**Curriculum Vitae Sarah E. Ivy, PhD**

University address: Department of Special Education

College of Education

1721 Campus Center Drive, SAEC 2273

University of Utah

Salt Lake City, Utah 84112

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# Professional Preparation

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| 2014 | Ph.D., Vanderbilt University, Nashville, TN. Major: Special Education for Learners with Visual Impairment |
| 2008 | M.S., Hunter College, New York, NY. Major: Severe and Multiple Disabilities including Deafblindness |
| 2002 | B.A., University of Kansas, Lawrence, KS. Major: Psychology |

# Professional Experience

2021–Present Associate Professor, Department of Special Education, University of Utah, Salt Lake City, UT

2019–2021 Assistant Professor, Department of Special Education, University of Utah, Salt Lake City, UT

2014–2019 Assistant Professor, School of Teacher Education, Florida State University, Tallahassee, FL

2010–2014 Graduate Assistant, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN

2008–2010 Research Assistant, Research Foundation of CUNY, Hunter College, New York, NY

2007–2010 Teacher, Helen Keller Children's Learning Center, Brooklyn, NY

2008–2009 Adjunct Lecturer, Department of Special Education, Hunter College, New

York, NY

2007 Research Assistant, Department of Special Education, Hunter College, New York, NY

2005–2006 Assistant Teacher, The Kabbalah Preschool, New York, NY

2002–2004 In-Home Service Provider, Another Day, Inc., Kansas City, KS 2002–2003 Substitute Teacher, St. Paul's Episcopal Day School, Kansas City, KS

2001–2002 Research Assistant, University of Kansas Medical Center, Kansas, City, KS 2000–2002 Teacher Aide, Stepping Stones Childcare, Lawrence, KS

# Publications

**Refereed Journal Articles**

**Ivy, S.,** Hanline M. F., & Robbins, A. (accepted). *Teaming to Design Tangible Symbol Communication Systems for Children with Multiple Disabilities.* [Manuscript submitted for publication].

**Ivy, S.,** & Ledford, J. (2022). A systematic review of behavioral interventions to reduce restricted or repetitive behavior of individuals with visual impairment. *Journal of Behavioral Education, 31,* 94-122. <https://doi.org/10.1007/s10864-020-09418-x>

Singer, I., I**vy, S.,** & Meyer, S. (2021). Reducing hand-related stereotypy for a student with deafblindness. *Journal of Visual Impairment & Blindness, 115,* 286-298. <https://doi.org/10.1177/0145482X211027502>

**Ivy, S.,** & Robbins, A., & Kerr, M. G. (2020). Adapted Picture Exchange Communication System Using Tangible Symbols for Young Learners with Significant Multiple Disabilities. *Augmentative and Alternative Communication, 36,* 166-178. https://doi.org/10.1080/07434618.2020.1826051

**Ivy, S.,** Therrien, M. C. S., Whalon, K., Bilgin, M., Cox, S., & Hammons, N. (2020). RouTEAM: Home and school partnerships to support communication for children with complex communication needs. *Journal of Developmental and Physical Disabilities*. Advance online publication. https://doi.org/10.1007/s10882-020-09752-y

**Ivy, S.,** Hatton, D. D., & Wehby, J. H. (2018). Using graduated guidance to teach spoon-use to children with severe multiple disabilities including visual impairment. *Research and Practice for Persons with Severe Disabilities, 43,* 252-268. https://doi.org/10.1177/
1540796918808519

**Ivy, S.,** & Hatton, D. D. (2018). Evidence that maternal age influences the occurrence of optic nerve hypoplasia. *Journal of Visual Impairment and Blindness*, *4*, 351-360.

**Ivy, S.,** Guerra, J. A., & Hatton, D. D. (2017). Procedural adaptations for use of constant time delay to teach highly motivating words to beginning braille readers. *Journal of Visual Impairment & Blindness*, *111*, 33-48.

Lima, J., & I**vy, S.** (2017). Improving observation and practicum experiences for a pre- service teacher with blindness. *Journal of Visual Impairment & Blindness*, *111*, 587- 592.

