

JESSICA “LAUREN” HART ROLLINS

1601 Maple Street
Carrollton, GA, 30118
Education Annex: 222
jrollins@westga.edu

EDUCATION

- Ph.D. 2020 Special Education and Multiple Abilities
Dissertation: *A Function-based Adaptation to the Self-Regulated Strategy Development Instructional Approach for Students with Behavioral Challenges in Residential Treatment*
University of Alabama, Tuscaloosa, AL
- M.A. 2016 Special Education and Multiple Abilities K-6
University of Alabama, Tuscaloosa, AL
- B.S. 2013 Elementary and Special Education K-6
University of Alabama, Tuscaloosa, AL

CERTIFICATION

State of Alabama, Special Education, K-6, State of Alabama
State of Alabama, Elementary Education, K-6, State of Alabama

AWARDS

- 2019 Martha Lynn Smith Doctoral Research Scholarship
Martha Lynn Smith Scholarship Committee (national) [reading study]
- 2016 Most Outstanding Graduate Student
Multiple Abilities Program
The University of Alabama, Tuscaloosa

PROFESSIONAL EXPERIENCE

- 2020- Present Assistant Professor [tenure track]
Literacy and Special Education
University of West Georgia, Carrollton, GA
- 2016- Present Behavior Therapist
Tuscaloosa, AL
Uniquely Different, LLC
- 2019 Graduate Assistant
Department of Special Education and Multiple Abilities
University of Alabama, Tuscaloosa, AL
- 2018- 2019 Graduate Assistant
Belser-Parton Literacy Center

2018 University of Alabama, Tuscaloosa, AL
Graduate Fellow
Council on Community Based Partnerships
University of Alabama, Tuscaloosa, AL

2016- 2017 Graduate Assistant
CrossingPoints Transition Program
University of Alabama, Tuscaloosa, AL

2014-2016 Special Education Teacher- Autism Unit, Grades 2-5
University Place Elementary School
Tuscaloosa, AL

2013-2014 Special Education Teacher- Resource, Grades K-5
University Place Elementary School
Tuscaloosa, AL

RESEARCH

Peer-Reviewed Publications (N= 3)

Hester, O. R., Bridges, S. A., **Rollins**, L. H. (2020). "Overworked And underappreciated": Special education teachers describe stress and attrition. *Teacher Development*, 24, 348-365.

Swoszowski, N. C. & **Rollins**, L. H. (2019). Varying intensities and configurations for CICO and CICUCO. *Preventing School Failure*, 63, 203-210.

Robinson, O., Bridges, S. **Rollins**, L. H., & Schumacker, R. (2019). A study of the relation between burnout and job satisfaction. *Journal of Research in Special Education Needs*, 2(2), 1-9.
doi: 10.1111/1471-3802.12448

In Press (N= 2)

Bridges, S. A., Hester, O. R., **Rollins**, L. H., & Schumacker, R. (in press). The influence of teaching assignment on burnout in special education. *Journal of the American Academy of Special Education Professionals*

Sanders, S., **Rollins**, L. H., Mason L., H., Shaw, A., & Jolivette, K. (in press). Intensification and Individualization of Self-Regulation Components Within Self-Regulated Strategy Development. *Intervention in School and Clinic*.

Under Review (N= 3)

Sanders, S., Rollins, L. H., Michael, E., & Jolivette, K. (in review). "TRAP is legit!" Using the self-regulated strategy development framework to teach reading comprehension in a residential treatment facility. *Education and Treatment of Children*

Sanders, S., Jolivette, K., Rollins, L. H., & Shaw, A. (in review). How to 'TRAP' information: Using the self-regulated strategy development instructional approach to teach a reading comprehension strategy to students with and at-risk for emotional and behavioral disorder. *TEACHING Exceptional Children*.

Sanders, S., Jolivette, K., Michael, E., **Rollins**, L. H., & Swoszowski, N. C. (in review). A preliminary investigation into reading comprehension in a residential children's facility: Feasibility perspectives from teachers. *Education and Treatment of Children*.

In Progress (N= 3)

Rollins, L. H., Robinson, O. P., & Bridges, S. A. What's the point?: Special education teacher burnout and higher education. Manuscript in preparation- anticipated September 2020

Rollins, L. H., Sanders, S., Jolivette, K., & Virgin, A. Assessment of strategy instruction and self-regulation in reading comprehension: A review of the literature. Manuscript in preparation – anticipated January 2021 [invited]

Rollins, L. H., Swoszowski, N. C., Jolivette, K., Ennis, R. P., & Sanders, S. A Function-based Adaptation to the SRSD Instructional Approach for Students with Behavioral Challenges in Residential Treatment. Manuscript in Preparation- anticipated October 2020.

