

JENNIFER A. KURTH, Ph.D.

CURRICULUM VITA

DEPARTMENT OF SPECIAL EDUCATION
SCHOOL OF EDUCATION
UNIVERSITY OF KANSAS
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EDUCATIONAL EXPERIENCE

DEGREES

Ph.D. Educational Psychology, University of California, Davis, 2008
M.Ed. Special Education, University of Washington, 2001
B.S. Human Development, University of California, Davis, 1998

LICENCES

Teaching Credential California Professional Clear Level 2 Education Specialist Instruction Credential, Special Education: Moderate/Severe Disabilities, 2001.
Teaching Certification California Cross-cultural, Language, and Academic Development (CLAD), 2004.

ACADEMIC & PROFESSIONAL EXPERIENCE

ACADEMIC

2013-present *Assistant Professor*, Department of Special Education, University of Kansas, Lawrence, KS
2014-present *Principal Investigator*, Kansas Institute on Positive Behavior Supports, Beach Center on Disability, University of Kansas, Lawrence, KS
2008-2013 *Assistant Professor*, Educational Specialties Department, Northern Arizona University, Flagstaff, AZ
2006-2008 *Instructor*, School of Education, University of California at Davis, Davis, CA
2004-2005 *Graduate Teaching Assistant*, School of Education, University of California at Davis, Davis, CA

PROFESSIONAL

2001-2008 *Inclusion Specialist*, Davis Joint Unified School District, Davis, CA
2006-2008 *New Teacher Mentor*, Beginning Teacher Support and

Assessment (BTSA), Davis Joint Unified School District,
Davis, CA
2003-2008 *Student Teacher Mentor*, California State University at
Sacramento, Sacramento, CA
1998-1999 *Paraprofessional*, Davis Joint Unified School District, Davis,
CA

PUBLICATIONS

Peer Reviewed Journal Articles In Press (†Graduate Student; ‡ K-12 Teacher)

†Zagona, A. L., Kurth, J. A., MacFarland, S. Z. (in press). Teachers' views of their preparation for inclusive education and collaboration. *Teacher Education and Special Education*.

Kurth, J. A., †Zagona, A., †Hagiwara, M., & †Enyart, M. (in press, anticipated December 2017). Inclusion of students with significant disabilities in SWPBS evaluation tools. *Education and Treatment in Autism Other Developmental Disabilities*.

Morningstar, M. E., & Kurth, J. A. (in press, anticipated March 2017). Status of inclusive educational placement for students with extensive and pervasive support needs. *Inclusion*.

Peer Reviewed Journal Articles (†Graduate Student; ‡ K-12 Teacher)

Morningstar, M.E., Kurth, J.A., & Johnson, P.E. (2016). Examining the past decade of education settings for students with significant disabilities. *Remedial and Special Education*. doi: 10.1177/0741932516678327.

Kurth, J.A., †Born, K. & †Love, H. (2016). Ecobehavioral characteristics of self-contained high school classrooms for students with severe cognitive disability. *Research and Practice for Persons with Severe Disabilities*, 41, 227-243.
doi:10.1177/1540796916661492

Morningstar, M. E., Allcock, H., White, J. M., Taub, D., Kurth, J. A., Gonsier-Gerdin, J., Ryndak, D., Sauer, J., & Jorgensen, C. M. (2016). Inclusive education national research advocacy agenda: A call to action. *Research and Practice for Persons with Severe Disabilities*, 41, 209-215. doi:10.1177/1540796916650975

Kurth, J. A., & †Enyart, M. (2016). Schoolwide positive behavior supports and students with significant disabilities: Where are we? *Research and Practice for Persons with Severe Disabilities*, 41, 216-222. doi:10.1177/1540796916633083

Kurth, J. A., Mastergeorge, A. M., & Paschall, K. (2016). Economic and demographic factors impacting placement of students with autism. *Education and Training in Autism and Developmental Disabilities*, 51, 3-12.

- Kurth, J.A., †Lyon, K.J., & Shogren, K.A. (2015). Supports provided to students with severe disabilities in inclusive classrooms: Lessons learned from schools implementing inclusive practices. *Research and Practice for Persons with Severe Disabilities*, 40, 261-274. doi:10.1177/1540796915594160
- Kurth, J.A. (2015). Educational placement of students with autism: Impact of state of residence. *Focus on Autism and Other Developmental Disorders*, 30, 249-256. doi:10.1177/1088357614547891
- Kurth, J.A., Morningstar, M.E., & Kozleski, E.B. (2014). The persistence of highly restrictive special education placements for students with low-incidence disabilities. *Research and Practice for Persons with Severe Disabilities* 39, 227-239. doi: 10.1177/1540796914555580
- Kurth, J.A. & Foley, J.A. (2014). Reframing teacher education: Preparing teachers for inclusive education. *Inclusion* 4, 286-300. doi: 10.1352/2326-6988-2.4.286
- Kurth, J.A. & †Keegan, L. (2014). Development and use of curricular adaptations for students receiving special education services. *The Journal of Special Education* 48, 191-203. doi:10.1177/0022466912464782
- Marks, S.U., Kurth, J.A., & Pirtle, J. (2014). Exploring the landscape of inclusion: Profiles of inclusive vs. segregated districts. *The Journal of the International Association of Special Education* 15(2), 74-84.
- Marks, S.U., Kurth, J.A., & Pirtle, J. (2014). The effect of "Measurable and Rigorous" state performance goals for addressing "FAPE within the LRE for school-aged students." *Inclusion* 1, 209-217. doi: 10.1352/2326-6988-1.3.209
- Marks, S.U. & Kurth, J.A. (2013). The wrong question, still: A Response to "Is inclusivity an indicator of quality of care for children with autism in special education" by E. Michael Foster and Erin Pearson." *Research and Practice for Persons with Severe Disabilities* 38, 274-276. doi: 10.1177/154079691303800406
- Kurth, J.A. (2013). A unit-based approach to specific adaptations for secondary English content. *Teaching Exceptional Children* 46, 34-43.
- Marks, S. U. & Kurth, J.A. (2013). Examination of disproportionality of autism in school-aged populations. *The Journal of the International Association of Special Education* 14, 9-21
- Kurth, J.A., †Gross, M., †Lovinger, S., & †Catalano, T. (2012). Grading students with significant disabilities in inclusive settings: Teacher perspectives. *The Journal of the International Association of Special Education*, 13, 39-55.

