

Dr. Andrew Wiley

Assistant Professor
LDES
awiley5@kent.edu

Education

Ph.D., Special Education University of Virginia	2008
M.A.T, Special Education University of Virginia	1996
B.A., English and Religious Studies University of Virginia	1991

Higher Education Work Experience

Associate Professor Kent State University	8/2014 - present
Assistant Professor Kent State University	8/2008 - 8/2014
Senior Research Associate University of Massachusetts Boston	8/2005 - 6/2008
Instructor University of Massachusetts Boston	8/2005 - 6/2006
Instructor George Mason University	1/2002 - 5/2002
Instructor University of Virginia	9/2001 - 5/2005

Other Professional Experience

Behavior Specialist (K-12) Fairfax County, Virginia	9/1999 - 6/2003
Autism Resource Teacher Fairfax County, Virginia	9/1998 - 6/1999
Crisis Resource Teacher Olde Creek Center, Virginia	9/1996 - 6/1998

Publications

Kauffman, J. M., Hirsch, S. E., Badar, J., Wiley, A. L., & Barber, B. R. (2014). Special education today in the United States of America. In A. F. Rotatori, J. P. Bakken, S. Burkhardt, F. E. Obiakor, & U. Sharma (Eds.), <i>Advances in special education, Vol. 27—An international perspective</i> (pp. 000-000). Bingley, UK: Emerald. Publication: <i>Book Chapters</i>	2014
Wiley, A. L., & Siperstein, G. N. (2014). Social and emotional learning for students with disabilities. <i>The handbook of social and emotional learning</i> (2nd ed.). Publication: <i>Book Chapters</i>	2013
Landrum, T. J., Wiley, A. L., Tankersley, M., & Kauffman, J. M. (2014). Is EBD “special,” and is “special education” an appropriate response? In P. Garner, J. M. Kauffman, & J. G. Elliott (Eds.), <i>Handbook of emotional and behavioral difficulties</i> (2nd ed.). London: Sage. Publication: <i>Book Chapters</i>	2013
Wiley, A. L. (in press). Place values: What moral psychology can tell us about the full inclusion debate in special education. In B. Bateman, J. Lloyd, & M. Tankersley (Eds.). <i>Enduring issues in special education: Personal perspectives</i> . New York: Routledge. Publication: <i>Book Chapters</i>	2013
Wiley, A. L., Brigham, F. J., Kauffman, J. M., & Bogan, J. (2013). Disproportionate poverty, conservatism, and the disproportionate identification of minority students with EBD. <i>Education and Treatment of Children</i> . Publication: <i>Journal Articles, Refereed</i>	2013
Wiley, A. L., Kauffman, J. M., & Plageman, K. (2014). Conservatism and the under-identification of students with emotional and behavioral disorders in special education. <i>Exceptionality</i> . Publication: <i>Journal Articles, Refereed</i>	2013

- Cimera, R. E., Burgess, S., & Wiley, A. (2013). Does providing transition services early enable students with ASD to achieve better vocational outcomes as adults? *Research and Practice for Persons with Severe Disabilities*, 38, 88-93. 2013
Publication: *Journal Articles, Refereed*
- Wiley, A. L., Tankersley, M., & Simms, A. (2012). Teachers' causal attributions for student problem behavior: Implications for school-based behavioral interventions and research. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Classroom behavior, contexts, and interventions (Advances in Learning and Behavioral Disabilities*, 25, 279-300). Bingley, UK: Emerald Publishing Group. 2012
Publication: *Journal Articles, Refereed*
- Fitzgerald, S. M., Rumrill, P. D., & Wiley, A. L. (2011). Measurement and statistics in special education research. In P. D. Rumrill, B. G. Cook, & A. L. Wiley, *Research in special education* (2nd edition). Springfield, IL: Charles C. Thomas. 2011
Publication: *Book Chapters*
- Rumrill, P. D., Cook, B. G., & Wiley, A. L. (2011). *Research in special education* (2nd edition). Springfield, IL: Charles C. Thomas. 2011
Publication: *Books Authored*
- Wiley, A. L., & Siperstein, G. N. (2011). Seeing red, feeling blue: The impact of state political leaning on state identification rates for emotional disturbance. *Behavioral Disorders*, 36, 195-207. 2011
Publication: *Journal Articles, Refereed*
- Siperstein, G. N., Wiley, A. L., & Forness, S. R. (2011). School context and the academic and behavioral progress of students with emotional disturbance. *Behavioral Disorders*. 2011
Publication: *Journal Articles, Refereed*
- Wiley, A. L., Siperstein, G. N., Forness, S. R., & Brigham, F. J. (2010). School context and the problem behavior and social skills of students with emotional disturbance. *Journal of Child and Family Studies*, 19, 451-461. 2010
Publication: *Journal Articles, Refereed*
- Jablonski, B. R., Potts, E., & Wiley, A. L. (December, 2008). Providing access to assessment: How IEP teams should make decisions about accommodations. *CEC Today*. 2008
Publication: *Journal Articles, Non-Refereed*
- Wiley, A. L., Siperstein, G. N., Bountress, K. E., Forness, S. R., & Brigham, F. J. (2008). School context and the academic achievement of students with emotional disturbance. *Behavioral Disorders*, 33, 198-210. 2008
Publication: *Journal Articles, Refereed*
- Edgemon, E. A., Wiley, A. L., Jablonski, B. R., & Lloyd, J. W. (2006). Conducting integrative reviews of special education research: Overview and case study. *Advances in Learning and Behavioral Disabilities*, 19, 257-284. 2006
Publication: *Journal Articles, Refereed*

