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## SUMMARY OF QUALIFICATIONS:

**Certified AI Consultant Certified AI Consultant** adept in leveraging artificial intelligence to enhance organizational efficiency and innovation. Experienced in conducting AI readiness assessments, developing strategic AI roadmaps, and implementing AI solutions tailored to specific industry needs. Skilled in facilitating workshops and training sessions to empower teams with AI knowledge and tools, ensuring seamless integration of AI technologies into business processes. Committed to ethical AI use, emphasizing transparency, accountability, and inclusivity in AI deployments.

**Academic Professor** experienced in teaching at undergraduate and graduate levels in traditional college and university settings as well as in online academic settings in the areas of special education, behavioral sciences, and curriculum and instruction.

**Advocate and Behavioralist** experienced in providing behavioral support services to families of children with disabilities and organizations that serve them. Specializing in working with families and agencies to find mutually beneficial solutions within the best interests of the focus person across environments and throughout the life span.

**Distance Education and Online Learning Educator (Instructional Designer and Instructor)** experienced in using technology to deliver technical assistance into student-centered data-driven educational solutions by developing, monitoring, and evaluating online learning and distance education courses.

**Assessment Coordinator** responsible for developing formative and summative assessment policies, procedures, protocols, training modules, quality assurance audit, and retraining for Masters of Education College of Education for an online University. With special interest in creating overarching processes and bringing the process through instructors to students' successful completion of 10 formative assessments through a Masters' degree program with 14 areas of specialization for approximately 7500 students.

**Project Leadership** experienced in team building, mentoring, supervision, project and budget management. Strongly focused on creating project ownership and shared knowledge base in cross-functional teams. Capacity to comprehend unique requirements of communities and develop collaborative and customized strategies to meet specific needs. Skilled in effective design and implementation of professional development and academic programs.

**Researcher and Developer** experienced in gathering, synthesizing, and presenting information to practitioners at the local, state, and national level in various venues across numerous topics bridging the language and conceptual barriers between research and practice. Focused experience in data-driven decision-making, data systems, the special needs of students at-risk/diverse student populations, and teacher preparation.

## WORK HISTORY:

### ***brainwave Consulting, Independent Contractor***

#### **Certified AI Consultant**

**2022 – present**

- Actively providing expertise in AI consulting, specializing in the application of artificial intelligence for small businesses and educational organizations.
- Facilitating the ethical and responsible integration of AI into policies and processes
- Developing K-8 curriculum for Elementary and Middle Schools
- Collaborating with small business clients to design and implement innovative AI strategies, streamlining operations, and improving business outcomes from end-to-end.

- Conducting workshops to educate regarding AI and demonstrate how to develop effective prompts for improved efficiencies in time, talent, and resource management
- **Director of Content Management** for Start Lean Finish Big – an AI-enhanced business specializing in developing custom AI automation for small to mid-size businesses and entrepreneurs

***Marian University, Online At-risk and Alternative Education Master’s Program***

**Adjunct Professor**

**2019 - Present**

- Instruct the course "Designing and Assessing Diverse Programs," which serves as the Capstone Class for a 10-course major in Alternative Education with a minor endorsement in Trauma-informed Care Education.
- Empower candidates to develop professional planning, applied research, and evaluation skills in support of effective teaching for diverse or alternative education PK-12 students.
- Facilitate the analysis of student achievement projects, providing a context for educators to enhance instructional practices and maximize student learning.
- Align course objectives with emphasizing values, ethics, and knowledge related to at-risk learners, individuality, and personality development.
- Implement a curriculum that delves into the impact of perception, memory, attention, self-esteem, motivation, and self-confidence on learning, especially for at-risk students.
- Focus on understanding behavior data analysis and data-based decision-making for individualized student needs.
- Utilize the Understanding by Design (UbD) process to plan courses, identify desired results, and evidence of learning.
- Demonstrate expertise in creating and maintaining cohesive learning communities, employing discourse, feedback, and a safe learning environment.
- Promote trauma-informed care education by developing understandings of interpersonal styles that prioritize cultural competence, emotional perception, and safe communication.
- Educate class participants how to recognize and address the risk of secondary/vicarious trauma.

