluation for special need students. The Georgia Evaluation Project, Marcus Center, Atlanta, Georgia

Advisory Board for Georgia's EBIS: Effective Behavioral and Instructional Supports, Georgia Department of Education, Atlanta, Georgia (2005-present)

Expert Witness for the Fulton County Courts, Atlanta, Georgia, 2004

College:

Deans Council on Diversity (2003-present)

Multicultural Task Force (2001-2003)

Department:

Graduate Coordinator for Special Education

Advisory Board-- COPPA Project