
CURRICULUM VITAE

Andrew L. Wiley, Ph.D.

Kent State University Special Education Program
 School of Lifespan Development and Educational Sciences
 College and Graduate School of Education, Health, and Human Services
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Education

2008	Ph.D., Special Education	University of Virginia Charlottesville, VA
1996	M.T., Special Education	University of Virginia Charlottesville, VA
1991	B.A., English and Religious Studies	University of Virginia Charlottesville, VA

Professional Experience

2014-Present	<u>Associate Professor</u> , Special Education, Kent State University.
2008-2014	<u>Assistant Professor</u> , Special Education, Kent State University.
2005-2008	<u>Senior Research Associate</u> , Center for Social Development and Education, University of Massachusetts, Boston, Massachusetts.
2005	<u>Instructor</u> , Graduate College of Education, University of Massachusetts, Boston, Massachusetts.
2001-2005	<u>Instructor</u> , Curry School of Education, University of Virginia, Charlottesville, Virginia.
2004-2005	<u>Teaching Assistant</u> , Assessment Techniques for Exceptional Individuals; Field Project. University of Virginia, Charlottesville, Virginia
2003-2004	<u>University Supervisor</u> of graduate-level student teachers at the University of Virginia, Charlottesville, Virginia.
2002	<u>Instructor</u> , George Mason University, Fairfax, Virginia.
1999-2003	<u>Behavior Specialist (K-12)</u> Fairfax County Public Schools, Fairfax, Virginia.
1998-1999	<u>Autism Resource Teacher</u> , Fairfax County Public Schools, Fairfax, Virginia.
1996-1998	<u>Specialist/ Crisis Resource Teacher</u> at intensive self-contained program for children grades K-6 with emotional and behavioral disorders, Olde Creek Center, Fairfax, Virginia.

Courses Taught

Contemporary Issues in Special Education (Doctoral Seminar)
Discourse and Dialogue in Disability Studies (Doctoral Seminar)
Research Applications in Special Education
Inclusive Practices
Single Subject Research Methods
Applied Behavior Analysis II: Applications
Classroom Management: Addressing All Learners' Behavioral Needs
Curriculum Methods Mild/Moderate Disabilities
Curriculum Methods Special Education
Supplemental & Intensive Instruction for Students with Mathematical Difficulties
Characteristics, Mild/Moderate Disabilities
Destination Kent State/First Year Experience Course
Introduction to Exceptionalities
Family & Professional Collaboration
Response to Intervention: A Promising Practice for Struggling Learners
Learning Theories
Behavior Management (University of Virginia)
Teaching Exceptional Children (University of Virginia)
Inclusion, K-12 (University of Massachusetts Boston)
Classroom Management and Applied Behavior Analysis (George Mason University)

Publications – Journals (Refereed)

- Kauffman, J. M., Anastasiou, D., Burke, M. D., Felder, M., Hornby, G., Lopes, J., & Wiley, A. L. (in press). Adventures in naming: Why words matter for EBD and special education *Journal of Emotional and Behavioral Disorders*.
- Kauffman, J. M., Anastasiou, D., Hornby, G., Lopes, J., Burke, M. D., Felder, M., ... & Wiley, A. (2022). Imagining and reimagining the future of special and inclusive education. *Education Sciences*, 12(12), 903.
- Kauffman, J. M., Badar, J., Wiley, A. L., Anastasiou, D., & Koran, J. (2022). Uncertainty in education: Policy implications. *Journal of Education*. Advance online publications.
- Kauffman, J. M., Wiley, A. L., Travers, J. C., Badar, J., & Anastasiou, D. (2021). *Endrew* and FAPE: Concepts and implications for particular groups of students. *Behavior Modification*, 45(1), 177-198.
- Librea-Carden, M. R., Mulvey, B. K., Borgerding, L. A., Wiley, A. L., & Ferdous, T. (2021). 'Science is accessible for everyone': Preservice special education teachers' nature of science perceptions and instructional practices. *International Journal of Science Education*, 1-20.

