

**College of Education
Vita**

NANCY STOCKALL

Office Address

Department of Language, Literacy and Special Populations
Sam Houston State University
Huntsville, TX 77341
(936) 294-3983

Academic Degrees:

Kent State University	Ph.D. 1991-1993	Special Education/Early Childhood
Kent State University	M.Ed. 1975-1978	Special Education, Learning Disabilities & School Psychology
Kent State University	B.S. 1971-1975	Elementary Education & Special Education LD/BD

Honors:

College of Education Excellence in Service Award, Sam Houston State University, Huntsville, Texas, 2015.

Lucille Speakman Award for Excellence in Teaching and Service University of Arkansas Fort Smith 2009.

American Educational Research Association Early Education for Children with Disabilities, Outstanding Dissertation Award, 1995.

Annual Dissertation Award Competition, Graduate Council and Research Council of the College and Graduate School of Education, Kent State University, 1993.

Nominations:

2015 Faculty Excellence in Service Award, Sam Houston State University

2015 College of Education Excellence in Service Award, Sam Houston State University

2014 Faculty Excellence in Service Award Sam Houston State University

2010 Master Teacher Award. University of Arkansas Fort Smith

Academic Positions:

A. Teaching Positions:

- 2016-present- Professor Special Education, Sam Houston State University
Huntsville, TX.
- 2010- 2016 Associate Professor Special Education, Sam Houston State University,
Huntsville, TX.
- 2004-2010 Associate Professor, Early Childhood Studies and Special Education,
University of Arkansas Fort Smith, AR
- 2001-2004 Associate Professor, Early Childhood Studies, Bowling Green State
University, Bowling Green, OH
- 2000-2001 Associate Professor, Special Education, University of Arkansas,
Fayetteville, AR
- 1994-2000 Assistant Professor, Special Education, University of Arkansas,
Fayetteville, AR
- 1990-1993 Director/Teacher of Special Education Public Preschool Program,
Massillon City Schools, Massillon, Ohio
- 1975-1983 Teacher for Children with Learning Disabilities and General Education
Teacher, Massillon, Ohio

B. Administrative Positions:

- 2012-2017 Sped Program Coordinator, Sam Houston State University
- 2001-2003 Co-coordinator of Early Childhood Studies Program, HDFS/FCS
Bowling Green State University, Bowling Green, Ohio
- 1983-1990 Special Education Supervisor/Administrator, Massillon City Schools,
Massillon, Ohio
- 2001-2003 Co-coordinator of Early Childhood Studies Program, HDFS/FCS
Bowling Green State University, Bowling Green, Ohio

Research/Grant Funding:

Stockall, N. (1983-1989) Massillon Public Schools. Massillon, Ohio Title VI-B Flow-Through Funds. (U.S. Department of Education, Office of Special Education).Funding: not recorded.

Stockall, N. Cole, C. V. & Contreras- Vanagas, A., (2016). Communicative responsivity of Latina caregivers and their young children with developmental delays. *Enhancement Research Grant*. Sam Houston State University, Huntsville, TX. In review. Funding amt. \$9,000.

Publications

Refereed Articles

Stockall, N. (2017). Designing Homework to Mediate Executive Functioning Deficits in Students with Disabilities. *Intervention in School and Clinic*, 1053451217692565.

Stockall, N., Cole, C. V., Contreras-Vanegas, A. (2017). Responsividad materna: Estudio mono-casístico de una madre latina y su hija con retrasos de desarrollo. Mother responsivity: One case study of a Latina mother and her child with developmental delays. *Journal of Bilingual Education Research & Instruction*, 18(1), 55-73.

Stockall, N. & Cole, C. V. (2016). Working with interpreters in the evaluation of bilingual students. *International Journal of Assessment and Evaluation*. Common Ground Publishing: Champaign, IL.

Stockall, N. & Cole, C. V. (2016). Hidden voices: L2 students' compensatory writing strategies. *Teaching in Higher Education*, 21(3), 344-357.
doi:10.1080/13562517.2016.1144586

Stockall, N. & Dennis, L. (2015). Seven basic steps to solving ethical dilemmas in special education: A decision making framework. *Education and Treatment of Children*, 38(3),

Stockall, N., & Dennis, L. (2015). Stop the running addressing elopement in young children with disabilities. *Young Exceptional Children*, doi: 20(10)1096250614566537.