**Ivy, S.,** Lather, A., Hatton, D. D., & Wehby, J. H. (2016). Toward the development of a self- management intervention for teaching pro-social behaviors to students with visual impairments. *Journal of Special Education*, *50*, 141-150. https://doi.org/10.1177/0022466916630961

**Ivy, S.,** & Hooper, J. D. (2015). Using constant time delay to teach braille and Nemeth code to students transitioning from print to braille. *Journal of Visual Impairment & Blindness*, *109*, 343-358.

Hooper, J. D., **Ivy, S.,** & Hatton, D. D. (2014). Using constant time delay to teach braille word recognition. *Journal of Visual Impairment & Blindness*, *108*, 107-121.

**Ivy, S.,** & Hatton, D. D. (2014). Teaching skill acquisition to individuals with blindness: A systematic review of response prompting procedures. *International Review of Research in Developmental Disabilities: Current Issues in the Education of Students with Visual Impairments*, *46*, 55-100. https://doi.org/10.1016/B978-0-12-420039-5.00005-8

**Ivy, S.,** Hatton, D. D., & Hooper, J. D. (2014). Using the Picture Exchange Communication System with students with visual impairment. *Exceptional Children*, *46*, 101-143. https://doi.org/10.1177/0014402914527239

Parker, A., & **Ivy, S.** (2014). Communication development of children with visual impairments: A synthesis of intervention research. *International Review of Research in Developmental Disabilities: Current Issues in the Education of Students with Visual Impairments*, *46*, 101-143. https://doi.org/10.1016/B978-0-12-420039-5.00006-X

Hatton, D. D., **Ivy, S.,** & Boyer, B. (2013). Severe visual impairment in infants and toddlers in the United States. *Journal of Visual Impairment & Blindness*, *107, 5*, 325-337.

Trief, E., Bruce, S., Cascella, P., & **Ivy, S.** (2008). The development of a universal tangible symbol system. *Journal of Visual Impairment & Blindness*, *103*, 425-430.

# Invited Articles, Refereed by Associate Editor

Johnston, S. S., Blue, C., Gevarter, C., **Ivy, S.,** & Stengenga, S. (2020). Opportunity barriers and promising practices for supporting individuals with complex communication needs. *Current Developmental Disorders Reports.* Advance online publication. https://doi.org/10.1007/s40474-020-00195-w

# Nonrefereed Journal Articles

Brum, C., Bruce, S., & **Ivy, S.** (2021). Strategies for teaching tactile tangible symbol systems: Case study on a learner with deafblindness. *Visual Impairment and Deafblind Education Quarterly, 66*(2), 48-57.

**Ivy, S.,** & Lewis, S. (2016). Florida State University's Visual Disabilities Program: Preparing tomorrow's professional leaders. *Visual Impairment and Deafblind Education Quarterly*, *61(3)*, 70-77.

# Book Chapters

Bruce, S., **Ivy, S.**, & Brum, C. (in press). Severe and multiple disabilities. In James M. Kauffman, Daniel P. Hallahan, & Paige C. Pullen (Eds.), *The Handbook of Special Education* (pp. \_\_\_). Routledge.

Nelson, C., & **Ivy, S.** (in press). The relationship between stress and challenging behavior in children who are deafblind. In M. Janssen, T. Hartshorne, & W. Wittich (Eds.), *Communication with people who are deafblind: Assessment and intervention*. Oxford University Press.

Riesen, T., Polychronis, S., & **Ivy, S.** (2023). Providing scaffolded supports: Response and stimulus prompts. In R. Pennington, M. J. Ault, G. Courtade, J. M. Jameson, & A. Ruppar (Eds.), *High Leverage Practices and Students with Extensive Support Needs* (pp. 185-196)*.* Routledge.

Bruce, S., & **Ivy, S.** (2017). Severe and multiple disabilities. In James M. Kauffman, Daniel P. Hallahan, & Paige C. Pullen (Eds.), *The Handbook of Special Education* (pp. 17).

Routledge.

# Contracts and Grants

**Research and Training Grants**

*Funded Awards total $2,398,803.41..*

**Ivy, S.** (2023). *Implementing a School-wide Tangible Symbol System: A Collaborative Action Research Project.* Funded by University of Utah College of Education for The Leading Educational Advances in Research and New Technologies (LEARNT) Award Program. Total award $24,000.

