

## Curriculum Vita

Dr. Tom Buggiey

Siskin Children's Institute's Chair of Excellence in Early Childhood Special Education

Professor, Graduate Studies Division

The University of Tennessee - Chattanooga

### Education:

| Degree | Discipline         | YEAR | INSTITUTION           |
|--------|--------------------|------|-----------------------|
| B.S.   | Special Education  | 1973 | Indiana Univ. of PA   |
| M.S.   | Special Education  | 1981 | Clarion Univ. of PA   |
| Ph. D. | Early Intervention | 1993 | Penn State University |

### Experience:

|                   |   |
|-------------------|---|
| 1973-1975         | Central Intermediate Unit #10, Philipsburg, PA, Teacher - Gifted and Talented Program                 |
| 1975-1981         | Port-Au-Port Roman Catholic School Board, Stephenville, Newfoundland, Special Services Supervisor     |
| 1981-1989 & 91-92 | Brockway Area Schools, Primary Special Education Teacher  |
| 1987-1989         | Jefferson County Association for Retarded Citizens, Adult Recreation Program and Summer Camp Director |
| 1989 To 1993      | Penn State University, Graduate Assistant in Special Education  |
| 1993-2006         | Assistant/Associate/Full Professor - University of Memphis  |
| 2007              | Siskin Chair of Excellence, University of Tennessee-Chattanooga                                       |

### Honors/Awards:

- Nov. 1996 - Mid-South ARC's Advocate of the Year for Persons with Disabilities
- April 1997 - Outstanding Teacher Education - Service Award - College of Education
- May 1999 - "Bell Ringer" Award from the Dept. of ICL for overall performance.
- Nov. 1999 - Nominated As Mid-South Advocate of the Year for Persons with Disabilities - Mid South ARC
- Nov. 2000 - Nominated as Mid-South Community Person of the Year - Mid South ARC
- Aug. 2000 - Appointed To Governor's Blue Ribbon Planning Commission on Community-Based Services
- 2000 - Nominated For Outstanding Teacher Award for the University
- Aug. 2000 - Invited Presenter-Videotaped Self-Modeling: Use with Persons with Autism. World Health Organization's International Congress on Dev. Disabilities - Seattle.
- 2002 - Nominated For University Distinguished Professor Award
- 2003 - Appointed International Education Consultant on the Board of Directors Of Ancient Coins In Education.
- 2004 - Appointed Director of State School Improvement Grant K-12.
- 2004 - Nominated for Partners in Progress Award – Mid-South Down Syndrome Association
- 2005 – College of Education nominee for University Engaged Scholarship Award

- 2005 – College Research and Scholarship Award
- 2006 – Appointed Siskin Chair of Excellence, University of Tennessee Chattanooga

### **University Teaching Experience:**

Penn State University – Taught the Intro Early Intervention and the methods in Early Intervention Courses.

University of Memphis - Primarily responsible for teaching methods courses in the Mild-Moderate stream in the SPED MAT Program and In Block I of our undergraduate program in addition to being the lead instructor of SPED 49/6900 Family and Community Collaboration.

I have also taught: Psycho-Social Aspects of Mental Retardation; Early Intervention, Action Based Research; Sped Advanced Practicum; Independent Study; Directed Readings; Thesis; and Dissertation Courses.