- Kurth, J.A. & Mastergeorge, A.M. (2012). Impact of setting and instructional context for adolescents with autism. *The Journal of Special Education, 46*, 36-48.
- Kurth, J.A. & Mastergeorge, A.M. (2010). Individual education plan goals and services for adolescents with autism: Impact of grade and educational setting. *The Journal of Special Education, 44*, 146-160. doi: 10.1177/0022466908329825
- Kurth, J.A. & Mastergeorge, A. (2010). Academic and cognitive profiles of students with autism: Implications for classroom practice and placement. *International Journal of Special Education 25*, 8-14.
- Cockrum, W., †Timmerman, J., & Kurth, J.A. (2009). Statements Not Questions: A Reading Comprehension Instruction Strategy. *The Journal of the International Association of Special Education 10*, 82-83.

Books

- Kurth, J.A. & Gross, M. (2014). *The inclusion toolbox: Strategies and techniques for all teachers*. Thousand Oaks, CA: Corwin Press. ISBN: 9781483344157

Chapters In Edited Books

- Kurth, J.A., Enyart, M., & Davidson, D. (under contract, submitted May 2016). Building positive, healthy, inclusive communities with positive behavior support. In K. A. Shogren, N. Singh, & Wehmeyer, M. (Eds.), *Handbook of positive psychology in intellectual and developmental disabilities: Translating research into practice*. New York, NY: Springer.
- Wehmeyer, M.L., Shogren, K.A., Kurth, J.A., Morningstar, M.E., Kozleski, E.B., Agran, M., Jackson, L., Jameson, J.M., McDonnell, J., & Ryndak, D.L. (2016). Including students with extensive and pervasive support needs, pp. 129-155. In J.P Bakken & F. Obiakor (Eds.), *Advances in Special Education Volume 31: General and special education inclusion in an age of change*. London, UK: Emerald Group Publishing.
- Morningstar, M. E., Kurth, J. A., Wehmeyer, M., & Shogren, K. A. (under contract, submitted November 2015). High quality educational programs for students with intellectual disability in high school. Wehmeyer, M.L. & Shogren, K.A. (Eds). In: *Research-based practices for educating students with intellectual disability*. New York: Routledge.
- Kurth, J.A., Marks, S.U., & Bartz, J.M. (under contract, submitted August 2015). Educating Students in Inclusive Classrooms. Wehmeyer, M.L. & Shogren, K.A. (Eds). In: *Research-based practices for educating students with intellectual disability*. New York: Routledge.
- Bartz, J.M., Kurth, J.A., & Wangman, M. (2015). Facilitating Supports and Services for Individuals with Low Incidence Disabilities, pp. 111-136. West, E.A. (Ed). In:

Including Learners with Low Incidence Disabilities: International Perspectives on Inclusive Education Vol 5. England: Emerald. ISSN: 1479-3636/doi: 10.1108/S1479-3636201140000005005

Manuscripts Under Review (†Graduate Student)

Kurth, J. A. & Ruppard, A. (December 2016). Supplementary aids and services: The lynchpin of inclusive education. Submitted to: *The Journal of Disability Policy Studies*.

†Miller, A., †Love, H., Kurth, J. A., †Zagona, A. L. (October 2016). Parent agency and identity: Diverse enactments for educational decision making. Submitted to: *Focus on Autism and Other Developmental Disabilities*.

†Love, H., †Zagona, A. L., Kurth, J. A., & †Miller, A. (October 2016). Parents' experiences in education decision-making for children and youth with disabilities. Submitted to: *Remedial and Special Education*.

†Zagona, A. L., †Miller, A., Kurth, J. A., †Love, H. (October 2016). Parent perspectives on special education services: How do schools implement team decisions? Submitted to: *Education and Treatment in Autism Other Developmental Disabilities*

Kurth, J. A., †Love, H., Bartz, J. (September 2016). Educational placement and decision-making for youth with autism: Parent perspectives. Submitted to: *Focus on Autism and Other Developmental Disabilities*.

Jimenez, B., Taub, D., Kurth, J. A., & Toson, A. (submitted April 2016). Universal design for learning as a framework for all. Submitted to: *Research and Practice for Persons with Severe Disabilities*.

Kurth, J.A. & Forber-Pratt, A. (submitted September 2016). Views of inclusive education from the perspectives of pre-service and mentor teachers. Submitted to: *The International Journal of Inclusive Education*.

Training Materials

Gonsier-Gerdin, J. & Kurth, J.A. (December 2014). *Inclusive Education Course Enhancement Module*. Collaboration for Effective Education Development, Accountability, and Reform (CEEDAR) Center; an OSEP Project. Gainesville, FL: University of Florida.

Monographs

White, J., Kurth, J.A., McCord, J., & Stonemeier, J. (2015). TASH inclusive education town hall: Access to communication and high quality instruction in the least restrictive environment. *TASH Connections* 41, 6-12.

Digital And Web-Based Resources

Kurth, J. A. (2016, January). *Strategies for including all students*. Webinar presented for SWIFT. Retrieved at: www.swiftschools.org

Kurth, J.A. (2014, March). *How to make adaptations to include students with special needs* [Online Podcast]. The Inclusive Class Podcast. Retrieved at: www.theinclusiveclass.com

Technical Reports

Kurth, J. A., Abdulrahim, N., Scanlin, C., Dobson, C. W., & Kozleski, E. B. (2016). *Indicator 5, Part B, Environments A, B, and C: Percent of children with IEPs aged 6 through 21*. Washington, D.C.: Office of Special Education Programs.