**Ivy, S.** (2023). *Training Opportunities in Preschool Special Education (UU-TOPS-4).* Funded by the Utah State Board of Education. Total award $123,380.

**Ivy, S.** (2022). *Adapted PECS Phases 1-3 to Teach Tangible Symbol Use.* Funded by University of Utah College of Education for The Leading Educational Advances in Research and New Technologies (LEARNT) Award Program. Total award $5,000.

**Ivy, S.** (2022). *Dean’s Research Assistant Award.* Funded by the University of Utah College of Education. Total award $40,000.

**Ivy, S.** (PI) & Richards, L. (Co-PI) (2020). *Project TSDBOT: Special Education Teachers with Endorsement in Deafblindness and Occupational Therapists Collaborating through an Interdisciplinary Program to Improve Services.* Funded by United States Department of Education. (H325K200015). Total award $997,423.41.

**Ivy, S.** (2020). *System of Least Prompts to Teach Symbol Use to Children Who are Deafblind.* Funded by University of Utah College of Education for The Leading Educational Advances in Research and New Technologies (LEARNT) Award Program. Total award $8,000.

**Ivy, S.** (2019). *Analysis of Current Practice on Use of Tactile Tangible Symbol Systems for Learners with Visual Impairment and Complex Communication Needs.* Funded by Florida State University Council of Research and Creativity and College of Education Office of the Dean. Total award $20,000. Note: Funding was declined due to move to University of Utah.

**Ivy, S.,** & Whalon, K. (2017). *Facilitating home-school partnerships through the development of functional routines*. Funded by Florida State University Endowment. Total award $6,000.

**Ivy, S.,** & Whalon, K. (2016). *Facilitating home-school partnerships through the development of preference-based routines*. Funded by Florida State University Endowment. Total award $15,000.

**Ivy, S.** (2015). *FYAP: Reinforcement strategies for learners with visual impairment and additional disabilities*. Funded by Florida State University Council on Research and Creativity. Total award $20,000.

Lewis, S. (PI), Damelio, A. M. (Co-PI), & **Ivy, S.** (Co-PI). (2015). *Improving the preparation of professionals serving students with visual impairments, including those who have additional disabilities*. Funded by United States Department of Education. (H325K150202). Total award $1,250,000.

# Resource Grants

*Funded Awards total $76,724.89.*

**Ivy, S.** (2023). *Enhancing Distance Students’ Learning Experience for Deafblind Courses.* Sponsored by University of Utah. Total award $3500 for program consultant.

**Ivy, S.** (2018). *Reducing Stereotypies for Learners with Deafblindness.* Sponsored by UROP funds, Florida State University. Total award $1000 for research materials.

**Ivy, S.** (2017). *Toward development of an adapted PECS intervention*. Sponsored by SRAD funds, School of Teacher Education, Florida State University. Total award $1,608.00 for PECS training and materials.

Damelio, A., Lewis, S., & **Ivy, S.** (2017). *Visual disabilities assistive technology lab (VDATL) renovation*. Sponsored by University Technology Fund, Florida State University. Total award $65,375 for accessible technology.

**Ivy, S.** (2015). *Improving observation and practicum experiences for pre-service teachers through the use of assistive technology*. Sponsored by College Technology Fund, College of Education, Florida State University. Total award $4,415.50 for observation technology.

Hanline, M. F., & **Ivy, S.** (2015). *Enabling devices*. Sponsored College Technology Fund, College of Education, Florida State University. Total award $2,826.39 for adapted devices for learners with multiple disabilities.

# Contracts and Grants Denied

**Ivy, S.,** & Root, J. (2017). *Project CAPsure: preparing personnel to serve students with severe disability and visual impairment in interdisciplinary teams*. Submitted to United States Department of Education.

**Ivy, S.** (2016). *Adapting the Picture Exchange Communication System to teach pre-literacy skills to students with multiple disabilities and visual impairment*.

Submitted to Institute of Education Sciences.

# Presentations

# Refereed Presentations at Conferences

*For refereed presentations at conferences, 75% were international, 8.3% were national, 16.7% were regional/ state in scope.*

**Ivy, S.,** Robbins, A., Furbush, P., & Johnson, S. (2021, September). *Strategies to support AAC use for children who are deafblind.* Presentation for Division for Early Childhood's 38th Annual International Conference on Young Children with Disabilities and Their Families, Virtual.

