

Vitae

NAME: Jeong Hoon Choi (Hoon Choi)

POSITION TITLE: Assistant Research Professor / Data Analyst

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	DATE	FIELD OF STUDY
Daegu University, Gyeongsan, South Korea	B.A.	2/1997	Rehabilitation Psychology
Sookmyung University, Seoul, South Korea	M.A.	2/1999	Music Therapy
University of Kansas	M.A.	5/2002	Special Education
University of Kansas	Ph.D.	8/2007	Special Education

Personal Statement

Dr. Jeong Hoon Choi is research assistant professor at the University of Kansas. Dr. Choi serves as a SWIFT data manager and analyst to support SWIFT intervention and evaluate its effectiveness. He earned his Master's and Doctorate degree in special education at the University of Kansas. He collaborated with Dr. Sailor in multiple transformation projects focused on integrated MTSS implementation. His interest in tiered methodology undergirding MTSS stretches back to his doctoral research via Positive Behavioral Intervention and Supports (PBIS). He co-developed the fidelity measurements such as *SWIFT Fidelity of Implementation Tool (SWIFT-FIT)* and *SWIFT Fidelity Integrity Assessment (SWIFT-FIA)*, which are used in the SWIFT education center, and joined its technical adequacy study. He contributed to technology applications in technical assistance such as organizing and managing web contents of the National Center on PBIS and co-developed integrated data system for MTSS. In his current role as a data analyst at SWIFT Center, he participated in the development of large longitudinal databases that integrated data from multiple systems.

Positions and Honors

Employment:

2013-present Research Assistant Professor, Life Span Institute, University of Kansas
2013-present Data Analyst & Manager, Schoolwide Integrated Framework for
Transformation(SWIFT) Center, University of Kansas
2003-present Web content manager, National Technical Assistant Center on Positive
Behavior Interventions and Support, subcontract with University of Oregon
2009-2013 Assistant Professor, Curriculum, Instruction, & Leadership Department,
Louisiana Tech University
2008-2009 Co-Program Coordinator: Response to Intervention (RtI) Leadership
Preparation Program- Improving School Outcomes for Students with
Significant Disabilities in Urban Setting, Special Education Department,
University of Kansas

2007-2012	Technical Assistance Provider of Schoolwide Applications Model (SAM) Schools, SAMSCHOOLS, LLC
2007-2009	Research Assistant: Tertiary Center on Positive Behavior Support, Beach Center on Disability, University of Kansas
2003-2006	Research Assistant: Whole School Approach to Positive Behavior Support and Access to the General Curriculum (A model demonstration project), Beach Center on Disability, University of Kansas
2002	Teaching Assistant (Positive Behavior Support), University of Kansas
1998	Music Therapy Practicum Supervisor, Sookmyung University, Seoul, Korea

Contribution to Educational Research (Peer Reviewed Journal Publications)

1. Efficacy of Equity-based inclusive education.

Equity based-inclusion incorporates instructional strategies to include students with disabilities and multi-tiered system of support (MTSS). Dr. Choi's contributions to this research have focused on analyses of the efficacy of MTSS on student outcomes. Results indicated that implementation of equity-based inclusion, when it is implemented with fidelity, could benefit all students including students with disabilities by increasing their academic scores. The findings support that complex system change and integration of behavior/academic MTSS are necessary to maximize the benefit for all students.

- a. Choi, J. H., Meisenheimer, J. M., McCart, A. B., & Sailor, W. (2017). Improving learning for all students through equity-based inclusive reform practices: effectiveness of a fully integrated schoolwide model on student reading and math achievement. *Remedial and Special Education, 38*(1), 28-41. doi: 10.1177/0741932516644054.
- b. Sailor, W., Roger, B., Wolf, N., Choi, J.-H., & Keetle, S. (2008). Sustaining positive behavior support in the context of comprehensive school reform. In W. Sailor, G. Dunlap, G. Sugai, R. Horner, (Eds.). *Handbook of Positive Behavior Supports*. In M. Roberts (Series Ed.), *Handbook of Clinical Child Psychology*. New York: Springer.
- c. Sailor, W., Zuna, N., Choi, J.-H., Thomas, J., McCart, A., & Roger, B. (2006). Anchoring schoolwide positive behavior support in structural school reform. *Research and Practice for Persons with Severe Disabilities, 31*(1), 18-30.

