

**VITA**  
**Barbara Marotz Ray**

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**Professional Preparation**

*Post-doctoral training:*

Sabbatical: Observations of teaching in urban schools, Chattanooga, TN., 2001  
21st Century Classroom Training, Tennessee Department of Education, Knoxville, 1994.  
Leading in Times of Change: UT System Leadership Conference, Knoxville, TN., 1994.  
Project AIMM (Anchored Instruction using Multimedia) Workshop, Peabody College of  
Vanderbilt University, 1993.

Institute for Leadership Effectiveness in Higher Education, University of Tennessee,  
Gatlinburg, TN., 1991.

NCATE training, provided by the Council for Exceptional Children (CEC) for the  
National Council for Accreditation of Teacher Education Washington, D.C., 1988.

Project RETOOL. Computer training (CEC) Washington, D.C., 1987.

Ed.D. December 1981, Department of Special Education, University of Kentucky.

M.A. August 1970, Department of Studies in Behavioral Disabilities, University of  
Wisconsin

B.A. June 1968, Psychology, University of Wisconsin.

**Dissertation and Thesis**

Measuring the Social Position of the Mainstreamed Handicapped Child (1981). Doctoral  
dissertation, University of Kentucky.

The Effectiveness of Two Classes of Social Reinforcement on the Preschool Child.  
(1970). Master's thesis, University of Wisconsin.

**Professional Experience**

2004-present Coordinator, Become a Special Educator in Tennessee (BASE-TN)  
Program at UTC

2001-present Member, Regional Advisory Council, State of Tennessee Division  
of Mental Retardation Services

1997-present	U.C. Foundation Professor, Teacher Preparation Academy, UTC
1992-present	Coordinator, Special Education Institute program
2001-2002	Member, Tennessee Department of Education Licensure Standards Committee-Special Education
1999-2002	Member, Equity Issues Oversight Committee for Hamilton County Schools
1999-2001	Member, Curriculum Based Assessment Committee for Hamilton County Schools
1994-1997	U.C. Foundation Associate Professor and Coordinator of Exceptional Learning program, Teacher Preparation Academy, UTC
1993-1994	Department Head and U. C. Foundation Associate Professor, Teacher Preparation Academy, UTC
1990 - 1993	Acting Department/Department Head and U.C. Foundation Associate Professor, Department of Educational Psychology and Special Education, UTC
1991 - 1993	Member, Tennessee Wilderness Programs Advisory Board
1991 - 1997	Member, Southeast Council Early Intervention Committee
1987 - 1990	Associate Professor, Department of Educational Psychology and Special Education, UTC
1988 - 1989	Administrative Intern - Provost's Office
1988 - 1993	Big Brothers/Big Sisters Advisory Board Member (1992: Executive Board)
1988 - 1994	Strategic Planning Committee, UTC
1986 - 1988	Consultant and Inservice Trainer, Orange Grove Center (moderate to severe disabilities)
1985 - 1988	Project Director, Secondary Education for the Emotionally Disturbed (SEED) Project
1984 - 1990	Scenic Land School Board: secretary, 1985-86, president, 1986-87. (school for education of students with learning disabilities)

1984 - 1986	Headstart Advisory Board
1981 - 1987	Assistant Professor, Department of Special Education and Counseling, UTC
1978 - 1981	Half-time liaison teacher for emotionally disturbed children/diagnostician, Fayette County (KY) Schools
1979	Project manager, module development for inservice teacher training in learning disabilities, University of Kentucky
1977 - 1978	Consultant, Christian Church Children's Home, Danville, KY.
1976 - 1980	Teaching assistant/graduate assistant, special education and social work departments, University of Kentucky
1974 - 1976	Lecturer and student teaching supervisor, Department of Special Education, University of Wisconsin - Milwaukee
1972 - 1974	Methods and materials specialist, Prescriptive Instructional Center, Racine (WI) Unified Schools
1970 - 1972	Teacher of students with emotionally disabilities, Appleton (WI) Public Schools

### **Grant Proposals Funded**

Summer Institutes for Special Education Teachers (K-12 and Early Childhood). Teacher Training Grant funded for \$466,881 for 2009-2012.