UT – Chattanooga – Teaching the methods course in Emotional Disturbance

### **Research/Scholarship/Creative Activities:**

#### **Publications:**

##### **Refereed Journal Publications (including book chapters)**

- Buggey, T. J., Dehaas-Warner, S. J., & Bagnato, S. (1991). Can professionals predict and facilitate kindergarten success? In S. J. Bagnato & J. T. Neisworth (Eds.), *Assessment for Early Intervention* (pp. 142-163). New York: Guilford.
- Neisworth, J. T. & Buggey, T. J. (1993). Behavior analysis and principles In Early Childhood Education. In J. L. Roopnarine & J. E. Johnson (Eds.), *Approaches To Early Childhood Education* (pp. 113-136). New York: Merrill.
- Buggey, T. (1993). The effect of self-modeling on language skills of preschool children (Doctoral dissertation, Penn State University). *Dissertation Abstracts International*.
- Wolfe, P., Boone, R., & Buggey, T. (1994). A review of business literature pertaining to The Americans with Disabilities Act: Who's talking to whom about What?. *Journal Of Vocational Rehabilitation*, 4, 285-295.
- Buggey, T. (1995). Videotaped self-modeling: The next step in modeled Instruction. *Early Education And Development*. 6, 39-52.
- Buggey, T. (1995). An examination of the effectiveness of videotaped self-modeling in teaching specific linguistic structures to preschoolers. *Topics in Early Childhood Special Education*. 15, 434-58.
- Buggey, T. (1996). Efficacy of videotaped self-modeling with preschoolers with language delay. Report on research carried out under grant from the Lipman Center. *Resources In Education*. ERIC Clearinghouse.
- Buggey, T., With Ross, S., Henry, D., Philipsen, L., Evans, K., & Smith, L. (1997). Matching restructuring programs to schools: Selection, negotiation, and preparation. *School Effectiveness and School Improvement*, 8 (1), 45-71.
- Buggey, T. Et Al. (1998) Scaling up school restructuring designs: A synthesis of first-year results. *Education and Urban Society*, 30 (3), 276-325.
- Buggey, T. (1999). Look, I'm on TV! using videotaped self modeling to change behaviors. *Teaching Exceptional Children*, 31 (4), 27-31.

- Buggey, T., Toombs, K., Gardener, P., & Cervetti, M. (1999). Using videotaped self-modeling to train response behaviors in students with autism. *Journal Of Positive Behavior Interventions*, 1 (4), 255-270.
- Buggey, T. & Neisworth, J. T. (2000). Behavior analysis and principles in Early Childhood Education. In J. L. Roopnarine & J. E. Johnson (Eds.), *Approaches To Early Childhood Education* (3rd Ed.). New York: Merrill.
- Buggey, T. (2000). Preschool Environmental Rating Scale (PIERS). In R. Gargiulo & J. Kilgo (Eds.). *Young Children with Special needs: An Introduction to Early Childhood Special Education*. Albany, NY: Delmar .
- Buggey, T. (2000). Arranging preschool environments. In R. Gargiulo & J. Kilgo (Eds.). *Young Children with Special needs: An Introduction to Early Childhood Special Education*. Albany, NY: Delmar.
- Buggey, T. (2001). Making on-line courses accessible to students with disabilities. In R. Weiss, B. Speck, D. Knowlton (Eds.). *Principles of Effective Teaching In On-Line Classrooms* (pp. 41-47).
- Buggey, T. (2001). Look, I'm on TV! Using videotaped self-modeling to change behavior. In K. Freiberg (Ed.). *Annual Editions: Educating Exceptional Children* (Pp. 132-135). Guilford, CT: Dushkin.
- Buggey, T., Parish, R. & Cervetti, M (2002). Camden Elementary: A Story Of an inclusive school. In Michael Peterson (Ed.). *Inclusive Teaching: Creating Effective Schools For All Learners*. Allyn and Bacon.
- Greenberg, D., Buggey, T. & Bond C. (2003). Effects of video self-modeling on reading skills and attitudes of at-risk readers. (ERIC Document Reproduction Service).
- Whitlow, C., & Buggey, T. (2003). Video self-modeling as an intervention with a preschooler with language delays. *Journal of Research in Special Education Needs*. Available online at: <http://www.nasen.org.uk/mainpg.htm> (The University of Cambridge: represents the largest special education professional organization in the UK).
- Buggey, T. & Neisworth, J. T. (2004). Behavior analysis and principles In Early Childhood Education. In J. L. Roopnarine & J. E. Johnson (Eds.), *Approaches To Early Childhood Education* (4th Ed.). New York: Merrill.
- Buggey, T. (2004). Arranging preschool environments. In R. Gargiulo & J. Kilgo (Eds.). *Young Children with special needs: An introduction to early Childhood Special Education* (2<sup>nd</sup> ed),. Albany, NY: Delmar.
- Buggey, T. (2004). Preschool Environmental Rating Scale Revised (PERS-R). In R. Gargiulo & J. Kilgo (Eds.). *Young Children with Special needs: An Introduction to Early Childhood Special Education*. Albany, NY: Delmar.
- Buggey, T., Ayers, P., Morris, C., Wichlinski, A., Decker, M., Smith, A., & Vanderpool, B. ( 2005). A picture is worth...Improving reader's self-efficacy through self-modeling. *Tennessee Reading Teacher*, 33.
- Buggey, T. (2005). Applications of video self-modeling with children with autism in a small private school. *Focus on Autism and Other Developmental Disabilities*. 20, 180-204.
- Whitlow, C., & Buggey, T. (submitted). The effects of video self-modeling on language acquisition of preschoolers with developmental delays. *Exceptional Children*.

