

# Gregory A. Cheatham

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University of Kansas  
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## EDUCATION

**Doctor of Philosophy**, Special Education (2007)  
University of Illinois at Urbana-Champaign

**Master of Social Work** (1998)  
University of Illinois at Urbana-Champaign

**Master of Arts**, Applied Linguistics (1994)  
University of Illinois at Urbana-Champaign

**Bachelor of Arts**, Anthropology (1990)  
University of Missouri-St. Louis

### School Certifications

Illinois School Service Personnel (Type 73)  
Illinois School Administrator (Type 75)

## PROFESSIONAL EXPERIENCE

**Professor**, Special Education, University of Kansas (2023-present)

**Associate Professor**, Special Education, University of Kansas (2014-2023)

**Faculty Associate**, School of Social Welfare, Center on Assets, Education, and Inclusion,  
University of Kansas (2014-2017)

**Assistant Professor**, Special Education, University of Kansas (2011-2014)

**Assistant Professor**, Special Education, Arizona State University (2007-2011)

**School Social Worker**, Tri-County Special Education Cooperative, Bloomington, Illinois  
(1998-2002)

**Co-Founder and Coordinator**, Children's Education Program, East Central Illinois Refugee  
Mutual Assistance Center, Urbana, Illinois (1996-1998)

**Visiting Professor**, Department of English Language and Literature, Chungnam National  
University, Daejon, South Korea (Academic Years 1994 & 1995)

## PUBLICATIONS

### Refereed Journal Articles

- Gupta, S., Cheatham, G. A., Strassfeld, N., & Nagasawa, M. (in press). Examining the ecology of preschool inclusion in New York City: A mixed-methods study underway. *Contemporary Issues in Early Childhood*.
- Kim, G. Y., Zimmerman, K. N., Cheatham, G. A., & Smith, K. (in press). Visual cues using mobile technology to support in-class transition for all children. *Young Exceptional Children*. <https://doi.org/10.1177/109625062311959>
- Hancock, C. L., & Cheatham, G. A. (2024). How Early Head Start home visitors foster or impede shared decision making with families. *Journal of Research in Childhood Education*. <https://doi.org/10.1080/02568543.2023.2195460>
- Morgan, C. W., Cheatham, G. A., Lim, S., Amilivia, J. M., & Martinez, J. (2023). Enacting the social relations approach: A relational framework for inclusive early childhood education. *Exceptionality*, *31*(5), 362-378.
- Morgan, C. W., Cheatham, G. A., & Park, K. (2022). Follow their lead: Person-first and identity-first language in early childhood settings. *Young Exceptional Children*, *25*, 221-225.
- Lim, S., & Cheatham, G. A. (2021). A sociocognitive discourse analysis of monolingual ideology and bias in special education partnerships. *Remedial and Special Education*, *42*, 304-316.
- Hong, J. Y., Choi, & Cheatham, G. A. (2021). Parental stress of Korean immigrants in the US: Meeting child and youths' educational needs amid the COVID-19 pandemic. *Children and Youth Services Review*, *127*, 1-8.
- Liu, Q., Hsieh, W.Y., Cheatham, G. A., & Yin, Y. (2021). Parent-mediated intervention delivered through telehealth for children with autism spectrum disorder (Protocol). *Cochrane Database of Systematic Reviews*, *3*, 2-16.
- Beatty, L., Acar, S., & Cheatham, G. A. (2021). Translanguaging in inclusive classrooms: Learning with children and families. *Young Exceptional Children*, *24*(3), 154-169.
- Hancock, C. L., & Cheatham, G. A. (2021). Decision-making during early intervention home visits: From minimal to meaningful parent participation. *Journal of Research in Childhood Education*, *35*(1), 68-90.
- Beneke, M. R., & Cheatham, G. A. (2020). Teacher Candidates Talking but not talking about dis/ability and race in preschool. *Journal of Early Childhood Literacy*, *52*(3), 245-268.
- Smith, S. J., Cheatham, G. A., & Mosher, M. (2020). Evidence based practices to promote inclusion in today's Catholic schools. *Journal of Catholic Education*, *23*(2), 111-134.
- Smith, S. J., Cheatham, G. A., & Amilivia, J. M. (2020). Defining inclusionary practices in Catholic schools. *Journal of Catholic Education*, *23*(2), 58-80.

- Classen, A. I., Kang, J., & Cheatham, G. A. (2020). Current early educator knowledge, practice, and regard regarding informal assessment. *National Head Start Association Dialog*, 23(1), 1-22.
- Classen, A. I., Kang, J., & Cheatham, G. A. (2020). Implementing systematic, informal assessment in early education settings. *National Head Start Association Dialog*, 23(1), 40-47.
- An, G., Horn, E. M., & Cheatham, G. A. (2019). Coaching to build parent competency in addressing early challenging behaviors. *Young Exceptional Children*, 22(4), 198-213.
- Beneke, M. R., & Cheatham, G. A. (2019). Race talk in preschool classrooms: Academic readiness and participation during shared-book reading. *Journal of Early Childhood Literacy*, 19(1), 107-133.
- Cheatham, G. A., & Lim-Mullins, S. (2018). Immigrant, bilingual parents of students with disabilities: Positive perceptions and supportive dialogue. *Intervention in School and Clinic*, 54(1), 40-46.
- Park, H., Cheatham, G. A., & Jimenez-Silva, M. (2018). Supporting oral language development for dual language learners with disabilities through adult feedback. *Young Exceptional Children*, 21(4) 238-249.
- Guan, C., & Cheatham, G. A., (2018). Bilingual vocabulary development for dual language learners with disabilities: Two research-based approaches. *Young Exceptional Children*, 21(3), 142-156.
- Zeng, S., & Cheatham, G. A. (2017). Chinese-American parents' perspectives about using the internet to access information about children with special needs. *British Journal of Special Education*, 44(3), 273-291.
- Cheatham, G. A., & Hart-Barnett, J. E. (2017). Overcoming common misunderstandings about students with disabilities who are English language learners. *Intervention in School and Clinic*, 53(1), 58-63.
- Palmer, A. N., Elliot, W., & Cheatham, G. A. (2017). Effects of extracurricular activities on postsecondary completion for students with disabilities. *Journal of Educational Research*, 110(2), 151-158.
- Cheatham, G. A., & Nyegenye, S. N. (2017). Linguistic differences with bilingual parents who are immigrants: Words for dialoguing about young children. *Early Childhood Education Journal*, 45(5), 658-692.
- Smith, S. J., Burdette, P. J., Cheatham, G. A., & Harvey, S. P. (2016). Parental role and support for online learning of students with disabilities: A paradigm shift. *Journal of Special Education Leadership*, 29(2), 101-112.
- Ro, Y. E., Cheatham, G. A., & Choi, J. H. (2016). Indeterminate futures and language acquisition practices among temporary and permanent immigrant families. *NABE Journal of Research & Practice*, 7(1), 1-28.

