

CURRICULUM VITAE

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ACADEMIC BACKGROUND

Ph.D. UNIVERSITY OF FLORIDA, Gainesville, FL
1996 Major: Special Education (Learning Disabilities)
Minor: Bilingual-Multicultural Education

M.Ed. FORDHAM UNIVERSITY, Lincoln Center, NY
1983 Major: Special Education (Learning Disabilities)

B.S. UNIVERSITY OF PUERTO RICO, Mayagüez, PR
1978 Major: Psychology
Minor: Education

PROFESSIONAL EXPERIENCE

Universities/Colleges

1997-present Associate Professor, Department of Child, Family, & Community
Sciences, College of Education
University of Central Florida, Orlando, Florida

1994 –1997 Research Specialist, Latino Families Research Project
Department of Special Education, College of Education
University of Florida, Gainesville, Florida

1996 –1997 Instructor
Child Development Program
Santa Fe Community College, Gainesville, Florida

1993-1996 Graduate Assistant/Undergraduate Teaching & Intern Supervision
Special Education & Unified Program, College of Education,
University of Florida, Gainesville, Florida

K-12 Schools

- 1992-1993 Pre-school teacher, private learning center
Gainesville, Florida
- 1991 –1992 Educational Therapist & Resource Teacher, Colegio Maristas
Guaynabo, Puerto Rico
- 1985 –1991 Director, Abilities **B**ound to **L**earning **E**xperiences (ABLE) Center
Center for Psychoeducational Assessment & Remediation
Guaynabo, Puerto Rico
- 1984 –1985 Principal, Academia Estrella de los Angeles
Multi-level School (K-12) for Students with Learning Disabilities
Río Piedras, Puerto Rico
- 1983 –1984 Special Education Teacher (K-3), Academia Estrella de los Angeles
Multi-level School (K-12) for Students with Learning Disabilities
Río Piedras, Puerto Rico
- 1978 –1981 High School Teacher, Academia San José
Villa Caparra, Puerto Rico
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HONORS AND AWARDS

Professor of the year award (2004), Delta Delta Delta, Student Organization University of Central Florida

TIP Award Recipient (2002) The University of Central Florida Teaching Incentive Program, College of Education

Special Recognition for contributions to Parent Leadership Training (PLT)
Tangelo Park Community, Orlando, Florida (2000)

Certificate, Professionally Recognized Special Educator, The Council for Exceptional Children (1998)

Certificates of Appreciation from the Zora Neale Hurston Festival for devoted services rendered during Education Day (1998-2000)

Inducted into Kappa Delta Phi Honor Society (1995)

Fellowship awarded by the Multilingual Multicultural Education Program, University of Florida and the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA) (1993-1996)

Special Recognition, Outstanding Achievement as a Minority Student at the University of Florida, Awarded by the College of Education, Department of Special Education (1995)

RESEARCH AND CREATIVE ACTIVITIES

Research Focus: Culturally and linguistically diverse exceptional students and their families

Publications

In Progress

<p>Finding the Dominant Characteristics that Contribute to Effectively Implementing Title Best Practices in Primary Inclusion Classrooms Using the Inclusive Classroom Profile (ICP)</p>

Special Reports (Invited)

Correa, V. I., **Reyes-Blanes, M. E.**, & Rapport, M. J. (1995). Minority Issues. In H. R. Turnbull & A. P. Turnbull (Eds.), *Summary and analysis of reports of special education researchers and teacher trainers on outcomes and effectiveness of special education* (Report on Individuals with Disabilities Education Act). Washington, DC: National Council on Disability.

Journal Articles (Peer Reviewed)

International

Bonilla-Vega, Z, Correa, V.I., & **Reyes-MacPherson, M.E.** (2011). "Social Support Networks of Single Puerto Rican Mothers of Children with Disabilities", *Journal of Child and Family Studies*, 20(1), 66-77.

Daunic, A.P., Correa, V. I., & **Reyes-Blanes, M. E.** (2004). Teacher preparation for culturally diverse classrooms: Performance-based assessment of beginning teachers. *Teacher Education and Special Education*, 27(2), 105-118.