***iTutor.com, Online Educational Platform***

**Virtual Educator and Advisor**

November 2018 - June 2023

- Engaged with students from Pre-K through 12th grade in a wide range of subjects, including English, Math, Sciences, Social Studies, Photography, Economics, and Study Skills, both in short-term and long-term assignments.
- Designed and implemented after-school programs and provided support to the AVID program, catering to students with diverse educational needs.
- Advised the Special Education team on best practices for online learning, including strategies to support children with special needs, effective behavior management during virtual sessions, and tracking IEP goals and objectives.
- Contributed to the creation of detailed case studies utilized in reports and website content, highlighting the successful application of online learning strategies.
- Recognized as a Spotlight Educator in acknowledgment of dedication to students and exceptional contributions to the itutor.com Educator team.

***Gorbold Behavioral Consulting***

**Director of Parent Advocacy**

**Marketing**

**2017-2018**

- Created website content for GBC aba and Parent. Advocate. Teacher. as well as brochures, flyers, and banners
- Developed parent handbook, customer service agreement, sliding scale agreement language for client

onboarding for both GBC aba and Parent. Advocate. Teacher.

- Generated content for social media content (Facebook, Twitter, and LinkedIn), professional development for 50 employees, and 10 community outreach presentations
- Compiled various stakeholder email lists for community outreach
- Created and established community outreach email content, production and publication calendar
- Supervised 3 individuals in the launch and monitoring of community outreach

#### **Family Interaction**

- Established and maintained communication with 30 families (15 of which were periodically in crisis)
- Assisted with contact with community service organizations that would support unique needs and specific characteristics of the family's child with autism
- Collaborated with family members and school personnel IEP meetings and in selecting schools for change of placements
- Worked as a member of stakeholders to assess student needs, determine appropriate interventions, set up appropriate progress monitoring plans, analyze student data and complete Functional Behavioral Assessments with Behavior Intervention Plans in order to provide appropriate behavioral supports for students
- Provided crisis response and management for students who are experiencing significant behavioral and emotional challenges
- Facilitate communication between ABA staff, school personnel, and families

#### **Direct Service Implementation**

- Provided support for the development of individualized student and family-centered educational plans
- Responsible for the delivery of a structured environment that includes the use of diverse evidence-based strategies for the support of students with ASDs
- Planned and supported implementation of the essential components of an instructional program for students with ASDs to include: early intervention, predictability and structure, functional analysis of behaviors, development of behavior intervention plans and systematic data monitoring

#### ***ASPB Therapy Pathways, Autism Consultant***

**2013 - 2017**

- Provided instructional methodology and behavioral support and training to parents, teachers, children and staff
- Responsible for the delivery of a structured environment that includes the use of diverse evidence-based strategies for the support of students with ASDs
- Planned and supported implementation of the essential components of an instructional program for students with ASDs to include: early intervention, predictability and structure, functional analysis of behaviors, development of behavior intervention plans and systematic data monitoring
- Worked as a member of stakeholders to assess student needs, determine appropriate interventions, set up appropriate progress monitoring plans, analyze student data and complete Functional Behavioral Assessments with Behavior Intervention Plans in order to provide appropriate behavioral supports for students
- Provided crisis response and management for students who are experiencing significant behavioral and emotional challenges

#### ***Walden University, Online University***

**2009 – 2016**

#### **Part-Time Contributing Faculty**

- Acted as a University Supervisor (undergraduate and graduate)
- Taught "Enhancing Learning Through Linguistic and Cultural Diversity", "Special Educators as Instructional Leaders", "Literacy Interventions in Special Education", "Advanced Behavioral Interventions" (Graduate level)
- Faculty Lead

