

JENNIFER A. KURTH, PH.D.**CURRICULUM VITA**

DEPARTMENT OF SPECIAL EDUCATION
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EDUCATION

- 2008 **Ph.D., Educational Psychology (Special Education)**
University of California, Davis
Advisor: Ann M. Mastergeorge
- 2001 **M.Ed., Special Education, Severe Disabilities**
University of Washington, Seattle
- 1998 **B.S., Human Development**
University of California, Davis

PROFESSIONAL LICENSES

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

ACADEMIC APPOINTMENTS

- 2023-present **Chair**, Department of Special Education, University of Kansas,
Lawrence, KS
- 2024-present **Professor**, Department of Special Education, University of Kansas,
Lawrence, KS
- 2018-2024 **Associate Professor (with tenure)**, Department of Special Education,
University of Kansas, Lawrence, KS
- 2013-2018 **Assistant Professor**, Department of Special Education, University of
Kansas, Lawrence, KS
- 2008-2013 **Assistant Professor**, Educational Specialties Department, Northern
Arizona University, Flagstaff, AZ

PROFESSIONAL EXPERIENCE

- 2001-2008 **Inclusion Specialist**, (Special Education Teacher; Severe/Profound);
Davis Joint Unified School District, Davis, CA
- 2006-2008 **New Teacher Mentor**, Beginning Teacher Support and Assessment
(BTSA), Davis Joint Unified School District, Davis, CA
- 2003-2008 **Mentor Teacher**, California State University at Sacramento,
Sacramento, CA
- 1998-1999 **Paraprofessional**, Davis Joint Unified School District, Davis, CA
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PUBLICATIONS

*Indicates student/trainee author; †Indicates PreK-12 teacher author

Peer Reviewed Journal Articles

1. Miller, A. L. Mansouri, M., Ruther, L., **Kurth**, J. A., Morningstar, M. E., Toews, S. G., Wilt, C., & Andreoli, M. (Accepted). Rightful presence? Teacher candidates navigating inclusive education for youth with complex support needs. *Exceptional Children*.
2. Kim, G., Joo, S., **Kurth**, J. A., Tuck, K. L. (Accepted). A Meta-analysis of interventions to support elementary students with intellectual disability in general education classes. *Research and Practice for Persons with Severe Disabilities*.
3. Walker, V. L., Carpenter, M., **Kurth**, J. A., Zagona, A. L., & Loman, S. (Accepted). Special education teacher preparation in SWPBIS for students with extensive support needs. Submitted to: *Psychology in the Schools*.
4. Zagona, A. L. & **Kurth**, J. A. (Accepted). Collaborative development of strengths-based present levels statements. *Teaching Exceptional Children*
5. *Kiblen, J., Rood, J., Shogren, K. A., **Kurth**, J., Raley, S. (Accepted). Tiered teacher coaching to promote self-determination in the classroom. *Inclusion*.
6. *Townsend, R., Shogren, K. A., & **Kurth**, J. A. (Accepted). Promoting self-determination in clinical supervision. *Inclusive Practices*.
7. **Kurth**, J. A., Hicks, T. A., Shogren, K. A., Zagona, A. L., Jameson, J. M., Jackson, L., Agran, M., & Ryndak, D. L. (Accepted). The relationship between support needs and classroom placement: Implications for students with complex support needs. *The Journal of Special Education*.
8. *Toews, S. G., Zimmerman, K. N., **Kurth**, J. A., & Crump, N. K. (Accepted). Comparison of shared reading using modified and non-modified grade-level books on student comprehension. *Remedial and Special Education*.
9. **Kurth**, J. A. & Zagona, A. L. (Online First). Dignified personal care for students with complex support needs. *Teaching Exceptional Children*.
<https://doi.org/10.1177/00400599241304715>
10. *Mansouri, M. C., Miller, A., **Kurth**, J.A., *Ruhter, L., Wilt, C., Toews, S.G., & Morningstar, M. E. (online first). Teachers' insights on cultivating inclusive education for students with complex support needs. *Teachers College Record*, 0(0). <https://doi.org/10.1177/01614681241302637>
11. *Andreoli, M., **Kurth**, J. A., Ghirotto, L., & Lascioli, A. (Online First). Achieving teacher agency for inclusive education: An exploration of general education teachers' perspective. *International Journal of Inclusive Education* 0(0). <https://doi.org/10.1080/13603116.2024.2397458>.
12. Zagona, A. L., Hara, M., Loman, S., **Kurth**, J. A., Walker, V. (Online First). 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>
13. *Kim, G. Tuck, K. N., **Kurth**, J. A. (Online First). Collaborative partnerships during fieldwork experiences to promote evidence-based practices. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-024-01692-y>