Dennis, L. R., & Stockall, N. (2014). Using play to build the social competence of young children with language delays: Practical guidelines for teachers. *Early Childhood Education Journal*, 1-7.

Henderson, M. & Stockall, N. (2014). Difficult conversations: "Why does that man use a wheelchair?" www.childcarequarterly.com **Feature Article**

Stockall, N. (2014). When an aide really becomes an aid: Providing professional development for Special Education paraprofessionals. *TEACHING Exceptional Children*, 46(6), 197-205. Doi. 1177/0040059914537202

Stockall, N., & Dennis, L. R. (2014). Developing a progress monitoring portfolio for children in early childhood special education programs. *Teaching Exceptional Children*, 46(3), 32-40.

- Stockall, N. & Petron, M. (2014). Making a difference: Service learning in special education. www.meaningcentered.org Vol. 2.
- Stockall, N., & Dennis, L. R. (2013). Using pivotal response training and technology to engage preschoolers with autism in conversations." *Intervention in School and Clinic*, 49(3), 1-8. **LEAD FEATURE ARTICLE**
- Stockall, N., Dennis, L. R. & Reuter. (2013). Play based interventions for children with P.D.D. Published online 14 August 2013 *Young Exceptional Children*, doi. 1096250613493192.
- Stockall, N. & Smith, R. (2013). Alternative assessment portfolios for students with intellectual disabilities: A case study. *Exceptionality* 21(3), 127-146. **Cited by 1**
- Stockall, N. & Dennis, L (2013). Fathers' role in play: Enhancing early language and literacy of children with developmental delays. *Early Childhood Education Journal*, 1-8. doi:10.1007/s10643-012-0557-2
- Stockall, N. & Davis (2012). Supporting children's visual art: Five simple guidelines. *Early Years* 33(3), 22-27.
- Stockall, N. & Dennis, L. (2012). The Daily Dozen: Strategies for Enhancing Social Communication of Infants with Language Delays. *Young Children* 67 (4), 36-4.
- Stockall, N., Dennis, L., & Miller, M. (2012). Right from the start: Universal design for preschoolers. *Teaching Exceptional Children*, 45 (1), 10-17.
- Dennis, L; Stockall, N. and Lynch, S. (2012). Planning literacy environments for diverse preschoolers. *Young Exceptional Children*. doi:10.1177/1096250612437745
- Stockall, N. (2011). Cooperative groups. Engaging elementary students with pragmatic language impairments. *Teaching Exceptional Children*, 44(2). 18-25.
- Stockall, N. & Davis, S. (2011). Uncovering pre-service beliefs about young children: A photographic elicitation methodology. *Issues in Educational Research* 21 (2): The Institutes for Educational Research in NSW, SA and WA. ISSN 1837-6290 (Online). <http://www.iier.org.au/iier.html>
- Stockall, N. (2010). Every picture tells a story: Visual images and teachers' constructions of inclusion. *International Applied Semiotics Journal Special Edition*
- Stockall, N. (2007). Time well spent: Phonemic awareness training or paired associate learning with children with language impairments? *Forum on Public Policy Online*. <http://www.forumonpublicpolicy.com/papers.htm>

