

Maria B. Sciuchetti, Ph.D.

Ball State University

Department of Special Education * Teachers College 715 * Muncie, IN 47306

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EDUCATION

The University of Texas at Austin, Austin, TX **2015**

Ph.D. in Special Education: Learning Disabilities and Behavior Disorders

Dissertation: Targeting the reading and behavioral skills of young struggling readers with and at-risk for EBD.

Rhode Island College **2010**

ME.D. in Special Education: Mild/Moderate Disabilities

Roger Williams University **2006**

M.A.T. in Elementary Education

Roger Williams University **2003**

B. S. in International Business

UNIVERSITY TEACHING

Ball State University: Assistant Professor

SPCE 375: Assessment in Special Education ♦

SPCE 687: Educational Assessment: Mild Intervention ♦ * ♠

SPCE 636: Research in Special Education* ♠

SPCE 632: Introduction to Emotional and Behavioral Disorders* ♠

SPCE 634: Educating Students with Emotional and Behavioral Disorders* ♠

SPCE 707: Doctoral Seminar in High Incidence Disabilities*

The University of Texas at Austin

SED 372: Assessment of Individuals with Mild to Moderate Disabilities ♦

ALD 322: Individual Differences (Co-taught)

SED 375C: Teaching Individuals with Mild/Moderate Disabilities (TA)

SED 960: Apprenticeship: Research to Practice, Seminar (TA) ♦

♦ Field-based component

*Graduate course

♠On-line course

Guest Lectures

- Large Scale Assessment and Accommodations*
- Differentiated Instruction: Meeting the needs of CLD students*
- Section 504 of the Rehabilitation Act of 1973

- Addressing challenging behaviors in the classroom: What general education teachers need to know

CLINICAL & SUPERVISORY

University of Texas at Austin, Austin, TX

Undergraduate Assistant Coordinator

2012 - 2015

University Facilitator, Field Supervisor

2011 - 2013

PROFESSIONAL EXPERIENCE

Northern RI Collaborative, Specialized Alternative Program

2010

K-3 self-contained setting serving students identified with Autism and/or Emotional Disturbance

Diocese of Providence, Our Lady of Mt. Carmel School

2006 - 2011

Full inclusion setting serving students without disabilities and students with a variety of developmental, learning and social-emotional needs in fully inclusive settings. In addition to being a lead teacher, during my time at OLMC, I served as the Response to Intervention District Task Force (a collaboration with the local, public, education agency (district), the standardized testing coordinator (campus), and parent liaison (campus).

Roger Williams University, Tutor

2001, 2006

- Tutored in the university Writing Center, and in the course “*Practicum in Writing*” with Professor Glenna Andrade
- In collaboration with the local high school and the Institute for Teaching and Learning

SCHOLARLY PRODUCTIVITY

Referred Publications

Sciuchetti, M. B. (in press) Addressing inequity in special education: An integrated framework for culturally responsive social emotional practice. *Psychology in the Schools*, 50(10).

Pufpaff, L., **Sciuchetti, M. B.**, & Taylor, L. (2017). Dispositions by committee for educator preparation programs. *The Teacher Educator*, 52, 268-283.

Robertson, P., McFarland, L. A., **Sciuchetti, M. B.**, & Garcia, S. B. (2017). Connecting the Dots: An exploration of how pre-service special education teachers make sense of disability and diversity. *Teaching and Teacher Education*, 65, 34-47.

Sciuchetti, M. B., McKenna, J., Flower, A. (2016). Teacher Knowledge and Selection of Evidence-Based Practices: A Survey Study. *Journal of Vincentian Social Action*, 1(2), 20-31.

Manuscripts under Review

Sciuchetti, M. B., Robertson, P., McFarland, L., Garcia, S. B. (R&R under review). Preservice special education teachers' reflections on their developing professional awareness via in-context learning. *The Teacher Educator*.

Referred Book Chapters

Sciuchetti, M. B., & Ostendorf, R. J. (under review). Individuals with Emotional and Behavioral Disorders. In A. M. Sorrells, J. F. Carter, & W. A. McCray (Eds.), *Exceptional learners in diverse society: An introduction to special education*. Thousand Oaks, CA: Sage Publication. Anticipate publication in 2018. [blind-review, invited chapter].

Manuscripts in Preparation

Sciuchetti, M.B., Yssel, N. Multiple field experiences: Impact on preservice teachers' self-efficacy for classroom and behavior management.