Robbins, A., & **Ivy, S.** (2024, February). *Scoping Review of AAC Interventions: Considerations for VI/DHH/Motor Disabilities.* Poster presentation at Conference on Research Innovations in Early Intervention, San Diego, CA.

**Ivy, S.,** Bruce, S., & Brum, C. (2021, March). *Tactile tangible symbol systems: Their design, use, and success for three learners with visual impairment.* Presentation for Council at Exceptional Children Annual Convention, Council for Exceptional Children, Baltimore, MD.

Robbins, A. & **Ivy, S.** (2020, February). *Adapted Picture Exchange Communication System.* Poster presentation at Conference on Research Innovations in Early Intervention, San Diego, CA.

**Ivy, S.** (2019, May). *Systematic review and experimental analysis of behavioral interventions to reduce restricted or repetitive behavior of individuals with visual impairment and deafblindness.* Presentation at 45th Annual Convention, Association of Behavior Analysis International, Chicago, IL.

**Ivy, S.,** Therrien, M., Whalon, K., Hammond, N., Cox, S., & Bilgin, M. (2018, February).

*Facilitating home-school partnerships to support AAC use for learners with multiple disabilities*. Presentation at Council for Exceptional Children Annual Convention, Council for Exceptional Children, Tampa, FL.

**Ivy, S.,** Therrien, M., Whalon, K., Hammond, N., Cox, S., & Bilgin, M. (2017, November). *Home-school partnerships to support communication for children with multiple disabilities who use AAC*. Poster presentation at American Speech-Language-Hearing Association Annual Convention, American Speech-Language-Hearing Association, Los Angeles, CA.

Bilgin, M., & **Ivy, S.** (2017, September). *Strategies to improve communication outcomes for learners with multiple disabilities and visual impairment*. Presentation at the Biennial Conference, Florida Association for the Blind and Visually Impaired, Orlando, FL.

**Ivy, S.,** & Bashinski, S. (2017, April). *Identifying learner preferences and utilizing results in designing instructional communication programs*. Webinar delivered at National Center on Deafblindness. Retrieved from https://nationaldb.org/library/page/2668

Cox, S., Whalon, K., & **Ivy, S.** (2017, April). *Facilitating home-school partnerships through the development of preference-based routines*. Poster presentation at Council for Exceptional Children Annual Convention, Council for Exceptional Children, Boston, MA.

**Ivy, S.** (2017, April). *DVIDB Showcase: Identifying preferences for learners with severe/multiple disabilities and visual impairment including deafblindness*. Presentation at Council for Exceptional Children Annual Convention, Council for Exceptional Children, Boston, MA.

Cox, S., Whalon, K., & **Ivy, S.** (2017, January). *Facilitating home-school partnerships through the development of preference-based routines*. Poster presentation at Division on Autism and Developmental Disabilities 18th Annual International Conference, Council for Exceptional Children, Clearwater, FL.

Hooper, J., & **Ivy, S.** (2016, November). *Adding time delay to your toolbox for literacy instruction*. Presentation at NYSAER Conference, Association for the Education and Rehabilitation of the Blind and Visually Impaired, Syracuse, NY.

**Ivy, S.** (2016, April). *Teaching students with multiple disabilities and visual impairments to increase independence at mealtime*. Presentation at Council for Exceptional Children Annual Convention, Council for Exceptional Children, St. Louis, MO.

**Ivy, S.** (2015, November). *Adapting the Picture Exchange Communication System (PECS) to teach tangible symbol use*. Presentation at 12th Biennial Getting in Touch with Literacy Conference, Association for the Education and Rehabilitation of the Blind and Visually Impaired, Albuquerue, NM.

**Ivy, S.** (2015, September). *Visual impairment and applied behavior analysis*. Presentation at Eighth International Conference, Association for Behavior Analysis International, Kyoto, Japan.

**Ivy, S.** (2015, May). *Using constant time delay to teach braille word recognition*. Poster presentation at 41st Annual Convention, Association for Behavior Analysis International, San Antonio, TX.

**Ivy, S.** (2014, October). *An analysis of graduated guidance to teach spoon use to children with multiple disabilities.* Presentation at the meeting of National Leadership Consortium in Sensory Disabilities, Washington, DC.

