

FACULTY VITA
September 2024
Beth Ashby Jones, Ph.D.

School Address:
Department of Psychology and Special Education
Henderson 228
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429-3011
Work Phone: (903) 886-5934
Email: Beth.Jones@tamuc.edu

EDUCATION

Ph. D. Louisiana State University, 2006
 Curriculum and Instruction, Concentration in Special Education Dissertation
 Title: The Effects of Mini-Conferencing Prior to IEP Meetings on Parental
 Involvement in the IEP Process
M. Ed. Texas A&M University, 2001
 Educational Psychology, Concentrations in Special Education and School
 Counseling
B. S. Texas A&M University, Cum Laude, 1998
 Interdisciplinary Studies, Concentration in Special Education

PROFESSIONAL CERTIFICATIONS

Certified School Counselor
PK-12 Generic Special Education; 1-6 Reading, Math; Self-Contained 1-8

PROFESSIONAL EXPERIENCE

Texas A&M University-Commerce

Professor, 2021-Present
Associate Professor, 2015-2021; Promotion Approved Effective September 2021
Assistant Professor, 2009-2015; Promotion and Tenure Approved Effective September 2015

Public School Experience

Melissa Independent School District (MISD), 2006-2009
 Harry McKillop Elementary (K-4), Lead Special Education Teacher, Resource E/LA
 and Math, 2008-2009
 Extended School Year Substitute Administrator, Collin County Special Education
 Cooperative (CCSEC), Summer 2007
 Melissa Ridge Elementary and Intermediate (K-6), Lead Special Education Teacher,
 Resource E/LA 2006-2008, Resource Math 2006-2007
College Station Independent School District (CSISD), 2000-2004
 Oakwood Intermediate (5^h-6th grades), Special Education Teacher, Resource Math;
 Lead Special Education Teacher 2002-2003, 2003-2004
 Student Teacher Supervision, in fulfillment of SEFB 684, Internship, Texas A&M
 University, College Station, Texas, Spring 2004

Graduate Assistantships

Louisiana State University

2005-2006

Graduate Assistant, Department of Curriculum and Instruction, Program Evaluation for the Learning Intensive Networking Communities for Success (LINCS) Program, Professional Development Programs for Teachers in the State of Louisiana.

Summer 2005

Graduate Assistant, Department of Curriculum and Instruction, Positive Behavioral Supports, Responsibilities: Managed Database on Participating School Districts, Coordinated Training Sessions Statewide.

Spring 2005

Graduate Assistant, Department of Curriculum and Instruction
Teaching Assistant, EDCI 2400, Multicultural Education.

Fall 2004

Graduate Assistant, Department of Curriculum and Instruction
Instructor, EDCI 2700, Characteristics of Learners with Exceptionalities.

Texas A&M University

Fall 1999, 1998-1999

Graduate Assistant, America Reads Program, Department of Educational Psychology, Responsibilities: Interviewed, Hired and Trained Reading Tutors.

PUBLICATIONS (*denotes a manuscript with a student; -- = tenure mark)

Book Chapters

- Rudinger, B., Jones, B.A., Ahmad-Peterson, M., & Allen, T. (2023). Using Assistive Technology to Promote High Leverage Practices: Connecting the Dots for Pre-Service Teachers. In: Bell, J. (ed.) *Using Assistive Technology for Inclusive Learning in K-12 Classrooms*.
- Jones, B. A. & Clemens, D. (2021). Collaborative Approaches to Recruiting, Preparing, and Retaining Teachers for the Field. In Peterson-Ahmad, M. & Luther, V. *What do you mean collaboration goes beyond MY school? Working effectively with regional and outside service providers*. IGI Global.
- Randolph, K. M., **Jones, B. A.**, & Gates, L. (2021). Evaluating educational research. In Hott, B. L., Brigham, R., & Peltier, C. (Eds.). *Special education research methods*. Plural.

Manuscripts

- Jones, B. A., & Rudinger, B. (2024). Powerful Partnerships: Improving Family-School Relationships for Students With Visual Impairments or Deafblindness. *Teaching Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599241242104>
- Jones, B. A.**, Rudinger, B., & Peterson-Ahmad, M. (2023). Adapting Read Naturally for Students with Low Vision: Implications from a Pilot Study. *Visual Impairment and Deafblind Education Quarterly*. 68(4). 62-78. [Invited Article]
- Jones, B. A.**, Camp, C. & Siller, M. (2022). Described and Captioned Media Program. *Division of Visual Impairments and Deafblind Education Quarterly*. 67(3). 21-34. [Invited Article]
- Jones, B. A.** (2021). "Orientation and mobility for parents": Maneuvering services for children with visual impairments and deafblindness. *Journal of Visual Impairment & Blindness*. *Visual Impairments and Deafblind Education Quarterly*, 66(4). 23-35.
- Jones, B. A.**, Parker, A., Rudinger, B., & Hott, B. L. (2021). Lessons for Reading and Contributing to Research: Findings and Implications from a Descriptive Review of

