**Curriculum Vitae**

**Paige Furbush, M.Ed**

**Address:**

University of Utah

Department of Special Education

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**EDUCATION**

Ph.D. Special Education, University of Utah, Salt Lake City, UT (*in progress, 2021-present)*

M.Ed. Special Education with Deafblind Specialization, University of Utah, Salt Lake City, UT (2018)

Board Certified Behavior Analyst (BCBA) Program, University of Utah, Salt Lake City, UT (2018)

Deaf/Hard of Hearing Endorsement Program with Listening and Spoken Language Emphasis, Utah State University, Logan, UT (2020)

B.S., Early Childhood Special Education, University of Utah, Salt Lake City, UT (2015)

Honors and Awards

Molly Lawson Fellowship, Department of Special Education, University of Utah, 2021-2022 and 2022-2023

Dean’s Research Internship, Department of Special Education, University of Utah, 2022

**LICENSURE AND CREDENTIALS**

*Utah Preschool Special Education License (Birth-5)*

*Utah Special Education (K-12+) License*

Endorsements: *Deafblind, Listening and Spoken Language*

Credentials: *Early Intervention, Level 2*

**EMPLOYMENT**

2023-present Instructor (Clinical), Department of Special Education, University of Utah, Salt Lake City, UT

2021-present Teaching Assistant & Graduate Assistant, Department of Special Education, University of Utah, Salt Lake City, UT

2019-2021 Clinician, University of Utah Neurobehavior HOME Program-Feeding Disorders Clinic, Salt Lake City, UT *(under the supervision of Aaron Fischer, Ph.D., BCBA-D, LP, Lauren Perez, BCBA & Vanessa Feola, BCBA)*

2018-2021 Teacher of the Deafblind, Utah Schools for the Deaf and Blind, Salt Lake City, UT

2015-2018 Special Education Preschool Teacher, Jordan School District, West Jordan, UT

2012-2015 Paraprofessional, Salt Lake City School District, Salt Lake City, UT

**SCHOLARSHIP**

Non-Reviewed Journal Articles

*From Mylar Hats to the Classroom:A Personal Journey (2017).* DBI Review: The Magazine of Deafblind International, Port Morien, Canada.

Peer-Reviewed Presentations at International and National Conferences

Ivy, S., Robbins, A., **Furbush, P.,** Johnston, S. (2021). Strategies to support AAC use for children who are deafblind. Poster presented at Division of Early Childhood’s 37th Annual International Conference on Young Children with Special Needs and their Families, New Orleans, LA.

Paul, K., Nelson, C., Barnhill, B., **Furbush, P.** & Cartwright, C. (2018). Teaching concepts to children using the BEST elements of dance. Paper presented at Deafblind International Americas. Hyannis Port, MA.

Nelson, C., Paul, K., Cartwright, C., & **Furbush, P.** (2018). Integration of the arts in the education of children who are deafblind. Paper presented at Deafblind International Americas. Hyannis Port, MA.

Cartwright, C., **Furbush, P.**, Nelson, C., & Paul, K. (2018). Teaching students who are deafblind through felting*.* Paper presented at Deafblind International Americas Conference. Hyannis Port, MA.

Moderator for panel discussion on addressing challenging behaviors in individuals with deafblindness.Deafblind International Americas. Hyannis Port, MA.

Service Activities

Director, Board of Directors, Council for Exceptional Children Division on Visual Impairments and Deafblindness

Member, Advisory Board to Multi-University Consortium Teacher Preparation in Sensory Impairments (2018-2021)

Contributor, Utah State Board of Education Committee to Update Requirements for Teachers of the Deafblind (2020-2021)

Research Activities

* Member of a multi-university research team conducting an action research project and qualitative description investigating multiple factors relating to the implementation of a school-wide tactile tangible symbol system
* Research assistant for single case research study investigating the efficacy of an adapted Picture Exchange Communication System (PECs) for children with visual impairment and multiple disabilities

**UNIVERSITY INSTRUCTION**

Courses Taught: University of Utah

Instructor

SPED 2011/5011 Inclusive Early Childhood & Elementary Classrooms

SPED 5360/6360 Supporting Young Children with Developmental Delays in Natural Environments

SPED 5021/6021 Principles of Assessment & Data-Based Decision Making

SPED 6022 Principles of Instruction and Behavioral Support

SPED 6110 Behavioral Support Planning and Interventions for Students with Mild/Moderate Disabilities

SPED 6230 Behavioral Support Planning and Interventions for Students with Severe Disabilities

Teaching Assistant

SPED 5455/6455 Advanced Assessment and Instructional Design for Learners who are Deafblind

Supervisor

SPED 6452 Supervised Field Work with Learners who are Deafblind

SPED 6750 Student Teaching with Children and Youth who are Deafblind

**OUTREACH ACTIVITIES**

Guest Presentation in University Courses

*Working with deafblind learners.* Utah State University.Multiple Disabilities and Syndromes. October, 2023.

*Engaging families as partners in their child’s education*. University of Utah. Seminar in Early Childhood. February, 2020.

*Navigating the stages of grief after the loss of a student.* University of Utah. Transdisciplinary Approaches for Students with Severe Disabilities. March, 2019.

*Case study: Educational interventions for preschool student who is deafblind.* University of Utah. Transdisciplinary Approaches for Students with Severe Disabilities. March, 2019.

*Including the family’s unique experience and perspective when providing special education services to children with multiple disabilities.* University of Utah. Parent Professional Collaboration. April, 2017.

Invited International Workshops (paid)

Jeju Island Welfare Center for the Deaf, Jeju Island, South Korea: Presented five-day workshop to 75 South Korean service providers on deafblind strategies, assessment, and interventions, including individual consulting with families and young children who were deafblind and receiving services from the Center for the Deaf. (November, 2022)

Professional Development Trainings & Workshops

Utah Schools for the Deaf and Blind: Campus Programs Teacher Training: Topic: Formative Assessment. (June, 2022)

University of Utah, School Psychology Program: Topic: Providing Accessible Services for Students who are Blind/Visually Impaired or Deaf/Hard of Hearing. (February, 2021)

Utah Schools for the Deaf and Blind: Statewide Intervener Professional Development: Topic: Unpacking the Expanded Core Curriculum for Deafblind Learners: Sensory Efficiency. (February, 2021)

Utah Schools for the Deaf and Blind: Professional Development: Topic: Utilizing Paraprofessionals to Assist with Classroom Management. (January, 2021)

American Printing House for the Blind: Virtual ExCEL Academy: Topic: Mindfulness for Students with Visual Impairment and Multiple Disabilities. (November, 2020).

Utah Schools for the Deaf and Blind: Statewide Intervener Professional Development: Topic: Unpacking the Expanded Core Curriculum for Deafblind Learners: Social Interaction. (October, 2020).

American Printing House for the Blind: Virtual ExCEL Academy: Topic: Accessible Story Time for Students with Visual Impairment and Multiple Disabilities. (October, 2020).

Jordan School District Early Childhood Program: Professional Development: Topic: Embedding AAC into Daily Routines. (January, 2018).

Jordan School District Early Childhood Program: Professional Development: Topic: Universal Design for Learning. (January, 2018).

Jordan School District Early Childhood Program: Professional Development: Topic: Using Calendar Systems to Increase Classroom Success for Children with Sensory Impairments and Multiple Disabilities. (November, 2017).

Jordan School District Early Childhood Program: Professional Development: Topic: Making Yoga Accessible for Preschoolers with Multiple Disabilities. (December, 2017).