
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

Higher Education

2025-present	<u>Professor</u> , Special Education, Kent State University
2014-2025	<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.

Pre-K-12

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.

Publications

Journals (Refereed)

- Anastasiou, D., **Wiley, A. L.**, & Kauffman, J. M. (2024). A critical analysis of the theoretical underpinnings of Universal Design for Learning. *Exceptionality*.
- Burke, M. D., Kauffman, J. M., & **Wiley, A. L.** (2024). Introduction to the special issue: What is the purpose of special education? *Exceptionality*, 32(2), 145-147.
- Anastasiou, D., Burke, M. D., **Wiley, A.L.**, & Kauffman, J. M. (2024). Special education's telos: A tripartite approach. *Exceptionality*, 32(2), 90-108.
- Lockwood, A., **Wiley, A. L.**, & Cowan, R. (2024). Special educator teacher training in norm referenced assessment: An analysis of syllabi. *Special Education Research, Policy, & Practice, Vol. 8*, 112-127.
- Kauffman, J. M., Anastasiou, D., Burke, M. D., Felder, M., Hornby, G., Lopes, J., & **Wiley, A. L.** (2024). Adventures in naming: Why words matter for EBD and special education. *Journal of Emotional and Behavioral Disorders*, 32(1), 3-13.
- Kauffman, J. M., Anastasiou, D., Hornby, G., Lopes, J., Burke, M. D.,& **Wiley, A. L.** (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*, 204(1), 203-210.
- 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*, 43(6), 949-968.
- Kauffman, J. M., **Wiley, A. L.**, Travers, J. C., Badar, J., & Anastasiou, D. (2019). Endrew and FAPE: Concepts and implications for particular groups of students. *Behavior Modification*, 45(1), 177-198.
- 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.

*=Kent State graduate student

- Kauffman, J. M., Hirsch, S. E., Badar, J., **Wiley, A. L.**, & Barber, B. R. (2014). Special education today in the United States. In A. Rotatori, J. Bakken, S. Burkhardt, F. Obiakor, & U. Sharma (Eds.). *Advances in special education, Vol. 27-An international perspective* (pp. 3-31). Bingley, UK: Emerald.
- 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.

Journals (Refereed) Under Review

- Anastasiou, D., Wiley, A. L., Burke, M. D., Hornby, G., Hallahan, D., & Pullen, P. (under review). A critical review of the "Critical Special Education" Proposal. *Exceptional Children*.

Anastasiou, D., Gage, N. A., **Wiley, A. L.**, & Kauffman, J. M. (under revision). Is UDL appropriate for ALL students with disabilities? *Journal for Disability Policy Studies*.

Unal, N. U.*, Barber, B. R., & **Wiley, A. L.** (under review). Teachers' acceptability of reading interventions: Examining the *Reading Intervention Rating Profile*. *Journal of Learning Disabilities*.

Books/Book Chapters (Invited)

Wiley, A. L., Anastasiou, D., & Kauffman, J. M. (2025). Can special education be everything everywhere all at once? Why the continuum of alternative placements is both necessary and good. In S. Hirsch, C. Lemons, & M. Weiss (Eds.). *Enduring Issues in Special Education: Personal Perspectives* (2nd ed.).

Wiley, A. L., & Burgess, S. (2025). Educational inclusion of autistic students in the United States: Issues, research, and future directions. In J. Bakken (Ed.). *Handbook for Educating Students with Disabilities: Implications and Strategies*.

Wiley, A. L., & David, D.* (2025). 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.).

Stevenson, N. A. & **Wiley, A. L.** (2024). Survey research in special education: Methods and mechanics. In B. Hottt, R. Brigham, & C. Peltier (Eds.), *Research Methods in Special Education* (pp. 191-216). SLACK Publishing LTD, Thorofore, NJ.

Unal, N. U.*, Barber, B. R., & **Wiley, A. L.** (2023). Reading problems of students with learning disabilities in the elementary grades. *Education & Science 2023-II*. EFE Academy Publishing.

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* (pp. 121-141). Emerald.

Barber, B. R., & **Wiley, A. L.** (2020). General education environments and the inclusion of students with high-incidence disabilities. In J. Kauffman & J. Badar (Eds.), *On Educational Inclusion* (pp. 46-66). Oxfordshire, UK: Routledge Publishing.