- Beneke, M. R., & Cheatham, G. A. (2016). Inclusive, democratic family-professional partnerships: (Re)conceptualizing culture and language in teacher preparation. *Topics in Early Childhood Special Education, 35*(4), 234-244.
- Cheatham, G. A., Jimenez-Silva, M., & Park, H. (2015). Teacher feedback to support oral language learning for young dual language learners. *Early Child Development and Care, 185*(9), 1452-1463.
- Beneke, M. R., & Cheatham, G. A. (2015). Speaking up for African-American English: Equity and inclusion in early childhood settings. *Early Childhood Education Journal, 43*(2), 127-134.
- Classen, A. I., & Cheatham, G. A. (2015). Systematic monitoring of young children's social emotional competence and challenging behaviors. *Young Exceptional Children, 18*, 19-28.
- Heo, K., Cheatham, G. A., Hemmeter, M. L., & Noh, J. (2014). Korean early childhood teachers' perceptions of importance and implementation of strategies to address young children's social emotional competence. *Journal of Early Intervention, 36*(1), 49-66.
- Cheatham, G. A., Jimenez-Silva, M., Wodrich, D. L., & Kasai, M. (2014). Disclosure of information about English proficiency: Preservice teachers' presumptions about English language learners. *Journal of Teacher Education, 65*(1), 53-62.
- Jimenez-Silva, M., Cheatham, G. A., & Gomez, L. (2013). Views from a pediatric clinic: Impacts of Arizona's political climate on its youngest Latino learners. *Association of Mexican American Educators Journal, 7*(2), 50-60.
- Cheatham, G. A., Smith, S. J., Elliot, W., & Friedline, T. (2013). Family assets, postsecondary education, and students with disabilities: Building on progress and overcoming challenges. *Children and Youth Services Review, 35*(7), 1078-1086.
- Cheatham, G. A., & Ostrosky, M. M. (2013). Goal setting during early childhood parent-teacher conferences: A comparison of three groups of parents. *Journal of Research in Childhood Education, 27*, 166-189.
- More, C., Hart, J. E., & Cheatham, G. A. (2013). Language interpretation for diverse families: Considerations for special education teachers. *Intervention in School and Clinic, 49*, 113-120.
- Cheatham, G. A., & Elliot, W. (2013). Effects of family college savings on post-secondary school enrollment rates of students with disabilities. *Economics of Education Review, 33*, 95-111.
- Cheatham, G. A., & Jimenez-Silva, M. (2012). Partnering with Latino families during kindergarten transition: Lessons learned from a parent-teacher conference. *Childhood Education, 88*, 177-184.
- Hart, J. E., Cheatham, G. A., & Jimenez-Silva, M. (2012). Facilitating quality language interpretation for families of diverse students with special needs. *Preventing School Failure, 56*, 207-213.

- Cheatham, G. A., Hart, J. E., Malian, I., & McDonald, J. (2012). Six things to never say or hear during an IEP meeting: Educators as advocates for families. *TEACHING Exceptional Children*, 44, 50-57.
- Cheatham, G. A., & Ostrosky, M. M. (2011). Whose expertise? An analysis of advice giving in early childhood parent-teacher conferences. *Journal of Research in Childhood Education*, 25(1), 24-44.
- Cheatham, G. A. (2011). Language interpretation, parent participation and young children with disabilities. *Topics in Early Childhood Special Education*, 31, 78-88.
- Cheatham, G. A., & Ro, Y. E. (2011). Communication between early educators and parents who speak English as a second language: A semantic and pragmatic perspective. *Early Childhood Education Journal*, 39, 249-256.
- Cheatham, G. A., & Santos, R. M. (2011). Collaborating with families from diverse cultural and linguistic backgrounds: Considering time and communication orientations. *Young Children*, 66(5), 76-84.
- Cheatham, G. A., & Ro, Y. E. (2011). A linguistic perspective on communication with parents who speak English as a second language: Phonology, morphology, and syntax. *Early Child Development and Care*, 181, 1247-1260.
- Cheatham, G. A., & Jimenez-Silva, M. (2011). What makes a good story? Supporting oral narratives of young children from culturally and linguistically diverse backgrounds. *Childhood Education*, 87, 261-268.
- Cheatham, G. A., & Ro, Y. E. (2010). Young English learners' interlanguage as a context for language and early literacy development. *Young Children*, 65(4), 18-23.
- Cheatham, G. A., & Ostrosky, M. M. (2009). Listening for details of talk: Early childhood parent-teacher conference communication facilitators. *Young Exceptional Children*, 13(1), 36-49.
- Ro, Y. E., & Cheatham, G. A. (2009). Biliteracy and bilingual development in a second generation Korean child: A case study. *Journal of Research in Childhood Education*, 23(3), 290-308.
- Cheatham, G. A., Armstrong, J., & Santos, R. M. (2009). "Y'all listenin'?" Accessing children's dialects in preschool. *Young Exceptional Children*, 12(4), 2-14.
- Cheatham, G. A., Santos, R. M., & Ro, Y. E. (2007). Home language acquisition and retention for young children with special needs. *Young Exceptional Children*, 11(1), 27-39.
- Ostrosky, M. M., & Cheatham, G. A. (2005). Teaching the use of a problem-solving process to early childhood educators. *Young Exceptional Children*, 9(1), 11-19.
- Cheatham, G. A., & Santos, R. M. (2005). A-B-C's of bridging home and school expectations for children and families of diverse backgrounds. *Young Exceptional Children*, 8(3), 3-11.

### **Edited Book**

Santos, R. M., Cheatham, G. A., & Durán, L. K. (Eds.). (2012). *Supporting young children who are dual language learners with or at-risk for disabilities, Young Exceptional Children Monograph Series 14*. Missoula, MT: Council for Exceptional Children Division for Early Childhood.

### **Edited Journal - Special Issues**

Morgan, C. W., & Cheatham, G. A. (Eds.) (2021). Rethinking the order of things: Reconceptualizing inclusive early childhood education. *Young Exceptional Children*, 24(2).

Spies, T., & Cheatham, G. A. (Eds.). (2018). Successful inclusion for students with disabilities who are learning English. *Intervention in School and Clinic*, 54(1).

### **Refereed Book Chapters**

Cheatham, G. A., & Lim, S. (2020). Disability and home language maintenance: Myths, models of disability, and equity. In S. Eisenclas & A. Schalley (Eds.), *Handbook of social and affective factors in home language maintenance and development* (pp. 401-421), Handbooks of Applied Linguistics Series. Berlin, Germany: Mouton de Gruyter.

Hancock, C., Beneke, M. R., & Cheatham, G. A. (2017). Discourse during IEP decision-making: Saying, being, and doing with families from diverse backgrounds. In C. Trivette & B. Keilty (Eds.), *Family: Knowing Families, Tailoring Practices, Building Capacity Practices with All Families. (DEC Recommended Practices Monograph Series 3)* (pp. 75-84). Washington, DC: Council for Exceptional Children, Division for Early Childhood.

