

Alison L. Zagona, Ph.D.

Department of Special Education
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Education

Ph.D., Special Education University of Arizona, Tucson, Arizona Major: Special Education, Severe and Multiple Disabilities	May 2017
Master of Arts, Special Education Major: Special Education, Severe and Multiple Disabilities University of Arizona, Tucson, Arizona	December 2007
Bachelor of Science, Special Education University of Arizona, Tucson, Arizona	May 2006

Academic and Professional Experience

Academic

Assistant Professor Department of Special Education, University of Kansas Lawrence, Kansas	May 2020- present
Assistant Professor Department of Special Education, University of New Mexico Albuquerque, New Mexico	August 2017- May 2020

Professional

Graduate Associate Project FOCUS, University of Arizona, Tucson, AZ	2012-2013
Inclusion Specialist (Special Education Teacher) Cottonwood Elementary, Vail School District, Tucson, AZ	2010-2012

Inclusion Specialist (Special Education Teacher) 2008-2010
Old Vail Middle School, Vail School District, Tucson, AZ

Inclusion Specialist (Special Education Teacher) 2006-2007
Valley View Preschool, Catalina Foothills School District, Tucson, AZ

Publications

Peer-Reviewed Journal Articles

Zagona, A. L., Lansey, K. R., Kurth, J. A., Loyless, R. (in press). Analysis of Literacy Content in IEPs of Students with Complex Support Needs. *Journal of Special Education*.

Zagona, A., Kurth, J. A., Walker, V. L., Ruppard, A., Loman, S., Bubash, S. (in press). A quality analysis of behavior intervention plans for students with extensive support needs. *Research and Practice for Persons with Severe Disabilities*.

Wagner, M., Cosand, K., Zagona, A. L., Malone, B. (2023). Students' perceptions of instruction in co-teaching classrooms: A systematic literature review and thematic analysis. *Exceptional Children*. Advance online publication. <https://doi.org/10.1177/00144029231220303>

Zagona, A. L., Lansey, K., 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>

Shogren, K. A., Zimmerman, K. N., Burke, K. M., Zagona, A. L., Kurth, J. A., Malone, E. J., Loyless, R., Gerasimova, D., Hicks, T. A., Pace, J. R. (2023). Impact of educational placement on goal quality for students with complex support needs. *Inclusion, 11*(4) 222-244. <https://doi.org/10.1352/2326-6988-11.4.222>

Zagona, A. L., Kurth, J. A., Lockman Turner, E., Pace, J., Shogren, K., Lansey, Kirsten, Jameson, M., Burnette, K., 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, M., Hicks, T., Lansey, K., Kurth, J. A., Jackson, L., Zagona, A.L., Burnette, K., Agran, M., Shogren, K., Pace, J., Gerasimova, D. (2022). Predictions on the frequency and importance 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., Lockman Turner, E., Zagona, A., Lansey, K., Mansouri, M., Lyon, K., Jameson, J. M., Loyless, R., Gerasimova, D., Hicks, T., 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>
- Toews, S. G., & Zagona, A. (2022). Collaborative professional development to support inclusive instruction. *Inclusive Practices*, 1(3), 88-96. <https://doi.org/10.1177/27324745211039745>
- Copeland, S. R., & Zagona, A. L. (2022). Literacy learning among students with complex support needs in postsecondary education programs: A scoping literature review. *Inclusion*, 10(2), 118-133. <https://doi.org/10.1352/2326-6988-10.2.118>
- Zagona, A. L., Walker, V. L., Lansey, K. R., Kurth, J. A. (2021). Expert perspectives on the inclusion of students with significant disabilities in SWPBIS. *Inclusion*, 9(4), 276-289. <https://doi.org/10.1352/2326-6988-9.4.276>
- 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. *Journal of Special Education*, 55(1), 34-44. doi: <https://doi.org/10.1177/0022466920936671>
- Agran, M., Jackson, L., Kurth, K., Ryndak, D., Burnette, K., Jameson, M., Zagona, A., Fitzpatrick, H., Wehmeyer, M., & Morningstar, M. (2020). Why aren't students with severe disabilities being placed in general education classrooms?: Examining the relations among classroom placement, learner outcomes, and other factors. *Research and Practice for Persons with Severe Disabilities*, 45(1), 4-13. doi: 10.1177/1540796919878134
- Zagona, A. L., Miller, A. L., Kurth, J. A., & Love, H. R. (2019). Parent perspectives on special education services: How do schools implement team decisions? *School Community Journal*, 29(2), 105-128. Retrieved from <https://www2.lib.ku.edu/login?url=https://www.proquest.com/scholarly-journals/parent-perspectives-on-special-education-services/docview/2331806519/se-2>
- Miller, A. L., Love, H. R., Kurth, J. A., & Zagona, A. L. (2019). Parent identity and family-school partnerships: Animating diverse enactments for (special) education decision-making. *Inclusion*, 7(2), 92-110. <http://doi.org/10.1352/2326-6988-7.2.92>
- Kurth, J. A., & Zagona, A. L. (2018). Involvement and participation of students with severe disabilities in SWPBIS. *Journal of Special Education*, 52(3), 131-141. <https://doi.org/10.1177/0022466918766523>
- Zagona, A. L., & Mastergeorge, A. (2018). An empirical review of peer-mediated interventions: Implications for young children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 33(3), 131-141. <https://doi.org/10.1177/108835761667129>

