

Abbreviated Vita

WILLIAM L. HEWARD

Professor Emeritus

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EDUCATION

Ed.D., 1974, Special Education, University of Massachusetts, Amherst, MA.

B.A., 1971, Magna Cum Laude, Majors: Psychology and Sociology, Western Michigan University, Kalamazoo, MI.

CERTIFICATIONS

Board Certified Behavior Analyst (Certificate No. 1-01-0395).

Certificate for Training Persons with Mental Retardation (No. P77-45). Division of Mental Retardation and Developmental Disabilities, Ohio Department of Mental Health and Mental Retardation.

CONSULTANCIES & SPECIAL ASSIGNMENTS (Selected)

Association for Scientific Autism Treatment, Member, Board of Trustees, 2004-2005; Member, Advisory Board, 2006-present.

Cambridge Center for Behavioral Studies, Advisory Board, 2000-present.

Behavior Analyst Certification Board (BACB), Coordinating Editor of expert panel writing Knowledge, Skill and Ability (KSA) statements for Content Area 9, Behavior Change Procedures, of the BACB Task List, Third Edition. The KSAs provide the basis for a revised examination for the Board Certified Behavior Analyst credential beginning Fall 2005.

Association for Behavior Analysis, Site Visit Team Leader for the Accreditation review of the master's and doctoral programs in behavior analysis, Department of Human Development and Family Living, University of Kansas, 2000.

Keio University, Visiting Professor, Department of Psychology, Tokyo, Japan, 1993.

Fulbright Scholar Program, Discipline Screening Committee (Education), Council for International Exchange of Scholars, Washington, D.C., Member, 1988-1991, Chairperson, 1990-91.

Escola Superior de Educacao do Porto and the Instituto Antonio Aurelio da Costa Ferreira, Senior Fulbright Lecturer, Oporto and Lisbon, Portugal, 1986.

EDITORIAL SERVICE (Selected)

Behavior Analysis in Practice, Editorial Board, 2007-2010.

The Behavior Analyst, Editorial Board, 1991-1994 & 2000-2003.

Journal of Applied Behavior Analysis, Editorial Board, 1994-1997 and 1999-2001.

Guest Editor/Co-Editor of Special Journal Issues or Collections

Peterson, S. M., Heward, W. L., Heron, T. E., Gardner III, R., Sainato, D. M., Neef, N. A., Peterson, L. D., Cartledge, G., & Hersh, S. B. (Eds.). (2004). Special issue: Selected papers from The Ohio State University's 3rd Focus on Behavior Analysis in Education Conference. *Education & Treatment of Children*, 27(3), 182-298.

Vollmer, T. R., Iwata, B. A., Cuvo, A. J., Heward, W. L., Miltenberger, R. G., & Neef, N. A. (Eds.). (2000). *Behavior analysis: Applications and extensions 1968-1999 from the Journal of Applied Behavior Analysis* (Reprint Series, Volume 5). Lawrence, KS: Society for the Experimental Analysis of Behavior.

Heward, W. L. (Guest Ed.). (1995). Topical issue: Preparing future higher education faculty in special education. *Teacher Education and Special Education*, 18(3), 143-217.

Heward, W. L., & Malott, R. W. (Guest Eds.). (1995). Special section on teaching behavior analysis: Part I. *The Behavior Analyst*, 18(1), 69-166.

Heward, W. L., & Malott, R. W. (Guest Eds.). (1995). Special section on teaching behavior analysis: Part II. *The Behavior Analyst*, 18(2), 271-354.

Cooper, J. O., Cowardin, J. H., Eshleman, J., Gardner III, R., Grossi, T. A., Heron, T. E., Heward, W. L., & Sainato, D. M. (Guest Eds.). (1993). Focus on measurably superior instruction: Selected research from The Ohio State University 1992 Conference on Behavior Analysis in Education. *Education and Treatment of Children*, 16(3), 212-343.

PUBLICATIONS (Selected from more than 130)

Books & Edited Books (Selected)

Heward, W. L. (2009). *Exceptional children: An introduction to special education* (9th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

5th, 6th, 7th and 8th editions published in 1996, 2000, 2003, and 2006.

Chinese translation of 8th edition: (2007). Hong Kong: Chinese Light Industry Press.

Japanese translation of 7th edition (2007): Tokyo: Akashi-Shoten.

Korean translations of 6th and 8th editions: (2002 and 2006). Seoul: Sigma Press.