- Reyes-Blanes, M. E.** (2001). Puerto Rican mothers of young children with disabilities: A comparison of perceived support systems. *International Journal of Sociology and School Policy*, 21(3), 1-11.
- Smalley, S. Y., & **Reyes-Blanes, M. E.** (2001). Reaching out to African-American parents in an urban community: A community-university partnership. *Urban Education*, 36(4), 518-533.
- Reyes-Blanes, M. E.**, Smalley, S. Y., & Swire, M. (2001). Are we playing the same tune? Mothers and teachers prioritize characteristics of children with disabilities. *Preventing School Failure*, 46(1), 24-30.
- Arcia, E., **Reyes-Blanes, M. E.**, & Vázquez-Montilla, E. (2000). Constructions and reconstructions: Latino parents' values for children. *Journal of Child and Family Studies*, 9(3), 333-350.
- Vazquez-Montilla, E., **Reyes-Blanes, M. E.**, Hyun, E., & Brovelli, E. (2000). Practices for culturally responsive interviews and research. *Multicultural Perspectives*, 2(3), 3-7.
- Reyes-Blanes, M. E.**, Correa, V. I., & Bailey, D. (1999). Needs and support of Puerto Rican mothers of young children with disabilities living in Puerto Rico and in Florida. *Topics in Early Childhood Special Education*, 19(1), 54-63.
- Bailey, D., Skinner, D., Correa, V. I., Arcia, E., **Reyes-Blanes, M. E.**, Rodriguez, P., & Vázquez-Montilla, E. (1999). Needs and supports reported by Latino families of young children with developmental disabilities. *American Journal of Mental Retardation*, 104(5), 437-451.
- Jordan, L., **Reyes-Blanes, M. E.**, Peel, B. B., Peel, H. A., & Lane, H. B. (1997). Developing teacher-parent partnerships across culture: Effective parent conferences. *Intervention in School & Clinic*, 33(3), 141-147.
- Reyes-Blanes, M. E.**, & Daunic, A. (1996). Culturally sensitive pedagogy: An imperative approach to education. *The Journal of Educational Issues of Language Minority Students*, 17, 103-119.

State

- Smalley, S. Y., & **Reyes-Blanes, M. E.** (2001). Enhancing parental involvement: Reaching out to African-American parents. *The Florida School Psychologist*, 28(1), 15-16.
- Reyes-Blanes, M. E.**, & Fuller, D. (2001). Testing Accommodations: Tools for Embracing Inclusive Assessment. *Florida English Journal*, 37(2), 34-37.

Proceedings (Peer Reviewed)

- Reyes-Blanes, M. E.**, (2002). Partnering with Latino migrant families of children with disabilities: A challenge, a mission. *American Council on Rural Special Education*.
- Smalley, S. Y., & **Reyes-Blanes, M. E.** (2001). Lessons learned: Effective strategies for partnering with rural African-American parents. *American Council on Rural Special Education*.

Funded Grants

Vasquez, T. & Reyes-MacPherson, M.E., (2010-2011) *Behavioral Clinic for Interventions, Research and Practice*. . University of Central Florida, College of Education Toni Jennings Exceptional Education Institute Special Initiative Awards, Orlando, FL. \$8,000 one year.

Project goal: Open a behavior clinic to provide service to our local schools and community while allowing UCF students enhance their behavior management skills. Offer five workshops to parents in both English and Spanish on effective behavioral practices. In addition, provide a variety of assessments to design highly effective individualized interventions. Our presentations and services will be data driven, empirically valid, and supported by the most recent research available in the fields of education, applied behavior analysis, autism, and developmental disabilities.

Reyes-Blanes, M.E., (2006-2009) *Project Stars*. University of Central Florida, College of Education Toni Jennings Exceptional Education Institute Special Initiative Awards, Orlando, FL. \$10,000 @ year maximum of 3yrs.

Project goal: Project Stars has 4 goals: a) Open an interdisciplinary assessment clinic to provide service to our local schools and community while allowing UCF students enhance their assessments skills; b) Offer remediation on basic skills to students in need while providing opportunity to UCF students to explore and practice effective teaching strategies; c) involve parents in the education of their children by providing workshops and information and how best to do so; and d) to provide high school students the opportunity to do service hours while working with the exceptional education population and recruit them into our profession.

Zygouris-Coe, V., **Reyes-Blanes, M. E.**, Blair, T., & Kelley, M. (2004). *Pilot Project: Interdisciplinary reading Clinic/Literacy Assessment/ Intervention Clinic*. University of Central Florida, College of Education, Toni Jennings Exceptional Education Institute Special Initiative Awards, Orlando, FL. \$2,000.

Project goal: To create a current interdisciplinary reading assessment library that will be used as the foundation for a proposed UCF teaching Academy/Toni Jennings Exceptional Education Interdisciplinary Reading Clinic. Graduate students from regular and exceptional education programs will work together to provide assessment and remedial instruction to low socio-economic status students in grades K-12.