Kurth, J.A., Knackstadt, K., & Kozleski, E.B. (2015). *Indicator 5, Part B, Environments A, B, and C: Percent of children with IEPs aged 6 through 21*. Washington, D.C.: Office of Special Education Programs.

Kurth, J.A., Knackstadt, K., & Kozleski, E.B. (2014). *Indicator 5, Part B, Environments A, B, and C: Percent of children with IEPs aged 6 through 21*. Washington, D.C.: Office of Special Education Programs.

PRESENTATIONS

PROFESSIONAL PRESENTATIONS – REFEREED PAPER PRESENTATIONS, WORKSHOPS, POSTERS - NATIONAL

Zagona, A. L. & Kurth, J. A. (2016, December). *Teachers' views of their preparation for inclusive education and collaboration*. Paper presented at the annual meeting of TASH. St. Louis, MO.

Morningstar, M. & Kurth, J. A. (2016, December). *What are the essential elements of inclusive education necessary for educator preparation?* Paper presented at the annual meeting of TASH. St. Louis, MO.

Morningstar, M., Kurth, J. A., & Allock, H. (2016, December). *Transforming teacher education programs to support inclusion specialists: Evaluating effectiveness*. Paper presented at the annual meeting of TASH. St. Louis, MO.

Zagona, A. L., Miller, A., Love, H., & Kurth, J. A. (2016, December). *Family experiences with educational decision-making for students with intellectual and developmental disabilities*. Paper presented at the annual meeting of TASH. St. Louis, MO.

Taub, D., Morningstar, M., White, J. M., Cosier, M., Kurth, J. A., & Foster, M. (2016, December). *Critical research and equity access: The status of in(ex)clusion in the U.S.* Paper presented at the annual meeting of TASH. St. Louis, MO.

- Kurth, J. A. & Love, H. (2016, December). *Educational placement and decision-making for youth with autism: Parent perspectives*. Paper presented at the annual meeting of TASH. St. Louis, MO.
- Kurth, J. A. & Zagona, A. L. (2016, December). *Inclusion of students with significant disabilities in SWPBS evaluation tools*. Paper presented at the annual meeting of TASH. St. Louis, MO.
- Kurth, J. A., Miller, A., Love, H., & Zagona, A. (2016, June). *Family perspectives of educational placement and decision-making for children and youth with intellectual and developmental disabilities*. Poster presented at the annual meeting of the American Association of Intellectual and Development Disabilities. Atlanta, GA.
- Morningstar, M. E. & Kurth, J. A. (2016, April). *Examining the past decade of educational settings for students with severe disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children. Saint Louis, MO.
- Kurth, J. A. (2016, April). Variables associated with educational placement of children with autism. Paper presented at the annual meeting of the Council for Exceptional Children. Saint Louis, MO.
- Kurth, J. A. (2016, April). *Investigating the ecobehavioral characteristics of self-contained classrooms: Is exclusion justified?* Paper presented at the annual meeting of the Council for Exceptional Children. Saint Louis, MO.
- Morningstar, M. E. & Kurth, J. A. (2016, April). *Examining the past decade of educational settings for students with severe disabilities*. Paper presented at the annual meeting of the American Educational Researcher Association. Washington, D.C.
- Kurth, J. A. (2016, April). *Eco-behavioral characteristics of self-contained special education classrooms: Is exclusion justified?* Paper presented at the annual meeting of the American Educational Researcher Association. Washington, D.C.
- Kurth, J. A. & Enyart, M. E. (2016, March). *Schoolwide PBS and students with significant disabilities: Where are we?* Paper presented at the annual meeting of the Association of Positive Behavior Support. San Francisco, CA.
- Enyart, M. E., Kurth, J. A., Rahn, S., & Taylor, J. (2016, March). *Inside out: Transforming perceptions, practice, and purpose in juvenile corrections with OW-PBS*. Paper presented at the annual meeting of the Association of Positive Behavior Support. San Francisco, CA.
- Kurth, J. A. (2016, January). *How does placement matter? Examining characteristics and outcomes of inclusive and segregated classrooms*. Paper presented at the annual meeting of Arizona TASH. Phoenix, AZ.

- Kurth, J. A. & Gross, M. (2015, December). *A three-stage model for implementing inclusive education*. Paper presented at the annual meeting of TASH. Portland, OR.
- Kurth, J. A. (2015, December). *The myths vs. reality of self-contained classrooms for students with intellectual disability*. Paper presented at the annual meeting of TASH. Portland, OR.
- Kurth, J.A. (June 2015). *Understanding teacher dispositions for inclusive education*. American Association on Intellectual and Developmental Disabilities. Louisville, KY.
- Kurth, J.A. & Forber-Pratt, A. (April 2015). *Fieldwork experiences and inclusive education: The formation of inclusive dispositions*. American Educational Research Association. Chicago, IL.
- Kurth, J.A. (April 2015). *Predicting educational placement for students with autism spectrum disorders*. American Educational Research Association. Chicago, IL.
- Kurth, J.A. & Griswold, D. (April 2015). *Teacher dispositions and skills for inclusive education*. Council for Exceptional Children. San Diego, CA.
- Kurth, J.A. & Gross, M. (April 2015). *Implementing inclusive practices: A three stage model*. Council for Exceptional Children. San Diego, CA.
- Morningstar, M.E. & Kurth, J.A. (December 2014). *Examining the past decade of educational settings for students with significant disabilities*. TASH. Washington, D.C.
- Kurth, J.A., Lyon, K., & Shogren, K. (December 2014). *Supports provided to students with severe disabilities in inclusive classrooms*. TASH. Washington, DC
- Kurth, J.A. (December 2014). *Designing and implementing meaningful access to the core curriculum*. TASH. Washington, DC
- Kurth, J.A. (December 2014). *Implementing inclusive education: The teacher's toolkit*. TASH. Washington, DC.
- Kurth, J.A. (November 2014). *Designing and Implementing Effective Inclusive Practices*. Teacher Education Division-CEC. Indianapolis, IN.
- Kurth, J.A. & Griswold, D. (November 2014). *Dispositions and Skills for Inclusive Education: Pre-service and FBEs*. Teacher Education Division-CEC. Indianapolis, IN.

