

CURRICULUM VITEA

Jorge A. Preciado

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Professional Background

Education

<i>Institution</i>	<i>Years Attended</i>	<i>Degree/Major Field</i>
University of Oregon	2002-2006	Ph.D. Special Education
San Diego State University	1995-1998	MA Education
San Diego State University	1983-1988	BA Liberal Studies

Dissertation

Using a function-based approach to decrease problem behaviors and increase reading academic engagement for Latino English Language Learners.

Masters Project

How effective are bilingual education programs on teaching reading in English to Hispanic students in K-6.

Professional Credentials and Licensure

1999 California: Clear Multiple Subject Teaching Credential
1999 California: Clear Specialist Instruction Credential in Special Education

Areas of Interest

English and Spanish Literacy Instruction
English Learners
Positive Behavior Support
Teacher Preparation

Research Experience

Publications

- Preciado, J., & Chaparro, E. (In progress). Improving literacy outcomes for Latino students through systematic and explicit instruction.
- Preciado, J., & Chaparro, E. (In review). What the word? Maximizing effective vocabulary, academic language, and comprehension skills to improve literacy instruction for English learners.
- Preciado, J., & Chaparro, E. (In review). Using a K-3 school-wide reading model to improve literacy outcomes for Latino students.
- Park, Y., Preciado, J., Chaparro, E., & Cummings, K. (In review). Are your students readers? Since when? Importance of early mastery of basic reading skills.
- Castro-Olivo, S., Preciado, J., Sanford, A., & Perry, V. (2011). The academic and socio-emotional needs of secondary Latino English Learners: Implications for screening, identification, and instructional planning. *Exceptionality* 19, 160-174.
- Fien, H., Smith, J., Baker, S., Chaparro, E., Baker, D., & Preciado, J. (2011). Including English learners in a multi-tiered approach to early reading instruction and interventions. *Assessment for Effective Intervention*, 36(3), 143-157.
- Sugai, G., & Preciado, J. (2009). Lessons and advances in school-wide positive behavior supports. *Revista Catalana d'Educacio Inclusiva*, 13(1), 4-19 .
- Preciado, J., Horner, R. H., & Baker, S. K. (2009). Using a function-based approach to decrease problem behavior and increase academic engagement for Latino English language learners. *Journal of Special Education*, 42(4), 227-240.
- Preciado, J., & Sugai, G. (2007). Function based approach for supporting students with problem behavior. *Revista Catalana d' Educació Especial i Atenció a la Diversitat*, 11, 4-11.
- Preciado, J., & Sugai, G. (2004). School-wide positive behavior support: Overview of critical features. *Revista Catalana d' Educació Especial i Atenció a la Diversitat*, 8(2), 148-156.

Participation in Professional Organizations

Council for Exceptional Children
 Council for Children with Behavior Disorders
 Division for Learning Disabilities
 Division for Diverse Exceptional Learners
 Division for Early Childhood