
JANE H. (WORTMAN) SOUKUP, PH.D.

SUMMARY OF QUALIFICATIONS

Highly creative, knowledgeable **Educational Researcher** with expertise in students with disabilities and transition issues as well as a lengthy background at the University of Kansas, participating in cutting-edge research.

- Develops solid working relationships with key decision makers and gains their buy-in for research initiatives and their support for high-quality instruction for students with disabilities.
- Fosters networks that enable all students to learn alongside their peers, studying general education curriculum and developing positive social networks.
- Demonstrates ability to organize large-scale longitudinal research projects, provide training to teachers, track and report data, initiate best practices, and manage research teams.
- Innovates solutions to help each individual student and teacher, drawing on all available resources in order to teach in the most effective way.
- Maintains high expectations of educators and students.

EDUCATION

- Ph.D.**, Special Education, University of Kansas, Lawrence, Kansas **2004**
Minor: Educational Administration
Dissertation: An observational study of students with intellectual disabilities: Supports provided to access the general curriculum and factors that contribute to students' involvement in the general curriculum. Michael Wehmeyer, Dissertation Advisor.
- M.Ed.**, Special Education, Low Incidence Disabilities, University of Kansas, Lawrence, Kansas **1999**
Thesis: A Comparative Analysis of Mortality Among Infants who Experienced Significant Disabilities. Doug Guess, Thesis Advisor.
- B.A.**, American Studies, Hillsdale College, Hillsdale, Michigan **1993**

PROFESSIONAL EXPERIENCE

MANUSCRIPT REVIEW FOR CEC

RESEARCH ASSOCIATE, PHOENIX, ARIZONA

EDUCATIONAL CONSULTANT, PHOENIX, ARIZONA

2007- PRESENT

ARIZONA SECONDARY TRANSITION MENTORING PROJECT & COMMUNITY TRANSITION TEAM PROJECT

Supported five year professional development project with the Arizona Department of Education to provide multiple face-to-face trainings to help 45+ PEAs improve on Indicators 13 and 14 (Transition and Postsecondary Outcomes). Facilitated development of 40+ local community transition teams in diverse communities throughout Arizona.

EDUCATIONAL CONSULTANT, PHOENIX, ARIZONA

2008

TRANSITION COALITION SHORT COURSE WITH UNIVERSITY OF KANSAS & DR. AMY ERICKSON-GAUMER

Provided on-line support to novice and veteran Vermont education professionals enrolled in the University of Kansas: Transition Short Course Sequence. Facilitated interaction between participants and provided them feedback and guidance as they worked to improve transition planning and services for students with disabilities. Course Titles: Introduction to Transition Services and Transition Assessment. Communicated regularly with Dr. Erickson-Gaumer to ensure that course participants were fulfilling the necessary requirements (e.g., review of research-based articles, websites, vides and discussions).

UNIVERSITY OF KANSAS, LIFE SPAN INSTITUTE, Lawrence, Kansas 2002-2007
Research Assistant Professor/Project Coordinator 2004-2007
Research Associate/Project Coordinator 2003-2004

Supervisor: Michael Wehmeyer, Ph.D.

TRANSITION AND SELF-DETERMINATION PROJECT

Goal: To determine if students who receive self-determination instruction are more likely to have better employment, independent living, and recreation/leisure experiences as adults than those students who do not receive additional self-determination instruction while in high school.

- Collaborated with principal investigator and other team members to identify school districts to target for participation in research study; initiated contact with targeted districts by providing information to superintendent and/or director of special education in concise manner that incited their interest; achieved positive response in approximately 80% of cases.
- Maintained ongoing communication with more than 500 teachers and education coordinators in five states; provided in person training, used e-mail and teleconferences to deliver self-determination overview and training on various intervention levels.
- Collected informed consent from project participants and took steps to ensure diversity in research and model demonstration samples / dissemination outlets.
- Supported participating teachers and parents of students with disabilities during course of study to develop self-determination, addressing concerns and offering additional support as specific circumstances arose.
- Participated in writing of teacher training materials and intervention curriculum.
- Conducted literature reviews and library/Web searches to locate information and activities for distribution to project participants based on needs expressed by districts and project team.
- Developed systems to record and track information such as completion of measures, distribution of incentives, number of students per teacher, and resources delivered; prepared requested materials for grant reporting purposes.
- Requested and facilitated team meetings to incorporate collaborative input into database revisions.
- Gained experience with planning and administration involved in large-scale longitudinal study.

