

**Alison L. Zagona, Ph.D.**

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School of Education and Human Sciences  
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**Education**

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

**Academic and Professional Experience**

**Academic**

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| <b>Assistant Professor</b><br>Department of Special Education, University of Kansas<br>Lawrence, Kansas            | May 2020- present     |
| <b>Assistant Professor</b><br>Department of Special Education, University of New Mexico<br>Albuquerque, New Mexico | August 2017- May 2020 |

**Professional**

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| <b>Graduate Associate</b><br>Project FOCUS, University of Arizona, Tucson, AZ                                       | 2012-2013 |
| <b>Inclusion Specialist (Special Education Teacher)</b><br>Cottonwood Elementary, Vail School District, Tucson, AZ  | 2010-2012 |
| <b>Inclusion Specialist (Special Education Teacher)</b><br>Old Vail Middle School, Vail School District, Tucson, AZ | 2008-2010 |

**Inclusion Specialist (Special Education Teacher)**

2006-2007

Valley View Preschool, Catalina Foothills School District, Tucson, AZ

**Publications****Peer-Reviewed Journal Articles**

Zagona, A. L. (Accepted). Promoting equitable peer interactions and supports in inclusive classrooms. *Research and Practice for Persons with Severe Disabilities* [Special Issue, Invited].

Zagona, A. L., & Kurth, J. A. (Accepted). Collaborative development of strengths-based present levels statements. *Teaching Exceptional Children*.

Kurth, J., Lockman Turner, E., Gerasimova, D., Hicks, T.A., Zagona, A. L., Lansey, K., Curran Mansouri, M., Jameson, M., Loyless, R. (Accepted). Quality IEPs for students with complex support needs: Is there congruence across IEP components? *Exceptionality*.

Walker, V., Carpenter, M., Kurth, J., Zagona, A., Loman, S. (2025). Special education teacher preparation in SWPBIS for students with extensive support needs. *Psychology in the Schools*, 0(0). <https://doi.org/10.1002/pits.23371>

Kurth, J. A., & Zagona, A. L. (2024). Dignified personal care for students with complex support needs. *Teaching Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599241304715>

Zagona, A., Kurth, J. A., Walker, V. L., Ruppar, A., Loman, S., Bubash, S. (2024). A quality analysis of behavior intervention plans for students with extensive support needs. *Research and Practice for Persons with Severe Disabilities*, 49(4). <https://doi.org/10.1177/15407969241291485>

Alsaheed, A. H., Shogren, K. A., Scott, L. A., Taylor, J. P., Raley, S. K., Henley, R. C., Zagona, A. L., McDonald, A. F., & Hagiwara, M. (2024). Student Perspectives on Using the Self-Determined Learning Model of Instruction to Enhance Outcomes. *Inclusion*, 12(4). <https://doi.org/10.1352/2326-6988-12.4.259>

Kurth, J. A., Lockman Turner, E., Zagona, A. (2024). Experiences of Elementary Students with complex support needs in segregated special education classrooms: A mixed methods study. *Research and Practice for Persons with Severe Disabilities*, 0(0). <https://doi.org/10.1177/15407969241267283>

Zagona, A., Hara, M., Loman, S., Kurth, J., Walker, V. (2024). Educators' perceptions on the involvement of students with complex support needs in PBIS: The role of educational placement. *Research and Practice for Persons with Severe Disabilities*, 0(0). <https://doi.org/10.1177/15407969241263515>

- Kurth, J. A., Hicks, T. A., Shogren, K. A., Zagona, A. L., Jameson, J. M., Jackson, L., Agran, M., & Ryndak, D. L. (2024). The Relationship Between Severity of Disability and Segregated Placements for Students With Complex Support Needs. *The Journal of Special Education*, 0(0). <https://doi.org/10.1177/00224669241256126>
- Zagona, A. L., Lansey, K. R., Kurth, J. A., Loyless, R. (2024). Analysis of Literacy Content in IEPs of Students with Complex Support Needs. *Journal of Special Education*.
- Kurth, J. A., Zagona, A. L., Walker, V., Loman, S. L. (2024). Teachers' Perspectives and knowledge of students with complex support needs and practices associated with SWPBIS. *Journal of Special Education*, 57(4), 205-218. <https://doi.org/10.1177/00224669231164396>
- 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>  
<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. Ruppert (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**

#### **Peer Reviewed Presentations**

Zagona, A. L., & Kurth, J. A. (2025, April 9). *Using Strengths-Based Present Levels of Performance Statements as Tools for Advocacy* [Paper presentation]. Council for Exceptional Children 2025 Virtual Convention, Baltimore, MD, United States.

