

KIRSTEN R. LANSEY, PH.D.

Department of Disability and Psychoeducational Studies
College of Education, University of Arizona
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EDUCATION

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

EMPLOYMENT

Academic Appointments

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

Professional

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

Inclusive Postsecondary Special Education Teacher & Technical Expert 2014-2020
Project FOCUS (Focusing Opportunities with Community & University Support), University of Arizona

Research Assistant 2014
College of Public Health, University of Arizona
Respirator use learning effectiveness study [Funded by Centers for Disease Control]

Substitute Teacher, Inclusion Educational Aide (Paraeducator), & Recreation Leader 2010-2014
Catalina Foothills Unified School District

Undergraduate Research Assistant 2010-2011
School of Sociology, University of Arizona
Organizations and their impact on the urban community [Funded by National Science Foundation]

PUBLICATIONS

= Practitioner/teacher

† = Postdoc or graduate student mentee

* = Substantially based on work done as a graduate student

Refereed Journal Articles

Kurth, J., Lockman Turner, E., Gerasimova, D., Hicks, T., Zagona, A., **Lansley, K.**, Curran Mansouri, M. C., Jameson, M., & Loyless, R. (2024). Quality of IEPs for students with complex support needs: Is there alignment across IEP components? *Exceptionality*. Advance online publication. <https://doi.org/10.1080/09362835.2024.2389079>

Zagona, A. L., **Lansley, K. R.**, Kurth, J. A., Loyless, R., & Stevens, E. (2024). Analysis of literacy content in IEPs of students with complex support needs. *The Journal of Special Education*. Advance online publication. <https://doi.org/10.1177/00224669241228871>

Lansley, K. R., Jackson, L., Agran, M., Ryndak, D., & Jameson, J. M. (2024). A secondary analysis of Jackson et al. (2022): The impact of educational placement for students with complex support needs. *Research and Practice for Persons with Severe Disabilities*, 49(3), 208-224. <https://doi.org/10.1177/15407969241252360>

***Lansley, K. R.**, MacFarland, S. Z., & Antia, S. (2024). Perceptions of postsecondary experiences and supports that advance the personal goals of students with extensive support needs. *Research and Practice for Persons with Severe Disabilities*, 49(2), 71-87. <https://doi.org/10.1177/15407969241235382>

Taub, D., **Lansley, K.**, Burnette, K., & Hartmann, E. (2023). Building collaborative teams to include students with extensive support needs in general education contexts. *Inclusive Practices*, 2(2-3), 50-62. <https://doi.org/10.1177/27324745231185572>

Zagona, A. L., **Lansley, K. R.**, Kurth, J. A. (2023). “Everybody learning every second”: General education teachers’ perspectives and experiences including students with extensive support needs. *Inclusion*, 11(4), 286–304. <https://doi.org/10.1352/2326-6988-11.4.286>

Lansley, K. R., Burnette, K. K., & Ryndak, D. L. (2023). Disrupting the system: How social systems perpetuate educational segregation of students with extensive support needs. *International Journal of Special Education*, 38(1), 58–68. <https://doi.org/10.52291/ijse.2023.38.6>