- Foley, J.A. & Kurth, J.A. (November 2014). *Dismantling ideological barriers for inclusion with critical pedagogy*. National Association for Multicultural Education conference. Tucson, AZ.
- Kurth, J.A., Morningstar, M.E., & Kozleski, E.B. (June 2014). *The tyranny of low expectations*. AAIDD conference. Orlando, FL.
- Kurth, J.A. (December 2013). *Reframing how we prepare teachers for inclusive education*. TASH conference. Chicago, IL.
- Kurth, J.A. & Marks, S.U. (December 2013). *The promise of special education policy: Missed opportunities?* TASH conference. Chicago, IL.
- Marks, S.U. & Kurth, J.A. (June 2013). *Inclusion of students with severe disabilities: The intersection between evidence-based practice, disability, and valued outcomes*. Northern Arizona University Institute for Human Development Evidence-Based Practice in Disability Disciplines Conference. Flagstaff, AZ.
- Kurth, J.A. (May 2013). *Educational placement of students with autism: What factors contribute to this decision?* AERA conference. San Francisco, CA.
- Kurth, J.A. (April 2013). *Development and use of curricular adaptations*. Council for Exceptional Children conference. San Antonio, TX.
- Kurth, J.A., Keegan, L. (December 2012). *Development and use of curricular adaptations*. TASH conference. Long Beach, CA.
- Villa, R., Thousand, J., Kurth, J.A., Gross, M., Cole, A., Land, L.A., Taub, D., Jain, A., & Buchinsky, A. (December 2012). *The Keys to Making Inclusion Work*. TASH conference. Long Beach, CA.
- Gross, M. & Kurth, J.A. (March 2012). *The Inclusion Teacher's Toolkit*. Cal-TASH Conference. Oakland, CA
- Kurth, J.A., Keegan, L., & DiCarlo, V. (December 2011). *Why we can't just tell you how to implement inclusion!* TASH International Conference. Atlanta, GA
- Keegan, L., Kurth, J.A., DiCarlo, V. (December 2011). *The teacher's toolbox: Quick and easy curriculum adaptations*. TASH International Conference. Atlanta, GA
- Kurth, J.A. & Mastergeorge, A. (April 2011). *Academic Outcomes in Inclusive and Non-Inclusive Special Education Programs for Adolescents with Autism Spectrum Disorders*. AERA Conference, New Orleans, LA
- Kurth, J.A. & Gross, M. (April 2011). *Grading students with significant disabilities in inclusive settings: Teacher perspectives*. AERA Conference, New Orleans, LA.

- Kurth, J.A. & Gross, M. (November 2010). *Teacher Grading Practices In Inclusive Settings: Findings And Strategies*. TASH International Conference, Denver, CO.
- Kurth, J.A., Gross, M., Lovinger, S. & Catalano, T. (April 2010). *Grading students with significant disabilities in inclusive settings: Teacher perspectives*. Council for Exceptional Children International Conference, Nashville, TN
- Kurth, J.A., Gross, M., Lovinger, S. & Catalano, T. (November 2009). *Grading students with significant disabilities in inclusive settings: Teacher perspectives*. TASH International Conference, Pittsburgh, PA
- Kurth, J.A. & A.M. Mastergeorge (May 2009). *Academic Outcomes of Youth with Autism*. International Meeting for Autism Research (IMFAR). Chicago, IL.
- Kurth, J.A. (December 2008). *Academic Outcomes in Inclusive and Non-Inclusive Special Education Programs for Adolescents with Autism Spectrum Disorders*. TASH International Conference, Nashville, TN.
- Brooks, L., Baysinger, K., Kurth, J.A., & Hensley, S. (August 2007). *Educational Approaches for Students with Autism*. UC Davis M.I.N.D. Summer Institute on Neurodevelopmental Disorders, Sacramento, CA.

INVITED PRESENTATIONS – NATIONAL, STATE, AND REGIONAL

- Kurth, J. A. (2016, August). *The case for inclusive education*. Invited keynote address at the annual meeting of the Wisconsin Department of Public Instruction, Intellectual Disability Conference. Madison, WI.
- Kurth, J. A. (2016, January). *Better Together*. Invited keynote address at the annual meeting of Arizona TASH. Phoenix, AZ.
- Kurth, J. A. (2016, July). *Better Together Panel*. Invited panelist at the SWIFT Professional Learning Institute. Arlington, VA.
- Kurth, J. A. (2016, July). *Strategies for including all students*. Invited speaker at the SWIFT Professional Learning Institute. Arlington, VA.
- Kurth, J. A. (2016, July). *Educational decision making: Parent perspectives*. Invited speaker at the SWIFT Professional Learning Institute. Arlington, VA.
- Kurth, J.A. (2015, November). *SWIFT better together task force review of research*. Invited speaker at the SWIFT Better Together Task Force meeting. Kansas City, KS.
- Kurth, J.A. (May 2014). *A unit based approach to curricular adaptations*. Invited speaker at the Illinois Includes annual conference. Chicago, IL.

Kurth, J.A. (May 2014). *Inclusive schooling and curricular adaptations: A look at relevant research*. Invited speaker at the Illinois Includes annual conference. Chicago, IL.

PROFESSIONAL PRESENTATIONS – REFEREED PAPER PRESENTATIONS, WORKSHOPS, POSTERS – STATE AND REGIONAL

Kurth, J.A. & Love, H. (2015, October). *Educational placement decisions for youth with autism: Parent perspectives*. Autism Across the Lifespan. Kansas City, KS.