- Journal of Visual Impairment & Blindness. Visual Impairments and Deafblind Education Quarterly*. [Invited Article]
- Hott, B. L., **Jones, B. A.**, McKenna, J., & Brigham, F. J. (2020). Lessons learned form a descriptive review of rural individualized education programs. *Journal of Special Education*.
- Jones, B. A.**, Peterson-Ahmad, M., Fields, M., & *Williams, N. (2020). Training pre-service teachers to match assistive technology to student needs. *Journal of Special Education Technology*.
- *Atanga, C., **Jones, B. A.**, Krueger, L. E., & Lu, S. (2019). Teachers of students with learning disabilities: Assistive technology knowledge, perceptions, interests, and barriers. *Journal of Special Education Technology*, 35 (4), 236-248.
- Hott, B. L., **Jones, B. A.**, Rodriguez, J. A., Brigham, F. J., *Reid, C., *Martin, A., & *Mirafuentes, M. (2019). Are rural students receiving FAPE? A descriptive review of IEPs for students with social, emotional, or behavioral needs. *Behavior Modification*. [Invited Article]
- Jones, B. A.**, Rudinger, B., *Williams, N., & *Witcher, S. (2018). Training preservice general educators in assistive technology competencies for students with visual impairments. *British Journal of Visual Impairment*. Advanced online publication available for download: <https://doi.org/10.1177/0264619618814066>.
- *Williams, N., & **Jones, B. A.** (2018). Assistive technology in the arts and physical education. Texas Council for Exceptional Children Summer Bulletin, 4-5.
- Jones, B. A.** (2018). Envisioning a bright path: Tips for families and teachers of the visually impaired. *Visual Impairments and Deafblind Education Quarterly*, 63 (1), 15-20. [Invited Article]
- Jones, B. A.**, *Williams, N., & Rudinger, B. (2018). Designing and implementing an assistive technology lab for postsecondary education. *Education Sciences*, 8(1), 11; doi:10.3390/educsci8010011
- Jones, B. A.**, & Peterson-Ahmad, M. (2017). Preparing new special education teachers to facilitate collaboration in the Individualized Education Program process through mini-conferencing, *International Journal of Special Education*, 32 (4), 697-707.
- Jones, B. A.** (2017). Afterword. In Ashby, W. *Impaired, But Empowered*. Up-Words Press.
- Jones, B. A.** Wilson, A., & Manning, L (2017). Best practices for engaging African-American males: The success model. *Journal of the Effective Schools Project*.
- Williams, K. L., **Jones, B. A.**, & Williams, S. (2016). Helping teachers discover students' cultural needs through parent communication. *Journal of the Effective School Project*.
- Hott, B. L., Thomas, S., Masten, W., Henry, H., Hogan, L., & **Jones, B. A.** (2016). Defining dyslexia in rural Northeast Texas: Knowledge and perceptions of early childhood educators. *Journal of the Effective School Project*.
-
- Jones, B. A.** Haynes-Smith, H., Maloney, L., & Gansle, K. A. (2015). Applying response to intervention to identify learning disabilities in students with visual impairments. *Intervention in School and Clinic*, 51(1) 28-36. DOI: 10.1177/1053451215577475
- Alharbi, A., Hott, B. L., Henry, H. R., & **Jones, B. A.** (2015). An evidenced-based analysis of self-regulated strategy development writing interventions for students with specific learning disabilities. *Journal of Special Education and Rehabilitation*.

- Ayers, J., Krueger, L. & **Jones, B. A.** (2015). Effects of Labeling and Teacher Certification Type on Recall and Conflict Resolution. *Journal of Educational Research*, 00. 1-14; DOI:10.1080/00220671.2014.909767
- Jones, B. A.,** & Hensley-Maloney, L. (2015). Meeting the needs of students with coexisting visual impairments and learning disabilities. *Intervention in School and Clinic*. (50)4, 1-8; doi: 10.1177/1053451214546401.
- Williams, K. L., Noell, G. H., **Jones, B. A.,** & Gansle, K. A. (2012). Modifying students' classroom behaviors using electronic mail. *Child and Family Behavior Therapy*. 34, 269-289; doi: 10.1080/07317107.2012.732844
- Jones, B. A.** (2012). Fostering collaboration in inclusive settings: The special education students at a glance approach. *Intervention in School and Clinic*, 47(5), 297-306; doi: 10.1177/1053451211430113
- Jones, B. A.,** Fullwood, H. L., & *Hawthorn, M. (2012). Preventing prescription drug abuse in early adolescence: A collaborative approach. *The Prevention Researcher*, 19(1), 13-16.
- Jones, B. A.,** & Williams, K. L. (2011). Perceptions of vocational training with elementary special education students: A case study. *International Journal of Special Education*, 26(1), 125-135.
- Jones, B. A.,** & Gansle, K. A. (2010). The effects of a mini-conference, socioeconomic status, and parent education on perceived and actual parent participation in individual education program meetings. *Research in the Schools*, 17(2), 23-38.