14. *Alsaeed, A., Shogren, K. A., Raley, S. K., **Kurth, J. A.**, & Scott, L. A. (Online First). Implementing the Self-Determined Learning Model of Instruction in culturally responsive ways. *Inclusive Practices* 0(0). doi: 10.1177/27324745231210864
15. **Kurth, J. A.**, Lockman Turner, E., Zagona, A. L., *Loyless, R., & *Kim, G. (Online First). 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>
16. *Malone, E. J., **Kurth, J. A.**, & Zimmerman, K. N. (Online First). Engagement as an alternative to noncompliance measurement: Promoting validity and accuracy. *Beyond Behavior* 0(0). <https://doi.org/10.1177/10742956241253038>
17. **Kurth, J. A.**, Turner, E. L., Gerasimova, D., Hicks, T. A., Zagona, A. L., Lansley, K., *Mansouri, M. C., Jameson, M., *Loyless, R. (2025). Quality of IEPs for students with complex support needs: Is there alignment across components? *Exceptionality* 33(1), 1-16. <https://doi.org/10.1080/09362835.2024.2389079>
18. Zagona, A. L., **Kurth, J. A.**, Walker, V. L., Ruppard, A. L., Loman, S. L., *Bubash, S. (2024). A mixed methods quality analysis of behavior intervention plans for students with extensive support needs. *Research and Practice for Persons with Severe Disabilities*, 49(4), 262-281. <https://doi.org/10.1177/15407969241291485>
19. Zagona, A. L., Lansley, K. L., **Kurth, J. A.**, *Loyless, R., & Stevens, E. A. (2024). Analysis of literacy content in IEPs of students with complex support needs. *The Journal of Special Education*, 58(3), 138-149. <https://doi.org/10.1177/00224669241228871>
20. Shogren, K. A., Hicks, T. A., & **Kurth, J. A.** (2024). Impact of educational placement on the goal attainment outcomes of students with complex needs across academic and social-behavioral-communication domains. *American Journal on Intellectual and Developmental Disabilities* 129(5), 405-419. <https://doi.org/10.1352/1944-7558-129.5.405>
21. *Toews, S. G., **Kurth, J.**, Zimmerman, K. N., *Mansouri M. K., Crump, N., & *Lockman Turner, E. (2024). Professional development with emailed practice-based feedback to support teacher-led inclusive small group literacy instruction. *Research and Practice for Persons with Severe Disabilities* 49(1), 36-55. <https://doi.org/10.1177/15407969231218388>
22. Burke, K. M., **Kurth, J. A.**, Shogren, K. A., Hagiwara, M., Raley, S. K., & Ruppard, A. L. (2024). Instructional content and self-determination in individualized education program (IEP) annual goals for students with extensive support needs. *Intellectual and Developmental Disabilities* 62(1), 44-58. <https://doi.org/10.1352/1934-9556-62.1.44>
23. *Alsaeed, A., Raley, S. K., Shogren, K. A., Hagiwara, M., Scott, L. A., & **Kurth, J. A.** (2024). Developing the self-determined learning model of instruction (SDLMI) teacher roles self-report measure. *Teacher Education and Special Education* 47(1), 51-67. <https://doi.org/10.1177/08884064231196940>
24. **Kurth, J. A.**, Zagona, A. L., Walker, V. L., Loman, S. L. (2024). Teachers' perspectives and knowledge of students with complex support needs and practices