- Supervise special education colleagues in an online learning environment
  - Mentor and guide fellow instructors in best practices for online learning
- Major Assessment Coordinator for the Masters in Education program
  - Facilitate the completion of formative Major Assessments across the Masters' in Education program for 7500 students
  - Manage and supervise 85-100 assessors who evaluate the Masters' candidates Major Assessments every 4 weeks
  - Develop training for and on-going quality assurance audit of assessor performance in order to attain and maintain inter-rater reliability and high accountability
- Teacher Leadership Curriculum and Academic Policy (CAP) committee
  - Appointed by the Dean of the College of Education to serve a 2-year term (2011-2013)
  - Appointed by the Associate Dean of the College of Education for an extended term (2013-2015) due to reorganization of the College of Education in Spring 2013
  - Serve in an advisory capacity to the Associate Dean of Teacher Leadership
    - Review and vote on proposals for new programs and proposed changes to the curricula of existing programs in MSED
    - Review and vote on academic policies and procedures related to the MSED program
- Riley College of Education Curriculum and Academic Policy (CAP) committee
  - Nominated for the position
  - Served a 1-year term through June 2014
  - Selected by the Dean of COE to continue through June 2016
  - Responsible voting member of the governance board for the College of Education
    - Reviewed all major issues of general policy affecting the academic life of the College of Education and its development
    - Monitored and upheld the academic standards of the COE and for regulating teaching in the best interest of positive outcomes for degree candidates
      - Regularly attend board meetings and important related meetings
      - Makes serious commitment to participate actively in committee work
      - Stays informed about committee matters, prepares themselves well for meetings, and reviews and comments on minutes and reports

**Aurora University, Aurora, Illinois**

**2009 – 2014**

**Director of Applied Behavior Analysis and Assistant Professor**

- Created Masters of Applied Behavior Analysis with a concentration in Autism
  - 10 courses – 6 in ABA and 4 in Autism
- Collaborating cross-functionally with multiple AU departments to facilitate the smooth launch of the Masters in ABA
- Assisting with the hiring of new staff
- Teaching autism and behavior classes
  - “Introduction to Autism” and “Interventions for Problem Behaviors” (Spring 2013)

**Adjunct/ProRata Faculty/Assistant Professor**

- Taught: “Promoting Prosocial Behavior in Students with EBD”(undergraduates and graduates), “Interventions for Problem Behaviors”(undergraduates and graduate), “Current Trends in Special Education: Differentiated Instruction, RTI, Collaboration, and Transition” (undergraduate and graduate), “Math and Science Interventions” (undergraduate), “Assistive Technology and Teaching Low Incident Populations” (undergraduate and graduate), “Unified Reading Clinical” (graduate), “Assistive Technology” (undergraduate), “Developmental Disabilities Seminar” and “Wellness and Social

Responsibility: Able, Unable, Disabled” (undergraduates)

- University Supervisor for student teachers and disability studies majors

**ACADEMIC BACKGROUND:**

**Ed. D. in Special Education, University of Kentucky, Lexington, KY 2004**

Learning and Behavioral Disorders  
Online/Distance Learning  
Special Education Administration

**Dissertation Title:** *The Effects of Two Web-Based Professional Developments on the Implementation of an Online Contextualized Math Unit in Inclusive General Education Classrooms.*

**MS in Special Education, College of St. Rose, Albany, New York 1989**

Learning Disabilities

**BS in Elementary Education, Russell Sage College, Troy, New York 1986**

Special Education and Creative  
Arts & Human Services

**CERTIFICATIONS:**

New York: Permanent in Elementary Education, K-6; Special Education, ages 3-21

Kentucky: LBD Provisional, K-12; Director of Special Education, K-12;

Illinois: LBS-I and Type 75 (Director of Special Education)

