

CURRICULUM VITAE

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University of Rhode Island
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ACADEMIC DEGREES

- B.S. (Major - Special Education, Minor - Elementary Education), State University College at Buffalo, 1974.
- M. S. (Major - Special Education, Minor - Elementary Education), State University College at Buffalo, 1978.
- Ph.D. (Major - Special Education), Syracuse University, 1988.

CERTIFICATION

New York State Permanent Teacher Certificate - Special Education, Nursery School, Kindergarten and Grades 1-6.

PROFESSIONAL EXPERIENCE

Professor (Tenured), University of Rhode Island, 2001-present;
Associate Professor, University of Rhode Island, 1998-2001.

Professor, SUNY Oswego, 1998; Associate Professor, SUNY Oswego, 1994-1998, Tenured, September, 1996.

Associate Professor, California State University at San Bernardino, 1991-1994; Assistant Professor, 1987-1991, Tenured, September, 1992.

Faculty Member, Nova University, summer instruction, 1992-1995; special services area, doctoral students.

Assistant Professor, State University College at Buffalo Learning Laboratory/Campus West (Leave of Absence 1983-1985), 1985.

Instructor, State University College at Buffalo Learning Laboratory/Campus West, 1980-1983. (Taught a primary level class of students with moderate and severe disabilities in a demonstration program).

Project Director, Northeast U.S. Region, TASH Technical Assistance Project, Deaf-Blind Centers, funded by the U.S. Department of Education, 1986-1987.

Project Coordinator, TASH Technical Assistance Project, 1985-1986.

Teacher, The Center for Handicapped Children, Cheektowaga, New York, 1978-1980 (Taught a class of students with severe, multiple disabilities for a small, private program located in a public elementary school).

Educational Director and Teacher, Newfane Migrant Day Care Center, Newfane, New York, Sept.-Nov. 1977 and summer of 1978.

Substitute Teacher, 1977-1978.

Teacher, Albion Primary School, Albion, New York, 1975-1977 (Taught a class of students with mild disabilities).

Teacher, West Seneca Developmental Center, summer of 1975 (Taught a primary class of students with moderate and severe disabilities).

Teaching Assistant, West Seneca Developmental Center, Jan.-June 1975 (Worked in a Title I program with adolescents and adults with severe disabilities).

Child Care Attendant, St. Rita's Home for Children, Getzville, New York, 1972-1974.

SERVICE (DEPARTMENT, COLLEGE, UNIVERSITY, COMMUNITY)

School

Chair, Search Committee, Visiting Assistant Professor Position, URI, summer, 2004.

Member, URI/RIC joint doctoral committee, 1999-2005.

Member, Search Committee for the Dean of Human Science and Services, URI, 2000-2002.

Member, Search Committee for the Director of the Office of Teacher Education, URI, 1999-2000.

Team Leader, Elementary Education Program, School of Education, URI, 1998-2001.

Schools/Agencies/Outreach

IEP form revision committee, Rhode Island Department of Education, 2007-present.

*Universal Design for Learning Working Group: State Improvement Grant Working Group, 2005-2007.

Rhode Island Teacher Enhancement Grant Advisory Committee Member, Alternative Teacher Certification Component, 2006-present.

Member, Rhode Island Special Education Work Alignment Group, 2004-2005.

Member, Higher Education Subcommittee of the RIDE Office of Special Needs State Improvement Grant, 2003-2004.

Board Member, Rhode Island Special Education Advisory Committee, 2002-2005.

Board Member, Down Syndrome Society of Rhode Island, 2002-2005.

Current Professional Association Memberships

The Association for Persons with Severe Disabilities
Rhode Island Down Syndrome Society

Editorial Activity

Consulting Editor: Intellectual and Developmental Disabilities (formerly Mental Retardation), 1993-present.

Guest Reviewer: Journal of the Association for Persons with Severe Handicaps (JASH), 2003, 1996, 1991, 1985.

Guest Reviewer: Mental Retardation, 1993.

