

Bobette Bouton

Personal Information

Current Position Project Coordinator
Vanderbilt University
Department of Special Education
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Professional Profile

Innovative teacher devoted to education and learning.

Experienced supervising pre-service teachers during practicum and student teaching.

Accomplished curriculum developer in diverse areas within both the academic and not-for-profit sectors.

Energetic and versatile staff development facilitator.

Education

- 2014 Ph.D. University of Georgia, Athens, Georgia
Major: Middle School Education
Doctoral Advisor: Dr. Cory Buxton
Dissertation Title:
Development and Initial Validation of the Teacher Empathy Scale: TES.
- 2005 M.Ed. Vanderbilt University, Peabody, Nashville, Tennessee
Major: Curriculum and Instruction, Secondary
- 1995 B.A. Olivet Nazarene University, Kankakee, Illinois
Major: English Education
Minor: Psychology

Academic/Research Experience

Special Education Research Project Coordinator

2013-present

Vanderbilt University, Peabody, Nashville, TN

Department of Special Education

Grant coordinated

Predictors and Subtypes of Reading Disabilities: Implications for Instruction of "Late-Emergers". (lead principal investigator: Don Compton)

Adjunct Professor

2014-present

Vanderbilt University, Nashville, TN

Department of Psychology and Human Development

Course taught

Adolescent Development, Spring 2014

Education and Brain Sciences Research Laboratory (EBRL) Project Director

2013-2014

Vanderbilt University, Peabody, Nashville, TN

Department of Special Education

Grants Coordinated

Predicting Late Emerging Reading Disabilities (LERD) to determine the cognitive and neurobiological profile associated with LERD, and establish how LERD is similar or different than early reading failure (RD-E). (lead principal investigator: Laurie Cutting)

Cognitive and Neural Processes in Reading Comprehension to examine potential sources of poor reading comprehension among children and adolescents by studying subjects with poor single word reading, subjects with poor reading comprehension despite normal scores on tests of single word reading, and controls with typically developing reading skills. (lead principal investigator: Laurie Cutting)

Professor of Record

2010-2013

University of Georgia, Athens, GA

Department of Education

Courses taught

The Middle School Curriculum, fall 2011, fall 2012

Middle School Seminar, spring 2010, spring 2011, spring 2012

Practicum Supervisor, fall 2010, fall 2011, fall 2012

Student teaching Supervisor, spring 2011, spring 2012, spring 2013

Adjunct Professor

2005-2010

Belmont University, Nashville, TN

Department of Education

Courses taught

Classroom Management, Spring 2008/2010

Secondary Seminar, Fall 2008/2009, Spring 2008/2009/2010

Intern Supervisor, Fall 2005-Spring 2010

Special Education Research Project Coordinator

2005-2010

Vanderbilt University, Peabody, Nashville, TN

Department of Special Education

Grants coordinated

Responsiveness-To-Intervention (RTI) to strengthen the Academic Performance of Students with Reading and Math Difficulties (lead principal investigator: Doug Fuchs), fall 2009-spring 2010)

RTI-Reading (IES grant - lead principal investigator: Don Compton), fall 2006-spring 2009

Predicting Reading Growth with Dynamic Assessment (Pilot study) – (lead principal investigator: Doug Fuchs), fall 2005-spring 2006

Research Assistant

2004-2005

Vanderbilt University, Peabody, Nashville, TN

Department of Special Education

Professional Experience

Admissions Counselor

2003-2004

Trevecca Nazarene University, Nashville, TN

Curriculum Development Director

2000-2003

YMCA of San Diego County, Youth and Family Services, San Diego, CA

Designed prevention education curriculum for 45 elementary and middle school after-school programs totaling over 5000 students.

Managed a staff of 36 teachers.

Facilitated various certified trainings for employees of the YMCA of San Diego County.

Child Care Director

2000

YMCA of Beaufort County, Beaufort, SC

Led, organized, and directed six after-school sites totaling over 300 students

Managed a staff of 30 after-school caregivers.

Teacher of English

1999-2000

Lady's Island Middle School; Beaufort, SC

Taught eighth grade language arts and literature in a laptop pod incorporating technology into all aspects of the classroom.

Teacher of English

1996-1999

Southwestern Jr./Sr. High School; Shelbyville, IN

Taught eighth and ninth grade language arts and literature and eleventh and twelfth grade applied communications.

Assisted in the research, organization, and initial implementation of the middle school concept at Southwester Jr./Sr. High School.

Advised yearbook staff and junior high academic literature team.

Coached ninth grade cheerleading.

Publications

Gilbert, J. K., Compton, D. L., Fuchs, D., Fuchs, L. S., **Bouton, B.**, Barquero, L.A., Cho, E. (2013). Efficacy of a first-grade responsiveness-to-intervention prevention model for struggling readers. *Reading Research Quarterly*, 48(2), 135-154.