Durán, L. K., Cheatham, G. A., & Santos, R. M. (2011). Evaluating young children who are dual language learners: Gathering and interpreting multiple sources of data to make informed decisions. In M. McLean & P. Snyder (Eds.), *Gathering Information to Make Informed Decisions: Contemporary Perspectives about Assessment in Early Intervention and Early Childhood Special Education, Young Exceptional Children Monograph Series 13* (pp. 133-156). Missoula, MT: Council for Exceptional Children, Division for Early Childhood.

Santos, R. M., Ostrosky, M. M. Yates, T., Fetting, A., Cheatham, G. A., & Shaffer, L. (2011). Bringing pieces together: Assessment of young children's social-emotional competence. In M. McLean & P. Snyder (Eds.), *Gathering Information to Make Informed Decisions: Contemporary Perspectives about Assessment in Early Intervention and Early Childhood Special Education, Young Exceptional Children Monograph Series 13* (pp. 111-132). Missoula, MT: Council for Exceptional Children, Division for Early Childhood.

Cheatham, G. A., & Santos, R. M. (2009). "Why won't they just cooperate?" Understanding how cultural values impact how we team with families. In C. Peterson, L. Fox, & A. Santos (Eds.), *Quality Inclusive Services in a Diverse Society, Young Exceptional Children Monograph Series 11* (pp. 107-121). Missoula, MT: Council for Exceptional Children, Division for Early Childhood.

### **Invited Scholarly Works**

Bhattashali, A., & Cheatham, G. A. (in press). Equitable family-professional partnerships in special education. In S. Nagpal (Ed.), *The Palgrave Encyclopedia of Disability*. Palgrave.

- Morgan, C. W., & Cheatham, G. A. (2021). Rationale for change: Critiquing the context of inclusive early childhood education. *Young Exceptional Children*, 24(2), 115-223.
- Kinder, K. A., Quesenberry, A. C., & Cheatham, G. A. (2021). Building collaborative relationships with colleagues. In M. L. Hemmeter, M. M. Ostrosky, & L. Fox (Eds.), *Unpacking the pyramid model* (pp. 27-37). Baltimore, MD: Brookes.
- Cheatham, G. A., Hart-Barnett, J. E., & Nyegenye, S. (2018). Bilingualism. In E. Braaten & B. Willoughby (Eds.), *Sage Encyclopedia of Intellectual and Developmental Disorders* (pp. 193-195). Thousand Oaks, CA: Sage
- Cheatham, G. A., & Guan, C. (2015). Bilingualism and students with disabilities. In W. G. Scarlett (Ed.), *Sage Encyclopedia of Classroom Management: An A to Z Guide* (pp. 109-112). Thousand Oaks, CA: Sage.
- Cheatham, G. A., Santos, R. M., & Kerkutluoglu, A. (2012). Review of comparison studies investigating bilingualism and bilingual instruction for students with disabilities. *Focus on Exceptional Children*, 45(3), 1-12.
- Cheatham, G. A., Durán, L. K., & Hong, J. Y. (2012). Voices from the field: Families of dual language learners. In R. M. Santos, G. A. Cheatham, & L. K. Durán (Eds.), *Supporting young children who are dual language learners with or at-risk for disabilities, Young Exceptional Children Monograph Series 14* (pp. 51-60). Missoula, MT: Council for Exceptional Children Division for Early Childhood.

### **Other Publications**

- Cheatham, G. A., & Hancock, C. (2021). Saying, doing, and being: Viewing family-professional partnerships through discourse studies. *The Envelope: For Curious Conversations to Evolve Family Practice*. Retrieved from <https://youtube.com/1ZHdTWTsXqs>
- Ohtake, Y., Cheatham, G. A., & Tanji, T. (2020). A Japanese-United States faculty led study abroad for special education teacher preparation. Okayama University, Japan. *Bulletin of Center for Teacher Education and Development*, 10, 165-181.
- Cheatham, G. A. (2017). *Bilingualism and assessment in early childhood special education* [Web vlog post]. Family Development Early Intervention Ask the Expert Vlog. Military Families Learning Network, US Department of Defense. Retrieved from <https://militaryfamilies.extension.org/2017/04/19/fdei-ask-the-expert-vlog-bilingualism-young-children-with-disabilities/>
- Cheatham, G. A. (2017). *Bilingualism and young children with disabilities* [Web vlog post]. Family Development Early Intervention Ask the Expert Vlog. Military Families Learning Network, US Department of Defense. Retrieved from <https://militaryfamilies.extension.org/2017/04/26/fdei-ask-the-expert-vlog-bilingualism-and-assessment-in-early-childhood-special-education/>
- Classen, A., & Cheatham, G. A. (2013). Informal data collection for intervention: Supporting young children's friendship skills. *Kansas Inservice Training Service (KITS) Newsletter*, 22(1), 1-4.

- Durán, L., K., Cheatham, G. A., Darling, S., Moore, S., Preciado, J., Sanchez, S., Thorp, E., Valle-Riestra, D., & Watson, A. (2010). *Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*. Position Statement. Missoula, MT: Council for Exceptional Children Division for Early Childhood.
- Yates, T., Ostrosky, M. M., Cheatham, G. A., Fetting, A., Shaffer, L., & Santos, R. M. (2008). *Research synthesis on screening and assessing social and emotional competence*. Center on the Social Emotional Foundations of Early Learning. Nashville, TN: Vanderbilt University.
- Cheatham, G. A. (2007). Providing culturally and linguistically appropriate services for students with Autism Spectrum Disorders. *Impact*, 19(3). Minneapolis, MN: Institute on Community Integration. University of Minnesota.
- Santos, R. M., Cheatham, G. A., & Ostrosky, M. M. (2006). Enseñe me: Practical strategies for supporting the social emotional development of young English language learners. *Language Learner*, 1(3), 5-8.
- Ostrosky, M. M., Hemmeter, M. L., Murry, J., & Cheatham, G. A. (2005). Helping children express their wants and needs. *What Works Brief #19*. The Center on the Social Emotional Foundations of Early Learning. Urbana, IL: University of Illinois.