Spanish translation of 5th edition: (1998). *Niños excepcionales: Una introducción a la educación especial* (Quinta edición). Madrid: Prentice Hall.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.) Upper Saddle River, NJ: Merrill/Prentice Hall.

Heward, W. L., Heron, T. E., Neef, N. A., Peterson, S. M., Sainato, D. M., Cartledge, G., Gardner III, R., Peterson, L. D., Hersh, S. B., & Dardig, J. C. (Eds.). (2005). *Focus on behavior analysis in education: Achievements, challenges, and opportunities*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Dardig, J. C., & Heward, W. L. (1981). *Sign here: A contracting book for children and their parents* (2nd ed.). Bridgewater, NJ: F. Fournies & Associates, Inc.

Book Chapters (Selected)

Heward, W. L., & Ernsbarger Bicard, S. (in press). Educational equality for students with disabilities. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (7th ed.). New York: John Wiley & Sons.

Heward, W. L. (2005). Reasons applied behavior analysis is good for education and why those reasons have been insufficient. In W. L. Heward, T. E. Heron, N. A. Neef, S. M. Peterson, D. M. Sainato, G. Cartledge, R. Gardner III, L. D. Peterson, S. B. Hersh, & J. C. Dardig (Eds.), *Focus on behavior analysis in education: Achievements, challenges, and opportunities* (pp. 316-348). Upper Saddle River, NJ: Merrill/Prentice Hall.

Heward, W. L., & Silvestri, S. M. (2005). The neutralization of special education. In J. W. Jacobson, R. M. Foxx, & J. A. Mulick (Eds.), *Controversial therapies in developmental disabilities: Fads, fashion, and science in professional practice* (pp. 193-214). Hillsdale, NJ: Lawrence Erlbaum Associates.

Heward, W. L., & Wood, C. L. (2003). Thursday afternoons with Don: Selections from three teleconference seminars on applied behavior analysis. In K. S. Budd & T. Stokes (Eds.), *A small matter of proof: The legacy of Donald M. Baer* (pp. 293-310). Reno, NV: Context Press.

Articles In Peer-Reviewed Journals (Selected)

Lambert, M. C., Cartledge, G., Lo, Y., & Heward, W. L. (2006). Effects of response cards on disruptive behavior and participation by fourth-grade students during math lessons in an urban school. *Journal of Positive Behavioral Interventions, 8*, 88-99.

Tam, K. Y. B., Heward, W. L., & Heng, M. A. (2006). Effects of vocabulary instruction, error correction, and fluency-building on oral reading rate and comprehension of English-language learners who are struggling readers. *The Journal of Special Education, 40*, 79-93.

Tincani, M., Ernsbarger, S., Harrison, T. J., & Heward, W. L. (2005). Effects of two instructional paces on pre-K students' participation rate, accuracy, and off-task behavior in the Language for Learning program. *Journal of Direct Instruction, 5*, 97-109.

Heward, W. L. (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *The Journal of Special Education, 36*(4), 186-205.

Wolford, T., Alber, S. R., & Heward, W. L. (2001). Teaching middle school students with learning disabilities to recruit peer assistance during cooperative learning group activities. *Learning Disabilities Research & Practice, 16*, 161-173.

Alber, S. R., & Heward, W. L. (2000). Teaching students to recruit positive attention: A review and recommendations. *Journal of Behavioral Education, 10*, 177-204.

Alber, S. R., Heward, W. L., & Hippler, B. J. (1999). Training middle school students with learning disabilities to recruit positive teacher attention. *Exceptional Children, 65*, 253-270.

Craft, M. A., Alber, S. R., & Heward, W. L. (1998). Teaching elementary students with developmental disabilities to recruit teacher attention in a general education classroom: Effects on teacher praise and academic productivity. *Journal of Applied Behavior Analysis, 31*, 399-415.

Ford-Harris, D., Alber, S. R., & Heward, W. L. (1998). Setting "motivation traps" for underachieving gifted students. *Gifted Child Today, 21*(2), 28-30, 32-33.

