

Susan Candis Hupp

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Education

B.A.	1973	Bates College, Lewiston, ME (Psychology)
M.Ed.	1975	Boston College, Chestnut Hill, MA (Deaf-blind education)
Ph.D.	1980	University of Illinois-Champaign/Urbana Major: Special Education (Severe handicaps) Minor: Psychology (Cognitive development)

Teaching Licenses

Mass.	Elementary Education: (certificate #0196241) Teacher of School Age Children With Moderate Special Needs; Instructor of School Age Children With Severe Special Needs; Teacher of School Age Children With Sensory Handicaps: Vision (certificate #8002246)
Minn.	Special Education: Moderate/Severe Mental Impairment

Professional Experience

1985 to Date	Professor, Department of Educational Psychology, and Adjunct Professor, Institute of Child Development, University of Minnesota (1993 to date); Associate Professor (1987-1993); Assistant Professor (1985-1987); Department Chair (1996-1999)
1987-1994	Director, Institute For Disabilities Studies, Minnesota Center for Developmental Disabilities, University of Minnesota (1991-1994); Associate Director for Behavioral Disabilities (1987-1990)
1980-1985	Assistant Professor, Department of Special Education, and Kennedy Center Investigator, Peabody College of Vanderbilt University, Nashville, TN; Coordinator of Early Childhood Program (1983-1985); Coordinator of Severely Handicapped Program (1980-1983)
1978-1980	Preschool Teacher, East Central Cooperative, Webber School, Urbana, IL (1980); Communication Consultant (1979); Hometrainer (1978-1979)
1975-1977	Program Coordinator/Educational Therapist, Meyer Children's Rehabilitation Institute; Deaf-Blind Program, Omaha, NE

Selected Publications

Kim, O., & Hupp, S.C. (2005). Teacher interaction styles and task engagement of elementary students with cognitive disabilities. Education and Training in Developmental Disabilities, 40 (3), 293-308

Kim, O., Utke, B., & Hupp, S.C. (2005). Comparing the use of case studies and application questions in preparing special education professionals. Teacher Education and Special Education, 28 (2), 104-113.

Wallace, T., Anderson, A.R., Bartholomay, T., & Hupp, S. (2002). An ecobehavioral examination of high school classrooms that include students with disabilities. Exceptional Children, 68, 345-360.

Hupp, S.C., & Jaeger, J.M. (Submitted, 2002). Causality awareness and mastery motivation of young children.

Gero, J., Utke, B., & Hupp, S.C. (Submitted, 2002). Relationship between staff training and their attitudes about inclusion of persons with challenging behavior.

Thayer, J.S., & Hupp, S.C. (1997). In utero exposure to terbutaline: Effects on infant behavior and maternal self-esteem. Journal of Obstetric, Gynecologic, and Neonatal Nursing, 26, 691-700.

Hupp, S.C. (1995). The impact of mental retardation on motivated behavior. In R.H.MacTurk & G.A.Morgan (Eds.), Mastery motivation: Origins, conceptualizations, and applications. Norwood, NJ: Ablex.

Barber, D., & Hupp, S.C. (1993). A comparison of friendship patterns of individuals with developmental disabilities. Education and Training in Mental Retardation, 28, 13-21.

Rosenberg, S., Clark, M., Filer, J., Hupp, S., & Finkler, D. (1992). Facilitating active learner participation. Journal of Early Intervention, 16, 262-274.

Hupp, S.C., Boat, M.B., & Alpert, A.S. (1992). Impact of adult interaction on play behaviors and emotional responses of preschoolers with developmental delays. Education and Training in Mental Retardation, 27, 145-152.

Thompson, T., & Hupp, S.C. (Eds) (1992). Saving children at risk: Poverty and disabilities. Newbury Park: Sage.

Hupp, S.C. (1992). Promoting cognitive competence in children at risk. In T. Thompson & S.C. Hupp (Eds.), Saving children at risk: Poverty and disabilities. Newbury Park: Sage.