Rollins, L. H., Swoszowski, N. C., Michael, E. L., & Donovan, C. D. More than one teach, one assist: Knowledge, confidence, and usefulness of co-teaching models for pre-service special education teachers. Manuscript in preparation- anticipated October 2020

Invited Conference Presentations For International/National/State Agencies And Professional Association Conferences (N= 5)

Sanders, S., Harris, C., **Rollins**, L. H., Shaw, A., & Jolivette, K. (2019, Oct.). *Stepping up reading, writing and math: The self-regulation strategy development framework across content, ages, and settings*. Teacher Educators for Children with Behavior Disorders Annual Conference , Tempe, AZ.

Rollins, L. H., & Sanders, S. (2019, Oct.). "What am I supposed to do?" *Differentiating instructional scaffolding within the self-regulated strategy development framework for youth with and at-risk for EBD*. Teacher Educators for Children with Behavior Disorders Annual Conference, Tempe, AZ.

Sanders, S., **Rollins**, L. H., Harris, C., Michael, E., & Jolivette, K. (2019, Oct.). "TRAP is legit!": *Using the self-regulated strategy development framework within residential facilities*. Teacher Educators for Children with Behavior Disorders Annual Conference, Tempe, AZ.

Rollins, L. H., Swoszowski, N. C., Jolivette, K., & Sanders, S. (2019, Oct.). *From Candy to Cards: How Self-Reinforcement Changes the Game*. Teacher Educators for Children with Behavior Disorders Annual Conference, Tempe, AZ.

Sanders, S., **Rollins**, L. H., & Jolivette, K (2019, Aug.) *Self-Regulated Strategy Development: A Framework for Teaching Reading Comprehension Skills In the Classroom*. Brewer-Porch Children's Center, Tuscaloosa, AL.

Presentations For National/International Agencies And Professional Association Conferences/Convenings (N= 15)

Rollins, L. H., Sanders, S., Mason, L., Shaw, A., & Jolivette, K. (2020, Feb.). Intensifying components within the self-regulated strategy development framework to support self-regulation in the classroom. Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.

- Sanders, S., **Rollins**, L. H., Michael, E., Shaw, A., & Jolivette, K. (2020, Feb.). "Trapping" knowledge: Using the self-regulated strategy development framework to improve the reading comprehension of students in an alternative education setting. Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
- Rollins**, L. H., & Swoszowski, N. C. (2020, Feb.) *Function-based Reinforcement and Self-Regulated Strategy Development for Students with EBD*. Presentation at the 2020 annual meeting of the Council for Exceptional Children, Portland, OR.
- Rollins**, L. H., Michael, E. L., & Swoszowski, N. C. (2020, Feb.) *Am I Doing This Right? Preservice Teachers' Efficacy in Co-Teaching*. Presentation at the 2020 annual meeting of the Council for Exceptional Children, Portland, OR.
- Sanders, S., **Rollins**, L. H., Michael, E., Harris, C., Shaw, A., & Jolivette, K. (2020, Feb.). "What did I just read?" *Using the self-regulated strategy development framework to improve the reading comprehension of youth in alternative education settings*. Council for Exceptional Children National Convention, Portland, OR.
- Rollins**, L. H., & Swoszowski, N. C. (2019, Nov.) *First Work, Then Play: Functionally-Modified Interventions for Students with EBD*. Presentation at the 2019 annual meeting of the Teacher Education Division of the Council for Exceptional Children, New Orleans, LA.
- Rollins**, L. H., Swoszowski, N. C., Michael, E. L., & Donovan, C. A. (2019, Nov.) *More than One Teach, One Assist: Knowledge, Confidence, and Usefulness of Co-teaching Models with Pre-Service Special Education Teachers*. Presentation at the 2019 annual meeting of the Teacher Education Division of the Council for Exceptional Children, New Orleans, LA.
- Sanders, S., **Rollins**, L. H., & Jolivette, K. (2019, Jul.) *How Do We Teach Reading Comprehension? Using Self-Regulated Strategy Development Framework In The Classroom - Day 2*. First Annual SRSD Institute, Tuscaloosa, AL.
- Sanders, S., **Rollins**, L. H., & Jolivette, K. (2019, Jul.) *How Do We Teach Reading Comprehension? Using Self-Regulated Strategy Development Framework In The Classroom - Day 1*. First Annual SRSD Institute, Tuscaloosa, AL.
- Robinson, O. P., Bridges, S. A., & **Rollins**, L. H. (2019, Feb.). *Sounding the Alarm: Special Education Teacher Burnout*. Presentation at the 2019 annual meeting of the Council for Exceptional Children, Indianapolis, IN.
- Rollins**, L. H., Donovan, C. A., Swoszowski, N. C., & Michael, E. L. (2019, Feb.). *Coaching Caregivers to Support Children's Reading Development*. Presentation at the 2019 annual meeting of the Council for Exceptional Children, Indianapolis, IN.
- Rollins**, L. H., Donovan, C. A., & Swoszowski, N. C. (2018, Jun.). *Using Alternative Contexts in Teacher Preparation Programs*. Presentation at the 2018 annual meeting of the MidSouth Reading and Writing Conference, Birmingham, AL.
- Robinson, O. Bridges, S., & **Rollins**, L. H. (2018, Feb.). *Overworked and Unappreciated: Teacher Failure Cycle in Special Education*. Presentation at the 2018 annual meeting of the Council for Exceptional Children, Tampa, FL.
- Robinson, O. Bridges, S., & **Rollins**, L. H. (2017, Dec.). *Job Satisfaction and Burnout in Special Education*. Presentation at the 2017 annual meeting of TASH, Atlanta, GA.
- Robinson, O., Bridges, S., & **Rollins**, L. H. (2017, Apr.). *Teacher Failure Cycle in Special Education*. Presentation at the 2017 annual meeting of the Council for Exceptional Children, Boston, MA.