- Jackson, L., Agran, M., **Lansley, K. R.**, Baker, D., Matthews, S., Fitzpatrick, H., Jameson, J. M., Ryndak, D., Burnette, K., & Taub, D. (2022). Examination of setting ecologies within and across different types of placement for elementary students with complex support needs. *Research and Practice for Persons with Severe Disabilities*, 47(4), 191–208.
<https://doi.org/10.1177/15407969221132248>
- Zagona, A. L., Kurth, J. A., Lockman Turner, E., Pace, J. Shogren, K., **Lansley, K. R.**, Jameson, M., Burnette, K., Curran Mansouri, M., Hicks, T., & Gerasimova, D. (2022). Ecobehavioral analysis of the experiences of students with complex support needs in different classroom types. *Research and Practice for Persons with Severe Disabilities*, 47(4), 209–228.
<https://doi.org/10.1177/15407969221126496>
- Jameson, J. M., Hicks, T., **Lansley, K. R.**, Kurth, J. A., Jackson, L., Zagona, A. L., Burnette, K., Agran, M., Shogren, K., & Pace, J. (2022). Predictions on the frequency and significance of social contacts across placements: A Bayesian multilevel model analysis. *Research and Practice for Persons with Severe Disabilities*, 47(4), 229–243. <https://doi.org/10.1177/15407969221136538>
- Kurth, J. A., Lockman Turner, E., Gerasimova, D., Zagona, A. L., Hicks, T., **Lansley, K. R.**, Curran Mansouri, M., Lyon, K. J., Jameson, M., Loyless, R., & Pace, J. (2022). An investigation of IEP quality associated with special education placement for students with complex support needs. *Research and Practice for Persons with Severe Disabilities*, 47(4), 244–260.
<https://doi.org/10.1177/15407969221134923>
- ***Lansley, K. R.**, Antia, S., MacFarland, S. Z., & Carr, C. (2022). Postsecondary training and performance feedback: Effect on peer mentor fidelity and behavior of a student with multiple disabilities. *The Journal of Inclusive Postsecondary Education*, 4(1). <https://doi.org/10.13021/jipe.2022.3105>
- *Zagona, A. L., Walker, V., **Lansley, K. R.**, & Kurth, J. (2021). Expert perspectives on the inclusion of students with significant disabilities in Schoolwide Positive Behavioral Interventions and Supports. *Inclusion*, 9(4), 276–289. <https://doi.org/10.1352/2326-6988-9.4.276>
- ***Lansley, K. R.**, Antia, S. D., MacFarland, S. Z., & Umbreit, J. (2021). Training and coaching: Impact on peer mentor fidelity and behavior of postsecondary students with autism and intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 56(3), 328–340.
<https://www.jstor.org/stable/27077972>
- *Zagona, A. L., **Lansley, K. R.**, Kurth, J. A., & Kuhlemeier, A. (2021). Fostering participation during literacy instruction in inclusive classrooms for students with complex support needs: Educators' strategies and perspectives. *The Journal of Special Education*, 55(1), 34–44.
<https://doi.org/10.1177/0022466920936671>
- Harber, P., Su, J., Badilla, A. D., Rahimian, R., & **Lansley, K. R.** (2015). Potential role of infrared imaging for detecting facial seal leaks in filtering facepiece respirator users. *Journal of Occupational and Environmental Hygiene*, 12(6), 369–375.
<http://doi.org/10.1080/15459624.2015.1006636>

Articles Under Review

- Lansley, K. R.**, Altermatt, T. B., †Jung, S., & Jameson, J. M. (in review). Educational placements of students with disabilities in Utah: An intersectional Analysis.

Invited Journal Article (Non-Refereed)

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

Book Chapters

Lansley, K. R. (forthcoming). Systemic infrastructure and biases. In D. Ryndak & M. Chitiyo (Eds.) *Understanding Inclusive Education*. Edward Elgar Publishing.

Jackson, L., **Lansley, K. R.**, Taub, D., Fitzpatrick, H., & #Nielsen-Smith, H. (forthcoming). Extensive support needs. In D. Ryndak & M. Chitiyo (Eds.) *Understanding Inclusive Education*. Edward Elgar Publishing.

Lansley, K. R. (forthcoming). Systemic change for students with extensive support needs. In T. Gonzalez & A. Tefera (Eds.) *Bloomsbury Encyclopedia of Social Justice in Education*. Bloomsbury Publishing.

