

BRIEF VITA

Earle Knowlton, Associate Professor

Contact Information

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Educational Background

- B.S. Elementary Education, Temple University, Philadelphia, PA, 1972.
- M.Ed. Special Education (Perceptual/Neurological Disabilities) University of Louisville, 1973.
- Ed.D. Special Education (Learning and Behavior Disorders) University of Kentucky, 1978.

Doctoral Dissertation: *Effects of Equivalent & Analogous Instruction on the Oral Reading Rates of Students with Learning Disabilities*

Recent Professional Experience

- Associate Professor: Department of Special Education, University of Kansas, 1984-present.
- Principal Investigator: Development of Generalized Social Skills as a Function of Social Tele-Coaching (SOTELCO) in Classroom Settings, CFDA 84.324A2008-2: IES NCSE Social & Behavioral Outcomes, Goal 2: Development, 2009-2012.
- Co-Principal: Low Incidence Functional Endorsement. CFDA 84.325K (Combined Personnel Preparation—Focus Area b): Office of Special Education Programs, 2009-2013.
- Co-Principal: All-State Low Incidence Virtual Education (ALIVE). Kansas State Department of Special Education, Sub-contract from State Personnel Development Grant (SPDG), 2009-2010.

Scholarship and Publications

Selected Print Publications

Knowlton, H.E. (forthcoming). Real-time eLearning and eMentoring to prepare, train, and support teachers of students with low-incidence conditions across Kansas. In B. Ludlow & B. Collins (Eds.), *Online in real time: Using Web 2.0 for distance education in rural special education*. ACRES.

- Knowlton, H. E., Pattison, J., Morningstar, M., Mitchell, L. & Riley, C. (2010). Toward a comprehensive e-learning infrastructure for preservice and novice special educators. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 581-586). Chesapeake, VA: Association for the Advancement of Computing in Education.
- Fitzpatrick, M., & Knowlton, H. E. (2009). Bringing evidence-based self-directed intervention practices to the trenches for students with emotional and behavior disorders. *Preventing School Failure*, 53, 253-266.
- Israel, M., Knowlton, H. E., Griswold, D., & Rowland, A. (2009). Applications of video conferencing technology in special education teacher preparation. *Journal of Special Education Technology*, 24(1), 15-25.
- Knowlton, H. E. (2009) Reflections on transition policy. In T. Skrtic, E. Horn, E., & G. Clark, *Taking stock of special education policy and practice* (pp. 319-323). Denver: Love Publishing.
- Knowlton, H.E. & Clark, G. M. (2009). From school to adult living: A forum on issues and trends. In T. Skrtic, T., E. Horn, & G. Clark, G. (Eds.). *Taking stock of special education policy and practice* (pp. 319-323). Denver: Love Publishing. [Reprinted from *Exceptional Children*, 53, 546-554.]
- Knowlton, H. E. (2009). Enhancing supports for preservice and novice special educators through video conferencing technologies. In L. Bullock, M. Wong-Lo, R. Gable, & C. Cardona (Eds.), *Broadening the Horizon: Recognizing, Accepting, and Embracing Differences to Make a Better World for Individuals with Special Needs* (pp. 84-86). Proceedings of the 11th Biennial Conference of the International Association of Special Education, Alicante, Spain.
- Knowlton, H. E., Israel, M., Griswold, D. (2007). Effects of interactive video conferencing on teacher education students' knowledge of special education. In R. Carlsen, K. McFerrin, J. Price, R. Weber, & D.A. Willis (Eds.), *Proceedings of the International Conference of the Society for Information Technology and Teacher Education* (pp. 3619-3626). Chesapeake, VA: Association for the Advancement of Computing in Education.
- Knowlton, H.E. (2007). Instructional planning for students with developmental disabilities. In H. P. Parette & G. Peterson-Karlin (Eds.), *Best and promising practices in developmental disabilities* (2nd Ed.) (pp. 215-234). Austin, TX: Pro Ed.
- Fitzpatrick, M., & Knowlton, H. E. (2007, Fall). No Child Left Behind's implementation in urban school settings: Implications for serving students with emotional and behavior disorders. *Journal of the American Academy of Special Education Professionals*. [On-line Journal]
Retrievable from:
<http://aasep.org/aasep-publications/journal-of-the-american-academy-of-special-education-professionals-jaasep/index.html>
- DalBello, A., Knowlton, H. E. , & Chaffin, J. (2007). Interactive videoconferencing as a medium for special education: Knowledge acquisition in preservice teacher education. *Intervention in School & Clinic*, 43(1), 38-46.