- Stockall, N. (2002). The dark side of trickster: Collaboration or collusion? *Trickster's Way*, 1(2). <http://ravensmud.mooreworks.net/cms/nancy-stockall.aspx>
- Stockall, N., & Gartin, B. (2002). The nature of inclusion in a “Blue Ribbon School.”: A revelatory case. *Exceptionality* 10(3), 171-188. **Cited by 26.**
- Stockall, N. & Stickels, D. (2003). Counseling women with severe disabilities: A semiotic perspective. *Journal of Humanistic Education and Development*, 42(1), 29-41.
- Stockall, N. (2003). Semiotic consciousness: Constructing meaningful coherent texts through distance education. *International Journal of Applied Semiotics*, 4(1), 75-86
- Murdick, N., Gartin, B., & Stockall, N. (2003). Step by step: How to meet the functional assessment of behavior requirements of IDEA. *Beyond Behavior*, 12(2), 29-37.
- Stockall, N. (2001). Video elicitation of the semiotic self. *International Journal of Applied Semiotics*, 2 (1-2), 29-37..
- Haas, N. S. (1999). Overcoming the barrier of entropy to joy. *International Journal of Applied Semiotics* 1, 73-81.
- Stockall-Haas, N. (1998). Reading the signs: A semiotic perspective of inclusive practice. *Language Awareness* 7 (4), 192-205.
- Haas, N. S., & Hatcher, T. (1997). The quality inclusion process: Assuring the quality of inclusive practices for students with disabilities. *Catalyst for Change*. 26(3). 18-20.
- Haas, N.S. (1996). Negotiated Meanings: Communication between 3 mothers and their preschoolers with language impairments in the home and at school. *Exceptionality* 6(3), 149-170
- Haas, N. S. (1996). Reflections on negotiated meanings: Communication between mothers and their preschoolers with language impairments in the home and at school. *Exceptionality*. 6(3). 193-195.
- Haas, N. S., & Rogers, L. J. (1995). Transforming personalized speech: Bridging the worlds of home, school and clinic for the preschooler with language delays. *Canadian Journal of Education*. 20(4). 476-484.
- Haas, N. S. (1994). Tools from microethnography: Haas, N. S. (1994). Tools from microethnography: Strengthening ongoing assessment procedures of preschoolers with language delays. *Child Language Teaching and Therapy*. 10(1), 67-80.

Books – N/A

Book Chapters

Dennis, L. R. & Stockall, N. (2017). 5 Individualized Language Interventions within a Collaborative School/Family Partnership. In L. Bailey (Ed.), *Implementing a Standards Based Curriculum in the Early Childhood Classroom*. New York: Routledge.

Stockall, N. & Dennis, L.R. (2014). The daily dozen: Strategies for enhancing social communication of infants with language delays. In Amy Shillady (Ed.), *Exploring Language & Literacy*. Washington, D.C.: NAEYC

Stockall, N. (2001). A mother's reconstruction of the semiotic self. In B. Swadener & L. Rogers (Eds.), *Semiotics & Dis/ability: Interrogating categories of difference* (p. 117-133). Albany: State University of New York Press.

Stockall, N. (2001). The expert pilot: Trickster extraordinaire. In C. W. Spinks (Ed.), *Trickster: Dance of differentiation and ambivalence* (pp. 119-125). Madison: Atwood.

Stockall, N. & Stickels, D. (2001). The stream of semiosis: Marking signs of ability in Dis/Ability. In S. Simpkins (Ed) *Semiotics 2000*. New York: Peter Lang.

Haas, N. S. (1998). The role of time in the management of disabilities: Conflicts of home and school. In L. R. Rogers (Ed.), *Wish I were: Felt pathways of the self*. Wisconsin: Magma Publications, University of Wisconsin-Madison Press.

Tillman, L. R., & Haas, N. S. (1997). La construction de schemas langagiers: Les points de vue des parents et des professionnels. In F. V. Tochen (Ed.), *Eduquer avant j'ecole*. Montreal (Quebec), Canada: Presses De Universite De Montreal De Boeck Universite.

Haas, N. S. (1996). Cultivating relatedness and the semiotic self. In C. W. Spinks and J. Deely (Eds.), *Semiotics 1996*. New York: Peter Lang.

Haas, N. S. (1995). Communicative signs of belonging. C. W. Spinks and J. Deely (Eds.), *Semiotics 1994* (pp. 279-285). New York: Peter Lang.

Stockall, N. (2001). A mother's reconstruction of the semiotic self. In B. Swadener & L. Rogers (Eds.), *Semiotics & Dis/ability: Interrogating categories of difference* (p. 117-133). Albany: State University of New York Press.