Sciuchetti, M. B. Best practice or most practiced: Preservice teachers' observations of classroom and behavior management strategies.

Sciuchetti, M. B. Targeting the reading and behavioral skills of young struggling readers with and at-risk for EBD.

Referred Presentations

Sciuchetti, M. B. & Craig, P. (2018, February). *What are we doing and what can we do better? Preparing future special educators to meet the needs of students with disabilities from diverse backgrounds*. Accepted for presentation at the annual conference of the Council for Exceptional Children, Tampa, FL.

Sciuchetti, M. B. (2018, February). *Targeting the reading and behavioral skills of students with dual risk: A multiphase, multicomponent intervention study*. Accepted for presentation at the annual conference of the Council for Exceptional Children, Tampa, FL.

Sciuchetti, M. B. & Craig, P. (2017, November). *Preparing preservice teachers for diverse classrooms: Developing a knowledge and skills matrix for program evaluation*. Accepted for presentation at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.

Pufpaff, L., **Sciuchetti, M. B.,** Craig, P., Koch, K. R. (2017, November). *Effects of rubric revision and rater calibration on inter-rater reliability*. Accepted for presentation at the annual conference of the Teacher Education Division

- of the Council for Exceptional Children, Savannah, GA.
- Pufpaff, L. & **Sciuchetti, M. B.** (2017, November). *Creation of a multi-stage dispositions assessment tool*. Accepted for presentation at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Sciuchetti, M. B.** (2017, October). *Targeting the reading and behavioral skills of young struggling readers who exhibit challenging behaviors*. Accepted for presentation at the 2017 Annual Teacher Educators of Children with Behavior Disorders Conference. Tempe, AZ.
- Sciuchetti, M. B.** (2017, October). *Do they practice what we preach: Preservice teachers observations and implementation of classroom and behavior management practices*. Accepted for presentation at the 2017 Annual Teacher Educators of Children with Behavior Disorders Conference. Tempe, AZ.
- Sciuchetti, M. B.** & Koch, K. R. (2017, September). *Classroom management practices to promote success for all students: The special education perspective*. Accepted for presentation at the 2017 CTE Professional Development Conference of the Indiana Association for Career and Technical Education. Indianapolis, IN.
- Koch, K. R. & **Sciuchetti, M. B.** (2017, September). *My student has an IEP: What does that mean for me?* Accepted for presentation at the 2017 CTE Professional Development Conference of the Indiana Association for Career and Technical Education. Indianapolis, IN.
- Sciuchetti, M. B.**, Yssel, N., & Pufpaff, L. (2016, November). *Best Practice or Most Practiced? Pre-service teachers' observations of classroom/behavior management strategies*. Accepted for presentation at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Lexington, KY.
- Yssel, N., Pufpaff, L., & **Sciuchetti, M.B.** (2016, November). *The Effects of Self-Assessment and Self-Efficacy in a Field Experience*. Accepted for presentation at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Lexington, KY.
- Harvey, M., Koch, K., **Sciuchetti, M.B.** (2016, September). *Basics of Special Education for the CTE Teacher*. Presented at the 2016 CTE Professional Development Conference of the Indiana Association for Career and Technical Education. Indianapolis, IN. [invited session]
- Sciuchetti, M.B.** (2015, November). *Preservice Teachers' Self-efficacy for Classroom Management: A longitudinal study*. Presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Tempe, AZ.

