

## Martha J. Coutinho, Ph.D.

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### *Education*

- 1981      Ph.D.      University of Connecticut  
Major: Educational Psychology  
Specialization: Special Education
- 1976      M.A.      University of Colorado  
Major: Special Education  
Teaching Endorsement: Educationally Handicapped  
(Grades K-12)
- 1974      B.A.      University of Colorado  
Major: History  
Teaching Certification: Secondary

### *Professional Work Experience*

- 1998 - Present      Professor**  
**Graduate Coordinator (1997-present)**
- 1995 - 1997      Associate Professor**  
**Special Education Coordinator (1995-1997)**  
Department of Human Development and Learning  
East Tennessee State University  
P.O. Box 70548, Johnson City, Tennessee 37614

Currently fulfilling teaching, administrative, research, and service activities. Courses usually taught include Applied Behavior Management, Transition Services and the Vocational Preparation of Students with Disabilities, Curriculum Based Assessment, History, Issues and Trends in Educating Exceptional Learners, Exceptional Learners in Schools and Communities, and student teaching supervision. Serve as the Graduate Coordinator of the Special Education Program. Fulfilling advisement responsibilities for graduate and undergraduate students.

Research interests include 1) the influence of child, socio-demographic, community and other variables on the disproportionate representation of ethnically and culturally diverse males and females with disabilities; 2) the effects of interventions with companion animals on the social, problem solving, and adaptive behavior skills of children with behavioral, learning, and developmental disabilities; 3) the effects of evidence based emergent literacy interventions with

young children; and 4) variables related to implementation of comprehensive transition planning and services;. Other service and research interests include development of school capacity to implement effective inclusive programs utilizing using curriculum based assessments and applied behavior analysis. Special Education Program development activities include revisions and expansion in graduate program offerings and expanded regional and national recruitment. University service focuses on support for interdisciplinary relationships in teaching and improving support and capacity for faculty research.

**1993 - Associate Professor**  
**1995 Department of Exceptional and Physical Education**  
University of Central Florida-Brevard Area Campus  
College of Education, 1519 Clearlake Road, Cocoa, Florida 32922

Currently fulfilling instructional, research, and service responsibilities. Courses customarily taught include Applied Behavior Management, Introduction to Specific Learning Disabilities, Assessment of Exceptional Students, and Techniques with Exceptional Adolescents-Adults. Other courses include: Introduction, Methods and Curriculum for Students with Emotional Handicaps, Parent-Professional Collaboration, and Introduction to Special Education. In addition to advisement responsibilities, serving as faculty advisor for the Brevard Campus Student Council for Exceptional Children (Florida Chapter of the Year for 1994), and student teaching internship supervision. Also conducting a program review of the alignment between exceptional student outcomes, the goals of national education reform and special education teacher competencies, as represented as acquired through the courses comprising the undergraduate and graduate exceptional education program.

Research and development activities included (a) policy and statistical analyses of extant state level economic, educational, and demographic variables and the U.S. Department of Education national data base of children with disabilities (approximately 5.17 million children) with respect to the rates of identification, graduation, integration and the attainment of the goals of national education reform and (b) development of teacher materials for the development and implementation of classroom based performance assessments of students with disabilities. Other interests include a longitudinal follow-up of the supply and demand for UCF exceptional education graduates, a partnership with a local elementary school to provide collaborative consultation and social skills training, a partnership with two schools seeking to implement curriculum based measurement procedures and classwide peer tutoring in reading, collaboration in district initiatives in school discipline and suspension policies, and an observational study of teacher student interactions in co-taught, inclusive classrooms.

**1991- Branch Chief, Research and Development Projects Branch and**  
**1993 Acting Branch Chief, Directed Research Branch (1991)**  
Division Of Innovation and Development, Office of Special Education Programs  
U.S. Department of Education, 400 Maryland Avenue S.W., MES-Room 3522  
Washington, D.C., 20202

Served as Branch Chief for the Research and Development Projects Branch of the Division of Innovation and Development. Overall responsibility for planning, priority development and

procurement, supervision and attainment of strategic and programmatic initiatives for the branch. Specific responsibility for the Federal research program in special education as provided for under Part E of the Individual with Disabilities Act and the Program for Children with Serious Emotional Disturbance (Part C, IDEA); also responsible for division initiatives and oversight related to knowledge production and basic research in special education and related services; technology, media and materials for children and youth with disabilities and programs for children with serious emotional disturbance. Duties included aligning branch activities with authorizing legislation and Department guidelines and initiatives, including the National Education Goals.

Specific responsibilities included planning and implementation of activities related to the accomplishment of designated internal and external strategic goals. The overall purposes of the branch are to acquire, produce and accumulate a prerequisite knowledge base related to individuals with disabilities, curriculum and instruction needed to achieve better results for children with disabilities and to make this professional knowledge base accessible to research, developers and publishers so as to enhance the development and transfer of knowledge. Therefore, responsibilities as branch chief included the following strategic activities: (1) the development and implementation of a multiple year research agenda, developed through constituency input, for the Part E research and Children with Serious Emotional Disturbance program authorities; (2) portfolio management of critical branch research projects to enhance exchange and impact of findings; (3) analysis and exchange of information related to Federal supported investments in research in special education (e.g., analyses of projects funded under the branch's Field Initiated Research competition, analyses of the previous decade of research supported through the division, etc.); (4) the revision and improvement of the evaluative research criteria used to evaluate proposals submitted to the division (currently includes approximately 150 projects with a budget exceeding \$20 million annually); (5) assessing the impact of Federally supported initiatives, e.g., Federal support for research in the use of prereferral strategies; (6) planning and implementing a process to improve and better define requirements final reports submitted to the Division so as to enhance the transfer of the professional knowledge base; and (7) to develop a branch mission aligned with relevant constituencies (researchers, agencies in the department, parents of children with disabilities, Congress, etc.) that provides leadership and responsiveness to emerging issues and trends.

