

## **KIRSTEN R. LANSEY, PH.D.**

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### **EDUCATION**

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- 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  
Advisor: Stephanie MacFarland
- B.A., Sociology** 2012  
University of Arizona, Tucson, AZ  
Minor: Geography

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### **EMPLOYMENT**

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#### **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/graduate student mentee

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#### Refereed Journal Articles (n=16)

Kurth, J., Lockman Turner, E., Gerasimova, D., Hicks, T., Zagona, A., **Lansley, K.**, Curran Mansouri, M. C., Jameson, M., & Loyless, R. (2025). Quality of IEPs for students with complex support needs: Is there alignment across IEP components? *Exceptionality*, 33(1), 1-16.  
<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*, 58(3) 138 –149. <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., **Lansey, 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., **Lansey, 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., **Lansey, 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., **Lansey, 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>
- Lansey, 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., **Lansey, 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>
- Lansey, 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., **Lansey, 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., & **Lansey, 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/In Progress (n=5)**

- Lansey, K. R.**, Altermatt, T. B., Stegenga, S., †Jung, S., & Jameson, J. M. (revised and resubmitted). Placement trends across grades, years, and disability labels for students with and without significant cognitive disabilities.

Taub, D., Burnette, K., **Lansley, K.**, & †Sweetman, A. (in review). Leadership teams driving change for inclusive education: Applying the Hexagon Tool to implement research-based practices.

**Lansley, K. R.**, Altermatt, T. B., †Jung, S., & Jameson, J. M. (in review). Educational placements and labeling of students with complex support needs in Utah: Intersections of disability and race.

†Jung, S., & **Lansley, K. R.** (in progress). The effects of inclusive education on the academic achievement of students with extensive support needs: A systematic review of single-subject research.

Yildiz, M., †Jung, S., Altermatt, T. B., **Lansley, K. R.**, Jameson, J. M., & Rorrer, A. (in progress). Understanding patterns of inclusion and academic performance: The role of general education participation in core and non-core subjects.

### **Non-Refereed/Invited Journal Article (n=1)**

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. <https://cnsonline.pl/article/156008/en>

### **Book Chapters (n=3)**

**Lansley, K. R.**, González, T., †Barton, T., & †Mogan, M. (forthcoming). Systemic change for inclusive education: An intersectional framework for global equity. In D. L. Ryndak & M. Chitiyo (Eds.), *Understanding Inclusive Education*. Cheltenham, United Kingdom: Edward Elgar Publishing.

Jackson, L., **Lansley, K. R.**, Taub, D., Hayes, H., & #Nielsen-Smith, H. (forthcoming). Inclusive education for students with complex special education needs: Examples from the United States of America. In D. L. Ryndak & M. Chitiyo (Eds.), *Understanding Inclusive Education*. Cheltenham, United Kingdom: Edward Elgar Publishing.

**Lansley, K. R.** (forthcoming). Systemic change for students with extensive support needs. In T. González & A. Tefera (Eds.) *Handbook of social justice in education: Vol. 8. Bodies and Abilities*. Bloomsbury Press.

## **GRANTS**

*Total: \$7,573,188*

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### **Awarded Grants**

#### **Federal (n=3)**

*Total: \$6,971,445*

Miller, A., **Lansley, K.**, Zagona, A., González, T., Kurth, J., & Hong, S. (2025-2030). *Collaborative approaches to impactful special education leadership*. Department of Education, Office of Special Education Programs (CFDA 84.325D). Role: PI for University of Arizona. **Funded**. Total: \$3,750,000; UA subaward: \$1,250,000 (direct \$1,229,820; indirect \$20,180); 46.6% effort; 55% percent credit (\$687,500).

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). Role: PI for University of Arizona. **Funded**. Total: \$2,141,444; UA subaward: \$1,151,023 (direct \$1,131,253; indirect \$19,770); 15% effort; 34% percent credit (\$391,348)

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). Role: Co-PI. **Funded**. Total: \$1,080,001 (direct \$1,064,524; \$15,476 indirect); 16.6% effort; 34% percent credit (\$367,200).

**State (n=2)**

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. Role: Co-PI. **Funded**. Total: \$161,000.