SCHOLARSHIP

Grants

Preparing General Education Teachers to work successfully with students with disabilities. Rhode Island Department of Education and RI State Improvement Grant subcontract, July, 2004-Oct. 31, 2007, approximately \$75,000 per year.

Using technology to prepare preservice teachers to teach students with disabilities. URI Foundation Grant, with Dr. Teresa Deeney, 2004, approximately \$1800.

*Addressing Gaps in Equity (A.G.E.): Expanding Opportunity-to-Learn Conditions for All. Eisenhower Professional Development Program, Board of Governors of Higher Education, 2000, \$29,845.

Educational Multimedia Collection. Foundation Grant, URI, 1998, with E. Tierney, \$2,000.

Measuring attitude change among regular and special education teachers as a function of structured contact with persons with disabilities. Affirmative Action Grant, California State University at San Bernardino, 1993, \$450.00.

Using the Mobility Opportunities via Education (MOVE) Curriculum with students with severe handicaps: Assessing the impact on students and their parents. Professional Development Grant, California State University at San Bernardino, 1993, \$3,903.

An examination of factors associated with job stress and satisfaction among special educators to lead to inclusion in a Personnel Preparation Federal grant proposal. Professional Development Grant, California State University at San Bernardino, 1991, \$4,252.

A further validation of program quality indicators for learners with severe disabilities. Professional Development Grant, California State University at San Bernardino, 1989, \$2,038.

PUBLICATIONS

Eichinger, J., Downing, J., & Hicks, S. (2008). Instruction in the general education environment: The age of accountability. In J. Downing, (Ed.), Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers. (3rd. Ed.), Baltimore: Brookes Publishing Co.

Downing, J., & Eichinger, J. (2008). Educating students with diverse strengths and needs together: Rationale for inclusion. In J. Downing, (Ed.), Including students with severe and multiple disabilities in typical classrooms: Practical

- strategies for teachers. (3rd. Ed.), Baltimore: Brookes Publishing Co.
- Downing, J., & Eichinger, J. (2008). The important roles of peers in inclusive education. In J. Downing, (Ed.), Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers. (3rd Ed.), Baltimore: Brookes Publishing Co.
- Downing, J. & Eichinger, J. (2003). Creating learning opportunities for students with severe disabilities in inclusive classes. Teaching Exceptional Children, 36(1).
- Eichinger, J. (2003). Book review. Alternate Assessment: Measuring outcomes and supports for students with disabilities. In: Mental Retardation.
- Eichinger, J., & Downing, J. (2002). Instruction in the general education environment. In J. Downing, (Ed.), Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers. (2nd ed.), Baltimore: Brookes Publishing Co.
- Downing, J., & Eichinger, J. (2002). Educating students with diverse strengths and needs together. In J. Downing (Ed.), Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers. (2nd ed.), Baltimore: Paul Brookes Publishing Co.
- Downing, J., & Eichinger, J. (2002). The important role of peers in the inclusion process. In J. Downing, (Ed.), Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers. (2nd. ed.), Baltimore, Brookes Publishing Co.
- Eichinger, J. (2000). Job stress and satisfaction among special education teachers: Effects of gender and social role orientation. The International Journal of Disability, Development, and Education, 47, 397-412.
- Eichinger, J., & Downing, J. (2000). Reconceptualizing special education certification: What should be done? Journal of the Association for Persons with Severe Handicaps, 25, 109-112.
- Eichinger, J., Downing, J., Evans, K., Feck, A., & Ike, R. (2000). Special education faculty positions advertised from 1991-1997: Reflective of current practices? Journal of the Association for Persons with Severe Handicaps, 25, 104-108.