- Yssel, N., Epperly, A., & **Sciuchetti, M.B.** (2015, November). *Preservice Teachers' Self-efficacy Beliefs: Student teaching*. Presentation at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Tempe, AZ.
- Harvey, M., Koch, K., **Sciuchetti, M.B.** (2015, September). *Basics of Special Education for the CTE Teacher*. Presented at the 2015 CTE Professional Development Conference of the Indiana Association for Career and Technical Education. Indianapolis, IN.
- Sciuchetti, M.B.** (2014, November). *Preservice special education teachers' self-efficacy for classroom management*. Presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.
- Ostendorf, R. J., Martinez, J., & **Sciuchetti, M. B.** (2014, November). *Cognitive coaching to support preservice and in-service teachers? Examining the empirical evidence*. Presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.
- Flower, A., **Sciuchetti, M. B.** (2014, October). *Use of a graphic organizer to reduce time spent out of class*. Presented at the Teacher Educators of Children with Behavior Disorders 2014 Annual Conference. Tempe, AZ.
- Flower, A., Upreti, G., **Sciuchetti, M. B.** (2014, October). *Use of the good behavior game for school and classroom behavior change*. Presented at the Teacher Educators of Children with Behavior Disorders (TECBD) 2014 Annual Conference. Tempe, AZ.
- Robertson, P., **Sciuchetti, M. B.** (2013, October). *Developing critical self-reflection in pre-service teachers: Integrating learning and experience*. Presented at the 35th International Conference on Learning Disabilities, Austin, TX.
- Sciuchetti, M. B.** (2013, September). *Components of effective instruction for primary students with reading and behavioral concerns*. Paper accepted as a poster presentation at the Council for Children with Behavioral Disorders 2013 International Conference, Chicago, IL.
- Flower, A., **Sciuchetti, M. B.**, & McKenna, J. (2013, April). *Knowledge and use of evidence-based practices: Findings from a national survey*. Presented at the annual conference of the Council for Exceptional Children, San Antonio, TX.
- Hassaram, B., Ostendorf, R., & **Sciuchetti, M. B.** (2013, April). *Supervisory conversations: Encouraging implementation of culturally responsive practice during student teaching*. Presented at the annual conference of the Council for Exceptional Children, San Antonio, TX.

McFarland, L., Robertson, P., Garcia, S., & **Sciuchetti, M. B.** (2012, November). *Fostering critical self-reflection in preservice teachers*. Presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Grand Rapids, MI.

Hassaram, B., Ostendorf, R., & **Sciuchetti, M. B.** (2012, November). *An observation tool promoting culturally responsive teaching: Inception, development, and application*. Presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Grand Rapids, MI.

RESEARCH PROJECTS

Current Projects

Principal Investigator: *Preparing teacher candidates to meet the needs of diverse learners: A multiphase program evaluation*. The project aims to develop a matrix, aligned with accreditation (CAEP), professional organizations' (Council for Exceptional Children, InTASC), and the Indiana Department of Education's standards for special education teachers and the most recent evidence-based teacher education and intervention literature, of essential knowledge and skills required to effectively teach students with high-incidence disabilities who are culturally and linguistically diverse. Project activities include conducting a review of course syllabi and assignment rubrics across all courses in the mild-disabilities K-6 program core using the matrix to identify areas not currently addressed in our program. Final stages involve developing next-step plans for the mild-disabilities K-6 core program evaluation, to include a proposed timeline to refine and restructure the program to improve the quality of the mild-disabilities K-6 program core. This project will lead to program development initiatives, presentations at national conferences, and manuscripts for publication. *This project is supported in part by a grant from the Office of Institutional Effectiveness at Ball State University. Additional funding (internal and external) may be sought to continue the project.*

Principal Investigator: *Multiple Pre-Service Field Placements: Impact on classroom management knowledge, practice and self-efficacy*. This study is designed to explore the potential influence of multiple field experiences on pre-service teachers' construction of classroom management knowledge, and selection and implementation of strategies, as well as the development of self-efficacy for classroom management. This study follows one cohort of undergraduate students as they progress through the

four semesters of their professional development sequence of their program. Data included coursework, questionnaires, and focus groups.

Projects Under Development

Student voice and the intersectionality of disability, diversity, and behavior along the pipeline. This qualitative study will examine the educational experiences of students with disabilities from diverse backgrounds in light of the factors that perpetuate the School-to-Prison pipeline. Data collection will include in-depth interviews and observations of students who are experiencing various degrees of involvement along pipeline (e.g, initial referral for evaluation, students facing exclusionary disciplinary decisions, adjudicated students). The following research questions will guide this project: (a) What school-based behavioral policies and practices impact students with disabilities from diverse backgrounds? (b) How do these policies and practices account for diversity and disability? (c) What are students' perceptions of the efficacy of these policies and practices? (d) What alternative policies and practices do students propose and why? (e) What do students have to say about the intersection of diversity, disability, and behavior and the implications these hold for school personnel, policies, and practices?