- Kurth, J. A., Zagona, A. L., Hagiwara, M., & Enyart, M. (2017). Inclusion of students with significant disabilities in SWPBIS evaluation tools. *Education and Training in Autism and Other Developmental Disabilities*, 52(4), 383-392.
<https://www.jstor.org/stable/26420412>
- Love, H., Zagona, A. L., Kurth, J. A., & Miller, A. (2017). Parents' experiences in educational decision-making for children and youth with disabilities. *Inclusion*, 5(3), 158-172.
<https://doi.org/10.1352/2326-6988-5.3.158>
- Zagona, A. L., Kurth, J. A., & MacFarland, S. Z. C. (2017). Teachers' views of their preparation for inclusive education and collaboration. *Teacher Education and Special Education*, 40(3), 163-178. <https://doi-org.www2.lib.ku.edu/10.1177/0888406417692969>
- Morningstar, M.E., Zagona, A., Uyanik, H., Xie, J., & Mahal, S. (2017). Implementing college and career readiness standards: Critical dimensions for youth with significant disabilities. *Research and Practice for Persons with Severe Disabilities*. [Special Issue, Invited]. 42, 187-204. <https://doi.org/10.1177/1540796917711439>

Chapters in Edited Books

- Kurth, J. A. & Zagona, A. L., (2023, September). Special education of students with extensive support needs: Advancing values. In F. E. Obiakor & J. P. Bakken (Eds.), *Advances in Special Education Volume 38, Special Education: Advancing Values* (p. tbd). London, UK: Emerald Group Publishing.
- Zagona, A. L. (2022). Collaborate with professionals to increase student success. In R. Pennington, M. Ault, G. Courtade, M. Jameson, & A. Rupp (Eds.), *High leverage practices and students with extensive support needs* (pp. 4-13). Routledge.
- Kurth, J. A., Zagona, A. L., Miller, A. L., & Wehmeyer, M. L. (2018). Viewpoints on interventions for students with extensive and pervasive support needs. In J. P. Bakken & F.E. Obiakor (Eds.), *Advances in Special Education Volume 33, Viewpoints on interventions for learners with disabilities* (pp. 143-167). Emerald Group Publishing.

Professional Presentations

- Kurth, J., Zagona, A., Kim, G., Lockman Turner, E., Loyless, R. (2023, December). *Experiences of Elementary Students with Complex Support Needs in Segregated Classes*. TASH Conference. Baltimore, MD.
- Kurth, J., Zagona, A. (2023, December). *Dignified Personal Care Assessment and Problem Solving Strategies*. TASH Conference. Baltimore, MD.
- Loyless, R., Townsend, R. J., Shogren, K. A., Zagona, A. L., Kurth, J. A. (2023, December). *Aiming for Inclusive Research: Advancing Knowledge and Opportunities for All*. TASH Conference. Baltimore, MD.