Responsibilities related to the attainment of specific internal strategic goals included staff professional development, training and performance appraisal; planning and oversight related to the branch and division budget and planning; scheduling of competition and procurement; oversight for the competition process; preparing and justifying program allocations; acting as a liaison with Grants and Contract Services; developing and successfully clearing priorities and requests for proposals for current and future fiscal years; resolving problems related to competitions, negotiations, awards and monitoring for the branch; making staff assignments; representing the Division and OSEP (e.g., through presentations, site visits, etc.) providing for communication with Federal and outside constituencies regarding funding opportunities and procedures, OSERS initiatives, division mission, branch programmatic initiatives and priorities; and providing leadership, e.g., through membership of agency and/or national association task forces and work groups, regarding the education of children with disabilities within the Department and at the national level.

Specific programmatic responsibilities during this period also included: project officer for the contract, "*Approaches and Choices to Developing Social Competence in Students with Disabilities*;" project officer for the research competition, "*Research on General Education Teacher Planning and Adaptation for Educating Students with Handicaps in General Education Settings*;" and project officer for the research priority for "*Analyzing the Professional Knowledge Base for Students with Serious Emotional Disturbance*."

Also, during 1991, served as Acting Branch Chief for the Directed Research Branch of the Division of Innovation and Development. Responsibilities included completing and revising directed research priorities for the current fiscal year and initiated activities related to development of research priorities for the next cycle, supervision of staff, overall responsibilities for all competitions and procurement during the period, and recruitment and orientation of new staff. During this period, served as the only first line supervisor for the Division and implemented activities to development branch and staff annual work plans aligned with the division strategic mission.

#### **1989-1991 Education Research Analyst, Directed Research Branch**

##### **Acting Branch Chief, Research and Development Projects Branch (1991)**

Division of Innovation and Development, Office of Special Education Programs,  
U.S. Department of Education, 400 Maryland Avenue S.W., MES-Room 3522  
Washington, D.C., 20202

Served as Acting Branch Chief for the Research and Development Projects Branch. As a newly restructured branch, responsibilities included completing and revising Department research priorities for the current fiscal year and initiated activities related to development of research priorities for the next cycle. Additional responsibilities included revision of division personnel performance agreements, working with Grants and Contract Service to revise cooperative agreement documents, developing and implementing work schedules, making staff assignments, and initiating short and long term operating plans for identifying and establishing programmatic priorities. Also completed a comprehensive technical review of all applications submitted in the last 5 years under the Field Initiated Research competition for the Division, the largest of its kind within the Department of Education.

Also Served as a research analyst and project officer within the Directed Research Branch of the Division of Innovation and Development. Responsible for conceptualizing, preparing and justifying program plans and requests for proposals for research and evaluation in special education. Other tasks included annual preparation of short and long-range program plans, preparation of priorities (specifically for research, children with behavior disorders, vocational preparedness, and special education finance) and plans for conducting and managing competitions. Evaluated proposals, coordinated the review process, made recommendations of approval or disapproval of applications in conformity with authorizing legislation and the educational significance of proposed projects. Represented the Branch/Division to outside groups, interpreting regulations, requirements and program criteria; provided substantive assistance and prepared information and analyses on several topics including: educational

reform; policy development; inclusionary and integration policies; national goals, outcomes and outcomes assessments; school based special education intervention research; dropout prevention and intervention research, supply of qualified personnel, vocational education, special education finance, and services to students with serious emotional disturbance.

Responsible for monitoring on-going research and evaluation projects, working with those awarded, providing technical and other assistance as necessary to insure project research goals were appropriately addressed by proposed methodologies. Areas included: classroom interventions, policy, service delivery models, academic achievement, social skills, transition and secondary programs, and improving outcomes. Specific program responsibilities also included: (1) Project officer for *The Center for Outcomes Assessment for Children and Youth with Disabilities*" (cooperative agreement representing the development and strategic implementation of a comprehensive system of outcome indicators for children and youth with disabilities); (2) Project officer for the *"Developing Educational Reforms Policy Options to Improve Services to Students with Disabilities"* (contract to develop inclusionary policy options in the areas of school reform and restructuring, outcomes assessment, and services to students with serious emotional disturbance); (3) Project officer for the *Research on School Building Models for Educating Students with Handicaps in General Education Settings*" (grants implement comprehensive school wide intervention models for educating children with disabilities within least restrictive environments); (4) Project officer for *"Interventions to Support Junior High School-Aged Students with Handicaps Who are At Risk of Dropping Out of School"* (projects representing school, community and home interventions to successfully increase the school engagement of students with serious emotional disturbance and learning disabilities; and (5) facilitating collaborative research among and within the four projects listed above. This includes agency liaison with Department and other agencies, advocacy and association groups, and the research community.