Zagona, A. L., Lansey, K. R., Kurth, J. A., Loyless, R., & Stevens, E. A. (2025, March 12-15). *Developing IEPs that Include Grade-Aligned Literacy Content for Students with Complex Support Needs* [Paper presentation]. Council for Exceptional Children 2025 Convention and Expo, Baltimore, MD, United States.

- Zagona, A. L., & Kurth, J. A. (2025, March 12-15). *Using Strengths-Based Present Levels of Performance Statements as Tools for Advocacy* [Paper presentation]. Council for Exceptional Children 2025 Convention and Expo, Baltimore, MD, United States.
- Zagona, A. L., Kurth, J. A. (2025, March 12-15). *Using Strengths-Based Present Levels of Performance Statements as Tools for Advocacy*. [Paper presentation]. Council for Exceptional Children 2025 Convention and Expo, Baltimore, MD, United States.
- Zagona, A. L., Lansey, K. R., Loyless, R., & Kurth, J. A. (2024, December). *Analysis of Literacy IEP Content Across Educational Placements*. Paper resented at the 2024 TASH Conference, New Orleans, LA.
- Loyless, R., Zagona, A.L., & Kurth, J.A. (2024, December). *Adapting ELA Texts for Students with Complex Support Needs*. Poster presented at the 2024 TASH Conference, New Orleans, LA.
- Kurth, J. A., Toews, S., Loyless, R., Zagona, A. L. (2024, December). *Deciding what to teach: Prioritizing outcomes for students with complex support needs*. Paper presented at the TASH Conference, New Orleans, LA.
- Kurth, J., Toews, S., Shogren, K., Townsend, R., Zagona, A. (2024, December). *Using the SDLMI to enhance teacher goal setting for inclusive education*. Paper presented at the TASH Conference, New Orleans, LA.
- 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.
- Zagona, A., Kurth, J.A., Lansey, K., & Loyless, R. (2023, June). *Analysis of Literacy-Focused IEP Content Across Educational Placements*. Poster presented at the American Association on Intellectual and Developmental Disabilities 147<sup>th</sup> Annual Meeting, Pittsburg, PA.
- 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 20<sup>th</sup> international converence 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 20<sup>th</sup> 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 20<sup>th</sup> 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.

### **Invited Presentations**

- Burnette, K., Malouf, E., Zagona, A. (December, 2024). *Thriving and surviving: Essential strategies for navigating the early years in academia and beyond*. (invited speaker). TASH 2024 Conference, New Orleans, LA.
- 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

### **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**

Miller, A. L., Zagona, A. L., Kurth, J. A., Lansey, K., González, T., & Hong, S. (2024). *Intersectional Leadership for Equity and Justice in Inclusive Education*. Office of Special Education Programs, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. CFDA 84.325D (Refereed/ competitive). \$3,750,000.00 grant submitted.

Kurth, J. A., Zagona, A. L., Ruppar, A. (2024). *Project I-TAAP: Improving Academic Systems and Outcomes for Students with Significant Cognitive Disability*. (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., Kurth, J. A. (2024). Project TEACH: Transforming Educators' Approaches to Collaboration and High Expectations for Students with Deafblindness. Office of Special Education Programs. Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who Have High-Intensity Needs. CFDA 84.325K. \$1,250,000 grant submitted.

Zagona, A. L., Kurth, J. A., Roberts, C., Ruppar, 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., Ruppar, 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.

Zagona, A. L., Ruppar, 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-TAAPP 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**

Zagona, A. L. (2024). *Ecobehavioral Analysis of English Language Arts Instruction for Students with Significant Cognitive Disability*. (University of Kansas General Research Fund). \$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.

Kurth, J. A. & Zagona, A. L. (2022). *Assessing the involvement of students with extensive support needs in schoolwide positive behavior interventions and support*. (KU General Research Fund). July 1, 2022- June 30, 2023. \$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. (2025). *Bridging Disciplines: Interdisciplinary Collaboration between Educators and Speech-Language Pathology Students for Inclusive Education*. (University of Kansas General Research Fund). (\$6,630.48 grant submitted).

### **Internal Sources- Not Funded**

Zagona, A. L., Hicks, T., Gerasimova, D., & Kurth, J. (2024). *Ecobehavioral Analysis of Literacy Instruction for Students with Significant Cognitive Disability*. (University of

Kansas Research Rising Pilot Award: Support for Intellectual and Developmental Disability Research.) \$50,000 revised grant submitted.