- Walker, V., Carpenter, M., Zagona, A., Kurth, J., Loman, S. (2023). *Teacher preparation focused on SWPBIS and students with extensive support needs*. Paper presented at 20th international conference on positive behavior support (APBS). Jacksonville, FL.
- Kurth, J., Zagona, A., Walker, V., Loman, S. (2023). *Assessing involvement of students with extensive support needs in SWPBIS*. Paper presented at 20th international conference on positive behavior support (APBS). Jacksonville, FL.
- Loman, S., Walker, V., Zagona, A., Kurth, J. (2023). *Analysis of behavior support plans for students with extensive support needs*. Paper presented at 20th international conference on positive behavior support (APBS). Jacksonville, FL.
- Zagona, A. L., Ruppar, A. L., Kurth, J. A., & Walker, V. L. (2022). *An analysis of error patterns in behavior support plans for students with extensive support needs*. Paper presented at TASH. Phoenix, AZ.
- Zagona, A. L. (2022). *Impact of placement on outcomes: Students with complex support needs*. Research Colloquium papers presented at TASH. Phoenix, AZ.
- Andersen, A., Allcock, H., Taub, D., Walker, V., Zagona, A. L. (2022). *The path of model inclusive general education teachers*. Paper presented at TASH. Phoenix, AZ.
- Zagona, A. L., Lansey, K. L., Kurth, J. A. (2021). *General educators' experiences including students with extensive support needs*. Paper presented at the 2021 Virtual TASH conference.
- Kurth, J. A., Lansey, K. R., Mansouri, M., Lockman Turner, E., Zagona, A. L. (2021). *IEP quality and student needs alignment by educational placement*. Paper presented at the 2021 Virtual TASH conference.
- Agran, M., Jackson, L., Kurth, J. A., Zagona, A. L. (2020). *Researching effects and opportunities associated with different school placements*. Paper presented at the 2020 TASH Virtual conference.
- Zagona, A. L., Lansey, K. L., Kurth, J. A. (2019). *General educators' perspectives on inclusive education and implementing student supports*. Paper presented at the 2019 TASH conference, Phoenix, AZ.
- Zagona, A. L., Lansey, K. L., Kurth, J. A., Walker, V. (2019). *Does all mean all? Expert perspectives of inclusion in SWPBIS*. Paper presented at the 2019 TASH conference, Phoenix, AZ.
- Agran, M., Jackson, L., Kurth, J. A., Jameson, M., Zagona, A. L. (2019). *Analyzing the complexity of factors when making placement decisions*. Paper presented at the 2019 TASH conference, Phoenix, AZ.

- Kurth, J. A., Lockman Turner, E., Zagona, A. L., Burnette, K., Fitzpatrick, H. (2019). Outcomes of inclusive education for students with significant disabilities. Paper presented at the 2019 TASH conference, Phoenix, AZ.
- Zagona, A. L., Lansey, K. L., Kurth, J. A. (2019). *Facilitating engagement in inclusive classrooms for students with extensive support needs*. Poster presented at the 2019 American Association on Intellectual and Developmental Disabilities Annual Meeting, St. Paul, MN.
- Copeland, S. R., & Zagona, A. L. (2019). *Literacy instruction for students with complex support needs in postsecondary settings*. Paper presented at the 2019 American Association on Intellectual and Developmental Disabilities Annual Meeting, St. Paul, MN.
- Lockman Turner, E., Kurth, J. A., Zagona, A. L., Siuty, M., Fitzpatrick, H., & Burnette, K. K. (2019). *Outcomes of inclusive education for students with significant cognitive disability*. Poster presented at the 2019 American Association on Intellectual and Developmental Disabilities Annual Meeting, St. Paul, MN.
- Zagona, A. L., Kurth, J. A., & Lansey, K. (2018). *Facilitating Engagement in Inclusive Classrooms for Students with Extensive Support Needs*. Paper presented at the 2018 TASH conference, Portland, OR.
- Copeland, S., & Zagona, A. L. (2018). *Literacy learning opportunities for students with extensive support needs in postsecondary programs*. Paper presented at the 2018 TASH conference, Portland, OR.
- Kurth, J. A., Zagona, A. L., Lansey, K., & Walker, V. (2018). *Expert perspectives on the inclusion of students with extensive support needs in SWPBIS*. Paper presented at the 2018 TASH conference, Portland, OR.
- Morningstar, M. M., Zagona, A. L., & Uyanik, H. (2018, June). *Building college and career readiness for youth with IDD during the transition to adulthood*. Pre-Conference Workshop at 2018 American Association on Intellectual and Developmental Disabilities Conference, St. Louis, MO.
- Kurth, J. A., & Zagona, A. L. (2018, March). *Involvement and participation of students with extensive support needs in SWPBIS*. Paper presented at the Association of Positive Behavior Support Conference, San Diego, CA.
- Zagona, A. L., & Kurth, J. A. (2017, April). *Parent perspectives on special education decisions and services for their children with intellectual and developmental disabilities*. Presentation at Council for Exceptional Children Conference, Boston, MA.
- Zagona, A. L., & Kurth, J. A. (2016, December). *Teachers' views of their preparation for inclusive education and collaboration*. Presentation at the TASH Conference, St. Louis, MO.