- associated with SWPBIS. *The Journal of Special Education*, 57(4), 205-218. <https://doi.org/10.1177/00224669231164396>
25. Aksamit, D., Marcinkowska, B., & Kurth, J. (2023). The experiences of fathers of adults with profound intellectual disabilities: A qualitative study. *Disability: Discourses of Special Education* 49, 125-141.
26. *Goldman, S. R., Carreon, A., Smith, S. J., & Kurth, J. (2023). Exploring and implementing available writing educational technology for students with disabilities and their peers. *Journal of Special Education Technology*, 38(4), 563-572. <https://doi.org/10.1177/01626434231155933>
27. *Alsaed, A., *Mansouri, M. C., Shogren, K. A., Raley, S. K., Kurth, J. A., Leatherman, E. M., & Lockman Turner, E. (2023). A systematic review of interventions to promote self-determination for students with extensive support needs. *Research and Practice for Persons with Severe Disabilities*, 48(1), 3-24. <https://doi.org/10.1177/15407969231153397>
28. Raley, S. K., Kutscher, E., Shogren, K. A., Kurth, J. A., & *Matusevich, H. A. (2023). Finding common ground: Tips to promote self-determination in inclusive contexts for high school general and special educators. *Inclusive Practices*, 2(1), 22-29. <https://doi.org/10.1177/27324745221144306>
29. Zagona, A. L., Lansley, K. R., & Kurth, J. A. (2023). “Everybody learning every second”: General education teachers’ perspectives and experiences including students with extensive support needs. *Inclusion*, 11(4), 286-304. <https://doi.org/10.1352/2326-6988-11.4.286>
30. Shogren, K. A., Zimmerman, K. N., Burke, K. M., Zagona, A. L., Kurth, J. A., *Malone, E. J., *Loyless, R., Gerasimova, D., Pace, J. R., & Hicks, T. A. (2023). Educational placement and goal quality for students with complex support needs. *Inclusion*, 11(4), 222-244. <https://doi.org/10.1352/2326-6988-11.4.222>
31. Ruppap, A. L., Kurth, J. A., *Bubash, S., & *Lockman Turner, E. (2023). A framework for preparing to teach students with extensive support needs in the 21st century. *Teacher Education and Special Education*, 46(1), 26-43. <https://doi.org/10.1177/08884064211059853>
32. *Park, K., Horn, E., & Kurth, J. A. (2023). Strategies to support community inclusion of young children with disabilities. *Young Exceptional Children*. 26(1), 16-28. <https://doi.org/10.1177%2F10962506211028575>
33. Ruppap, A. L., Kurth, J. A., *McCabe, K., *Toews, S. G., *McQueston, J. A., & *Johnston, R. (2022). Present levels of academic achievement and functional performance: Unravelling the narratives. *Journal of Disability Studies in Education* 3(1), 4-28. <https://doi.org/10.1163/25888803-bja10016>
34. Kurth, J. A. & Jackson, L. (2022). Introduction to the special issue on the impact of placement on outcomes for students with complex support needs. *Research and Practice for Persons with Severe Disabilities* 47(4), 187-190. <https://doi.org/10.1177/15407969221134509>
35. Jameson, J. M., Hicks, T. A., Lansley, K. L., Kurth, J. A., Jackson, L., Zagona, A. L., *Burnette, K., Agran, M., Shogren, K. A., 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/10.1177/1540796922113653>