Kurth, J.A. (April 2012). *Why inclusion matters: Outcomes for adolescents with autism*. Northern Arizona Autism Society of America Conference. Flagstaff, AZ.

Kurth, J.A. (January 2012). *Modifying Middle School and High School Language Arts*. AzWINS Conference (a project of AZ TASH). Phoenix, AZ.

Kurth, J.A. & Keegan, L. (June 2011). *Accommodations Toolbox*. AZ TASH Conference. Phoenix, AZ.

Kurth, J.A. (January 2008). *Patterns of engagement in instructional activities of youth with autism in inclusion and non-inclusion settings*. UC Center on Special Education, Disabilities, and Developmental Risk Annual Conference, Santa Barbara, CA.

Kurth, J.A. (October 2007). *Special Education Paraeducators: Research and Practice*. Invited Guest Lecturer. California State University, Chico.

Kurth, J.A. (January 2007). *Inclusion of Adolescents with Autism*. UC Center on Special Education, Disabilities, and Developmental Risk, Santa Barbara, CA.

PROFESSIONAL PRESENTATIONS –PAPER PRESENTATIONS, WORKSHOPS, POSTERS – LOCAL AND GUEST LECTURES

Kurth, J.A. (2015, October). *Changing understandings of disability and implications for inclusive education*. Down Syndrome Society of Wichita (invited speaker). Newton, KS.

Kurth, J.A. (March 2015). Invited Guest Speaker. SPED 326.

Kurth, J.A. (October 2013). Invited Guest Speaker. SPED 980.

Kurth, J.A. (January 27 & February 10, 2014). Invited Guest Lecturer. SPED 675, SPED 775, SPED 875.

Kurth, J.A. (January 16, 2014). *Preparing Teachers to Work Effectively in Inclusive Settings*. School of Education Research Conference. Lawrence, KS.

- Kurth, J.A. & Keegan, L. (August & September, 2011). *Modifying School Work*. Professional Development Seminar. Vail Unified School District. Tucson, AZ.
- Kurth, J.A. & Keegan, L. (September, 2011). *Modifying School Work*. Professional Development Seminar. Yuma School District. San Luis, AZ.
- Kurth, J.A. *Inclusion Panel* (April 2011). There's A Reason I'm A Teacher (TARIAT) conference, Northern Arizona University. Flagstaff, AZ.
- Thomas, S. & Kurth, J.A. (March 2011). Screening of *Waiting for Superman*. Northern Arizona University College of Education.
- Kurth, J.A. & Keegan, L. (March 2011). *Grading Students with Disabilities*. Invited guest speaker / professional development speaker. Second Mesa, AZ.
- Arellano, M. & Kurth, J.A. (November 2010). *Promoting Self-Advocacy for All Students*. Northern Arizona University Praxis guest presentation. Flagstaff, AZ.
- Kurth, J.A. (February 2010). *Culture and Disproportionality in Special Education*. Northern Arizona University Praxis guest presentation. Flagstaff, AZ.
- Kurth, J.A. & Keegan, L. (February 2010). *Student Led IEPs*. TASH Self-Advocacy Workshop. Northern Arizona University. Flagstaff, AZ
- Kurth, J. (March 2010). *Significant Disabilities*. NAU ESE 380 Guest Lecture (Dr. Catherine Medina). Northern Arizona University. Flagstaff, AZ.
- Kurth, J.A. & Keegan, L. (February 2010). Voices: Advocating for yourself in school and life. TASH at NAU Self-Advocacy Workshop. Northern Arizona University. Flagstaff, AZ
- Kurth, J.A. (August 2007). *On-the-Spot Modifications for Paraeducators*. Davis Joint Unified School District. Davis, CA.
- Kurth, J.A. (2005-2008). *Special Education: Guiding Principles and Instructional Strategies*. Invited Guest Lecturer, Education 100; Education 110; Human Development 130, UC Davis, Davis, CA. (These lectures were repeated over a two year period)
- Yamasaki, L. & Kurth, J.A. (August 2006). *Instructional Strategies for Paraeducators*. Davis Joint Unified School District. Davis, CA.
- Kurth, J.A. & Yamasaki, L. (January 2006). *Adaptations to the General Education Curriculum for Special Education Students*. BTSA Teacher Fair, Davis, CA.

GRANTS, FELLOWSHIPS, AND CONTRACTS

GRANTS

EXTERNAL SOURCES - FUNDED

Kurth, J.A. & Morningstar M.E. (2016). *Strengthening Outcomes for All Learners in Regular Settings*. OSEP Personnel Preparation CFDA 84.325K Focus Area B. Refereed/competitive process. August 1, 2016-July 31, 2021. Refereed/competitive process. \$1,250,000 grant awarded.

Shogren, K.A., Kurth, J.A., Morningstar, M.E., Wehmeyer, M.L. (2014). *Leadership in Access, College, Career, and Extensive and Significant Supports for Secondary Students with Severe Disabilities*. (OSEP Preparation of Special Education, Early Intervention, and Related Service Leadership Personnel – TYPE A. CFDA 84.325D). August 1, 2014-July 31, 2019, \$1,250,000 grant awarded.

EXTERNAL SOURCES - SUBMITTED

Cosier, M., White, J. A., & Kurth, J. A. (Submitted August 2016). *Syracuse Collaborative Partnership for Urban Special Education Reform*. (Institute of Education Sciences, Partnerships and Collaborations Focused on Problems of Practice or Policy, Topic One. CFDA 84.305H.)

INTERNAL SOURCES – FUNDED

Kurth, J.A. (2016). *Using task analysis to teach adolescents with intellectual and developmental disabilities history content in inclusive settings*. (KU General Research Fund). July 1, 2016-June 30, 2017. \$10,267.36 grant awarded.

Kurth, J.A. (2015). *Educational Placement for Students with Autism: Parent Perspectives*. (KU General Research Fund). July 1, 2015-June 30, 2016. \$7,419 grant awarded.