- Kurth, J. A., & Zagona, A. L. (2016, December). *Inclusion of students with significant disabilities in SWPBS evaluation tools*. Presentation at TASH Conference, St. Louis, MO.
- Kurth, J. A., Love, H., Miller, A., & Zagona, A. L. (2016, December). *Family experiences with educational decision making*. Presentation at TASH Conference, St. Louis, MO.
- Zagona, A. L., & MacFarland, S. (2015, December). *The relationship between students' skills, goals, and state standards: A systematic review*. Poster presentation at TASH Conference, Portland, OR.
- Benedict, A., Bettini, E., Zagona, A. L., Carruth, J., McNaboe, K., & Kent, D. (2015, November). *Cultivating a continuum of professional learning across special educators' careers: A conversation with district level administrators*. Presentation at Teacher Education Division, Council for Exceptional Children Conference, Tempe, AZ.
- Liaupsin, C., Zagona, A. L., & Ewing, K. (2015, October). *Turning the tables: Using ABC format to observe and support teachers*. Presentation at National Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Liaupsin, C., & Zagona, A. L. (2015, October). *A functional approach to teacher behavior*. Presentation at National Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Bohjanen, S., Zagona, A. L., & Liaupsin, C. (2015, April). *Changing teacher behavior: Collaboration, consultation, and treatment integrity research*. Presentation at Council for Exceptional Children 2015 Convention and Expo, San Diego, CA.
- Zagona, A., & Mastergeorge, A. L. (2015, March). *A systematic empirical review of peer-mediated instruction and intervention: Applications and implications for young children with autism*. Poster presentation at Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Liaupsin, C., Zagona, A. L., Bohjanen, S., Umbreit, J., & Bettini, E. (2014, October). *Function-based teacher support: Whose behavior needs to change?* Presentation at National Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.

Grants

External Sources- Funded

- Kurth, J. A., & Zagona, A. L. (2023). *KU Para to Teacher Project: Pathway to Low-Incidence Endorsement*. Office of Special Education Programs, Preparation of Early Intervention Special Education Personnel Serving Children with Disabilities Who have High Intensity Needs, Focus Area B. CFDA 84.325K (Refereed/ competitive). \$1,250,000 grant awarded.
- Kurth, J. A., Zagona, A. L., Wegner, J. (2020). *Project INSTRUCT: Inclusive Interdisciplinary Supports and Training for Positive, Rigorous Education and Communication Outcomes*.

Office of Special Education Programs, Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children who have High-Intensity Needs, Focus Area B. CFDA 84.325K (Refereed/competitive.) \$1,250,000 grant awarded.

Kurth, J. A., Shogren, K. A., Wehmeyer, M. L., Morningstar, M. M., Agran, M., Jackson, L., Jameson, J. M., Ryndak, D., Zagona, A. L., Little, T. D. (2018). *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) July 1, 2018- June 30, 2021. \$1,399,809 grant awarded.

External Sources- Submitted

Zagona, A. L., Kurth, J. A., Roberts, C., Rupp, A. (2023). *Factors Contributing to Literacy and Communication Outcomes for Students with Significant Cognitive Disability*. (Institute of Education Sciences; Reading, Writing, and Language; Exploration. CFDA 84.324A) \$1,700,000.00 grant submitted.

Kurth, J. A., Zagona, A. L., Rupp, A. (2023). *Promoting Educator Use of the I-TAAP to Improve Outcomes for Students with Significant Cognitive Disability in General Education Classrooms*. (Institute of Education Sciences; Systems, Policy, Finance; Development and Innovation. CFDA 84.324A. \$2,000,000.00 grant submitted.