- Wiley, A. L., Brigham, F. J., Kauffman, J. M., & Bogan, J. (2013). Disproportionate poverty, conservatism, and the disproportionate identification of minority students with EBD. *Education and Treatment of Children, 36*, 29-50.
- Wiley, A. L., Kauffman, J. M., & Plageman, K. (2013). Conservatism and the under-identification of students with emotional and behavioral disorders in special education. *Exceptionality, 22*, 237-251.
- Cimera, R. E., Burgess, S., & Wiley, A. L. (2013). Does providing transition services early enable students with ASD to achieve better vocational outcomes as adults? *Research and Practice for Persons with Severe Disabilities, 38*, 88-93.
- Wiley, A. L., & Siperstein, G. N. (2011). Seeing red, feeling blue: The impact of state political leaning on state identification rates for emotional disturbance. *Behavioral Disorders, 36*, 195-207.
- Siperstein, G. N., Wiley, A. L., & Forness, S. R. (2011). School context and the academic and behavioral progress of students with emotional disturbance. *Behavioral Disorders, 36*, 172-184.
- Wiley, A. L., Siperstein, G. N., Forness, S. R., & Brigham, F. J. (2010). School context and the problem behavior and social skills of students with emotional disturbance. *Journal of Child and Family Studies, 19*, 451-461.
- Wiley, A. L., Siperstein, G. N., Bountress, K. E., Forness, S. R., & Brigham, F. J. (2008). School context and the academic achievement of students with emotional disturbance. *Behavioral Disorders, 33*, 198-210.
- Kauffman, J. M., & Wiley, A. L. (2005). How the President's Commission on Excellence in Special Education devalues special education. *Learning Disabilities: A Multidisciplinary Journal, 13*, 3-6.
- Brigham, F. J., Gustashaw, W. E., Wiley, A. L., & Brigham, M. (2004). Research in the wake of the No Child Left Behind Act: Why the controversies will continue and some suggestions for controversial research. *Behavioral Disorders, 29*, 300-310.

Publications – Books/Book Chapters

- Wiley, A. L., David, D., & Harker, B. (2023). Multi-tiered systems of support as special education reform: A critical appraisal. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (eds.) *Handbook of Special Education* (3rd ed.)
- Wiley, A. L., Harker, B., & McCollum, T. (2022). Veil of tiers or happy tiers? Revitalizing special education in an age of multi-tiered systems of support. In J. M. Kauffman, ed. *Revitalizing Special Education: Revolution, Devolution, Evolution*.

- Stevenson, N. A. & Wiley, A. L. (2021). Survey research in special education: Methods and mechanics. In, B. Hottt, R. Brigham, & C. Peltier, *Research Methods in Special Education*, SLACK Publishing LTD, Thorofore, NJ.
- Barber, B. R., & Wiley, A. L. (2020). General education environments and the inclusion of students with high-incidence disabilities. J. Kauffman & J. Badar (Eds.), *On Educational Inclusion*. Oxfordshire, UK: Routledge Publishing.
- Kauffman, J. M., Badar, J., & Wiley, A. L. (2018). RtI controversies and solutions. In P. C. Pullen & M. M. Kennedy (Eds.), *Handbook of Response to Intervention and Multi-Tiered Systems of Support*. New York: Routledge.
- Anastasiou, D., Morgan, P.L., Farkas, G., & Wiley, A. L. (2017). Minority disproportionate representation in special education: Politics and evidence, issues and implications. In J. M. Kauffman, D. P. Hallahan, and P. C. Pullen (Eds.) *Handbook of Special Education* (2nd ed.).
- Kauffman, J. M., Anastasiou, D., Badar, J., Travers, J. C., & Wiley, A. L. (2016). Inclusive education moving forward. In J. P. Bakken & F. E. Obiakor, (Eds.), *Advances in special education, Vol. 32—General and Special Education in an Age of Change: Roles of Professionals Involved* (pp. 153-177). Bingley, UK: Emerald.
- Wiley, A. L. (2015). Place values: What moral psychology can tell us about the full inclusion debate in special education. In B. Bateman, J. Lloyd, & M. Tankersley, (Eds.). *Enduring Issues in Special Education: Personal Perspectives*.
- Kauffman, J. M., Wiley, A. L., Hirsch, S., Bantz, J., & Barber, B. R. (2014). Special education today in the United States. In A. Rotatori, J. Bakken, S. Burkhardt, F. Obiakor, & U. Sharma (Eds.). *Special Education: An International Perspective*.
- Wiley, A. L., & Siperstein, G. N. (2014). Social and emotional learning for students with disabilities. *The Handbook of Social and Emotional Learning* (2nd ed.).
- Landrum, T. J., Wiley, A. L., Tankersley, M., & Kauffman, J. M. (2014). Is EBD “special,” and is “special education” an appropriate response? In P. Garner, J. M. Kauffman, & J. G. Elliott (Eds.), *Handbook of Emotional and Behavioral Difficulties* (2nd ed.). London: Sage.
- Wiley, A. L., Tankersley, M., & Simms, A. (2012). Teachers’ causal attributions for student problem behavior: Implications for school-based behavioral interventions and research. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Classroom behavior, contexts, and interventions* (*Advances in Learning and Behavioral Disabilities*, 25, 279-300). Bingley, UK: Emerald Publishing Group.

