

Abbreviated VITA

ROBERT G. MCKENZIE

Address:

Office:

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Academic Degrees:

Ph.D. The University of Iowa, 1981, Special Education
M.A.E. College of St. Thomas, St. Paul, MN. , 1976, Special Education
(Learning and Behavior Disabilities)
B.A. College of St. Thomas, 1970, Secondary Education/Social Science

Professional Experience:

2002-present Professor, University of Kentucky
2010-present LBD Program Faculty Chair, University of Kentucky
2004-2008 LBD Program Faculty Chair, University of Kentucky
1992-2001 Professor, Exceptional Education, Western Kentucky University
1995-1997 Head, Division of Research, Development and Service, School of Integrative Studies in Teacher Education, Western Kentucky University
1990-1995 Coordinator, Exceptional Child Education Program, Western Kentucky University
1986-1992 Associate Professor, Exceptional Child Education Program, Western Kentucky University
1981-1986 Assistant Professor, Exceptional Child Education Program, Western Kentucky University
1979-1981 Adjunct Instructor, Special Education, The University of Iowa
1978-1981 Graduate Teaching Assistant, The University of Iowa
1976-1978 Elementary LD Resource Teacher, Circle Pines, MN.
1975-1976 Elementary LD Resource Teacher, North St. Paul, MN.
1972-1974 Social Worker, Illinois Department of Public Aid, Chicago, IL.
1970-1971 Secondary Social Studies Teacher, Chicago, IL.

Instructional Assignments

EDS 357 - Initial Practicum in Special Education
EDS 375 - Introduction to Education of Exceptional Children
EDS 516 - Principles of Behavior Management and Instruction

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- EDS 528 - Educational Assessment for Students with Mild Disabilities
- EDS 611 - Advanced Educational Programming: Learning Disabilities
- EDS 612 - Advanced Practicum in Special Education
- EDS 768 - Residence Credit: Master's Degree

Manuscript in Preparation

McKenzie, R.G. The role of specialists within response-to-intervention: When does special education begin?

Publications

Book:

Houk, C.S. & McKenzie, R.G. (1988). Paraprofessionals: Training for the classroom. Circle Pines, MN: American Guidance Service

Recent Articles – Refereed Journals:

McKenzie, R.G. (2010). The insufficiency of response-to-intervention in identifying gifted students with learning disabilities. *Learning Disabilities Research and Practice*, 25, 160 – 167 .

McKenzie, R.G. (2009). Obscuring vital distinctions: The oversimplification of learning disabilities within response-to-intervention. *Learning Disability Quarterly*, 32, 203 – 215.

McKenzie, R.G. (2009). A national survey of pre-service preparation for collaboration. *Teacher Education and Special Education*, 32, 379 – 393.

McKenzie, R.G. (2009). Elevating instruction for secondary-school students with learning disabilities by demystifying the highly qualified subject matter requirement. *Learning Disabilities Research and Practice*, 24, 143 – 150.

Titles of Professional Papers Presented (1983-2007)

1. Across the great divide: The transition from elementary to secondary setting for mildly handicapped students.
2. Phasing out the LD student: Guidelines and techniques.

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3. Easy does it: Phasing out services for the disabled reader.
4. Exit criteria for the mildly handicapped.
5. Building a winner: Managing the teacher-paraprofessional team.
6. Effective utilization of the paraprofessional in special education programs.
7. Effective utilization of the paraprofessional in the teaching of reading.
8. Warming up for writing.
9. The application of metacognitive principles to the remediation of written language deficits.
10. The diagnosis and remediation of written language deficits from a metacognitive perspective.
11. Mainstreaming assistance model.
12. Content area assistance model.
13. Listening, note taking, and time management strategies for learning disabled adolescents.
14. P.A.C.T: Providing appropriate counseling techniques.
15. Potpourri of play techniques for special educators.
16. Potpourri of play techniques for reading teachers.
17. Developing study skills through cooperative learning activities.
18. The form and substance of secondary resource programs: What teacher educators should know.
19. The form and substance of secondary resource instruction for students with learning disabilities.
20. The form and substance of secondary learning disability programs: A national perspective.

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21. Fostering independence in inclusive classrooms for students with mild disabilities.
22. Fostering independence in inclusive classrooms for students with learning disabilities.
23. “Involved” and not just “included”: Inclusive classroom peer support networks.
24. The landscape on inclusion: Research implications for teacher educators.
25. The landscape of inclusion: What research suggests for collaborative teams.
26. Enhancing instructional modifications through pre-service collaboration training.
27. Enhancing writing productivity: The impact of a collaborative ‘production strategy’.
28. Pre-service training for collaboration: Where we stand.

Summary of Professional Presentations (1983-2007)

National/International Organizations

Council for Exceptional Children
CEC Early Childhood Division
CEC Teacher Education Division
Learning Disabilities Association
Council for Learning Disabilities
National Association of Elementary School Principals
International Reading Association
Northeast International Symposium
National Paraprofessional Conference

State and Regional Organizations

Southeast Region: International Reading Association
Kentucky Council for Exceptional Children
Kentucky Office of Education for Exceptional Children
Kentucky Department of Compensatory Education
Kentucky Association for Psychology in the Schools

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Membership in Professional Organizations

Council for Exceptional Children
Division for Learning Disabilities (C.E.C.)
Teacher Education Division (C.E.C.)
Council for Learning Disabilities
Learning Disabilities Association (formerly ACLD)

Updated 7/6/2010