

Stanley L. Swartz, Ph.D.
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Abbreviated Vitae

Education

Doctor of Philosophy, Ph.D., Bowling Green State University, educational administration.

Master of Education, M.Ed., Bowling Green State University, special education.

Bachelor of Arts, A.B., Findlay College, psychology and philosophy.

Current Positions

Professor of Education, Department of Educational Leadership and Curriculum, Special Education Program, Doctor of Education Program, California State University, San Bernardino.

Distinguished Professor (Maestro Honorífico), Facultad de Ciencias Humanas, Universidad Autónoma de Baja California.

Visiting Professor, Facultad de Educación, Pontificia Universidad Católica de Chile.

Visiting Professor, Facultad de Psicología, Universidad Nacional Autónoma de México.

Tutor del Doctorado, Facultad de Psicología, Universidad Autónoma del Estado de Hidalgo, Mexico.

Lecturer in Education, University of California, Riverside.

Visiting Professor, Facultad de Psicología, Universidad La Habana, Cuba.
Dissertation Committee, Marco Villa.

Professor Emeritus of Special Education, Western Illinois University.

Courses

California State University

Special Education Program

Seminar in Literacy Learning for Students with Disabilities

Introduction to Autism Spectrum Disorders

Introduction to Special Education

Educational Administration

Research in Educational Administration

Universidad Autónoma de Baja California

Autism: Characteristics and Treatment

Research and Service Activities

Foundation for Comprehensive Early Literacy Learning. Research and professional development group supporting school reform.

Redlands School: An American-Mexican Project. Bilingual preschool and elementary school located in Mexico City.

Autism Research Group. International collaboration on developing services for children with autism and their families.

Imperial County Program for Children with Autism. California Department of Developmental Services. In-home ABA therapy program and parent support group.

Response to Intervention Collaborative. Professional development project to support assessment and intervention in the special education referral process.

Aprendizaje Inicial de la Lectura Escritura y Matemáticas. Professional development collaboration with the Faculty of Education at the Pontificia Universidad Católica de Chile.

Selected Publications

Swartz, S., Swartz, P., Pitchford, K., & Swartz, D. (2012). *Strategic literacy support: Differentiated instruction for special needs and struggling readers.* Highland, CA: University Associates Press.

Swartz, S., Jenkinson-Geraghty, C., & Franklin-Guy, S. (2011). *Response to intervention (RtI): Implementation and legal issues.* Dayton: OH, Education Law Association.

- Swartz, S. (2010). *Autism/Autismo (2nd edition)*. Mexico, D.F.: Editorial Lagares.
- Swartz, S. (2010). *Cada Nino de Lector*. Ediciones Universidad Catolica de Chile. Chile: Santiago.
- Swartz, S., Geraghty, C., Pitchford, K., & Swartz, P. (2008) *Family literacy workshops*. Cavallo Publishing. California: San Diego.
- Swartz, S.L., McNair, J., & Geraghty, C.A. (2008). Transition: Individuals with Disabilities. In K.E. Lane, M.A. Gooden, J.F. Mead, P Pauken, & S. Eckes (Eds.), *The principal's legal handbook* (4th Edition, pp. 279-291). Dayton, OH: Education Law Association.
- Swartz, S. (2006). Professional development and the improvement of instruction. *Revista Pensamiento*. V 39(2). Santiago, Chile.
- Swartz, S., et al. (2005). AILEM: a long-term intervention to promote literacy learning in low-performing primary schools in Chile. *Early Years*, V25(2).
- Swartz, S., Klein, A., & Shook, R. (2003). *Guided reading and literacy centers*. Pearson Learning/Dominie Press.
- Swartz, S., Klein, A., & Shook, R. (2002). *Shared reading: Reading with children*. Pearson Learning/Dominie Press.
- Swartz, S., Klein, A., & Shook, R. (2001). *Interactive writing and interactive editing*. Pearson Learning/Dominie Press.
- Swartz, S., Klein, A., Shook, R., & Hagg, C. (Eds.), (2001). *Ensenanza inicial de la lectura y la escritura*. Mexico, D.F: Editorial Trillas.
- Swartz, S., McNair, J., & Turpin, J. (2000). Transition for individuals with disabilities. In W. Camp, et al. (Eds.), *The principal's legal handbook*, 2nd edition. National Organization on Legal Problems in Education.
- Swartz, S. (2000). Apoyo conductual positivo: Una estrategia de integracion. In Z. Jacobo, M. Villa & E. Vara. (Eds.). *Sujeto, educacion especial e integracion*. Mexico: Universidad Nacional Autonoma de Mexico, Iztacala.
- Swartz, S. (1998). Inclusion of children with disabilities in regular school programs. In Z. Jacobo & M. Villa (Eds.). *Sujeto, educacion especial e integracion*. Mexico: Universidad Nacional Autonoma de Mexico, Iztacala.
- Swartz, S., & Klein, A. (Eds.), (1997). *Research in Reading Recovery*. Portsmouth, NH: Heinemann.

Books for Children

Marine Life for Young Readers (Vida Marina Para Lectores Jovenes), Pearson Learning, Longman Australia, Cambridge University Press.
Carousel Readers (Libros Carrusel), Pearson Learning.
Teacher's Choice Readers (Libros Para el Maestro), Pearson Learning.
Building Blocks of Beginning Literacy, Pearson Learning.

Honors

Maestro Honorifico, Universidad Autónoma de Baja California.
Fellow, American Association on Intellectual and Developmental Disabilities.
Fellow, American Orthopsychiatric Association.
Distinguished Alumnus, University of Findlay.
Distinguished Service Award, California State University, San Bernardino.
Distinguished Educator Award, Association of Teacher Educators.
Award for Educational Excellence, Illinois State Board of Education.
Presidential Merit Award, Western Illinois University.
Research Award, Phi Delta Kappa.

Professional Societies

Phi Delta Kappa
Pi Lambda Theta
Phi Beta Delta