### **1987-1989 Special Education Research and Policy Analyst**

National Association of State Directors of Special Education  
2021 K St., N.W., Suite 315, Washington, D.C. 20006

As an employee of a national association representing State special education agencies, principal responsibilities were with Project FORUM, an OSEP supported contract, "The Forum on Special Education Reporting and Performance," whose purpose was to analyze and report on issues related to the implementation of educational programs for children with handicaps. Responsibilities were to enhance the exchange of information among Federal, State and local administrators of programs for individuals with disabilities and to advance State administration of educational programs for children and youth with disabilities. Generally, this included improving system capacity to respond to emerging issues, improving means of service delivery, and facilitating the refinement and redefinition of the roles of special and general education in providing services to children with disabilities. Specific responsibilities included:

(1) Identification and Analysis of Significant Implementation Issues and Trends. Provision of technical and substantive input in the design and implementation of a Congressionally mandated study of the Provision of a Free Appropriate Public Education to Special Populations of Handicapped Students (e.g., Native American, rural, migrant, limited english proficient). Duties

included the collection and analysis of extant data, expert, and literature based information. Also conducted or supervised other analyses of critical implementation issues, for example, the supply and demand for doctoral level personnel in special education, and factors related to State variations in placement patterns of students with handicaps (quantitative and qualitative analyses); comparative analyses of selected State policies (e.g., definitions of multi-handicapped students); factors related to State variations in the incidence of serious emotional disturbance, efforts to assess outcomes of students served in special education programs. For the Special Studies Branch of the Division of Innovation and Development had leadership role in the development of a planning framework for planning and conducting activities conducted under Section 618 of the Education of the Handicapped Act. Prepared periodic analyses and recommendations related to the provision of a free appropriate education to students who are emotionally disturbed, for example, information related to related services or coordination with other relevant service providers (e.g., mental health, juvenile justice).

(2) Preparation and Production of the Annual Report to Congress on Implementation of P.L. 94-142. Preparation or evaluation of materials and draft chapters for inclusion within the OSEP's Annual Report to Congress. This also included short term studies and analyses of State reported and other data to support preparation of the report (e.g., factors related to the change in percent identified as learning disabled; State efforts to collect and examine information on students exiting special education); and

(3) Provision of Technical Assistance to States Supported under the State Agency/Federal Evaluation Studies Program. Responsibilities included the provision of assistance to States participating in the program in the areas of research and evaluation design, study implementation, statistical and qualitative analyses of information, reporting and dissemination of information. Projects themselves reflected the study of specific issues within individual States related to the policies, procedures or practices associated with provision educating children with disabilities. Assistance intended to advance State/local policies and practices and enhancing State capability to conduct evaluations related to the implementation of IDEA.

**1986-1987**

**Education Research Analyst, Directed Research Branch**

Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education  
400 Maryland Avenue S.W., Washington, D.C., 20202

Served as a research analyst and project officer within the Directed Research Branch of the Division of Innovation and Development. Prepared program plans and requests for proposals for research and evaluation in special education and undertook specific other program tasks including annual preparation of short and long-range program plans, preparation of plans for conducting and managing competitions. Responsible for monitoring several on-going research and evaluation projects and worked with those awarded contracts, grants or cooperative agreements, providing technical and other assistance as necessary to insure project research goals were addressed. Interpreting regulations, requirements and program criteria, provided technical and substantive assistance and prepared descriptive or position papers on topics relevant to current responsibilities.

Specific responsibilities: (1) Competition manager for the "*Education of Seriously Emotionally Disturbed Research*" competition which supported research projects regarding coordinated, comprehensive delivery of services to students in the least restrictive environment; (2) Project officer for the "*Research on Non-categorical Education*" competition, an evaluation study involving a comparative policy analysis of the impact of State policies regarding classification of students with handicaps with respect to special education service delivery systems; (3) Project officer for several projects funded under the "*Extant Data Base*" competition. These projects represented evaluative and descriptive inquiries within States utilizing existing data bases to address research questions across several areas, including special education policies, service delivery, nature of individualized education programs, and comparability of special education services with those provided by other compensatory programs (i.e., Chapter 1); (4) Branch/Division representative for the OSEP Evaluation of the Severely Handicapped Program conducted as a part of the "Evaluation of the Discretionary Programs under the Education of the Handicapped Act," (5) Panel Manager for several competitions including: "*Research Implementation and Demonstration Projects, Secondary and Transitional Services for Handicapped Youth, Compensatory Technology Applications, and the "Early Childhood Research Institutes,"*" and (7) Provision of expert advice to agency (OSEP and OSERS) on matters relating to the provision of services to students who are seriously emotionally disturbed; e.g., cross-disciplinary needs, definitional issues, prevalence, and state of practice interventions.

#### **1985-1986**

#### **Education Program Analyst**

Division of Assistance to the States, Office of Special Education Programs,  
U.S. Department of Education, 400 Maryland Avenue S.W.,  
Washington, D.C., 20202

Principal responsibilities within the Policy Administration Branch of the Division of Assistance to the States (DAS) were to conduct research analyses and prepare Division responses related to several policy and administrative areas related to the implementation of the Individual with Disabilities Education Act (then EHA) and other applicable Federal statute and regulations, e.g., EDGAR. Conduct policy activities with other relevant Federal agencies (e.g., Office for Civil Rights, Office of General Council, the Program Review Branch of the Division of Assistance to the States).

Areas for which analysis and development of policy responses occurred included: implementation of guidelines for placement of children to the maximum extent possible within the least restrictive environment; qualifications of related services personnel; services provided to students who are emotionally disturbed; e.g., interpretation of Federal and State definitions of disabilities, effect of definitions on reporting requirements, interpretation of allowable and appropriate related services; interagency coordination in the provision of services to children and youth with handicaps; responsibilities of public agencies for children with handicaps placed in private schools for non-educational reasons; provision of extended school year programming under Part B of EHA; parental and student rights under FERPA and Part B of EHA; federal funding of EHA; and parental participation as provided for under EHA.

