

KIRSTEN R. LANSEY, PH.D.

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College of Education, University of Arizona
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EDUCATION

- Ph.D., Special Education** 2021
University of Arizona, Tucson, AZ
Emphasis: Complex Support Needs
Minor: Sensory Impairments
Advisor: Shirin Antia
- Doctoral Externship** 2019-2020
University of North Carolina at Greensboro, NC
Emphasis: Systemic Educational Reform
Advisor: Diane Ryndak
- M.A., Special Education** 2016
University of Arizona, Tucson, AZ
Emphasis: Severe and Multiple Disabilities including Deaf-Blindness
Advisor: Stephanie MacFarland
- B.A., Sociology** 2012
University of Arizona, Tucson, AZ
Minor: Geography

EMPLOYMENT

Academic Appointments

- Assistant Professor** (*tenure-track*) 2023-present
Department of Disability and Psychoeducational Studies, College of Education
University of Arizona, Tucson, AZ
- Assistant Professor** (*tenure-track*) 2021-2023
Department of Special Education, College of Education
University of Utah, Salt Lake City, UT
- Faculty Research Associate** 2021-2023
Utah Education Policy Center,
University of Utah, Salt Lake City, UT

Professional

- Research Assistant** 2020-2021
Kansas University Center on Developmental Disabilities, University of Kansas
Factors contributing to academic, social/communication, and behavioral outcomes for elementary students with the most significant cognitive disabilities [Funded by Institute of Education Sciences]

Inclusive Postsecondary Education Technical Expert Project FOCUS (Focusing Opportunities with Community & University Support), University of Arizona	2017-2020
Inclusive Postsecondary Special Education Teacher Project FOCUS, University of Arizona	2014-2017
Research Assistant College of Public Health, University of Arizona <i>Respirator use learning effectiveness study</i> [Funded by Centers for Disease Control]	2014
Substitute Teacher Catalina Foothills Unified School District	2013-2014
Inclusion Educational Aide (Paraeducator) Sunrise Drive Elementary, Catalina Foothills Unified School District	2012-2013
Children's Activity and Recreation Leader Manzanita Elementary, Catalina Foothills Unified School District	2010-2012
Undergraduate Research Assistant School of Sociology, University of Arizona <i>Organizations and their impact on the urban community</i> [Funded by National Science Foundation]	2010-2011

PUBLICATIONS

† = Graduate student

Refereed Journal Articles

- Lansey, K. R., MacFarland, S. Z., & Antia, S. (in press). Postsecondary experiences and supports that advance goals of students with extensive support needs. *Research and Practice for Persons with Severe Disabilities*.
- Zagona, A. L., Lansey, K. R., Kurth, J. A. (in press). General educators' perspectives on inclusive education and implementing student supports. *Inclusion*.
- Taub, D., Lansey, K., Burnette, K., & Hartmann, E. (2023). Building collaborative teams to include students with extensive support needs in general education contexts. *Inclusive Practices*, 0(0). <https://doi.org/10.1177/27324745231185572>
- Lansey, K. R., Burnette, K. K., & Ryndak, D. L. (2023). Disrupting the system: How social systems perpetuate educational segregation of students with extensive support needs. *International Journal of Special Education*, 38(1), 58-68. <https://doi.org/10.52291/ijse.2023.38.6>
- Jackson, L., Agran, M., Lansey, K. R., †Baker, D., †Matthews, S., Fitzpatrick, H., Jameson, J. M., Ryndak, D., Burnette, K., & Taub, D. (2022). Examination of setting ecologies within and across different types of placement for elementary students with complex support needs. *Research and Practice for Persons with Severe Disabilities*. 47(4), 191–208. <https://doi.org/10.1177/15407969221132248>