Submitted Manuscripts

- Jones, B. A.,** & Rudinger, B. (in review). Powerful partnerships: Improving family-school relationships for students with visual impairments or deafblindness. Submitted to *Teaching Exceptional Children*.

Student Theses Direction

- Narcisse, J. (2024). Behavioral interventions: involving low- income parents of students with ADHD. Expected Proposal Spring 2024 and Defense Summer 2024.
- Atanga, C. (2016). Promoting assistive technology (AT) in classroom reading instruction for students with learning disabilities. Proposal May 2015; IRB approval June 2015; Final Defense December 2016.
- Jackson, C. (2016). The effects of peer assisted learning strategies reading intervention on fifth and sixth grade English as a second language and English-proficient pairs. Proposal November 2015; Final Defense June 2016.
- Ozuna, J. (2015). Effects of self-management and self-management goal setting interventions on student apathy. Proposal/IRB Submitted and Approved July 2014; Final Defense March 2015.

Student Dissertation/Theses Committee Membership

Doctoral Dissertations

- Pippin, C. (2024). A quantitative study of kindergarten teachers' perspectives of kindergarten readiness indicators.
- McAnich, S. (2023). Perceptions of rural career and technical education teachers' professional development needs in regard to special education.
- Firley, D. (in progress). Facebook professional development for bilingual teachers: Evaluating emerging themes of a public FB group that can inform district professional development blended practices.

- Atanga, C. (2022). Secondary teachers' understanding of universal design for learning with students with challenging behaviors.
- McWilliams, T. (2022). The transition to a co-teaching middle school. Ohio University.
- Campbell-Kaiser, S. (2022). Job satisfaction levels of special education assessment personnel.
- Reeves, D. (2022). Embracing Guided Reading in upper elementary: Teachers' perceptions of the effects of Guided Reading instruction on their fluency, self-efficacy and comprehension instruction.
- Mann, J. (2021). Transitioning students with EBD from self-contained behavioral settings.
- Murillo, D. ((2021). Instructional Specialists' self-perceptions of attributes for coaching: Case studies in a coaching program.
- Munoz, K. (2021). Motivation to Read and Reading Proficiency: Factors which predict Bilingual Reading Achievement for Elementary Hispanic Students.
- Blackwell, K. (2019). An examination of teacher perceptions of using culturally relevant teaching and its effect on student achievement.
- Manning, C. (2019). Lack of motivation in middle school readers.
- Reed, D. (2019). The relations of learning strategies and Attention Deficit Hyperactivity Disorder characteristics.
- Jones, C. (2018). Students' with blindness or visual impairments motivation to pursue a stem based program in higher education.
- Okoro, C. (2018). Perception of private school proprietors on identification of learning disabilities in Imo State, Nigeria.
- Van Winkle, C. (2017). A multiple-baseline study of the RISC school model implemented in Maine.
- Willis, T. (2016). Examining spacial effects in adolescents' acquisition of a social emotional learning curriculum.
- Keedington, H. (2013). Complement syntax, mental verbs, and theory of mind in children who are deaf.

Master's Theses

- Lahman, K. (2021). Teachers' decision making in Manifestation Determinations: The influence of student ethnic identification and perceived intentionality.
- Puckett, E (2017). Examining the effectiveness of using video-prompting to teach video calling to adults with intellectual and developmental disabilities.
- Proctor, A. (2015). Teacher's recognition to barriers of education.
- Alharbi, A. (2014). Effects of writing interventions for students with learning disabilities: A meta-synthesis of single case studies.
- Alhazmi, T. (2014). Meta-synthesis of practitioner journals to analyze type rate and quality of published articles.
- Herriman, J. (2012). Language learning disabilities and Montessori techniques.
- Anderton, M. (2011). Teachers' self-efficacy and accep0tability of evidence-based interventions for aggressive behaviors: A comparison of three conditions.
- Ayers, J. (2011). Labeling effects on special education and general education teachers in both student attribution and conflict resolution.
- Keedington, H. (2011). Effect of mental state discussion on theory of mind in students who are deaf.
- Peters, D. (2011). Covert bullying: When do teachers recognize it?

Honors College:

Hermann, C. (2013). A study of music education majors' preparation in special education.

Langford, S. (2013). The effect of small animal tactile experience on memory recall in students with ADHD.

PRESENTATIONS (*denotes a presentation with a student)

International

Jones, B. A., & Rudinger, B. (2024, March). Powerful Partnerships: Improving Family-School Relationships for Students with Visual Impairments or Deafblindness. Council for Exceptional Children, Austin, TX.