Thomas-Richmond, J. & **Reyes-Blanes, M. E.** (2003). *Project Connect Phase II: Connecting Urban Schools and Families for Successful Partnerships*. University of Central Florida, College of Education, Toni Jennings Exceptional education Institute Special Initiative Awards, Orlando, FL. \$2,000.

Project Goal: To provide workshops to involve culturally diverse families of children with disabilities in their child's education, and enhance these families' level of involvement in school.

Thomas-Richmond, J. & **Reyes-Blanes, M. E.** (2002). *Project Connect: Connecting Urban Schools and Families for Successful Partnerships*. University of Central Florida, College of Education, Toni Jennings Exceptional Education Institute Special Initiative Awards, Orlando, FL. \$2,000.

Project Goal: To assess school practices regarding efforts to involve culturally diverse families of children with disabilities in their child's education, and explore these families' perceptions about their level of involvement in school.

Brice, A. & **Reyes-Blanes, M. E.** (2002). *Serving English Language Learners with Exceptional Needs: A National Needs Survey*. University of Central Florida, College of Education, Toni Jennings Exceptional Education Institute Special Initiative Awards, Orlando, FL. \$2,000.

Project Goal: This project will involve conducting a national needs survey for teacher preparation programs designed to address the needs of English language learners with exceptionalities.

Buysee, V., Skinner, D., Castro, D., **Reyes-Blanes, M. E.**, & Rodriguez, P. (2001). *"Nuestros Niños/Our Children: Addressing the Needs of Young Latino Children and Families"*. University of North Carolina at Chapel Hill, University of Central Florida, & University of Washington. U.S. Department of Education Office of Educational Research and Improvement, Field-Initiated Studies Education Research Grant Program. \$1,503,251.

Project Goal: This project will conduct 3 studies to assess how well early care and intervention programs are addressing the diverse needs and priorities of children, including those with disabilities, and their families.

Blanes-Reyes, M. E., & Pankaskie, S. (2001). *Progress in Pictures*. University of Central Florida, College of Education, Special Initiative Awards, Orlando, FL, \$2,500.

Project Goal: To train teachers in an innovative method of reporting the progress students with severe disabilities make toward achieving their IEP goals in a way that is significant and meaningful to their parents.

Cross, L. & **Reyes-Blanes, M. E.** (2000- to present). *Linking performance based outcomes in preparing out-of-field special educators teachers*. Office of Special Education Programs, U. S. Department of Education, Washington, DC, \$523,671.

Project Goal: To prepare out-of-field special education teachers in urban settings.

Reyes-Blanes, M. E., & Smalley, S. Y. (1998-1999). *Building healthy partnerships between schools and culturally and linguistically diverse families with exceptional children*. Office of Research and Graduate Studies In-House Awards, University of Central Florida, Orlando, Florida, \$7,481.

Project Goals: (a) To assess school practices regarding efforts to involve parents of children with disabilities in their children's education; (b) to explore these families' perceptions about their level of involvement in school.

Reyes-Blanes, M. E. (1995-1996). *Puerto Rican families of children with disabilities: A comparison of families living in Puerto Rico and families living in Florida*. A student initiated grant submitted to the Office of Special Education Programs, U. S. Department of Education, Washington, DC, \$15,000.

Project Goal: To explore and compare the needs and sources of support of Puerto Rican mothers of young children with disabilities residing in Florida and Puerto Rico.

Research Projects Collaborative Work with Schools

UCF/Toni Jennings Exceptional Education Institute & Public School (2006-2009)

Project STARS (Students, Teaching, Assessment, Recruitment, and Strategies) is designed as a triad of interaction and collaboration between UCF, Public Schools, and Families of children with special needs as we create the Toni Jennings Assessment and Strategies Clinic.

Objectives:

1. Provide assessment and educational services for children with special needs by conducting educational assessment of academic skills and implementing

proven and promising instructional strategies to remediate areas identified in need.

2. Enhance UCF teaching preparation programs by providing future highly qualified teachers with valuable experiences in using effective assessment and teaching techniques.
3. Develop critical partnerships with public schools in an effort to enhance and facilitate learning among the exceptional education student population, a goal aligned with No Child Left Behind.
4. Promote parental involvement as mandated by IDEA by engaging parents in the discovery of resources, information, and opportunities to become strong advocates for their children.
5. Address the critical teacher shortage in exceptional education by recruiting future teachers among high school seniors, community college students, and undecided majors at UCF.

UCF/Nap Ford Community School Collaborative Project (2001-2002)

UCF/ Nap Ford Community School Collaborative Project is a coordinated undertaking among UCF's Exceptional Ed., School Psychology programs, and Nap Ford Community School. It represents a university/school partnership to enhance student learning.