- Zagona, A. L., Kurth, J. A., Lockman Turner, E., Pace, J., Shogren, K., **Lansey, K. R.**, Jameson, M., Burnette, K., †Curran Mansouri, M., Hicks, T., & Gerasimova, D. (2022). Ecobehavioral analysis of the experiences of students with complex support needs in different classroom types. *Research and Practice for Persons with Severe Disabilities*, 47(4), 209–228. <https://doi.org/10.1177/15407969221126496>
- Jameson, J. M., Hicks, T., **Lansey, K. R.**, Kurth, J. A., Jackson, L., Zagona, A. L., Burnette, K., Agran, M., Shogren, K., & Pace, J. (2022). Predictions on the frequency and significance of social contacts across placements: A Bayesian multilevel model analysis. *Research and Practice for Persons with Severe Disabilities*, 47(4), 229–243. <https://doi.org/10.1177/15407969221136538>
- Kurth, J. A., Lockman Turner, E., Gerasimova, D., Zagona, A. L., Hicks, T., **Lansey, K. R.**, †Curran Mansouri, M., Lyon, K. J., Jameson, M., †Loyless, R., & Pace, J. (2022). An investigation of IEP quality associated with special education placement for students with complex support needs. *Research and Practice for Persons with Severe Disabilities*, 47(4), 244–260. <https://doi.org/10.1177/15407969221134923>
- Lansey, K. R.**, Antia, S., MacFarland, S. Z., & Carr, C. (2022). Postsecondary training and performance feedback: Effect on peer mentor fidelity and behavior of a student with multiple disabilities. *The Journal of Inclusive Postsecondary Education*, 4(1). <https://doi.org/10.13021/jipe.2022.3105>
- Zagona, A. L., Walker, V., **Lansey, K. R.**, & Kurth, J. (2021). Expert perspectives on the inclusion of students with significant disabilities in Schoolwide Positive Behavioral Interventions and Supports. *Inclusion*, 9(4), 276–289. <https://doi.org/10.1352/2326-6988-9.4.276>
- Lansey, K. R.**, Antia, S. D., MacFarland, S. Z., & Umbreit, J. (2021). Training and coaching: Impact on peer mentor fidelity and behavior of postsecondary students with autism and intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 56(3), 328–340.
- Zagona, A. L., **Lansey, K. R.**, Kurth, J. A., & Kuhlemeier, A. (2021). Fostering participation during literacy instruction in inclusive classrooms for students with complex support needs: Educators' strategies and perspectives. *The Journal of Special Education*, 55(1), 34–44. <https://doi.org/10.1177/0022466920936671>
- Harber, P., Su, J., Badilla, A. D., Rahimian, R., & **Lansey, K. R.** (2015). Potential role of infrared imaging for detecting facial seal leaks in filtering facepiece respirator users. *Journal of Occupational and Environmental Hygiene*, 12(6), 369–375. <http://doi.org/10.1080/15459624.2015.1006636>

Non-Refereed Journal Article

- Ryndak, D., †Baker, D., †Matthews, S., **Lansey, K.R.**, & Taub, D. (2021). Potential curriculum conundrums with inclusive education for students with extensive and pervasive support needs. *Man - Disability – Society*, 53(3), 5–16. <http://doi.org/10.5604/01.3001.0015.6008>

Encyclopedia Entry

- Lansey, K. R.** (in press). Systemic change for students with extensive support needs. In *Encyclopedia of Social Justice*. Bloomsbury Publishing.

Manuscripts Under Review

Zagona, A. L., **Lansey, K. R.**, Kurth, J. A., Loyless, R., & Stevens, E. (revise /resubmit). Analysis of literacy content in IEPs of students with complex support needs.

Lansey, K. R., Jackson, L., Agran, M., Ryndak, D., & Jameson, J. M. (revise /resubmit). A follow-up to Jackson et al., 2022: Further examination of the impact of educational placement for students with complex support needs.

Kurth, J., Lockman Turner, E., Gerasimova, D., Hicks, T., Zagona, A., **Lansey, K.**, †Curran Mansouri, M., Jameson, M., & †Loyless, R. (in review). Quality of IEPs for students with complex support needs: Is there congruence across IEP components?