GRANTS

Total: \$3,748,188

Federal

Total: \$3,221,445

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

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

Jameson, J. M., & **Lansley, K.** (2022-2027). *Systems change for inclusive education a national collaborative effort for students with extensive support needs (SCIENCE-ESN)*. U.S. Department of Education, Office of Special Education Programs (CFDA 84.325D). [**Not Funded**, \$1,078,865]. Role: Co-PI

Lansley, K. (2021). *Impacting attitudes and perceptions of disability: Fostering inclusion in Hungary and Central Europe*. U.S. Department of State, Fulbright U.S. Scholar Program. [**Not Funded**, \$18,000]. Role: PI

State

Total: \$319,000

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

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

Foundation

Lansey, K., Mason, J., & Marcus, M. (2024). *Visualizing educational inequity in California: The intersection of disability, race, and place*. Spencer Foundation, Racial Equity Research Grant. [**Submitted**, \$75,000]. Role: PI

Lansey, K. (2018). *Impact of training and coaching on peer mentor's implementation fidelity and behavior of adults with autism and intellectual disability in an inclusive post-secondary program*. Organization for Autism Research, Applied Research Grant. [**Not Funded**, \$30,000]. Role: PI

Internal

Total: \$207,743

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

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

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

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

AWARDS & RECOGNITIONS

Featured Conference Session	2024
Council for Exceptional Children Division on Autism and Developmental Disabilities	
<ul style="list-style-type: none">One of ten featured sessions of 300+	
Personnel Preparation Doctoral Fellow	2017-2021
Department of Education's Office of Special Education Programs	
Division for Research Doctoral Student Scholar, 13th Cohort	2020
Council for Exceptional Children (CEC)	
<ul style="list-style-type: none">Internationally competitive review process of special education doctoral scholars	
Education Policy and Politics Doctoral Scholar	2020
Higher Education Consortium for Higher Education (HECSE), Washington, DC	
<ul style="list-style-type: none">Nationally competitive review process of special education doctoral scholars	

Marion Miller Strauss Scholarship (\$4,000 total) College of Education, University of Arizona	2019, 2020
Graduate Center Professional Development Award (\$150) The Graduate Center, University of Arizona	2020
Erasmus Circle Graduate Scholar (\$1,000) College of Education, University of Arizona	2019
Graduate Student Travel Award (\$900 total) College of Education, University of Arizona	2018, 2019
Erasmus Circle Award for Innovative Uses in Technology (\$1,000) College of Education, University of Arizona	2016

REFEREED CONFERENCE PRESENTATIONS

* = *Invited (non-refereed)*

- Lansey, K. R.,** & Jameson, M (2024, December). *Educational placements predictors: Intersectional analysis of students with complex needs*. Paper accepted at TASH Conference. New Orleans, Louisiana.
- Zagona, A., **Lansey, K. R.,** Kurth, J., Loyless, R., & Stevens, E (2024, December). *Analysis of literacy IEP content across educational placements*. Paper accepted at TASH Conference. New Orleans, Louisiana.
- Lansey, K. R.** (2024, January). *Placement guarantees nothing: A follow-up to Jackson et al., 2022 on the impact of placement on students with complex support needs*. Paper presented at Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD) Conference. Honolulu, HI.
- Lansey, K. R.,** & Ryndak, D. (2023, December). *Placement guarantees nothing: Failure to access the general education curriculum*. Paper presented at TASH Conference. Baltimore, Maryland.
- Lansey, K. R.,** & Jung, S. (2023, April). *Inclusion or segregation? Students with extensive support needs and intersecting areas of diversity in Utah*. Paper presented at American Educational Research Association (AERA). Chicago, IL.
- Lansey, K. R.,** Jackson, L., & Jameson, J. M. (2023, April). *Teaching and learning characteristics of placement settings used with students with complex support needs*. Paper presented at American Educational Research Association (AERA). Chicago, IL.
- Lansey, K. R.,** MacFarland, S., & Carruth, S. (2022, December). *Postsecondary education experiences and supports that advance students' personal goals*. Paper presented at TASH Conference. Phoenix, AZ.
- Jackson, L., Agran, M., **Lansey, K. R.,** Fitzpatrick, H., Baker, D., & Matthews, S. (2022, December). *Context effects on students with disabilities and their teachers: Implications for placement*. Research colloquium presentation at TASH Conference. Phoenix, AZ.

