

Faculty Curriculum Vitae: Evelyn Reed-Victor, Ph.D.

Office Address Virginia Commonwealth University
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Licensure VA Collegiate Professional Certificate
Early Childhood Special Education, English

Education
1998, College of William and Mary, PhD, Williamsburg, VA
Educational Planning, Policy & Leadership in Special Education
1973, Salem College, M.Ed., Salem, MA, Community Counseling
1970, University of Florida, B.A., Gainesville, FL, Language Arts Education

Academic Appointments and Other Significant Work Experience

1998- present Virginia Commonwealth University, Assistant Professor of Education Early Childhood Special Education; promoted to Associate Professor (2004)
2006-present VCU, Co-PI, PEELLS Early Reading First Grant, US Department of Education
2005-present VCU, Principal Investigator, Metro Ready: Personnel Preparation, US Department of Education Grant
2004-present VCU, Co-Principal Investigator, Richmond Early Reading First, US Department of Education Grant
2000- 2006 VCU, Co-Director, Urban Partnerships Linking Personnel Preparation and Practice for Infants and Young Children with Low Incidence Disabilities, US Department of Education Grant
2000- 2004 VCU, Principal Investigator, Training & Technical Assistance Center for Personnel Serving Students with Disabilities and Young Children at Risk for School Failure, VA Department of Education Grant
1998- 2000 VCU, Co-Director, New Connections Interdisciplinary Graduate Personnel Preparation Project, US Department of Education Grant
1995- 1997 College of William and Mary, Special Education Fieldwork Supervisor
1983- 1987 Hampton University, Co-Director, Mainstreaming Model, Handicapped Children's Early Education Model Demonstration Project, US Department of Education Grant

Consultation and Evaluation Activities

2005-2006 PI, STAR Child Outcomes Evaluation, Richmond & Petersburg United Way Contract
2003-2004 Consultant, Early Childhood Special Education for Homeless Children Initiative, Project HOPE, VA Department of Education and College of William and Mary
2001- 2003 Research Collaborator, Child Temperament and Personality across Contexts; National Science Foundation Planning Grant for Interdisciplinary Research
2001 Consultant, Professional Development/Distance Education Project, VA IHE Consortium on Early Education of Infants & Young Children with Special Needs

Administrative

1994 - 1995 York County Schools, Student Services Program Specialist

1993 - 1994 VA Department of Education, 619 Preschool Grant Coordinator
1971 - 1972 Gloucester MA CAP, Associate Director, Youth Tutoring Youth

Early Intervention and Teaching

1991 - 1993 Gloucester Public Schools (VA), Early Childhood Special Education Teacher
1981 - 1983 Hampton University, Preschool Mainstreaming Resource Teacher, Handicapped Children's Early Education Model Demonstration Project
1975 - 1981 Developmental Services Center, Champaign, IL, Early Interventionist

Refereed Publications

Pelco, L.E., & Reed-Victor, E. (2007). Self-regulation and learning-related social skills: Intervention ideas for elementary school students. Preventing School Failure, 51(3), 36-42.

Reed-Victor, E. (2004). Individual differences and early school adjustment: Teacher appraisals of young children with special needs. Early Child Development & Care.

Pelco, L.E. & Reed-Victor, E. (2003). Understanding and supporting differences in child temperament: strategies for early childhood settings. Young Exceptional Children, 6(3), 2-11.

Reed-Victor, E. & Stronge, J.H. (2002). Homeless students and resilience: Staff perspectives on students in school, family, and community contexts. Journal of Children in Poverty, 8(2), 159-183.

Ball, C., Pelco, L.E., Havill, V., & Reed-Victor, E. (2001). Confirmatory Factor Analysis of the Temperament Assessment Battery for Children - Revised: Parent Form. Journal of Psychoeducational Assessment.

Reed-Victor, E. & Pelco, L.E. (1999). Helping homeless students build resilience: What the school community can do. Journal for a Just and Caring Education 5(1), 51-71.

Reed-Victor, E., & Stronge, J.H. (1997). Building resiliency: Constructive directions for homeless education. Journal of Children in Poverty, 3(1), 67-92.

Books and Chapters

Reed-Victor, E. & Stronge, J.H. (2001). Diverse teaching strategies for diverse learners: Homeless children, In H. Hodges, Ed., More Diverse Teaching Strategies for Diverse Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

Reed-Victor, E. (2000). Resilience and homeless students: Supportive adult roles. In J.H. Stronge & E. Reed-Victor (Eds.). Educating Homeless Students: Promising Practices, pp. 99-114. Larchmont, NY: Eye on Education.

Stronge, J.H. & Reed-Victor, E., Eds. (2000). Educating Homeless Students: Promising Practices. Larchmont, NY: Eye on Education.

Refereed Papers

Reed-Victor, E. & Xu, Y. (2007). Community Scholars Key Partners in Recruitment, Retention, and Induction in Personnel Preparation. CEC Teacher Education Division Conference, Milwaukee, WI. (accepted)

Reed-Victor, E., & Hooper, B. (July, 2007). Community Engagement in Personnel Preparation: From Recruitment through Retention. USDE Office of Special Education Programs Project Directors Meeting, Washington, DC.