GRANTS

Funded (Total: \$3,748,188)

Jameson, J. M., **Lansey, K.**, Stegenga, S., Tefera, A. A., & González, T. (2023-2028). *Systems change for inclusive education a national collaborative effort for students with extensive support needs (SCIENCE-ESN)*. Department of Education, Office of Special Education Programs (CFDA 84.325D). [Funded, \$2,141,444]. Role: Co-PI (PI for University of Arizona)

Tefera, A. A., González, T., Hong, S., Liaupsin, C., & **Lansey, K.** (2023-2028). *Preparation of culturally sustaining leaders in special education through apprenticeship learning*. Department of Education, Office of Special Education Programs (CFDA 84.325D). [Funded, \$1,080,001]. Role: Co-PI

Jameson, J. M., & **Lansey, K.** (2023-2025). *Alleviating critical rural educator shortages in severe disabilities II (ACRES-SDII)*. Utah State Board of Education, IDEA Personnel Preparation Grant Funds. [Funded, \$161,000]. Role: Co-PI

Lansey, K. (2022-2024). *Examining ecologies of educational placements and visualizing educational opportunities for students with extensive support needs*. University of Utah, Dean's Research Fellowship Award for Postdoctoral Funds. [Funded, \$180,000]. Role: PI

Jameson, J. M., **Lansey, K.**, Polychronus, S., & Walker, R. (2022-2024). *Alleviating critical rural educator shortages in severe disabilities (ACRES-SD)*. Utah State Board of Education, IDEA Personnel Preparation Grant Funds. [Funded, \$158,000]. Role: Co-PI

Lansey, K., & Jameson, J. M. (2022-2024). *Visualizing educational opportunity in Utah: The junction of demographics, location, placement, and outcomes of students with extensive support needs*. University of Utah, College of Education Research Incentive Seed Grant. [Funded, \$22,000]. Role: PI

Lansey, K. (2022). *High school experiences and supports that bolster goal achievement of students with intellectual and developmental disabilities*. University of Utah, College of Education Leading Educational Advances in Research and New Technologies Award and Grant Program. [Funded, \$5,000]. Role: PI

Lansey, K. (2019). *Impact of training and coaching on peer mentor's implementation fidelity and behavior of adults with autism and intellectual disability in an inclusive post-secondary program*. University of Arizona, Research and Project Grant Program. [Funded, \$743]. Role: PI

Not Funded

- Jameson, J. M., & **Lansey, K.** (2022). *Systems change for inclusive education a national collaborative effort for students with extensive support needs (SCIENCE-ESN)*. U.S. Department of Education, Office of Special Education Programs (CFDA 84.325D). [Not Funded, \$1,078,865]. Role: Co-PI
- Lansey, K.** (2021). *Impacting attitudes and perceptions of disability: Fostering inclusion in Hungary and Central Europe*. U.S. Department of State, Fulbright U.S. Scholar Program. [Not Funded, \$18,000]. Role: PI
- Lansey, K.** (2018). *Impact of training and coaching on peer mentor's implementation fidelity and behavior of adults with autism and intellectual disability in an inclusive post-secondary program*. Organization for Autism Research, Applied Research Grant. [Not Funded, \$30,000]. Role: PI

AWARDS & RECOGNITIONS

- | | |
|--|------------|
| Personnel Preparation Doctoral Fellow
Department of Education's Office of Special Education Programs | 2017-2021 |
| Division for Research Doctoral Student Scholar, 13th Cohort
Council for Exceptional Children (CEC)
<input type="checkbox"/> Internationally competitive review process of special education doctoral scholars | 2020 |
| Education Policy and Politics Doctoral Scholar
Higher Education Consortium for Higher Education (HECSE), Washington, DC
<input type="checkbox"/> Nationally competitive review process of special education doctoral scholars | 2020 |
| Marion Miller Strauss Scholarship (\$4,000 total)
College of Education, University of Arizona | 2019, 2020 |
| Graduate Center Professional Development Award (\$150)
The Graduate Center, University of Arizona | 2020 |
| Erasmus Circle Graduate Scholar (\$1,000)
College of Education, University of Arizona | 2019 |
| Graduate Student Travel Award (\$900 total)
College of Education, University of Arizona | 2018, 2019 |
| Erasmus Circle Award for Innovative Uses in Technology (\$1,000)
College of Education, University of Arizona | 2016 |

REFEREED CONFERENCE PRESENTATIONS

* = *Invited (non-refereed)*

- Lansey, K. R.,** Jackson, L., Agran, M., Ryndak, D., & Jameson, J. M. (2024, January). *Placement guarantees nothing: A follow-up to Jackson et al., 2022 on the impact of placement on students with complex support needs*. Presentation accepted at Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD) Conference. Honolulu, HI.