Kurth, J.A. (April 2014). *Case Study of Inclusive and Segregated Classrooms for Students with Severe Cognitive Disabilities*. (KU New Faculty General Research Program). April 7, 2014-April 7, 2016, \$8,000 grant awarded.

Kurth, J.A. (2011). *Evaluating Teacher Made Modifications*. (NAU Intramural Grant Program). July 1, 2011-June 30, 2012, \$12, 572 grant awarded.

Kurth, J.A. (2011). *Evaluating Teacher-Made Modifications*. (NAU College of Education Research Grant). January 15, 2011-July 1, 2011, \$3,300 grant awarded.

EXTERNAL SOURCES - UNFUNDED

Kurth, J.A., Love, H., Miller, A., & Zagona, A. (submitted March 2016). *Using adapted texts and technology to teach reading comprehension skills in inclusive settings*. Organization for Autism Research. Role: PI

Shogren, K.A., Wehmeyer, M.L., Kurth, J.A., Morningstar, M.E., Kozleski, E.B., Agran, M., Jackson, L., Jameson, J.M., McDonnell, J., Ryndak, D., & Little, T.D. (2015).

Factors contributing to academic, social/communication, and behavioral outcomes for elementary students with the most significant cognitive disabilities. (Institute of Education Sciences, Special Education Policy, Finance and Systems, Goal One: Exploration. CFDA 84.305A.)

Kurth, J.A. (Submitted June 2015). *Using Task Analysis to Teach Adolescents with Intellectual and Developmental Disabilities History Content in Inclusive Settings.* (Spencer Foundation).

Kurth, J.A. & Morningstar, M.E. (Submitted December 2014). *Advanced Preparation for Low-incidence Inclusive Education Specialists.* (OSEP Personnel Preparation CFDA 84.325K Focus Area B).

Morningstar, M.E., Kurth, J.A. (June 2014). *Alliance for Low Incidence Leadership for Inclusive Education and School Transformation.* (OSERS Leadership Consortia in Sensory Disabilities and Disabilities Associated with Intensive Service Needs. CFDA 84.325H).

Kurth, J.A. & Pirtle, J.M. (Submitted March 2014). *Educational Placement Decisions for Students with Autism: How and Why Decisions are Made.* (Organization for Autism Research Applied Research Competition).

Kurth, J.A. (2011). *Kindergarten Transition Experiences of Children with Autism from Ethnically Diverse and Underserved Populations* (Autism Centers for Excellences Centers (P50), Department of Health and Human Services RAF-HD-12-195)

Kurth, J.A. (2010). *Outcomes for youth with autism in inclusive and specialized education programs* (Organization For Autism Research; invited full submission).

Kurth, J.A. (2009). *Outcomes for youth with autism in inclusive and self-contained education settings in measures of quality of life.* (National Institutes of Health American Recovery and Reinvestment Act (ARRA) Grant Rfa-Mh-09-170)

CONTRACTS

Kurth, J.A. (2015). *Kansas Institute for Positive Behavior Supports.* Johnson County, KS Juvenile Justice OWPBS Project. April 2015-September 2016. \$60,000 contract awarded. Sole source contract. Role: PI

Kurth, J. (2015). *Kansas Institute for Positive Behavior Supports.* Shawnee County, KS Juvenile Justice OWPBS Project. October 2015-September 2016. \$35,000 contract awarded. Sole source contract. Role: PI

Kurth, J. (2015). *Kansas Institute for Positive Behavior Supports* (Association for Positive Behavior Support). April 2015-March 2016. \$45,000 contract awarded. Sole source contract. Role: PI

Kurth, J.A. (2014). *Kansas Institute for Positive Behavior Supports* (KS Department for Aging and Disability Service). August 2014-June 2015. \$312,000 contract awarded. Sole source contract. Role: PI

SERVICE

Editorial Service

MANAGING EDITOR

2013-present *Inclusion*, a journal of the American Association of Intellectual and Developmental Disabilities

CONSULTING EDITOR/REVIEWER

2016 *Remedial and Special Education*, n=2
Research in Autism Spectrum Disorders, n=1
 2015 *Remedial and Special Education*, n=2
 2015 *Inclusion*, n=4
 2014 *Remedial and Special Education*, n=1
The Journal of the International Association of Special Education, n=1
 2013 *CEEDAR Innovation Configurations*, "Evidence-Based Practices in Sensory Impairments, n=1
The Journal of the International Association of Special Education, n=1
The Journal of Teacher Education, n=1
 2012 *The Journal of the International Association of Special Education*, n=1

National Service

BOARD AND COMMITTEE MEMBERSHIPS

2016-present *Member, TASH Research and Publications Committee*
 2016-present *Member, TASH National Board*
 2016-present *Chair, TASH National Inclusive Education Committee member*
 2016-present *Member, TASH Research and Publications Committee*
 2015-present *Chair, TASH Early Career Researcher Network Committee*
 2014-present *Member, AAIDD Education Committee*
 2014-2015 *Ex-Officio Member, TASH National Board*
 2013-2016 *Co-Chair, TASH National Inclusive Education Committee*

REVIEWER: PROFESSIONAL ORGANIZATIONS

June 2015 *Reviewer, Conference proposals for the 2015 TASH national conference (11 general and 30 research proposals reviewed)*
 June 2015 *Reviewer, Conference proposals reviewer for 2015 TED-CEC*

conference (6 proposals reviewed)
 July 2014 *Reviewer*, Conference proposals for the 2014 TASH national conference (35 proposals reviewed)

State And Regional Service

STATE BOARD AND COMMITTEE MEMBERSHIPS

2013-present *Member*, Consortium of Low Incidence teacher Preparation Programs in Kansas Project, 2013-present
 2010-2013 *Member*, Board of Directors, Arizona TASH
 2009-2013 *Member*, Arizona With Inclusive Schools (a project of AZ TASH)
 2012-2013 *Member*, Arizona Autism Research Group
 2008-2013 *Technical Assistance Provider*, Arizona Department of Education Support CADRE
 2008-2013 *Member*, Arizona Autism Society of America, Northern Arizona Chapter