36. **Kurth, J. A.**, *Lockman Turner, E., Zagona, A. L., Lansey, K. L., *Mansouri, M. C., Jameson, J. M., *Loyless, R., Gerasimova, D., Hicks, T. A., & 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>
37. Zagona, A. L., **Kurth, J. A.**, *Lockman Turner, E., Pace, J., Shogren, K. A., Lansey, K. L., Jameson, J. M., *Burnette, K., *Mansouri, M., Hicks, T. A., & Gerasimova, D. (2022). Ecobehavioral analysis of classroom types for students with complex support needs. *Research and Practice for Persons with Severe Disabilities* 47(4), 209-228. <https://doi.org/10.1177/15407969221126496>
38. *Miller, A. L., *Wilt, C. L., Allcock, H. C., **Kurth, J. A.**, Morningstar, M. E., & Ruppap, A. L. (2022). Teacher agency for inclusive education: An international scoping review. *International Journal of Inclusive Education*, 26(12), 1159-1177. <https://doi.org/10.1080/13603116.2020.1789766>
39. *Miller, A. L. & **Kurth, J. A.** (2022). Photovoice research with disabled girls of color: Exposing how schools (re)produce inequities through school geographies and learning tools. *Disability and Society* 37(8), 1362-1390. <https://doi.org/10.1080/09687599.2021.188188>
40. *Mansouri, M., **Kurth, J. A.**, *Lockman Turner, E., Zimmerman, K. N., & *Frick, T. (2022). Comparison of academic and social outcomes of students with extensive support needs across placements. *Research and Practice for Persons with Severe Disabilities* 47(2), 111-129. <https://doi.org/10.1177/15407969221101792>
41. 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>
42. Walker, V. L., *Carpenter, M., **Kurth, J. A.**, *Tapp, M., *Clausen, A., & *Lockman Turner, E., (2021). Paraprofessional supports for students with extensive support needs in inclusive school settings: A systematic review. *Research and Practice for Persons with Severe Disabilities* 46(4), 278-295. <https://doi.org/10.1177/15407969211055127>
43. **Kurth, J. A.**, *Lockman Turner, E., *Burke, K. M., & Ruppap, A. L. (2021). Curricular philosophies reflected in IEP goals for students with complex support needs. *Intellectual and Developmental Disabilities*, 59(4), 283-294. <https://doi.org/10.1352/1934-9556-59.4.283>
44. *Toews, S. G., *Johnston, R., **Kurth, J. A.**, Ruppap, A. L., *McQueston, J. A., & *McCabe, K. (2021). Alignment of supplementary aids and services with student needs and placement. *Intellectual and Developmental Disabilities*, 59(3), 187-203. <https://doi.org/10.1352/1934-9556-59.3.187>
45. *Toews, S. G., *McQueston, J. A., & **Kurth, J. A.** (2021). Evaluation of the evidence base for shared reading to support literacy skill development for students with extensive support needs. *Research and Practice for Persons with Severe Disabilities*, 46(2), 77-93. <https://doi.org/10.1177/15407969211008531>
46. **Kurth, J. A.**, Allcock, H., Walker, V. L., Olson, A. J., & Taub, D. (2021). Faculty perceptions of expertise for inclusive education for students with significant disabilities. *Teacher Education and Special Education*, 44(2), 117-133. <https://doi.org/10.1177/0888406420921582>