- Lansey, K. R., Jung, S., & Jameson, J. M.** (2024, January). *Educational placements of students with complex support needs and intersecting areas of diversity in Utah*. Poster accepted at Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD) Conference. Honolulu, HI.
- Lansey, K. R., Jackson, L., Agran, M., Ryndak, D., & Jameson, J. M.** (2023, December). *Placement Guarantees Nothing: Failure to Access the General Education Curriculum*. Presentation accepted at TASH Conference. Baltimore, Maryland.
- Zagona, A., **Lansey, K. R.**, Kurth, J., & Loyless, R. (2023, December). *Analysis of Literacy IEP Content Across Educational Placements*. Presentation accepted at TASH Conference. Baltimore, Maryland.
- Lansey, K. R., & Jung, S.** (2023, April). *Inclusion or segregation? Students with extensive support needs and intersecting areas of diversity in Utah*. Paper presented at American Educational Research Association (AERA). Chicago, IL.
- Lansey, K. R., Jackson, L., & Jameson, J. M.** (2023, April). *Teaching and learning characteristics of placement settings used with students with complex support needs*. Paper presented at American Educational Research Association (AERA). Chicago, IL.
- Lansey, K. R., MacFarland, S., & Carruth, S.** (2022, December). *Postsecondary education experiences and supports that advance students' personal goals*. Presentation at TASH Conference. Phoenix, AZ.
- Jackson, L., Agran, M., **Lansey, K. R.**, Fitzpatrick, H., Baker, D., & Matthews, S. (2022, December). *Context effects on students with disabilities and their teachers: Implications for placement*. Research colloquium presentation at TASH Conference. Phoenix, AZ.
- Lansey, K. R., & Jameson, J. M.** (2022, December). *Predictions on the frequency and significance of social contacts across placements: A Bayesian multilevel model analysis*. Research colloquium presentation at TASH Conference. Phoenix, AZ.
- Lansey, K. R.** (2022, April). *Inequities in opportunities for students with disabilities to learn as evidenced by components of individualized education plans*. Paper presentation at American Educational Research Association (AERA). San Diego, CA.
- Jackson, L., **Lansey, K. R.**, Baker, D., Mathews, S., Burnette, K. K., & Ryndak, D. (2022, April). *Inequities in educational opportunities for students with disabilities associated with placement in different educational settings*. Paper presentation at American Educational Research Association (AERA). San Diego, CA.
- Lansey, K. R.** (2022, January). *Postsecondary peer mentorship: Effects of behavior training and coaching on fidelity and generalization*. Presentation at Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD) Conference. Clearwater Beach, FL.
- Taub, D., Burnette, K. K., & **Lansey, K. R.** (2022, January). *I don't have time for that! Closing the research to practice gap with implementation science and user design*. Presentation at Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD) Conference. Clearwater Beach, FL.

- *McQueston, J., **Lansey, K. R.**, & McCabe., K (2021, December). *Navigating virtual “on-campus” interviews*. Invited presentation at TASH’s Early Career Researcher Network Intensive Workshop. Virtual.
- Agran, M., Jackson, L., **Lansey, K. R.**, Fitzpatrick, H., Jameson, J. M., Ryndak, D., Matthews, S., Baker, D., Burnette, K. (2021, December). *Contextual analysis of placement levels for students with severe disabilities*. Presentation at TASH Conference. Virtual.
- Lansey, K. R.** (2021, December). *Postsecondary peer mentorship: Training and coaching on fidelity and generalization*. Presentation at TASH Conference. Virtual.
- Zagona, A., **Lansey, K. R.**, & Kurth, J. (2021, December). *General educators’ experiences including students with extensive support needs*. Presentation at TASH Conference. Virtual.
- Kurth, J., **Lansey, K. R.**, Zagona, A., Turner Lockman, E., Mansouri, M. (2021, December). *IEP quality and student needs alignment by educational placement*. Presentation at TASH Conference. Virtual.
- Taub, D., **Lansey, K. R.**, & Burnette, K. K. (2021, June). *I don’t have time for that! Closing the research to practice gap with implementation science and user design*. Poster presentation at American Association on Intellectual and Developmental Disabilities (AAIDD) Conference. Virtual.
- Lansey, K. R.**, Burnette, K. K., & Ryndak, D. L. (2021, April). *Disrupting the system: How social systems perpetuate educational segregation of students with extensive support needs*. Presentation at American Educational Research Association (AERA). Virtual.
- Lansey, K. R.** (2021, March). *Training and coaching: Impact on peer mentor fidelity and behavior of postsecondary students with ASD-ID*. Presentation at Council for Exceptional Children (CEC) Conference. Virtual.
- Ryndak, D. L., Burnette, K. K., **Lansey, K. R.**, Alberque, K., Lehr, D., McDaid, P. (2021, March). *The role of multi-level systemic self-reflection tools in fostering sustainable inclusive education: Reflecting on administrative structures and educational practices*. Presentation at Council for Exceptional Children (CEC) Conference. Virtual.
- Lansey, K. R.** (2021, January). *Impact of training and coaching on peer mentors’ fidelity and behavior of postsecondary education students with ASD-ID*. Presentation at Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD) Conference. Virtual.
- Lansey, K. R.**, Burnette, K. K., & Ryndak, D. L. (2020, December). *Understanding and disrupting systems that perpetuate and maintain educational segregation*. Presentation at TASH Conference. Virtual.
- Robison, S., & **Lansey, K. R.** (2020, December). *High school & college peer mentorship models: Rethinking and advancing inclusion*. Poster presentation at TASH Conference. Virtual.
- ***Lansey, K. R.** (2020, April). *Assessing and educating students with disabilities in inclusive classrooms*. Invited presentation at El IV Congreso Nacional de Investigación sobre Educación Normal. Hermosillo, Sonora, MX. (Conference canceled due to COVID-19)