## **FUNDED GRANTS**

- Hugh, M., Tuck, K., & Cheatham, G. A. (2023-2027). *Project Mountain*. Office of Special Education Programs. US Department of Education. \$1,250,000. [Doc Leadership]
- Tuck, K., Hugh, M. & Cheatham, G. A. (2023-2027). *Project Early*. Office of Special Education Programs. US Department of Education. \$1,250,000. [Masters Training]
- Horn, E. M., Cheatham, G. A., & Pedersen, K., (2021-2026). *Project for Interprofessional Preparation: Early Childhood Intervention (PIP-ECI)*. Office of Special Education Programs. US Department of Education. \$1,250,000.
- Cheatham, G. A., Martinez, J., & Horn, E. M. (2020-2025). *Educating Educators to Help Children with High Intensity Special Needs*. Office of Special Education Programs. US Department of Education subcontracted through University of Connecticut). \$178,000.
- Cheatham, G. A., Horn, E. M., & Martinez, J. (2019-2023). *Preparing Leaders to Advocate for Inclusion in Early Childhood Education*. Office of Special Education Programs. US Department of Education. \$1,250,000.
- Horn, E. M., & Cheatham, G. A. (2016-2020). *All-Together in Early Education: Early Childhood Unified Masters Project*. Office of Special Education Programs. US Department of Education. \$1,250,000.
- Skrtic, T., Kozleski, E. B., Travers, J. C., Cheatham, G. A. & Saatcioglu, A. (2016-2020). *Special Education Leadership in System-Wide Equity and Access for Students from Culturally and Linguistically Diverse Backgrounds*. Office of Special Education Programs. US Department of Education. \$1,250,000.



Cheatham, G. A., Horn, E. M., & Thompson, B. (2013-2017). *Kansas University Diversity Development and Learning*. Office of Special Education Programs. U.S. Department of Education, \$1,000,000.

Horn, E. M., Thompson, B., & Cheatham, G. A. (2012-2016). *University of Kansas Global Learning Opportunities Building Early Education Leaders*. Office of Special Education Programs. US Department of Education, \$1,250,000.

Cheatham, G. A. (2012-2015). *Language Interpretation during Special Education Meetings*. University of Kansas New Faculty Research Grant, \$8,000.

## **PRESENTATIONS**

### **Refereed Conference Presentations**

Amilivia, J. M., Cheatham, G. A., & Hui, J. (2023, November). Early intervention providers and administrators: Impacts of COVID on partnerships. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Minneapolis, MN.

Oh, J. R., & Cheatham, G. A. (2023, November). Holistic over fractional: A more inclusive view of bilingualism. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Minneapolis, MN.

Oh, J. R., & Cheatham, G. A. (2023, November). Strategies for bilingual language development of infants and toddlers with disabilities/developmental delays. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Minneapolis, MN.

Bhattashali, A., & Cheatham, G. A. (2023, November). Exploring equitable partnerships among early educators and refugee families. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Minneapolis, MN.

Oh, J. R., & Cheatham, G. A. (2023, February). *Holistic view of bilingualism: Implications for practice and partnerships*. Presentation at the Kansas Division for Early Childhood (KDEC). Wichita, KS.

Oh, J. R., & Cheatham, G. A. (2023, February). *Bilingual first language acquisition: Implications for practice and partnerships*. Presentation at the Kansas Division for Early Childhood (KDEC). Wichita, KS.

Cheatham, G. A., Morgan, C., Amilivia, J. M., & Bhattashali, A. (2022, October). *Reexamining jargon: From effective communication to equitable partnerships*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Chicago, IL.

Morgan, C., & Cheatham, G. A. (2022, October). *Do informational materials truly inform families? A mixed methods research design*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Chicago, IL.

- Zaghlawan, H., Shaffer, L., & Cheatham G. A. (2022, October). *Resiliency and pursuing success in academia*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Chicago, IL.
- Oh, J. R., & Cheatham, G. A. (2022, October). *Family-professional partnerships: Universal design for learning for bilingual, immigrant parents and educators*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Chicago, IL.
- Lim, S., & Cheatham, G. A. (2022, April). *Measuring the effects of translanguaging information on preservice teachers' linguistically-equitable decision making: An analogue study*. Presentation at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Morgan, C. W., & Cheatham, G. A. (2022, February). *Critiquing early childhood policy through mixed-methods: An innovation for moving beyond readability measures*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Battashali, A., Cheatham, G.A., & Oh, J. (2022, February). *Parents' perceptions about inclusive early education in India: A mixed-methods study*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Battashali, A., Morgan, C., Oh, J., & Cheatham, G. A. (2022, February). *Language considerations for practitioners: Strategically promoting positive interactions*. Kansas Division for Early Childhood (KDEC). Wichita, KS.
- Gupta, S. S., Cheatham, G. A., & Strassfeld, N. (2021, November). *Examining positionalities, practices and processes for inclusion*. National Association of Early Childhood Teacher Education (NAECTE) Conference. Online.
- Hancock, C. L., & Cheatham, G. A. (2021, January). *Perceptions of poverty and implications for partnerships during home visits*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Online.
- Hancock, C. L., & Cheatham, G. A. (2021, January). *Agree to disagree: Listen for family resistance to foster shared decisions*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Online.
- Morgan, C. W., Cheatham, G. A., Lim, S., Amilivia, J. M., & Martinez, J. (2021, January). *Emphasizing social context of early childhood through social relations*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Online.
- Zaghlawan, H., Shaffer, L., & Cheatham, G. A. (2021, January). *Resiliency and pursuing success in academia*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Online.
- Morgan, C. W., Cheatham, G. A. (2021, January). *Reading between the lines: Bias in informational materials for families*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Online.

- Bhattashali, A., & Cheatham, G. A. (2021, January). *Childcare professionals' perceptions about inclusive education in India*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Online.
- Amilivia, J. M., & Cheatham, G. A. (2021, January). *Partnering with families: How to make joint decisions*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Online.
- Waters, C. L., & Cheatham, G. A. (2020, February). *Critical discourse analysis of information for parents: Uncovering assumptions about parent advocacy*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Hancock, C., & Cheatham, G. A. (2020, February). *Approaches to investigating parent-early educator talk: Affordances, constraints, and future directions*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Waters, C. L., & Cheatham, G. A. (2019, October). *Distribution of social capital: Examining participation in parent support communities*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Dallas, TX.
- Hancock, C., & Cheatham, G. A. (2019, October). *Decision-making by families and early educators during Early Head Start home visits*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Dallas, TX.
- Kong, N., Ahn, S., & Cheatham, G. A. (2019, October). *Roles of language interpreters for immigrant families of children during IEP/IFSP meetings*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Dallas, TX.
- Hancock, C., & Cheatham, G. A. (2019, October). *Beyond open-ended questions: Reflecting on discourse to promote shared decision making*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Dallas, TX.
- Cheatham, G. A., (2018, October). *Immigrant, bilingual parents of children with disabilities: Positive perceptions and supportive dialogue*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Orlando, FL.
- Hancock, C. L., & Cheatham, G. A. (2018, October). *Decision-making during early intervention home visiting*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Orlando, FL.
- Waters, C. L., & Cheatham, G. A. (2018, October). *Systematic review of support groups for caregivers of children with disabilities*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Orlando,
- Cheatham, G. A., Beneke, M. R., & Hancock, C. (2018, March). *Researching interpreted Individualized Family Service Plan Meetings for parents who do not speak English:*

*Promises and pitfalls.* Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

Beneke, M. R., & Cheatham, G. A. (2018, March). *Methodological tools for raising meta-discursive awareness and promoting equitable practice: Analysis of talk with EI/ECSE educators.* Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

Cheatham, G. A., Lim-Mullins, S., & Hart-Barnett, J. (2018, February). *Labeling bi/multilingual students with disabilities: From monolingual bias to multi-lingual competency.* Council on Exceptional Children (CEC) Convention and Expo, Tampa, FL.