Hupp, S.C., & Abbeduto, L. (1991). Persistence as an indicator of mastery motivation in young children with developmental delays. Journal of Early Intervention, 15, 165-172.

Selected Grants

2001-2005 Student Success = School Success; USDE; Project Advisor (with T.Wallace)

1997-2001 Beacons of Excellence: Achieving Exemplary Results for Students with Disabilities in Secondary Education; USDE; Co-PI (with T. Wallace and C. Mason).

1997-1998 Paraprofessional Training Project; MN Department of Children, Families, Learning; Co-PI (with T. Wallace).

- 1994-1995 Defining Social Mastery Motivation in Young Children; USDE; Co-PI (with M. Boat).
- 1992-1995 Leadership Preparation in Early Childhood Special Education; USDE; Co-PI (with M. McEvoy).
- 1989-1992 Enhancing the Use of Mastery Behaviors by Young Children with Severe Cognitive Delays; USDE; PI
- 1986-1989 Preparation of Special Educators to Teach Multiply and Severely Handicapped Students; USDE; PI
- 1984-1989 Design of an Instructional Technology to Promote the Use of Mastery Behaviors by Moderately and Severely Retarded Young Children; USDE; PI

Selected Presentations

Kim, O., & Hupp, S.C. (October, 2004). Special education teacher interaction styles during instruction and task behaviors of elementary students with cognitive disabilities. Paper presented at the 9th International Conference of the Division on Developmental Disabilities, Las Vegas, NV

Kim, O., Utke, B., & Hupp, S. (2004). Choice of group discussion strategies in teacher education: Comparison of case method instruction with application questions. HI International Conference on Education, Honolulu, HI

Kim, O., Utke, B., & Hupp, S. (2003). Case method instruction in special education teacher preparation. Teacher Education Division (TED) Council for Exceptional Children Conference, Biloxi, MS

Hupp, S.C., Utke, B., & Boat, M. (2000). About social mastery motivation: Implications for educational practice. International Special Education Conference, Manchester, England

Wallace, T., & Hupp, S.C. (2000). Including youth with disabilities in high schools: What works: State and national considerations. CEC Annual Convention, Vancouver, BC

Wallace, T., & Hupp, S.C. (1999). The Beacons Project: What are exemplary results? CEC-PACRIM Conference, Honolulu/Maui, HI

Hupp, S.C., & Boat, M.B. (1998). Validation of measures of social mastery motivation with young children. 2nd Annual European Conference on Theory and Research in MR/DD, Aix-en-Provence

Hupp, S.C., & Boat, M.B. (1994). Mastery motivation and young children with cognitive delays. 5th Annual Early Childhood Conference, Honolulu, HI

Hupp, S.C. (1993). Issues related to intervention with families of children exposed prenatally to drugs. Council for Exceptional Children, San Antonio, TX

Hupp, S.C. (1992). Mastery motivation and play of young children with moderate-severe delays. International Early Childhood Conference, Washington, DC

Hupp, S. (1992) Enhancing young children's motivation to learn during play. Gulf Coast Conference on Early Intervention. Point Clear, AL

Barber, D., & Hupp, S.C. (1992). Friendship patterns of individuals living in different size residences. 25th Annual Gatlinburg Conference on Research and Theory in MR/DD, TN

Hupp, S.C. (1991). Comparison of mastery motivation of Korean and American infants in relation to parental perceptions and childrearing attitudes. Society for Research in Child Development, Seattle, WA

Jaeger, J., & Hupp, S.C. (1990). Demonstration of causality awareness by young children with cognitive delays. 23rd Annual Gatlinburg Conference on Research and Theory in MR/DD, TN

Hupp, S.C., & Abbeduto, L. (1988). Comparison of the organization of play by young retarded children who exhibit high and low levels of mastery motivation. 21st Annual Gatlinburg Conference on Research and Theory in MR/DD, TN