Jones, B. A., Rudinger, B., Peterson-Ahmad, M., & Allen, T. (2023, October). *Using Assistive Technology to Promote High Leverage Practices*. International Conference on Learning Disabilities, Denver, CO.

Jones, B. A., & Rudinger, B. (2023, March). Promoting assistive technology integration: Strategies from a postsecondary AT Lab. Council for Exceptional Children, Louisville, KY.

Camp, C., Siller, M., & **Jones, B. A.** (2022, April). *Described and Captioned Media Programs*. Invited presentation for CEC's Division of Visual Impairments and Deaf-Blindness.

Jones, B. A., Rudinger, B., & Peterson-Ahmad, M. (2022, February). Exploring the efficacy of adapting Read Naturally for students with visual impairments: Results of a pilot study. Council for Exceptional Children, Orlando, FL.

Jones, B. A., Peterson-Ahmad, M., & *Atanga, C. (2021, October). Assistive technology: teacher knowledge, perceptions, interests, and barriers. Roundtable presented at the 41st annual Council for Learning Disabilities, Las Vegas, NV.

Hott, B. L., Randolph, K., & **Jones, B. A.** (2021, March). Developing Procedurally & Substantially Sound IEPs: Lessons Learned from Rural Schools. Presented virtually at ACRES.

Jones, B. A., Parker, A., Rudinger, B., Hott, B. L. (2021, March). An analysis of ten years of guidance by the *Journal of Visual Impairments & Blindness*. Presented virtually at the Council for Exceptional Children.

Jones, B. A. (2020, June). *Home is a Powerful Place for Learning*. Invited presentation for CEC's Division of Visual Impairments and Deaf-Blindness.
<https://youtu.be/CizJVeJ42GA>

Hott, B. L., **Jones, B. A., McKenna, J., & Brigham, R.** (2020, February). From Rowley to Endrew: Are rural IEPs facilitating FAPE. Presentation at the Council for Exceptional Children, Portland, OR.

Hott, B. L., Lohmann, M., Randolph, K., & **Jones, B. A.** (2020, February). Preparing rural special education teachers: Lessons learned from Grow-Your-Own partnerships. Poster presented at the Council for Exceptional Children., Portland, OR.

Hott, B. L. & **Jones, B. A.** (2019, October). *Project RURAL TAPS*. Roundtable presented at the 41st annual Council for Learning Disabilities, San Antonio, TX.

Jones, B. A., & Peterson-Ahmad, M. (2019, October). *Training pre-service teachers to match assistive technology to student needs*. Roundtable presented at the 41st annual Council for Learning Disabilities, San Antonio, TX.

Peterson-Ahmad, M., & **Jones, B. A.** (2019, January). *Increasing pre-service teacher readiness to teach students with reading SLDs through the use of high leverage practices*. Poster presented at the Council for Exceptional Children., Indianapolis, IN.

- Peterson-Ahmad, M., & **Jones, B. A.** (2018, October). *Lessons in literacy: Pre-service training in high leverage practices*. Poster presented at the 40th annual Council for Learning Disabilities, Portland, OR.
- Jones, B. A.**, Hott, B., *Reid, C., & *Martin, A. (2018, October). *IEP design, implementation, and progress monitoring: Current practices of rural educators*. Poster presented at the 40th annual Council for Learning Disabilities, Portland, OR.
- Hott, B. L., **Jones, B. A.**, Brigham, F. J., *Martin, A., *Reid, C., & *Mirfuentes, M. (2018). From Rowley to Endrew: Are students with LD receiving FAPE? Paper presented at the 40th annual International Council for Learning Disabilities Conference, Portland, OR.
- *Williams, N., **Jones, B. A.**, Rudinger, B. (2018, April). *Training general educators in assistive technology competencies for students with visual impairments*. Poster presented at the Kaleidoscope Session, Council for Exceptional Children. Tampa, FL.
- **Note: This poster won first place in the mixed methods category.
- Jones, B. A.**, & McCrary, D. (2017, October). *Implementing a Community of Learning in higher education*. Roundtable presented at the 39th annual Council for Learning Disabilities, Baltimore, MD.
- *Jackson, C., & **Jones, B. A.** (2016, October). *Effects of Peer Assisted Learning Strategies reading intervention on fifth and sixth grade English as a second language and English-proficient pairs*. Poster presented at the 38th annual Council for Learning Disabilities, San Antonio, TX.
- *Ozuna, J., & **Jones, B. A.** (2016, April). *The effects of self-management and self-management with goal setting on student apathy*. Poster presented at the Council for Exceptional Children, St. Louis, MO.
- Jones, B. A.** (2015, October). *Perceived utility of the VI-LD RTI Checklist for identifying coexisting disabilities*. Paper presented as part of a panel at the 37th Annual Council for Learning Disabilities. Las Vegas, NV.
- *Atanga, C. & **Jones, B. A.** (2015, October). *Teacher knowledge of assistive technology supporting students with learning disabilities*. Poster presented at the 37th Annual Council for Learning Disabilities. Las Vegas, NV.
- Brown, D., McCrary, D. & **Jones, B. A.** (2015, April). *Exploring trust factors between head start and families of children with disabilities*. Poster presented at the Council for Exceptional Children, San Diego, CA.
- Jones, B. A.** & Hensley-Maloney, L. (2015, April). *Student and teacher variables impacting identification and intervention of emotional disorders*. Council for Exceptional Children, San Diego, CA.
- Hott, B., & **Jones, B. A.** (2014, October). *Defining dyslexia in rural north east Texas: Lessons learned from early childhood educators*. Council for Learning Disabilities. Philadelphia, PA.
- Jones, B. A.**, Haynes-Smith, H., Hensley-Maloney, L. & Gansle, K. A. (2014, October). *Identifying learning disabilities in students with visual impairments using RTI*. Council for Learning Disabilities. Philadelphia, PA.
- Williams, K. L., Noell, G. H., **Jones, B. A.**, & Gansle, K. A. (2014, April). *Modifying students' classroom behaviors using electronic daily behavior report cards*. Poster presented at the 36th Annual Council for Exceptional Children. Philadelphia, PA.
- Jones, B. A.**, & Maloney, L. (2013, October). *Coexisting visual impairments and learning disabilities: Meeting students' needs*. Poster presented at the 35th annual Council for Learning Disabilities. Austin, Texas.