- Stockall, N. (2001). The expert pilot: Trickster extraordinaire. In C. W. Spinks (Ed.), *Trickster: Dance of differentiation and ambivalence* (pp. 119-125). Madison: Atwood.
- Stockall, N. & Stickels, D. (2001). The stream of semiosis: Marking signs of ability in Dis/Ability. In S. Simpkins (Ed) *Semiotics 2000*. New York: Peter Lang.
- Haas, N. S. (1998). The role of time in the management of disabilities: Conflicts of home and school. In L. R. Rogers (Ed.), *Wish I were: Felt pathways of the self*. Wisconsin: Magma Publications, University of Wisconsin-Madison Press.
- Tillman, L. R., & Haas, N. S. (1997). La construction de schemas langagiers: Les points de vue des parents et des professionnels. In F. V. Tochen (Ed.), *Eduquer avant j'école*. Montreal (Quebec), Canada: Presses De Université De Montreal De Boeck Université.
- Haas, N. S. (1996). Cultivating relatedness and the semiotic self. In C. W. Spinks and J. Deely (Eds.), *Semiotics 1996*. New York: Peter Lang.
- Haas, N. S. (1995). Communicative signs of belonging. C. W. Spinks and J. Deely (Eds.), *Semiotics 1994* (pp. 279-285). New York: Peter Lang.

Non-refereed

Newsletters:

- Stockall, N. (2017). Online Discussions that Evoke Deep Understandings. *Online Cl@ssroom: Ideas for Effective Online Instruction*. 17 (2), Magma Publications, Madison: Wisconsin.
- Stockall, N. (2009). After Capture: Exploring the Signs of Belonging. Practicum, University of Arkansas Fort Smith
- Stockall, N. (2007). The Teacher Researcher. Practicum, University of Arkansas Fort Smith, AR.
- Stockall, N. (2000). American Educational Research Association Semiotic SIG Brochure.

Miscellaneous

- Stockall, N. (2013). Policy and procedure for special education comprehensive exam process for diagnosticians. Sam Houston State University. Huntsville, TX.
- Haas, N. (1995). Bridging Communication Systems for Success in Inclusive Preschools. EECD Refereed Award Committee, Mount Holyoke College, Department of Psychology and Education, South Hadley, MA.

Editorships of Journals

2010-2012 International Applied Semiotics E-Journal

Published Abstracts:

Stockall, N. (2008). Face to Face with the Semiotic Self: The Power of Visual Self-images. Recueil des resumes des Sessions de Communications Libres, Imprimerie Papeterie El Watanya, Rue About Oubaida Cite Mohammadia, Daoudiate-Marrakech

Professional Presentations

International

Stockall, N., & Cole, C. V. (2017). Latina caregiver responsivity towards infants and toddlers with communication delays. CEC's 33rd Annual International Conference on Young Children with Special Needs and Their Families. Portland, OR, October 4-6, 2017.

Stockall, N., & Cole, C. V. (2017). Invited speaker. Behavioral signs of cerebral visual impairment in very low birth weight toddlers. World Education Day Conference, Dalian, China, September 27-29, 2017.

Stockall, N. & Cole, C. V. (2015). Hidden voices: L2 students' compensatory writing strategies. International Organization of Social Sciences and Behavioral Research Fall 2015 conference. Boca Raton, Fla. Nov. 13-14, 2015.

Cole, C. & Stockall, N. (2015). "The Role of Bilingual Interpreters in the Assessment Process for "At Risk" Emergent Bilingual Children. Twenty-second International Conference on Learning, Madrid, Spain. July 9-11, 2015

Stockall, N. (2015). "Stop the running: Addressing elopement in young children with disabilities." CEC-DADD 16th International Conference on Autism, Intellectual Disability & Developmental Disabilities. Clearwater, Fla. Jan. 22-23, 2015.

Dennis, L. & Stockall, N. (2014). "Paternal Role Models: Harnessing active play to enhance early language development." 30th Annual International Conference on Young Children with Special Needs and Their Families, St. Louis, MO. Oct. 7-9.

Stockall, N., Villar Cole, M. & George, C. (2014). "ELL's referencing strategies." The 6th International Integrity & Plagiarism Conference, Gateshead, England, June 16-18, 2014.

Stockall, N. (2014). Pivotal response training and technology: Engaging young children with autism in conversations. The 16th Annual International Conference on Education, Athens, Greece. May 19-22, 2014.