Lim-Mullins, S., & Cheatham, G. A. (2018, February). *Monolingual bias in IDEA identification of bi/multilingual students with or at risk for disabilities.* Council on Exceptional Children (CEC) Convention and Expo, Tampa, FL.

Classen, A. I., Kang, J., & Cheatham, G. A. (2018, February). *Systematic informal assessment practices: Round table discussions of how we can improve.* Council on Exceptional Children (CEC) Convention and Expo, Tampa, FL.

Beneke, M. R., & Cheatham, G. A. (October, 2017). *Humanizing inquiry: Researching equity and inclusion in early childhood settings.* Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Portland, OR.

Hancock, C., & Cheatham, G. A. (October, 2017). *Communication, identity, and diversity in a family partnerships course.* Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Portland, OR.

Hancock, C., Beneke, M. R., & Cheatham, G. A. (October, 2017). *Saying, being, doing: Discourse during decision making with families from diverse backgrounds.* Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Portland, OR.

Cheatham, G. A., & Lim, S. (March, 2017). *Monolingual bias in identification of students with disabilities: Implications for policy and practice.* Presentation at International Network for Language Education Policy Studies Conference, Madison, WI.

Hancock, C., Beneke, M. R., & Cheatham, G. A. (March, 2017). *Words matter: Communication to support shared decision-making with families.* Presentation at the Kansas Division for Early Childhood Conference (KDEC), Wichita, KS.

Guan, C. D., & Cheatham, G. A. (October, 2016). *Bilingual vocabulary development for dual language learners with disabilities: Two research-based approaches.* Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Louisville, KY.

Nyegenye, S. N., & Cheatham, G. A. (October, 2016). *Building literacy: Teaching narrative skills to dual language learners with disabilities.* Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Louisville, KY.

- Beneke, M. R., & Cheatham, G. A. (October, 2016). *An intersectional examination of research investigating children's conceptualizations of race and dis/ability*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Louisville, KY.
- Hancock, C. L., & Cheatham, G.A. (October, 2016). *Negotiating power: Culture and decision making in family partnerships*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Louisville, KY.
- Classen, A., Kang, J., & Cheatham, G. A. (October, 2016). *How early educators' current assessment practices align with the DEC Recommended Practices*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Louisville, KY.
- Cheatham, G. A., Horn, E. M., Amilivia, J. M., & Nyegenye, S. (April, 2016). *An ECE/ECSE teacher preparation study abroad: Experiences, reflections, and lessons learned*. Presentation at the International Conference of the Council for Exceptional Children (CEC), St. Louis, MO.
- Guan, C., & Cheatham, G. A. (February, 2016). *Vocabulary development for dual language learners with disabilities*. Presentation at the Kansas Division for Early Childhood Conference (KDEC), Wichita, KS.
- Amilivia, J. M., Cheatham, G. A., & Horn, E. M. (February, 2016). *The Project Approach: Including dual language learners in project work*. Presentation at the Kansas Division for Early Childhood Conference (KDEC), Wichita, KS.
- Cheatham, G. A., Beneke, M., & Hancock, C. (February, 2016). *Conversation analysis and critical discourse analysis: Contrasting and complementary views of topic shifts during early childhood parent-teacher conferences*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Shaffer, L., Zaghlawan, H., Cheatham, G. A., & Sobh-Ahmad, Z. (February, 2016). *Challenging behavior support: A needs assessment of Arab-American families and their children*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Cheatham, G. A., & Beneke, M. (October, 2015). *Language interpretation during Individualized Family Service Plan (IFSP) meetings with families who do not speak English*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Atlanta, GA.
- Nyegenye, S., & Cheatham, G. A. (October, 2015). *Words can make a difference: Describing children's competencies during meetings with bilingual families*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Atlanta, GA.
- Beneke, M. R., & Cheatham, G. A. (October, 2015). *Researching conversations about ethnicity: Multicultural picture books in early childhood classrooms*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Atlanta, GA.

- Classen, A. I., Kang, J., & Cheatham, G. A. (October, 2015). *Early childhood informal data collection methods: Current practice and needs*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Atlanta, GA.
- Cheatham, G. A., Horn, E. M., Amilivia, J. M., An, G., Beneke, M. R., Goodman, G., Guan, C., Love, H., Nyegenye, S., & (October, 2015). *An ECE/ECSE teacher preparation study abroad: Experiences, reflections, and lessons learned*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Atlanta, GA.
- Horn, E. M., Hare-Shriner, S., Lanyon, S., Cheatham, G. A., Guan, C., & Amilivia, J. M. (October, 2015). *Scoring performance based assessment tool to judge early educators' readiness to teach*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Atlanta, GA.
- Amilivia, J. M., Cheatham, G. A., Horn, E. M., Hill, S., & Winklemen, T. (October, 2015). *Adapting the Project Approach for young dual language learners*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Atlanta, GA.
- Beneke, M., & Cheatham, G. A. (April, 2015). *Toward inclusive education: A theoretical critique of peer acceptance research*. Presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Jimenez-Silva, M., Cheatham, G. A., & Gomez, L. (April, 2015). *Views from a pediatric clinic: Impacts of Arizona's political climate on its youngest Latino learners*. Presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Beneke, M., Park, C., & Cheatham, G. A. (November, 2014). *Family agency in inclusive education: Traversing the home-school border*. Presentation at the National Association for Multicultural Education (NAME), Tucson, AZ.
- Cheatham, G. A., & Beneke, M. (October, 2014). *Researching diversity in early childhood through conversation analysis and critical discourse analysis*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), St. Louis, MO.
- Guan, C., & Cheatham, G. A. (October, 2014). *Impacts of bilingual intervention on language and literacy development of young dual language learners with disabilities or considered at-risk*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), St. Louis, MO.
- Beneke, M., & Cheatham, G. A. (October, 2014). *Speaking up for African American English: Equity and inclusion in early childhood*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), St. Louis, MO.
- Classen, A., & Cheatham, G. A. (October, 2014). *Systematic monitoring of young children's social-emotional competence and challenging behaviors*. Presentation at the International

Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), St. Louis, MO.

Cheatham, G. A., & Beneke, M. (February, 2014). *Conversation analysis and critical discourse analysis: Opportunities for studies in early intervention and early childhood special education*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

Heo, K., & Cheatham, G. A., & Hemmeter, M. L. (February, 2014). *Korean early childhood educators' perceptions of strategies to address young children's social-emotional competence*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

Guan, C., & Cheatham, G. A. (February, 2014). *Language instruction for young dual language learners who are at-risk for or identified with disabilities: A critical review of intervention research*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

Cheatham, G. A. (2013, October). *Cognitive linguistic strategies for communication with families who speak English as a second language*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), San Francisco, CA.