Also responsible for the case analyses and development of departmental response to requests for Secretarial Review (the appeal of a final State Education Agency decision regarding the services and program provided a student with handicaps). For these, developed and recommended guidelines for processing requests and making determinations to grant or deny requests. Served, as necessary, as a liaison with State education agencies in obtaining information related to individual case determinations.

Additional duties included (1) participation and coordination with other branches in DAS in the refinement of materials related to management procedures used with the monitoring of State efforts to implement EHA and (2) development of uniform division policy responses across several areas of Federal and State policies and procedures based on an analysis of existing field requests for assistance and interpretation and to enable broader utilization of the material, developed a software system that was available to all DAS staff. Resource materials (legal and educational) were identified and made available to staff for use in developing the policy responses.

**1986 -1987 Instructor**

Montgomery College  
Rockville, Maryland

Responsibility was to provide current and best practices information to special and general education professionals regarding results of research and applicable State and Federal policies for the identification, placement and provision of services to children and youth with disabilities. Emphasis was upon service delivery models relevant to general educators that promote inclusion, community based programs and cross-disciplinary approaches in providing appropriate services.

**1983-1985 Project Participant, Connecticut Program for Training  
Regular Educators to Teach Handicapped Children**

EASTCONN/Eastern Connecticut Regional Educational Service Center  
P.O. Box 245, Route 203, North Windham, Connecticut 06256

Duties corresponded to the development and preparation of materials in the area of "selecting and implementing behavior management and other strategies" for a manual for in-service training and support of general education staff. Materials were designed for presentation and use by general educators and administrators. Also provided substantive input and review for other chapters. The materials were developed through a Connecticut State Department of Education In-service Training Grant, "Connecticut Program for Training Regular Educator to Teach Handicapped Children, and included all areas of areas of disability, teacher assessment, participation within the multi-disciplinary team, and classroom based interventions. Materials were disseminated to all Connecticut local education agencies (and others on request) in 1985.

**1983-1985 Project Participant**

The World Bank Book Project  
The World Bank, 1818 H. St. N.W. Room NB-105  
Washington, D.C. 20433

Responsibilities included the selection and evaluation and the coordination of shipping of special and general education instructional materials (k-college) in response to requests from schools, centers, universities etc. in the developing countries throughout Africa, Asia and South America. Children served included mild and severely handicapped, orphaned and other children who were at risk of becoming handicapped. Shipment lots varied from between 500 to several thousand books and other materials. Special emphasis was upon obtaining and shipping materials that may be used directly by educators who had little or no other materials and worked in extremely adverse, remote areas. Additional responsibilities were to obtain and provide culturally relevant, cross-disciplinary materials to teacher training facilities within cities and in rural community villages, to conduct follow up evaluation of the relevance of materials that had been supplied, and provide cost accounting of shipments.

**1978-1985 Special Education Consultant**

Self-Employed

Washington D.C. (1983-1985)

New Haven, Connecticut (1978-1982)

Employed by local educational agencies, regional special education centers, and parents. Conducted individual learning, academic and social/behavior evaluations, developed prescriptive recommendations for instruction and services, and assisted districts in the implementation of individualized programs for children with disabilities. Evaluations were conducted with children in kindergarten through the secondary level. Emphasis was upon the development and implementation of "best practice" school-based interventions and services, parental participation, supporting and enhancing general educator's capacity to serve handicapped students and providing system level recommendations as appropriate to meet policy and regulatory guidelines.

**1982-1984 Project Evaluator**

Killingly Public Schools

1980 Main St., Danielson, Connecticut 06239

Developed and implemented a proactive, formative and summative evaluation plan for the Killingly Preschool Diagnostic and Program Services for the Handicapped. Evaluation Plan components included: Home Intervention Services, Parent Training and Support, Classroom Training of Parents, Special Education Programming, and diagnostic and transition services to students moving between kindergarten and grade 1. Evaluation methodologies were adapted to enable formative recommendations to service providers across program components within the innovative service delivery system utilized by the program.

**1982-1983 Program Evaluator**

Eastern Connecticut Regional Education Service Center

P.O. Box 245, Route 203

North Windham, Connecticut 06256

As Program Evaluator, developed and implemented a formative and summative evaluation of the Center's "Transdisciplinary Special Preschool Center - Family Involvement in Preschool Education." Program components evaluated included: parent training services, parent support services, home visitation services, sibling support/training services, interagency collaboration, and resource library services. The Center provided comprehensive diagnostic and interdisciplinary treatment and educational services to preschool aged children with handicaps.

**1980-1982 Coordinator of Special Education**

Regional School District Number 11  
Parish Hill Road, Chaplin, Connecticut 06235

Served as local education agency (district) director of services to students with disabilities. Overall responsibility was to provide for the development, implementation and revision of all local policies and procedures to insure compliance with applicable Federal and State regulations governing the provision of services to students with disabilities and protections associated with confidentiality of student records. Additional responsibilities development and implementation of a comprehensive system for personnel development, development and supervision of identification and, subsequently, services to students who are gifted or talented. Served as case manager and liaison with other agencies (juvenile justice, children and youth services, public and private residential facilities, etc.) for students receiving special education and related services outside of the district.

Responsible annually for a comprehensive evaluation of all district special education programs and development of recommendations for program improvement. Served within the district to coordinate services provided by other agencies (e.g., vocational rehabilitation, Department of the Blind). Developed and provided formal personnel development opportunities to general and special educators regarding pre-referral, formal assessment, and intervention techniques for students who are seriously emotionally disturbed. Working in a consultative capacity, participated in the development of individualized educational plans for most students with disabilities at the elementary and secondary level to insure appropriate programs and services were provided and to the maximum extent possible, within the least restrictive environment.