**Older Work History**

**Educational Spectrum of Services, Binghamton, New York, Kentucky, Aurora, Illinois 2002 – 2018**

**Industry Consultant**

- Advise interstate companies and boards of directors regarding corporate strategy, instructor-led training development and delivery, IT and data management, management efficiencies

**Educational Consultant**

- Provide consultant services for school districts on the topics of PBIS, RTI, behavior/classroom management, data-driven decision making, and other topics as requested by clients

**Parent Advocate**

- Counsel parents regarding educational matters pertaining to their children with special needs
- Attend meeting with parents of children with special needs to ensure

**Independent Contractor of Professional Services**

- Develop instructor-led online courses for delivery to new employees, policy and process tutorials, continuing educational training in corporate and non-profit sectors

**Learning Points Associates, Naperville, Illinois**

**2004 - 2007**

**Research Associate, MREL (2006-2007)**

Project Lead: REL Midwest Fast Response Study: Preservice Focus on Classroom Management and Behavior Interventions in Core Course Requirements

- Directly supervised 5 internal staff, 2 external contractors
- Developed and maintained research plan, record keeping, weekly and monthly reporting requirements to the grantor
- Gathered, synthesized, and analyzed data, interpreted results, wrote study report

Project Manager, REL Midwest NCLB Accountability Study

- Directly supervised 3 internal staff and 1 external contractor
- Supervised the development of the research plan, kept records of progress for weekly and monthly

reporting requirements to the grantor

- Monitored data gathering and interpretation and co-wrote the study report  
MREL Communications Team Liaison
- Bridged communications between subject matter experts and internal editing and marketing departments
- Facilitated the development of templates for policy briefs, study report writing, and resource guides for practitioners

### **Senior Program Associate, NCREL/EDSS (2004-2005)**

Program Lead for the EDSS Data Unit

- Directly supervised 4 associates; indirectly supervised up to 20
- Managed 8 budget codes (\$1.5M)
- Led strategic planning and progress monitoring for the Educational Data Systems Services team's contributions to the vision and mission of Learning Point Associates
  - Reported to Learning Point Associates CEO and Board.
  - Reported to North Central Regional Education Laboratory leadership and Board.
- Quality Assurance Team member
- Concentrated focus on client satisfaction needs and program assessment
  - Led internal cross-functional team of 15 organizational leaders
  - Managed multiple external contractors across multiple contracts

Project Manager for the Surveys of Enacted Curriculum Online project

- Liaison with Council of Chief State School Officers (CCSSO)
- Developed three-tiered professional service package for Surveys of Enacted Curriculum educational survey process
- Migrated survey completion to fully online process
  - Created RFP, reviewed bid proposals, assisted in contract negotiation, monitored ongoing development of SEC online engine development (\$1.2M)
  - Interviewed, hired, managed additional Learning Point Associates staff for project execution and completion
- Surveys of Enacted Curriculum Collaborative Professional Development Technical Lead including Presentations at National Meetings and Conferences
- Managed State and District Projects: Ohio, Michigan, Wisconsin, Minnesota, New York
- Redesigned and updated "Data Retreats" development program to train teachers and administrators in the use of Data Driven Instructional Models.

Project Manager for Student Learning Plans and Student Portfolios

- Supervised the developed of an online tool for Student Learning Plans and Portfolios to assist states, districts and schools monitor student planning and achievement (complete with suite of online professional development to support phased in state-wide roll out of online tools).
- Project Manager for the "District Data Systems" study of the types of data management systems then in place needed to organize and use data to improve instruction in 12 districts across 7 states.

### **University of Kentucky, Lexington, Kentucky**

**1998 - 2003**

#### **Principal Investigator for Distance Education Research (SQEWBI) (2000-2003)**

- Developed an online course evaluation tool for use by distance education students based on empirical research of best practices in distance education.
- Empirically validated course evaluation instrument for reliability via generalizability theory.
- Collected formative and summative course evaluation data for 8 semesters for up to 35 courses and 1000 students.

- Analyzed formative and summative assessments for salient themes and reported themes to course developers and online educational administration.