Santos, R. M., & Cheatham, G. A. (2013, October). *Understanding ways that culture can impact young children's behavior and social-emotional competence*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), San Francisco, CA.

Cheatham, G. A., Santos, R. M., & Hong, J. Y. (2012, October). *Teaching college students about cross-cultural partnerships*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Minneapolis, MN.

Santos, R. M., & Durán, L. K., & Cheatham, G. A. (2012, October). *Supporting young children who are dual language learners with or at-risk for disabilities*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Minneapolis, MN.

Cheatham, G. A., & Hart, J. E. (2012, April). *Language interpretation, parent participation, and students with disabilities*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Denver, CO.

Cheatham, G. A., & Innocenti, M. (2012, February). *The importance of effective Tier 1 environments for dual language learners: Professional development and family involvement*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

Cheatham, G. A. (2011, November). *Getting words in edgewise: Topic initiation during Head Start parent-teacher conferences*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), National Harbor, MD.

- Heo, K., Cheatham, G. A., & Hemmeter, M. L. (2011, November). *Korean early childhood teachers' perceived causes of and strategies to address challenging behavior*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), National Harbor, MD.
- Peterson, C., Luze, G., Horn, E., Cheatham, G. A., Nylander, D., Yates, T., & Santos, R. (2011, November). *Making evidence-based practices accessible: Professional development with Young Exceptional Children*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), National Harbor, MD.
- Jimenez-Silva, M., Cheatham, G. A., & Ro, Y. E. (2011, April). *Conceptualizing effective partnerships between schools and linguistically diverse families of young children*. Annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Ro, Y. E., & Cheatham, G. A. (2010, November). *Young English learners' interlanguage as a context for language and early literacy development*. Presentation at the National Association for Education of Young Children Conference (NAEYC), Anaheim, CA.
- Cheatham, G. A., & Ostrosky, M. M. (2010, October). *Family-professional partnerships in parent-teacher conference advice and goal setting*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Kansas City, MO.
- Cheatham, G. A., Hsieh, W. Y., & Ro, Y. E. (2010, October). *Supporting storytelling and early literacy of young children from culturally/linguistically diverse backgrounds*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Kansas City, MO.
- Cheatham, G. A., & Ostrosky, M. M. (2010, February). *Conversation analysis in early intervention research: Uncovering details of talk*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Hornstein, S., & Cheatham, G. A. (2010, February). *Judging quality of mixed methods studies in early intervention and early childhood special education*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Cheatham, G. A., & Ostrosky, M. M. (2009, October). *Communicating and collaborating with families: Lessons learned from investigating parent-teacher talk*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Albuquerque, NM.
- Ro, Y. E., & Cheatham, G. A. (2009, October). *Identifying and addressing culture-based differences during family-professional interactions*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Albuquerque, NM.
- Quesenberry, A., Doubet, S., Hsieh, W. Y., & Cheatham, G. A. (2009, October). *Life beyond your dissertation*. Presentation at the International Conference of the Council for Exceptional Children, Division for Early Childhood (DEC), Albuquerque, NM.



- Cheatham, G. A., & Santos, R. M. (2008, October). *'Y'all listenin'?* *Assessing young children's dialects at school*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Minneapolis, MN.
- Hsieh, W. Y., Cheatham, G. A., & Ostrosky, M. M. (2008, October). *The post-PhD process: Applying, interviewing, and securing that dream job in academia*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Minneapolis, MN.
- Cheatham, G. A., & Jimenez-Silva, M. (2008, June). *Assessment of young English learners: What children bring to assessment and the assessment process*. Presentation at the Arizona Department of Education, Early Childhood Education Early Learning Institute, Phoenix, AZ.
- Cheatham, G. A., Santos, R. M., & Ostrosky, M. M. (2008, February). *Mixing it up in early childhood research: Integrating, synthesizing, and sharing results that are truly "mixed."* Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Cheatham, G. A., Ro, Y. E., & Santos, R. M. (2007, October). *Home language acquisition and retention for young children with disabilities*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Niagara Falls, Ontario, Canada.
- Cheatham, G. A., & Ostrosky, M. M. (2007, October). *Advice and troubles talk in early childhood parent-teacher conferences*. Poster session at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Niagara Falls, Ontario, Canada.
- Hsieh, W. Y., Cheatham, G. A., & Ostrosky, M. M. (2007, October). *The post-PhD process: Applying, interviewing, and securing that dream job in academia*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Niagara Falls, Ontario, Canada.
- Fowler, S. A., Jegatheesen, B., Tivis, T., Cheatham, G. A., & Zhang, C. (2007, October). *Partnering with families from culturally and/or linguistically diverse backgrounds*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Niagara Falls, Ontario, Canada.
- Cheatham, G. A., & Santos, R. M. (2006, October). *When views on challenging behaviors differ: Bridging school and home expectations*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Little Rock, AR.
- Cheatham, G. A., & Ostrosky, M. M. (2006, February). *Benefits and challenges to mixed methods research in early childhood special education: A study of parent-teacher conferences*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Quesenberry, A. C., Hemmeter, M. L., Cheatham, G. A., & Corso, R. M. (2006, February). *Strategies for assessing early childhood educators' experience and training related to*

*young children's challenging behavior*. Presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

Santos, R. M., Ostrosky, M. M., & Cheatham, G. A. (2005, January). *Strategies for promoting social emotional development of preschoolers*. Presentation at the National Association for Bilingual Education Annual Conference (NABE), San Antonio, TX.

Cheatham, G. A., & Ostrosky, M. M. (2004, December). *Communication during parent-teacher conferences: Facilitators and barriers to parent collaboration*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Chicago, IL.

### **Invited/Other Presentations**

Gupta, S. S., Cheatham, G. A., Strassfeld, N., & Nagasawa, M. (September, 2023). *Disparities in NYC preschool program ecologies, equitable referrals, and inclusive practice*. New York Early Childhood Research Network. Online.

Cheatham, G. A., & Morgan, C. W. (January, 2021). *Translating research to practice: Writing for Young Exceptional Children*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC). Online.

Hancock, C. L., & Cheatham, G. A. (2020, May). *Deconstructing decision making with families to foster meaningful partnerships*. Division for Early Childhood (DEC) Learning Decks, Washington, DC. (Webinar).

Dinnebeil, L., & Cheatham, G. A. (2017, October). *Calling all authors and reviewers: Writing and reviewing for Journal of Early Intervention and Young Exceptional Children*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Portland, OR.

Cheatham, G. A., & Hancock, C. (2017, February). *Considerations in partnering with families from culturally and linguistically diverse backgrounds*. Topeka ARC and Community Action Early/Head Start, Topeka, KS.

Cheatham, G. A. (2016, June). *Strategies to support young dual language learners with and without disabilities*. Chancellor's Academy, University of Illinois, Urbana, IL.