2. Multi-tiered System of Support including Schoolwide Positive Behavior Support.

Schoolwide Positive behavior support (SWPBS) as an application of multi-tiered systems of support has been studied with multiple populations. The system change effort driven by SWPBS effectively reduces student problem behavior measured by office discipline referrals and suspensions. SWPBS framework can be applied in multiple educational environments such as urban and early childhood settings.

- a. McCart, A., Lee, J. L., Frey, A. J., Wolf, N., Choi, J.-H., & Haynes, H. (2010). Comprehensive response to intervention in early childhood: Multi-tiered supports promoting family engagement. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness, 4*(2), 87-104.

- b. Dunlap, G., Carr, E. G., Horner, R. H., Koegel, R. L., Sailor, W., Clarke, S. L., Koegel, K., Albin, R. W., Vaughn, B. J., McLaughlin, D. M., James, K. M., Todd, A. W., Newton, J. S., Lucyshyn, J., Griggs, P., Bohanon, H., Choi, J.-H., Vismara, L., Minjarez, M. B., Buschbacher, P., & Fox, L. (2010). A descriptive, multi-year examination of positive behavior support. *Journal of Behavioral Disorders, 35*(4), 259-279.
- c. McCart, A., Wolf, N., Sweeney, H., & Choi, J.-H. (2009). The application of multi-tiered systems. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 12*(2), 122-132.
- d. Putnam, R. F., McCart, A., Griggs, P., & Choi, J.-H. (2008). Behavior Support in Urban Environments. In W. Sailor, G. Dunlap, G. Sugai, R. Horner, (Eds.). *Handbook of Positive Behavior Supports*. In M. Roberts (Series Ed.), *Handbook of Clinical Child Psychology*. New York: Springer.

3. Measurement Development for Equity-based Inclusion Models.

Tools for equity-based inclusion models have been developed and preliminary technical adequacy has been established. The SWIFT Fidelity of Implementation Tool (SWIFT-FIT) measures fidelity of implementation, that is, the extent to which a school is implementing, the SWIFT framework of inclusive education practices aligned with five domains and ten features. A preliminary technical adequacy study indicates SWIFT-FIT is a reliable and valid measure for assessing SWIFT implementation status.

- a. Algozzine, B., Sweeney, H. M., Choi, J. H., Horner, R., Sailor, W., McCart, A. B., Satter, A., & Lane, K. L. (2016). Development and preliminary technical adequacy of the Schoolwide Integrated Framework for Transformation Fidelity of Implementation Tool. *Journal of Psychoeducational Assessment, 1*-21. doi: 10.1177/0734282915626303.

4. Method for Collaborative Evaluation.

Bayesian approach has been applied and tested to facilitate collaborative evaluation between evaluators and stakeholders. MTSS data has been analyzed with a Bayesian test as an example of collaborative evaluation. The findings suggest that the co-constructed prior with collaboration can be more successful than formulas. Previous knowledge and opinions of stakeholders can be a part of analysis in evaluation.

- a. Hicks, T., Rodriguez-Campos, L., Choi, J.H. (2017). Bayesian posterior odds ratios: Statistical tools for collaborative evaluations. *Journal of American Evaluation*. Advance online publication. DOI: 10.1177/1098214017704302

5. Domains Contributing to the equity-based MTSS / Schoolwide Integrated Framework for Transformation (SWIFT)

Intermediate outcomes and findings of SWIFT project (i.e, equity-based MTSS) are analyzed and reported for a special issue of the *Inclusion* journal. Improved fidelity of SWIFT domains and related outcomes are summarized with multiple analyses.

- a. Kozleski, E. B. & Choi, J. H. (in press). Leadership for Equity and Inclusivity in Schools: The Cultural Work of Inclusive Schools, *Inclusion*.
- b. Sailor, W., McCart, A. B., & Choi, J. H. (in press). Re-conceptualizing Inclusive Education through Multi-Tiered System of Support, *Inclusion*.