Fitzgerald, S. M., Rumrill, P. D., & Wiley, A. L. (2010). Measurement and statistics in special education research. In P. D. Rumrill, B. G. Cook, & A. L. Wiley, *Research in Special Education* (2nd edition). Springfield, IL: Charles C. Thomas.

Rumrill, P. D., Cook, B. G., & Wiley, A. L. (2010). *Research in special education* (2nd edition). Springfield, IL: Charles C. Thomas.

Jablonski, B. R., Potts, E., & Wiley, A. L. (December, 2008). Providing access to assessment: How IEP teams should make decisions about accommodations. *CEC Today*.

Edgemon, E. A., Wiley, A. L., Jablonski, B. R., & Lloyd, J. W. (2006). Conducting integrative reviews of special education research: Overview and case study. *Advances in Learning and Behavioral Disabilities*, 19, 257-284.

Wiley, A. L. (2004). [Review of the book *Creating safe schools for all children*]. *American School Board Journal*, 191(5), 49-50.

Grant Activity

Better Together: Advancing the Quality and Pace of Scientific Research in Special Education through Open Science. Spencer Conference Grant. (\$50,000). Spring, 2019, Co-Principal Investigator. (Not Funded).

Improving Teacher Self-Efficacy and Evidence-Based Classroom Practices through a Hybrid Learning Framework. United States Department of Education, Office of Innovation and Improvement's Supporting Effective Educator Development (\$2,151,233) Spring, 2018, Co-Principal Investigator. (Not funded)

Project SUPPORT-ECM: School-University Partnership to Promote Ongoing and Reciprocal Training in Effective Classroom Management. (2016-2017). Ohio Dean's Compact for Exceptional Children.

Grant Role: Project Expert

Total Award: \$78,717

CEEDAR Center Intensive Technical Assistance Grant. (2015-2016). United States Department of Education.

Grant Role: Co-Principal Investigator.

Total Award: \$200,000.

Project ASTUTE: Improving Instruction for All Students through Unified Teacher Education. (2013-2015). Ohio Dean's Compact for Exceptional Children.

Grant Role: Principal Investigator.

Total Award: \$214,000.

Teachers' Causal Attributions for Student Problem Behavior: Implications for Timely and Effective School-Based Intervention. (2013-2014). College of EHHS Internal Seed Grant. Role: Director.

Total Award: \$5,000 (not selected)

Implementing and Sustaining Kent State University's Undergraduate Program for Preparing Highly Qualified Special Education Teachers. (2011-2012). Ohio Department of Education. Role: Co-Director.

Total Award: \$99,571

Kent State University's Redesigned Program for Preparing Highly Qualified Special Education Teachers. (2010-2011). Ohio Department of Education. Role: Co-Director.

Total Award: \$99,879.

Project OMEGA: Ohio Middle-Level Exceptional and General Education Alignment Proposal. Ohio Department of Education. Role: Co-Director. Total Requested: \$99,000 (Not funded).

Administrator Perspectives on Implementing Evidence-Based Special Education Practices. Kent State University, Research and Graduate Studies. (2010).

Total Award: \$1,530.

Inclusive Practices Specialist Program. U.S. Department of Education, OSERS, Professional Development. Role: Principal Investigator. (2008-2013).

Total Requested: \$500,000 (Not funded)

What ED Means in Different School Contexts: Implications for Served and Unserved Populations. U.S. Department of Education, OSERS, Division of Research to Practice. Role: Co-Principal Investigator (2005-2008).

Total Award: \$558,000

National Presentations

Refereed

Anastasiou, D., Hallenbeck, B., Pullen, P., Slocum, T., Travers, J., Truckenmiller, A., & Wiley, A. L. (March, 2023). *The telos of special education.* Badar-Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH.

Kauffman, J. M., Cooper, J. Landrum, Sallese, M. R., Travers, J. C., Vannest, K. J., & Wiley, A. L. (March, 2022). *Panel: Revitalizing Special Education.* Badar-Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH.