Cho, E., Compton, D. L., Fuchs, D., Fuchs, L. S. & **Bouton, B.** (2012). Examining the predictive validity of a dynamic assessment of decoding in forecasting response to intervention. *Journal of Learning Disabilities*

Barquero, L. A., Compton, D. L., Gilbert, J. K., Cho, E., **Bouton, B. D.**, Fuchs, D., & Fuchs, L. S. (2011). Step Right Up: Advancing the lowest achievers at Tier 1 directly to Tier 3 (Upside-down RTI). Interactive paper presented at meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

Elleman, A. M., Compton, D. L., Fuchs, D., Fuchs, L., **Bouton, B.** (2011). Exploring dynamic assessment as a means of identifying children at-risk of developing comprehension difficulties. *Journal of Learning Disabilities*. *Journal of Learning Disabilities*, 44(4), 348-357.

Fuchs, D., Compton, D. L., Fuchs, L.S., **Bouton, B.** & Caffrey, E. (2011). The construct and predictive validity of a dynamic assessment of young children learning to read: Implications for RTI frameworks. *Journal of learning disabilities, 44(4)*, 339-347.

Compton, D.L., Fuchs, D., Fuchs, L.S., **Bouton, B.**, Gilbert, J.K., Barquero, L.A., Cho, E., & Crouch, R.C. (2010). Selecting at-risk first-grade readers for early intervention: Eliminating false positives and exploring the promise of a two-stage gated screening process. *Journal of Educational Psychology, 102(2)*, 327-340.

Lemons, C.J., Key, A.P.F., Fuchs, D., Yoder, P.J., Fuchs, L.S., Compton, D.L., Williams, S.M., & **Bouton, B.** (2010). Predicting reading growth with event-related potentials: Thinking differently about indexing “responsiveness.” *Learning and Individual Differences, 20(3)*, 158-166.

Fuchs, D., Fuchs, L.S., Compton, D.L., **Bouton, B.**, Caffrey, E., & Hill, L. (2007). Dynamic assessment as responsiveness to intervention: A scripted protocol to identify young at-risk readers. *Teaching Exceptional Children, 39*, 58-63.

Manuscripts in Preparation

Bouton, B. Development and Validation of Teacher Empathy Scale: TES.

Bouton, B. Does age matter?: The socio-emotional effects of fifth grade integration into the middle school.

Research Interests

Empathetic teaching practices.

Academic growth and socio-emotional development of young adolescents.

Specialized curriculum and pedagogy designed for middle level.

Academic Honors and Awards

Chancellors List, Who’s Who among Graduate Students
Vanderbilt University, 2005

Kappa Delta Pi
Vanderbilt University, 2004

Special Certifications

Indiana Teacher's Certificate, Secondary Certification, English

Certified Trainer for *Getting Off to a Good Start: The First Three Days of School* (GOTAGS), Memphis, TN, 2005

Certified Facilitator for the Institute of Cultural Affairs (ICA), 2001, San Diego, CA

Teaching Evaluations

Available from Southwestern Jr./Sr. High School, Shelbyville, IN for classroom teaching

Available from Dr. Alene Harris for GOTAGS

Available from Belmont University for adjunct work

Available from the YMCA of San Diego County for YMCA certified courses taught

Available from Dr. Cory Buxton from the University of Georgia

Teaching Interests

Curriculum Development

Middle Level Curriculum and Pedagogy

Social/Emotional Development of young adolescents

Classroom Management and Instruction

Supervision/Guidance/Support for Pre-Service Teachers

Presentations and Workshops

Council for Exceptional Children 2007 Conference (co-presenter)

Alternative Approaches to "Responsiveness-To-Intervention" as a Method of Identifying Reading Disabilities: Dynamic Assessment and Event Response Potential

GOTAGS, Getting Off to a Good Start – The first three days of school

Workshop for pre-service teachers, 2005-present

YMCA Affiliated

Child Supervision, 2002-2003

Art of Teaching Curriculum, 2000-2003

Working with 5-9 Year Olds, 2002-2003

Health and Safety, 2001-2003

Child Abuse Prevention, 2001-2003

Healthy Start and After School Partnership Annual Region 9 Conference

Effective Strategies for Motivating Staff, 2003

Community Service

University Outreach Assistant, 2004-2008
Trevecca Community Church of the Nazarene, Nashville, TN

Napier Elementary School TCAP tutor, 2005
Trevecca Community Church of the Nazarene, Nashville, TN

Misc

Georgia's Improving Teacher Quality Program grant reviewer, 2010
University of Georgia, Athens, GA