External Sources- Not Funded

Zagona, A. L., Rupp, A., Kurth, J. A., Mueller, C., Shogren, K. A., An, Z. (2023). *Project PARTNER: Advancing Inclusive Research, Teaching, and Service to Promote Equity for Students with Complex Support Needs*. Office of Special Education Programs, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. CFDA 84325D (Refereed/ competitive). \$2,500,000 grant submitted.

Kurth, J. A., & Zagona, A. L. (2022). *Promoting Educator Use of the I-TAAP to Improve Outcomes for Students with Significant Cognitive Disability in General Education Classrooms*. (Institute of Education Sciences, Special Education Policy, Finance and Systems, Development. CFDA 84.324A) \$2,000,000 grant submitted.

Raley, S. K., Zagona, A. L., Zimmerman, K. N., Shogren, K. A., & Kurth, J. A. (2022). *KU ACE: Achieving Collaborative and Equitable Education for Learners with Extensive Support Needs Across the Life Course*. Office of Special Education Programs, Preparation of Special Education, Early Intervention, and Related Services Faculty, Focus Area D. CFDA 84.325D (Refereed/ competitive) \$1,250,000 grant submitted.

Kurth, J. A., Walker, V., Zagona, A. L., & Loman, S. (2020). *Factors Contributing to Positive Outcomes of Students with Significant Cognitive Disability in School-wide Positive Behavioral Interventions and Supports*. (Institute of Education Sciences, Social, Emotional, and Behavioral Competence, Goal Type: Exploration. CFDA 84.324A) July 1, 2022- June 30, 2025. \$1,700,000 grant submitted.

Kurth, J. A., Walker, V., Zagona, A. L., & Loman, S. (2019). *Factors Contributing to Positive Behavioral Outcomes of Students with Significant Cognitive Disability in School-wide Positive Behavioral Interventions and Supports*. (Institute of Education Sciences, Social and Behavioral Outcomes, Goal Type: Exploration. CFDA 84.324A) July 1, 2020- June 30, 2024. \$1,400,000 grant submitted.

Kurth, J. A., Love, H., Miller, A., & Zagona, A. L. (submitted March 2016). *Using Adapted Texts and Technology to Teach Reading Comprehension Skills in Inclusive Settings*. Organization for Autism Research.

Internal Sources- Funded

Kurth, J. A. & Zagona, A. L. (2023). *Development of an interprofessional collaboration survey with evidence of validity*. (KU General Research Fund). July 1, 2023- June 30, 2024. \$12,000 grant awarded.

Kurth, J. A. & Zagona, A. L. (2023). *Development of an interprofessional collaboration survey with evidence of validity*. (KU General Research Fund). July 1, 2023- June 30, 2024. \$12,000 grant awarded.

Zagona, A. L. (2017). *Educators' Use of Instructional Strategies to Support Students with Significant Disabilities within Inclusive Classrooms*. (University of New Mexico Research Allocations Committee.) \$9,984.00 grant awarded.

Zagona, A. L., Copeland, S. (2018). *Exploration of Literacy Learning Opportunities for Young Adults with Extensive Support Needs in Postsecondary Education Programs*. (University of New Mexico Overhead Fund Allocation Committee.) \$1,799.00 grant awarded.

Internal Sources- Submitted

Zagona, A. L., Hicks, T., Gerasimova, D., & Kurth, J. (2023). *Ecobehavioral Analysis of English Language Arts Instruction for Students with Significant Cognitive Disability*. (University of Kansas Research Rising Pilot Award: Support for Intellectual and Developmental Disability Research.) \$50,000 grant submitted.

Internal Sources- Not Funded

Zagona, A. L., Hicks, T., Gersimova, D., Kurth, J. A. (2023). *Ecobehavioral Analysis of English Language Arts Instruction for Students with Significant Cognitive Disability*. (University of Kansas Research Rising Pilot Award Program.) \$50,000 grant submitted.

Workshops

Zagona, A. L. (January, 2024). *Including students with low incidence disabilities in general Education Classrooms: A look at the evidence* Pima County School Superintendent's Office (invited speaker). Tucson, AZ.