Jameson, J. M., **Lansley, 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. Role: Co-PI. **Funded**. Total: \$158,000.

**Foundation (n=1)**

Total: \$75,000

**Lansley, K.**, Mason, J., & Marcus, M. (2025-2027). *Visualizing educational inequity in California: The intersection of disability, race, and place*. Spencer Foundation, Racial Equity Research Grant. Role: PI. **Funded**. Total: \$75,000 (\$75,000 direct; \$0 indirect); 40% effort; 60% percent credit (\$45,000).

**Internal (n=4)**

Total: \$207,743

**Lansley, 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. Role: PI. **Funded**. Total: \$180,000.

**Lansley, 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. Role: PI. **Funded**. Total: \$22,000.

**Lansley, 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. Role: PI. **Funded**. Total: \$5,000.

**Lansley, 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. Role: PI. **Funded**. Total: \$743.

**Submitted/Unawarded**

**Federal (n=3)**

Miller, A., **Lansey, K.**, Zagona, A., González, T., Kurth, J., & Hong, S. (2025-2030). *Intersectional leadership for equity and justice in inclusive education*. Department of Education, Office of Special Education Programs (CFDA 84.325D). Role: PI for University of Arizona. **Submitted; Federal Funds Withdrawn**. Total: \$3,750,000

Jameson, J. M., & **Lansey, 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). Role: Co-PI. **Not Funded**. Total: \$1,078,865.

**Lansey, 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. Role: PI. **Not Funded**. Total: \$18,000.

**Foundation (n=1)**

**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. Role: PI. **Not Funded**. Total: \$30,000.

**AWARDS & RECOGNITIONS**

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|---|------------|
| <b>Early Career Research Award Nominee</b><br>Council for Exceptional Children Division on Autism and Developmental Disabilities  | 2025       |
| <b>Featured Conference Session</b><br>Council for Exceptional Children Division on Autism and Developmental Disabilities<br><ul style="list-style-type: none"> <li>One of ten featured sessions of 300+</li> </ul>  | 2024       |
| <b>Personnel Preparation Doctoral Fellow</b><br>Department of Education's Office of Special Education Programs  | 2017-2021  |
| <b>Division for Research Doctoral Student Scholar, 13<sup>th</sup> Cohort</b><br>Council for Exceptional Children (CEC)<br><ul style="list-style-type: none"> <li>Internationally competitive review process of special education doctoral scholars</li> </ul>      | 2020       |
| <b>Education Policy and Politics Doctoral Scholar</b><br>Higher Education Consortium for Higher Education (HECSE), Washington, DC<br><ul style="list-style-type: none"> <li>Nationally competitive review process of special education doctoral scholars</li> </ul> | 2020       |
| <b>Marion Miller Strauss Scholarship</b> (\$4,000 total)<br>College of Education, University of Arizona   | 2019, 2020 |
| <b>Graduate Center Professional Development Award</b> (\$150)<br>The Graduate Center, University of Arizona   | 2020       |
| <b>Erasmus Circle Graduate Scholar</b> (\$1,000)  | 2019       |

College of Education, University of Arizona

**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)*

# = *Practitioner/teacher*

^ = *Self-advocate/parent*

† = *Postdoc/graduate student mentee*

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**Lansey, K. R.**, Altermatt, B., †Jung, S., & Jameson, M. (2025, December). *Placement trends: Grade, year, and disability for students with/without SCD*. Paper accepted at TASH conference. Denver, CO.

†Heinze, B., †Mogan, M., & **Lansey, K.** (2025, December). *Equitable placement decisions for students with complex support needs*. Paper accepted at TASH conference. Denver, CO.

**Lansey, K. R.**, Altermatt, B., †Jung, S., & Jameson, M. (2025, April). *Intersectional inequities in educational placements of students with disabilities*. Paper presented at American Educational Research Association (AERA). Denver, CO.

Zagona, A. L., **Lansey, K. R.**, Kurth, J. A., Loyless, R., & Stevens, E. A. (2025, March). *Developing IEPs that include grade-aligned literacy content for students with complex support needs*. Paper presented at Council for Exceptional Children (CEC) Conference. Baltimore, MD.

