

**FRED SPOONER**

Professor (2000)

Tenure (1995)

Initial Faculty Appointment (1981)

Program: Special Education

Department of Special Education and Child Development

University of North Carolina at Charlotte

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Charlotte, NC 28223-0001

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**EDUCATION AND PROFESSIONAL CREDENTIALS**

Degrees

Ph.D.	1980	University of Florida	Special Education
M.S.	1973	Butler University	Educational Psychology
B.S.	1972	Butler University	Secondary Education
			Psychology/Sociology

Licenses

State of North Carolina Professional Educator’s License  
G-Level Severely/Profoundly Handicapped (K-12)

**PROFESSIONAL EXPERIENCE**

1981-Present	The University of North Carolina at Charlotte, College of Education Department of Special Education and Child Development Professor (2000-present) Associate Professor (1995-2000) Assistant Professor (1992-1995) Clinical Assistant Professor (1981-1992)
1982-1986	Appalachian State University, Boone, NC, Department of Special Education Adjunct Assistant Professor
1980-1981	University of Washington, Seattle, WA Post Doctoral Research Associate, Experimental Education Unit
1977-1980	University of Florida, Gainesville, FL., Department of Special Education Doctoral Research Fellow (1979-1980) Research Assistant (1977-1979)
1974-1977	Parklawn Workshop, Oaklawn, IL Task Analysis Coordinator (1976-1977) Adult Day Care Coordinator (1974-1976)

1973-1974 Elisabeth Ludeman Center for Severely and Profoundly Retarded Children, Park Forest, IL  
Mental Health Technician IV

### **TEACHING**

**Spring 2011** SPED 8472 Research Implementation in Special Education (2)  
**Fall 2011** SPED 5271 Systematic Instruction in the Adapted Curriculum (3)  
**Spring 2012** SPED 8472 Research Implementation in Special Education (2)

### **RESEARCH**

#### **PUBLICATIONS (Selected from 168 publications)**

Agran, M., Krupp, M., Spooner, F., & Zakas, T. (2012). Asking students about the importance of safety skills instruction: A preliminary analysis of what they think is important. *Research and Practice for Persons with Severe Disabilities, 37*, 45-52.

Courtade, G., Spooner, F., Browder, B., & Jimenez, B. (2012). Seven reasons to promote standards-based instruction for students with severe disabilities: A reply to Ayres, Lowrey, Douglas, & Sievers. *Education and Training in Autism and Developmental Disabilities, 47*, 3-13.

Jimenez, B. A., Browder, D. M., Spooner, F., & DiBiase, W. (2012). Inclusive inquiry science using peer-mediated embedded instruction for students with moderate intellectual disabilities. *Exceptional Children, 78*, 301-317.

Wood, W. M., & Spooner, F. (2012). Teaching personal care and hygiene skills. In P. Wehman & J. Kregel (Eds.), *Functional curriculum for elementary, middle, and secondary age students with special needs* (3<sup>rd</sup> ed., pp. 419-470). Austin, TX: Pro-ed.

Browder, D. M., & Spooner, F. (Eds.). (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.

Spooner, F., & Brown, F. (2011). Educating students with significant cognitive disabilities: Historical overview and future projections. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education* (pp. 503-515). London, England: Routledge.

Spooner, F., Knight, V., Browder, D., Jimenez, B., & DiBiase, W. (2011). Evaluating evidence-based practice in teaching science content to students with severe developmental disabilities. *Research and Practice for Persons with Severe Disabilities, 36*, 62-75.

Spooner, F., Algozzine, B., Karvonen, M., & Lo, Y. (2010). *How to prepare a research article in APA style* (rev. ed.). Arlington, VA. Council for Exceptional Children.

Spooner, F., Algozzine, B., Wood, C. L., & Hicks, S. C. (2010). What we know and need to know about teacher education and special education. *Teacher Education and Special Education, 33*, 44-54. doi: 10.1177/0888406409356184

Browder, D. M., Ahlgrim-Delzell, L., Spooner, F., Mims, P. J., & Baker, J. N. (2009). Using time delay to teach picture and word recognition to identify evidence-based practice for students with severe developmental disabilities. *Exceptional Children, 75*, 343-364.

Browder, D. M., Spooner, F., Ahlgrim-Delzell, L., Harris, A., & Wakeman, S. (2008). A meta-analysis on teaching mathematics to students with significant cognitive disabilities. *Exceptional Children, 74*, 407-432.

Browder, D. M., & Spooner, F. (Eds.). (2006). *Teaching reading, math, and science to students with significant cognitive disabilities*. Baltimore, MD: Paul H. Brookes.