- Eichinger, J. (1997). An investigation of attitude change toward persons with severe disabilities. Monograph of the Small Program Caucus of the Teacher Education Division of the Council for Exceptional Children, Volume II, 179-198.
- Downing, J., Eichinger, J., & Williams, L. (1997). Inclusive education for students with severe disabilities: Comparative views of principals and educators at different levels of implementation. Remedial and Special Education, 18(3), 133-142, 165.
- Eichinger, J., Meyer, L., & D'Aquanni, M. (1996). Evolving best practices for learners with severe disabilities. Special Education Leadership Review, 3(1), 1-13.
- Eichinger, J., & Downing, J. (1996). Instruction in the general education environment. In J. Downing (Ed.), Educating learners with severe and multiple disabilities in typical settings: Practical suggestions for teachers. Baltimore: Brookes Publishing Co.
- Downing, J., & Eichinger, J. (1996). Educating students with diverse strengths and needs together: Rationale and assumptions. In J. Downing (Ed.), Educating learners with severe and multiple disabilities in typical settings: Practical suggestions for teachers. Baltimore: Brookes Publishing Co.
- Downing, J., & Eichinger, J. (1996). The important role of peers in the inclusion process. In J. Downing (Ed.), Educating learners with severe and multiple disabilities in typical settings: Practical suggestions for teachers. Baltimore: Brookes Publishing Co.
- Eichinger, J. (1994). Using cooperative learning to educate learners with severe disabilities in regular classes. Exceptionality Education Canada, 4(1), 55-71.
- Meyer, J., & Eichinger, J. (1994). Program quality indicators (POI): A checklist of most promising practices in educational programs for students with disabilities (3rd edition). Unpublished manuscript. Disseminated nationally by The Association for Persons with Severe Handicaps.
- Eichinger, J., & Woltman, S. (1993). Integration strategies for learners with severe multiple handicaps. Teaching Exceptional Children, 26(1), 18-21.
- Eichinger, J., & Downing, J. (1992). An administrator and teacher

perspective on Program Quality Indicators for students with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 17(4), 213-217.

Eichinger, J., Rizzo, T., & Sirotnik, B. (1992). Attributes related to attitudes toward people with disabilities. International Journal of Rehabilitation Research, 15(1), 53-56.

Meyer, L., Eichinger, J., & Downing, J. (1992). Program quality indicators (POI): A checklist of most promising practices in educational programs for students with severe disabilities (2nd edition). Unpublished manuscript. Disseminated nationally by The Association for Persons with Severe Handicaps.

Eichinger, J., Heifetz, L. J., & Ingraham, C. M. (1991). Situational shifts in sex-role orientation: Correlates of work satisfaction and burnout among women in special education. Sex Roles, 25(7/8), 425-440.

Eichinger, J., Rizzo, T., & Sirotnik, B. (1991). Changing attitudes toward people with disabilities. Teacher Education and Special Education, 14(2), 121-126.

Eichinger, J., Downing, J., & Houghton, J. (1991). Functional curriculum development and implementation. In M. Anketell, E. J. Bailey, J. Houghton, A. F. O'Dea, B. Utley, & D. Wickham (Eds.), A series of training modules on educating children and youth with dual sensory and multiple impairments, Vol. II. Monmouth, Oregon: Teaching Research Publications.

Giangreco, M., & Eichinger, J. (1991). Related services and the transdisciplinary approach. In M. Anketell, E. J. Bailey, J. Houghton, A. F. O'Dea, B. Utley, & D. Wickham (Eds.), A series of training modules on educating children and youth with dual sensory and multiple impairments, Vol. II. Monmouth, Oregon: Teaching Research Publications.

Downing, J., & Eichinger, J. (1990). Instructional strategies for learners with dual sensory impairments in integrated settings. Journal of the Association for Persons with Severe Handicaps, 15(2), 98-105.

Eichinger, J. (1990). Goal structure effects on social interaction: Nondisabled and disabled elementary students. Exceptional Children, 56(5), 408-416.

Meyer, L., Eichinger, J., & Park-Lee, S. (1987). A

validation of most promising practices in educational services for students with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 12(4), 251-263.

