

## VITA

**NAME** Julia Mae Bulen

**TITLE** Learning Disabilities & Vocational Specialist  
Education Evaluation Center  
Teaching Research Division,  
Western Oregon University

### **EDUCATION**

M.S.	Western Oregon University (Education) Standard Handicapped Learner Certificate (K-12)	1987
Graduate	Western Oregon University Basic Handicapped Learner Certificate (K-12) Concentrated course work in vocational and transition programming for handicapped youth.	1986
B.S.	Western Oregon University (Elementary Education)	1981

### **WORK EXPERIENCE**

**Project Coordinator:** Oregon Department of Human Services Learning Disability Assessment Project. Wrote grant and coordinate contract with the State of Oregon, Department of Human Services (DHS) to recruit and manage a network of independent Learning Disability evaluators throughout the state of Oregon in order to provide Learning Disability (LD) assessments to DHS program participants. Provide day long, regional inservice training to DHS direct service staff on: a) recognizing and screening for LD, b) interpreting and utilizing assessment information in the service delivery process, and c) providing accommodations and/or assistive technology to participants with LD in vocational, training, and educational settings. Provide phone consultation service and local training sessions specific to each region's needs. (March 2001-Present)

**Learning Disabilities & Vocational Skill Assessment Specialist:** Provide learning disability and vocational skill assessments and case management services as part of the Education Evaluation Center assessment team. Responsible for determining the assessment needs of clients, providing or coordinating these assessments, and analyzing and reporting the findings. Provide not only assessment results, but extensive recommendations on adaptations, modifications, and remediation to clients, parents, schools, and rehabilitation counselors. Work closely with Vocational Rehabilitation counselors, school personnel and administrators, parents, clients, and employers. (January, 1996-Present)

**Project Coordinator:** Functional Assessment Services for Transition Education and Rehabilitation (FASTER): Three-year federally funded project. Education Evaluation Center, Teaching Research Division, Western Oregon University. Provided functional educational and vocational assessment

services to adolescents throughout the state of Oregon. Gathered follow-up data, assisted in the analysis of this data and all other project data. Wrote journal articles on the project findings and presented at local and national conferences. Presented functional assessment methods to rehabilitation agencies and school districts from throughout the state. (January, 1996 to December, 1996)

**Special Education Curriculum Specialist/ Program Supervisor:** Supervised and assisted in the daily operation of a self-contained special education classroom for middle school students with emotional disturbance (ED). Assisted in the development of a program model for intensive behavioral and educational treatment of middle school students with such severe behavior disorders that there exists no public school option. Selected, adapted, and supervised the implementation of instructional materials, course subjects, and classroom schedules. Attended and assisted in the conducting of student IEP meetings and Department of Mental Health staffings. Supervised and evaluated the instructional skills of the classroom teacher and instructional assistants. (September, 1995 to January, 1996)

**Project Coordinator:** Enhancing Professional Knowledge, Skills, and Strategies to Improve Transition Services to Adolescents with Serious Emotional Disturbances: Three-year federally funded project, Teaching Research Division, Western Oregon University, Monmouth, Oregon. Worked with staff at each of four school sites to instruct them in classroom program development and school-to-work procedures for students with special needs. Identified staff and program development needs and provided inservice training and ongoing staff support and consultation in program development, community placements, and transition planning. Organized data collection on program change, student change, and exiting student follow-along. Wrote annual reports, attended national grant cross-project meeting, presented findings at state-wide and international conferences.(1992-1995).

**Project Coordinator:** A Training and Employment Model Project for Individuals with Handicaps in the Salem-Keizer School District: Three-year federally funded project. Teaching Research Division, Western Oregon University. Worked with staff at each of five high school sites to develop a comprehensive employment training program. Evaluated staff training needs. Developed and coordinated a series of staff inservice training sessions. Developed and implemented employment training program forms and manual. Gathered and summarized student experiences data. Wrote annual reports and presented at local and state-wide conferences. (1991-1992).

**Special Education Teacher:** Salem-Keizer School District, Salem, Oregon. Taught a primary grade classroom for severely handicapped autistic children. Designed and implemented individual and group programs. Substituted in elementary, middle school, and high school programs serving mildly handicapped, severely handicapped and severely emotionally disturbed students. Provided group and individual instruction and administered educational test batteries. (1990-1991).

**Community Support Unit Activities Coordinator:** Polk County Mental Health, Dallas, Oregon. Developed, budgeted, and managed a community support program for SED/chronically mentally ill and deaf mentally ill adults. Provided classroom instruction and community based experiences in independent living and leisure skills, pre-vocational skills, and social skills. (1988-1989).

**Graduate Research Assistant:** Teaching Research Division. Collected data through subject interviews and telephone interviews on a variety of projects dealing with the vocational, transition, and social adjustment of handicapped adolescents (e.g., deaf, deaf-blind, and SED). Conducted

literature searches and compiled relevant information. (1985-1991).

**Elementary School Teacher, Grade 4:** Provided instruction and supervision to fourth grade students, including one with mental retardation and six with Learning Disabilities in a wide variety of educational subjects and settings. Supervised classroom assistants, and worked closely with special education staff. (1984 to 1985)

**Child Care Worker:** Residential Treatment Program, Oregon State School for the Deaf. Provided daily supervision and instruction in daily living, community living, social, and vocational skills to emotionally disturbed (ED), chronically mentally ill (CMI), and autistic deaf adolescents ages 14 to 21. Developed and implemented behavior management techniques, and maintained daily records. (1982 to 1984)

### **COMMUNITY AND PROFESSIONAL ORGANIZATIONS**

1992-1995	Member of Salem-Keizer Schools Secondary Special Education Advisory Board
1993-Present	Member of Council for Exceptional Children
1985-Present	Member of Oregon Association of Vocational Special Needs Personnel
1985-Present	Member of National Association of Vocational Education Special Needs Personnel

### **PUBLICATIONS**

Bulen, J. & Bullis, M. (1995). Development of Transition Programs for Adolescents with Serious Emotional Disturbance. In, The Oregon Conference Monograph, Vol. 7 (pp 135-150). Eugene, OR: University of Oregon College of Education.

### **PRESENTATIONS**

"Re-organizing for the Future: Combining Vocational Instruction with Collaborative Consultation in Secondary Special Education." The 1993 Oregon Conference. Eugene, Oregon. 1993

"Re-organizing for the Future: Combining Vocational Instruction with Collaborative Consultation in Secondary Special Education." The 1993 Oregon Vocational Association of Special Needs Personnel Spring Conference. Newport, Oregon. 1993

"Re-organizing for the Future: Combining Vocational Instruction with Collaborative Consultation in Secondary Special Education." The Oregon Consulting Teacher Spring Conference. Portland, Oregon. 1993

"Comprehensive Vocational Transition Programs for Adolescents With Serious Emotional Disturbances: Enhancing Secondary School Staff's Professional Knowledge, Skills, and Strategies." The Pacific Rim Conference. Honolulu, Hawaii. 1995

"Implementing a Vocational Transition Program for Secondary SED Students." The Oregon Conference. Eugene, Oregon. 1995

"Functional Transition Assessment." School and Beyond Inservice. Pendleton ESD and VRD, Pendleton, Oregon. 1997