

Dr. Heather Griller Clark by Shawna L. Allevato



Heather Griller Clark, Ph.D.

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Education

- B.A. in Political Science, [Arizona State University](#)
- M.A. in Special Education, Arizona State University
- Ph.D. in Curriculum and Instruction, Arizona State University
- Special Education K-12 Teaching Certification (LD and EBD Endorsement)

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won’t feel insecure around you. We are all meant to shine as children do. We were born to make manifest the glory of God that is within us. It’s not just in some of us; it’s in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”

– Nelson Mandela/Marianne Williamson

Focus

- Youth with emotional and behavioral disorders
- Youth in the juvenile justice system
- Behavior management
- Transition
- Resiliency

Professional Service Activities

- Co-Editor, TECBD Special Issue of *Education and Treatment of Children*, 2007-Present
- Member & Prisoner Advocate, Arizona State University Institutional Review Board, 2006 - Present
- Co-chair, Arizona Secure Care Education Consortium, 2006 - Present
- Vice-President of Membership, ACE (Arizona Correctional Educators Inc.), 2006 - 2010
- Expert Panel Member, National Evaluation and Technical Assistance Center, 2006 - Present
- Conference Coordinator, TECBD (Teacher Educators for Children with Behavior Disorders), 2003 - Present
- President, MEND, A national Title I organization dedicated to Maximizing Education for the Neglected and Delinquent, 1998 - 1999
- Representative, Secure Care Education Committee, 1999 - 2006
- Representative, Arizona Title I Committee of Practitioners, 1998 - 2000
- Grant Reviewer, U. S. Department of Education, Office of Correctional Education, 1994 - 1997
- Guest Reviewer, *Behavioral Disorders*, 1997 - 2004
- Guest Reviewer, *Education and Treatment of Children*, 2001 - Present
- Guest Reviewer, *Exceptionality*, 2001

Background

Dr. Clark was born and raised in Bloomington, Minnesota. Her mother, Helen, was a schoolteacher, and her father, Gordon, was the Court Administrator, which caused the family to relocate to various cities including Minneapolis, St. Paul, and Phoenix. Currently, her father works for the National Center for State Courts and does training and technical assistance on court management. Clark believes that her career is a true byproduct of her parents as she found a way to combine her desire to teach and educate, as her mother did, with her passion for the justice system, much like her father.

Besides her many mentors in the field, she says her father is her mentor. Clark has one brother named Chad who now lives in Colorado with his family.

Clark met her husband, Kerry at [Arizona State University](#). Kerry, originally from Canada, immigrated to the United States in 1996 to go to graduate school at ASU. Kerry is currently the Principal at [South Ridge High School](#). Clark says Kerry has an incredible ability to lead and educate. When they met, Kerry was the best teacher she had ever seen. Her husband's childhood and early experiences encourage her work with resiliency. Heather and Kerry now have two daughters. Clark serves as the Girl Scout Leader for both of her girls' troops and the Vice President for Community Events for the PTA at their school. Her love of motherhood and devotion to raising her children are the main reasons she has never pursued a tenured track position. In her spare time, Clark likes to run, kayak, camp, read, walk their dogs and go out with friends.

Many people in the field have inspired Clark in her career, among those are: [Rob Rutherford](#), Peter Leone, [Mike Nelson](#), Gene Edgar, Mike Bullis, Doug Cheney, Gayle Schwartz, [Sarup Mathur](#), [Kathleen Lane](#), Eleanor Guetzleo and [Mary Margaret Kerr](#). The lack of women when this young field was beginning to grow is the main reason Clark is so inspired by the accomplishments of these women (H. G. Clark, personal communication, October 4, 2010).

Early Life

Dr. Clark's early experiences are well represented in her interests for her future. In 1990 she was employed at [Maricopa County, Arizona Juvenile Court Center](#) as an administrative assistant working on data management and scheduling of the court

calendars. In 1993, Clark worked at the governor's office in Arizona as an intern for education, and state and federal relations. She was responsible for legislative liaison, coordinating the [Western Governors' Association Conference](#), contract writing as well as constituent correspondence. In the summer of 1994, Clark landed an internship at the [Office of Correctional Education at the U.S Department of Education](#). She supervised and coordinated model federal demonstration grants and grantees, federal grant competitions, conducted literature reviews and prepared a position paper on recidivism for Congress. From 1993 to 1999 Clark was an Education Program Specialist at the [Arizona Department of Juvenile Corrections](#) where she worked closely with transition plans for youth. Following this, Clark began research through [Arizona State University](#) on the [National Center on Education, Disability and Juvenile Justice](#) where she looked at the specific aspects of transition including best practices, programs and training.