- Lansey, K. R.** (2020, March). *Training postsecondary peer mentors: Fidelity of behavior intervention plans and students' behavior*. Presentation accepted at the International Conference on Positive Behavior Support (APBS). Miami, FL. (Conference canceled due to COVID-19)
- Zagona, A. L., **Lansey, K. R.**, Walker, V., & Kurth, J. A. (2020, March). *Does all mean all? Expert perspectives of inclusion in SWPBIS*. Presentation accepted at the International Conference on Positive Behavior Support (APBS). Miami, FL. (Conference canceled due to COVID-19)
- Zagona, A. L., **Lansey, K. R.**, & Kurth, J. A. (2019, December). *General educators' perspectives on inclusive education and implementing student supports*. Presentation at TASH Conference. Phoenix, AZ.
- Lansey, K. R.** & MacFarland, S. (2019, December). *Training peer mentors: Implementation and student behavior in postsecondary education*. Presentation at TASH Conference. Phoenix, AZ.
- Zagona, A. L., **Lansey, K. R.**, Kurth, J. A., & Walker, V. (2019, December). *Does all mean all? Expert perspectives of inclusion in SWPBIS*. Presentation at TASH Conference. Phoenix, AZ.
- Tax, N., Barker, K., Ehredt, R., Tax, F., Nagy, L., Hollman, C., Middleton, C., MacFarland, S., & **Lansey, K. R.** (2019, December). *Inclusive postsecondary education: Experiences from those who live it!* Presentation at TASH Conference. Phoenix, AZ.
- Lansey, K. R.** (2019, October). *How much training is necessary? Peer mentor implementation fidelity of postsecondary students' behavior intervention plans*. Presentation at Teacher Educators for Children with Behavior Disorders Conference. Tempe, AZ.
- Lansey, K. R.**, Robertson, K., & Robison, S. (2019, March). *Creating efficacy academically and socially with peer mentorship*. Presentation at Arizona Council for Exceptional Children. Phoenix, AZ.
- Kurth, J. A., Zagona, A. L., Walker, V., & **Lansey, K. R.** (2018, November). *Expert perspectives on the inclusion of students with extensive support needs in SWPBIS*. Presentation at TASH Conference. Portland, OR.
- Zagona, A. L., **Lansey, K. R.**, & Kurth, J. A. (2018, November). *Facilitating engagement in inclusive classrooms for students with extensive support needs*. Presentation at TASH Conference. Portland, OR.
- Lansey, K. R.** (2018, November). *Influence of pre-service education on teacher attitudes and efficacy of inclusive practices*. Poster presentation at Council for Exceptional Children Teacher Education Division (CEC-TED): Kaleidoscope Graduate Student Research Symposium. Las Vegas, NV.
- Lansey, K. R.** (2018, October). *Inclusive post-secondary education: Impact of training and coaching on peer mentor's implementation fidelity and behavior of adults with autism spectrum disorder and intellectual disability*. Presentation at Teacher Educators for Children with Behavior Disorders. Tempe, AZ.
- Lansey, K. R.** & Middleton, C. (2017, December). *Project FOCUS: From college to competitive employment for individuals with intellectual disabilities*. Workshop presentation at TASH Conference. Atlanta, GA.