Objectives:

- To provide students enrolled in assessment and measurement courses field experiences that will enhance their competency for testing and assessing.
- To develop a pre and post achievement profile of each first and second grader at Nap Ford Community School that will facilitate instructional planning and curriculum development.

Englewood Elementary Research Project (1998-1999)

“Building Healthy Partnerships Between Schools and Culturally and Linguistically Diverse Families with Exceptional Children” was co-directed by Dr. Shelia Smalley at Englewood Elementary School, Orlando, Florida.

Objectives:

- To assess school practices regarding efforts to involve culturally and linguistically diverse parents of children with disabilities in their children's education
- To explore these families' perceptions about their level of involvement in school

Results:

- Information gained about factors that enhanced and undermined parental participation was translated into educational practices leading to the development of healthy partnerships between the school and families. This information was shared with school personnel.

**Research Projects
Collaborative Work with UCF Students**

A Co-Teaching Model in an Inclusive Setting (2001-2002)

Collaborative work between Dr. Maria E. Reyes-Blanes and Beth Ferger, a UCF masters student in the Exceptional Education program

Objectives:

- The purpose of this research project was to explore the factors that enhance and/or hinder the success of a co-teaching model in an inclusive setting.

Results:

- Qualitative data collected were analyzed to determine factors that affect the success of such a program. Findings were developed into a manuscript to be published in an educational refereed journal.

Generalizing Compliance Training (2000-2001)

Collaborative work between Dr. Maria E. Reyes-Blanes and Melissa Love, a UCF masters student in the Exceptional Education program.

Objectives:

- The purpose of this research project was to investigate the effectiveness of a social skill-training module that taught three students to exhibit compliant behavior in a variety of environments with diverse individuals.

Results:

- Increases in compliance generalization were shown by all participants throughout the training. Increases maintained with two of the three participants after training.

Developing Effective Parent-Teacher Partnerships (1998-1999)

Collaborative work between Dr. Maria E. Reyes-Blanes and Margo Swire, a UCF Honors in the Major student in the Elementary Education program.

Objectives:

- The purpose of this research project was to explore the relationship between the ranking of selected values and beliefs about child development by exceptional education teachers teaching out of field and mothers of children with disabilities

Results:

- Quantitative data indicated that mothers and teachers were mostly in agreement as to what they valued and believed to be the “most important” and “least important” characteristics of children with disabilities. Moreover, qualitative information depicted how mothers’ and teachers’ definitions of the characteristics considered differed according to the role each played in the children’s lives. Findings were described in a manuscript and published in an educational, nationally refereed journal.

Papers Presented at Professional Conferences (Peer Reviewed)**International Conferences**

- Reyes-Blanes, M. E., & Cross, L.** (2001, March). *Strategies for working with students with mild disabilities in general education settings*. 35th Annual Conference of the Association for the Advancement of International Education, Miami, FL.
- Correa, V. I., Bonilla, Z. E., **Reyes-Blanes, M. E.**, & Rodríguez, P. (1999, December). *Understanding the experience of Latina single mothers of young children with developmental disabilities*. Annual International Division For Early Childhood Conference On Children With Special Needs And Their Families, Washington, DC.
- Correa, V. I., Bailey, D., Skinner, D., **Reyes-Blanes, M. E.**, Rodríguez, P. B., & Vázquez-Montilla, E. (1997, November). *Diversity that matters: What Latino families tell us about practice*. International Early Childhood Conference on Children with Special Needs And Their Families, New Orleans, LA.
- Reyes-Blanes, M. E.**, Beverly, C., & McCray, A. (1994, October). *Cultural competence: From self-awareness to other-awareness*. The 10th Annual International Early Childhood Conference on Children with Special Needs And Their Families, St. Louis, MO.

National Conferences

- Reyes-Blanes, M. E.**, Schaefer Whitby P. (2008, November). *Project STARS Linking Community, University, and Families*. Teacher Education Division Council for Exceptional Children 2007 Annual TED Conference, Dallas-Fort Worth, TX.
- Reyes-Blanes, M. E.**, & Schaefer Whitby P. (2008, April). *Project STARS: Students, Teachers, Assessment, Recruitment, and Strategies*. Council for Exceptional Children 2008 Annual Conference, Boston, MA,