Meyer, L. H., & Eichinger, J. (1987). Program evaluation in support of program development: Needs, strategies, and future directions. In L. Goetz, D. Guess, & K. Stremel-Campbell (Eds.), Innovative program design for individuals with dual sensory impairments. Baltimore: Brookes Publishing Co.

PRESENTATIONS AT NATIONAL AND INTERNATIONAL CONFERENCES

Empowering general education teachers to teach students with IEPs via an introductory special education class. Presented at the 33rd annual TASH conference, Baltimore, MD, December, 2006.

Using childrens literature to teach about disabilities in an introductory special education class at the college level. Presented at the 31st annual TASH conference, December, 2004, Anaheim, CA.

Linking the IEP and daily instruction to standards in elementary classrooms. Presented at the 30th annual TASH conference. Chicago, Illinois, December 2003.

Providing learning opportunities for students with severe disabilities in general education classes. Presented at the 27th annual TASH conference, Miami, Florida, December, 2000, (with J. Downing).

Generic or specialized special education: What are we doing? Presented at the 26th annual TASH conference, Chicago, Illinois, December, 1999, (with J. Downing).

A retrospective study of changes in the field of education of students with severe disabilities. Presented at the 25th annual TASH conference, Seattle, Washington, December, 1998, (with J. Downing, K. Hess-Evans, A. Feck, & R. Ike).

Strategies to fully include students with multiple disabilities in general education settings. Presented at the 24th annual TASH conference, Boston, Massachusetts, December, 1997, (with J. Downing).

Preparing special education teachers for inclusive classrooms. Presented at the 22nd annual TASH conference, San Francisco, California, December, 1995 (with R. Schnorr).

Exploring the issues surrounding full inclusion for students with severe disabilities. Presented at the 21st annual TASH conference, Atlanta, Georgia, December, 1994 (with J. Downing, and L. Williams).

Changing attitudes toward persons with severe disabilities. Presented at the 20th annual TASH conference, Chicago, Illinois, November, 1993.

Changing attitudes of regular education teachers and teacher trainees toward people with disabilities. Presented at the 19th annual TASH conference, San Francisco, California, November, 1992.

Implementing social skills training via peer interactions. Presented at the 116th annual meeting of the American Association on Mental Retardation, New Orleans, Louisiana, May, 1992.

Validation of program quality indicators for programs serving students with severe disabilities: An administrator and teacher perspective. Presented at the 18th annual TASH conference, Washington, D.C., November, 1991 (with J. Downing).

Analysis of intervention choices of general and special educators. Paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois, April, 1991 (with B. Larrivee and P. Tefft-Cousin).

Promoting social interactions of students with severe disabilities through cooperative learning strategies. Presented at the 17th Annual TASH Conference, Chicago, Illinois, December, 1990.

School Integration: Research and practice. Presented at the International Conference on Integration in School, Leisure, and Transition to Work, Stockholm, Sweden, June, 1990.

Integration of students with severe disabilities: Cooperative learning works. Presented at the 16th Annual TASH Conference, San Francisco, California, December, 1989 (with B. Ayres and L. Davern).

Parent, teacher, and student perspectives on a peer integration program. Poster session presented at the 15th Annual TASH Conference, Washington, DC, December, 1988.

The impact of school and community integration of persons with disabilities on social competence and acceptance. Presented at the 1988 AERA Conference, New Orleans, Louisiana, April, 1988 (with S. St.Peter, G. Kishi, and R. Janney).

Social benefits of integrated educational programs: Data-based conclusions and implications. Presented at the 14th Annual TASH Conference, Chicago, Illinois, October, 1987 (with S. St.Peter and B. Ayres).

Functional classroom based and community based programming for students with severe disabilities. Presented at the 65th Annual Council for Exceptional Children Conference, Chicago, April, 1987 (with J. Anderson, J. Downing, N. Oliver, and C. Lively).

Evaluating program quality and student outcomes: A report of the findings of two national studies. Presented at the 13th Annual TASH Conference, San Francisco, November, 1986 (with L. Meyer, G. Kishi, S. St.Peter, & S. Park-Lee).