University Service

UNIVERSITY OF KANSAS

2015-present *Faculty Advisor*, SPED 326, Special Education Department
 2015 *Faculty Discussant*, KUPD Conference
 2013-present *Academic Advisor*, Autism Masters Program
 2013-present *Academic Advisor*, Low-Incidence Masters & Endorsement Program
 2013-present *Member*, Personnel Committee, Special Education Department
 2014-present *Member*, Special Education Educator Preparation Program, Special Education Department
 2013-present *Chair*, School of Education Grievance committee
 2014 *Reviewer*, General Research Fund

NORTHERN ARIZONA UNIVERSITY

2009-2013 *Member*, NAU Commission on Disability, Access, and Design
 2009-2013 *Member*, University Graduate Committee, College of Education
 2012-2013 *Member*, Doctoral Steering Committee, Educational Specialties Department
 2009-2013 *Faculty Advisor*, TASH at NAU Chapter of TASH
 2008-2009 *Member*, There's a Reason I'm a Teacher planning committee, College of Education
 2009 *Member*, Grade appeal panel, College of Education
 2011 *Member*, Search Committee (Clinical Instructors), College of Education

- 2008-2013 *Faculty Advisor*, Low-incidence master's and teaching license
 2008-2013 *Faculty Advisor*, Graduate Certificate in autism spectrum disorders

Community Service

- 2016 *Expert Witness*, R.M. vs. Gilbert Public Schools. Phoenix, AZ
 2016 *Expert Witness*, O.V. vs. Durham Public Schools. Durham, NC
 2015 *Assessor*, Independent Education Evaluation, Newton, KS
 2013 *Advocate*, Individualized Education Program, Flagstaff, AZ

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

- American Association on Intellectual and Developmental Disabilities (AAIDD)
 Education Division
 American Educational Research Association (AERA)
 Division K – Teaching and Teacher Education
 SIG – Special Education
 SIG – Disability Studies
 Association for Positive Behavior Supports (APBS)
 TASH
 Council for Exceptional Children (CEC)
 Division on Autism and Developmental Disabilities (DADD)
 Division for Research (DR)
 Teacher Education Division (TED)

AWARDS

- 2016 Faculty Achievement Award for Promising Scholar, The University of Kansas School of Education

TEACHING AND ADVISING

Courses Taught

UNIVERSITY OF KANSAS

- SPED 851 Law and Special Education (Fall 2013; co-taught with H.R. Turnbull)
 SPED 775/875* Practicum for Children and Youth with Low-Incidence Disabilities and Practicum for Children and Youth with Autism Spectrum Disorders (Fall 2013, Spring 2016)
 SPED 842° Advanced Methods: Strategies for Students with Significant Sensory,

SPED 844 [°]	Motor, and Health Needs (Spring 2014; co-taught with B. Thompson) Advanced Methods: Nonsymbolic and Symbolic Communication and Assessment and Augmentation Strategies (Spring 2014; co-taught with M. Morningstar)
SPED 930*	Praxis Seminar: Scholarship and Writing (Fall 2014, Fall 2015; co-taught with E.B. Kozleski)
SPED 642 / 742*	Assessment and Methods of Teaching Learners with Low-Incidence Disabilities in Inclusive Settings (Fall 2014, Fall 2015, Fall 2016)
SPED 898	Master's Project (Fall 2014, Spring 2015, Fall 2016, Spring 2016)
SPED 844	Advanced Methods in Access and Inclusion in the Core Curriculum (Spring 2015, Spring 2016)
SPED 998*	Secondary Inclusion and Access to the General education Curriculum for Students with Extensive Support Needs (Spring 2015; co-taught with M. Wehmeyer)
SPED 987*	Independent Study, Doctoral Students (Spring 2015, Fall 2016, Spring 2016)
SPED 760	Introduction to Autism Spectrum Disorders (Summer 2015)

*Co-convened undergraduate and graduate course

* Doctoral Course

[°] Course renamed and reconstituted in 2014

(Previous course number)

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ESE 380	Introduction to Exceptional Children (Fall 2011)
ESE 434	Foundations of Special Education, Low Incidence (Fall 2008, 2009, 2012; Spring 2010, 2012 – two sections, 2013)
ESE 308 / 608*	Fieldwork Experience: Low Incidence (Fall 2010, 2012 – two sections, Fall 2013; Spring, 2010, 2011, 2012)
ESE 454	Methods in Special Education: Low Incidence (Fall 2011, 2012; Spring 2009, 2010, 2012)
ESE 580	Introduction to Autism Spectrum Disorders (Fall 2009, 2010, 2012; Spring 2011; Summer 2009, 2010, 2012, 2013)
ESE 594	Special Education Student Teaching Severe/Profound (Fall 2011; Spring 2011)
ESE 599	Pivotal Response Treatment (PRT) to teach academic skills to children with Autism (Summer 2008)
ESE 657 (655)	Advanced Assessment of Exceptional Learners: Low Incidence (Fall 2010; Spring 2013; Summer 2010)
ESE 664 (554)	Methods of Special Education, Low Incidence (Fall 2009, 2011, 2012; Spring 2009, 2010)
ESE 681 (581)	Advanced Methods & Assessment in Special Education: Autism Spectrum Disorders (Fall 2008, 2009; Spring 2011, 2013)
ESE 695	Internship in Special Education (Fall 2008, 2012; Spring 2009)

ECI 697* Doctoral Student Independent Study (Fall 2010, 2011, 2012; Spring 2010, 2011, 2012)

*Co-convened undergraduate and graduate course

‡ Doctoral Course

(Previous course number)

UNIVERSITY OF CALIFORNIA, DAVIS

EDU 199 Special Study for Advanced Undergraduates (Fall 2006, 2008)