- Reyes-Blanes, M. E.**, Schaefer Whitby P., & Rosenblatt, K. (2007, November). *Project STARS: An A⁺ Plan for Teacher Preparation*. Teacher Education Division Council for Exceptional Children 2007 Annual TED Conference, Milwaukee, WI.
- Jordan, L., **Reyes-Blanes, M. E.** (2006, November). *Better Writers, Better Teachers of Writers*. Teacher Education Division Council for Exceptional Children 2006 Annual TED Conference, San Diego, CA.
- Reyes-Blanes, M. E.**, Jordan, L. (2006, April). *My Classroom is Your Classroom*. Council for Exceptional Children 2006 Annual Convention, Salt Lake City, UT.
- Reyes-Blanes, M. E.**, (2004, April). *Crossing Frontiers: Partnering with Latino migrant families*. Council for Exceptional Children 2004 Annual Convention, New Orleans, LA.
- Reyes-Blanes, M. E.**, (2002, April). *Identifying and assisting the new kid on the bus*, Council for Exceptional Children 2002 Annual Convention, New York City, NY.
- Reyes-Blanes, M. E.**, (2002, March). *Partnering with Latino migrant families of children with disabilities: A challenge, a mission*. American Council on Rural Special Education National Conference (ACRES), Reno, NV.
- Miller, K. J., & **Reyes-Blanes, M. E.**, (2001, November). *How did it come to be that the instructors' behaviors were modified?* Teacher Education Division Council for Exceptional Children 24th Annual TED Conference, St. Pete Beach, FL.
- Gunter, G. Taylor, S., & **Reyes-Blanes, M. E.**, (2001, August). *Tech Impact: T.I.M.E. to make a change, Preparing Tomorrow's Teachers to use Technology (PT³)* Annual Convention, Washington, DC.
- Cross, L., **Reyes-Blanes, M. E.**, & Klein, C. (2001, April). *Learning disabilities together-net: Linking faculty and students across campuses*, Council for Exceptional Children 2001 Annual Convention, Kansas City, MO.
- Smalley, S. Y., **Reyes-Blanes, M. E.**, (2001, March). *Lessons learned: Effective strategies for partnering with rural African-American parents*, American Council on Rural Special Education, San Diego, CA.
- Smalley, S. Y., **Reyes-Blanes, M. E.**, & Wienke, W. (2000, November). *WHASSUUUP!: African-American parents applying appropriate social skills to enhance interactions with schools and the community*. The 24th Annual Teacher Educators for Children with Behavior Disorders, Scottsdale, AZ.
- Reyes-Blanes, M. E.**, & Swire, M. (1999, April). *Are we playing the same tune? A comparison of teacher-parent values and priorities for the development of a child with disabilities*. National Conference on Undergraduate Research, Rochester, NY.

- Correa, V. I., Rodríguez, P. B., Aponte, R., **Reyes-Blanes, M. E.**, Vázquez-Montilla, E., & Skinner, D. (1997, January). *Latino Family Research Project: Implications for early intervention and research*. CEC Symposium on Culturally and Linguistically Diverse Exceptional Learners, New Orleans, LA.
- Bailey, D., Arcia, E., Correa, V. I., Vázquez-Montilla, E., **Reyes-Blanes, M. E.**, Villalba, J., Aponte, R., Rodríguez, P., & Skinner, D. (1996, March). *Mexican-American and Puerto Rican families of young children with disabilities*. Annual Convention of the Council for Exceptional Children, Latino Families Research Project, Orlando, FL.
- Bailey, D., Arcia, E., Correa, V. I., Vázquez-Montilla, E., **Reyes-Blanes, M. E.**, Hernández, G., Villalba, J., Aponte, R., Rodríguez, P., & Skinner, D. (1995, November). *Latino families of young children with disabilities: Mexican-American and Puerto Rican perspectives*. The 11th Annual Convention of the Division of Early Childhood, Latino Families Research Project, Orlando, FL.
- Correa, V. I., Vázquez-Montilla, E., & **Reyes-Blanes, M. E.** (1995, November). *Hispanic families of children with disabilities: Promoting effective communication in teacher education programs*. Teacher Education Division 18th Annual Conference, Honolulu, HA.
- Bailey, D., Arcia, E., Correa, V. I., Vázquez-Montilla, E., **Reyes-Blanes, M. E.**, Villalba, J., Aponte, R., Rodríguez, P., & Skinner, D. (1996, March). *Mexican-American and Puerto Rican families of young children with disabilities*. Annual Convention of the Council for Exceptional Children, Latino Families Research Project, Orlando, FL.
- Bailey, D., Arcia, E., Correa, V. I., Vázquez-Montilla, E., **Reyes-Blanes, M. E.**, Hernández, G., Villalba, J., Aponte, R., Rodríguez, P., & Skinner, D. (1995, November). *Latino families of young children with disabilities: Mexican-American and Puerto Rican perspectives*. The 11th Annual Convention of the Division of Early Childhood, Latino Families Research Project, Orlando, FL.