Zagona, A. L. (September, 2023). *Promoting positive behavioral change for all students*. Pima County School Superintendent's Office (invited speaker). Tucson, AZ.

Zagona, A. L. (February, 2023). *Inclusive Education: A look at the research*. Pima County School Superintendent's Office (invited speaker). Tucson, AZ.

Zagona, A. L. (September, 2022). *Promoting positive behavioral change for all students*. Pima County School Superintendent's Office (invited speaker). Tucson, AZ.

Zagona, A. L. (October, 2019). *Promoting positive behavioral change for all students*. Pima County School Superintendent's Office (invited speaker). Tucson, AZ.

Zagona, A. L. (September, 2019). *Strategies for inclusive education: Teamwork and collaborative planning*. Rio Rancho Public Schools (invited speaker). Rio Rancho, NM.

Zagona, A. L. (October, 2017). *Supporting students with significant disabilities to access the general education classroom within inclusive classrooms*. Vail Unified School District (invited speaker). Tucson, AZ

Zagona, A. L. (September, 2015). *Educating students with disabilities: Using behavior, communication, and curricular supports to increase student achievement*. Casa Grande Unified School District (invited speaker). Casa Grande, AZ

Zagona, A. L. (September, 2013). *Where do I start? Strategies for successfully collecting, managing, and using student data*. Arizona Council for Exceptional Children members, Toolbox Tips in Tucson Workshop, AZ CEC. Tucson, AZ

MacFarland, S., Brodsky, P., & Zagona, A. (2013, January). *Project FOCUS*. Components of Model Demonstration Project. Presentation at the AZ Wins! TASH Conference on Inclusive Schools, Phoenix, AZ.

Academic Awards

AAIDD Early Career Award	2024
AAIDD Assembly of Interest Networks and Student and Early Career Professional Scholarship	2023
AAIDD Student and Early Career Professional Scholarship	2019
Graduate Erasmus Circle Scholar Award University of Arizona, College of Education	2016
Personnel Preparation Fellowship University of Arizona, College of Education	2013- 2017
Outstanding Senior Award University of Arizona, College of Education, Department of Special Education, Rehabilitation, and School Psychology	2006

ServiceEditorial ServiceEditorial Board Member

2022- present	<i>Research and Practice for Persons with Severe Disabilities</i>
2020- present	<i>Inclusion</i>
2020- present	<i>Inclusive Practices for People with Significant Support Needs, A journal of TASH</i>

Field Reviewer

2023	<i>Research and Practice for Persons with Severe Disabilities, n= 5</i> <i>Inclusion, n= 3</i> <i>Remedial and Special Education, n= 1</i>
2022	<i>Remedial and Special Education, n= 2</i> <i>Focus on Autism and Other Developmental Disabilities, n= 5</i> <i>Intellectual and Developmental Disabilities, n= 1</i> <i>Research and Practice for Persons with Severe Disabilities, n= 4</i> <i>Psychology in the Schools, n= 1</i>
2021	<i>Focus on Autism and Other Developmental Disabilities, n= 2</i> <i>British Journal of Learning Disabilities, n= 1</i> <i>Inclusion, n= 1</i> <i>Inclusive Practices, n= 1</i> <i>Psychology in the Schools, n= 1</i>
2020	<i>Inclusion, n= 4</i> <i>Research and Practice for Persons with Severe Disabilities, n= 5</i> <i>Journal of Positive Behavior Interventions, n= 3</i> <i>Teacher Education and Special Education, n= 1</i> <i>Intellectual and Developmental Disabilities, n= 1</i> <i>Inclusive Practices for People with Significant Support Needs, n= 1</i>
2019	<i>Inclusion, n= 1</i> <i>Research and Practice for Persons with Severe Disabilities, n= 1</i> <i>Remedial and Special Education, n= 1</i> <i>Journal of Positive Behavior Interventions, n= 1</i>
2018	<i>Inclusion, n= 1</i> <i>Research and Practice for Persons with Severe Disabilities, n= 3</i> <i>Journal of Positive Behavior Interventions, n= 1</i>
2017	<i>Research and Practice for Persons with Severe Disabilities, n= 1</i> <i>Remedial and Special Education, n= 1</i>
2016	<i>Journal of Positive Behavior Interventions, n= 2</i>
2015	<i>Journal of Positive Behavior Interventions, n= 1</i>
2013	<i>Journal of Visual Impairment and Blindness, n= 1</i>