EDU 100 Introduction to Schools (Spring 2004)

EDU 120 Philosophical and Social Foundations of Education (Fall 2005)

Student Service And Advising

UNIVERSITY OF KANSAS

MASTERS PROJECT OR THESIS COMMITTEES (†Committee Chair)

1. †Lake, B. (2016, Fall). *Increasing sight word identification in students with ASD through the use of incremental rehearsal.*
2. †Vickers, J. (2016, Spring). *Review of intervention studies comparing language of instruction for preschoolers with disabilities.*
3. †Kohmetscher, B. (2016, Spring). *Using video self modeling to increase wanted behavior of a student with ASD.*
4. †Ma, Z. (2016, Spring). *Needs of Chinese families of children with autism.*
5. †Munandar, V. (2016, Spring). *Efficacy of video modeling in improving job interviewing skills for two college students with autism.*
6. Bell, E. (2016, Spring). *Reading buddies program for students with significant disabilities.*
7. Lawson, H. (2015, Summer). *Teachers as secondary reinforcers for children with autism.*
8. Perkins, B. (2015, Summer). *Increasing self - determination of students with severe limitations through daily participation activities*
9. †DeBoom, M. (2015, Spring). *Comparison of video self-model and video with other as model to teach adolescent with autism to call caregiver.*
10. Montero, C. (2015, Spring). *Teacher training: Age-appropriate transition assessment and planning for secondary students with disabilities.*
11. Born, K. (2015, Spring). *Behaviors, practices, and perceptions in self-contained secondary special education classrooms*
12. Rundus, B. (2015, Spring). *Encouraging paraprofessionals to independently make accommodations and modifications in the general education setting.*
13. †Reed, J. (2014, Fall). *A paraprofessional training on autism and behavior.*
14. Busch, C. (2014, Fall). *Teaching students with cortical visual impairment and multiple disabilities.*

15. Moreland, T. (2014, Summer). *Creating an inclusive environment for special education students at a center based elementary school.*
16. Chrostowski, S. (2014, Summer). *Reducing the unwanted behaviors through response to intervention, positive behavior supports, functional behavior analysis and behavior improvement plans.*
17. Potter, J. (2014, Spring). *Training general education teachers to increase positive attitudes toward students with autism spectrum disorders.*
18. Carlson, B. (2014, Spring). *Template for training paraprofessionals to work with and support students on the autism spectrum.*
19. McPartin, M. (2014, Spring). *The effectiveness of a program that facilitates friendships between general education students and students with special needs in an elementary school.*
20. Wesley, D. (2014, Spring). *Using video modeling to reduce aggression.*
21. Burroughs, M. (2014, Spring). *Student-led IEPs in early childhood.*
22. Hett, M. (2014, Spring). *Healthier living for people with intellectual disabilities: A guide for people with disabilities to cook lower calorie items at home and exercise more often.*
23. Suk, A. (2013, Fall). *Establishing and maintaining high school and business partnerships for special education transition purposes.*
24. Brooks, K. (2013, Fall). *Self-determination: Increasing teacher's capacity to engage students in their IEP meeting.*

DOCTORAL QUALIFYING EXAM COMMITTEES

1. Lawrence, A. (current). *Autism spectrum disorder and DSM-V: Looking back to look forward.*
2. Honors, E. (current). *An exploration of identity development with adolescents who are hard of hearing.*
3. Lee, H. (2015, Summer). *Investigating predictors of community participation of youth with significant disabilities from National Longitudinal Transition Study 2.*

DOCTORAL DISSERTATION COMMITTEES (†Committee Chair)

1. Knackstedt, K. (2016, Fall). In progress.
2. Royer, D. (2016, Fall). In progress.
3. †Lawrence, A. In progress.
4. †Savio-Wolf, H. (2016, Spring). *Increasing use of high-leverage instructional practices among teachers via use of bug-in-the-ear coaching technology.*
5. Cook, T. J. (2016, Spring). *Examining the effects of the self-determined learning model of instruction on students with and without intellectual disability.*
6. Alsalem, M. (2015, Fall). *Supporting professional development among deaf and hard of hearing teachers through the implementation of universal design for learning in Saudi Arabia.*
7. Bjorkman Wade, D. (2014, Spring). *Development and validation of the Transition Coordinators Survey.*
8. Lyon, K. (2014, Spring). *Teaching shape recognition to students with significant intellectual disabilities.*

9. Wolf, J. (2014, Spring). *Effects of online professional development in augmentative and alternative communication for special education teachers and speech language pathologists.*

DOCTORAL PROBATIONAL REVIEW COMMITTEES (†Committee Chair)

1. †Miller, A. (2016, Spring)
2. Hancock, C. (2016, Spring)
3. Hyland, S. (2015, Summer)
4. Nyegenye, S. (2015, Summer)
5. Love, H. (2015, Summer)
6. Uyanik, H. (2015, Spring)
7. Alzahrani, T. (2015, Spring)
8. Knackstedt, K. (2014, Spring)

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DOCTORAL QUALIFYING EXAM COMMITTEES

1. Merica, M. (2013, Spring). *Using propensity score modeling to account for selection bias effects in the evaluation of first year seminar programs.*

DOCTORAL DISSERTATION COMMITTEES

1. Doneski-Nicol, J. (current). *Young child communication during storybook reading: Understanding vocabulary needed for children with complex communication needs.*
2. Bishop, N. (2016, Spring). *Collaborative team model: Design for successful special education.*
3. Rothfork, A. (2015, Spring). *The effect of music on disruptive behavior in students with emotional/behavioral disorders.*
4. Franklin, L. (2012, Spring). *A descriptive case study of stigma: Constructing labels of culturally linguistically diverse and emotional disturbance.*
5. Truett, C. (2012, Spring). *“It is difficult, but you experience a beautiful thing:” Mexican-origin parents’ perspectives on autism.*