Cheatham, G. A. (2016, June). *Communication and partnerships with families from diverse linguistic and cultural backgrounds*. Chancellor's Academy, University of Illinois, Urbana, IL.

Classen, A., & Cheatham, G. A. (2016, January). *Systematic monitoring of young children's social emotional competence and challenging behaviors*. Division for Early Childhood (DEC) Learning Decks, Los Angeles, CA. (Webinar).

Parks, S., & Cheatham, G. A. (2015, November). *Promoting young children's success: Building relationships and creating supportive environments*. Turner Unified School District, Kansas City, KS.

Cheatham, G. A. (2015, June). *Meeting the needs of dual language learners in early childhood programs*. Chancellor's Academy, University of Illinois, Urbana, IL.

- Cheatham, G. A. (2015, June). *Partnering and communicating with families of dual language learners*. Chancellor's Academy, University of Illinois, Urbana, IL.
- Cheatham, G. A., & Durán, L. K. (2014, October). *Selections from Young Exceptional Children Monograph #14- A focus on home language and differentiating language difference from disability*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), St. Louis, MO.
- Santos, R. M., Cheatham, G. A., & Durán, L. K. (2014, March). *Supporting young children who are dual language learners with or at-risk for disabilities*. Ask the authors series. Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Missoula, MT. (Webinar).
- Cheatham, G. A. (2014, February). *The importance of culture, language, and power for partnerships with families from linguistically diverse backgrounds*. Office of Head Start: National Center on Quality Teaching and Learning; Disabilities Coordinators Conference Call, Seattle, WA. (Webinar).
- Santos, R. M., & Cheatham, G. A. (2014, January). *What you see doesn't always show what's underneath: Understanding young children's culture-based behaviors*. Front Porch Series: Broadcast Calls. Office of Head Start: National Center on Quality Teaching and Learning, Seattle, WA. (Webinar).
- Guan, C., & Cheatham, G. A. (2013, October). *Language instruction for young dual language learners at-risk or with disabilities*. Presentation at the Mid-America Teachers of English to Speakers of Other Languages (MIDTESOL) Conference, Lawrence, KS.
- Classen, A., & Cheatham, G. A. (2013, February). *Informal data collection for young children's behaviors: From good intentions to effective implementation*. Presentation at the Council for Exceptional Children, Kansas Division for Early Childhood (KDEC), Wichita, KS.
- Cheatham, G. A., & Classen, A. (2012, June). *Methods for collecting and using information to promote young children's friendships and social skills*. Presentation at the Kansas Department Education and Kansas Department of Health and Environment, Kansas Inservice Training Service (KITS) Summer Institute, Wichita, KS.
- Cheatham, G. A., & Elliot, W. (2012, March). *The effects of family college savings on postsecondary school enrollment rates of students with disabilities*. Presentation at the Assets and Education Research Symposium, Lawrence, KS.
- Cheatham, G. A. (2012, October). *Researching cultural and linguistic diversity in education*. Presentation for the Kansas University Professionals for Disabilities (KUPD), Lawrence, KS.
- Cheatham, G. A., & More, C. M. (2011, March). *Friendships and more: Promoting social and emotional skills in young children*. Presentation for the Arizona Council for Exceptional Children, Division for Early Childhood (AZ DEC) and the Arizona Department of Education, Mesa, AZ.

- Cheatham, G. A. (2011, March). *Increasing children's social emotional competencies and decreasing challenging behavior*. Presentation at the Native American Child and Family Conference, Chandler, AZ.
- Cheatham, G. A., & Jimenez-Silva, M. (2010, June). *Strategies to facilitate communication and collaboration between educators and families*. Presentation at the Inter Tribal Council of Arizona, Circle of Sharing and Caring Training Conference, Fort McDowell, AZ.
- Jimenez-Silva, M., & Cheatham, G. A. (2010, June). *Exploring the definition and implementation of culturally relevant pedagogy*. Presentation at the Inter Tribal Council of Arizona, Circle of Sharing and Caring Training Conference, Fort McDowell, AZ.
- Cheatham, G. A. (2009, November). *Social emotional development: Individualized interventions for young children with significant challenging behaviors*. North Dakota Department of Public Instruction and the North Dakota Head Start Collaboration Office. Minot, ND.
- Snyder, P., Woods, J., Brown, B., Peterson, C., Macy, M., Cheatham, G. A., Hemmeter, M. L., Stricklin, S., & Beneke, S. (2009, October). *Getting published: Views from a panel of journal editors and emerging scholars*. Presentation at the International Conference of the Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Albuquerque, NM.
- Cheatham, G. A. (2009, September). *Teaching strategies to facilitate young children's social emotional competence*. National Association of Child Care Resource and Referral Agencies, Professional Development Institute (NACCRRA), Scottsdale, AZ.
- Cheatham, G. A. (2009, August). *Social emotional development: Preventative practices and teaching strategies*. North Dakota Department of Public Instruction and the North Dakota Head Start Collaboration Office. Minot, ND.
- Jimenez-Silva, M., & Cheatham, G. A. (2009, June). *What is a good story? Cultural differences in storytelling and implications for narratives when working with young children*. Presentation at the Inter Tribal Council of Arizona, Circle of Sharing and Caring Training Conference, Tucson, AZ.
- Jimenez-Silva, M., & Cheatham, G. A. (2009, June). *Believing that all children can succeed: What the research says regarding the role of expectations and what they look like*. Presentation at the Inter Tribal Council of Arizona, Circle of Sharing and Caring Training Conference, Tucson, AZ.
- Jimenez-Silva, M., & Cheatham, G. A. (2008, December). *Intersection of special education and English language acquisition: Adaptations for individual learners*. Presentation at the Inter Tribal Council of Arizona, Indian Child & Family Conference, Fort McDowell, AZ.
- Cheatham, G. A. (2008, June). *Children's social emotional development: Addressing challenging behavior in tribal community settings*. Presentation for the Region IX Arizona Tribal CCDF Administrator Training and Consultation, Prescott, AZ.