Kauffman, J. M., Badar, J., & **Wiley, A. L.** (2019). RtI controversies and solutions. In P. C. Pullen & M. M. Kennedy (Eds.), *Handbook of Response to Intervention and Multi-Tiered Systems of Support* (pp. 11-25). 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., pp. 897-910). Routledge.
- 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* (pp. 233-250). Routledge.
- Wiley, A. L.**, & Siperstein, G. N. (2014). Social and emotional learning for students with disabilities. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullota (Eds.), *The Handbook of Social and Emotional Learning: Research and Practice* (2nd ed., pp. 213-228). Guilford.
- 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., pp. 69-82). 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. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Applications of Research Methodology* (pp. 257-284). Oxford, England: Elsevier.
- Wiley, A. L.** (2004). [Review of the book *Creating safe schools for all children*]. *American School Board Journal*, 191(5), 49-50.

Conference Papers

Unal, N. U.*, Barber, B. R., & **Wiley, A. L.** (2016). Treatment acceptability in special education: Measures, models, and considerations for intervention planning. Annual meeting of the Council for Exceptional Children, St. Louis, MO.

Unal, N. U.*, Barber, B. R., & **Wiley, A. L.** (2015). Research on treatment acceptability: Implications for improving educational practices and outcomes for students with EBD. Annual Teacher Educators for Children with Behavioral Disorders (TECBD) conference. Tempe, AZ.

Editorials and Other Media

National Public Radio (NPR). *Sound of Ideas*. June 3rd, 2025. Discussed rise in challenging student behavior at Lorain City Schools; potential causes and solutions.

'An expectation of safety: ' Lorain schools work to address classroom misbehavior. Ideastream Public Media, May 14th, 2025. Spoke to reporter about challenging behaviors in schools and how to better address them.

Wiley, A. L., & Anastasiou, D. (2025) James M. Kauffman: A life dedicated to rational and scientific inquiry in special education. *Behavioral Disorders*.

Wiley, A., Anastasiou, D., & Kauffman, J. (February 25th, 2019). No, special education does not treat disability like a disease and is not 'obsessed' with forcing students to conform. *Washington Post*. <https://www.washingtonpost.com/education/2019/02/25/no-special-education-does-not-treat-disability-like-disease-is-not-obsessed-with-forcing-students-conform/>

Grant Activity

Collaboration in the Co-Teacher Dyad: Ownership and Agency in Inclusive Classrooms. Spencer Foundation Large Research Grants on Education. (\$368,000). Spring, 2025, Co-Principal Investigator. (Under Review).

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.

Presentations

National (Refereed)

- Hallahan, D., Lloyd, J., Badar, J., Yell, M., Sabornie, E., Anastasiou, D., Pullen, P., Scott, T., Ennis, R., Gage, N., Brigham, R., Weiss, M., Burke, M., Osborne, S., Lemons, C., Nelson, M., & **Wiley, A. L.** (April, 2025). *Scientific thinking and critical rationality in special education: Reflecting on the legacy of James M. Kauffman*. Badar Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH.
- Weiss, M., **Wiley, A. L.**, Hirsch, S. E., & Lemons, C. (April, 2025). *Closing panel: Perpetual issues in special education*. Badar Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH.
- Allhibiy, M.*, & **Wiley, A. L.** (April, 2024). *The quality of individualized educational plans for students who are Deaf/hard of hearing*. Badar Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH.
- Burke, M. D., Kauffman, J. M., Anastasiou, D., & **Wiley, A. L.** (April, 2024). *Deliberating on the future of special education: Renewing, reimagining, or dismantling?* Badar Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH.
- Anastasiou, D., & **Wiley, A. L.** (April, 2024). *Universal Design for Learning: Exploring status, issues and evidence*. Badar Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH.
- 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.
- Harker, B.*, & **Wiley, A. L.** (March, 2022). *Predicting Emotional Disturbance Rates by Political Ideology*. 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.* (November, 2013). *Teaching Students with Learning Problems in General Education Classrooms*. Kent State Koleji Elementary School Program. Istanbul, Turkey.

Wiley, A. L., & Unuol, N.* (November, 2013). *Helping Young Children with Developmental Delays*. Kent State Koleji Early Childhood Educator Program. Istanbul, Turkey.

Wiley, A. L., & Unuol, N.* (November, 2013). *How Parents Can Support School Success*. Kent State Koleji, Istanbul, Turkey.

Professional

Wiley, A. L. (2019-present) *Supplemental & Intensive Math Instruction for Struggling Learners*. Online professional workshop offered 2 times per year through Kent State Office of Continuing Education.