Jones, B. A., & Williams, K. L. (2011, April). *Perceptions of vocational training with elementary special education students: A case study*. Paper presented as part of a panel at the Council for Exceptional Children. National Harbor, Maryland.

National

Hayes, D., Conoyer, S., Carrero, K., & **Jones, B. A.** (2017, February). *Getting Pre-K parents engaged using a getting to outcomes framework*. National Association of School Psychologists. San Antonio, TX.

Hensley-Maloney, L. **Jones, B. A., & *Givens, T.** (2014, February). *Teacher recognition of student anxiety*. National Association of School Psychologists. Washington, D. C.

Krueger, L. E., *Ayers, J., & **Jones, B. A.** (2014, February). *Effects of labeling and teacher-certification type on memory and conflict resolution approach*. Fifteenth Annual Meeting of the Society for Personality and Social Psychology.

*Pickup, R. J., & **Jones, B. A.** (2013, November). *Utilizing technology in teacher preparation programs to meet the demands of inclusion*. Teacher Education Division Conference. Fort Lauderdale, Florida.

Jones, B. A. (2012, March). *Fostering collaboration in inclusive settings: The special education students at a glance approach*. National Resource Center for Paraeducators. San Antonio, Texas.

Regional

Jones, B. A., Williams, K. L. and *Barrett, T. (2010). *Improving self-concept in elementary special education students: A vocational training model*. Southwestern Psychological Association, Dallas, Texas.

Jones, B. A., & Gansle, K. A. (2010). *Parental participation in individual education programs: Effects of family variables and mini-conferencing*. Southwestern Psychological Association, Dallas, Texas.

State and Local Invited

Jones, B. A., & Rudinger, B. (2024, March). *Powerful Partnerships: Improving Family-School Relationships for Students with Visual Impairments or Deafblindness*, Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. San Marcos, TX.

Jones, B. A. & Allen, T. (2023, March). *Wait! Students with visual impairments can have specific learning disabilities?* Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. Denton, TX.

Camp, C., Siller, M., & **Jones, B. A.** (2022, October). *Described and Captioned Media Programs*. Invited presentation for the Texas School for the Blind and Visually Impaired Coffee Hour.

Rudinger, B. & **Jones, B. A.** (2022, March). *Adapting Read Naturally for Students with Visual Impairments*. Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. Round Rock, TX.

McLeod, K., Araujo, J., Hayes, D., Isbell, L., and **Jones, B. A.** (2020). *The Education Degree*. Chancellor's Summit.

Jones, B. A., & Rudinger, B. (2020, April; accepted, but not presented due to COVID-19). *Including assistive technology (AT) in the IEP*. Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. San Marcos, TX.