Reviewer: Professional Organizations

2022	TASH 2022 Conference Proposals
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2021	TASH 2021 Conference Proposals
2019	TASH 2019 Conference Proposals
2018	TASH 2018 Conference Proposals
2017	Council for Exceptional Children 2017 Convention Proposals

National Committee Service

2022- Present	Vice Chair, TASH Research and Publications Committee
2022- 2023	Member/ Past Chair, TASH Early Career Researcher Network
2019- 2021	Chair, TASH Early Career Researcher Network
2019- 2021	Member, TASH Research and Publications Committee
2021	Member, Search Committee, Editor for <i>Research and Practice for Persons with Severe Disabilities</i>
2021	Member, Review Committee for Alice Hayden Award Nominations (TASH 2021 Conference)
2018-2019	Co-Chair, TASH Early Career Researcher Network
2016-2018	Member, TASH Early Career Researcher Network
2016-2018	Member, TASH Inclusive Education Committee

University Service, University of Kansas

Department of Special Education

2023-present	Member, Leadership Studies Committee, Special Education Department
2023-present	Area/Program Coordinator, Low Incidence Disabilities Master's Program, Special Education Department
2020- 2023	Member, Personnel Preparation Program Committee, Special Education Department
2021	Member, Ad hoc Committee (GRE)

University Service, University of Kansas

School of Education and Human Sciences

2022-2023	Member, Teacher Education Committee
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University Service

2023-2024	KUCDD Community Connections Committee co-chair
2022-2023	KUCDD Community Connections Committee member

University Service, University of New Mexico

College of Education

2019- 2020	Department Representative, Center for Collaborative Research and Community Engagement Advisory Board
2019- 2020	Department Representative, Council for the Accreditation of Educator Preparation (CAEP) Process
2018-2020	Department Representative, College of Education Faculty Governance Committee

2018-2020 Department Representative, College of Education Assessment Review Committee
2019 Faculty Governance Representative, Community Engaged Scholarship committee

Department of Special Education

2017- 2018 Member, Special Workgroup to Develop Transcribed Graduate Certificate In Alternative Licensure

Community Service

Fall 2019 Advisory Board Member, PEER Support Series, Tucson, AZ
2015-2017 Member, Professional Advisory Council of the Autism Society of Southern Arizona

Memberships in Professional Organizations

TASH (formerly The Association for Persons with Severe Disabilities)
American Association on Intellectual and Developmental Disabilities (AAIDD)
Education Division
Council for Exceptional Children
Division on Autism and Developmental Disabilities (DADD)
Division for Research (DR)
Teacher Education Division (TED)
Association for Positive Behavior Support (APBS)

Courses Taught**University of Kansas**

SPED 996: College Teaching Experience	Fall 2023
SPED 964: Participatory Research to Advance Self-Determination and Inclusive Education	Spring 2023
SPED 775A: Practicum for Children and Youth with Low Incidence Disabilities	Fall 2022
	Fall 2023
SPED 775B: Practicum for Children and Youth with Low Incidence Disabilities	Spring 2023
SPED 875A: Practicum for Children and Youth with Low Incidence Disabilities	Fall 2022
	Fall 2023
SPED 875B: Practicum for Children and Youth with Low Incidence Disabilities	Spring 2023
SPLH 874: Master's Research Practicum	Spring 2022
SPED 844: Advanced Methods in Access and Inclusion in the Core Curriculum*	Fall 2020
	Fall 2021
	Fall 2022
	Fall 2023
SPED 723: Methods: Functional Behavioral Assessment, Positive Behavior	Spring 2023

Support, and Classroom Management*	
SPED 743: Methods: Functional Behavioral Assessment, Positive Behavior Support, and Classroom Management*	Spring 2021
	Spring 2022
SPED 898: Master's Capstone Project*	Spring 2023
	Spring 2021
	Spring 2022
SPLH 874: Master's Research Practicum (Individual Research)	Spring 2023
SPED 506: Advanced Practices for Children with Disabilities in the Elementary General Education Classroom	Fall 2020

