

# **L. Jeanne Fryer**

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## **EDUCATIONAL BACKGROUND**

**Doctor of Philosophy, Educational Studies** (summer 2005)  
CLAREMONT GRADUATE UNIVERSITY – Claremont, California

**Graduate Coursework, Psychology, Educational Psychology, Neuropsychology**  
STANFORD UNIVERSITY – Palo Alto, California

**Master of Arts, Education, emphasis in Reading//Learning Disabilities**  
CLAREMONT GRADUATE UNIVERSITY – Claremont, California

**Sanskrit Literature/Anthropology/ International Cultural Studies**  
UNIVERSITY OF BENARES, Benares, India

**Coursework, Philosophy/French Literature**  
LAVAL UNIVERSITY – Quebec, Canada

**Bachelor of Arts, Sociology/Philosophy**  
POMONA COLLEGE – Claremont, California

## **PROFESSIONAL SUMMARY**

Presently Special Education Coordinator in the Department of Teacher Education, Claremont Graduate University. Teach courses in Educational Foundations, Social Justice, Literacy, Language Acquisition, Reading Instruction, Special Education; Severe Cognitive and Physical Disabilities, Applied Behavior Analysis and Positive Behavior Support, Emotional and Health Issues in Mild, Moderate and Severe Disabilities, supervise teacher interns, advise graduate students, provide liaison work with school districts, coordinate Educational Specialist Credential program.

Previously taught elementary school and special education at all grade levels, and was a demonstration teacher at UCLA Psychology Lab School (Fernald School). Taught courses in Learning Disabilities and Behavior Modification in Department of Psychology, UCLA.

Developed innovative learning disabilities inclusion in-service programs in Los Angeles and Riverside Unified School Districts and was co- director of Special Education, Teacher Education program at UCR.

Conducted research at Stanford University in Child Development, developed cognitive assessment protocols, and participated in Neuroscience clerkship at Stanford Medical School.

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Promoted concept of community-based neurological medical rehabilitation programs for children and adults. Developed and operated community integrated centers for individuals with neurological dysfunctions.

Conducted extensive research in brain-behavior relationships and applications to learning.

Worked to influence social policy in community-based and education-based neurological rehabilitation.

Publications, presentations and consultancies include work on reading and literacy, teacher/staff training, cognitive research, child development, learning disabilities, severe cognitive, physical and emotional disability, quality of life issues and curriculum design.

## **CORE COMPETENCIES**

- Teaching and Learning
- Cognitive Development
- Child and Adolescent Development
- Disability studies; Severe Cognitive, Physical, Behavioral and Multiple Disabilities
- Language Acquisition
- Reading/Literacy
- Behavior Analysis
- Brain-behavior relationships
- Qualitative Research and Single Subject Design Research
- Learning Disabilities
- Cultural perspectives in education
- Holistic Education

## **Research Interests**

Aspects of teaching/learning experiences that lead to quality of life experiences; Innovative curriculum development and assessment procedures in literacy, language acquisition and reading instruction in diverse settings; Learning Disabilities; Teaching strategies for individuals with severe cognitive, physical, and emotional disabilities; Human Development; Inclusive programmatic policy development; Cognitive processing.

## **PROFESSIONAL EXPERIENCE**

CLAREMONT GRADUATE UNIVERSITY, Claremont, California, **2002-present**  
**Special Education Coordinator 2006-present**

Coordinate special education academic, and credential curriculum development; oversee credentialing; supervision; district and state liaison functions, and conduct research in special education.

## **Faculty Associate 2002-2006**

Concurrent with the completion of doctoral dissertation and research in school reform provided supervision and counseling for teacher interns in the Teacher Education Program. Taught courses in Educational Foundations, Educational Methods, Behavior, Emotional and Health Issues, and Special Education. Acted as a liaison between students and administration.

- Created innovative supervision methods consistent with pedagogical approaches and California teaching standards.

## **CENTERS FOR NEURO-REHABILITATION, Annapolis, Maryland, 1993-2002**

### **President/CEO**

*Provided vision and direction to grow this start-up firm specializing in comprehensive neurological rehabilitation from one clinic with 6 employees to a level of 6 clinics and 100+ employees.*

Secured financing and strategic partnerships to create new firm providing outpatient, day clinic and residential services, including physical, occupational, speech/language, neuropsychological and educational therapies, social work, and school re-entry services. Designed and implemented all operational procedures, including clinical, financial and marketing. Managed and directed all strategic and operational activities. Controlled all HR functions and selected, hired, trained, managed initial employees.

- Obtained excellent clinical outcomes with seriously neurologically involved clients.

## **REHAB SYSTEMS COMPANY: A Nova Care Operating Company, Camp Hill, Pennsylvania, 1987-1993**

### **Director of Community Rehabilitation Services**

#### **NOVA CARE, Valley Forge, Pennsylvania, 1992-1993**

Conducted strategic planning and federal/state professional representation, focused on increasing official and regulatory awareness of funding needs for medical rehabilitation and expanding medical services into more effective, approachable community-based programs.

- \* Achieved state awareness of medical rehabilitation needs
- \* Accomplished diversification of medical services into community-based programs

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**REHAB SYSTEMS COMPANY, Camp Hill, Pennsylvania, 1987-1992**

Developed and managed five community-based medical rehabilitation programs nationwide. Oversaw and directed vision, strategic planning and implementation, operational and clinical procedures, and financial operations.

- Developed and grew programs into financially viable entities with outstanding clinical results, demonstrated by clients resuming functional roles in the community.

## **ADDITIONAL EXPERINCE:**

**Adjunct Faculty, 2004-present**, Department of Educational Psychology and Counseling, California State University San Bernardino, San Bernardino, California, Teach courses in Educational Psychology and Human Growth and Development

**Consultant**, Developed programs for children with Severe Cognitive, Physical, Emotional and Multiple -Severe disabilities for Anne Arundel County, MD.