**Research Assistant, National Assistive Technology Research Institute (NATRI) (2002 – 2003)**

- Transcribed and analyzed interviews with study participants
- Conducted records reviews of LEA, state, and federal mandates used in the delivery of Assistive technology services in 10 states

**Distance Learning Site Manager, Distance Learning Technology Center (2001 – 2002)**

- Traveled throughout KY to 25 active UK interactive video and satellite sites to meet with local site coordinators
- Facilitated training for local site coordinators on new distance learning delivery systems and equipment
- Troubleshoot service/personnel/equipment issues for DL faculty and students
- Made recommendations to DLTC administration regarding solution of problem areas
- Administered support services evaluation instrument each semester for interactive video/video conferencing and satellite courses

**Graduate Assistant, Department of Special Education and Rehabilitation Counseling (EDSRC),**

**Special Education Doctorate Program in the Delivery of Distance Education (1999 – 2001)**

- Created online tutorials for the OSEP/IDEA Tutorial Project,
- Created searchable database for an Assistive Technology Project, and
- Designed and developed a new web site for the Department of Special Education and Rehabilitation Services

**Distance Education Internship, Multimedia Design and Production (MPD) (1999 – 2000)**

- Assisted in the web-based design, content development, formative assessment activity instrumentation, and technical delivery of a Communications Disorder course (CD 673)
- Consulted with course instructor regarding best practices for online course development, chunking of content material, pacing, delivery modes and models, and formative/summative evaluation techniques for learners at a distance.

**NCATE (National Council for Accreditation of Teacher Education) Independent Contractor (1999 – 2000),**

Preparation for NCATE audit of the College of Education

- Consulted with the COE team on design issues, and
- Created 58 COE web pages for inclusion on the NCATE site

**Kentucky Department of Education, Frankfort, Kentucky**  
**Special Education Mediator**

**1996 - 1998**

**Kentucky Department of Education, Frankfort, Kentucky**  
**EBD Technical Network Consultant**

**1996 - 2000**

**PUBLICATIONS:**

**Refereed Journals:**

Christle, C. A., Hess, J. M., Hasselbring, T. S. (2001). Technology research in practice: Taking a virtual trip to the Mall to learn math. *Special Education Technology Practice*, 3(2), 23-31.

Collins, B. C., & Hess, J. M. (2000). In S. Smith, Teacher Education: Associate editor's column. *Journal of Special Education Technology*, 15(4), 40-43. Available online: <http://jset.unlv.edu/15.4/asseds/smith.html>

**Other Publications:**

Hess, Jean M. (2007), Questionnaire design and analysis in cooperation with REL Midwest in *Lessons learned: New teachers talk about their jobs, challenges and long-range plans. Issue No. 1: They're not little kids anymore: The special challenges of new teachers in high schools and middle schools*. National Comprehensive Center for Teacher Quality (NCCTQ) and Public Agenda. Available online: <http://www.publicagenda.org/LessonsLearned1/>

- Hess, J.M., Texley, S., Lindsay, J. (2007). Preservice focus on classroom management for teachers of students with special needs in the Midwest. Naperville, IL: REL Midwest at Learning Point Associates. Available online.
- Brandt, C., Mathers, C., Oliva, M., Brown-Sims, M., & Hess, J. (2007). Teacher evaluation in the Midwest region: A descriptive study. Naperville, IL: REL Midwest at Learning Point Associates.
- Hess, J.M., McCoy, J.D. (2006). Data use and ownership: Understanding the dynamics of effective data-driven decision making. Naperville, IL: North Central Regional Education Laboratory at Learning Point Associates.
- McCoy, J.D., Hess, J.M. (2006) Repurposing the *Surveys of Enacted Curriculum*: Moving from alignment to articulation in English/Language Arts/Reading. Naperville, IL: North Central Regional Education Laboratory at Learning Point Associates.
- Hess, J.M., Zhai, M., Shively, J., van der Ploeg, A. (2005). A study of district data systems: Summary report. Naperville, IL: North Central Regional Education Laboratory at Learning Point Associates.
- van der Ploeg, A. McCoy, J.D., Hess, J.M. (2005). A study to investigate the quality of the depiction of Wisconsin's English Language Arts Standards by the *Surveys of the Enacted Curriculum*. Naperville, IL: North Central Regional Education Laboratory at Learning Point Associates.
- Good, D.G., Bray, J., Palaich, R.M., Rose, D., Hess, J.M. (2005). Data use and ownership: understanding the dynamics of effective school performance. Naperville, IL: North Central Regional Education Laboratory at Learning Point Associates.
- Hess, J.M. (2004). A comparison of two web-based professional development models in the implementation of an online contextualized math environment in general education inclusive classrooms. Lexington, KY. University of Kentucky.