Lansey, K. R., & Jameson, J. M. (2022, December). *Predictions on the frequency and significance of social contacts across placements: A Bayesian multilevel model analysis*. Research colloquium presentation at TASH Conference. Phoenix, AZ.

Lansey, K. R. (2022, April). *Inequities in opportunities for students with disabilities to learn as evidenced by components of individualized education plans*. Paper presented at American Educational Research Association (AERA). San Diego, CA.

Jackson, L., **Lansey, K. R.**, Baker, D., Mathews, S., Burnette, K. K., & Ryndak, D. (2022, April). *Inequities in educational opportunities for students with disabilities associated with placement in different educational settings*. Paper presented at American Educational Research Association (AERA). San Diego, CA.

Lansey, K. R. (2022, January). *Postsecondary peer mentorship: Effects of behavior training and coaching on fidelity and generalization*. Paper presented at Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD) Conference. Clearwater Beach, FL.

Taub, D., Burnette, K. K., & **Lansey, K. R.** (2022, January). *I don't have time for that! Closing the research to practice gap with implementation science and user design*. Paper presented at Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD) Conference. Clearwater Beach, FL.

*McQueston, J., **Lansey, K. R.**, & McCabe., K (2021, December). *Navigating virtual "on-campus" interviews*. Invited presentation at TASH's Early Career Researcher Network Intensive Workshop. Virtual.

Agran, M., Jackson, L., **Lansey, K. R.**, Fitzpatrick, H., Jameson, J. M., Ryndak, D., Mathews, S., Baker, D., Burnette, K. (2021, December). *Contextual analysis of placement levels for students with severe disabilities*. Paper presented at TASH Conference. Virtual.

Lansey, K. R. (2021, December). *Postsecondary peer mentorship: Training and coaching on fidelity and generalization*. Paper presented at TASH Conference. Virtual.

Zagona, A., **Lansey, K. R.**, & Kurth, J. (2021, December). *General educators' experiences including students with extensive support needs*. Paper presented at TASH Conference. Virtual.

Kurth, J., **Lansey, K. R.**, Zagona, A., Turner Lockman, E., Mansouri, M. (2021, December). *IEP quality and student needs alignment by educational placement*. Paper presented at TASH Conference. Virtual.

Taub, D., **Lansey, K. R.**, & Burnette, K. K. (2021, June). *I don't have time for that! Closing the research to practice gap with implementation science and user design*. Poster presented at American Association on Intellectual and Developmental Disabilities (AAIDD) Conference. Virtual.

Lansey, K. R., Burnette, K. K., & Ryndak, D. L. (2021, April). *Disrupting the system: How social systems perpetuate educational segregation of students with extensive support needs*. Paper presented at American Educational Research Association (AERA). Virtual.