UNIVERSITY OF KANSAS, LIFE SPAN INSTITUTE,
Research Assistant – Access to the General Education Curriculum and Self-Determination Projects 2002-2003

- Conducted day-to-day activities related to access to general curriculum for students with disabilities, with focus on incorporating knowledge about instructional design and strategies to promote progress in general curriculum for students with cognitive disabilities.
- Observed students with significant disabilities who were involved in inclusion and non-inclusive situations to determine how often they studied on grade level course material with adaptations, accommodations, or augmentations as non-disabled peers in same classes.
- Addressed all types of project constituents, including special education coordinators, general education teachers, parents, and students; maintained awareness of cultural and individual differences.
- Learned and utilized best practices regarding research procedures and methodologies (ACHE approval).
- Completed 34 hours of training on data collection software (MS-CISSAR) with reliability score of 94%.

UNIVERSITY OF KANSAS/KANSAS CITY, KANSAS PUBLIC SCHOOLS, Kansas City, Kansas 2000-2002
Principal Intern – Special Education Emphasis

- Provided in-service sessions for middle school teachers on topics such as cooperative discipline, assertive discipline, and co-teaching ideas.

WHITE CHURCH ELEMENTARY SCHOOL, KANSAS CITY, KANSAS PUBLIC SCHOOLS, Kansas City, Kansas 2000-2001
School Improvement Facilitator

- Focused on instructional coaching schoolwide, working with teachers to improve quality of education in math, reading, and science in inner-city Kansas City school.
- Demonstrated ways to structure school so general education and special education students could all benefit from services and instruction provided.
- Worked with collaborative teaching model in multi-age classrooms.

- Assumed daily school operations when principal was away from building; gained experience with schoolwide planning, weekly in-services, and discipline.

UNIVERSITY OF KANSAS, Lawrence, Kansas 1997-2000

University Affiliated Programs School Linked Services Coordinator 1998-2000

- Cooperated with several agencies in Kansas City, Kansas to develop proposal to implement comprehensive project in inner-city middle school that would offer developing a "school-linked service integration" program that coordinated social welfare, health, and educational services to meet the full spectrum of needs of children and families living in poverty.
- Made efforts to gain buy-in for project among parents and community and met with school staff to establish goals and time line.
- Took project to point where community member was hired as full service community school staff member to drive efforts forward.

Internet Course Content Developer/Assistant Instructor, Rural Inclusion Project 1997-1998

- Implemented training courses designed to address training issues surrounding inclusive or supported education.
- Relied heavily on e-mail communications, dialoguing with teachers in various locations to help them learn more about inclusion and set up programs for maximum effect.
- Earned course satisfaction rating of 5.63/6.0.

WESLACO, TEXAS INDEPENDENT SCHOOL DISTRICT, Weslaco, Texas

1993-1996

Special Education Teacher (Teach for America Corp Member/Alumni)

- Taught classes to elementary and secondary students with mild to severe disabilities.

PROFESSIONAL AFFILIATIONS

Ad Hoc Reviewer, <i>Remedial and Special Education Journal</i>	2006
Board Member, The ARC of Douglas County	2004-2006
Reviewer, Education Division proposals for the American Association on Mental Retardation 128 th Annual Meeting, Philadelphia, Pennsylvania	2004
Guest Lecturer, No Child Left Behind, Alternative Spring Breaks, University of Kansas, Lawrence	2003
Guest Lecturer, Organizational Structures, Department of Speech Language and Hearing: Science and Disorders, University of Kansas, Lawrence	2003
Participating Member, Chair Search Committee for University of Kansas Department of Special Education, Lawrence	2002
Practicum Student Supervisor, Department of Special Education, University of Kansas, Lawrence	2001
<ul style="list-style-type: none"> ▪ Mentored up to four students concurrently; reviewed assignments, observed student teaching, and provided feedback on skills and methods. 	
Individual Education Program (IEP) Analyst for Statewide Class Action Suit <i>Gaskin v. Commonwealth of Pennsylvania</i> , No. 94-4048 (E.D. Pa.)	2000
<ul style="list-style-type: none"> ▪ Reviewed hundreds of IEPs related to case to determine how effectively they were written, providing support for full professor who served as expert for case. 	
Guest Lecturer, Students with Significant Disabilities: Characteristics & Models of Instruction, Department of Special Education, University of Kansas, Lawrence	1998
Educational Advocate, Kansas State Department of Education	1997-2002
Chairperson for Districtwide Teachers who Experience Severe and Multiple Disabilities Team, Weslaco, Texas Independent School District	1994-1996