## SERVICE

- 2022 – present Fox Valley Special Recreation Foundation Board member – establish and foster support from individuals, businesses and organizations in an effort to further the goals and ideals of the [Fox Valley Special Recreation Association](#)
- 2022 – present Member of Aurora Regional Chamber of Commerce, Aurora Hispanic Chamber of Commerce, Quad County African American Chamber of Commerce, Geneva Chamber of Commerce
- 2012 – 2016 Educational Consultant and Board Member – Haley's Playground – a non-profit 503c providing inclusive opportunities for children, teens, adults to interact, learn, and grow together.
- 2011 – 2019 Kane County Transition Planning Committee - Transition planning for adolescents with special needs preparing to accept graduation from secondary school. Services include identifying needs, educational, leisure, social and vocational opportunities, housing and resource referrals.
- 2009 – present Member of Parent Advisory Committee and Consultant – Fox Valley Special Recreation Association, Aurora, Illinois: Providing insight, assistance, and expertise on the topics of program development, service provider resource information and mentorship for the organization's board of directors.
- 2007 – 2019 Member and Director – Advocates Network, Kane and Kendall Counties, Illinois: Advocating for the political, social, educational, and employment rights of individuals with developmental disabilities and their families.
- 2004 – present Parent Advocate – Supporting parents of children with special needs, Aurora, Illinois: Providing service provider resource information, answering questions about special education, parenting children with special needs, and advocacy.
- 2004 – 2016 Consultant – District 131, Aurora, Illinois: Providing insight, assistance, and expertise on topics of school improvement, PBIS, and special education issues. Parent Action Committee, Dieterich Elementary School, Aurora, Illinois
- 2002 – 2004 Consultant – Woodford County Public Schools, Versailles, Kentucky: Provide insight, assistance, and expertise on topics of school improvement, PBIS, and special education issues.
- 2002 – 2004 Consultant – Parents of children with special needs, Central Kentucky: Provide service provider resource information, answer questions about special education, parenting children with special needs, and advocacy.
- 2000 – 2001 Consultant – Fayette County Public Schools, Lexington, Kentucky: Provided technical assistance within a general education and special education collaborative model focusing on blending teaching styles and methods for diverse student populations in an inclusive educational setting.