TEACHING

Courses Taught

Fall 2020

SPED 3714- Behavior and Classroom Management

(undergraduate)

University of West Georgia

SPED 4760- Curriculum and Methods II: Severe Disabilities

(undergraduate)

University of West Georgia

SPED 6776- Curriculum and Instructional Strategies for Severe Disabilities

(graduate)

University of West Georgia

Summer 2020

SPED 6709- Regulations and Requirements in Special Education

(graduate)

University of West Georgia

SPED 6776- Curriculum and Instructional Strategies for Severe Disabilities

(graduate)

University of West Georgia

Fall 2019

MAP 331- Facilitating Learning

(undergraduate)

The University of Alabama

SPE 471- Developmental Perspectives of Young Children with Disabilities

(undergraduate)

The University of Alabama

SPE 499- Clinical Field Experiences

(undergraduate)

The University of Alabama

Spring 2018

MAP 321- Communication and Collaboration

(undergraduate)

The University of Alabama

Courses Co-taught

Spring 2020

EDU 400- Internship Seminar

(undergraduate and graduate)

edTPA support

The University of Alabama

Spring 2018

SPE 596- Practicum in Collaborative Special Education

(graduate) [online]
The University of Alabama

Fall 2017 **MAP 313-** The Learner
(undergraduate)
The University of Alabama

Spring 2017 **SPE 596-** Severe Disabilities Methods
(graduate) [online]
The University of Alabama

Guest Lectures

Spring 2019 Tier 2 and 3 Academic and Behavioral Interventions
MAP 321- Communication and Collaboration
(undergraduate)
The University of Alabama

Fall 2018 Multisensory Instruction; High Incidence Disabilities
MAP 312- The Learners
(undergraduate)
The University of Alabama

SERVICE

Fall 2020- Present Mentor
Project INSPIRE
The University of Alabama, Tuscaloosa

Spring 2020 Graduate Advisor
edTPA
The University of Alabama, Tuscaloosa

Fall 2019 Invited Facilitator
Academic Literacy and Social and Emotional Learning
Residential and Juvenile Justice Facility Think Tank
Collaborative Organization of Research(ers) and Evidence-based
practices (CORE)

Fall 2019 Graduate Advisor
Student Council for Exceptional Children
The University of Alabama, Tuscaloosa

Summer 2019 Facilitator, Functional Behavioral Assessments Training
Full-Day Workshop

Shelby County Schools, Alabama

2018- Present

Co-Founder
SRSD Institute of the Southeast

Fall 2018

Guest Reviewer
Behavioral Disorders

Summer 2018, 2019

Coordinator
Summer Reading Intervention Clinic
Belser-Parton Literacy Center

Spring 2018

Guest Reviewer
Education and Treatment of Children

Spring 2018

Recruitment Co-Chair
Autism Society Fun Run of Tuscaloosa
The Autism Society of Alabama Junior Board

Spring 2018

Co- facilitator, Phonemic Awareness and Multisensory Instruction
Half-day Professional Development Workshop
Early Learning Center, Pickens County, Alabama

Fall 2017

Conference Proposal Reviewer
Southeast Postsecondary Education Alliance

PROFESSIONAL ORGANIZATIONS

Council for Exceptional Children (CEC)
Council for Children with Behavior Disorders
CEC - Teacher Education Division