Late Work

For 5 years, Dr. Clark directed the [Arizona Detention Transition Project](#) that was implemented in two [Maricopa County detention centers](#). This project is a four-year model demonstration grant funded by the [U.S. Department of Education, Office of Special Education](#). It implemented individualized transition plans, transition portfolios, transfer of educational records and services, interagency linkages and communication, and a youth tracking system (Mou, n.d.). The [Arizona Detention Transition Project](#) was among a list of '[Summary of Best Practices of Youth Re-entry](#)' by [Measure Y](#). In 2004, Clark started directing the learner outcomes for the [Merging Two Worlds](#) curriculum, data collection and data analysis by training special education teachers. In 2007, Clark

began working to mentor, supervise, and instruct doctoral students in a dual university program to prepare professors in emotional and behavioral disorders under a grant. She also became a principal research scientist for [Arizona State University](#).

Teaching Experience

Dr. Clark has taught a variety of classes in a spectrum of settings. From 1999-2000, Dr. Clark was a special education teacher for the [Arizona Department of Juvenile Corrections, Black Canyon School](#) where she primarily taught in the female mental health unit. She left the [Arizona Department of Juvenile Corrections](#) in 2000 to pursue full-time doctoral studies. From 2002 to 2004, Clark taught special education at [Peoria Accelerated High School](#) where she not only advised and instructed students, but also provided consultative education services to teachers. Since 2001, Clark has had the opportunity to teach many courses at [Arizona State University](#). Specifically, SPE 311/511: Introduction to Exceptional Children, SPE 415: Social Behavior Problems in Exceptional Children, DCI 598: Strategic Teaching, Reaching Diverse Learners. She also co-taught SPE 791: Addressing Critical Issues with Funded Projects and SPE 791: Critical Issues in Special Education. In 2001, Clark taught SP/TED 500: Survey of Exceptional Students at the [University of Phoenix](#). In 2004, Clark was a guest instructor at the [University of West Florida](#) where she taught EEX 2010: Introduction to Exceptional Special Children and EEX 6051: Exceptionalities. Currently, Dr. Clark is the course coordinator for SPE 222: Orientation to the Education of the Exceptional Child at [Arizona State University](#).

Current Positions

Dr. Clark is a Principal Research Specialist at [Arizona State University](#). She is the Principal Investigator for [Merging Two Worlds](#), which is a life skills/transition based curriculum developed specifically for secure care populations by the Arizona Department of Education's Secure Care Education Committee (Clark, n.d.). The curriculum emphasizes resiliency as a critical component in reintegrating an individual into a community. She is a faculty member of a Ph. D. program, A Dual University Program to Prepare Professors in Emotional and Behavioral Disorders, which prepares students for faculty positions in Special Education. Dr. Clark is also the Conference Director for [Teacher Educators for Children with Behavioral Disorders](#) (TECBD). The conference is a forum provided by ASU for sharing current research, theories and practice in emotional and behavior disorders (Platt, n.d.). She is also a member of the ASU Social and Behavioral Institutional Review Board

Challenges in the Field

In this fairly young and ever changing field, challenges do arise. Clark feels that it is important to keep sight of your main research agenda, but be flexible to adapt to new administrations and policies. In Clark's position, it is easy to be pulled in different directions whether it be by those you professionally admire, worthy causes, an innovative change of pace, consistent funding, or the university. Whatever the valid reason may be, Clark recommends keeping in mind your real goal, agenda or mission, even when it is not always new and exciting (H.G. Clark, personal communication, October 13, 2010).

Select Presentations

- Griller Clark, H. (2010). Teaching Social Skills: How to Maximize Success for those who are not Responding. AZPBIS, Phoenix, Arizona.
- Griller Clark, H. (2009). Merging Two Worlds Transition Curriculum. Arizona Department of Juvenile Corrections Staff Professional Development, Phoenix, Arizona.
- Jacobs, G., Cherry, M., Miller, D., Wodraska, D., Griller Clark, H., & Johnson, P. (2009). Secure care schools working in collaboration with public schools. Arizona's 9th Annual Transition Conference, Scottsdale, Arizona.
- Griller Clark, H., Holding, B., Mathur, S., & Sloane, F. (2008). *An analysis of post-release engagement and recidivism for youth with disabilities from juvenile detention*. Arizona Correctional Educators, Inc. and Project LEARN: 6th Annual Professional Development Symposium, Scottsdale, Arizona.
- Griller Clark, H. Mathur, S. R., Rutherford, R. B., & Schoenfeld, N. A. (2007). Transition for Court Involved Youth: Research, application, professional development, and evaluation. Council for Exceptional Children Annual Conference, Louisville, Kentucky.
- Mathur, S.R. & Griller Clark, H. (2007). Managing Acting-Out Behavior. Classroom Behavior Management Institute II, Arizona State University, Tempe, Arizona.
- Rutkin, G., O'Rourke, T. J., Burrell, J. L., Griller Clark, H., & Murphy, T. (2006). Educational Needs of Youth in the Juvenile Justice System. Building On Success. Title I, Part D: Improving Educational Outcomes for Neglected and Delinquent Youth, Washington, DC.