PROFESSIONAL DEVELOPMENT

Directors Institute for Special Education, ADE/ESS: Opening the Door to the Common Core. Glendale, AZ	2013
16 th DCDT Conference: Council for Exceptional Children, Kansas City, MO (15 hours)	2011
Kansas State Department of Education KansTrans Transition Conference, Wichita, KS (8 hours)	2004
Council for Exceptional Children Conference, New York City, NY (24 hours)	2002
Kagan Cooperative Learning Seminar, Kansas City, KS (8 hours)	2001
Kansas Special Education Leadership Conference, Manhattan, KS (12 hours)	2001
International Reading Association Conference, New Orleans, LA (64 hours)	2001
Kansas Special Education Leadership Conference, Manhattan, KS (12 hours)	2000
Full Service Schools: New Practices and Policies for Children, Youth and Families, Harvard Graduate School of Education, Cambridge, MA (14.25 hours)	1999
The Association of Persons with Severe Handicaps Conference, Boston, MA (32 hours)	1997
Inclusive Education: What's Happening at Middle, Junior and High School, Deborah Tweit-Hull, San Diego State University, San Diego, CA (6 hours)	1997
Structured Teaching for the Developmentally Delayed Student, Region One Education Service Center, Weslaco, TX (8 hours)	1995
Assistive Technology Assessment: High/Low Tech, Region One Education Service Center, Weslaco, TX (16 hours)	1994
Facing the Challenge of Inclusion: Special Ed Students in Your Classroom, Judy Montgomery, San Antonio, TX (32 hours)	1994

PRESENTATIONS

- Soukup, J.H.** (September, 2013) *3-2-1 Action*. Presented at Arizona's Thirteenth Annual Transition Conference. Scottsdale, AZ.
- Soukup, J.H.** (September, 2013) *Transition: Let's Learn the Basics*. Presented at Arizona's Thirteenth Annual Transition Conference. Scottsdale, AZ.
- Soukup, J.H.** (September, 2013) *What you can do: Developing the self-determination of students*. Presented at Arizona's Thirteenth Annual Transition Conference. Scottsdale, AZ.
- Sheehy, L., and **Soukup, J.H.** (May, 2013). *Arizona's Promising Practice: Using Post School Outcome Data within a Professional Development Program to Improve School Based Transition Services and Engage Community Transition Teams*. Presented at the Annual Capacity Building Institute: Sponsored by NSTTAC, Idea Partnership, NDPC-SD and NPSO, Charlotte, North Carolina.
- Noonan, P., and **Soukup, J.H.**, (October, 2012). *Transition: Let's learn the basics part 1 & 2*. Presented at Arizona Department of Education Transition Conference, Scottsdale, AZ.
- Soukup, J.H.**, and Fowler, C., (October, 2012) *Secondary Transition Mentoring Project (STMP) content processing*. Presented at Arizona Department of Education Transition Conference, Scottsdale, AZ.
- Noonan, P., and **Soukup, J.H.**, (October, 2011). *Teaming for change: Overview of the Arizona Secondary Transition Mentoring Project (STMP)*. Presented at Arizona's Eleventh Annual Transition Conference, Scottsdale, AZ.
- Soukup, J.H.**, (September, 2010). *Teaching self-determination: Sample curricula and "informal" ideas*. Presented at the Arizona Department of Education Transition Conference, Scottsdale, AZ.
- Soukup, J.H.**, (September, 2009). *Teaching self-determination: Sample curricula and "informal" ideas*. Presented at the Arizona Department of Education Transition Conference, Scottsdale, AZ.
- Noonan, P., and **Soukup, J.H.**, (September, 2007). *Arizona community transition teams training: The formation of CTTs across Arizona*. Presented at Arizona Seventh Annual Transition Conference Pathways to Success, Fort McDowell, AZ.
- Palmer, S. and **Soukup, J.H.** (2005). *Self-Determination in the classroom: Infusing student involvement*. Presented at DCDT - CEC 13th International Conference, Albuquerque, New Mexico.