**Lansey, K. R.** (2024, December). *Educational placements predictors: Intersectional analysis of students with complex needs*. Paper presented 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 presented at TASH Conference. New Orleans, Louisiana.

\*Ruppar, A., Kurth, J., & **Lansey, K. R.** (2024, December). *How to research what you really care about*. Invited panelist at TASH's Early Career Researcher Network Intensive Workshop. 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.

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

Agran, M., Jackson, L., **Lansey, K. R.**, Fitzpatrick, H., Jameson, J. M., Ryndak, D., Matthews, 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.
- Zagona, A. L., **Lansey, K. R.**, Kurth, J. A. (2019, June). *Facilitating engagement in inclusive classrooms for students with extensive support needs*. Poster presented at the American Association on Intellectual and Developmental Disabilities Annual Meeting. St. Paul, MN.
- 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., Kurth, J. A. & **Lansey, K. R.**, (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.

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## TEACHING

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### University of Arizona Courses

|  |                          |
|--|--------------------------|
| <b>Inclusive Education of Students with Extensive Support Needs</b><br>Online Hybrid (synchronous and asynchronous) doctoral seminar                             | 2025                     |
| <b>Research Methods in Education</b><br>Online (asynchronous) graduate course  | 2024-present             |
| <b>Introduction to Learners with Autism Spectrum Disorders</b><br>Online (asynchronous) graduate/undergraduate course  | 2018, 2020, 2023-present |
| <b>Student Supervision: Multiple and Severe Master's Program</b><br>Co-Supervisor: Stephanie MacFarland<br>Online (synchronous) individual and group supervision | 2020, 2021               |
| <b>Supporting Deaf/Hard of Hearing Students in Public Schools</b><br>Co-Instructors: Shirin Antia, Christina Rivera<br>Online (asynchronous) graduate course     | 2020                     |
| <b>Assessing &amp; Educating Students with Intellectual &amp; Severe Disabilities</b><br>Hybrid (in-person and asynchronous) graduate course                     | 2018                     |
| <b>Assessment &amp; Instruction: Learners with Low Incidence Disabilities</b><br>Co-Instructor: Stephanie MacFarland<br>Online (asynchronous) graduate course    | 2018                     |
| <b>Introduction to Low Incidence Disabilities</b><br>In-person undergraduate course  | 2017                     |

### University of Utah Courses

|   |      |
|---|------|
| <b>Curriculum and Instruction for Students with Severe Disabilities II</b><br>Online (synchronous) graduate/undergraduate course              | 2022 |
| Hybrid (in-person and asynchronous) graduate/undergraduate course   | 2023 |
| <b>Advanced Behavioral Support for Students with Significant Cognitive Disabilities</b><br>Online (synchronous) graduate/undergraduate course | 2021 |
| Hybrid (in-person and asynchronous) graduate/undergraduate course   | 2022 |
| <b>Managing Learning Environments for Students with Severe Disabilities</b><br>Online (synchronous) graduate/undergraduate course             | 2021 |
| Hybrid (in-person and asynchronous) graduate/undergraduate course   | 2022 |

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**ADVISING**

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**University of Arizona**

**Doctoral Dissertation Major Advisor (n=4)**

|                 |              |
|-----------------|--------------|
| Toni Barton     | 2024-present |
| Alvin Alabaso   | 2024-present |
| Rebecca Heinze  | 2024-present |
| Andrea Sweetman | 2024-present |

**Doctoral Dissertation Committee Member (n=1)**

|                |              |
|----------------|--------------|
| Vanessa Macamo | 2025-present |
|----------------|--------------|

**University of Utah**

**Postdoctoral Fellow (n=1)**

|                    |           |
|--------------------|-----------|
| Sojung Jung, Ph.D. | 2022-2024 |
|--------------------|-----------|

**Doctoral Dissertation Committee Member (n=1)**

|   |           |
|---|-----------|
| Anne Malbica  | 2021-2024 |
| Dissertation: <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: <i>Navigating Ambiguities of Curriculum Inclusion for Students with Severe Intellectual Disabilities or Profound and Multiple Learning Difficulties in Australia</i> |      |