- Jaime, K., & Knowlton, H.E. (2007). Visual supports for students with cognitive and behavioral challenges. *Intervention in School & Clinic, 42*(5), 259-270.
- Knowlton, H.E. (2004). Special education policies and procedures. In K. Lenz, D. Deshler, & B. Kissam (Eds.), *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. (pp. 279-300). Boston: Allyn & Bacon.
- Wehmeyer, M., Sands, D., Knowlton, H.E., & Kozleski, E. (2002). *Teaching students with mental retardation*. Baltimore: Paul Brookes.
- Knowlton, H.E. & Mulinax, D. (2000). Education of parents of children and youth with developmental disabilities. In M. Fine & S. Lee (Eds.), *Third handbook of parent education* (3rd Ed.) (pp. 299-314). NY: Academic Press.
- Knowlton, H.E. (1998). Considerations in the design of personalized curricular supports for students with developmental disabilities. *Education and Training in Mental Retardation/Developmental Disabilities, 33*, 95-107.
- Knowlton, H. E. (1998). Appropriate curriculum for students with developmental disabilities. In A. Hilton & R. Ringlaben (Eds.), *Best and promising practices in developmental disabilities* (pp. 73-85). Austin, TX: PRO-ED.
- Knowlton, H.E., Turnbull, A.P., Backus, L., & Turnbull, H.R. (1988). Letting go: Consent and the "yes, but..." problem in transition. In B. Ludlow, A. Turnbull, & R. Luckasson (Eds.), *Transitions to adult life for people with mental retardation* (pp. 45-66). Baltimore: Paul Brookes.
- Clark, G., & Knowlton, H.E. (Eds.) (1987). The transition from school to adult life [Special Issue]. *Exceptional Children, 53*(6).
- Clark, G.M., & Knowlton, H.E. (1987). From school to adult living: A forum on issues and trends. *Exceptional Children, 53*, 546-554.
- Skrtic, T., Guba, E., & Knowlton, H.E. (1985). *Interorganizational Special Education Programming in Rural Areas: Report on the Multisite Naturalistic Field Study*. (Contract No. 400-81-0017). Washington, DC: National Institute of Education, Volumes I-IV.

Selected Computer and Mediated Products

- Powers, M., Elford, M., & Knowlton, H.E. (Producers) (2012). *TeachLive KU* [Promotional video]. Available from:
<http://www.spedelectric.com/2013/03/08/teachlive-at-ku/>
- Powers, M., & Knowlton, H.E., & Knowlton, D.S. (Producers) (2012) *Adapted Action Planning* [Video learning object]. Available from:
<http://www.spedelectric.com/2012/09/14/aap-adapted-action-plans/>

Powers, M., & Knowlton, H.E. (Producers) (2012). *Venus Flytrap Explains the Atom*. [Video learning object]. Available from:
<http://www.spedelectric.com/2012/08/09/venus-flytrap-explains-the-atom/>

Knowlton, H.E., & Sumner, A. (Producers) (2012). www.spedelectric.com (Website)

Rowland, A., Kerschmer, I., & Knowlton, H. E. (Producers) (2010). *Nano Earpiece: Operation/Demonstration*. [Video learning object]. Grant No. CFDA 84.324A2008-2: Development of Generalized Social Skills as a Function of Social Tele-Coaching in Classroom Settings [IES NCSER Social & Behavioral Outcomes, Goal 2: Development/Innovation, 2009-2012.] Available from:
<http://www.spedelectric.com/2012/10/02/nano-earpiece-demo/>

Knowlton, H. E. (2007). *Developing effective individualized education programs: A case based tutorial*. (Second Edition)[CD ROM]. Upper Saddle River, NJ: Merrill Prentice Hall.