**Ivy, S.** (2014, April). *Prompting strategies that work for students with multiple disabilities and visual impairments*. Presentation at Council for Exceptional Children Annual Convention, Council for Exceptional Children, Philadelphia, PA.

**Ivy, S.,** & Hooper, J. (2013, December). *Adding time delay to your toolbox for literacy instruction*. Presentation at 11th Biannual Getting in Touch with Literacy Conference, Association for the Education and Rehabilitation of the Blind and Visually Impaired, Providence, RI.

Hatton, D. D., & **Ivy, S.** (2013, April). *Using single subject research to identify evidence-based practices for students with visual impairments*. Presentation at Council for Exceptional Children Annual Convention, Council for Exceptional Children, San Antonio, TX.

**Ivy, S.** (2012, April). *Using the Picture Exchange Communication System (PECS) to teach requesting with tangible symbols*. Presentation at Council for Exceptional Children Annual Convention, Council for Exceptional Children, Denver, CO.

**Ivy, S.** (2011, December). *Using the Picture Exchange Communication System (PECS) to teach requesting with tangible symbols*. Presentation at 10th Biannual Getting in Touch with Literacy Conference, Association for the Education and Rehabilitation of the Blind and Visually Impaired, Louisville, KY.

**Ivy, S.** & Hatton, D. (2011, October). *Communication as the core for students with multiple disabilities*. Presentation at Annual Unity Conference, Tennessee School for the Blind, Nashville, TN.

**Ivy, S.,** & Hatton, D. (2011, September). *Literacy instruction for learners with multiple disabilities and visual impairments*. Presentation at Tennessee Chapter Annual Meeting of the Association for the Education and Rehabilitation of the Blind and Visually Impaired, AER, Burns, TN.

Smith, B., Schick, B., Killoran, J., **Ivy, S.,** Soman, U., & Stredler-Brown, A. (2011, July). *A consortium model for leadership training with a value-added research enrichment program: National leadership consortium in sensory disabilities*. Presentation at Office of Special Education Programming Annual Project Director's Meeting, Special Education Programing, Washington, DC.

# University Instruction

# Courses taught at University of Utah

# Curriculum and Programming for Preschool Children with Developmental Delays (SP ED 5310/6310)

# Transdisciplinary Approaches for Students with Severe Disabilities (SP ED 5260/6260)

# Supporting Young Children with Developmental Delays in Natural Environments (SP ED 5360/6360)

# Teaching Children who are Deafblind (SP ED 5450/6450)

# Advanced Assessment and Instructional Design for Learners who are Deafblind Special Education (SP ED 5455/6455)

# Professional Writing (SP ED 5054/6054)

# TSDBOT Seminar I, II, and III (SP ED 6960)

# Early Research I and II (SP ED 7910, 7915)

# Research Internship, Supervisory Internship, Teaching Internship

# Courses taught at Florida State University

Assessment of Students with Visual Impairments (EVI 4110/5018) Critiquing Educational Research (EDG 6369)

Academic and Professional Identity (EDG 6008)

Anatomy and Diseases of the Eye for Blindness Professionals (EVI 412/53671) Teaching Students with Visual Impairments and Other Disabilities (EVI 4330/5310)

Intervention Development for Learners with Visual Impairments (EEX 4905) Student Teaching in Visual Disabilities (EVI 5942)

Directed Independent Study (EEX 5906)

# Courses Taught at Hunter College

Strategies and Curriculum Development for Learners with Severe/Multiple Disabilities including Deafblindness (SPED 706)

Severe/Multiple Disabilities for Special Education Teaching Fellow- Online (SPED 706)

# Doctoral Committee Membership

*Current students:*

Furbush, P., University of Utah

*Past students:*

Blue, C., 2023, University of Utah

Barnhill, B., 2020, University of Utah (chair)

Robbins, A., 2020, Florida State University

Trotter, N., 2020, Florida State University

Bilgin, M., 2020, Florida State University (chair)