While in this position, the district, a rural, heterogenous district, was determined to be in full compliance with applicable Federal and State regulations. Other accomplishments included the initiation of a comprehensive system for identification of preschool aged children with disabilities and gifted and talented students (k-12), and establishment of a system of personnel development for special and general educators.

**1981 Instructor**

University of Connecticut  
School of Education, Storrs, Connecticut 06268

Developed and implemented a local educational agency (district) plan to provide services to students with disabilities within the least restrictive environment. As a graduate course

offered through the University of Connecticut, taught the course in which the responsibility was to bring together educators and administrators (general and special), parents of children with disabilities, and personnel providing related services to develop a comprehensive plan consistent with applicable Federal and State regulations that would maximize provision of services within the least restrictive environment. Topical areas treated included: characteristics of students with handicaps, assessment and identification procedures, parental participation, models of service delivery, program evaluation, development and function of the individualized educational plan (IEP) and IEP teams. The district adopted the plan developed in the course.

**1978-1980 Special Education Consultant**

Regional School District Number 11  
Parish Hill Road, Chaplin, Connecticut 06235

For a local educational agency (district), served to coordinate the pre-referral, referral, identification and development of individualized educational plans (IEPs) for students with disabilities. Served as a liaison between related services personnel, educators, parents and University personnel in developing and implementing state of practice interventions for students with handicaps at the elementary level. As a part of ongoing personnel development activities, specific duties were to develop least restrictive, appropriate programs and models of service delivery with general and special educators and school administrators. Direct intervention and case management services were provided to students who were behaviorally disordered.

**1976 Special Education Teacher**

(supervised position), State Residential Mental Health Facility (ages 5-17)  
Denver, Colorado

**1976 Secondary Social Studies Teacher**

Boulder, Colorado

***Professional Affiliations***

Co-Editor

*Forum Section, Behavioral Disorders*

Consulting Editor

Journal of Emotional and Behavioral Disorders, Journal of Special Education,  
Learning Disabilities Research and Practice, Focus on Autism and Other  
Developmental Disabilities, Journal of Child and Family Studies, Journal of  
Behavioral Education, and Behavioral Disorders.

Memberships:

Council for Exceptional Children

Divisions:

Division for Research

Council for Children with Behavior Disorders

Teacher Education

Division on Career Development

Division for Learning Disabilities

American Educational Research Association

Special Interest Group--Special Education

Phi Delta Kappa

### *Awards*

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|-----------|---|
| 1999      | University Distinguished Faculty Award in Research<br>East Tennessee State University                                   |
| 1999      | College of Education Outstanding Faculty Award in Research<br>East Tennessee State University                           |
| 1991      | Certificate of Appreciation--Employee Recognition Award<br>U.S. Office of Special Education and Rehabilitative Services |
| 1990      | Recognition of Merit Award<br>U.S. Office of Special Education Programs   |
| 1980      | Doctoral Dissertation Fellowship<br>University of Connecticut   |
| 1978-1980 | Doctoral Fellowships<br>University of Connecticut   |
| 1978      | Tuition Fellowship<br>University of Connecticut   |
| 1977      | Doctoral Dissertation Fellowship<br>University of Colorado<br>(not accepted, because of transfer to Uconn)              |
| 1976      | Award to Promising Graduate Student in Education<br>Delta Kappa Gamma Society<br>University of Colorado Chapter         |

## ***Publications***

### ***Work in Preparation***

Oswald, D. P., Johnson, J.W., Coutinho, M., Geller, N. & Larson, J.H. *Asperger's Syndrome and Special Education Services: An Intervention Manual*. Richmond, VA: Project ASSESS: Asperger's Syndrome and Special Education Services.

### ***Work in Review***

Oswald, D. P., Coutinho, M. J., & Best, A.M. Individual, family, and school factors associated with the identification of female and male students for special education (*International Journal of Special Education*).

### ***Work in Press***

Coutinho, M. J., Oswald, D. P., & Best, A. M. (in press). Outcomes for female and male students in special education: Differences and recommendations for changes in secondary education and transition services. *Career Development of Exceptional Individuals*.

Coutinho, M. & Johnson, L. Animal assisted activities in support of educational and therapeutic goals with children with disabilities. (ERIC Digest). Arlington, VA: The Council for Exceptional Children.

### ***Publications***

Coutinho, M.J., Oswald, D.P., & Best, A.(2005). State variation in gender disproportionality in special education: Findings and recommendations. *Remedial and Special Education*, 26, 7-15.

Oswald, D. P., & Coutinho, M. J. (2005). *Disproportionate representation of minority students in special education: Measuring the problem*. NCCRESt. The National Center for Culturally Responsive Systems of the National Institute for School Improvement at the University of Denver. Denver, CO.

Coutinho, M., J., & Oswald, D. P. (2004). *Preparing educators to teach culturally diverse students with emotional and behavioral disorders: A response to Obiakor*. In L.M. Bullock & R.A. Gable (Eds.) *Quality personnel preparation in emotional/behavioral disorders: Current perspectives and future directions*. Denton, TX: Institute for Behavioral and Learning Differences at the University of North Texas.

Osher, D., Cartledge, G., Oswald, D., Sutherland, K., Artiles, A.J., & Coutinho, M. J. (2004) Issues of Cultural and Linguistic Competency and Disproportionate Representation In R. Rutherford, M. Quinn & S. Mathur (Eds.) *Handbook of research in behavioral disorders*.

Tempe: Arizona State University Press.

Oswald, D.P., Coutinho, M.J., Best, A, Nagle, H. (2003). Trends in the special education identification rates of boys and girls: A call for research and change, *Exceptionality*, 11, 223-238.