Selected Grants Funded

Knowlton, H.E. (2012). Product Research: TeachLive's Technical Adequacy and Usability. School of Education (KU) Product Research Support, \$5,000.

Knowlton, H.E. (2012). Preliminary Experimental Study of The Relative Effects of Simulation and Coaching on Participants' Feedback to Student Avatars. School of Education (KU) Academic Year 2012-2013 Research Support, \$7,000.

Knowlton, H.E. (2011). A Preliminary Proposal for Research and Development Toward the Internal Validation of the TeachLive™ Simulation Package for Training Teacher Education Students to Use Evidence Based Group Management Practices. University of Kansas General Research Fund, 2011-2012, \$13,000.

Knowlton, H. E. (2010) Kansas Electronic Learning & Electronic Mentoring Supports (KELEMS), KSDE Technical Assistance and Support Network (TASN), Sub-grant of Title VI, Part B, IDEA CFDA#84.027, \$180,000 (1 year).

Knowlton, H.E., Griswold, D., & Hart, J. (2009). Development of Generalized Social skills as a Function of Social Tele-Coaching (SOTELCO) in Classroom Settings. CFDA 84.324A2008-2: IES NCSER Social & Behavioral Outcomes, Goal 2: Development, \$1,094,697 (3 years).

Morningstar, M. E., Mitchell, L., & Knowlton, H.E. (2009). Low Incidence Functional Endorsement. CFDA 84.325K (Combined Personnel Preparation—Focus Area b). \$800,000 (4 years).

Knowlton, H. E., Morningstar, M. E., & Mitchell, L. (2009). *All-State Low Incidence Virtual Education (ALIVE)*. Kansas State Department of Special Education, Sub-contract from State Personnel Development Grant (SPDG). \$54,787.

Smith, S., & Knowlton, H.E., & Miller, J. (2006). *Animated Visual Supports for Social Skills (AViSSS)*, OSEP Steppingstones of Technology Innovation for Children with Disabilities, CFDA 84.327A, \$400,000.

Walther-Thomas, C., Griswold, D., Knowlton, H.E. (2006). *Leadership in the Teacher Education Core*. Office of Special Education Programs, CFDA 84.325.D., \$800,000.

Selected Refereed Paper Presentations

Knowlton, H. E., Elford, M., Wolf, H., & McNiff, M. (2013, April). *Development of Tele-Coaching as Tier I and Tier 2 Classroom Supports for Students with Emotional and Behavior Disorders*. Council for Exceptional Children 2013 Convention/Expo, San Antonio, TX.

Knowlton, H.E. (2013, March). *Supporting Progress in the General Education Curriculum for Students with or at Risk for Emotional and Behavioral Disorders*. Principal Investigators Conference, Institute of Education Sciences, Washington DC.

Knowlton, H.E. (2013, March). *Supporting Progress in the General Education Curriculum for Students with or at Risk for Emotional and Behavioral Disorders*. Principal Investigators Conference, Institute of Education Sciences, Washington DC.

Knowlton, H. E., Wolf, H., McNiff, M., Jones, J., McNary, M., Carter, R., & Elford, M. (2012, April). Using Covert, Remote Tele-Coaching to Promote Generalization in General Education Classrooms (Poster Session), 90th Annual Convention of the Council for Exceptional Children, Denver, CO.

Wolf, H., McNiff, M. Carter, R., & Knowlton, H. E. (2012, February). Effects of Covert Remote Tele-Coaching on Students' Generalized Social Skill Acquisition in General Classroom Settings. Midwest Symposium on Behavior Disorders, Kansas City, MO.

McNiff, M. Carter, R., & Knowlton, H. E. (2011, November). Effects of Covert Remote Tele-Coaching on Students' Generalized Social Skill Acquisition in General Classroom Settings, 30th Annual Closing the Gap Conference, Minneapolis, MN.

Knowlton, H.E. (2011, November). Technologies Changing the Role of the Special Educator, Teacher Education Division Conference, Austin, TX.