Become a Special Educator in Tennessee (BASE-TN) Teacher Training Grant funded for \$225,000 by the Tennessee Department of Education, 2009-2012

Summer Institutes for Special Education Teachers (K-12 and Early Childhood). Teacher Training Grant funded for \$155,627 yearly by the Tennessee Department of Education, 2006, 2007, 2008.

Become a Special Educator in Tennessee (BASE-TN) Teacher Training Grant funded for \$75,000 yearly by the Tennessee Department of Education, 2004, 2005, 2006, 2007, 2008.

Instructional Excellence Grant funded for \$3000 for special education assessment materials (along with Dr. George Helton), 2007-2008.

Summer Institutes for Special Education Teachers (K-12 and Early Childhood). Teacher Training Grant funded for \$161,000 by the Tennessee Department of Education, 2005.

Summer Institutes for Special Education Teachers (K-12 and Early Childhood). Teacher Training Grant funded for \$158,000 by the Tennessee Department of Education, 2004.

Summer Institutes for Special Education Teachers (K-12 and Early Childhood). Teacher Training Grant funded for \$137,000 by the Tennessee Department of Education, 2003.

funded for \$126,000 by the Tennessee Department of Education, 2002.

funded for \$124,000 by the Tennessee Department of Education, 2001.

funded for \$117,000 by the Tennessee Department of Education, 2000.

funded for \$105,000 by the Tennessee Department of Education, 1999.

funded for \$99,000 by the Tennessee Department of Education, 1998.

funded for \$85,000 by the Tennessee Department of Education, 1997.

funded for \$146,000 by the Tennessee Department of Education, 1996.

Traumatic Brain Injury Course, funded by a grant from the Tennessee Department of Health, \$2,469, 1996.

Patricia Roberts Harris Grant for fellowships for minorities in special education (co-authored) 1995-96. (first two fellowships awarded in January 1995; additional two fellowships awarded in August 1995).

Summer Institutes for Special Education Teachers (K-12 and Early Childhood). Teacher Training Grant funded for \$147,000 by the Tennessee Department of Education, 1995.

funded for \$141,000 by the Tennessee Department of Education, 1994.

funded for \$132,000 by the Tennessee Department of Education, 1993.

Effective Leadership Practices in Special Education. Principal Training Grant funded for \$26,000 by the Tennessee Department of Education, 1993.

Summer Institute for Special Education Teachers. Teacher Training Grant funded for \$118,000 by the Tennessee Department of Education, 1992.

Effective Leadership Practices in Special Education. Principal Training Grant funded for \$25,000 by the Tennessee Department of Education, 1992.

Summer Institute for Special Education Teachers. (co-author) Teacher Training Grant funded for \$118,000 by the Tennessee Department of Education, 1991.

Project Seed: Secondary Education of the Emotionally Disturbed. Teacher training grant funded for \$176,000 over three years by the U.S. Department of Education. 1985-1988.

### **Publications**

Helton, G.B. and Ray, B.A. (2009). Administrative Pressures to Practice Unethically: Research and Suggested Strategies. Journal of Ethical Human Psychology and Psychiatry, 11 (2), 112-119.

Helton, G.B. and Ray, B.A. (2008) Administrative Pressures to Practice Unethically: Research and Suggested Strategies, in the Tennessee School Psychologist XXV, No. 1.

Helton, G.B. & Ray, B.A. (2005). Strategies used by school practitioners to resist pressures to practice unethically. Journal of Applied School Psychology, 22, (1), 43-65

Helton, G. B., Ray, B. A., & Biderman, M.D. (2000). Responses of school psychologists and special education teachers to administrative pressures to practice unethically: A national survey. Special Services in the Schools. Binghamton, N.Y.: Haworth Press.