State Conferences

- Reyes-MacPherson, M.E.** (2010, October). *Mano a Mano: Working with Hispanic Families*. Florida Council for Exceptional Children, Clearwater, FL.
- Reyes-MacPherson, M.E.** (2010, October). My Didactical Transformation. Florida Association of Teacher Education, St. Petersburg, FL.
- Reyes-MacPherson, M.E.** (2009, October). *Teaching Digital Minds*. Florida Association of Teacher Education, Daytona, FL.
- Thomas-Richmond J., & Reyes-Blanes, M. E.** (2004). *Project Connect: Connecting urban schools and families in successful partnerships*. Florida Federation Council for Exceptional Children, Orlando, FL.
- Reyes-Blanes, M. E.** (1999, October). *Are we playing the same tune?: Enhancing teacher-*

parent communication. Florida Federation Council for Exceptional Children, Orlando, FL.

Reyes-Blanes, M. E., Bruno, M., & Nordmann, L. (1998, October). *Teacher-parent collaboration: How can we help you?* Florida Federation Council for Exceptional Children, Orlando, FL.

Reyes-Blanes., M. E., Vázquez-Montilla, E. (1996, May). *Hispanic families of children with disabilities: Enhancing communication in pre-service education programs.* Sunshine State Teachers of English for Speakers of Other Languages (TESOL) Conference, Tampa, FL.

Reyes-Blanes, M. E. (1994, May). *Written expression: Let's ease the task.* The Gulf Area Teachers of English for Speakers of Other Languages (TESOL) 19th Annual Conference, Ft. Lauderdale, FL.

Workshops

Reyes-Blanes, M. E. (2004, Spring). *Learning Disabilities: The invisible disability.* Faculty development workshop for the Office of Diversity Initiatives, University of Central Florida, Orlando, FL.

Reyes-Blanes, M. E. (2003, Fall). *Learning Disabilities: The invisible disability.* Faculty development workshop for the Office of Diversity Initiatives, University of Central Florida, Orlando, FL.

Reyes-Blanes, M. E. (2002, May & June). *Learning Disabilities: The invisible disability.* Faculty development workshop within the Faculty Diversity Summer Institute, University of Central Florida, Orlando, FL.

Reyes-Blanes, M. E. (2001, May). *Learning Disabilities: The invisible disability.* Faculty development workshop within the Faculty Diversity Summer Institute, University of Central Florida, Orlando, FL.

Reyes-Blanes, M. E. (2000, December). *Bafa Bafa: Experiencing culture shock.* Faculty development workshop on English for Speakers of Other Languages (ESOL)/Cross Cultural Communication. College of Education, University of Central Florida, Orlando, FL.

Reyes-Blanes, M. E. (1995, October). *Demographic changes: Impact on schools.* Transdisciplinary Teaming, Instruction and Curriculum Department, University of Florida, Gainesville, FL.

Reyes-Blanes, M. E. (1995, September). *Cultural diversity: A reality in transition programs.* Transition Seminar Special Education Department, University of Florida, Gainesville, FL.

NON-PRINT PRODUCTIONS

- July, 2008 **How to prepare for Testing: Videotaped Interview for Channel 9.**
<http://www.wftv.com/centralfloridahomeroom/index.html>
- March 2008 *Project Stars*, Video presentation, Office of Instructional Resources

TEACHING

Course Taught at the Santa Fe Community College Undergraduate

- EEC 2401 *Home and Community*
This course provides students with an understanding of the interrelationships of home (family) and community to the early childhood program. The focus of this course is to provide information related to ways of developing effective communication skills and strategies for working with families, professionals, staff, and children including those from diverse ethnic and racial backgrounds.

Courses Taught at the University of Florida Undergraduate

- EEX 4244 *Behavior Observation and Recording*
This course provides an introduction to applied behavior analysis, behavior observation and data collection techniques, and behavior objectives. Principles, concepts, and procedures for analyzing and understanding human behavior are presented.
- EEX 4790 *Multicultural Issues in Early Childhood Special Education*
This course provides an overview of issues related to cultural and linguistic diversity among young children and their families. The focus of this course is on providing professional information related to cultural competence including:
a) population demographics; b) self-awareness of culture and bias, c) learning styles of young children with disabilities who come from diverse backgrounds; d) strategies for developing multicultural and anti-biased curriculum; and e) understanding families from diverse linguistic or cultural backgrounds.