- Reed-Victor, E., Rhodes, J. & Chin, C. (2006). Personality contributions to early language development and social-emotional adjustment. European Conference on Personality 13, Athens Greece.
- Reed-Victor, E., Pelco, L.E., & Myatt, B. (2005). Effortful control dimensions, executive attention, and language development: Relationships in early childhood for diverse children. 12th European Conference on Developmental Psychology, Tenerife, Spain.
- Reed-Victor, E., Pelco, L.E., & Victor, J.B. (July, 2004). Developmental change in effortful control and executive attention. XII European Conference on Personality, Groningen, Netherlands.
- Popp, P., Reed-Victor, E., & Myers, M. (April, 2004). A growing challenge: Young children with disabilities experiencing homelessness. International Council for Exceptional Children Conference. New Orleans, LA.
- Reed-Victor, E., & Hooper, B. (March 16, 2004). Broader & deeper: Documenting family mentorships in interdisciplinary personnel preparation. Office of Special Education Programs (US Department of Education) Conference. Alexandria, VA.
- Popp, P., Reed-Victor, E., Power-deFur, L., & Myers, M. (October, 2003). A growing challenge: Children & youth with disabilities experiencing homelessness. National Association for the Education of Homeless Children & Youth Conference. Crystal City, VA.
- Reed-Victor, E., & Pelco, L.E. (August, 2003). Parent-rated effortful control and preschoolers' performance on attention tasks. XIth European Conference on Developmental Psychology. Milan, Italy.
- Hains, A., Reed-Victor, & Fire, N. (2002). Harnessing the internet: Meeting essential learning needs in the early childhood field. International Division for Early Childhood Conference. San Diego, CA.
- Reed-Victor, E., Cox, A., & DeKruif, R. (2002). UPLINK: Personnel preparation and practices for young children with low-incidence disabilities. International Division for Early Childhood Conference. San Diego, CA.
- Hains, A., Dinnebell, L., Fire, N., & Reed-Victor, E. (2002). State-Wide approaches to collaborative ECSE online instruction. 2002 Teacher Education Division (CEC) Conference. Savannah, GA.
- Reed-Victor, E., Pelco, L.E., & de Kruif, R.E. (2002). Young children's individual differences and teacher-child relationships. XI European Conference on Personality, Jena, Germany.
- Reed-Victor, E., & Pelco, L.E. (2001). Measures of child temperament, personality and adjustment: Applications in resilience research and practice. International Conference of the Division for Early Childhood (CEC), Boston, MA.
- Reed-Victor, E., & Pelco, L.E. (2001). Child temperament and personality: Contributions to early school competence. Xth European Conference on Developmental Psychology, Uppsala, Sweden.
- Pelco, L.E. & Reed-Victor, E. (2001). Temperament and positive school outcomes: A two year follow-up of at-risk children. National Association of School Psychologists Conference. Washington, DC.
- Reed-Victor, E., Pelco, L. E., & Bernheimer, L. (2000). Temperament as risk and protective factors: Research and clinical implications. International Division of Early Childhood (CEC) Conference. Albuquerque, NM.
- Reed-Victor, E., Pelco, L.E., Victor, J.B., & Hill, K. (2000). Two year follow-up of young children at developmental risk: Stability and protection of personality factors for school

- adjustment. Poster presentation at the Xth European Conference on Personality, Krakow, Poland.
- Pelco, L.E., Reed-Victor, E., Hart, J., & Tobin, L. (2000). Temperament, academic aptitude, and academic achievement: Relationships in young children. National Association for School Psychologists 32nd Annual National Convention. New Orleans, LA.
- Reed-Victor, E. & Pelco, L. (1999). Measuring resilience-related protective factors in young children. International Division of Early Childhood (CEC) Conference. Washington, DC.
- Reed-Victor, E., Pelco, L.E., Ball, C., & Carlotti, D. (1999). Parent-teacher ratings of protective factors as predictors of young children's adjustment. IXth European Developmental Psychology Conference. Spetses, Greece.
- Reed-Victor, E. (1999). Risk and protective factors of young children's adjustment in special education and poverty-related programs. In V. Havill, Chair, Symposium: Investigations on the development & predictiveness of child personality across language, culture, race & social class. Society for Research in Child Development Biennial Meeting, Phoenix, AZ.
- Reed-Victor, E. (1998). Teacher-Rated temperament and personality of young children in special education and poverty-related programs. 12th Occasional Temperament Conference. Philadelphia, PA.
- Reed-Victor, E. & Stronge, J.H. (1999). Teachers' ratings of protective factors & school adjustment. Virginia Educational Research Association Conference, Richmond, VA.
- Reed-Victor, E., Victor, J., Baker, S., Hart, J., & Hill, K. (1998). Resilience and risk: Parents' and teachers' perspectives about children's characteristics and outcomes. Symposium on Culturally and Linguistically Diverse Exceptional Learners, Washington, DC.