Lansey, K. R. (2017, October). *Transition to college: Preventing and addressing behavioral challenges in postsecondary settings*. Presentation at Teacher Educators for Children with Behavior Disorders. Tempe, AZ.

Hartzell, R. I. & **Lansey, K. R.** (2016, October). *SMILE: Social skills intervention for students with ASD and EBD*. Presentation at Teacher Educators for Children with Behavior Disorders. Tempe, AZ.

Harber, P., Su, J., Badilla, A. D., Rahimian, R., **Lansey, K. R.**, Millet, J., & Xu, C. (2014, March). *Temporal analysis of respirator use training retention and implementation for emergency response*. Poster presentation at the Public Health Research Forum. University of Arizona, Tucson, AZ.

Galaskiewicz, J., Savage, S., Inouye, J., Duerr, D., Hamar-Martinez, J., Monroe, L., Callahan, N., & **Lansey, K. R.** (2011, August). *Neighborhood effects on organizational closure: A panel study of establishments serving children in the Phoenix metropolitan area*. Presentation at American Sociological Association. Las Vegas, NV.

TEACHING AND ADVISING

University of Arizona Courses

Instructor, Introduction to Learners with Autism Spectrum Disorders 2023
Online (asynchronous) graduate/undergraduate course

Co-Supervisor, Multiple and Severe Master's Program 2020, 2021
Co-Supervisor: Stephanie MacFarland
Online (synchronous) individual and group supervision of practicum students and student teachers

Co-Instructor, Supporting Deaf/Hard of Hearing Students in Public Schools 2020
Co-Instructors: Shirin Antia, Christina Rivera
Online (asynchronous and synchronous) graduate course

Co-Instructor, Introduction to Learners with Autism Spectrum Disorders 2018, 2020
Co-Instructor: Stephanie MacFarland
Online (asynchronous) graduate/undergraduate course

Instructor, Assessing & Educating Students with Intellectual & Severe Disabilities 2018
Hybrid (in-person and asynchronous) graduate course

Co-Instructor, Assessment & Instruction: Learners with Low Incidence Disabilities 2018
Co-Instructor: Stephanie MacFarland
Online (asynchronous) graduate course

Instructor, Introduction to Low Incidence Disabilities 2017
In-person undergraduate course

Teaching Assistant, Assessment & Instruction: Learners with Low Incidence Disabilities 2016
Instructor: Stephanie MacFarland
Online (asynchronous) graduate course

University of Arizona Guest Lectures

Course: Introduction to Low-Incidence Disabilities
Peer Mentorship and Postsecondary Education 2021
Multiple & Severe Disabilities: Introduction & Inclusion 2018, 2019, 2022, 2023
Behavior as Communication 2018
Introduction to Autism Spectrum Disorders 2018
A Population Defined: Low Incidence Disabilities 2018
Assistive Technology: iPad Accessibility 2016

Course: Assessing & Educating Students with Intellectual & Severe Disabilities
Evidence-Based Practices: Training and Coaching Practitioners 2021
Ecological Inventory: Assessing Skills and Planning Instruction 2019

Course: Assistive Technology for People with Visual Impairments
Assistive Technology for Individuals with Multiple Disabilities 2018

Course: Assessment & Instruction: Learners with Low Incidence Disabilities
Pinterest: Collaborative Group Boards 2016

University of Utah Courses

Instructor, Curriculum and Instruction for Students with Severe Disabilities II
Online (synchronous) graduate/undergraduate course 2022
Hybrid (in-person and asynchronous) graduate/undergraduate course 2023

Instructor, Advanced Behavioral Support for Students with Significant Cognitive Disabilities
Online (synchronous) graduate/undergraduate course 2021
Hybrid (in-person and asynchronous) graduate/undergraduate course 2022