Coutinho, M. J., Oswald, D. P., Best, A. M. (2002). The influence of socio-demographics and gender on the disproportionate identification of minority students as learning disabled. *Remedial and Special Education*, 23, 49-59.

Gunter, P.L., Coutinho, M.J., & Cade, T. (2002). Classroom factors linked with academic gains among students with emotional and behavioral problems. *Preventing School Failure*, 46, 126-132.

Coutinho, M. J., Oswald, D. P., Best, A.M. (2001). Gender and socio-demographic factors and the disproportionate identification of minority students as emotionally disturbed. *Behavioral Disorders*, 27, 109-125.

Oswald, D. P., & Coutinho, M. J. (2002). Predictors of Over Representation of Minority children in special education. In D. Riggs (Ed.), *Minority issues in special education* (pp. 61-73). Boston: Harvard Education Publishing Group.

Montgomery, D., Karlan, G.R., & Coutinho, M. (2001). The effectiveness of spell check programs to produce target words for misspellings generated by students with learning disabilities. *The Journal of Special Education Technology*, 16, 27-41.

Oswald, D. P., Coutinho, M. J., Best, A. M., & Nguyen, N. (2001). The impact of socio-demographic characteristics on the identification rates of minority students as mildly mentally retarded. *Mental Retardation*, 39, 351-367.

Oswald, D. P. & Coutinho, M. J. (2001). Trends in disproportionate representation in special education: Implications for multicultural education policies. In C. A. Utley & F. E. Obiakor (Eds.), *Special education, multicultural education, and school reform: Components of a quality education for students with mild disabilities*. Springfield, IL: Charles C. Thomas.

Andrews, D.W., Carnine, D., Coutinho, M.J., Edgar, E.B., Fuchs, L. S., Forness, S. R., Jordan, D., Kauffman, J. M., Patton, M. M., Paul, J., Rosell, J., Rueda, R., Schiller, E., Skrtic, T. M., & Wong, J. (2000). Bridging the special education divide. *Preventing School Failure*, 21, 258-267.

Coutinho, M., & Conroy, M. (2000). Forum editorial. *Behavioral Disorders*, 25, 158-159.

Coutinho, M. & Oswald, D. (2000). Disproportionate Representation in Special Education: A Synthesis and Recommendations. *Journal of Child and Family Studies*, 10, 135-156.

Oswald, D., Coutinho, M., Singh, N., & Best, A. (1999). Ethnicity in special education and relationships with school related economic and educational variables. Journal of Special Education, 32, 194-206..

Coutinho, M. & Repp, A. (Eds.) (1999). Enhancing the inclusion of children with disabilities. Atlanta: Wadsworth.

Coutinho, M. & Repp, A. (1999). Introduction to Inclusion. In M. Coutinho & A. Repp (Eds.). Enhancing the inclusion of children with disabilities. Atlanta: Wadsworth.

Laarhoven, T.V., Coutinho, M.J., and Repp, A.C. (1999). Assessment and adaptation of the student, instructional setting, and curriculum to support successful integration. In M. Coutinho & A. Repp (Eds.). Enhancing the inclusion of children with disabilities. Atlanta: Wadsworth.

Coutinho, M. & Repp, A. (1999). Enhancing the meaningful integration of children with disabilities: Perspective, trends, and implications for research and practice. In M. Coutinho & A. Repp (Eds.). Enhancing the integration of children with disabilities. Atlanta: Wadsworth.

Coutinho, M. & Oswald, D. (1998). Ethnicity and special education research: Identifying questions and methods. Behavioral Disorders, 24, 67-74.

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## ***Presentations***

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Coutinho, M. "Gender and ethnicity in special education: Implications for regular and special educators – A presentation to Project Participants: Project TEAM. Johnson City, Tennessee. April 2004.

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Coutinho, M. "Seeking Support for School Improvement Initiatives: Suggestions for Writing and Submitting Applications." A presentation at the AT&T/UCF sponsored School Improvement Conference. Orlando, Florida. September, 10, 1994.

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Coutinho, M. "Coordinated and Comprehensive Delivery of Services to Behaviorally Disordered Students: Designing and Implementing System and Classroom Based Interventions." Presentation for the course, "Multihandicapped Child and Adult" at Montgomery College, Maryland. January, 1988.

Coutinho, M. "OSERS Initiatives in the Provision of Services to Seriously Emotionally Disturbed Students." Presentation to the "Mental Health in the Schools Task Force" of the American Psychiatric Association. Washington, D.C. September 1987.

Coutinho, M. "Special Education Research Agenda for the 1980s." Presentation at the National Disability Conference, May 1987, Washington, D.C.