Buggey, T. (2007). A picture is worth...: Video self-modeling applications at school and home. *Journal of Positive Behavior Interventions*, 9 (2), 151-158.

Buggey, T., Kirkman, A. & Hoomes, G. (submitted). Facilitating social interaction in and inclusive preschool. *Journal of Positive Behavior Interventions*.

Buggey, T., Hoomes, G., Williams, S. & Sherberger, B. (Submitted). Facilitating social interaction with preschoolers with autism using self-modeling. Focus on Autism and Other Developmental Disabilities.

### **Papers/Presentations/Awards (National):**

- April 94 – Preventing Teacher Burnout. Poster Session at the International CEC Conference, St. Louis.
- April, 96 - Common and diverging themes in preparing for restructuring. with J. Nunnery, S. Maxwell, A. O'Connell, . National AERA Conference. New York.
- Spring, 96 - Guest Reviewer: Topics in Early Intervention. Special issue on Language Interventions.
- Sept., 96 - Restructuring Schools to Improve Educ. Outcomes: Formative Evaluation Of The New American Schools Scale-up in Memphis City Schools. MSERA. Tuscaloosa.
- Spring 97 - Scaling Up The NAS Designs in Memphis: A Synthesis of First-Year Results. Presented As Part Of the AERA symposium, Scaling Up School Restructuring Designs.
- Spring 97 - Panel Discussion facilitator and presenter - Inclusion In Higher Education. Tennessee Association of College Teachers. Murfreesboro.
- Apr 99 - Self Modeling And Response Behavior in Students with Autism - Presentation At The International CEC Conference - Charlotte, NC.
- Apr 98 - Combining Inclusion and School Restructuring - Presentation at the International CEC Conference - Minneapolis, MN.
- July 99 - The Effects Of Self Modeling on Responding Behaviors of Students With Autism - Featured Presentation at the Summer Behavior Institute. Louisville, KY.
- Dec. 99 - Collaboration Between The RISE Inclusion Project and the Access Center For Technology- Presentation at The Association for Persons with Severe Handicaps – Chicago
- March 00 - Application Of Self Modeling - Featured Presenter (4 sessions) at the Teaching And Learning Conference. Louisville, KY.
- Aug. 00 - The Use Of Self-Modeling with Students with Severe Behavior Problems. The International Assoc. for the Scientific Study of Intellectual Disabilities' World Congress. Seattle
- Dec. 00 - Self Modeling And Autism: Promising Results. Presentation at The International Conference Of The Association for Persons with Severe Handicaps – Miami
- Oct. 02 – The Rise Inclusive Process –Presentation at the Regional Meeting of State Technical Assistance Projects - St. Louis\*\*