- Jones, B. A., & *Williams, N.** (2019, March). *An analysis of 10 years of guidance by the Journal of Visual Impairment and Blindness*. Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. San Antonio, TX.
- Jones, B. A.** (2019, February). *From elementary to transition*. Invited presentation to be presented to parents at the Braille Challenge at Region X Education Service Center (ESC). Richardson, TX. [Invited]
- Jones B. A.** (2018, Octobet). *Perspectives on assistive technology use*. Invited participant on a low vision panel, TSBVI and Region 8 ESC, Mt. Pleasant, TX. [Invited]
- Jones, B. A., & Ashby, W. A.** (2018, April). *A small field that can leave a big footprint: Envisioning a bright path*. Keynote address for the Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. Ft. Worth, TX. [Invited]
- Jones, B. A.** Rudinger, B., *Williams, N. (2018, April). *A decade of research: Just what do we know about evidence-based practice for students with visual impairments?* Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. Ft. Worth, TX.
- Jones, B. A., & Ashby, W. D.** (2018, January). *Impaired, but Empowered*. White Rock Lions Club. Dallas, TX. [Invited]
- Jones, B. A., & Ashby, W. D.** (2017, June). *Being successful with a disability*. TAPVI Parent's Group. Richardson, TX. [Invited]
- Jones, B. A., & Ashby, W. D.** (2017, May). *Being successful with a disability*. Texas School for the Blind. TAPVI Parent's Group. Austin, TX. [Invited]
- Jones, B. A., & Ashby, W. D.** (2017, April). *Being successful with a disability*. Wylie ISD Parents Night. [Invited]
- Jones, B. A., & Rudinger, B.** (2017, March). *Teacher preparation in assistive technology competencies*. Paper presented at the Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired. Corpus Christi, TX.
- Jones, B. A., & Ashby, W. D.** (2015, November). *Three generations of transition*. Presentation to Region X teachers of the visually impaired. [Invited]
- Jones, B. A., Hott, B. L., Henry, H. R., Masten, W. G., Ozuna, J., Geer, S. & Mavridis, A.** (2014, July). *Defining dyslexia: Knowledge and perceptions of rural early childhood teachers*. Paper presented at the Texas Council for Exceptional Children Conference, Fort Worth, TX.
- Jones, B. A.** (2013, April). *Introduction to the TEACCH method*. School Psychology Symposium. Texas A&M University-Commerce. Commerce, Texas. [Invited]
- *Givens, T., Maloney, L., & **Jones, B. A.** (2013, March). *Recognition of student anxiety*. Poster presented at Psi Chi Student Research Conference, Tyler, TX.
- Jones, B. A.** (2011). *Understanding visual impairments*. Lions Club, McKinney, Texas. [Invited]
- Williams, K. L., **Jones, B. A.,** and Goh, A. (2011). *Disability basics*. Lakes Regional, Sulphur Springs, Texas. [Invited]
- Jones, B. A.** (2010). *Utilizing the TEACCH method*. School Psychology Symposium. Texas A&M University-Commerce. Commerce, Texas. [Invited]
- Jones, B. A.** (2005). *Hearing and visual impairments*. Course: Characteristics of Learners with Exceptionalities, Louisiana State University.
- Jones, B. A.** (2005). *Visual impairments*. Course: Characteristics of Learners with Exceptionalities, Louisiana State University.
- Jones, B. A.** (2005). *Introduction to special education with an emphasis on students with learning disabilities, emotional disorders, hearing impairments, and visual impairments*. Course: Classroom Reading Instruction, Louisiana State University.

- Jones, B. A.** (2004). *ANOVA using some predictors that were originally intervally scaled: A (really) bad idea*. Southwest Educational Research Association, Dallas, Texas; Educational Research Exchange, College Station, Texas.

GRANTS

External (Funded)

- Hott, B. L., **Jones, B. A.**, Reid, M., Hanks, M., & Prewitt, S. (2019). Project RURAL TAPS: Recruiting Underrepresented Rural Aspiring Teacher Leaders: Training and Partnerships for Special education. Proposal Submitted to the Texas Education Agency. Amount Requested: \$317,649.03.
- Hott, B. L., & **Jones, B. A.** (2018). Supporting Individual Education Program Development and Implementation in Rural East Texas. Proposal submitted to the American Educational Research Association Education Research Service Program. Amount Funded: \$3,559.50.

External (not funded)

- Hott, B. L., Dibbs, R. A., Lock, R. M., **Jones, B. A.**, Graham, A., & Blount, K. (2019). Project PRAISE: Preparing Rural Algebra teachers with Interventions, Strategies, and Evidence-based practices. Submitted to the Greater Texas Foundation. Amount Requested: \$405,869.
- Jones, B. A.** (2015). Student training in assistive and related technologies (START): A demonstration laboratory to target assistive technology competencies. Letter of Inquiry Submitted to The Caruth Foundation.
- Brown, C. G., & **Jones, B. A.** (2010). *Technology Talks*. Submitted Federal Imitative Request. Amount Requested: \$129,800.
- Jones, B. A.** (2009). *Student Training in Assistive and Related Technology (START): A Demonstration Laboratory to Support All Undergraduate and Graduate Coursework in the Department of Psychology and Special Education*. Submitted Federal Imitative Request. Amount Requested: \$181,800.
- Heitholt, J., Jones, C. A. and **Jones, B. A.** (2009). *Development of a Sustainable Organic Vegetable Research Garden for Veterans and Other Individuals with Disabilities*. SERA Planning Grant Proposal, Amount Requested: \$19,000.