Browder, D. M., Wakeman, S. Y., Spooner, F., Ahlgrim-Delzell, L., & Algozzine, B. (2006). Research on reading for students with significant cognitive disabilities. *Exceptional Children, 72*, 392-408.

Spooner, F., Dymond, S. K., & Kennedy, C. H. (Eds.). (2006). Accessing the general curriculum. *Research and Practice for Persons with Severe Disabilities* [Special issue], 31(4).

#### **PRESENTATIONS (Selected from 300 presentations)**

Spooner, F. (Chair). (2012, May). *Innovations in literacy and science instruction for students with severe disabilities*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International, Seattle, WA.

Smith, B. R., Spooner, F., Jimenez, B. A., & Browder, D. M. (2012, April). *Effects of an adapted science curriculum for students with severe disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children, Denver, CO.

Smith, B., & Spooner, F. (2011, December). *Using computer-delivered embedded instruction to teach science to students with ASD*. Paper presented at the annual TASH Conference, Atlanta, GA.

Spooner, F., Hughes, C., & Knight, V. (2011, December). *Promotion and tenure issues*. Panel presentation at the annual TASH Conference, Atlanta, GA.

Saunders, A., Spooner, F., & Bethune, K. (2011, November). *Professional development series: Grade-Aligned academics for students with low incidence disabilities*. Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Austin, TX.

Spooner, F. (Chair). (2011, May). *Teaching academic skills to students with severe developmental disabilities*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International, Denver, CO.

#### **GRANTS AND CONTRACTS**

Co-Principal Investigator. Personnel preparation program in low incidence severe disabilities (Grant No. H325K110226). U. S. Department of Education, Office of Special Education and Rehabilitative Services.

Co-Principal Investigator. Project MASTERY: Math and science teaching that promotes clear expectations and real learning across years for students with significant cognitive disabilities (Grant No. R324A080014). U. S. Department of Education, Institute of Education Sciences.

Co-Principal Investigator. Personnel preparation program in low incidence severe disabilities (Grant No. H325K060213). U. S. Department of Education, Office of Special Education and Rehabilitative Services.

### **SERVICE**

Senior Council Advisor, North Carolina Association for Behavior Analysis, 2007-present  
Secretary, Higher Education Consortium for Special Education (HECSE), January, 2004-present  
President, North Carolina Teacher Education Division of The Council for Exceptional Children, 1998-2009  
President, North Carolina Association for Behavior Analysis, February, 1995-1996  
National Council for Accreditation of Teacher Education (NCATE) Board of Examiners, Continuing Accreditation, July, 1995-1998  
National Council for Accreditation of Teacher Education (NCATE) Board of Examiners, June, 1992-1995  
Secretary, International Division for Research, Council for Exceptional Children, 1990-1992  
Member at Large, North Carolina Association for Behavior Analysis, 1990-1991  
Co-Editor-in-Chief, *The Journal of Special Education*, 2006-present  
Co-Editor, *Teacher Education and Special Education*, July 1, 2003-2009  
Co-Editor, *TEACHING Exceptional Children*, 1987-1996  
Associate Editor, *Exceptional Children*, 2001-2003  
Associate Editor, *Research and Practices for Persons with Severe Disabilities* (formerly *JASH*), 2001-present  
Associate Editor, *Teacher Education and Special Education*, 1997-2003

### **HONORS AND AWARDS**

Recipient of the 2012 TED/Pearson Excellence in Teacher Education Award  
Fred Keller Award for Excellence in Behavior Analysis, North Carolina Association for Behavior Analysis, February 23, 2000  
Membership Award, American Association on Mental Retardation (AAMR) Membership Recognition Award, AAMR, 20 years of continuous membership  
TED Publication Award for Volume 19 of *Teacher Education and Special Education (TESE)* Volume 19(3) (the total issue), the TED contribution to CEC's 75<sup>th</sup> Anniversary, Guest co-editors, Fred Spooner and Larry Johnson  
Outstanding contributions to the field of special education as co-editor of *TEACHING Exceptional Children*, Presented at the CEC Convention April 2, 1996, Orlando

### **PROFESSIONAL MEMBERSHIPS**

American Association on Intellectual and Developmental Disabilities  
The Academy on Mental Retardation  
Association for Behavior Analysis International  
North Carolina Association for Behavior Analysis  
Council for Exceptional Children  
Division on Mental Retardation  
Teacher Education Division  
Division for Research  
The Association for Persons with Severe Handicaps