Helton, G. B. & Ray, B. A. (1999). Educators must meet the challenge of ethical practice in special education. Tennessee Educational Leadership, 26, (2), 32-35.

Ray, B. M. (1989). The teacher's role in crisis intervention. In W. R. Fowler & J. L. Greenstone (Eds.) Crisis intervention compendium. Littleton, MA: Copley Publishing Group.

Ray, B. M. (1987). Working with stress in behavior disordered students. In R.B. Rutherford, C.M. Nelson, & S.R. Forness (Eds.) Severe behavioral disorders of children and youth. Boston: College-Hill Press, 133-140.

Ray, B. M. (1986). Review of Characteristics of children's behavior disorders. Behavioral Disorders, 11 (4), 68-69.

Ray, B. M. (1985). Emotionally disturbed children and school stress. Proceedings of the 5th Annual Fall Conference on Children and Youth - St. Joseph Hospital. Memphis, TN., 11-30.

Ray, B. M. (1985). Measuring the social position of the mainstreamed handicapped child. Exceptional Children, 52 (1), 57-62.

Ray, B.M. (1985). The teacher's role in crisis intervention. Emotional First Aid: A Journal of Crisis Intervention, 2 (1), 28-32.

Devivo, P., Fowler, R., & Marotz, B. (1984). The role of the special education teacher in counseling. Tennessee Education, 14 (1), 34-38.

Marotz, B. (1983). Improving the social acceptability of emotionally disturbed children. Conference Proceedings: Provision of Services to the Severely Emotionally Disturbed and Autistic. (pp. 122-135). Memphis, TN: College of Education. (Also available from ERIC.)

Marotz, B. (1983). Alternatives to behavioral classroom management. (ERIC Document Reproduction Service No. ED 229 987.)

Marotz, B.A. and Nelson, C.M. (1979). The inservice consultant: A role for teacher trainers with behavior disorders in the schools. In A.B. Prieto & R.B. Rutherford (Eds.) Proceedings of the second annual conference on severe behavior disorders of children and youth. CCBD publication, 24-37.

Marotz, B.A. and Nelson, C.M. (1978). Field-based inservice special education teacher training. Forum: Issues in Special Education, University of New Mexico, Teacher Education/Special Education, 1 (2).

### **Grant Review**

U. S. Department of Education, Office of Special Education and Rehabilitative Services. Personnel Preparation Grants. (84.029B) March 2-5, 1992.

### **Manuscript Reviews**

Methods & Strategies for Teaching Students with Mild Disabilities: A Case-Based Approach. Reviewed for Houghton-Mifflin, 2006.

Special Education for All Teachers: An Introduction by Dillon, Osborne, and Miller. Reviewed for McGraw-Hill, 2000.

Classroom Management. text proposal, Reviewed for Wadsworth Publishing Company, 1997.

Salend, S.J. (1992). Effective mainstreaming: Accommodating diversity in the schools, (Second Edition). Macmillan Publishing

### **Professional Presentations**

2009 Supporting Moral Development in Children. Chattanooga Area Association for the Education of Young Children Conference, Chattanooga.

2009 Teaching Self-control to Children with Disabilities. Tennessee Disabilities Megaconference, Nashville.

2008 Administrative Pressures to Practice Unethically: Research and Suggested Strategies (presentation with Dr. G. Helton). Tennessee Association of School Psychologist Conference, Chattanooga.

2008 Teaching Self-control to Young Children. Chattanooga Area Association for the Education of Young Children Conference. Chattanooga.

2007 Collaborating with “Ethical Allies” to Resist Pressures to Practice Unethically (presentation with Dr. G. Helton). National Association of School Psychologists, New York.

2006 Doing the Right Thing: Responses to Pressures to Practice Unethically (presentation with Dr. G. Helton). International Council for Exceptional Children Conference, St. Lake City.