Internal (funded)

- Jones, B. A. (2016). Assistive Technology Lab. Collaboration of Library Services (\$16,120 for room construction), Instructional Technology (app. \$45,000 for equipment and card key access), and Department of Psychology, Counseling, and Special Education (\$12,333.46 for furniture). **Total Funding Awarded: \$73,453. 46** (note one desktop and iPad apps not included in total)
- Jones, B. A.** (2014). Faculty Development Grant. Amount Funded: \$700.00.
- Jones, B. A.** (2010). International Faculty Development Grant. Amount Funded: \$966.00.

Internal (not funded)

- Jones, B. A.** (2017). *Training Educators to Implement Assistive Technology*. Faculty Research Enhancement Program. Amount requested: \$9,940.00.
- Thomas, S. & **Jones, B. A.** (2013). Assistive Technology Lab. Submitted via Priority Planning Worksheet and Project Information Sheet to University Advancement Office; Subsequent meetings and discussions with Advancement Office, Office of Sponsored

Research, Disability Support Services, vendors and regional educational service personnel to continue to pursue additional funding opportunities for this project.

UNIVERSITY TEACHING

Graduate

SPED 520	Introduction to Exceptionalities	Texas A&M-Commerce
SPED 524	Methods of Tchg Stud with Mild/Mod. Disabilities Online	Texas A&M-Commerce
SPED 526	Characteristics of Stud with Moderate Disabilities Online (re-designed Summer 2017)	Texas A&M-Commerce
SPED 528	Special Education Law Online	Texas A&M-Commerce
SPED 563	Secondary Methods Online	Texas A&M-Commerce
SPED 580	Adaptive Behavior in Exceptional Children Online	Texas A&M-Commerce
SPED 580	Current Topics in Special Education Face to Face/Online	Texas A&M-Commerce
SPED 582	Methods of Teaching the Mildly Handicapped: Oral and Written Expression Distance Education/Web-Enhanced	Texas A&M-Commerce
SPED 583	Content Area Instruction Distance Education/Web-Enhanced; re-designed for online Fall 2017	Texas A&M-Commerce
SPED 584	Methods of Tchg Stud with Mild Disabilities Distance Education/Web-Enhanced	Texas A&M-Commerce
SPED 586	Inclusion: Strategies & Accommodation Distance Education/Web-Enhanced and Online	Texas A&M-Commerce

Undergraduate

No Course	Assistive Technology Lab Instruction (Instruction occurs each semester to support C&I and SPED courses)	Texas A&M-Commerce
PSY 300	Learning Processes and Development Online	Texas A&M-Commerce
PSY 310	Psychology and Sociology of Diverse Populations	Texas A&M-Commerce
SPED 346	Introduction to Exceptional Children Online	Texas A&M-Commerce
SPED 475	Collaboration, Accommod., and Modification Distance Education/Web-Enhanced	Texas A&M-Commerce
SPED 480	Issues for Inclusion: student teaching seminar	Texas A&M-Commerce
EDCI 2700	Characteristics of Learners with Exceptionalities	Louisiana State University

PROFESSIONAL SERVICE/COMMITTEE MEMBERSHIP

International Level

Board of Directors, CEC Division of Visual Impairments and Deafblindness	2021-2022
President-Elect	2024-2025
CLD Finance Committee	2019-present
CLD Membership Committee Member	2014-2018

State Level

Leader, Community of Practice Affinity Group for Special Populations -facilitated discussion of curriculum changes per new SBEC standards	2020-present
Board of Trustees, Texas School for the Blind (TSBVI)	2019-2025
President, Texas Association of Parents of Children with Visual Impairments (TAPVI)	2018-2019
Board Member at Large, Texas Association of Parents of Children with Visual Impairments (TAPVI)	2017-2018
*special election held in November/December to move me to President-Elect Texas Executive Committee Meeting on State Plan for Serving Students with Visual Impairments, Austin, Texas, TSBVI	2017-2019
Workload Analysis Subcommittee, TSBVI	2018-present
Past-President, Texas Council for Learning Disabilities (CLD)	2017-2018
President, Texas Council for Learning Disabilities (CLD)	2016-2017
Vice President, Texas Council for Learning Disabilities (CLD)	2015-2016

University Level

ADA Compliance Committee	2018-present
Designing, Overseeing Construction/Furniture Installation, Setting up Assistive Technology Lab in Gee Library https://m.youtube.com/watch?v=Rpzhr1B3P1M&feature=youtu.be	2015-2017
Facilitator, Community of Learning for CFEI	2017
ADA Appeals Committee Chair	2016-present
Learning Management System Selection Committee	S/Sum/F16
EIR Accessibility	2015-Present
Academic Practices Committee, Faculty Senate	2013-present
Online Accessibility Committee for TAMU System Schools	2015-2016