- c. Gross, J. M. S., Choi, J. H., Francis, G. L. (in press). Perceptions of Family Engagement and Support in SWIFT Schools. *Inclusion*.
- d. Schuh, M., Knackstedt, K. M., Cornett, J., Choi, J. H., Pollitt, D., & Satter, A. L. (in press). All Means All: Connecting Federal Education Policy and Local Implementation Practice Through Evidence and Equity, *Inclusion*.

Monograph Publication

Sugai, G., Horner, R.H., Algozzine, R., Barrett, S., Lewis, T., Anderson, C., Bradley, R., Choi, J. H., Dunlap, G., Eber, L., George, H., Kincaid, D., McCart, A., Nelson, M., Newcomer, L., Putnam, R., Riffel, L., Rovins, M., Sailor, W., Simonsen, B. (2010). *School-wide positive behavior support: Implementers' blueprint and self-assessment*. Eugene, OR: University of Oregon.

Assessment Tool Development

Morsbach Sweeney, H., Horner, R., Algozzine, B., Lane, K., Roger, B., Choi, H., McCart, A., & Sailor, W. (2014). *SWIFT Fidelity of Implementation Tool*. Version 1.6. Lawrence, KS: National Center on Schoolwide Inclusive School Reform: The SWIFT Center.

SWIFT Center. (2016). *SWIFT Fidelity Integrity Assessment v1.3*. Lawrence, KS: Author.

Newsletter Writings

Bezdek, J., McCart, A., Griggs, P., & Choi, J.-H. (2007, Winter). Behavior at home. *PBS connections*, 1(2). Available at: <http://beachcenter.org>

Bezdek, J., McCart, A., Griggs, P., & Choi, J.-H. (2006, Fall). The personal approach. *PBS connections*, 1(1). Available at: <http://beachcenter.org>

Web Content Writing

Beach Center on Disability. (2006). *Positive behavior support* http://www.beachcenter.org/pbs/what_is_pbs/defining_pbs.aspx.

PROFESSIONAL PRESENTATIONS
International Conference Presentations

Presenter for the 2018 CEC Annual Convention & Expo, Tampa, FL - Relation Between Implementation of Schoolwide Integrated Framework for Transformation (SWIFT) and Student Outcomes	Feb. 2018
Co-presenter for the 2018 CEC Annual Convention & Expo, Tampa, FL - Equity-Based MTSS: A Framework for Inclusion	Feb. 2018
Presenter for the 2017 TASH Annual Conference, Atlanta, GA - Evidence from the SWIFT Model of Inclusive School Reform Evaluation	Dec. 2017
Co-presenter for the 2017 CEC Annual Convention & Expo, Boston, MA - MTSS: A Framework for Increasing Peer Engagement in Shared Educational Environments	Apr. 2017
Co-presenter for the 16th Annual Values and Leadership Conference, Victoria, BC	Sep. 2011
Co-presenter for the 16th Annual Values and Leadership Conference, Victoria, BC	Sep. 2011

The International Forum ‘SWPBS Current Trends and Future Workshop,’ Kongju National University, Korea.	Sep. 2011
The International Forum ‘SWPBS Current Trends and Future Workshop,’ Kongju National University, Korea.	Sep. 2011
The International Forum ‘SWPBS Current Trends and Future Workshop,’ Kongju National University, Korea.	Sep. 2011
Co-presenter for the International Positive Behavior Support Conference, St. Louis, Missouri.	Mar. 2010
The International Positive Behavior Support Conference, Rosemont, Illinois.	Mar. 2008
Co-presenter for the International PBS conference, Florida	Mar. 2005
<u>National Conference Presentations</u>	
Co-presenter for the SWIFT National Professional Learning Institute, Arlington, Texas.	Jul. 2016
Co-presenter for the National PBIS Leadership Forum, Rosemont, Illinois.	Oct. 2011
Co-presenter for the Teacher Education Division (TED) annual conference, Saint Louis, MO.	Nov. 2010
Co-presenter for the National PBIS Leadership Forum, Rosemont, Illinois.	Oct. 2010
Co-presenter for the National PBS Leadership Forum, Rosemont, Illinois.	Oct. 2009
Presenter for the National PBS conference (Forum for Change), Rosemont, Illinois.	Oct. 2007