47. Zagona, A. L., *Lansley, K. R., **Kurth, J. A.**, & *Kuhlemeier, A. (2021). Fostering participation in inclusive classrooms for students with complex support needs: Educators' strategies and perspectives. *Journal of Special Education, 55*(1), 34-44. <https://doi.org/10.1177/0022466920936671>
48. Wehmeyer, M. L., Shogren, K. A., & **Kurth, J. A.** (2021). The state of inclusion with students with intellectual and developmental disabilities in the United States. *Journal of Policy and Practice in Intellectual Disabilities, 18*(1), 36-43. <https://doi.org/10.1111/jppi.12332>
49. *Toews, S. G., **Kurth, J. A.**, Lyon, K., & *Lockman Turner, E. (2020). Ecobehavioral analysis of inclusive classrooms and instruction that support students with extensive support needs. *Inclusion, 8*(4), 259-274. <https://doi.org/10.1352/2326-6988-8.4.259>
50. *Toews, S. G., *Miller, A. L., **Kurth, J. A.**, & *Lockman-Turner, E. (2020). Unit co-planning for academic and college and career readiness in inclusive secondary classrooms. *Teaching Exceptional Children, 53*(1), 44-51. <https://doi.org/10.1177/0040059920916855>
51. **Kurth, J. A.**, *Miller, A. L., *Toews, S. G. (2020). Preparing for and implementing effective inclusive education using participation plans. *Teaching Exceptional Children, 53*(2), 140-149. <https://doi.org/10.1177/0040059920927433>.
52. *McCabe, K., Ruppard, A. L., **Kurth, J. A.**, *McQueston, J. A., *Johnston, R., & *Toews, S. G. (2020). Cracks in the continuum: A critical analysis of least restrictive environment for students with significant support needs. *Teachers College Record, 122*(5), 1-28.
53. Agran, M., Jackson, L., **Kurth, J. A.**, Ryndak, D., *Burnette, K., Jameson, M., Zagona, A. L., *Fitzpatrick, H. L., & Wehmeyer, 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*, 4-13. <https://doi.org/10.1177/1540796919878134>
54. *Raley, S. K., *Burke, K. M., *Hagiwara, M., Shogren, K. A., Wehmeyer, M. L., & **Kurth, J. A.** (2020). The self-determined learning model of instruction and students with extensive support needs in inclusive settings. *Intellectual and Developmental Disabilities, 58*, 82-90. <https://doi.org/10.1352/1934-9556-58.1.82>
55. **Kurth, J. A.**, *Love, H., Pirtle, J. (2020). Educational placement and decision-making for youth with autism: Parent perspectives. *Focus on Autism and Other Developmental Disabilities, 35*, 36-46. <https://doi.org/10.1177/1088357619842858>
56. **Kurth, J. A.**, *Miller, A. L., *Toews, S. G., †Gross, M., †Collier, A., & †Ventura, T. (2020). An exploratory study using participation plans for inclusive social studies instruction. *DADD Online Journal, 6*, 158-176.
57. **Kurth, J. A.**, Ruppard, A. L., *McQueston, J. A., *McCabe, K. M., *Johnston, R., & *Toews, S. G. (2019). Types of supplementary aids and services for students with significant support needs. *Journal of Special Education, 52*, 208-218. <https://doi.org/10.1177/0022466918791156>
58. **Kurth, J. A.**, *McQueston, J. A., Ruppard, A. L., *Toews, S. G., *Johnston, R., & *McCabe, K. M. (2019). A description of parent input in IEP development