- Cheatham, G. A. (2008, June). *Adapting evidence-based strategies to support the social emotional development of young children in tribal communities*. Presentation at the Intertribal Council of Arizona, Circle of Sharing and Caring Training Conference, Prescott, AZ.
- Cheatham, G. A. (2008, June). *Teaching strategies to support children's social emotional skills and reduce children's challenging behavior*. Presentation at the Intertribal Council of Arizona, Circle of Sharing and Caring Training Conference, Prescott, AZ.
- Kaiser, B., Santos, R. M., & Cheatham, G. A. (2008, April). *Do you know who I am? Valuing cultures and experiences of immigrant and migrant children and families*. Presentation at the National Training Institute on Effective Practices (NTI), Clearwater Beach, FL.
- Ostrosky, M. M., & Cheatham, G. A. (2008, April). *The Center for Social Emotional Foundations for Early Learning Pyramid Model: Background, basics, and the nuts and bolts*. Presentation at the National Training Institute on Effective Practices (NTI), Clearwater Beach, FL.
- Cheatham, G. A., & Ostrosky, M. M., & Santos, R. M. (2007, March). *Assessing social-emotional competence of young children from culturally and linguistically diverse backgrounds*. Presentation at the National Training Institute on Effective Practices (NTI), Clearwater Beach, FL.
- Santos, R. M., Ostrosky, M. M., & Cheatham, G. A. (2007, March). *Adapting evidence-based teaching strategies to support the social emotional development of young English language learners*. Presentation at the National Training Institute on Effective Practices (NTI), Clearwater Beach, FL.
- Santos, R. M., Ostrosky, M. M., & Cheatham, G. A. (2007, March). *Strategies for teaching targeted social and communication skills*. Presentation at the National Training Institute on Effective Practices (NTI), Clearwater Beach, FL.
- Santos, R. M., & Cheatham, G. A. (2006, April). *Embracing the diversity of children and families: Looking at challenging behaviors through a cultural lens*. Presentation for the University of Oklahoma, Department of Rehabilitation Science, Oklahoma City, OK.
- Santos, R. M., & Cheatham, G. A. (2006, April). *Strategies for supporting young children's social and emotional development to prevent and address challenging behaviors*. Presentation for Muskogee Creek Nation Office of Child Care, Okmulgee, OK.
- Cheatham, G. A., & Santos, R. M. (2006, March). *Teaming with culturally and linguistically diverse families to support the social emotional development of young children with special needs*. Presentation at the National Training Institute on Effective Practices (NTI), Clearwater Beach, FL.
- Quesenberry, A. C., & Cheatham, G. A. (2006, March). *Challenging behaviors and positive behavior supports*. Presentation at the Annual Autism Program Conference, Springfield, IL.
- Cheatham, G. A., & Quesenberry, A. C. (2006, March). *Teach me what to do! Social emotional teaching strategies*. Presentation at the Annual Illinois Head Start Association Training Conference, Springfield, IL.

Ostrosky, M. M., & Cheatham, G. A. (2005, October). *Recommended practices in screening preschoolers: The nuts and bolts of selecting a tool and evaluating the process*. Presentation at the Council for Exceptional Children Annual Illinois Division for Early Childhood (IL DEC), Sharing a Vision Conference, Chicago, IL.

Cheatham, G. A. (2005, September). *Promoting and supporting social and emotional competence of young children*. Presentation at the Tribal Child Care Technical Assistance Center Regional Training, Anchorage, AK.

Santos, R. M., & Cheatham, G. (2005, September). *Promoting and supporting social and emotional competence of young children*. Presentation at the Tribal Child Care Technical Assistance Center Regional Training, Reno, NV.

Quesenberry, A. C., & Cheatham, G. A. (2005, August). *Intensive individualized interventions: Developing a support plan*. Presentation at Primer Congreso Nacional Sobre las Prácticas Efectivas que Sustentan el Desarrollo Socio Emocional de los Niños, Mexico City, Mexico.

Santos, R. M., & Cheatham, G. A. (2005, May). *Bridging school and home expectations: Understanding links between children's culture and their behavior*. Presentation at the National Training Institute on Effective Practices (NTI), Clearwater Beach, FL.

## **UNIVERSITY TEACHING**

### **University of Kansas**

Department of Special Education

- SPED 261 Family and Professional Partnerships in Special Education
- SPED 362 Introduction to EC/ECSE
- SPED 650/750 Constructing the Early Childhood Curriculum
- SPED 752 Overview of EC/ECSE
- SPED 663/753 Assessment in Early Education
- SPED 798 Access and Inclusion in EC Curriculum
- SPED 854 Family and Inter-Professional Collaboration in Special Education
- SPED 951 Doctoral Seminar: Supporting EC/ECSE Practitioners in Evidence Based Practice
- SPED 995: Doctoral Seminar: Early Childhood Unified Teacher Preparation
- SPED 998 Doctoral Seminar: Families, Diversity, and Special Education
- SPED 672/772/995 Early Childhood Unified Study Abroad: Costa Rica

### **Arizona State University**

Mary Lou Fulton Teachers College

- SPE 317 Special Education for Culturally and Linguistically Diverse Children and Youth
- SPE 318 Family-School Collaboration in Special Education
- SPE 416 Quality Practices in Collaborative Classrooms (EC & Elementary)
- SPE 542 Systems, Policies, and Programs for Infants & Young Children with Disabilities
- SPE 544 Assessment and Evaluation of Infants and Young Children with Disabilities
- SPE 546 Communication, Language, and Early Literacy
- TEL 712 Mixed Methods Research

### **University of Illinois at Urbana-Champaign**

Department of Special Education

- SPED 414 Assessment in ECSE

- SPED 524 ECSE Practicum Seminar
- SPED 524 ECSE Practicum Supervision (Birth-3, preschool)
- SPED 538 Interdisciplinary Teaming for Children with Special Needs
- SPED 585 Early Development of Individual Differences

Division of English as an International Language

- ESL 114 Academic Writing for International Graduate Students
- ESL 401 Academic Writing for International Undergraduate Students
- ESL 405 Business Communications for Graduate International Students

Intensive English Institute

- Listening/Speaking
- Academic Composition
- “Special Programs” with Senshu University, Japan

**Chungnam National University, Daejon, South Korea**

Department of English Language and Literature

- Academic Composition (1 & 3)
- English Conversation (1-3)
- Laboratory English

**SERVICE**

**Journal Editorial Activities**

- Editorial Board Member, *Journal of Early Intervention* (2009-present)
- Editorial Board Member, *Topics in Early Childhood Special Education* (2010-present)
- Editorial Board Member, *Intervention in School and Clinic* (2016-present)
- Editorial Board Member, *Focus on Exceptional Children* (2017-present)
- Editor, *Young Exceptional Children* (2016-2021)
- Associate Editor, *Young Exceptional Children* (2009-2011)

**Professional Organization Service**

- Executive Board Member-at-Large (elected), Council for Exceptional Children (CEC), Division for Early Childhood (DEC) (2010-2013)
- Representative Assembly, Council for Exceptional Children (CEC) (2010-2013)

**Other**

- Member, Board of Directors, Community Children's Center/Head Start. Lawrence KS (2017-2020)

**AWARDS**

- Budig Teaching Professorship in Special Education Award, University of Kansas (2022)
- Budig Writing Professorship in Education Award, University of Kansas, School of Education and Human Sciences (2021)
- Dr. Bob Frederick Faculty Award, University of Kansas, School of Education (2015)
- Promising Scholar Award, University of Kansas, School of Education (2014)
- Leading Light Award, University of Kansas (2014)
- J. David Sexton Doctoral Student Award, Council for Exceptional Children (CEC), Division for Early Childhood (DEC) (2007)