Teacher candidates growing awareness of classroom and behavior management: A longitudinal exploration of knowledge, practice, and self-efficacy. (PI). This study will explore teacher candidates' construction of classroom management knowledge, selection and implementation of strategies, and developing self-efficacy for classroom/behavior management as they progress through their undergraduate special education program. The study will follow teacher candidates over the course of 2 years, with follow up data collection 1-, 3-, and 5-years into teaching practice. Data will include coursework, surveys, open-ended questionnaires, field-based observations, and focus groups. *(Funding is being sought to support the study).*

Assessment and Evaluation: The current practices of special education teachers and licensed school psychologists in Indiana. (PI). Using survey methods, this study will explore current assessment and evaluation methods and practices used by special education teachers and LSSPs in Indiana for screening, eligibility, and progress monitoring of students with or suspected of having a learning disability or emotional/behavioral disorder.

Completed Projects

Principal Investigator: *Project Focused Reader: A focus on fluency.* This dissertation study is designed to examine the effects of a multi-component reading and behavioral intervention on the oral reading fluency and off-task behavior performance of second grade struggling readers identified with challenging behaviors. The study utilizes a multiple baseline design across participants and includes a baseline phase, fluency building phase, and a fluency-building plus behavioral intervention phase.

Co- Investigator: *The Impact of using iPads on Learning and Behavior* This study compared the effect of the addition of the iPad to typical instruction in reading and math as well as to examine the effect on on-task behavior among elementary students in a residential treatment center. This study employed a multiple baseline design.

Co-Investigator: *A Survey of Teachers' Behavior Management Strategies.* The purpose of the study was to examine teachers' beliefs, practices, knowledge and confidence with regard to behavior management. A national sample of general and special education teachers were surveyed.

Research Assistant: *Fostering Critical Self-Reflection in Pre-service Teachers.* Multiphase study examining critical self-reflection, pertaining to views on disability, culture, and the professional responsibilities of special educators, of pre-service teachers enrolled in an undergraduate special education program. Data included coursework analysis and interviews. This study was part of a larger, OSEP funded project (Project RISE).

Research Assistant: *Measuring the Self-Determination Levels and Well-Being of Foster Care-Court Involved Youth in Transition.* The purpose of the study was to assess the perceived level of well-being in youths both before and after participating in a new program within Travis County called the Transition Court. Primary data collection measures included survey and interviews. Data was assessed to determine program efficacy as it related to achieving goals related to raising levels of psychological well-being.

GRANTS & AWARDS

Office of Institutional Effectiveness: Summer Assessment Grant—Ball State University (Funded)
2017

Special Education Leadership Fellowship—Recipient, The University of Texas at Austin) **2012**
– 2015

Department of Special Education Dual Presentation Travel Award, The

 SERVICE

Committee MembershipUniversity

<i>Gender Equity Task Force</i>	2017 -
<i>CAEP Leadership Committee: Standard 3.6 (chair)</i>	2017 -
<i>CAEP Leadership Committee: Standard 1. Dispositions</i>	2016 - 2017

College

<i>Technology Committee</i>	2016 -
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Department

<i>Doctoral Program Committee</i>	2017 -
<i>Personnel Selection Committee</i>	2017 -
<i>Department Chair Search Committee (chair)</i>	2016
<i>Tucker Grant Review Committee</i>	2016 -
<i>Special Education PEC</i>	2015 -
<i>Portfolio Assessment Committee</i>	2015 - 2017

University Affiliations

Professional Education Faculty Member
 Graduate Faculty Member
 SafeZone, Ally

Community

Educational Consultant	2013 -
<i>Educational Consultant: Disability Rights Texas, Austin</i>	2013 - 2015
Analyzed educational records of students involved in special education litigation with the state or district. Conducted research on issues of the organization's interest. Conducted analyses and compiled reports related to PBIS for use with new and veteran attorneys representing youth in foster care regarding state special education eligibility rates and trends at the district level. Provided technical training on Positive Behavioral Interventions and Supports (PBIS) for DRTx attorneys and staff, state-wide. Developed a technical assistance/training manual	

Editorial

Guest Reviewer

- *Journal of Teacher Education*
- *Workforce Education Forum*

- *Psychology in the Schools*
- *Behavior Modification*

Conference Reviewer

- American Association of Colleges for Teacher Education
- Ball State University's 2017 Conference on *Postsecondary Options and Supports for Transitioning Students with Autism Spectrum Disorders*

PROFESSIONAL LICENSURE

Rhode Island Teaching Certification

- General Education 1 – 6
- Special Education K – 8

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (AACTE)

Council for Exceptional Children (CEC)

- Council for Children with Behavior Disorders (CCBD)
- Council for Educational Diagnostic Services (CEDs)
- Division for Learning Disabilities (DLD)
- Teacher Education Division (TED)