

Adrienne Stuckey

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EDUCATION

- 2015 Ph.D., Education of Students with Exceptionalities (emphasis on Behavior/Learning Disabilities), Georgia State University. Atlanta, GA.
- 1999 M.A.Ed., Curriculum & Instruction (concentration in Specific Learning Disabilities), Virginia Tech. Blacksburg, VA.
- 1994 B.A., French Language & Literature, Virginia Tech. Blacksburg, VA.

EMPLOYMENT

- 2015-present Assistant Professor (tenure-track), Western Carolina University.
School of Teaching and Learning: Program of Inclusive & Special Education. Cullowhee, NC.
- 2012-2015 Short Term Clinical Instructor, Georgia State University.
Department of Educational Psychology, Special Education, & Communication Disorders. Atlanta, GA
- 2004-2012 Special Education Teacher, High School: High-Incidence Disabilities.
Cobb County Public Schools. Marietta, GA
- 2000-2004 Special Education Teacher, High School: High-Incidence Disabilities.
Fulton County Public Schools. Atlanta, GA
- 1995-1998 Special Education Instructional Assistant, Elementary School:
Developmental Delay.
Arlington Public Schools. Arlington, VA
- 1994-1995 Montessori Instructional Assistant, Preschool: General Education.
The Brookfield School, McLean, VA

PUBLICATIONS

Peer-Reviewed Journal Articles

- Green, K., **Stuckey, A.**, Towson, J., Robbins, S. H., & Bucholz, J. L. (2020). Special education preservice teacher knowledge of mathematics methods: The effects of content acquisition podcasts (CAPs). *Journal of Special Education Technology*, 35(3), 145-154.
<https://doi.org/10.1177/0162643419854494>

McDaniel, S., Albritton, K., & **Stuckey, A.** (OnlineFirst, April 2020). Examining the preliminary effects of a summer social emotional learning program for young children. *Journal of Emotional and Behavioral Disorders*. <https://doi.org/10.1177%2F1063426620912395>

Stuckey, A., & Albritton, K. (2020). Examining the use of a multiple gating screening process to identify preschool-age children for multi-tiered instructional support. *Topics in Early Childhood Special Education*, 39(4), 238-249.
<https://doi.org/10.1177/0271121418823993>

Stuckey, A. & McKeown, D. (2019). High school teachers' use of behavior prompting and specific praise: An exploratory study. *Research in the Schools*, 26(1), 35-47.
<https://search-ebshost-com.proxy195.nclive.org/login.aspx?direct=true&db=eue&AN=139170321&site=ehost-live&scope=site>

Albritton, K., **Stuckey, A.**, & Terry, N.P. (2017). Identifying Head Start children for higher tiers of language and literacy instruction. *Journal of Early Intervention*. 39(4), 267-280.
<https://doi.org/10.1177/1053815117714568>

Terry, N. P., Connor, C. M., **Stuckey, A.**, & Johnson, L. (2016). Dialect variation, dialect-shifting, and reading comprehension in second grade. *Reading and Writing: An Interdisciplinary Journal*. 29(2), 267-295. <https://doi.org/10.1007/s1145-015-9593-9>

Book Chapters

Patton-Terry, N., Brown, M.C., & **Stuckey, A.A.** (2015). Social dialect variation and literacy learning. In R.H. Bahr & E.R. Silliman (Eds.), *Handbook on communication disorders*. New York, NY: Routledge.

Viel-Ruma, K., Terry, N. P., & **Stuckey, A. A.** (2013). Instructional strategies for students with learning differences. In R. Colarusso, C. M. O'Rourke & M. Leontovich (Eds.), *Special education for all teachers* (6th ed.). Dubuque, IA: Kendall Hunt.

Publications under Review

Albritton, K., **Stuckey, A.**, & Terry, N. P. (resubmission). Multi-tiered early literacy identification in three-year-old children in Head Start settings. *Journal of Early Intervention*.

Manuscripts in Preparation

Stuckey, A., Albritton, K., & Cruz, K. A systematic review of early literacy interventions within multi-tiered systems of support.

Stuckey, A. (revision). Systematic review of behavior prompting as a high school classroom management strategy.

Stuckey, A., & Fitzpatrick, E. Supporting preservice teacher writing development.

Stuckey, A. Preservice teachers' attitudes toward inclusion.

Stuckey, A., Rogers, C. Buskey, P., Watkins, K., & Williams, N. (Author order not yet finalized). Domestic exchanges: A starting point for cultural awareness in teacher education.