Wiley, A. L., & Barber, B. R. (2012-present) *Classroom Management: Meeting All Learners' Behavioral Needs*. Online professional workshop offered 2-3 times per year through Kent State Office of Continuing Education.

Wiley, A. L., & Barber, B. R. (2012-present) *Response to Intervention: A Promising Practice for Struggling Learners*. Online professional workshop offered 2-3 times per year through Kent State Office of Continuing Education.

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.

Teaching

Courses Taught

Contemporary Issues in Special Education (Doctoral, Masters)
Research Grant Development for Disability Programs (Doctoral)
Research Applications in Special Education (Masters)
Inclusive Practices (Undergraduate/Graduate)
Introduction to Exceptionalities (Undergraduate/Graduate)
Family & Professional Collaboration (Undergraduate/Graduate)
Supplemental & Intensive Instruction for Students with Mathematical Difficulties (Undergraduate/Graduate)
Empirical Investigations in Special Education (Doctoral)
Single Subject Research Methods (Doctoral, Masters)
Learning Theories (Doctoral, Masters)
Characteristics, Mild/Moderate Disabilities (Undergraduate/Graduate)
Curriculum Methods Mild/Moderate Disabilities (Undergraduate/Graduate)
Curriculum Methods Special Education (Undergraduate/Graduate)
Applied Behavior Analysis II: Applications (Undergraduate/Graduate)
Discourse and Dialogue in Disability Studies (Doctoral)
Flashes 101 (Undergraduate)
Destination Kent State/First Year Experience Course (Undergraduate)

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)

Teaching Development

2025-2026 - Teaching Scholar. Center for Teaching and Learning.

2025-2026 – Belonging Champions. Center for Teaching and Learning.

2025 – Selected by Center for Teaching and Learning Innovation Initiative on Generative Artificial Intelligence: four workshops, summer 2025; dissemination to follow.

2025 – University Teaching Council Summer Teaching Development Grant (\$9,000)
(w/Brian Barber). Project Title: *Redesigning Curriculum and Field Experiences to Prepare Pre-Service Special Educators in High-Leverage Practices*

2024 – University Teaching Council Summer Teaching Development Grant (\$4,500)
Project Title: *Starting on the 'Write' Foot: Steps, Strategies, and Tools for Beginning and Finishing a Successful Dissertation Proposal*

2016 – University Teaching Council Summer Teaching Development Grant (\$4,500)
Project Title: *Using Content Acquisition Podcasts to Improve Teacher Candidates' Understanding of Designing and Delivering Intensive Math Instruction to Students with Mild to Moderate Disabilities*

Presentations (College Teaching)

Wiley, A. L. (October, 2024). *Teaching First Year Doctoral Students the Steps, Strategies, and Tools for Conceptualizing and Writing a Research Problem Framework*. 30th Annual Conference Celebrating College Teaching. Kent, OH.

Academic Advising

Undergraduate Program Faculty Adviser

Mild to Intensive Dual License Major/Concentration, 2019-present
Mild to Moderate Special Education Minor, 2018-present

Master's Program Faculty Adviser

Mild to Moderate Master's Degree Program, 2008 – 2019

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

Emmanuale Ohene (Ph.D., coursework phase)

Rachel Koryanke (Ph.D., coursework phase)

Rebekah Bell (Ed.D., coursework phase).

Bahaa Al Ghareibh (Ph.D., proposal defended)

Dissertation Title: *Teacher Perceptions of the Self-Esteem of Middle School Students with Emotional and Behavioral Disorders*

Gretchen Jessel (Ed.D., proposal defended)

Dissertation Title: *Participation of Elementary-Aged Students with Disabilities in Extracurricular Activities: Parent Perceptions and Experiences*

Marwh Allhibiy (Ph.D., proposal phase)

Dissertation Title: *Examining the Quality of Individualized Education Plans for Students who are Deaf and Hard of Hearing*

Dylan David (Ph.D., proposal phase)

Dissertation Title: *A Statewide Examination of Pre-Service Training in Transition Planning and Programming for Students with Disabilities.*

Jennifer Miller (Ed.D., proposal phase)

Dissertation Title: *Self-Determination within Career Education in College Programs for Students with Intellectual Disabilities*

Laura Cope (Ed.D., proposal phase) *Teacher Self-Efficacy and Burnout Related to Addressing Challenging Student Behavior*

Gretchen Perez (Ed.D.)

