Dr. Jo M. Hendrickson by Gayle Antonacci

Background

Dr. Jo M. Hendrickson's curiosity for children with learning, emotional, and behavioral disabilities led her to discover the field of special education. It began with a film a professor showed in a college class. The focus of the film was a boy with autism. Hendrickson wondered if this child would ever lead a life with friendships and be able to participate in the "normal" activities children without disabilities participate in everyday. By putting herself in the shoes of the family members of those with special needs, she began her crusade for children with behavioral and emotional disorders.[1]

Education

Jo M. Hendrickson began her education at the University of Wisconsin- Madison earning a Bachelor of Arts in psychology, and then a Master of Arts degree in special education with a focus on learning and behavioral disabilities. After teaching students with disabilities, Hendrickson received a Ph.D. at the Peabody College of Vanderbilt University.

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[1] http://www.uiowa.edu/be-remarkable/portfolio/people/Hendrickson-j.htm

Career

Dr. Hendrickson's professional experience includes work at numerous universities. She has held positions associated with the University of North Carolina, University of Florida, Vanderbilt University, and the University of Iowa. Hendrickson also worked in the private sector, serving as Vice President for Continental System in Nashville, Tennessee. In all, Hendrickson has had an array of positions in the field of special education ranging from teacher, to research scientist, to professor, to a chief consultant for the Enrichment Centers of America.[2] She also served two terms as the co-editor of *Behavioral Disorders*, a premier research journal in the field.

Currently, Hendrickson is a professor at the University of Iowa and is the director of Realizing Educational and Career Hopes (REACH).[3] REACH was created through a public-private partnership to provide a holistic post-secondary education for students with multiple learning and intellectual disabilities. Through the REACH Program, students from across the U.S. receive a fully integrated living-learning experience and earn a two-year certificate. The goal is to enhance students' self-determination, social engagement, and independence and prepare them for the community and workplace.

Research and Work

Hendrickson's publications and selected works focus on children, adolescents, and young adults with special needs. In a series of publications, Hendrickson and her colleagues delve into the perspectives of peers and the classroom integration of students

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[2] http://www.education.uiowa.edu/people/facstaffs/jhendrickson.htm

[3] http://education.uiowa.edu/reach/about.htm

with severe disabilities. Beginning with Hendrickson, Shokoohi-Yekta, Hamre-Nietupski, and Gable (1996), Hendrickson found that friendships were perceived to be more likely to develop when students with disabilities are integrated into the general student population and that educators created supports for those friendships.[4] Much of Hendrickson's research has focused on strategies to enhance social and academic inclusion of students with disabilities.

Hendrickson advocates creating a positive classroom environment for all students, teacher education programs which document performance, and adequate support of classroom teachers to maximize outcomes for students with emotional and behavioral disorders.[5]

Selected Publications

Anderson, L., & Hendrickson, J. (2007). Early-career EBD teacher knowledge, ratings of competency importance, and observed use of instruction and management competencies. *Education and Treatment of Children, 30*(4), 43-65.

Conroy, M., Hendrickson, J., & Hester, P. (2004). Early identification and prevention of EBD. In M. Quinn, S. Mathur, and R. Rutherford (Eds.), *Handbook of Research in Behavioral Disorders* (pp. 199-215). New York: Guilford Publishers.

Gable, R., Hendrickson, J., Tonelson, S., & Van Acker, R. (2002). Integrating academic and nonacademic instruction for students with emotional/behavioral disorders. *Education and Treatment of Children*, 25, 459-475.

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[4] Hendrickson, J., Shokoohi-Yekta, M., Hamre-Nietupski, S., & Gable, R. (1996). Middle and Highschool students' perceptions on being friends with peers with severe disabilities. *Exceptional Children, 62*, 590-596

[5] Anderson, L., & Hendrickson, J. (2007). Early-career EBD teacher knowledge, ratings of compentency importance, and observed use of instruction and management competencies.*Education and Treatment of Children, 30*(4), 43-65.

Hendrickson, J., Gable, R., & Smith, C. (1999). Punishment, policies, and practicalities: The role of functional behavioral assessment (FBA) in the schools. *Preventing School Failure, 43*, 167-170.

Hendrickson, J., Shokoohi-Yekta, M., Hamre-Nietupski, S., & Gable, R. (1996). Middle and Highschool students' perceptions on being friends with peers with severe disabilities. *Exceptional Children, 62*, 590-596.

Hendrickson, J. (1991). An exo-behavioral observation strategy for clinical and transitional program assessment. In S. Braaten (Eds.), *Programming Adolescents with Behavioral Disorders, 5*, 149-166.

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Anderson, L., & Hendrickson, J. (2007). Early-career EBD teacher knowledge, ratings of competency importance, and observed use of instruction and management competencies. *Education and Treatment of Children, 30*(4), 43-65.

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Hendrickson, J., Shokoohi-Yekta, M., Hamre-Nietupski, S., & Gable, R. (1996). Middle and Highschool students' perceptions on being friends with peers with severe disabilities. *Exceptional Children, 62*, 590-596.

Jo M. Hendrickson. Retrieved from http://education.uiowa.edu/people/facstaff/jhendrickson.htm.

REACH: Realizing educational and career hopes. Retrieved from http://education.uiowa.edu/reach/about.htm.