- Soukup, J.H.** (2005). *Self-Determination*. Presented at UMKC Institute for Human Development, Interdisciplinary Training Program, Kansas City, Missouri.
- Soukup, J.H.** and Palmer, S. (2005). *Self-Determination in the classroom: Teachers & students sound off*. Presented at Kansas State Department of Education KansTrans Transition Conference, Wichita, Kansas.
- Palmer, S. and **Soukup, J.H.** (2004). *You want to do what?! How to operationalize student-directed outcomes*. Presented at the University of Kansas Department of Special Education Interprofessional/Transition Institute, Lawrence, Kansas.
- Palmer, S. and **Soukup, J.H.** (2004). *Transition and self-determination*. Presented at Kansas State Department of Education KansTrans Transition Conference, Wichita, Kansas.
- Baker, B., Skrtic, T., and **Wortman J.H.** (2002). *Special education funding: Policies in the Kansas context*. Presented to the Kansas State Department of Education, Special Education Advisory Council, Topeka, Kansas.
- Wortman, J.H.** (2001) *Special Education*. Presented at the KIPP Network of Schools Leadership Conference, Baltimore, Maryland.
- Bock, S. and **Wortman, J.H.** (2001). *Leadership for reform: The principal makes the difference*. Presented at the Region VI School Wide Program Institute, St. Louis, Missouri.
- Wortman, J.H.** (2000). *Cooperative discipline series*. Presented at White Church Elementary School, Kansas City, Kansas Public School District.
- Wortman, J.H.** (1997). *Using the Internet to prepare teachers for inclusive education*. Paper presented at The Association for Persons with Severe Handicaps (TASH), Boston, Massachusetts.
- Espinosa, D., Halpin, R. Lambeth, T., Lomax, B., Rouse, E., Stewart, H., and **Wortman, J.H.** (1995). *AmeriCorps: A Public/Private Partnership for National Service*. Presented at the Family Foundations Conference, San Antonio, Texas.
- Wortman, J.H.** (1994). *What is inclusion?* Presented at the Teacher for America Annual Corp House Conference, Houston, Texas.

PUBLICATIONS

- Wehmeyer, M.L., Palmer, S., Shogren, K., Williams-Diehm, K., **Soukup, J.H.**, (2013). Establishing a causal relationship between interventions to promote self-determination and enhanced student self-determination. *Journal of Special Education, 46(4): 195-210*.
- Palmer, S., Wehmeyer, M.L., Shogren, K., Williams-Diehm, K., **Soukup, J.H.**, (2012). An evaluation of the beyond high school model on the self-determination of students with intellectual disability. Published on line 5 March 2012 *Career Development and Transition for Exceptional Individuals*, DOI: 10.1177/0885728811432165.
- Lee, S., Wehmeyer, M.L., **Soukup, J.H.**, Palmer, S. (2010). Impact of curriculum modifications on access to the general education curriculum for students with disabilities. *Exceptional Children, 76(2), 213-233*.
- Noonan, P., Morningstar, M.E., & **Soukup, J.H.** (2008). *Developing comprehensive community-wide transition systems to improve results*. Lawrence: University of Kansas School of Education.
- Williams-Diehm, K., Wehmeyer, M.L., Palmer, S., **Soukup, J.H.**, & Garner, N. (2008). Self-determination and student involvement in transition planning: A multivariate analysis. *Journal on Developmental Disabilities, 14, 25-36*.
- Shogren, K.A., Wehmeyer, M.L., Palmer, S.B., **Soukup, J.H.**, Little, T., Garner, N., & Lawrence, M. (2008). Understanding the construct of self-determination: Examining the relationship between The Arc's Self-Determination Scale and the American Institute for Research Self-Determination Scale. *Assessment for Effective Instruction, 33, 94-107*.
- Soukup, J.H.**, Wehmeyer, M.L., Bashinski, S.M., and Bovaird, J. (2007). Classroom variables and access to the general education curriculum of students with disabilities. *Exceptional Children, 74(1), 101-120*.
- Shogren, K.A., Wehmeyer, M.L., Palmer, S.B., **Soukup, J.H.**, Little, T.D., Garner, N., and Lawrence, M. (2007). Examining individual and ecological predictors of the self-determination of students with disabilities. *Exceptional Children, 73, 488-509*.
- Lee, S., **Soukup, J.H.**, Little, T.D., and Wehmeyer, M. L. (2009). Student and Teacher Variables Contributing to Access to the General Education Curriculum for Students with Intellectual Disability. *American Journal on Mental Retardation, 43(1), 29-44*.
- Lee, S.H., Wehmeyer, M.L., Palmer, S.B., **Soukup, J.H.**, & Little, T.D. (August, 2008). Self-Determination and access to the general education curriculum. *The Journal of Special Education, 42(2), 91-107*.

Wehmeyer, M.L., Palmer, S., **Soukup, J.**, Garner, N. Lawrence, M. (2007). Self-Determination and student transition planning knowledge and skills: Predicting involvement. *Exceptionality*, 15, 31-44.