- Kauffman, J. M., & Wiley, A. L. (2005). How the President's Commission on Excellence in Special Education devalues special education. *Learning Disabilities: A Multidisciplinary Journal*, 13, 3-6. 2005
Publication: *Journal Articles, Refereed*
- Brigham, F. J., Gustashaw, W. E., Wiley, A. L., & Brigham, M. (2004). Research in the wake of No Child Left Behind: Why the controversies will continue and some suggestions for controversial reseearch *Behavioral Disorders*, 29, 300-310. 2004
Publication: *Journal Articles, Refereed*
- Wiley, A. L. (2004). [Review of the book *Creating safe schools for all children*]. *American School Board Journal*, 191(5), 49-50. 2004
Publication: *Reviews*

Presentations

- Webb, J., Wiley, A., Ringold, S., & Unluol, N. (2014). *What does research tell us about poverty? A special education perspective*. Annual Meeting of the Council for Exceptional Children, Philadelphia, PA. 2014
Type: *International Refereed*
- Lopes, J. Kauffman, J. M., Gable, R., Landrum, T., Lane, K.....& Wiley, A. L. (2013). *TECBD symposium on the upcoming Handbook of Emotional and Behavioral Difficulties*. The 37th Annual TECBD Conference, Tempe, AZ. 2013
Type: *National Refereed*
- Wiley, A. L., Kauffman, J. M., & Brigham, F. J. (2013). *Moral judgments about special education for students with EBD: Why do they differ?* The 37th Annual TECBD Conference, Tempe, AZ. 2013
Type: *National Refereed*
- Wiley, A. L., & Unuol, N. (2013). Teaching Students with Learning Problems in General Education Classrooms. Kent State Koleji Elementary School Program. Istanbul, Turkey. 2013
Type: *International Invited*
- Wiley, A. L., & Unuol, N. (2013). Helping Young Children with Developmental Delays. Kent State Koleji Early Childhood Educator Program. Istanbul, Turkey. 2013
Type: *International Invited*
- Wiley, A. L., & Unuol, N. (2013). How Parents Can Support School Success. Kent State Koleji, Istanbul, Turkey. 2013
Type: *International Invited*
- Wiley, A. L., & Simms, A. (2013). *Teachers' causal attributions and intervention preferences for student problem behavior: An empirical investigation*. International Conference of the Council for Children with Behavioral Disorders, Chicago, IL. 2013
Type: *International Refereed*
- Wiley, A. L., Barber, B. R., & Bedesem, P. L. (2013). *Bridging the fields of social and emotional learning and special education for students with EBD*. The 37th Annual TECBD Conference, Tempe, AZ. 2013

Type: *National Refereed*

Wiley, A. L., & Brigham, F. J. (October 2012). *Poverty, politics, and the disproportionate identification of minority students as emotionally disturbed*. The 36th Annual TECBD Conference, Tempe, AZ. 2012

Type: *National Refereed*

Tankersley, M. T., Wiley, A. L., & Simms, A. (October 2011). *Causal attributions for EBDs and their implications for special education: Building a research agenda together*. Richard E. Shores Research Strand, The 35th Annual TECBD Conference, Tempe, AZ. 2011

Type: *National Refereed*

Wiley, A. L., & Tankersley, M. (November, 2011). *Academic and behavioral strategies for inclusion*. Stow/Munroe Falls Public Schools, OH. 2011

Type: *Local Invited*

Wiley, A. L., Siperstein, G. N., & Forness, S. R. (October 2011). *Academic and behavioral progress of students with ED served in low income versus high income schools*. The 35th Annual TECBD Conference, Tempe, AZ. 2011

Type: *National Refereed*

Wiley, A. L., Simms, A., & Siperstein, G. N. (October 2011). *Seeing red, feeling blue: State political leaning and underidentification of EBD*. The 35th Annual TECBD Conference, Tempe, AZ. 2011

Type: *National Refereed*

Wiley, A. L. (2010-present). *Response to intervention: A promising practice for identifying and helping struggling learners*. Online workshop, Kent State University. 2010

Type: *Local Non-Refereed*

Tankersley, M., & Wiley, A. (2010). *Functional behavior assessment and behavior intervention plans: From data collection to implementation*. Stow/Munroe Falls Public Schools, OH. 2010

Type: *Local Non-Refereed*

Tankersley, M., & Wiley, A. (2010). *Providing effective instruction to diverse learners*. Stow/Munroe Falls Public Schools, OH. 2010