Stockall, N. & Dennis, L.R. (2013). "Right from the start: Universal design for preschool," San Francisco, CA. The 29th Annual International Conference on Young Children with Special Needs and Their Families. Oct. 16-18, 2013

- Stockall, N. (2012). "Raising Doubt," 11th World Congress of the International Association of Semiotic Studies, Nanjing, China. Sept. 4-9, 2012
- Stockall, N. (2011). Changing Teacher Beliefs. ESERA Conference, Mauritius, Africa . Paper Accepted. Unable to attend due to lack of funding.
- Stockall, N. (2009). Picture This: Images of Inclusive Practices in Education: 15th International Congress: Globalization and education: towards a society of knowledge. Bangkok, Thailand.
- Stockall, N. (2008). Face to Face With the Semiotic Self: The Power of Visual Self-Images. World Association for Educational Research (WAER) 15th International Congress. Marrakesh, Morocco.
- Stockall, N. (2006). Well Spent: Phonemic awareness training or paired associate learning for children with language impairments? Oxford Round Table, Oxford, England.
- Stockall, N. (2001). The dark side of Trickster: Collaboration or collusion? Paper presentation at the 2001 Annual Conference of the Semiotic Society of America, Toronto, Canada.
- Stockall, N. (1999). Video elicitation of the semiotic self. Paper presentation at the annual meeting of the American Education Research Association, Montreal, Canada.
- Stockall, N. & Dennis, L. (2016). Individualized Naturalistic Interventions within a Collaborative School/Family Partnership. 32nd Annual International Conference in Louisville, Kentucky. Oct. 18- Nov. 9
- Stockall, N. (2016). "The best online assignments ever." The Teaching Professor Technology Conference, Atlanta, GA. Sept. 30- Oct. 2.
- Stockall, N. (2016). "Won't you stay with me?" 13th Annual Teaching Professor Conference, Washington, DC. June 3 - 4.
- Stockall, N., Cole, C. & George, C. (2015). "Hidden Voices: Emerging Bilingual Students' Compensatory Writing Strategies," 2015 AERA Annual Conference, Chicago, Ill. April 16-20, 2015.
- Stockall, N. (2015). "Stopping Esperanza: What to do When a Student Elopes." CEC 2015 Convention and Expo. San Diego, CA. April 9-12, 2015
- Stockall, N. (2012). "The good, the bad, and the ugly", American Educational Research Association (AERA) April 16, 2012.

- Stockall, N. (2012). "Academic civic Engagement: Pre-service teachers' impact on the academic growth of children with cognitive disabilities in a public school." National Association of Early Childhood Teacher Educators (NAECTE), Atlanta, GA. Nov. 7, 2012
- Stockall, N. (2011). "Assistance Dogs in Public Schools: What we need to know. Teacher Education Division of CEC National Conference, Austin, TX
- Stockall, N. & Davis, S. (2010). "Images of the Child: Unraveling the meanings of pre-service teachers' beliefs about children." American Educational Research Association (AERA), Denver, CO.
- Davis, S. & Stockall, N. (2010). "Children are Happy": The role of beliefs in preservice teacher dispositions, NAEYC Annual Conference Anaheim CA
- Stockall, N. (2009). Every picture tells a story: Visual images and teachers' constructions of inclusion. American Educational Research Association Annual Meeting, San Diego, CA.
- Stockall, N. (2006). Picture This: The Rhetorical Power of Visual Images of Inclusion. American Educational Research Association National Convention, San Francisco, Cal.
- Stockall, N. (2006). Picture Perfect: What Does Inclusion Really Look Like? 2006 National Council for Exceptional Children Convention, Salt Lake City, Utah. 2006
- Stockall, N. (2003). Picture This: Visual images and constructed meanings of inclusion. Paper presented at the American Educational Research Association 2003 Annual Meeting, Chicago, IL
- Stockall, N. (2002). Face to face with the semiotic self. Paper presentation at the 27th Annual Meeting of the Semiotic Society of America, San Antonio, TX.
- Stockall, N. Face to face with the semiotic self. Paper presentation at the 27th Annual Meeting of the Semiotic Society of America, San Antonio, TX. 2002
- Gartin, B. C., Murdick N. Stockall, N. & Jordan, E. (2002). When the joke targets persons with disabilities. Poster Presentation at the 2002. Annual Conference of the Council for Exceptional Children, New York, NY.
- Stockall, N. (2002). Inclusive practices: What do students learn in collaborative groups? Paper Presentation at the 2002 Annual Conference of the Council for Exceptional Children, New York, NY.
- Stockall, N. & Gartin, B., Murdick, N. (2001). Creating a caring community in inclusive classrooms. Paper Presentation at the 2001 Annual Conference of the Council for Exceptional Children, Kansas City, MO.