- Wiley, A. L. (April 2019). *Using special education teacher preparation to close the research-to-practice gap: Do we know what we are doing?*. Badar-Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH.
- Brigham, F. J., & Wiley, A.L. (October 2017). *Enhancement or individualization? Reconsidering a tradition adrift*. 41st Annual TECBD Conference, Tempe, AZ.
- Anastasiou, D., & Wiley, A. L. (April 2017). *Social determinants of interstate prevalence rates of emotional disturbance*. Annual Meeting of the Council for Exceptional Children, Boston, MA.
- Unuol, N., Barber, B., & Wiley, A. L. (October 2015). *Research on treatment acceptability: Implications for improving educational practices and outcomes for students with EBD*. 39th Annual TECBD Conference, Tempe, AZ.
- Wiley, A. L., Bedesem, P., & Simms, A. (October 2015). *Advancing teacher education for children with behavioral disorders: Four radical reforms*. 39th Annual TECBD Conference, Tempe, AZ.
- Webb, J., Wiley, A., Ringold, S., & Unluol, N. (2014). *What does research tell us about poverty? A special education perspective*. Annual Meeting of the Council for Exceptional Children, Philadelphia, PA.
- Wiley, A. L., & Simms, A. (2013). *Teachers' causal attributions and intervention preferences for student problem behavior: An empirical investigation*. International Conference of the Council for Children with Behavioral Disorders, Chicago, IL.
- Wiley, A. L., & Brigham, F. J. (October 2012). *Poverty, politics, and the disproportionate identification of minority students as emotionally disturbed*. The 36th Annual TECBD Conference, Tempe, AZ.
- Tankersley, M. T., Wiley, A. L., & Simms, A. (October 2011). *Causal attributions for EBDs and their implications for special education: Building a research agenda together*. Richard E. Shores Research Strand, The 35th Annual TECBD Conference, Tempe, AZ.
- Wiley, A. L., Simms, A., & Siperstein, G. N. (October 2011). *Seeing red, feeling blue: State political leaning and underidentification of EBD*. The 35th Annual TECBD Conference, Tempe, AZ.
- Wiley, A. L., Siperstein, G. N., & Forness, S. R. (October 2011). *Academic and behavioral progress of students with ED served in low income versus high income schools*. The 35th Annual TECBD Conference, Tempe, AZ.
- Wiley, A. L., Siperstein, G. N., Forness, S. R., Brigham, F. J., & Bountress, K. E. (April,

- 2008). *School context and the characteristics of students at-risk and identified as emotionally disturbed*. Annual meeting of the Council for Exceptional Children, Boston, MA.
- Jablonski, B. R., Potts, E. A., & Wiley, A. L. (April, 2008). *Providing access to assessment: How teachers should make decisions about accommodations*. Annual meeting of the Council for Exceptional Children, Boston, MA.
- Wiley, A. L. (April, 2008). Discussant. *Truancy and transition: Promoting school completion and successful exit strategies*. Annual meeting of the Council for Exceptional Children, Boston, MA.
- Wiley, A. L., Siperstein, G. N., Brigham, F. J., Forness, S. R., & Bountress, K. E. (November, 2007). *Relationships between school characteristics and the academic/ behavioral characteristics of school-identified students with ED*. Robert B. Rutherford Memorial TECBD Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

International Invited

- Wiley, A. L. (2021). *Classroom Management: Positive, Proactive Strategies and Practices*: Brilliant Footsteps International Academy, Sokoto State, Nigeria.
- Wiley, A. L., & Unuol, N. (2013). *Teaching Students with Learning Problems in General Education Classrooms*. Kent State Koleji Elementary School Program. Istanbul, Turkey.
- Wiley, A. L., & Unuol, N. (2013). *Helping Young Children with Developmental Delays*. Kent State Koleji Early Childhood Educator Program. Istanbul, Turkey.
- Wiley, A. L., & Unuol, N. (2013). *How Parents Can Support School Success*. Kent State Koleji, Istanbul, Turkey.