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**SERVICE & OUTREACH**

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**University of Arizona**

**College Committee Appointment**

|   |              |
|---|--------------|
| College Council Member, DPS Tenure-Track Representative | 2024-present |
|---|--------------|

**Department Committee Appointment**

Student Recruitment Taskforce 2025

**Collaborator** 2025-present

AZOnline Transition of Multiple and Severe Master's Program

**ArizonaLEND (Leadership Education in Neurodevelopmental & Related Disabilities)**

Expert Panelist, Grant Writing and Submissions 2024

Letter of Intent Reviewer 2024

**Mexico-Arizona Commission Member** 2019-2021; 2023

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

**Chair of Improving Student Access Workgroup, Strategic Plan** 2018-2019

College of Education College Council

**University of Utah**

**University Committee Appointment**

University Advisory Council on Teacher Education 2022-2023

**College Committee Appointment**

College Scholarship Committee 2023

**Department 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**

*International Journal of Inclusive Education* 2024

*Exceptional Children* 2024

*Review of Educational Research* 2024-present

*Inclusive Practices* 2020-present

*Research and Practice for Persons with Severe Disabilities* 2023

*Education and Training in Autism and Developmental Disabilities* 2019-2024

**National Committee Service**

Member, TASH Research and Publications Committee 2025-present

Member, TASH Early Career Researcher Network 2018-2024

Member, TASH Inclusive Education Committee 2017-2021

TASH Early Career Researcher Network Award Committee 2019-2020; 2022-2024

|   |           |
|---|-----------|
| <b>Member, Higher Education Community of Practice on Implementation Science Participant and Faculty Mentor, Implementation Specialist Microcredentialing State Implementation and Scaling-up of Evidence-based Practices Center (SISEP)</b> | 2024-2025 |
| <b>Workgroup Member, Deaf-Blind Intervener Training Standards</b><br>National Center for Deaf-Blindness (NCBD)  | 2022      |
| <b>Data Manager of Journal Reviewers</b><br><i>Journal of Deaf Studies and Deaf Education</i>   | 2020      |
| <b><u>Community Outreach</u></b>  |           |
| <b>Career Expert Volunteer: <i>International Day of the Girl: A Day in my Uniform</i></b><br>Mini Ponderosas  | 2023      |
| <b>Expert Witness: <i>Change in Segregated School Educational Placement Letter</i></b><br>Arizona Superior Court  | 2023      |
| <b>Panelist: <i>Juvenile Justice Day: Careers Interesting Law, Policy, and Supporting Children</i></b><br>University of Wisconsin-Madison, Center for Pre-Law Advising  | 2023      |
| <b>Diversity Professional Development: <i>Disability History, Education, and Employment</i></b><br>HDR, Inc. – Engineering, architecture, environmental, and construction services  | 2022      |
| <b>District Partnership: <i>Building District Capacity for Inclusion of Students with ID</i></b><br>Sunnyside Unified School District, Tucson AZ  | 2019-2021 |
| <b>Volunteer, Workshop: <i>A Day with Dr. Jan van Dijk: Assessment &amp; Communication Strategies</i></b><br>Arizona Deafblind Project, Arizona State Schools for the Deaf and Blind  | 2016      |

### **Media**

“[Autism Acceptance Month Faculty Highlights](#).” Faculty Spotlights. College of Education, University of Arizona. April 22, 2025.

“[Inquiry Oasis Season 2: Kirsten Lansey](#).” The Inquiry Oasis: A UArizona College of Education Podcast. November 6, 2024.

“[What we are reading: Featured articles](#).” Think College Inclusive Higher Education Network’s Network News. May 3, 2024.

“[UArizona preparing the next generation of special education professionals](#).” University of Arizona News. October 24, 2023.

“[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.

## MEMBERSHIPS

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|  |              |
|--|--------------|
| 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"><li>• Division of Autism and Developmental Disabilities</li><li>• Division on Visual Impairment and Deafblindness</li><li>• Teacher Education Division</li><li>• Division for Research</li></ul> |              |
| American Educational Research Association (AERA)   | 2021-present |
| <ul style="list-style-type: none"><li>• Special and Inclusive Education Research</li><li>• Social Context of Education</li></ul>   |              |
| Deafblind International (DbI)  | 2022-present |