Yarbrough, S. E., 2020, Florida State University

Caruso, E., 2019, Florida State University

Greeley-Bennett, C., 2015, Florida State University

Wang, Y., Florida State University

Say, E., Florida State University

Eom, M., Florida State University

# Master's Committee Membership

*Current students:*

Tribe, B., University of Utah

Zulewsky, K., University of Utah

Lama, A., University of Utah (chair)

Rinehart, S., University of Utah

Jackman, K., University of Utah (chair)

Garber, M., University of Utah (chair)

Packard, E., University of Utah (chair)

Hommer, R., University of Utah (chair)

Corsello, K., University of Utah (chair)

Murrell, E., University of Utah (chair)

Autumn, J., University of Utah

Monnie, M., University of Utah (chair)

*Past students:*

Johnstun, K., University of Utah (chair)

McBeth, K., University of Utah (chair)

Goddard, M., University of Utah

Snow, C., University of Utah

Andreason, A., 2020, University of Utah

Barstow, R., 2020, University of Utah

Demke, M., 2020, University of Utah

Howard, P., 2020, University of Utah

Ivey, V., 2020, University of Utah (chair)

Matheson, K., 2020, University of Utah

Schiel-Hair, A., 2020, University of Utah

Grass, L., 2019, University of Utah

Served on 69 master’s committees for graduated students, 2014 – 2019, Florida State University

Singer, I., 2018, Florida State University (chair)

Kane, J., 2017, Florida State University (chair)

# Service

**Editorial Board Membership(s)**

*Exceptional Children* (2016–present)

**Reviewer for Refereed Journals**

*Augmentative and Alternative Communication*

*Exceptional Children*

*Journal of Visual Impairment*

*Journal of Developmental and Physical Disabilities*

*Remedial and Special Education*

*Research and Practice for Persons with Severe Disabilities*

# Reviewer or Panelist for Grant Applications

Institute of Education Sciences (2015-2016, 2017–2019, 2021)

The Netherlands Organization for Scientific Research (2017)

# Service to Professional Associations

Member, Executive Board, *Council for Exceptional Children, Division on Visual Impairment and Deafblindness* (2022 – 2023)

Member, Advisory Council, *Utah Deafblind Project* (2020 – present)

Member, Committee to Develop Competencies for the Deafblind Endorsement, *Utah State Board of Education* (2021 – 2022*)*

Member, Advisory Board, *National Center on Deafblindness* (2019 – 2022)

Member, Personnel Preparation Work Group, *National Center on Deafblindness* (2019 – 2022)

Member, Assessment, Planning, and Instruction Work Group, *National Center on Deafblindness* (2019 – 2022)

Strand Leader for revision and validation of the Teacher of Deafblind and Intervener knowledge and skills competencies standards, *Council for Exceptional Children, Division on Visual Impairment and Deafblindness* (2019 – 2021)

Mentor, *National Leadership Consortium in Sensory Disabilities* (2015–2019)

Member, Evaluation Committee, *National Leadership Consortium in Sensory Disabilities* (2015–2019)

Chair, Committee on Membership, *Council for Exceptional Children, Division on Visual Impairment and Deafblindness* (2013–2019)

Treasurer/Secretary, *Association for the Education and Rehabilitation of the Blind and Visually Impaired* (2014–2018)

Chair, Subcommittee on Research for Personnel Preparation Group, *National Center on Deaf- Blindness* (2016–2017)

Session Leader on Quality Indicators of Single Subject Research Methodology, *National Leadership Consortium in Sensory Disabilities* (2017)

Member, Committee on Position Papers, *Council for Exceptional Children, Division on Visual Impairment and Deafblindness* (2012–2016)

Session Leader on Quality Indicators of Single Subject Research Methodology, *National Leadership Consortium in Sensory Disabilities* (2016)

Student Ambassador, Board of Directors, *Council for Exceptional Children, Division on Visual Impairments* (2013–2014)

Peer Reviewer, *Library of Video Excerpts (LOVE) for Teacher Preparation in Visual Impairment and Blindness* (2013)

Member, Committee on Research, *Council for Exceptional Children, Division on Visual Impairment and Deafblindness* (2012)

Session Leader on Overview of Grant Writing, *National Leadership Consortium in Sensory Disabilities* (2012)

Member, Enrichment Committee, *National Leadership Consortium in Sensory Disabilities* (2011–2012)