BeckyAnn Harker (Ph.D., graduated)

Stacia Kaschak (Ph.D., graduated)

Doctoral Co-Adviser

Jena Greenwald (Ed.D., proposal phase)

Dissertation Title: *Causal Attributions and Teacher Decision-Making in Selecting Behavior Management Interventions*

Oktaviani Hidayah (Ph.D., proposal defended)

Prevalence and Impact of Social Withdrawal Among Adolescents with Emotional and Behavioral Disorders

Loloh Al-Shamari (Ph.D., proposal phase)

Jeff Corbett (Ed.D.)

Vivion Stone-Ferguson (Ed.D.)

Amie Lawrence (Ed.D.)

Jennifer Webb (Ph.D., graduated)

Abdulkarim Hussain Alhossein (Ph.D., graduated)

Rebecca DeNelsky (Ph.D.)

Abdulrahman Abaoud (Ph.D., graduated)

Andrea Simms (Ph.D., graduated)

David Leitch (Ph.D., graduated)

Brian Friedt (Ph.D., graduated)

Dissertation Committees

Jason Hale (Ed.D.)

Chelsea Bartman (Ph.D., School Psychology)

Matthew Fink (Ph.D., Counseling Education & Supervision)

MacKenzie Allen-Walters (Ph.D., School Psychology)

Emily Bennett (Ph. D., School Psychology, graduated)

Sarah Bauer (Ph.D., School Psychology, graduated)

Mila Rosa Librea-Carden (Ph.D., Science Education, graduated)

Rajlakshmi Ghosh (Ph.D., Science Education, graduated)

Melissa Rotman-Nelson (Ph. D., Special Education, dissertation phase)

Hani Alanazi (Ph.D., Special Education)

Graduate Faculty Representative (Dissertation Defense)

Katie Asaro (Summer, 2025)

Dissertation: *Investigating the Impact of Lecture Voice Match or Mismatch on Student Expectations and Evaluations in Online Learning*

Kelsey Klatka (Spring, 2024)

Dissertation: *Investigatory Analysis of Examiner Errors on the Woodcock Johnson IV Test of Achievement by Graduate Students and School Psychologists*

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*

Doctoral Level Comprehensive Examinations

Fall, 2024 Jason Hale (Special Education Cognate)

Fall, 2024 Chelsea Bartman (School Psychology)

Fall, 2024 MacKenzie Allen-Walters (School Psychology)

Fall, 2024 Loloh Al-Shamari (Special Education)

Summer, 2024 Oktaviani Hidayah (Special Education)

Fall, 2023 Jena Greenwald (Special Education Cognate)

Fall, 2023 Jennifer Miller (Special Education Cognate)

Fall, 2023 Laura Cope (Special Education Cognate)

Fall, 2023 Marwh Allhibiy (Special Education)

Fall, 2023 Dylan David (Special Education)

Fall, 2022 Hani Alanazi (Special Education)

Summer, 2022 Gretchen Jessel (Special Education Cognate)

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 DeNelsky (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	Andrea 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)

Research Mentorship

EHHS Graduate Student Grant Program Faculty Mentor (Mohrah Alqhatani, Spring 2025)
 Summer Undergraduate Research Experience Faculty Mentor (Mikayla Bell, Summer 2023)

Masters Thesis Committees

Spring, 2025	Mukadas Tashieva (Special Education); committee member <i>Evaluation of school readiness for reading research in Kyrgyzstan</i>
Summer, 2024	Alyssa Tirabassi (Educational Psychology); committee member Thesis: <i>Investigating caregiver beliefs about informal science learning</i>
Summer, 2022	Hatice Nur Akasu (Special Education); committee member Thesis: <i>Early childhood inclusive practices/interventions in Turkey and the United States: A scoping review</i>
Fall, 2010	Virginia Habig (Special Education) committee member Thesis topic: <i>Inferential thinking of elementary-aged students with Disabilities</i>

Service

National

2024	Executive Committee, Kent State University International Summit on Learning and Behavioral Health, Florence, Italy
2024-	Editorial Board, <i>Exceptionality</i>
2023-	Expert Witness, <i>United States of America v. State of Georgia</i> – Federal civil rights case involving alleged violations Title II of the Americans with Disabilities Act related to how students with behavioral disabilities are served in Georgia public schools and the Georgia Network of Educational and Therapeutic Services (GNETS); rebuttal expert witness for the defendants
2023-	Expert Witness, <i>The Georgia Advocacy Office et al. v. State of Georgia et al.</i> State civil rights case involving alleged violations of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the 14 th amendment of the Constitution; rebuttal expert witness for the defendants
2023	Co-Editor, Special Issue of <i>Exceptionality</i>
2017-	Executive Committee, annual Badar Kauffman Conference on Contemporary Issues in Special Education Research (national/international research conference)
2017-	Conference Proposal Reviewer, Badar Kauffman Conference on Contemporary Issues in Special Education (national/international research conference)