- Lansey, K. R.** (2021, March). *Training and coaching: Impact on peer mentor fidelity and behavior of postsecondary students with ASD-ID*. Paper presented at Council for Exceptional Children (CEC) Conference. Virtual.
- Ryndak, D. L., Burnette, K. K., **Lansey, K. R.**, Alberque, K., Lehr, D., McDaid, P. (2021, March). *The role of multi-level systemic self-reflection tools in fostering sustainable inclusive education: Reflecting on administrative structures and educational practices*. Presentation at Council for Exceptional Children (CEC) Conference. Virtual.
- Lansey, K. R.** (2021, January). *Impact of training and coaching on peer mentors' fidelity and behavior of postsecondary education students with ASD-ID*. Paper presented at Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD) Conference. Virtual.
- Lansey, K. R.**, Burnette, K. K., & Ryndak, D. L. (2020, December). *Understanding and disrupting systems that perpetuate and maintain educational segregation*. Paper presented at TASH Conference. Virtual.
- Robison, S., & **Lansey, K. R.** (2020, December). *High school & college peer mentorship models: Rethinking and advancing inclusion*. Poster presented at TASH Conference. Virtual.
- ***Lansey, K. R.** (2020, April). *Assessing and educating students with disabilities in inclusive classrooms*. Invited presentation at El IV Congreso Nacional de Investigación sobre Educación Normal. Hermosillo, Sonora, MX. (Conference canceled due to COVID-19)
- Lansey, K. R.** (2020, March). *Training postsecondary peer mentors: Fidelity of behavior intervention plans and students' behavior*. Presentation accepted at the International Conference on Positive Behavior Support (APBS). Miami, FL. (Conference canceled due to COVID-19)
- Zagona, A. L., **Lansey, K. R.**, Walker, V., & Kurth, J. A. (2020, March). *Does all mean all? Expert perspectives of inclusion in SWPBIS*. Presentation accepted at the International Conference on Positive Behavior Support (APBS). Miami, FL. (Conference canceled due to COVID-19)
- Zagona, A. L., **Lansey, K. R.**, & Kurth, J. A. (2019, December). *General educators' perspectives on inclusive education and implementing student supports*. Paper presented at TASH Conference. Phoenix, AZ.
- Lansey, K. R.** & MacFarland, S. (2019, December). *Training peer mentors: Implementation and student behavior in postsecondary education*. Paper presented at TASH Conference. Phoenix, AZ.
- Zagona, A. L., **Lansey, K. R.**, Kurth, J. A., & Walker, V. (2019, December). *Does all mean all? Expert perspectives of inclusion in SWPBIS*. Paper presented at TASH Conference. Phoenix, AZ.
- Tax, N., Barker, K., Ehredt, R., Tax, F., Nagy, L., Hollman, C., Middleton, C., MacFarland, S., & **Lansey, K. R.** (2019, December). *Inclusive postsecondary education: Experiences from those who live it!* Presentation at TASH Conference. Phoenix, AZ.
- Lansey, K. R.** (2019, October). *How much training is necessary? Peer mentor implementation fidelity of postsecondary students' behavior intervention plans*. Presentation at Teacher Educators for Children with Behavior Disorders Conference. Tempe, AZ.

- Lansey, K. R.**, Robertson, K., & Robison, S. (2019, March). *Creating efficacy academically and socially with peer mentorship*. Presentation at Arizona Council for Exceptional Children. Phoenix, AZ.
- Kurth, J. A., Zagona, A. L., Walker, V., & **Lansey, K. R.** (2018, November). *Expert perspectives on the inclusion of students with extensive support needs in SWPBIS*. Paper presented at TASH Conference. Portland, OR.
- Zagona, A. L., **Lansey, K. R.**, & Kurth, J. A. (2018, November). *Facilitating engagement in inclusive classrooms for students with extensive support needs*. Paper presented at TASH Conference. Portland, OR.
- Lansey, K. R.** (2018, November). *Influence of pre-service education on teacher attitudes and efficacy of inclusive practices*. Poster presented at Council for Exceptional Children Teacher Education Division (CEC-TED): Kaleidoscope Graduate Student Research Symposium. Las Vegas, NV.
- Lansey, K. R.** (2018, October). *Inclusive post-secondary education: Impact of training and coaching on peer mentor's implementation fidelity and behavior of adults with autism spectrum disorder and intellectual disability*. Paper presented at Teacher Educators for Children with Behavior Disorders. Tempe, AZ.
- Lansey, K. R.** & Middleton, C. (2017, December). *Project FOCUS: From college to competitive employment for individuals with intellectual disabilities*. Workshop presentation at TASH Conference. Atlanta, GA.
- Lansey, K. R.** (2017, October). *Transition to college: Preventing and addressing behavioral challenges in postsecondary settings*. Presentation at Teacher Educators for Children with Behavior Disorders. Tempe, AZ.
- Hartzell, R. I. & **Lansey, K. R.** (2016, October). *SMILE: Social skills intervention for students with ASD and EBD*. Presentation at Teacher Educators for Children with Behavior Disorders. Tempe, AZ.
- Harber, P., Su, J., Badilla, A. D., Rahimian, R., **Lansey, K. R.**, Millet, J., & Xu, C. (2014, March). *Temporal analysis of respirator use training retention and implementation for emergency response*. Poster presentation at the Public Health Research Forum. University of Arizona, Tucson, AZ.
- Galaskiewicz, J., Savage, S., Inouye, J., Duerr, D., Hamar-Martinez, J., Monroe, L., Callahan, N., & **Lansey, K. R.** (2011, August). *Neighborhood effects on organizational closure: A panel study of establishments serving children in the Phoenix metropolitan area*. Presentation at American Sociological Association. Las Vegas, NV.