Publications

- Griller Clark, H., Mathur, S. R. & Holding, B. (in review). The effectiveness of the Arizona detention transition project on recidivism of juvenile offenders with disabilities. *Exceptional Children*.
- Swoszowski, N. C., Josephs, N. L., Griller Clark, H. & Jolivette, K. (in review). Addressing the needs of girls in juvenile justice settings. *Education and Treatment of Children*.
- Griller Clark, H. & Uhrh, D. (in process). Transition practices for adjudicated youth with EBD and related disabilities. *Behavioral Disorders*.
- Griller Clark, H. & Mathur, S.R. (2010). *Practices in transition for youth in the juvenile justice system*. In D. Cheney (Ed.). *Transition of secondary students with emotional or behavioral disabilities: Current approaches for positive outcomes*. Arlington, VA: Council for Children with Behavioral Disorders/Division of Career Development and Transition.
- Mathur, S. R., Griller Clark, H., & Schoenfeld, R. B. (2009). Professional development: A capacity-building model for juvenile correctional education systems. *Journal of Correctional Education*, 60(2), 164-186.
- JJ/SE Shared Agenda, *Tools for Promoting Educational Success and Reducing Delinquency*, NASDSE & NDRN, Washington, DC: January 2007.
- Griller-Clark, H. (2006). Transition services for youth with disabilities in the juvenile justice system. In S. R. Mathur (Ed.), *EDJJ professional development series in disabilities and juvenile justice*. College Park, MD: National Center on Education, Disability, and Juvenile Justice.

- Griller-Clark, H., Rutherford, R. B., & Quinn, M. M. (2004). *Practices in transition for youth in the juvenile justice system*. In D. Cheney (Ed.). *Transition of secondary students with emotional or behavioral disabilities: Current approaches for positive outcomes*. Arlington, VA: Council for Children with Behavioral Disorders/Division of Career Development and Transition.
- Griller-Clark, H., & Diken, I. H. (2004). Instructors manual. For H. M. Walker, E. Ramsey, & F. M. Gresham, *Antisocial behavior in school: Evidence based practices*. Belmont, CA: Wadsworth/Thomson.
- Griller-Clark, H. (2003). *Resilience: Gender, disability, and justice status in youth transitioning to school*. Unpublished doctoral dissertation, Arizona State University, Tempe.
- Griller-Clark, H. (2001). Ensuring the successful transition of juvenile offenders to school, work, and the community. In *The special needs of youth in the juvenile justice system: Implications for effective practice*, 130-140. Children's Law Center. Covington, KY.
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- Hosp, M. K., Griller-Clark, H., & Rutherford, R. B. (2001). Incarcerated youth with disabilities: Their knowledge of transition plans. *Journal of Correctional Education*, 52(3), 126-130.
- Rutherford, R. B., Griller, H. M., & Anderson, C. W. (2000). Treating adult and juvenile offenders with educational disabilities. In J. B. Ashford, B. D. Sales, & W. Reid

- (Eds.). *Treating adult and juvenile offenders with special needs* (pp 221-245).
Washington, DC: American Psychological Association.
- Rutherford, R. B., Bullis, M., Anderson, C. W., & Griller, H. M. (2000). *Youth with disabilities in the correctional system: Prevalence rates and identification issues*.
Washington, DC: American Institutes for Research.
- Griller, H. M. (1998). *Review of the literature on juvenile offenders*. In L. Groves (Ed.), *Report of findings on the education of juvenile offenders* (Doc. No. 98-002-SPAM).
Tallahassee, FL: Florida Juvenile Justice Accountability Board.
- Griller, H. M. (1996). *The Effectiveness of a Model Transition Program for Juvenile Offenders*.
Unpublished master's thesis, Arizona State University, Tempe.

References

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<http://merging2worlds.education.asu.edu/>
- Mou, E. (n.d.) *Summary of best practices of youth re-entry*. Retrieved from
<http://measurey.org/uploads/Literature%20Review.pdf>
- Platt, D. (n.d.). *TECBD*. Retrieved from <http://tecbd.asu.edu/2010/index.html>

External Links

- <http://merging2worlds.education.asu.edu>
- <http://tecbd.asu.edu/2010/>
- <http://asu.edu>
- <http://measurey.org>
- <http://www.sbbh.pitt.edu/Kerr-Mary-Margaret/162/Default.aspx>

- <http://www.sbbh.pitt.edu/Nelson-Michael-C/137/Default.aspx>
- <http://www.sbbh.pitt.edu/Rutherford-Robert-B-Jr/151/Default.aspx>
- <http://www.sbbh.pitt.edu/Mathur-Sarup/182/Default.aspx>
- <http://www.azdjg.gov/ADJCSchools/SafeSchools/BCS.asp>
- <http://measurey.org/uploads/Literature%20Review.pdf>