## Professional Development Presentations

- Hess, J.M. (2024, February 27-29). *Responsible and ethical integration of AI*. Leap Forward with AI Summit. Online
- Hess, J.M. (Guest) (2024, February 13). *AI and Ethics with Dr. Jean Hess* [Audio Podcast Episode] Good Morning, Gwinnett. Lawrenceville, GA. Retrieve from: <https://www.youtube.com/watch?v=LryONP3v084>
- Hess, J.M. (2024, January). *AI-enhanced digital vision boarding*. Keynote - International Women of Influence Luncheon. Aurora Hispanic Chamber of Commerce, Aurora, IL.
- Hess, J. M. (2024, January). *Unraveling the IEP and 504 process*; Fox Valley Special Recreation Association, Aurora, IL.
- Hess, J.M. (2024, January). *Advanced AI prompting*. Accelerated AI Club. Online.
- Hess, J.M. (2023, December). *Integrity by design: The path to ethical AI in your business*. AI Insights Summit. Online.
- Hess, J.M. (2023, May). *This is the house that Jack built: The story of a young man with autism*. Visibility Bootcamp. Online.
- Hess, J.M., Burnett, D. (2023, May). *Including the neurodiverse in diversity, equity, and inclusion initiatives: stories of success and best practices*. JD3TV. Tinley Park, IL.
- Hess, J.M. (2021, January, June, September and December). *The IEP cycle: what parents need to know*. Online Summits
- Hess, J.M. (2020 March, June, September and December). *How to effectively migrate to online learning*. Online Summits
- Hess, J.M. (2019, September) *IEP data tracking during a virtual instructional session*. Online Workshop.
- Hess, J.M. (2019, March) *7 quick tips for managing challenging behaviors while teaching online*. Online Workshop.
- Hess, J.M. (2018, March-April). *Respite: The break you deserve*. Community Outreach; DeKalb Public Library, DeKalb, Illinois and Bolingbrook Public Library, Bolingbrook, Illinois.
- Hess, J.M. (2018, March-April). *Respite: Hiring the right person*. Community Outreach; DeKalb Public Library, DeKalb, Illinois and Bolingbrook Public Library, Bolingbrook, Illinois.
- Hess, J.M. (2018, March). *Autism unpacked*. Community Outreach; DeKalb Public Library, DeKalb, Illinois and Bolingbrook Public Library, Bolingbrook, Illinois.
- Hess, J.M. (2017, August). *Strategies for successful interaction with families of children with autism*. Gorbald Behavioral Consulting All-Staff Meeting, Roselle, Illinois
- Hess, J.M., Whitus, S. (2013, November). *Strategies to incorporate active learning into web-enhanced and online teaching*. ACCA Scholarship of Teaching Pedagogy Symposium, Elmhurst, Illinois.
- Hess, J.M., Whitus, S. (2013, October). *Best practices in online learning*. Aurora, Illinois
- Hess, J.M. (2011, January-May). *Introduction to sign language. Two 8-week courses for parents and family members of children with special needs*. North Aurora, Illinois.
- Hess, J.M. (2010, January). *What parents need to know about IDEA. Your rights unveiled and demystified*. Naperville, Illinois.
- Hess, J.M. (2007, December). *Problem-solving model and the connection to responsiveness to intervention (RTI)*. Faculty and Staff of District 300. Carpentersville, Illinois.
- Hess, J.M. (2007, April). *Strengthening ADA with a strong attendance policy or plan via PBIS*. North Central Comprehensive Center's North Dakota Administrator's Meeting of Schools Identified in Need of Improvement. Bismark, North Dakota.
- Hess, J.M. (2007, March). *Using the classroom management syllabus examination rubric*. Joint meeting of select University of Portland and University of Oregon professors. Portland, Oregon.
- Hess, J.M. (2006, January). *Bifurcated efficiency model in data-driven decision making*. Administrators of Denver Public Schools. Denver, Colorado.
- Hess, J.M. (2005, November). *A data-driven school: Elusive dream or illustrative reality?* Northwest Indiana Public School Superintendents Annual Conference. Chicago, Illinois.
- Hess, J.M. & McCoy, J.D. (2005, March). *SEC and the data-driven school: A symbiotic relationship*. NCREL Annual Conference; Reaching High Expectations: Research, Resources, and Strategies for Excellence in Teaching and Learning. Bloomingdale, Illinois
- Hess, J.M. (2004, November). *Becoming more familiar with SEC data set: Understanding and analyzing SEC data*. CCSO SEC SCASS – State and District Implementation of Surveys of Enacted Curriculum: SEC Leaders Fall Training Workshop. Madison, Wisconsin.
- Hess, J.M. (2004, November). *Analyzing your SEC data for selected purposes: How do I use this data to create a baseline data report?* CCSO SEC SCASS – State and District Implementation of Surveys of Enacted Curriculum: SEC Leaders Fall Training Workshop. Madison, Wisconsin.
- Hess, J.M. (2004, July). *Using data on enacted curriculum – Level 1 SEC professional support*. CCSO SEC SCASS – State and