### ***Sponsored Research and Related Activity***

- 2005-2007. Project ASSESS: Asperger's Syndrome and Special Education Student Services. U.S. Department of Education. ETSU in subcontract with the Virginia Commonwealth University. (ETSU; \$ 264,473; Total: \$539,964).
- 2005 Project ASPIRE: Teachers Succeeding with Students with Asperger's Syndrome and High Functioning Autism. Tennessee State Board of Regents. Co-Principal Investigator: Dr. J.W. Johnson. (\$67,774).
- 2002-2003. Project CAP: Companion Animals and Pupils: Interventions with Students with Disabilities. Funded by the Research Development Committee Small Research Grants, East Tennessee State University. (\$1,000).
- 2003-2005. Project TEAM: For Better Teaching and Student Learning Through Pre-Referral Interventions in NE Tennessee. Funded by the Tennessee State Department of Education (\$118,000; Year 1). (Role: Evaluation and Field Supervision)
- 2001-2002. Project MAAAP: Making Assessments and Accommodations for All Pupils. Funded by the Instructional Development Grant Committee, East Tennessee State University. (Total: \$1,470.00 ). *Returned: Site personnel unavailable to implement grant.*
- 2000-2003. Project PROGRESS: Predicting Outcomes for Gender and Exceptionality Status. Funded by the U.S. Office of Special Education Programs by Virginia Commonwealth University and East Tennessee State University (Total: \$1,782,286; ETSU, \$515,548).
1999. Presidential Grant-In-Aid Award. Support to receive training and prepare teacher education materials from the 19th National Institute on Legal Issues of Educating Individuals with Disabilities. (\$890).
- 1997-2000 Project ACHIEVE: Achieving High Standards and Equity for Diverse Populations--A Study Ethnic Representation in Special Education. Funded by the Office of Educational Research and Improvement (U.S. Department of Education) by Virginia Commonwealth University and East Tennessee State University (Total: \$439,117; ETSU, \$129,332).
- 1996-1997. Project READY: Preparing Youth with Disabilities for Productive Adult Lives: Are Teachers Ready? Research Development Committee Major Research Grant, East Tennessee State University. (\$6,000).
1996. "Development and Evaluation of Video Training Materials for Preparing Special Education Teacher Trainees to Assess Student Behavior Problems." Instructional Development Grant, East Tennessee State University. (\$4,836).
- 1995-1996. "Project ALIGN: Supporting Data Based Decision Making to Align the Intent and Implementation of IDEA with the Goals of National Educational Reform." U.S. Department of Education; U.S. Office of Special Education Programs. ETSU under subcontract to Virginia Commonwealth University.

(\$75,000).

1995-1996. Project INCLUDE: Examining Teacher-Student Interactions and Student Outcomes within Innovative Inclusive Classrooms. Division of Sponsored Research Grant, University of Central Florida. (Not accepted, transfer to East Tennessee State University). (\$7,500).

1994-1995. "Collaborative Initiative Training Grant." Florida Bureau of Exceptional Education Grant to Harbor City Elementary School to support Cooperative Consultation and Social Skills Training. Coutinho: Program Evaluator. (\$8,000).

### ***Sponsored Research Initiatives – Pending***

### ***Sponsored Research Initiatives -- Not Funded***

Project FACTT: Families and Children Together with Teachers. A proposal submitted to the Benedum Foundation on behalf of Hinton County, West Virginia. Co-Principal Investigator: Dr. Lynn Williams. (\$553,486).

Project CARE: Children in Appalachia and Reading Excellence. A proposal submitted to the U.S. Department of Education, Early Reading First Program by Summers County Public Schools, West Virginia. Co-Principal Investigator: Dr. Lynn Williams. (\$3,650,074).

2003-2006. Project SEE-ID: Supporting Effective and Equitable Implementation of Discipline: A Call for Research and Recommendations for Change. A proposal submitted to the U.S. Department of Education by the Virginia Commonwealth University and East Tennessee State University (ETSU, \$197,202). [Approved, Not Funded].

2000-2003. Project OATS: Outcomes of At-Risk and Talented Students. A proposal submitted to the U.S. Office for Educational Research and Improvement. (Total: \$514,678; ETSU, \$164,016).

2000-2003. Project SEEK: Schools Effectively Educating Every Kid.. A proposal submitted to the U.S. Office of Special Education Programs, U.S. Department of Education, by Virginia Commonwealth University and East Tennessee State University (Total: \$539,783; ETSU: \$155,465).

1999-2002. Project SAND: (Secondary Analysis of NELS Data): Outcomes of At-Risk and Exceptional Students by Gender and Ethnicity. A Field-Initiated Studies Research Proposal submitted to the U.S. Office of Educational Research and Improvement (U.S. Department of Education) by Virginia Commonwealth University and East Tennessee State University (Total: \$513,264; ETSU, \$152,844).

1999-2002. Project LINK: School and Student Factors Related to Referral, Identification, and Outcomes for African American Children in Special Education. A Field-Initiated

Research Proposal submitted to the U.S. Office of Special Education Programs by Virginia Commonwealth University and East Tennessee State University (Total: \$539,549; ETSU, \$152,467).

1997-2000 Project REACH: A Policy Research Study of Ethnic Representation in Special Education. Submitted to the Office of Special Education and Rehabilitative Services by Virginia Commonwealth University and East Tennessee State University (total: \$439,117; ETSU, \$129,332).

1997-2000. "Project OUTREACH: Building Research Capacity in Minority Entities. A proposal submitted to the U.S. Department of Education." East Tennessee State University as a sub-contract to Virginia Commonwealth University. (Total \$1,000,000; ETSU, \$150,000). [2nd ranked proposal]

1994-1995. "Individuals with Disabilities Education Act (IDEA), Parts B and D, Performance-Based Project: Comprehensive System of Personnel Development." (\$1,200,000). Contract proposal submitted to the Florida State Department of Education. (2nd ranked proposal.)

1994-1995. "Meeting America's Needs for Fully Qualified Minority Exceptional Educators." (\$150,000). An undergraduate pre-service teacher preparation proposal submitted by to the U.S. Office of Special Education Programs.

### ***Other Professional Activities and Service***

#### *National and Regional*

Co-Editor, Behavioral Disorders. 2002-2005.

Research Advisory Board member. Research Center on School-Wide Positive Behavior Support. A DOE grant awarded to the University of Oregon. 2002-2004.