- 2006 Doing the Right Thing: Responses to Pressures to Practice Unethically (presentation with Dr. G. Helton). Tennessee Council for Exceptional Children Conference, Memphis.
- 2005 Errors in Making Ethical Decisions: Examples from a National Survey. (presentation with Dr. G. Helton). National Association of School Psychologists. Atlanta.
- 2002 Strategies for Responding to Pressures to Practice Unethically (presentation with Dr. G. Helton). 2002 Midsouth Fall Conference sponsored by the Tennessee Association of School Psychologists, Chattanooga.
- 2002 Teaching Social Skills to Young Children. Tennessee Association for the Education of Young Children. 48<sup>th</sup> Annual Conference, Chattanooga.
- 2002 Inclusion in Urban Poverty Schools: Are Special Skills Needed? Tennessee Joint Conference on Disabilities, Nashville/Franklin.
- 2001 Teaching Children of Poverty: Are Special Skills Needed? at the Fourth International Conference on Children and Youth with Behavioral Disorders. Sponsored by CCBBD, Atlanta, Ga.
- 1999 The professional development school experience evaluation. (paper and presentation with Dr. C. Gettys), Mid South Educational Research Association Conference, Mobile.
- 1999 Networking the global community: Utilizing multimedia technology to enhance literacy. (presented with Drs. C. Gettys, K. Puckett, and V. Rutledge) International Conference of the Learning Disabilities Association, Atlanta, GA.
- 1999 Learning differences: Teaching perspectives. (presented with B. Oldham & Dr. C. Taylor) O.D. McKee Chair of Excellence Dedication Program, Chattanooga.
- 1998 Collaboration on the teacher education scene: An academic year in the classroom. (presented with Drs. C. Gettys and K. Puckett). Mid-South Educational Research Association Conference, New Orleans.
- 1998 Children's moral development. Tennessee Association for the Education of Young Children Annual Conference, Chattanooga.
- 1997 Training general and special education preservice teacher teams through a professional development school model. (presented with Drs. K. Puckett and C. Gettys) TED (Teacher Education Division of CEC) Conference, Savannah, GA.

- 1997 School psychologists' and special education teachers' responses to ethical dilemmas-II (presented with Drs. G. Helton and M. Biderman) Tennessee Association of School Psychologists Convention, Chattanooga.
- 1997 Social competence of children with learning disabilities. 1997 Southeast Regional Conference of the Orton Dyslexia Society. Chattanooga.
- 1996 An analysis of initial perception of the professional development school experience. (presented with Dr. C. Gettys). Mid-South Education Research Association, Tuscaloosa.
- 1996 Special education teachers' and school psychologists' responses to ethical dilemmas. (presented with Dr. G. Helton). Special Education Supervisor's Conference, Nashville.
- 1996 Special education teachers' and school psychologists' responses to ethical dilemmas. (presented with Dr. G. Helton). Joint Conference on Children with Disabilities, Nashville.
- 1995 School psychologists' and special education teachers' responses to ethical dilemmas. (presented with Dr. G. Helton) Tennessee Association of School Psychologists, Nashville.
- 1995 The possibilities of assistive technology: A multimedia demonstration for inservice teachers. (presented with Dr. K. Puckett). Annual Conference of the Council for Exceptional Children, Indianapolis.
- 1994 Ethical decision making related to special education students. Joint Conference on disabilities, TN. Dept. of Education, Nashville.
- 1994 Planning for a student having problems with reading. NET Conference on Teachers as Learners. UTC. Chattanooga.
- 1993 Ethical decision making related to E/BD students. Virginia Beach Conference on Children and Adolescents with Emotional or Behavioral Disorders.
- 1993 Management of the hard to manage child. Chattanooga Association on Young Children, Chattanooga, TN.
- 1992 Effective programming for emotionally disturbed students. Annual Conference of the Tennessee Council for Exceptional Children, Gatlinburg.
- 1991 Reading instruction for students with disabilities at the secondary level. Inservice Training for District 4, Houston.
- 1991 Improving the social competence of young children. Chattanooga Association on Young Children, Chattanooga, TN.