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. (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**

|  |            |
|--|------------|
| <b>University of Kansas School of Education and Human Sciences Promising Scholar Award</b>   | 2024       |
| <b>AAIDD Early Career Award</b>  | 2024       |
| <b>AAIDD Assembly of Interest Networks and Student and Early Career Professional Scholarship</b>   | 2023       |
| <b>AAIDD Student and Early Career Professional Scholarship</b>   | 2019       |
| <b>Graduate Erasmus Circle Scholar Award</b><br>University of Arizona, College of Education  | 2016       |
| <b>Personnel Preparation Fellowship</b><br>University of Arizona, College of Education   | 2013- 2017 |
| <b>Outstanding Senior Award</b><br>University of Arizona, College of Education, Department of Special Education, Rehabilitation, and School Psychology | 2006       |

### **Service**

#### **Editorial Service**

**Editorial Board Member**  
2024- present *Journal of Special Education*

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

Field Reviewer

2024      *Research and Practice for Persons with Severe Disabilities, n= 2*  
             *Journal of Special Education, n=1*  
             *Exceptional Children, n= 1*  
             *Focus on Autism and Other Developmental Disabilities, n=1*  
             *Inclusive Practices, n= 1*

2023      *Research and Practice for Persons with Severe Disabilities, n= 5*  
             *Inclusion, n= 3*  
             *Remedial and Special Education, n= 1*

2022      *Remedial and Special Education, n= 2*  
             *Focus on Autism and Other Developmental Disabilities, n= 5*  
             *Intellectual and Developmental Disabilities, n= 1*  
             *Research and Practice for Persons with Severe Disabilities, n= 4*  
             *Psychology in the Schools, n= 1*

2021      *Focus on Autism and Other Developmental Disabilities, n= 2*  
             *British Journal of Learning Disabilities, n= 1*  
             *Inclusion, n= 1*  
             *Inclusive Practices, n= 1*  
             *Psychology in the Schools, n= 1*

2020      *Inclusion, n= 4*  
             *Research and Practice for Persons with Severe Disabilities, n= 5*  
             *Journal of Positive Behavior Interventions, n= 3*  
             *Teacher Education and Special Education, n= 1*  
             *Intellectual and Developmental Disabilities, n= 1*  
             *Inclusive Practices for People with Significant Support Needs, n= 1*

2019      *Inclusion, n= 1*  
             *Research and Practice for Persons with Severe Disabilities, n= 1*  
             *Remedial and Special Education, n= 1*  
             *Journal of Positive Behavior Interventions, n= 1*

2018      *Inclusion, n= 1*  
             *Research and Practice for Persons with Severe Disabilities, n= 3*  
             *Journal of Positive Behavior Interventions, n= 1*

2017      *Research and Practice for Persons with Severe Disabilities, n= 1*  
             *Remedial and Special Education, n= 1*

2016      *Journal of Positive Behavior Interventions, n= 2*

2015      *Journal of Positive Behavior Interventions, n= 1*

2013      *Journal of Visual Impairment and Blindness, n= 1*

Reviewer: Professional Organizations

2024      TASH 2024 Conference Proposals

|      |  |
|------|--|
| 2022 | TASH 2022 Conference Proposals                             |
| 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**

|               |  |
|---------------|--|
| 2024- Present | Secretary, AAIDD Research Interest Network   |
| 2025- Present | Chair, TASH Research and Publications Committee  |
| 2022- 2024    | 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**

|           |  |
|-----------|--|
| 2024-2025 | Member, Teaching Professor Promotion Guidelines and Teaching Evaluation Instrument Committee |
| 2022-2023 | Member, Teacher Education Committee  |

#### **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 746: Assessment and Supports for Students with Complex Communication Needs*       | Spring 2024                |
| 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<br>Fall 2023     |
| SPED 775B: Practicum for Children and Youth with Low Incidence Disabilities*           | Spring 2023<br>Spring 2024 |
| SPED 875A: Practicum for Children and Youth with Low Incidence Disabilities*           | Fall 2022<br>Fall 2023     |
| SPED 875B: Practicum for Children and Youth with Low Incidence Disabilities*           | Spring 2023<br>Spring 2024 |



|   |             |
|---|-------------|
| 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   |
|   | Fall 2024   |
| SPED 723: Methods: Functional Behavioral Assessment, Positive Behavior Support, and Classroom Management* | Spring 2023 |
| 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.