

## VITA

Name: Joseph R. Jenkins

Education:

<u>Institution</u>	<u>Degree and Year</u>	<u>Major</u>
University of Minnesota, Minneapolis	Ph.D., 1967	Education/ Psychology
Gonzaga University, Spokane	B.A., 1964	Psychology

Professional Experience:

1988-Present	Professor, College of Education, Area of Special Education, University of Washington
1978-88	Director, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, Seattle, Washington; Professor, College of Education, Area of Special Education
1977-78	Professor, Coordinator of Resource/Consulting Teacher Program, joint appointment between Center for the Study of Reading and the Department of Special Education, University of Illinois, Urbana-Champaign, Urbana, Illinois
1975-77	Associate Professor, Coordinator of Resource/Consulting Teacher Program, Department of Special Education, University of Illinois, Urbana-Champaign, Urbana, Illinois
1974-75	Acting Department Chairman, Department of Special Education, University of Illinois, Urbana-Champaign, Urbana, Illinois
1973-74	Associate Professor, Department of Special Education, University of Illinois, Urbana-Champaign, Urbana, Illinois
1971-73	Assistant Director, Southwest Regional Resource Center Serving Handicapped Youth and Children, New Mexico State University, Las Cruces, New Mexico
1970-71	Title III Project Director, University of Delaware and Newark Special School District, Newark, Delaware
1967-70	Assistant Professor, University of Delaware, Newark, Delaware
1966-67	Instructor, University of Minnesota, Minneapolis, Minnesota
1966-67	Instructor, Anoka Ramsay Junior College, Anoka, Minnesota

Professional Organizations:

International Reading Association  
Council for Learning Disabilities  
American Educational Research Association  
Council for Exceptional Children

Professional Activities:

Associate Editor or Editorial Board	<i>Remedial and Special Education</i> , 1984-1992; 1995-present <i>Journal of Learning Disability</i> , 1979-present <i>Learning Disabilities Research &amp; Practice</i> , 1992-present <i>Cognition and Instruction</i> , 1981-1995 <i>Society for the Scientific Study of Reading</i> , 1994-1995 <i>Education and Treatment of Children</i> , 1977-1987 <i>Reading Research Quarterly</i> , 1980-1984 <i>The Reading Teacher</i> , 1977-1980 <i>Learning Disability Quarterly</i> , 1977-1
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Reviewer for:	<i>Child Development</i> <i>Journal of Applied Behavior Analysis</i> <i>Journal of Educational Psychology</i> <i>American Educational Research Journal</i> <i>Behavioral Assessment</i> <i>Handbook of Research on Teaching</i> , 3rd Edition <i>Exceptional Education Quarterly</i> <i>American Journal of Mental Deficiency</i> <i>Reading Research Quarterly</i> <i>Journal of Special Education</i> <i>Journal of School Psychology</i> <i>School Psychology Review</i>
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Areas of Specialization:

Reading Disabilities  
Learning Disabilities  
Reading Instruction

Publications:

*Books*

Odom, S. K., Bender, M. K., Stein, M. L., Doran, L. T., Houden, P. M., McInnes, M., Gilbert, M. M., DeKlyen, M., Speltz, M. L., & Jenkins, J. R. (1988). *The integrated preschool curriculum: Procedures for socially integrating preschoolers with or without handicaps*. Seattle, WA: University of Washington Press.

Edgar, E. B., Haring, N. G., Jenkins, J. R., & Pious, C. G. (Eds.). (1982). *Serving young handicapped children: Issues and research*. Proceedings of a symposium in honor of Alice H. Hayden. Baltimore, MD: University Park Press.

Jenkins, J. R., & Jenkins, L. M. (1982). *Peer and cross-age tutoring*. Minneapolis, MN: National Support System.

Jenkins, J. R., & Jenkins, L. M. (1981). *Cross-age and peer tutoring: Help for children with learning problems*. Reston, VA: Council for Exceptional Children.

Neisworth, J. T., Deno, S. L., & Jenkins, J. R. (1969). *Student motivation and classroom management*. Lemont, PA: Behavior Technics Press.

### *Curricula*

Vadasy, P., Wayne, S., O'Connor, R., Jenkins, J., Pool, K., Firebaugh, M., & Peyton, J. (2005). *Sound Partners*. Boston: Sopris West.

### *Articles*

Jenkins, J. R., Graff, J. J., & Miglioretti, D. L. (in press). Estimating Reading Growth with Intermittent CBM Progress Monitoring. *Exceptional Children*.

Jenkins, J. R., Hudson, R. F., Johnson, E. S. (2007). Screening for at-risk readers in a Response-to-Intervention (RTI) framework. *School Psychology Review*, 36(4),

Jenkins, J. R., Hudson, R. F., Lee, S. H. (2007). Using CBM-Reading Assessments to Monitor Reading Progress. *Dyslexia Perspectives*, Spring, 11-16.

Jenkins, J. R., Dale, P., Mill, P., Cole, K., Pious, C., & Ronk, J. (2006). How Special Education Preschool Graduates Finish: Status at Age 19. *American Educational Research Journal*, 43(4), 737-781.

Jenkins, J. R., Zumeta, R., Dupree, O., & Johnson, K. (2005). Measuring Gains in Reading Ability with Passage Reading Fluency. *Learning Disabilities Research and Practice*, 20(4), 245-253.

Jenkins, J. R. (2005). Preface to O'Connor, R. E., Notari, A., & Vadasy, P. *Ladders to Literacy* (Second Edition). Baltimore: Paul H. Brookes.

Cole, K. N., Mills, P. E., Jenkins, J. R., Dale, P. S. (2005). Early intervention curricula and subsequent adolescent social development: A longitudinal examination. *Journal of Early Intervention*, 27, 71-82.

Cole, K. N., Mills, P. E., Jenkins, J. R., Dale, P. S. (2005). Getting to the Second Generation Questions. *Journal of Early Intervention*, 27, 92-93.

Johnson, E. J., Jenkins, J. R., & Jewell, M. (2005) Analyzing Components of Reading on Performance Assessments: An Expanded Simple View. *Reading Psychology*, 26, 267-283.

- Dale, P. S., Jenkins, J. R., Mills, P. E., & Cole, K. N. (2005). Follow-up of children from academic and cognitive preschool curricula at ages 12 and 16, *Exceptional Children*, 71, 301-317.
- Jenkins, J. R., Johnson, E., & Hileman, J. (2004). When is reading is also writing: Sources of individual differences on the new reading performance assessments. *Scientific Studies of Reading*, 8, 125-151.
- Dale, P. S., Mills, P. E., Cole, K. N., & Jenkins, J. R. (2004). When paths diverge: "Errors of prediction" from preschool test scores to later cognitive and academic measures. *Journal of Special Education*, 37, 237-248.
- Jenkins, J. R., Peyton, J. A., Sanders, E. A. & Vadasy, P. F. (2004). Effects of reading decodable texts in supplemental first-grade tutoring. *Scientific Studies of Reading*, 8, 53-85.
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