Professional Presentations

- Wiley, A. L. (2021) *Classwide Positive Behavior Interventions & Supports: Making it Work for Teachers & Students*. All K-12 teachers, Kenston Local Public Schools, OH.
- Wiley, A. L., & Tankersley, M. (November, 2011). *Academic and behavioral strategies for inclusion*. Stow/Munroe Falls Public Schools, OH.
- Tankersley, M., & Wiley, A. L. (November, 2010). *FBAs & BIPs: From data collection to implementation*. Stow/Munroe Falls Public Schools, OH.
- Tankersley, M., & Wiley, A. L. (May, 2010). *Providing effective instruction to diverse*

- learners*. Stow/Munroe Falls Public Schools, OH.
- Wiley, A. L. (January, 2007). *Powerful practices: Rising to the challenge of challenging student behavior*. Brockton Public Schools, MA.
- Wiley, A. L. (November, 2006). *Competing behavior pathways: A model for behavioral assessment and intervention*. Eldon B. Keith Center, Brockton, MA.
- Wiley, A. L. (October, 2006). *Increasing student achievement: Effective instruction for exceptional learners*. Welcoming School, Lynn, MA.
- Wiley, A. L., & Brigham, F. J. (November, 2004). *Aggressive behavior in schools: Prevention, assessment, and intervention*. Lorman Education Services, Roanoke, VA.
- Wiley, A. L., & Schwaery, C. (2001-2003). *School-wide positive behavior support*. Fairfax County Public Schools, VA.
- Wiley, A. L., & Wilkerson, T. N. (2001-2003). *Functional behavior assessment and behavior intervention plans: Who, what, why, and how*. Fairfax County Public Schools, VA.
- Wiley, A. L. (2001). *Reducing problem behavior through functional communication training*. FCPS Academy, Fairfax, VA.

Academic Advising

Undergraduate Faculty Adviser

Mild to Intensive Dual License Major/Concentration, 2019-present

Mild to Moderate Special Education Minor, 2018-present

Dissertation Director

Stacia Kaschak (August, 2021)

Title: *Improving Postsecondary Success for Youth with Emotional Disturbance: The Impact of Student-Level and Transition Programming Variables on Postsecondary Education and Postschool Employment*

Dissertation Co-Director

Rebecca DeNelsky (March, 2023)

Title: *A Survey of Teacher Perceptions and Implementation of Credit Recovery for Students with or At-Risk for Disabilities*

Jennifer Webb (June, 2020)

Title: *Seeing the Forest for the Trees: A Metasynthesis of Qualitative Research on Response to Intervention*

Neslihan Unluol Unal (May, 2018)

Title: *Examination of a Rating Scale to Assess Teachers' Treatment*

Acceptability of Reading Interventions for Struggling Readers in Elementary Schools

Abdulkarim Hussain Alhossein (May, 2014)

Title: *Perspectives of King Saud University Faculty Members Toward Accommodations for Students with ADHD*

Andrea Simms (August, 2013)

Topic: *Relationships between Teachers' Causal Attributions for Student Problem Behavior and Treatment Acceptability*

Abdulrahman Abaoud (August, 2013)

Topic: *Saudi Elementary School Teachers' Attitudes Toward and Willingness to Teach Students with ADHD*

Brian Friedt (May, 2012)

Topic: *Identifying Evidence-Based Practices in Special Education Using Meta-Analysis and Research Quality Indicators*

Doctoral Adviser

Marwh Allhibiy (Ph.D.)

Dylan David (Ph.D.)

BeckyAnn Harker (Ph.D.)

Gretchen Jessel (Ed.D.)

Stacia Kaschak (Ph.D.)

Doctoral Co-Adviser

Laura Cope (Ed.D.)

Jennifer Webb (Ph.D.)

Abdulkarim Hussain Alhossein (Ph.D.)

Rebecca Barrett (Ph.D.)

Abdulrahman Abaoud (Ph.D.)

Andrea Simms (Ph.D.)

David Leitch (Ph.D.)

Brian Friedt (Ph.D.)

Doctoral Level Comprehensive Examinations

Summer, 2021 Emily Bennett (School Psychology)

Spring, 2021 Melissa Rotman-Nelson (Special Education)

Fall, 2020 Angela Capuzello (School Psychology)

Summer, 2017 Jennifer Gonda (Special Education)

Fall, 2016 Rebecca Barrett (Special Education)

Summer, 2015 Jennifer Webb (Special Education)

Spring, 2015 Neslihan Unluol Unal (Special Education)

Fall, 2014 Seth Ringold (Special Education)

Spring, 2013 Abdulkarim Hussain Alhossein (Special Education)

Fall, 2012 Abdulrahman Abaoud (Special Education)

Fall, 2012 Erin Pope (School Psychology)

Summer, 2012 Andrew Simms (Special Education)

Fall, 2011 David Leitch (Special Education)