PRESENTATIONS

National Conference Proceedings

Albritton, K., **Stuckey, A.** (2019, February). *Multiple-gated screening: Identifying preschool children for tiered early literacy support.* Paper presented at the National Association of School Psychologists (NASP) 2019 Annual Convention, Atlanta, GA.

Stuckey, A. (2018, November). *Preservice teachers' attitudes toward inclusion.* Poster Presented at the Teacher Education Division of the Council for Exceptional Children 2018 Convention and Expo, Las Vegas, NV.

Stuckey, A., & FitzPatrick, E. (2018, November). *Helping preservice teachers understand explicit modeling: Using modeling to support writing about special education topics.* Conversation session at the Teacher Education Division of the Council for Exceptional Children 2018 Convention and Expo, Las Vegas, NV.

Albritton, K., & **Stuckey, A.** (2018, June). *Identifying Head Start children for higher tiers of language and literacy instruction.* Poster presented at the 2018 National Research Conference on Early Childhood (NRCEC), Arlington, VA.

Green, K., Bucholz, J., **Stuckey, A.** (2017, November). *Content acquisition podcasts to develop preservice teachers' content knowledge for teaching students with disabilities.* Conversation session at the Teacher Education Division of the Council for Exceptional Children 2017 Convention and Expo, Savannah, GA.

Stuckey, A., Rush, C., & Cooper-Duffy, K. (2017, March). *Supporting (new) rural special educators to implement rigorous standards & inclusion.* Presentation at the 36th Annual Conference of the American Council on Rural Special Education (ACRES), Asheville, NC.

Green, K., **Stuckey, A., & Bucholz, J.** (2016, November). *Effects of content acquisition podcasts to develop preservice teachers' content knowledge in mathematics strategies for teaching children with disabilities.* Poster presentation at the Teacher Education Division of the Council for Exceptional Children 2016 Convention and Expo, Lexington, KY.

Stuckey, A., & Schwab, J.R. (2016, November). *Infusing edTPA portfolio skills into special education preservice coursework activities: Examples & discussion.* Conversation

session at the Teacher Education Division of the Council for Exceptional Children 2016 Convention and Expo, Lexington, KY.

Stuckey, A. (2016, November). *Supporting early career rural special educators to implement rigorous standards and inclusion*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2016 Convention and Expo, Lexington, KY.

Stuckey, A. (2016, November). *Using discourse analysis to operationally define various forms of high school verbal interactions*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2016 Convention and Expo, Lexington, KY.

Schwab, J.R. & **Stuckey, A. A.** (2015, November). *Using reading comprehension strategies for teaching math word problems to students with disabilities*. Presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children 2015 Convention and Expo, Phoenix, AZ.

Stuckey, A. A. (2015, November). *Promoting positive teacher-student interactions through prompting and praise*. Poster presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children 2015 Convention and Expo, Phoenix, AZ.

Albritton, K., **Stuckey, A.**, Patton-Terry, N. (2015, January). *Assessment of emergent literacy skills within an RTI framework*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

Terry, N.P., Brown, M., **Stuckey, A.A.**, & Washington, J. (2013, November). *The construct of "spoken NMAE use": Are we measuring what we think we are?* Poster presentation for the American Speech-Language-Hearing Association (ASHA) 2013 Convention, Chicago, IL.

Terry, N.P., Washington, J., Brown, M., & **Stuckey, A.A.** (2013, November). *Contrasting theory-based approaches to language instruction for poor readers who speak nonmainstream American English*. Poster presentation for the American Speech-Language-Hearing Association (ASHA) 2013 Convention, Chicago, IL.

Towson, J.A., Floyd, T., **Stuckey, A.A.**, Bingham, G.E., & Terry, N.P. (2013, November). *Teacher fidelity of the Read Right from the Start program: Implications on language and literacy*. Poster presentation for the American Speech-Language-Hearing Association (ASHA) 2013 Convention, Chicago, IL.

Regional and State Conference Proceedings

Stuckey, A. (2019, June). *Preservice teachers' attitudes toward inclusion*. Poster presentation at the North Carolina 4th Annual Inclusion Summit, Cullowhee, NC.

Stuckey, A. (2017, November). *Examining classroom climate: High school students' perceptions of teacher praise*. Presentation at the Annual Conference of the Georgia Association of Positive Behavior Support, Duluth, GA.

Stuckey, A., Buskey, P. K., Binkley, R., Kea, C., Williams, N., & McAdoo, T. (2017, September). *Transformative rural-urban exchange: An analysis of teacher candidate perceptions*. Presentation at the 35th Annual North Carolina Teacher Education Fall Forum, Raleigh, NC.