- March 04 - No Child Left Behind - Panel Discussion with Stephanie Smith Lee, Director of National Office of Special Education Programs. Parent Partnership Conference, Memphis.
- Nov. 04 – Self-Modeling applications with Students with Autism. Presentation at The Association for Persons with Severe Handicaps – Reno
- July 07 – Ancient Coins in Education. Workshop presentation for the Annual Classical League Conference, Nashville.
- Oct. 07 – Video Self-modeling and Children with Autism. Annual Family Services Conference. Bangor, Maine.
- Feb. 08 – Response to Intervention Video – Tennessee Special Education Conference – Nashville.
- July 08 – Latest Results of Self-modeling Research at Siskin Children’s Institute – The Autism Society of America’s National Conference – Orlando
- Sept. 08 – Response to Intervention: I think we finally got it right! Keynote address at the 15<sup>th</sup> Annual Beyond Access Conference. Memphis.
- Sept. 08 – Self-Modeling as a Tier 2 support in RTI. 15<sup>th</sup> Annual Beyond Access Conference. Memphis.

**Grantsmanship:**

42 of 44 grant proposals have been funded. Many below are continuation grants.

**Activity** LRE For LIFE Project  
**Agency/Source** TN DOE  
**Amount** \$98,000  
**Period** 8/1/95 - 7/30/96

**Activity** Activity-based Intervention - Funded  
**Agency/Source** TN DOE  
**Amount** \$15,000  
**Period** 8/1/96 - 7/30/97

**Activity** RISE/MCS School to Life Collaboration Grant - Funded  
**Agency/Source** TN DOE  
**Amount** \$300,000  
**Period** 4/1/97 - 7/30/05

**Activity** Restructuring for Inclusive School Environments (RISE) - Funded  
**Agency/Source** TN DOE  
**Amount** \$3,200,000  
**Period** 7/1/95 - 6/30/06

**Activity** Access Center for Technology - Funded  
**Agency/Source** Assisi Foundation  
**Amount** \$99,000  
**Period** 8/1/00 - 7/30/01

**Activity** Make A Difference  
**Agency/Source** TN Dept of Education  
**Amount** \$1,005,000  
**Period** 8/1/96 - 6/30/06

**Activity** Project Memphis  
**Agency/Source** TN Dept of Mental Retardation Services  
**Amount** \$267,000  
**Period** 8/1/03 - 6/30/06

**Activity** School Improvement Grant  
**Agency/Source** TN Dept of Education  
**Amount** \$280,000  
**Period** 10/1/04 - 6/30/06

**SERVICE:**

**National:**

Editorial Board – Focus on Autism and Other Developmental Disabilities – 2005-2006

**Professional and Academic Affiliations:**

- The Council for Exceptional Children (Divisions of Learning Disabilities Research, Com. Disorders, Teacher Education, and Early Childhood), TN DEC
- Association for Supervision and Curriculum Development
- The Association for Persons with Severe Disabilities
- Association for Retarded Citizens, 1967 to present, served as Secretary, Board of Directors of Memphis ARC, Member of Planning and Fund-Raising Committees, & Chairperson of Publicity and Advocacy Committees and as President

**Program Development Experience:**

1975 – 1980 – Developed K-12 Curriculum for Special Education services in NFLD, Canada.

This included the establishment of 5 Work-Study Programs in High Schools. Over 40 uncertified teachers were trained to implement the curriculum and several separate schools were closed and the students included in regular schools.

1983 – Developed the Recreation and Leisure program for Jefferson Co. PA ARC

1993 – present – Developed the SPED 4900/6900 course on Family and Community Collaboration. Developed Syllabi for 5 other SPED courses. Served on the College and University Graduate Committees that functions as a review and approval source for all proposed changes in programs and syllabi.

1995 – present. Established the projects; Restructuring for Inclusive School Environments and Make a Difference. The former project is a support and technical assistance provider for schools in West TN with a focus on Academic supports for persons with disabilities and the later focuses on behavior supports for students.

1996 - Edited the “Sexual Harassment Training Manual” for the Defense Dept. of Canada

1997 – Founded the Assistive Technology Center at the U of Memphis and served as Co-

director for 3 years. This is now the only assistive technology center located within a college of education in the country.

Buggey, T. (2002). The State Home Manager Certification Program. A 15 credit hour course of studies offered at the Southwest Tennessee Community College. (The first such program in North America).

2004 – present – Consultation with the State DOE regarding the State Improvement Grant and Response to Intervention.