- Grossi, T. A., & Heward, W. L. (1998). Using self-evaluation to improve the work productivity of trainees in a community-based restaurant training program. *Education and Training in Mental Retardation and Developmental Disabilities, 33*, 248-263.
- Heckaman, K. A., Alber, S. R., Hooper, S., & Heward, W. L. (1998). A comparison of least-to-most prompts and progressive time delay on the disruptive behavior of students with autism. *Journal of Behavior Education, 8*, 171-201.
- Cavanaugh, R. A., Heward, W. L., & Donelson, F. (1996). Effects of response cards during lesson closure on the academic performance of secondary students in an earth science course. *Journal of Applied Behavior Analysis, 29*, 403-406.
- Heward, W. L., Gardner III, R., Cavanaugh, R. A., Courson, F. H., Grossi, T. A., & Barbetta, P. M. (1996). Everyone participates in this class: Using response cards to increase active student response. *Teaching Exceptional Children, 28*(2), 4-10.
- Heward, W. L., Cooper, J. O., Heron, T. E., Gardner III, R. & Sainato, D. M. (1995). Training leadership personnel for special education: The Ohio State University doctoral program in applied behavior analysis. *Teacher Education and Special Education, 18*, 192-204.
- Miller, A. D., Hall, S. W., & Heward, W. L. (1995). Effects of sequential 1-minute time trials with and without inter-trial feedback and self-correction on general and special education students' fluency with math facts. *Journal of Behavioral Education, 5*, 319-345
- Barbetta, P. M., Heward, W. L., Bradley, D. M. C., & Miller, A. D. (1994). Effects of immediate and delayed error correction on the acquisition and maintenance of sight words by students with developmental disabilities. *Journal of Applied Behavior Analysis, 27*, 177-178.
- Drevno, G. E., Kimball, J. W., Possi, M. K., Heward, W. L., Gardner III, R., & Barbetta, P. M. (1994). Effects of active student response during error correction on the acquisition, maintenance, and generalization of science vocabulary by elementary students: A systematic replication. *Journal of Applied Behavior Analysis, 27*, 179-180.
- Gardner III, R., Heward, W. L., & Grossi, T. A. (1994). Effects of response cards on student participation and academic achievement: A systematic replication with inner-city students during whole-class science instruction. *Journal of Applied Behavior Analysis, 27*, 63-71.
- Grossi, T. A., Kimball, J. W., & Heward, W. L. (1994). What did you say? Using review of tape-recorded interactions to increase social acknowledgments by trainees in a community-based vocational program. *Research in Developmental Disabilities, 15*, 457-472.
- Trask-Tyler, S. A., Grossi, T. A., & Heward, W. L. (1994). Teaching young adults with developmental disabilities and visual impairments to use tape-recorded recipes: Acquisition, generalization, and maintenance of cooking skills. *Journal of Behavioral Education, 4*, 283-311.
- Barbetta, P. M., Heward, W. L., & Bradley, D. M. C. (1993). Relative effects of whole-word and phonetic error correction on the acquisition and maintenance of sight words by students with developmental disabilities. *Journal of Applied Behavior Analysis, 26*, 99-110.
- Barbetta, P. M., Heron, T. E., & Heward, W. L. (1993). Effects of active student response during error correction on the acquisition, maintenance, and generalization of sight words by students with developmental disabilities. *Journal of Applied Behavior Analysis, 26*, 111-119.
- Heward, W. L., & Cooper, J. O. (1992). Radical behaviorism: A productive and needed philosophy for education. *Journal of Behavioral Education, 2*, 345-365.

- Heward, W. L., Heron, T. E., & Cooper, J. O. (1990). The master's thesis in applied behavior analysis: Rationale, characteristics, and student advisement strategies. *The Behavior Analyst, 13*, 205-210.
- Narayan, J. S., Heward, W. L., Gardner, R., III, Courson, F. H., & Omness, C. (1990). Using response cards to increase student participation in an elementary classroom. *Journal of Applied Behavior Analysis, 23*, 483-490.
- Heward, W. L., Heron, T. E., Ellis, D. E., & Cooke, N. L. (1986). Teaching first-grade peer tutors to use praise on an intermittent schedule. *Education & Treatment of Children, 9*, 5-15.
- Heward, W. L., Heron, T. E., & Cooke, N. L. (1982). Tutor huddle: Key element in a classwide peer tutoring system. *The Elementary School Journal, 83*, 115-123.
- Heward, W. L., Test, D. W., & Cooke, N. L. (1981). Training teachers to use technology: Experience with the Visual Response System. *Teacher Education and Special Education, 4*, 15-26.
- Heward, W. L., McCormick, S., & Joynes, Y. (1980). Completing job applications: Evaluation of an instructional program for mildly retarded juvenile delinquents. *Behavioral Disorders, 5*, 223-234.
- Heward, W. L., & Eachus, H. T. (1979). Acquisition of adjectives and adverbs to sentences written by hearing impaired and aphasic children. *Journal of Applied Behavior Analysis, 12*, 391-400.
- Marshall, A. E., & Heward, W. L. (1979). Teaching self-management to incarcerated youth. *Behavioral Disorders, 4*, 215-226.
- Parson, L. R., & Heward, W. L. (1979). Training peers to tutor: Evaluation of a tutor training package for primary learning disabled students. *Journal of Applied Behavior Analysis, 12*, 310-311.
- Heward, W. L. (1978). Operant conditioning of a .300 hitter?: The effects of reinforcement on the offensive efficiency of a barnstorming baseball team. *Behavior Modification, 2*, 25-40.