University of New Mexico

Practicum in Special Education	Spring 2019
Differentiating Reading Instruction in Inclusive Classrooms (In-Person) *	Fall 2017, 2018, 2019
Issues in Research in Intellectual and Severe Disabilities (In-Person) °	Fall 2017, 2018, 2019
Introduction to Intellectual Disability (In-Person) °	Summer 2018
Teaching Exceptional Students in General Education (In-Person)	Spring 2018

University of Arizona

Introduction to Low Incidence Disabilities (In-Person)	Fall 2015, Spring 2014
Introduction to High Incidence Disabilities (Hybrid; Co-Instructor) *	Fall 2015
Introduction to Special Learning Needs in the General Education Secondary Classroom (In-Person; Graduate Assistant) *	Summer 2015
Supervisor of Student Teachers in Undergraduate Special Education Cross Categorical Program (Adjunct Instructor)	Spring 2015
Assessment and Instruction: Learners with Low Incidence Disabilities (Online) *	Fall 2014, Fall 2013
Assessing and Educating Students with Intellectual and Severe Disabilities (Methods; In-Person; Co-Instructor) *	Spring 2014
Behavior Principles and Disability: Assessment and Intervention (Online; Instructor)	Fall 2013, Spring 2014
Assessment and Instruction: Learners with Low Incidence Disabilities (In-Person; Co-Instructor) *	Fall 2013
Introduction to Autism Spectrum Disorders (Online; Co-Instructor) *	Spring 2013
Augmentative and Alternative Communication for Learners with Severe and Multiple Disabilities (In-Person; Graduate Assistant) *	Spring 2013

* Co-convened undergraduate and graduate students

* Master's students

° Co-convened Master's and PhD students

Guest Lectures

Zagona, A. L. (2017, 2018, 2019). *Collaborative teaching*. Online presentation for graduate students in the low-incidence disabilities course, University of Kansas, Lawrence, KS.

- Zagona, A. L. (2017). *Communication and instructional strategies for students with significant disabilities and deafblindness*. In-person session for undergraduate and graduate students in methods course for teaching students with visual impairment and blindness, University of Arizona, Tucson, AZ.
- Zagona, A. L. (2016). *Collaborative teaching*. In-person session for graduate students in the low-incidence disabilities course, University of Kansas, Lawrence, KS.
- Zagona, A. L. (2015). *Behavior as communication and teaching strategies and access to the general education curriculum*. Two fully online, synchronous sessions for graduate students in the program for teachers of students with visual impairments, University of Arizona, Tucson, AZ.
- Zagona, A. L. (2015). *Developmental milestones and autism spectrum disorders*. In-person session for students in a psychology 101 course, Pima Community College, Tucson, AZ.
- Zagona, A. L. (2015). *Special education and inclusion*. In-person session for undergraduate students in public education in America class, University of Arizona, Tucson, AZ.
- Zagona, A. L. (2015). *Introduction to autism spectrum disorders*. In-person session for undergraduate students in introduction to low-incidence disabilities course, University of Arizona, Tucson, AZ.
- Zagona, A. L. (2015). *Introduction to individuals with severe and multiple disabilities*. In-person session for undergraduate students in introduction to low-incidence disabilities course, University of Arizona, Tucson, AZ.
- Zagona, A. L. (2014). *Communication and behavior support strategies for working with students with severe and multiple disabilities*. In-person session for undergraduate and graduate students in methods course for teaching students with visual impairment and blindness, University of Arizona, Tucson, AZ.
- Zagona, A. L. (2013). *Families and early intervention*. In-person session for undergraduate students in introduction to low-incidence disabilities course, University of Arizona, Tucson, AZ.
- Zagona, A. L., MacFarland, S. Z. M. (2013). *Introduction to deafblindness*. Two in-person sessions for undergraduate and graduate students in Introduction to Visual Impairment and Deafblindness course, University of Arizona, Tucson, AZ.
- Zagona, A. L. (2013, 2014). In-person session for undergraduate students in introduction to low-incidence disabilities course, University of Arizona, Tucson, AZ.

Certifications

Arizona Teaching Certificate, Severe and Profound Disabilities, K-12 (Expiration date 6/5/2024)

Behavior Support Specialist Certificate, University of Arizona, 2014