Type: *Local Non-Refereed*

Wiley, A. L., Siperstein, G. N., Forness, S. R., Brigham, F. J., & Bountress, K. (2008). *School context and the characteristics of students at-risk and identified as emotionally disturbed*. Annual meeting of the Council for Exceptional Children, Boston, MA. 2008

Type: *International Refereed*

Jablonski, B. R., Potts, E. A., & Wiley, A. L. (2008). *Providing access to assessment: How teachers should make decisions about accommodations*. Annual meeting of the Council for Exceptional Children, Boston, MA. 2008

Type: *International Refereed*

Wiley, A. L., Siperstein, G. N., Brigham, F. J., Forness, S. R., & Bountress, K. (2007). *Relationships between school characteristics and the academic/behavioral characteristics of school-identified students with ED*. Robert B. Rutherford Memorial TECBD Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
Type: *National Refereed*

Wiley, A. L. (2007). *Powerful practices: Rising to the challenge of challenging student behavior*. Brockton Public Schools, MA. 2007
Type: *Local Invited*

Wiley, A. L. (2006). *Competing behavior pathways: A model for behavioral assessment and intervention*. Eldon B. Keith Center, Brockton, MA. 2006
Type: *Local Invited*

Wiley, A. L. (2006). *Increasing student achievement: Effective instruction for exceptional learners*. Welcoming School, Lynn, MA. 2006
Type: *Local Invited*

Wiley, A. L., & Brigham, F. J. (2004). *Aggressive behavior in schools: Prevention, assessment, and intervention*. Lorman Education Services, Roanoke, VA. 2004
Type: *Regional Invited*

Wiley, A. L., & Schwaery, C. (2003). *School-wide positive behavior support*. Fairfax County Public Schools, VA. 2003
Type: *Local Non-Refereed*

Wiley, A. L., & Wilkerson, T. N. (2003). *Functional behavior assessment and behavior intervention plans: Who, what, why, and how*. Fairfax County Public Schools, VA. 2003
Type: *Local Non-Refereed*

Wiley, A. L. (2001). *Reducing problem behavior through functional communication training*. FCPS Academy, Fairfax, VA. 2001
Type: *Local Non-Refereed*

Service

Member, Teacher Education Coordinators	2010 - present
Type: <i>College</i>	
Member, Undergraduate Program Coordinators	2010 - 2011
Type: <i>College</i>	
Co-chair, Special Education Search Committee	2010 - 2011
Type: <i>Department</i>	
Representative, Faculty Advisory Committee	2009 - present

Type: *Department*

Coordinator, Sub-coordinator, Special Education

2009 - present

Type: *Department*

Member, Special Education Search Committee

2009 - 2010

Type: *Department*

Consulting, KSU Student Council for Exceptional Children

2008 - present

Type: *College*

Grants

Co PI, Intensive Technical Assistance--National CEEDAR Center

2014 - 2015

This grant was awarded to Kent State University in collaboration with the Ohio Department of Education, the University of Cincinnati, and the University of Dayton. Ohio will join a cohort of states (Utah, Montana, Georgia, and New Hampshire) who will receive intensive technical assistance to redesign preservice and inservice teacher education to better prepare teachers to effectively teach students with disabilities, as well as other students who struggle to learn in school.

Collaboration with: Brian Barber, Pena Bedesem, Andrew Wiley

Submitted: \$200,000.00

Status: Awarded

Awarded: \$200,000.00 (9 2014)

CEEDAR/US Department of Education

PI, Project ASUTE: Improving Instruction for All Students through Unified Teacher Education

2013 - 2015

Submitted: \$214,000.00

Status: Awarded

Awarded: \$214,000.00 (12 2013)

Training

Co PI, Implementing and Sustaining Kent State University's 1/2s Undergraduate Program for Preparing Highly Qualified Special Education Teachers

2011 - 2012

Submitted: \$99,571.00

Status: Awarded

Awarded: \$99,571.00 (0 0)

Ohio Department of Education - Service

PI, Kent State University's Redesigned Program for Preparing Highly Qualified Special Education Teachers

2010 - 2011

Awarded: \$99,879.00 (0 0)

Ohio Department of Education - Service

Co PI, Project OMEGA: Ohio Middle-Level Exceptional and General Education Alignment

2010 - 2011

Submitted: \$99,000.00

Status: Not Funded

Ohio Department of Education - Service

Co PI, Administrator Perspectives on Implementing Evidence-Based Special Education Practices

2010 - 2010

Awarded: \$1,530.00 (0 0)

Research and Graduate Studies - Basic Research

PI, Inclusive Practices Specialist Program

2008 - 2013

Submitted: \$500,000.00

Status: Not Funded

US Department of Education - Training

Co PI, What ED Means in Different School Contexts: Implications for Served and Unserved Populations

2005 - 2008

Collaboration with: Gary Siperstein, Don MacMillan, Steve Forness, Andrew Wiley

Awarded: \$558,000.00 (0 0)

OSERS: Division of Research to Practice - Basic Research

PI, Teachers' Causal Attributions for Student Problem Behavior: Implications for Timely and Effective School-Based Intervention.

0 - present

Submitted: \$5,000.00

Status: Not Funded

EHHS - Basic Research