Fall, 2011 Stacia Kaschak (Special Education)
 Spring, 2010 Brian Friedt (Special Education)
 Fall, 2009 Nicole Stark (School Psychology)

Dissertation Committees

Sarah Bauer (Ph.D., school psychology)
 Hani Alanazi (Ph.D., special education)
 Mila Rosa Librea-Carden (Ph.D., science education)
 Rajlakshmi Ghosh (Ph.D., science education)

Graduate Faculty Representative (Dissertation Defense)

Rachael Muster (Spring, 2021)
 Dissertation: *Resilience as a Predictor of Non-Medicinal Use of Prescription Drugs Among College Students*
 Janeen Kotsch (Spring, 2021)
 Dissertation: *Exploring Students' Experiences of Concept-Based Learning in an Asynchronous Online Pharmacology Course: An Interpretive Study*
 Deborah Layman (Fall, 2020)
 Dissertation: *The Effect of Guided Goal Setting on the Motivation and Achievement of Eighth Grade Students in an International Baccalaureate Middle Years Program: A Pilot Study*
 Nancy Benincasa (Summer, 2020)
 Dissertation: *Ascension to the Superintendency: How Female Administrators Perceive the Attainability and Desirability of the Role*
 Jeannine Taylor (Spring, 2020)
 Dissertation: *A Hermeneutic Inquiry of Counselors' Experiences in the Use of Pictorial Narratives*
 Dale Hirsch (Summer, 2017)
 Dissertation: *Dissociation between Declarative and Procedural Mechanisms in Long-Term Memory.*
 Perkins Pringle (Summer, 2016)
 Dissertation: *Educational Change: The Development of a Creativity Encouraging Pedagogical Framework for a Standards-Based Middle School Environment*
 Peggy Slavik (Fall, 2015)
 Dissertation: *Students' Attitudes toward Mathematics in a Spreadsheet-Based Learning Environment*

Masters Thesis Committees

Summer, 2022 Hatice Nur Akasu
 Thesis topic: *Early Childhood Inclusive Practices/Interventions in Turkey and the United States: A Scoping Review*
 Fall, 2010 Virginia Habig (Special Education)
 Thesis topic: *Inferential thinking of Elementary-Aged Students with Disabilities*

Service

- 2019 - Coordinator, Mild to Intensive Dual License Undergraduate Concentration (Program)
- 2014-2019 Coordinator, Mild/Moderate Undergraduate/Graduate Concentration (Program)
- 2009-2012 Sub-Coordinator, Mild/Moderate Concentration (Program)
- 2013 Chair, Special Education Search Committee (Program)
- 2008-2012 Faculty Mentor, Student Council for Exceptional Children, Kent State University (Program)
- 2011 Co-Chair, Special Education Search Committee (Program)
- 2009 Faculty Member, Special Education Search Committee (Program)
- 2019- Faculty Advisory Committee (School)
- 2018-2019 LDES Curriculum Committee (School)
- 2014-2016 Faculty Advisory Committee (School)
- 2009-2011 Faculty Advisory Committee, LDES (School)
- 2019- College Advisory Committee (College)
- 2010-2011 Teacher Education Coordinator (College)
- 2010-2011 Undergraduate Program Coordinator (College)
- 2021- Faculty Adviser University Budget Committee (University)
- 2017- Executive Committee, Badar Kauffman Conference on Contemporary Issues in Special Education Research (National)
- 2016- Editorial Board, Journal of International Special Needs Education (National)
- 2009- Reviewer/Editorial Associate (National): *Exceptional Children; Behavioral Disorders; Behavior Modification; Remedial and Special Education; Exceptionality; Teaching Exceptional Children; Journal of International Special Needs Education; Journal of Articles in Support of the Null Hypothesis; Early Childhood Research Quarterly; Educational Research; Journal of Applied School Psychology; Education Research International*
- 2004-2005 Assistant Editor, *Behavioral Disorders* (National)
- 2003-2005 President, Student Chapter of the Council for Exceptional Children, University of Virginia (National)

Awards/ Honors

- 2017 – Outstanding Author Contribution, *Advances in Special Education* (Emerald)
- 2012—Early Career Publication Award, CEC Division for Research
- 2010—Kent State University Advisement Excellence Award
- 2003-2004 Walter Labrecque Corbin Scholarship
- 1996—Samuel Marx Scholarship (Faculty nomination for academic excellence)

Professional Affiliations

- Council for Exceptional Children
- Council for Children with Behavioral Disorders