Courses Taught at the University of Central Florida Graduate

- EEX7865 *Internship in College Instruction in Special Education*

- EEX 7965 *Internship in College Instruction in Special Education*
 EEX 7936 *Trends and Issues in Special Education*
 This seminar is designed to provide doctoral students with an opportunity to explore a wide range of current issues and trends in the field of special education within the broader context of education, society and history.
- EEX 5907 *Independent Study for Graduate Students*
 This course promotes individualized graduate research.
- EEX 6946 *Internship*
 This course includes student teaching in an elementary or secondary school under the direction of a certified exceptional education teacher along with the attendance of assigned seminar activities.
- EEX 6612 *Methods of Behavioral Management*
 Course content includes analysis of the principles of behavior management and application of these principles to the solving of classroom management problems.
- EEX 6266 *Assessment and Curriculum/Prescription for the Exceptional Population*
 This course addresses contemporary assessments and models for assessing exceptional children. It also addresses curriculum and prescription.
- EEX 6061 *Instructional Strategies for PK-6*
 A varying exceptionalities strategies (SLD, EH, MH) course using a cross-categorical model. The course is concerned with the pre-k handicapped child through grade 6.
- EEX 6342 *Critical Issues in Special Education*
 This course is designed to address current issues, instructional strategies, characteristics and trends affecting exceptional children and youth and the delivery of special education services.
- EEX 6908 *Masters Research Report*
 This course is an independent study requiring the design, implementation, and analysis of research in exceptional education.

Undergraduate Upper Division

- EEX 4003 *Teaching Exceptional Populations*
 Development and practice of effective teaching and management strategies for elementary regular classroom teachers to use in working with children with mild disabilities (identified or otherwise).
- EEX 2010 *Introduction to Special Education*
 Provides students an orientation to the education of children and adolescents

with special needs in the schools. The course includes characteristics, trends, mainstreaming, and other issues.

- EEX 2901 *Current Issues and Perspectives in Special Education*
This is a self-paced, self-directed class that addresses some of the current issues and trends in special education. It is designed for college students from a wide variety of backgrounds .
- EEX 3221 *Assessment of Exceptional Students*
Formal and informal assessment techniques for screening, placement, program planning, program evaluation, and monitoring of progress of exceptional students.
- EEX 3754 *Parents as Educators*
The focus of this course is to develop informed parents who understand their role in child development and school success. Attention will also be given to the social context of parenting and the parents' role as they collaborate with others on behalf of children's needs.
- FLE 3930 *Education & Culture/Language Diversity*
A cross-cultural field experience which includes cultural and language immersion. This study abroad course is designed to provide students with theoretical and applied knowledge of culture and language diversity.
- ELD 4011 *Introduction to Specific Learning Disabilities*
This course will focus on theories of specific learning disabilities (SLD) as well as the historical foundations of the field. In addition, programming issues will be discussed related to the theoretical orientation.
- EEX 4601 *Introduction to Behavior Management*
Study of management techniques based on applied behavioral analysis principles for modifying inappropriate behaviors and maintaining appropriate behaviors of exceptional students.
- EEX 4751 *Parental Involvement in Education*
This course prepares Early Childhood student-teachers to interact successfully with parents and to involve them in their child's education.
- SPN 3933 *Spanish Across the Curriculum*
Attached Credit to EEX 4751. Special University Project.
Students who enroll in this course will discuss course topics in Spanish.
- TSL 4932 *Teaching Limited English Proficient Students**
Development of awareness and basic competencies in applying linguistic and cultural awareness about Limited English Proficient children to the instruction of the basic subjects through appropriate strategies.

New course developed to meet state requirements for ESOL.

EEX 4906 *Independent Study for Undergraduate Students*
This course promotes individualized undergraduate research.

EEX 4942 *Exceptional Education Internship II*
This course includes student teaching in an elementary or secondary school under the direction of a certified exceptional education teacher along with the attendance at assigned seminar activities.

PROFESSIONAL SERVICE

University of Central Florida Committees

University

Mentor, LEGACY; Leadership and Mentoring Program (2000, 2008)

Member, Undergraduate Admissions and Retention Committee (2008-2009) (2011-12)

Member, Undergraduate Research Committee, (2003-2004)

Member, Undergraduate Policy and Curriculum Committee, (2000-2002)

Member, President's Commission on Ethnic and Racial Minorities (1999-2001)

Motivational speaker for the UCF's Study Abroad Program (1999-2000)

Mentor, Black Faculty and Staff Assembly (1999-2000)

Collaborator, Diversity Week (1998-2002)

Member, Undergraduate Research Group (2002)