- District Implementation of Surveys of Enacted Curriculum: SEC Leaders Summer Training Workshop. Portland, Oregon.
- Hess, J.M. (2004, July). *Using SEC data – Level 2 SEC professional support*. CCSO SEC SCASS – State and District Implementation of Surveys of Enacted Curriculum: SEC Leaders Summer Training Workshop. Portland, Oregon.
- Hess, J.M. (2003, October). *What is anchored instruction and why should you use it in your general education inclusive classroom?* University of Kentucky. Lexington, Kentucky.
- Hess, J.M. (2003, April). *So, you want to track website users: A primer on the use of tracking devices in web-based instructional design*. University of Kentucky. Lexington, Kentucky.
- Hess, J.M. (2003, March). *Using tracking devices in multimedia projects on the web: The process and advantages*. University of Kentucky. Lexington, Kentucky.
- Hess, J.M., Gassaway, L.J., Baird, C.M. (May 2001). *A student questionnaire evaluating web-based instruction (SQEWBI): A web-based evaluation tool for higher education*. Council for Post-secondary Education Conference in conjunction with Kentucky Virtual University, Bowling Green, Kentucky. Lexington, Kentucky.
- Hess, J.M. (2001, March). *Integrating multimedia into the curriculum*. Kentucky Federation of the Council for Exceptional Children, Louisville, Kentucky.
- Hess, J.M., Christle, C.A. (2001). *Technology research in practice: Using web-based anchored instruction for students with varied abilities in inclusive settings*. Kentucky Federation of the Council for Exceptional Children, Louisville, Kentucky.
- Hess, J.M., Shearer-Lingo, A., Hall, M.G., (2001, March). *Positive behavioral support data management system*. Kentucky Federation of the council for Exceptional Children, Louisville, Kentucky.
- Hess, J.M., & Christle, C.A. (2001, January). *Technology research in practice: Using web-based anchored instruction for students with varied abilities in inclusive settings*. Technology and Media Division of the Council for Exceptional Children, Albuquerque, New Mexico.
- Hess, J.M. (2000, December). *Systems of proactive positive behavioral support*. University of Kentucky, Lexington, Kentucky.
- Hess, J.M. , Scott, T.M. (2000, November). *Positive behavioral support data management system*. Kentucky High School Administrators Association Annual Conference, Lexington, Kentucky.
- Hess, J.M. (2000, November). *Disruptive and aggressive behaviors*. University of Kentucky, Lexington, Kentucky.
- Hess, J.M., Nelson, C.M., (2000, June). *Positive behavioral support intervention strategies: Overview and development of universal strategy interventions*. Rory Elementary School, Bullitt County, Kentucky.
- Hess, J.M. (1999, December). *Understanding the mediation process mandated by IDEA 97*. University of Kentucky. Lexington, Kentucky.
- Hess, J.M. (1999, February). *Teaching students with and at-risk for emotional and behavioral disorders*. University of Kentucky, Lexington, Kentucky.
- Hess, J.M. (1998, August). *Targeted strategies for at-risk students*. Lincoln County Middle and high school faculty and administrators.
- Hess, J.M. (1998, August). *Developing behavior improvement plans for students with emotional and/or behavioral disorders*. Lincoln county Middle and High School Faculty and Administrators.
- Hess, J.M. (1998, August). *Targeted strategies for at-risk students*. Lee Middle and High School Faculty and Administrators.
- Hess, J.M. (1998, August). *Developing behavior improvement plans for students with emotional and/or behavioral disorders*. Lee Middle and High School Faculty and Administrators.