Instructor, Managing Learning Environments for Students with Severe Disabilities
Online (synchronous) graduate/undergraduate course 2021
Hybrid (in-person and asynchronous) graduate/undergraduate course 2022

University of Utah Advising

Postdoctoral Fellow
Sojung Jung, Ph.D. 2022-present

Ph.D. Committee Member
Anne Malbica, Special Education, Positive Behavior Support In progress

M.Ed. Committee Chair
Miranda Black, Severe Disabilities 2023
Leddy Burdiss, Severe Disabilities 2023

M.Ed. Committee Member
Alexandra Givich, BCBA 2023
Elizabeth Gordon, Mild/Moderate Disabilities 2023
Mahina Chastain, Severe Disabilities 2023
MaryAnn Pierce, Severe Disabilities 2023

Elizabeth Greene, BCBA	2023
Tamara Jamison, Severe Disabilities	2022
Angela Johnson, Severe Disabilities	2022
Julia Saxton, Severe Disabilities	2022
Stephanie Hardwood, Preschool/Early Intervention	2022

SERVICE & OUTREACH

University of Arizona

Mexico-Arizona Commission Member 2019-2021; 2023-present

College of Education Delegation, University of Arizona

- Traveled to and collaborated with special education leaders in Sonora, Mexico to create initiatives that foster the inclusion of students with disabilities (November 2019)
- Co-presented on Inclusive Education for Students with Complex Support Needs to visiting students and faculty (October 2023)

Graduate Student Representative 2018-2019

College of Education College Council, University of Arizona

Chair of Improving Student Access Workgroup 2018-2019

College of Education Strategic Plan, University of Arizona

University of Utah

University of Utah Committee Appointment 2022-2023
University Advisory Council on Teacher Education

College of Education Committee Appointment 2023
College Scholarship Committee

Department of Special Education Committee Appointments
Qualifying and Comprehensive Exams Restructuring Committee 2021-2023
Department of Special Education Scholarship Committee 2022-2023

Professional

National Committee Service
Member, TASH Early Career Researcher Network 2018-present
TASH Early Career Researcher Network Award Committee 2019-2020; 2022-present
Member, TASH Inclusive Education Committee 2017-present

Workgroup Member, Deaf-Blind Intervener Training Standards 2022
National Center for Deaf-Blindness (NCBD)

Guest Reviewer
Research and Practice for Persons with Severe Disabilities (n=1) 2023
Inclusive Practices (n=2, n=2 revision) 2020-present
Education and Training in Autism and Developmental Disabilities (n=6) 2019-present

Data Manager of Journal Reviewers Journal of Deaf Studies and Deaf Education	2020
<u>Community Outreach</u>	
Career Expert Volunteer: <i>International Day of the Girl: A Day in my Uniform</i> Mini Ponderosas	2023
Expert Witness Letter: <i>Change in Segregated School Educational Placement</i> Arizona Superior Court	2023
Panelist: <i>Juvenile Justice Day: Careers Interesting Law, Policy, and Supporting Children</i> University of Wisconsin-Madison, Center for Pre-Law Advising	2023
Diversity Professional Development: <i>Disability History, Education, and Employment</i> HDR, Inc. – Engineering, architecture, environmental, and construction services	2022
District Partnership: <i>Building District Capacity for Inclusion of Students with ID</i> Sunnyside Unified School District, Tucson AZ	2019-2021
Volunteer, Workshop: <i>A Day with Dr. Jan van Dijk: Assessment & Communication Strategies</i> Arizona State Schools for the Deaf and Blind Arizona Deafblind Project	2016

MEMBERSHIPS

TASH (Equity, Opportunity, and Inclusion for Persons with Severe Disabilities)	2017-present
National Center for Faculty Development and Diversity	2017-present
Council for Exceptional Children (CEC)	2018-present
<input type="checkbox"/> Division of Autism and Developmental Disabilities <input type="checkbox"/> Division on Visual Impairment and Deafblindness <input type="checkbox"/> Teacher Education Division <input type="checkbox"/> Division for Research	
Association for Positive Behavior Support (APBS)	2019-2021
American Educational Research Association (AERA)	2021-present
<input type="checkbox"/> Special and Inclusive Education Research <input type="checkbox"/> Social Context of Education	
Deafblind International (DbI)	2022-present