College of Education

Member, Undergraduate Curriculum and Standards Committee (2010-2011)

Alternate member, Undergraduate Curriculum and Standards Committee (2010-2011)

Alternate member, Undergraduate Admission and Retention Committee (2010-2011)

Member, Sabbatical Committee (2009-2010)

Member, Tip Selection Criteria Committee (2009-2010)

Member, Undergraduate Admission and Retention Committee (2008-2009)

Member, NCATE Committee, (2006-2007)

Member, Undergraduate Curriculum and Standards Committee (2006--2009)

Member, ESE representative in CORE programs (2004-2005)

Member, Search Committee for TESOL Coordinator (2002)

Member, Graduate Curriculum and Standards Committee, (2002- 2003)

Member, Advisory Board, (2001-2004) Building Teacher Preparation Capacity through Partnerships with Families: Improving Teacher Quality, Project of National Significance, U.S. Department of Education

Member, Honors Committee (2001-2002)

Mentor, Student Council for Exceptional Children (2001-2004)

Member, Faculty Council (1997-1998)

Member, International Education Committee (1997-2002)

Member, Project Image (1998)

Member, ESOL Task Force (1997-2002)

Mentor, Minority Programs in Education (1997-to present)

Member, Candidate Evaluation Committee, School Psych. Program (1998-to present)

Chair, Honors in the Major Student Committee (Honors in the Major Thesis) (1999)

Participant, Annual University of Central Florida's Education Showcase (1999-2000)

Collaborator, College of Education's Diversity Week (1998-2002)

Faculty Marshal, Commencement (1997)

Child, Family, & Community Sciences Department

Exceptional Education, Program Coordinator (2006, 2007)

Member, Search Committee for new Department Chair, (2006)

Member, School Psychology Admission Committee (1998-2002)

Chair, Program Area Ad-hoc Committee on Doctoral Program Development (2000)

Coordinator and Liaison, College of Education ESOL Task Force (1998-2004)

Member, Committee for course development, new Learning Disabilities course. (1999)

Member, Search Committee for School Psychology (1998)

Forum Hostess, Faculty Center for Teaching and Learning, "Learning Disabilities" (1997)

Portfolio Reviewer, Internship I & II students (1997-2001)

Community & Public Schools

BETA Center of Central Florida, Advisory Board

Toni Jennings Exceptional Education Institute

Member of Advisory Board

Toni Jennings Exceptional Education Institute

Guest speaker, Panel on Learning Disabilities.

Nap Ford Community School

Member of the planning committee for UCF partnership and involvement with Nap Ford Community School. Supervised UCF students in the assessment course in assessing children at this school. (2001-2002)

Colonial High School Parent Involvement Program

Consulted and translated into Spanish an invitation letter to parents. The purpose of the letter was to increase the representation of parents and community members at school forums (2000)

Meadowbrook Middle School, Orange County Public Schools

Coordinated student-teachers enrolled in assessment course to conduct informal assessment of exceptional education students (1998)

Florida Department of Education, Teacher Education Program Review

Reviewed Special Education K-12 Subject Area Folio (1999)

Zora Neale Hurston Festival

Coordinated College of Education volunteers (1998 - 2000)

Cherokee School, Orange County Public Schools

Member, School Advisory Council (1998)

Oviedo High School, Seminole County Public Schools, Oviedo, FL

Facilitated the gathering of information for Exceptional Education Student profiles along with students enrolled in fall 1998 EEX 3321, Assessment of Exceptional Students (1998)

Other Organizations

Santa Fe Community College

Collaborated with the Cooperative Association of States for Scholarships (CASS); a grant project to prepare Central American teachers in ESOL competencies and leadership development (2000)

Editorial Responsibilities

Editorial Board for Taking Sides: Special Edition

Manuscript Reviewer, Adapted Physical Activity Quarterly

Sunshine State Teacher of English as a Second Language (TESOL) Journal

Member Editorial Board (2000-2002)

Reviewer of the *Family Child Care Environment Rating Scale-Revised Edition* (FCCERS-R) translation (2008)

Professional Memberships and Affiliations

1. Advisory Board Member, UCF; Project BRIDGE, (OSEP).
2. National Association of Multicultural Education (NAME)
Member of steering committee for UCF chapter
3. National Association of Bilingual Education (NABE)
Member of the organizing committee for the Early Childhood Institute
4. Council for Exceptional Children (CEC)

- Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)
- Division of Learning Disabilities (DLD)
- Teacher Education Division (TED) Diversity caucus

Kappa Delta Pi, International

Teachers of English to Speakers of Other Languages (TESOL)