- Stockall, N. (2001). Semiotic consciousness: Constructing meaningful coherent texts through distance education. Paper presentation at the 2001 Annual Meeting of the American Education Research Association, Seattle, WA.
- Stockall, N. (2000). The "lie" of the Land: The misinterpretation of iconic signs by private pilots. Paper presentation at the 2000 annual meeting of the American Education Research Association, New Orleans, LA. 20021
- Stockall, N. (2000). Perfusion and Confusion: When pilots become suspended in indexicality. Paper presentation at the 2000 American Educational Research Association Annual Meeting, New Orleans, LA.
- Stockall, N. (2000) One, two, three. .Indeterminacy: Guessing "right" in flight. Paper presentation at the 25th Anniversary Meeting of the Semiotic Society of America 2000, Purdue University, IN.
- Stockall, N. & Stickels, D. (2000). The stream of semiosis: Marking signs of ability in disability. Paper presentation at the 25th Anniversary Meeting of the Semiotic Society of America 2000, Purdue University, IN. 2000
- Stockall, N., & Morrow, L. (1999). Action Research in a University/Public School Partnership. Paper presentation at the Association of Teacher Educators National Conference, Chicago, IL
- Stockall, N. (1999). The expert pilot: Trickster extraordinaire. Paper presentation at the annual meeting of the Semiotic Society of America, Pittsburgh, PA.
- Haas, N. (1998). The semiosis of inclusion. Paper presentation at the annual meeting of the American Educational Research Association San Diego CA.
- Haas, N. (1998). The trickster curriculum. Paper presentation at the annual meeting of the Semiotic Society of America, Chicago, IL.
- Haas, N. (1997). A mother's construction of the semiotic self. Paper presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Haas, N. (1997). Tools for inclusion. Paper presentation at the annual meeting of the Council for Exceptional Children, Salt Lake City, UT.
- Haas, N. (1997). Overcoming the barriers of entropy. Paper presentation at the annual meeting of the Semiotic Society of America, Louisville, KY.
- Haas, N. S. & Imbeau, M. Tales of tails: Recommendations for increasing student imagination. Paper presentation at the annual meeting of the Council for Exceptional Children, Salt Lake City, UT. 1997

- Haas, N. Negotiating social acceptance among preschoolers: The rewards of diversity. Paper presentation at the annual meeting of the Central States Anthropological Society, Purdue University, IN. 1996
- Haas, N. Teacher, teacher how does your garden grow? Cultivating semiosis in inclusive classrooms. Paper presentation at the annual meeting of the Semiotic Society of America, Santa Barbara, CA. 1996
- Haas, N. Young Children's Tales of Tails. Paper presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Haas, N. A two-dimensional case study approach for teaching classroom management. Paper presentation at the annual meeting of American Educational Research Association, New York, NY. 1996
- Haas, N., & Getch, Y A collaborative teaching/research venture among doctoral and University faculty: The survey of exceptionalities course. Paper presentation at the annual meeting of the American Educational Research Association, New York, NY. 1996
- Haas, N. Negotiating family and school systems. Paper presentation at the annual meeting of the American educational research Association, San Francisco, CA. 1995
- Haas, N. Crossing Culture's Boundaries. Paper presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. 1995
- Haas, N. Intervention strategies: Tools for inclusion. Paper presentation at the annual meeting of Early Childhood International Conference, Orlando, FL. 1995
- Haas, N. Familial signs of belonging. Paper presentation at the annual meeting of the Semiotic Society of America, San Antonio meeting of the Semiotic Society of America, San Antonio, TX. 1995
- Stockall, N. Language disorders in young children. Paper presented at the Ohio Federation Council for Exceptional Children, 33rd Annual Convention, Cleveland, OH. 1995

Regional

- Stockall, N. (2012). **Invited Speaker**. "Universal Design for Learning in Preschool," El Paso, Texas. Region Resource Center 19 April 11-12, 2013. (Compensated)

State/Local

- Stockall, N. (2015). Universal design for preschool. Joan Prouty Conference, Sam Houston State University, Huntsville, TX. Sept. 19, 2015.