Session Leader on Quality Indicators of Single Subject Research Methodology, *National Leadership Consortium in Sensory Disabilities* (2011)

Session Leader on Quality Indicators of Correlational Research, *National Leadership Consortium in Sensory Disabilities* (2011)

Member, Advisory Board, *Tangible Symbols Grant Project* (2008–2009)

# University/College Service

Chair, College RPT Advisory Committee, *College of Education, University of Utah* (2023)

Member, RPT Advisory Committee, *College of Education, University of Utah* (2021 – 2023)

Member, University Curriculum Policy Review Board and Special Fee Review Committee, *University of Utah* (2019 – present)

Chair, College Research and Grants Committee, *College of Education, University of Utah* (2021 – 2022)

Member, College Research and Grants Committee, *College of Education, University of Utah* (2019 – 2020)

Facilitator and Discussant, Teaching Assistant Orientation, *Graduate School, Vanderbilt University* (2013)

Member, PhD Professional Development Advisory Board, *Peabody College, Vanderbilt University* (2011–2013)

# Department Service

Chair, Faculty Appointments Committee, *Department of Special Education, University of Utah* (2024)

Chair, Career-Line, Adjunct, and Instructional Personnel (CAI) Review Committee, *Department of Special Education, University of Utah* (2023 – 2024)

Chair, RPT Advisory Committee, *Department of Special Education, University of Utah* (2023)

Co-chair, Search Committee for Two Career-Line Core Faculty, *Department of Special Education, University of Utah* (2023)

Member, Admissions Committee, *Department of Special Education, University of Utah* (2020 - present)

Member, Search Committee for Adapted Physical Education Faculty, *Department of Special Education, University of Utah* (2022 - 2023)

Member, Search Committees for Applied Behavior Analysis Faculty (n = 2), *Department of Special Education, University of Utah* (2021 – 2023)

Member, RPT Committee, *Department of Special Education, University of Utah* (2021 – 2022)

Member, Search Committee for Adapted Physical Education Faculty, *Department of Special Education, University of Utah* (2019 – 2020)

Mentor, Doctoral Program, *Department of Special Education, Vanderbilt University* (2011– 2019)

Member, Ad Hoc Committee on Doctoral Seminars of the Graduate Studies Committee,

*School of Teacher Education, Florida State University* (2018 – 2019)

Faculty Representative, Advisory Committee, *School of Teacher Education, Florida State University* (2015–2018)

Chair, Community Relations Committee, *School of Teacher Education, Florida State University* (2015–2018)

Member, Search Committee for Special Education Associate Professor, *School of Teacher*

*Education, Florida State University* (2017)

Member, Search Committee for Assistant Professor Joint Appointment to STE and Florida Center for Reading Research, *School of Teacher Education, Florida State University* (2016)

Member, Search Committee for Special Education Assistant Professor, *School of Teacher Education, Florida State University* (2015)

Member, International Committee, *School of Teacher Education, Florida State University* (2014–2015)

Member, Search Committee for Academic Program Specialist, *School of Teacher Education,*

*Florida State University* (2014)

Member, Social Committee, *Department of Special Education, Vanderbilt University* (2011– 2012)

# Program Service

Program Coordinator, *Deafblind Program, Department of Special Education, University of Utah* (2020 – present).

Member, Early Childhood Special Education Program Planning, *Early Childhood Special Education, College of Education, University of Utah* (2019–present).

Member, Visual Disabilities Program Planning, *Visual Disabilities, School of Teacher Education, Florida State University* (2014–present).

Mentor, *Severe and Multiple Disabilities Master's Program,* *Department of Special Education, Hunter College* (2008–2009)

Member, Advisory Board, *Severe and Multiple Disabilities Master's Program,* *Department of Special Education, Hunter College* (2007–2008)

# Membership in Professional Organizations

Council for Exceptional Children (2007 – present)

 Division for Early Childhood (2019 – present)

 Division on Visual Impairment and Deafblindness (2010 – present)

 Division for Research (2010 – present)

Deafblind International (2016 – present)

TASH (2007 – 2010, 2016 – present)

Association for the Education and Rehabilitation of the Blind and Visually (2010 – 2019)

Association for Behavior Analysis International (2013 – 2014, 2019)

American Speech-Language-Hearing Association (2017)