

GLEND A ELKINS BYRNS

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CURRENT POSITION

Clinical Assistant Professor

DEGREES

Ph. D. in Educational Psychology, Texas A&M University, College Station, TX. Dissertation: *Assessment of the Conclusion Validity for Empirical Research Studies Published in the Journal of Speech, Language, and Hearing Research*. May 2007.

Master of Education, Major Field: Speech Pathology, Southwest Texas State University, San Marcos, TX. May 1976.

Bachelor of Science, Major Field: Speech Pathology and Audiology, Southwest Texas State University, San Marcos, TX. May 1975.

PROFESSIONAL ASSOCIATIONS

American Speech-Language-Hearing Association
Texas Speech-Language-Hearing Association
Council for Exceptional Children (CEC), Teacher Education Division (TED)
American Educational Research Association (AERA)

CERTIFICATIONS

Certificate of Clinical Competence, Speech Pathology, American Speech-Language-Hearing Association
Preservice Professional Developer, Strategic Instruction, University of Kansas, May 2007

COURSES TAUGHT

EDTC 311: Adapted/Assistive Technology
SEFB 484: Field Experiences
SPED 310: Instructional Strategies for Students with Disabilities
SPED 312: Effective Reading Instruction for Students with Disabilities
SPED 612: Special Education Law and Policy
SPED 641: Low Incidence Instruction for Individuals with Significant Support Needs

GRANTS

Co-Author, State of Texas Recruitment and Retention Grant: 2008-2009; \$28,600

Co-Author, State of Texas Recruitment and Retention Grant: 2008-2009 Capacity Grant; Pending approval

Co-Author, State of Texas Recruitment and Retention Grant: 2007-2008; \$33,000

Co-Author, State of Texas Recruitment and Retention Grant: 2007-2008 Capacity Grant; \$4,986

Co-Author, State of Texas Recruitment and Retention Grant: 2006-2007, \$33,000

PUBLICATIONS

Parker, R.I., Cryer, J., Byrns, G., (2006). Controlling trend in single case research. *School Psychology Quarterly*, 21, 418-440.

PRESENTATIONS

Byrns, G., and Fournier, C. (November 2008). *Preparing special education teachers: Using inclusion in the university curriculum*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.

Byrns, G., and Garrett, S. (May 20, 2008). *Overview of the five components: PD materials*. Texas Reading First, Higher Education Collaborative, 5th Annual Research in Reading Seminar, Austin, TX.

Byrns, G., and Rolf, S. (May 21, 2008). *Incorporating the five components*. Texas Reading First, Higher Education Collaborative, 5th Annual Research in Reading Seminar, Austin, TX.

Fournier, C., Byrns, G., & Schmid, K., (November 2007). *Evaluating the preservice special education teacher: Making it REAL*. Presented at the Teacher Education Division: Council for Exceptional Children, Milwaukee, WI.

Byrns, G. (Spring 2005). *The Importance of Structure Coefficients in the Logistic Regression Context*. Paper presented at the meeting of the Southwest Educational Research Association, New Orleans, LA.

O'Neil, K. and Byrns, G. (Spring 2004). *Psst...Hey Mac...Wanna hear about good reading practices?* Presentation at the Educational Research Exchange, Texas A&M University, College Station, TX.

Eligibility Task-Force on Articulation and Language (2003, 2004). Presentations at the Texas Speech, Hearing and Language Association.

POSTER SESSIONS

Byrns, G., Hairrell, A. R., Simmons, D. C., Kochian, B., Edmonds, M. S., & Vaughn, S. R. (March 2008). *Enhancing teachers' knowledge and use of vocabulary and comprehension strategies: A situated professional development model*, Poster Session, American Educational Research Association (AERA), New York, N.Y.

Simmons, D., & Byrns, G., (June 2007). *Enhancing the quality of expository text instruction & comprehension through content and case-situated professional development: Year 02*. Poster Session at Institute of Education Sciences (IES), Washington, D.C.

Simmons, D.C., Hairrell, A., Byrns, G., & Kocian, B. (June 2008). *The impact of case situated professional development on teachers' knowledge & use of comprehension and vocabulary strategies and overall instructional quality*, Poster Session, Institute of Education Sciences, Washington, D.C.