- 1990 Teaching values to young children. Tennessee Association on Young Children Conference, Chattanooga, TN.
- 1990 Whole language versus phonics instruction: The debate rages on. (presented with J. Michler) Tennessee Federation of the Council of Exceptional Children, Gatlinburg.
- 1990 Reading instruction of BD adolescents: What works best? Fifth National Conference for Adolescents with Behavior Disorders, Miami, Florida.
- 1989 Affective education and social skills curricula. Colorado Department of Education Consortium, and second presentation to university faculty in Colorado.
- 1988 Affective education vs. social skills training. Colorado Department of Education, Denver.
- 1987 Affective education of the gifted in the regular and special classroom. Annual Conference of the Tennessee Association of the Gifted, Knoxville.
- 1987 Gender differences. Regional VIII conference, Big Brothers/Big Sisters. Chattanooga.
- 1987 Effective affective education of emotionally disturbed students. Annual Conference of the Tennessee Council for Exceptional Children, Nashville.
- 1987 Discipline techniques for four year olds. Tennessee Association on Young Children Conference, Chattanooga.
- 1986 Effective affective education of B.D. adolescents. Third National Adolescent Conference on Behavior Disorders, Minneapolis, Minnesota.
- 1986 Secondary education for the emotionally disturbed. Tennessee Homecoming CEC Conference, Nashville.
- 1986 Effective affective education of emotionally disturbed children and youth. St. Joseph Hospital's Sixth Annual Conference on Children and Youth, Memphis.
- 1985 Which came first: School stress or severe behavior disorder. Ninth Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, Arizona.
- 1985 The SEED project: Secondary education for the emotionally disturbed. Tennessee State CEC Conference, Chattanooga.

- 1985 Emotionally disturbed children and school stress. St. Joseph Hospital's Fifth Annual Conference on Children and Youth, Memphis.
- 1984 Maximizing social success of mainstreamed handicapped students. Kentucky State CEC Convention, Ft. Mitchell.
- 1983 Alternatives to behavioral classroom management. International CEC Convention, Detroit.
- 1983 Improving the social acceptability of E.D. children. Regional conference on Provision of Services to the Severely Emotionally Disturbed, Memphis.
- 1983 Issues in assessment of social difficulties in LD children. Tennessee ACLD State Conference, Oak Ridge.
- 1981 The social position of the mainstreamed handicapped child. International CEC Convention, New York.
- 1980 International CEC Convention, Philadelphia.
- 1979 Kentucky State CEC Convention, Lexington.
- 1978 Second Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, Arizona.
- 1974 National Association of School Psychologists' Convention, Las Vegas.
- 1973 ACLD National Convention, Detroit.

**Professional Honors and Affiliations**

Outstanding Grantsmanship award, College of Education and Applied Professional Studies, 2009

Exceptional Merit EDO Evaluation, 1985, 1987, 1996, 2008, 2009; Distinguished EDO Evaluation, 1993

University of Tennessee National Alumni Association Outstanding Teacher Award, 1997.

Elizabeth Dalton Award, College of Education and Applied Professional Studies, 1995-1996

Student Government Association Outstanding Professor Award, 1996

Distinguished Teacher Award, School of Education, 1983-85, 1989-1990, 1998-1999; runner-up for Elizabeth Dalton Award, 1987

Selected as a U. C. Foundation Professor, 1988

U.C. Foundation Research Associate, 1986-87, 1987-88

Nominee for Outstanding Services to Adult Students Award, 1992

Graduated with honors, University of Wisconsin; 4.0 G.P.A. University of Kentucky  
Pi Lambda Theta Honor Society, Alpha Society

Selected among Outstanding Young Women of America, 1982; Who's Who in American  
Education, 1991-92, 1992-93.

Member of CEC, CCBD, and TED

**Areas of Expertise:**

Special education, students with emotional and behavioral disabilities, classroom  
management and discipline, social skill development, mild disabilities, urban education,  
teaching reading in special education.