Other Publications (Selected)

- Anderson, M. A., Murphy, C. M., Allen, N. J., Wood, C. L., Silvestri, S. M., & Heward, W. L. (2006). Promoting maintenance and generalization of learning. In E. A. Boutot & M. Tincani (Eds.), *Autism spectrum disorders handouts: What parents need to know* (pp. 155-158). Austin, TX: PRO-ED.
- Silvestri, S. M., Wood, C. L., Allen, N. J., Anderson, M. A., Murphy, C. M., & Heward, W. L. (2006). What is ABA? In E. A. Boutot & M. Tincani (Eds.), *Autism spectrum disorders handouts: What parents need to know* (pp. 43-45). Austin, TX: PRO-ED.
- Wood, C. L., Allen, N. J., Silvestri, S. M., Anderson, M. A., Murphy, C. M., & Heward, W. L. (2006). Using praise and approval effectively. In E. A. Boutot & M. Tincani (Eds.), *Autism spectrum disorders handouts: What parents need to know* (pp. 123-125). Austin, TX: PRO-ED.
- Heward, W. L. (2006). Por que razão é educação especial importante. (Reasons why special education is important). *Educare Hoje--Educação Especial 5 (Special Issue on Trends and Issues in Special Education Today)*, pp. 10-11. Porto, Portugal: Porto Editora.
- Heward, W. L., & Silvestri, S. M. (2005). Antecedent. In G. Sugai & R. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy, Vol. 3: Educational applications* (pp. 1135-1137). Thousand Oaks, CA: Sage Publications.

Heward, W. L. (2003, April 30). Proven method for teaching reading shelved for untested plan. *Columbus Dispatch*, xx, No. xx, p. x.

Heward, W. L., & Dardig, J. C. (2001, Spring). What matters most in special education. *Education Connection*, 41-44.

FUNDED RESEARCH AND TRAINING PROJECTS (Examples of 12 totaling \$2.35 million)

Principal Investigator: Supporting Students with Autism in Community Charter Schools. Funding agencies: Great Western Academy and Millennium Community School, Columbus, OH, 2003-2006. [\$139,673]

Principal Investigator: Preparing Higher Education Faculty for Special Education: The Ph.D. Program at Ohio State University. U.S. Department of Education, 1998-2004. [\$854,476]

Principal Investigator: Relationships between Decodable, Predictable, and Natural Texts and Reading Performance of Poor Readers--A Student-Initiated Research Project (Sara C. Ernsbarger). Funding agency: U.S. Department of Education, 2001-2002. [\$16,130]

PROFESSIONAL ORGANIZATIONS

Association for Behavior Analysis International (member since 1976)
At-Large Representative to Executive Council, 2004-2007
President-Elect, 2007-2008
President, 2008-2009

Council for Exceptional Children (member since 1974)
Council for Children with Behavioral Disorders (CCBD)
Division on Developmental Disabilities (DDD)
Division for Learning Disabilities (DLD)
Teacher Education Division (TED)

Society for the Advancement of Behavior Analysis
Board member, 2004-present

AWARDS AND HONORS (Selected)

Fred S. Keller Behavioral Education Award, Division 25 Behavior Analysis, American Psychological Association, 2006.

Fellow, Association for Behavior Analysis International, 2006.

Outstanding Mentor Award, Association for Behavior Analysis International Student Committee, 2006.

James M. Kauffman Publication Award in Special Education, Curry School of Education, University of Virginia, 2005.

Distinguished Scholarship Award, College of Education, The Ohio State University, 2003.

Distinguished Teaching Award, The Ohio State University Alumni Association, 1985.

(January 2009)