Stuckey, A. (2016, December). *What's the state of praise in the high school classroom?* Presentation at the Annual Conference of the Georgia Association of Positive Behavior Support, Duluth, GA.

Stuckey, A. A. (2013, December). *Promoting positive adolescent interactions in school*. Spoken presentation at the Georgia Association for Positive Behavior Support 6th Annual Conference, Atlanta, GA.

FUNDED RESEARCH PROPOSALS

Rogers, C., Buskey, P., **Stuckey, A.**, Watkins, K., & Williams, N. (2020-2021) Transformative Rural Urban Exchange (TRUE). Amount requested: \$2,490 (Internal; role: co-author).

Albritton, K. (2019-2020). Kent preschool early literacy. Martha Holden Jennings Foundation. Funded for the amount of \$13,069.18. (External; role: key personnel). Project currently in data collection.

Buskey, P., **Stuckey, A.**, Williams, N., & Watkins, K. (2019-2020) Transformative Rural Urban Exchange (TRUE). Funded for the amount of \$2,500. (Internal; role: co-author). Project currently in data collection.

Stuckey, A., Buskey, P. K., & Williams, N. (2018-2019). Transformative Rural Urban Exchange (TRUE). WCU College of Education School-University Teacher Education Partnership (SUTEP). Funded for the amount of \$2,500.00. (Internal; role: co-PI). Project currently in data analysis.

Stuckey, A., Buskey, P. K., Williams, N., Kea, C. (2017-2018). Transformative Rural Urban Exchange (TRUE). WCU College of Education School-University Teacher Education Partnership (SUTEP). Funded for the amount of \$2,100.00. (Internal; role: co-PI) Project currently in manuscript preparation.

Stuckey, A. (2015). Adolescent teacher-student interactions. WCU School of Teaching and Learning Research Support Initiative. Funded for the amount of \$5,000. (Internal; role: PI). Project currently in data analysis.

UNFUNDED RESEARCH PROPOSALS

Albritton, K., & **Stuckey, A.** (2019). A pilot study exploring single measure and multiple gating screening procedures to identify early literacy difficulties in preschool settings. Society for the Study of School Psychology, Early Career Research Awards Program. Unfunded for the amount of \$9,641.50. (External; role: co-PI).

Albritton, K., & **Stuckey, A.** (2018). A pilot study exploring single measure and multiple gating screening procedures to identify early literacy difficulties in preschool settings. Society for the Study of School Psychology, Early Career Research Awards Program. Unfunded for the amount of \$12,544.90. (External; role: co-PI).

Stuckey, A., Buskey, P., Binkley, R., Kea, C., Williams, N., & McAdoo, T. (2018). Transformative Rural-Urban Exchange (TRUE). UNC Inter-Institutional Planning Grant Program. Unfunded for the amount of \$75,000. (External; Role: co-PI).

TEACHING

Western Carolina University

SPED 339 Designing Classrooms as Responsive Learning Communities
SPED 401 Exceptional Learners in the General Curriculum
SPED 490 Supervision of Intern 2 (teacher candidates in the student-teaching semester)
SPED 495 Intern 2 Seminar
SPED 505 Teaching Students with Learning and Behavior Problems
SPED 563 Best Practices for Teaching Mathematics to Exceptional Learners (with edTPA preparation components)

Georgia State University

EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities
EXC 4580 Instructional Methods for Behavior & Learning Disabilities
EXC 7130 Assessment for Instructional Planning
EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities
EXC 7460 Mathematics Instruction in Special Education I
Internship Supervision: Intern 1, 2, 3, and 4 (with edTPA supervision and scoring)

AWARDS AND NOMINATIONS

Dean's Above and Beyond Award (awarded, 2019). Western Carolina University. College of Education and Allied Professions.

Paul A. Reid Distinguished Service Award (nominated, 2019). Western Carolina University.

Botner Superior Teaching Award (nominated, 2019). Western Carolina University. College of Education and Allied Professions. School of Teaching and Learning.

Dean's Research Award (nominated, 2019). Western Carolina University. College of Education and Allied Professions.

Botner Superior Teaching Award (nominated, 2018). Western Carolina University. College of Education and Allied Professions. School of Teaching and Learning.

Outstanding Doctoral Student in Special Education (awarded, 2014). Georgia State University. College of Education and Human Development. Department of Educational Psychology, Special Education, and Communication Disorders.