Core Data member. National Center for Culturally Responsive Educational Systems (NCCRESt). A DOE grant awarded to the University of Colorado at Denver's National Institute for Urban School Improvement. 2002-2005.

Fellow, Academy for the Prevention of Child Learning and Behavior Disorders. 2001-present.

Co-Editor, *Forum Section*, Behavioral Disorders. 1999-2002.

Member, Southern Association of Colleges and Schools Peer Review Team. Morristown-Hamblen High School East. Morristown, Tennessee. April 2000.

Scholar, Shaklee Institute for Improving Special Education. Wichita, Kansas. 1999-2002.

Chair, Practitioner Awards Committee. Council for Children with Behavior Disorders

Foundation Committee. 1995-present.

Interdisciplinary Research Team Member. Center for Effective Collaboration and Practice. Improving Services to Children and Youth with Emotional and Behavioral Disorders. 1999-present.

Coutinho, M., & Conroy, M. (Co-trainers). "Target 5: Promoting Appropriate Assessment of Children and Youth with Emotional/Behavioral Disorders." CCBD Summer Institute on Implementing the National Agenda for Children/Youth with Emotional/Behavioral Disorders: Strategies for Achieving Better Results. Las Vegas, Nevada. July 20, 1996.

1994-1995. Program Evaluator for the Collaborative Training Initiative Model (Social Skills) as awarded for Harbor City Elementary School by the Florida State Department of Education.

1993-present. Membership on the Advocacy and Governmental Relations and Foundations, committees, respectively, for the National Council for Children with Behavior Disorders

1994-present. Membership on the Research and Professional Issues Committee, Teacher Education Division, Council for Exceptional Children

1993-present. Field Reviewer (grants/contracts): U.S. Department of Education.

1993-present. Policy/Technical Advisor: Direction Service Ombudsperson Project, Eugene Oregon. U.S. Office of Special Education Grant to design and implement replicable delivery models of community based Ombudsperson services to children with disabilities and their families.

1992-1993. Chair, National Task Force on Performance Assessments with Children with Disabilities. (U.S. Office of Special Education Programs)

1991-1993. Office of Special Education and Rehabilitative Services representative National Center for Educational Statistics for the Schools and Staffing Survey (SASS) Data Users Group.

1990-1993. Member of the OSEP Task Force for the Improvement of Data on School Exit Status.

1983. Program Development Consultant, Connecticut State Department of Education Discretionary Grant, "Staff Development for Regular Educators in Teaching Handicapped Students," Regional School District, Chaplin, Connecticut.

#### *University*

Member, University Awards Committee: Teaching, Research, and Service. East Tennessee

State University, 2004-5.

Member, University Research Task Force Committee. East Tennessee State University. 2004-2005.

Member, College Tenure and Promotion Committee. College of Education. East Tennessee State University. 2003-present.

Member, Dean's Search Committee. College of Education. East Tennessee State University. 2003-2004.

Graduate Coordinator, Special Education Program. College of Education. East Tennessee State University. 1997-2004.

Doctoral Committee Member. Department of Educational Leadership and Policy Analysis. College of Education. East Tennessee State University. 1997-present.

Chair, University Awards Committee: Teaching, Research, and Service. East Tennessee State University, 2001.

Member, University Research Development Committee. 2000-2003.

Co-Chair, Search Committee, High Incidence Disability Special Education Faculty Position, East Tennessee State University. 2000-2001.

Evaluation Coordinator, Evaluation of Department Chair. Department of Human Development and Learning. 2000.

Member, Dean's Advisory Committee, College of Education, East Tennessee State University. 1999-present.

Chair, Search Committee, Moderate/Severe Disability Special Education Faculty Position, East Tennessee State University. 1999-2000.

Internal Consultant, Academic Program Review Committee. Physical Education Exercise and Sports Science Program. 1999.

Member, Executive Council, Center for Early Childhood, East Tennessee State University. 1998-present.

Member, East Tennessee State University Continuous Improvement Committee on Sponsored Research. 1998-present.

Member, College of Education Fall Retreat Committee. East Tennessee State University. 1999.

Member, Advisory Committee for Educational Psychology, Foundations and Research

Programs. Department of Human Development and Learning. East Tennessee State University. 1997 - present.

Member, East Tennessee State University Summer Program Advisory Committee. 1998-1999.

Member, East Tennessee State University, College of Education Honors Program Committee. 1997 - 1999.

Member, East Tennessee State University, College of Education Recognition Committee. 1997 - present.

Grant Reviewer, Research Development Committee, East Tennessee State University, 1997 - 1998.

Chair, East Tennessee State University, College of Education Committee on the Mission Statement. 1997.

1995-1997. Program Evaluation for the ETSU "Make a Difference" Project: Technical Assistance for Schools and Families of Children and Youth with Emotional/Behavioral Challenges." Funded by the Tennessee State Department of Education.

1995-1999. Team Leader for ETSU College of Education: Higher Education Symposium on Inclusion. 1995-1996. Supported through The Boling Center for Developmental Disabilities - University Affiliated Program.

1995-1997. Special Education Program Coordinator. Special Education Program. East Tennessee State University.

1979-1980. Special Professional Services, Department of Educational Psychology, University of Connecticut, Storrs, Connecticut. Graduate and undergraduate teaching and research responsibilities.

1979-1982. Special Education Inservice Presentations to parents, and to educators and administrators in special and general education. Topics included: assessment and evaluation, least restrictive placement and programming, identification of students with handicaps, IEP development, due process protection and procedures under EHA, and methods and programming of students with emotional and behavioral problems.

1976-1977. Graduate Research and Teaching Assistantships, University of Colorado, Boulder, Colorado.