TEACHING

University of Arizona Courses

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| Research Methods in Education | 2024 |
| Online (asynchronous) graduate course | |
| Introduction to Learners with Autism Spectrum Disorders | 2018, 2020, 2023-present |
| Online (asynchronous) graduate/undergraduate course | |

Student Supervision: Multiple and Severe Master’s Program	2020, 2021
Co-Supervisor: Stephanie MacFarland Online (synchronous) individual and group supervision	
Supporting Deaf/Hard of Hearing Students in Public Schools	2020
Co-Instructors: Shirin Antia, Christina Rivera Online (asynchronous and synchronous) graduate course	
Assessing & Educating Students with Intellectual & Severe Disabilities	2018
Hybrid (in-person and asynchronous) graduate course	
Assessment & Instruction: Learners with Low Incidence Disabilities	2018
Co-Instructor: Stephanie MacFarland Online (asynchronous) graduate course	
Introduction to Low Incidence Disabilities	2017
In-person undergraduate course	
<u>University of Utah Courses</u>	
Curriculum and Instruction for Students with Severe Disabilities II	
Online (synchronous) graduate/undergraduate course	2022
Hybrid (in-person and asynchronous) graduate/undergraduate course	2023
Advanced Behavioral Support for Students with Significant Cognitive Disabilities	
Online (synchronous) graduate/undergraduate course	2021
Hybrid (in-person and asynchronous) graduate/undergraduate course	2022
Managing Learning Environments for Students with Severe Disabilities	
Online (synchronous) graduate/undergraduate course	2021
Hybrid (in-person and asynchronous) graduate/undergraduate course	2022

ADVISING & MENTORING

University of Arizona

Doctoral Major Advisor (n=3)

Alvin Alabaso	2024-present
Rebecca Heinze	2024-present
Andrea Sweetman	2024-present

University of Utah

Postdoctoral Fellow (n=1)

Sojung Jung, Ph.D.	2022-2024
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Doctoral Dissertation Committee Member (n=1)

Anne Malbica, Positive Behavior Support	2021-2024
Title: <i>The Application of the Prevent-Teach-Reinforce (PTR) Model in Adult Service Settings</i>	

Master’s Thesis Committee Chair (n=2)

Miranda Black, Severe Disabilities 2023
Leddy Burdiss, Severe Disabilities 2023

Master’s Thesis Committee Member (n=9)

Alexandra Givich, BCBA 2023
Elizabeth Gordon, Mild/Moderate Disabilities 2023
Mahina Chastain, Severe Disabilities 2023
MaryAnn Pierce, Severe Disabilities 2023
Elizabeth Greene, BCBA 2023
Tamara Jamison, Severe Disabilities 2022
Angela Johnson, Severe Disabilities 2022
Julia Saxton, Severe Disabilities 2022
Stephanie Hardwood, Preschool/Early Intervention 2022

International

Doctoral Dissertation (Thesis) Examiner (n=1)

Tess Rendoth, University of Newcastle, Australia 2024
Title: *Navigating Ambiguities of Curriculum Inclusion for Students with Severe Intellectual Disabilities or Profound and Multiple Learning Difficulties in Australia*