- Stockall, N. (2015). Oh won't you stay with me? Keeping your course in the minds of students. SHSU Online Teaching and Learning Conference, Sam Houston State University, Huntsville, TX. Mar. 26-27, 2015.
- Stockall, N. (2014). Maximizing the effectiveness of special education paraprofessionals. Texas CEC, Fort Worth, TX.
- Stockall, N. (2011) "What you should know about Service Dogs" Presented to CSEC at Sam Houston State University
- Dennis, L. & Stockall, N. (2011). "Read to Me: Enhancing Literacy for preschoolers". Joan Prouty Conference, Sam Houston State University, Huntsville, TX.
- Stockall, N. (2005). Teachers Supporting Children /Families Through Collaborative Networks. Paper presented at the 2005 Annual Council for Exceptional Children, Little Rock, AR. 2005
- Haas, N. S. & Imbeau, M. (1996). Tales of Tails. Paper presentation at the annual meeting of Arkansas Gifted & Talented Educators (A.G.A.T.E.), Little Rock, AR. 1996
- Haas, N. & Gartin, B.(1995). Life in schools research project. Presentational Smith Elementary and Southwest Junior High, Springdale, AR. 1995
- Haas, N., & Gartin, B. (1995). Educational change agents. Paper presentation at the annual meeting of the American Association of College Teacher Educators, Little Rock, AR. 1995
- Haas, N. (1995). Defining achievement: A look at time boundary differences. Paper presentation at the annual meeting of the Central States Anthropological Society. 1995
- Haas, N. (1994). Techniques for preventing behavior problems. Teacher in-service workshop, Benton County Sunshine School, Bentonville, AR. 1994

Citations in Journal Articles

Data collected in Google Scholar

http://scholar.google.com/citations?hl=en&user=5Bp3WK4AAAAJ&view_op=list_works&gmla=AJsN-F4ReAn1J9DGkYNElhNTQmZykDz3gTJd4P_I4kg5exjdBIzzL1_QI4diB6Ozad4fFGuoScptbxrrjWoL

Citations since 2013	
Citations	288
h-index	9
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Service

Sam Houston State University, University Committees

University Faculty Senate Committee	2017-2018
Research Council Committee	2012-2014
Eureka Grants Committee.....	2013-2017

Sam Houston State University COE, Dept. LLSP Special Education Program

College of Education Assessment Committee.....	2016-2017
Faculty Concerns Committee.....	2010-2013
Public Relations Committee	2010-2013
College of Education Assessment Committee.....	2011-2014t
NCATE Leadership Committee.....	2014
Coordinator of Special Education Program	2013-2017
Graduate Faculty Qualifications and Performance Committee	2014-2015
Research Committee Chair	2014-2015t
Curriculum Committee	2014-2015
Curriculum Alignment Committee	2015-2017
Co-Chair of the COE Assessment Committee.....	2015-2016
Graduate Faculty Qualifications and Performance	2015-2017
DPTAC Committee Member	2017-Present

Community Service

Advisor to Project Sunshine Student Organization	2011-present
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Research or Professional Consultant

Springdale School District: Monitor Elementary School	2008-2010
Springdale School District Service Learning Project with Monitor Elementary School Special Education Program.....	2010-present

Consulting Editor

<i>Associate Editor in The International Journal of Assessment and Evaluation, Volume 23, Issue 4.</i>	2016
<i>Journal of International Semiotics.....</i>	2011-2012

READ Journal.....2015

Editorial Advisory Board Tales of the Classroom..... 2017-Present

Professional Memberships

American Educational Research Association

Council of Exceptional Children

National Association of Teacher Educators

National Association for the Education of Young Children

National Association for Special Education Teachers

The Learner Knowledge Community

CEC: Division of Autism and Developmental Disabilities