College Level

Certification Office Director Search Committee Member	2018-2019
ASPIRE Project Member, Professional Development Committee	2016-2017
<i>Decoding Dyslexia</i> . Beers' Funded Project	2013-2016
Virtual College of Education and Human Services Advisory Committee	2013-2016
Scholarship Subcommittee	May 2013
External Post-Tenure Reviewer	Nov 2015
Grade Appeals Committee (3)	Sum/Fall 2015; Fall 2017

Departmental Level

Administrative Assistant Search	Summer/Fall 2022
Counseling Search Committee Member	Fall 2020
Executive Committee Member	2017-2019; 2020-2021
Alumni Ambassador Host	Spring 2017
Special Education Search Committee Chair	2021
	2017-2018
	2016-2017
	2015-2016
Social Work Search Committee Member	Spring 2016
Search Committee Member (2 positions)	2013-2014
Department Head Search Committee Member	2012
Web, Marketing, & Alumni Committee Chair	2012-2016

Coordinated Creation of Discipline-Specific Brochures/Marketing Budget/Pull-out Banner	
Web, Marketing, & Alumni Committee Member	2010-2011
Departmental Representative, Grad Expo	S2014/2015/2016
Departmental Representative, Summer Orientations	Sum 2011/2012
Departmental Representative, Mane Event	Fall 2010; S/F 2011
Search Committee Member	Spring 2010/2011
Special Education Committee Chair	2015-Present
Special Education Committee Member	2009-Present
Revise Comps, Course Rotation, Create/Delete Courses, Oversee D2L Comps Shell, Attend Monthly Student Interviews	
School Psychology Committee Member	2009-2016

Program Coordination

Educational Diagnostician Certification Only	2017-Present
Special Education Master's (Educational Diagnostician and Generic)	2014-Present
Generic Special Education Master's	2012-Present
Ongoing Program Coordination Duties:	
Graduate Advising of Approximately 50 Students Including Developing Degree Plans and Planning Courses of Study; Recruiting/Correspondence with Prospective Students; Yearly Revision of Graduate Handbook; Comps Coordination, Institutional Effectiveness Reports (2 results/plans per year) Writer; Input Curriculum/Course Description Changes for Graduate School	
Directed TEA Audit Preparation	2021-2022

Editorial Responsibilities

Guest Editor	The Division of Visual Impairment and Deafblind Quarterly	Fall 2021 Issue
Field Reviewer	<i>British Journal of Visual Impairment</i>	Fall 2019-Present
Field Reviewer	<i>Rural Special Education Quarterly</i>	Fall 2019-Present
Field Reviewer	<i>Journal of Special Education Technology</i>	Fall 2018-Present
Abstract Review	DVIDB, Council for Exceptional Children Conference	Sum 2021/2022
Editorial Board	<i>Intervention in School and Clinic</i>	Fall 2016-Spring 2019
Guest Reviewer	<i>Assessment for Effective Intervention</i>	Spring/Summer 2016
Abstract Review	Council for Learning Disabilities	April 2014; 2016; 2017
Guest Reviewer	<i>Multicultural Perspectives</i>	Nov. 2013; Jan. 2013, 2017
Reviewer	<i>LD Forum</i>	January 2013-2018
Guest Reviewer	<i>LD Forum</i>	September 2012
Abstract Review	Southwestern Psychological Association	December 2009
Guest Reviewer	<i>Journal of Behavioral Education</i>	February 2006

PROFESSIONAL AFFILIATIONS

Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired (TAER)	2017-Present
Texas Association of Parents of Children with Visual Impairments (TAPVI)	2017-Present
Council for Exceptional Children (CEC)	2009-Present
International Chapter and Division for Visual Impairments	
Council for Learning Disabilities (CLD), International and State Chapters	2012-Present

HONORS AND AWARDS

Student Honors

Minerva Mirafuentes- 3rd Place Education, 2018 A&M System Pathways Student Research Conference

Rachel Scarcelli- 2nd Place Education, 2018 A&M System Pathways Student Research Conference

Nichole Williams, 1st Place Poster, 2018 Kaleidoscope Session, Council for Exceptional Children, Tampa, FL

Faculty Honors and Awards

Harry Wade Senior Faculty Award	2022
Texas Chapter Award for Outstanding Contributor, TAER	2021
Elected to two terms on the Board, CEC Division of Visual Impairments and Deafblindness	2020/2022
Panelist, Texas Education Agency Video Scripts	Nov. 2020
Faculty Senate Aware for Service	2020
Appointed by Governor Abbott to TSBVI Board of Trustees	2019
Invited Member of Editorial Board, <i>Intervention in School and Clinic</i>	2016-2019
Community of Learning on Universal Design for Learning, Selected by CFEI	2016-2017
Special Education Teacher of the Year Nominee, Collin County Special Education Cooperative (CCSEC)	2007-2008