2017	External Reviewer for Promotion to Associate Professor – Dr. Margaret Weiss, George Mason University
2016-	Editorial Board, <i>Journal of International Special Needs Education</i>
2016	External Reviewer for Promotion to Associate Professor – Dr. Dimitris Anastasiou, Southern Illinois University
2009-	Reviewer: <i>Exceptional Children</i> <i>Exceptionality</i> <i>Behavioral Disorders</i> <i>Behavior Modification</i> <i>British Journal of Special Education</i> <i>Remedial and Special Education</i> <i>Journal of Learning Disabilities</i> <i>Journal of International Special Needs Education</i> <i>Education Evaluation & Policy Analysis</i> <i>Early Childhood Research Quarterly</i> <i>Educational Research</i> <i>Journal of Applied School Psychology</i> <i>Education Research International</i> <i>Journal of Articles in Support of the Null Hypothesis</i> <i>Educational Sciences</i> <i>Psychology in the Schools</i>
2004-2005	Assistant Editor, <i>Behavioral Disorders</i>
2003-2005	President, Student Chapter of the Council for Exceptional Children, University of Virginia

State & Profession

2022-2023	Educational Degree Pathways Development Consultant (Community College to Four-Year Teacher Licensure Pathways), Ohio Department of Higher Education
2022 – 2023	Ohio Guaranteed Transfer Pathways Panel, Ohio Department of Higher Education
2018 – 2022	Transfer Assurance Guarantee Reviewer, Ohio Department of Higher Education
2018 – 2020	Team Kent (Kent City Schools & Kent State Teacher Education)

College & University

2025	Invited Speaker, Academic Coaches – Supporting Students with Disabilities
2024-2025	PAC Ad Hoc Committee, Faculty Evaluation Tool Update
2024-	Provost's Advisory Council (PAC) Elected Representative
2024-2025	LDES Representative to College FAC Ad Hoc Committee
2024	Faculty Roundtable Host, Enhancing Graduate Student Success and Belonging at Kent State. Graduate Student Orientation.
2024	Faculty Representative, College of EHHS Leadership Team
2024	Co-Chair, CAC Committee – Innovations in EHHS Programming
2024-	EHHS Scholarship Committee/Reviewer
2023-	Flashes 101 Instructor (Fall 2023, Fall 2024)

2021-2022	Faculty Adviser University Budget Committee Elected Representative
2020-2021	Development of new Ed.D. in Interprofessional Leadership
2020-	College Honors & Awards Committee
2019-	College Advisory Committee
2010-2011	Teacher Education Coordinators, Special Education
2010-2011	Undergraduate Program Coordinators, Special Education

Program & School

2025-	Associate Dean's Apprenticeship Model Workgroup
2024-	LDES Representative, KSUFA Unit Council
2024-	FAC Workload Taskforce
2023-	Development of new Master of Arts in Teaching (Special Education)
2022-	Facilitator, Mild to Intensive Dual License UG concentration self-study and revision
2019 -	Faculty Adviser/Coordinator, Mild to Intensive Dual License UG Concentration
2019	Development of new Mild to Intensive Dual License UG concentration
2018-2019	LDES Curriculum Committee (School)
2018	Development of new Mild to Moderate Special Education Minor
2017-2020	Scholarship Committee/Reviewer, Special Education
2014	First Year Experience
2014-current	Faculty Advisory Committee (School)
2014-2019	Coordinator, Mild/Moderate Undergraduate/Graduate Concentration
2009-2012	Coordinator, Mild/Moderate Concentration
2013	Chair, Special Education Search Committee
2008-2012	Faculty Mentor, Student Council for Exceptional Children, Kent State University
2011	Co-Chair, Special Education Search Committee
2009	Faculty Member, Special Education Search Committee
2009-2011	Faculty Advisory Committee, LDES (School)

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 Memberships

Council for Exceptional Children (CEC)
 Division for Research
 Division for Behavioral & Emotional Health