**Lecturer, Learning Disabilities**, Department of Psychology, UCLA, Los Angeles, California

- Also taught students 8-14 at the Fernald School, Psychology Lab School, and supervised graduate students.

**Co-Director, Special Education**, Teacher Training Program, U.C. Riverside, Riverside, California

- Developed pilot project for learning-disabled children and children with severe physical, cognitive and multiple disabilities for Riverside Unified School District.

**Special Education Teacher**, Learning Disability, Physical Disability, Autism, Riverside and Los Angeles School Districts

**Elementary School Teacher**, Claremont, Riverside and Los Angeles School Districts

**Research Associate**, Stanford University, Palo Alto, California, and Santa Clara Valley Medical Center, San Jose, California

- Conducted research on childhood cognitive development, cognitive assessment, autism and brain-injury-related topics.

**Teacher, Stanford University Children's Hospital**, Physical and Multiple Handicapped

**Teacher and Research Associate**, Stanford University Autism Clinic

**Instructor/Grant Project Director**, Project on Inclusion Practices for Multiple Handicapped, West Valley Community College, Saratoga, California

**Director of Clinical Quality Assurance**, New Medico Head Injury System, Boston Massachusetts

**Co-Director of Psychology, Ralph K. Davis Medical Center, San Francisco, California**

- Developed and managed psychology department.

## RELEVANT PUBLICATIONS

1. Fryer, J with Charles J. Durgin, Nancy D. Schmidt, (1993). *Staff Development and Clinical Intervention in Brain Injury Rehabilitation*. Gaithersburg, MD: Aspen.
2. Fryer, J. (1998). Cognitive Rehabilitation. In K. Fralish & P. Deutsch (Ed.) *Innovations in Head Injury Rehabilitation* (pp. 7-1- 7-35) New York: Matthew Bender.
3. Fryer, J. with W. Haffey (1987). Cognitive Rehabilitation and Community Re-Adaptation: Outcomes from Two program Models. *Journal of Head Trauma Rehabilitation*, 2, 51-63.
4. Fryer, J with Sylvia Selleck. (1982). *Moving Through Disability*. Monograph and Curriculum Materials, West Valley College, Office of the Chancellor, California Community Colleges, Sacramento, CA.
5. Fryer, J with P. Dewitz. (1979). The Grammar of Teaching. *California Journal Of Teacher Education*.
6. Fryer, J with Lela Sarnat. (1978). "The Effect of Mother Behavior on Problem Solving in Young Children". Unpublished paper Stanford University.
7. Fryer, J. (1979). "The Relationship of Private Speech and Problem Solving in Young Children". Unpublished paper Stanford University
8. Fryer, J. (1976). "No, I can't read"- What Young Children Think About Reading. *Claremont Reading Conference Annual Yearbook*.
9. Fryer, J with J. Dunne. (1974). *Magic Ball, Teacher and Film Guides*. Series of British Film Strips, Doubleday Multi-Media.
10. Fryer, J with Gail Povey. (1972). *Personalized Reading, A Chance for Everyone*, International Center for Educational Development, Encino, CA.
11. Fryer, J with G. Ennis. (1970). *How to Begin a Personalized Reading Program*. Project M9-20, California State Department of Education, Division of Compensatory Education.
12. Fryer, J. (2006). Silenced Voices: Stories of Incarcerated Women. *Women's Studies, An Interdisciplinary Journal*, September 2006.
13. Fryer, J. (2006). "School reform at the Ground level: Implementation of LAUSD LEARN & LAAMP". Unpublished paper Claremont graduate University.

## RECENT PRESENTATIONS

Fryer, J. (August 2003). Participant and Instructor Summer Institute, *Brain, Cognition & Education*. Harvard University Graduate School of Education. Cambridge, MA.

Fryer, J. (April 2005). Hearing Women's Voices; Transformative Stories from Incarcerated Women. *Globalization, Activism, and the Academy: Resisting Complicity, Challenging Backlash*. Pacific Southwest Women's Studies Conference, Scripps College, Claremont, CA.

Fryer, J. (July 2005). Voices From Within. *The Good, The True and the Beautiful*. C.S. Lewis Conference, Oxford University, Oxford, England.

Fryer, J. with LeRoy, Gondy et al, An Online Community to Support, Collect and Evaluate Assisted Communication for Children with Autistic Spectrum Disorders, University of Rochester, Assisted Cognition Workshop, October 2007

Fryer, J. (April 2008). Use of Action Research In Implementing Brain Based Teaching Strategies. Council for Exceptional Children Annual Meeting, Boston, MA.

## PROFESSIONAL CREDENTIALS/AFFILIATIONS

General Elementary Teaching, Life Credential, California

Reading Specialist Credential, California

Marriage/Family Child Counselor Licensure, California

American Educational Research Association (AERA)

Society for Research in Child Development (SRCD)

Council on Exceptional Children (CEC)

International Reading Association (IRA)

American Congress of Rehabilitation Medicine (ACRM)

Planning and Development committees

Past chair, Brain Injury Interdisciplinary Special Interest Group (BI-ISIG)

International Neuropsychological Society (INS)

Brain Injury Association of America (BIAA) formally National Head Injury Foundation (NHIF)

Strategic and Conference Planning Committees

Association for Community Based Neuro-Rehabilitation

Founder and president 1997-2000

California Council on Teacher Education

California Association of Professors of Special Education

Grant Reviewer for Department of Educations' Office of Special Education and Rehabilitation (OSERS) National Institute on Disability and Rehabilitation Research (NIDRR)

Site Surveyor for Commission on Accreditation of Rehabilitation Facilities (CARF)