SERVICE & OUTREACH

University of Arizona

Expert Panelist, Grant Writing and Submissions 2024
Letter of Intent Reviewer 2024
ArizonaLEND (Leadership Education in Neurodevelopmental & Related Disabilities)

Mexico-Arizona Commission Member 2019-2021; 2023-present
College of Education Delegation

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

Graduate Student Representative 2018-2019
College of Education College Council

Chair of Improving Student Access Workgroup 2018-2019
College of Education Strategic Plan

University of Utah

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

College of Education Committee Appointment
College Scholarship Committee 2023

Department of Special Education Committee Appointments

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

Professional

Editorial Board Member

Education and Training in Autism and Developmental Disabilities 2024-present

Guest Reviewer

Exceptional Children 2024

Review of Educational Research 2024

Research and Practice for Persons with Severe Disabilities 2023

Inclusive Practices 2020-present

Education and Training in Autism and Developmental Disabilities 2019-2024

IHE Member, Community of Practice on Implementation Science

2024-present

National Implementation Research Network (NIRN)

State Implementation and Scaling-up of Evidence-based Practices Center (SISEP)

National Committee Service

Member, TASH Early Career Researcher Network 2018-present

TASH Early Career Researcher Network Award Committee 2019-2020; 2022-present

Member, TASH Inclusive Education Committee 2017-2021

Workgroup Member, Deaf-Blind Intervener Training Standards

2022

National Center for Deaf-Blindness (NCBD)

Data Manager of Journal Reviewers

2020

Journal of Deaf Studies and Deaf Education

Community Outreach

Career Expert Volunteer: *International Day of the Girl: A Day in my Uniform*

2023

Mini Ponderosas

Expert Witness: *Change in Segregated School Educational Placement Letter*

2023

Arizona Superior Court

Panelist: *Juvenile Justice Day: Careers Interesting Law, Policy, and Supporting Children*

2023

University of Wisconsin-Madison, Center for Pre-Law Advising

Diversity Professional Development: *Disability History, Education, and Employment*

2022

HDR, Inc. – Engineering, architecture, environmental, and construction services

District Partnership: *Building District Capacity for Inclusion of Students with ID*

2019-2021

Sunnyside Unified School District, Tucson AZ

Volunteer, Workshop: *A Day with Dr. Jan van Dijk: Assessment & Communication Strategies* 2016

Arizona Deafblind Project, Arizona State Schools for the Deaf and Blind

Media

“What we are reading: Featured articles.” Think College Inclusive Higher Education Network’s Network News. May 3, 2024. <https://myemail-api.constantcontact.com/Spring-Network-News.html?soid=1102610382778&aid=c92nW1627zA>

“UArizona preparing the next generation of special education professionals.” University of Arizona News. October 24, 2023. https://news.arizona.edu/story/uarizona-preparing-next-generation-special-education-professionals?utm_source=uanow&utm_medium=email&utm_campaign=

“Drs. Alison Zagona and Kirsten Lansey & Colleagues: Fostering Participation during Literacy Instruction in Inclusive Classrooms for Students with Complex Support Needs: Educator Strategies and Perspectives.” Division for Research – CEC YouTube Channel. September 28, 2020. <https://youtu.be/6V7O0GmwFFk?si=HzQFrnL1hK8VZtfq>

MEMBERSHIPS

TASH (Equity, Opportunity, and Inclusion for Persons with Severe Disabilities)	2017-present
National Center for Faculty Development and Diversity	2017-present
Council for Exceptional Children (CEC)	2018-present
<ul style="list-style-type: none">• Division of Autism and Developmental Disabilities• Division on Visual Impairment and Deafblindness• Teacher Education Division• Division for Research	
American Educational Research Association (AERA)	2021-present
<ul style="list-style-type: none">• Special and Inclusive Education Research• Social Context of Education	
Deafblind International (DbI)	2022-present