- through analysis of IEP documents. *Intellectual and Developmental Disabilities*, 57, 485-498
59. Zagona, A. L., *Miller, A., **Kurth, J. A.**, *Love, H. (2019). Parent perspectives on special education services: How do schools implement team decisions? *School Community Journal*, 29, 102-128.
60. *Toews, S. G. & **Kurth, J. A.** (2019). Inclusive literacy instruction: A call to action. *Research and Practice for Persons with Severe Disabilities*, 44, 135-142. <https://doi.org/10.1177/1540796919855373>
61. *Miller, A., *Love, H., **Kurth, J. A.**, *Zagona, A. L. (2019). Parent identity and family-school partnerships: Animating diverse enactments for (special) education decision making. *Inclusion*, 7, 92-110. <https://doi.org/10.1352/2326-6988-7.2.92>
62. **Kurth, J. A.**, Ruppard, A. L., *Toews, S. G., *McCabe, K. M., *McQueston, J. A., & *Johnston, R. (2019). Considerations in placement decisions for students with extensive support needs: An analysis of LRE Statements. *Research and Practice for Persons with Severe Disabilities*, 44, 3-19. <https://doi.org/10.1177/1540796918825479>
63. **Kurth, J. A.**, *Miller, A. L., *Gross Toews, S., Thompson, J. R., Cortés, M., Hari Dahal, M., de Escallón, I., Hunt, P. F., Porter, G., Richler, D., Fonseca, I., Singh, R., Šiška, J., Villamero, R. J., Wangare, F. (2018). Inclusive education: Perspectives on implementation and practice from international experts. *Intellectual and Developmental Disabilities*, 56, 471-485. <https://doi.org/10.1352/1934-9556-56.6.471>
64. **Kurth, J. A.** & Zagona, A. (2018). Involvement of students with severe disabilities in SWPBIS. *The Journal of Special Education*, 52, 131-141. <https://doi.org/10.1177/0022466918766523>
65. **Kurth, J. A.**, Morningstar, M. E., Hicks, T. A., & Templin, J. (2018). Exploring the relationship between school transformation and inclusion: A Bayesian multilevel longitudinal analysis. *Inclusion*, 6, 19-32. <https://doi.org/10.1352/2326-6988-6.1.19>
66. **Kurth, J. A.**, *Zagona, A., *Hagiwara, M., & *Enyart, M. (2017). Inclusion of students with significant disabilities in SWPBS evaluation tools. *Education and Training in Autism Other Developmental Disabilities*, 52, 383-392.
67. **Kurth, J. A.** & Forber-Pratt, A. (2017). Views of inclusive education from the perspectives of pre-service and mentor teachers. *Inclusion*, 5, 189-202. <https://doi.org/10.1352/2326-6988-5.3.189>
68. *Love, H., *Zagona, A. L., **Kurth, J. A.**, & *Miller, A. (2017). Parents' experiences in education decision-making for children and youth with disabilities. *Inclusion*, 5, 158-172. <https://doi.org/10.1352/2326-6988-5.3.158>
69. *Zagona, A. L., **Kurth, J. A.**, MacFarland, S. Z. (2017). Teachers' views of their preparation for inclusive education and collaboration. *Teacher Education and Special Education*, 40, 163-178. <https://doi.org/10.1177/0888406417692969>
70. Morningstar, M. E., & **Kurth, J. A.** (2017). Status of inclusive educational placement for students with extensive and pervasive support needs. *Inclusion*, 5, 83-93. <https://doi.org/10.1352/2326-6988.5.2.83>

71. Morningstar, M. E., **Kurth, J. A.**, & Johnson, P. E. (2017). Examining the past decade of education settings for students with significant disabilities. *Remedial and Special Education, 38*, 3-12. <https://doi.org/10.1177/0741932516678327>.
72. **Kurth, J. A.**, *Born, K. & *Love, H. (2016). Ecobehavioral characteristics of self-contained high school classrooms for students with severe cognitive disability. *Research and Practice for Persons with Severe Disabilities, 41*, 227-243. <https://doi.org/10.1177/1540796916661492>
73. Morningstar, M. E., Allcock, H., White, J. M., Taub, D., **Kurth, J. A.**, Gonsier-Gerdin, J., Ryndak, D., Sauer, J., & Jorgensen, C. M. (2016). Inclusive education national research advocacy agenda: A call to action. *Research and Practice for Persons with Severe Disabilities, 41*, 209-215. <https://doi.org/10.1177/1540796916650975>
74. **Kurth, J. A.**, & *Enyart, M. (2016). Schoolwide positive behavior supports and students with significant disabilities: Where are we? *Research and Practice for Persons with Severe Disabilities, 41*, 216-222. <https://doi.org/10.1177/1540796916633083>
75. **Kurth, J. A.**, Mastergeorge, A. M., & *Paschall, K. (2016). Economic and demographic factors impacting placement of students with autism. *Education and Training in Autism and Developmental Disabilities, 51*, 3-12.
76. **Kurth, J. A.**, *Lyon, K. J., & Shogren, K. A. (2015). Supports provided to students with severe disabilities in inclusive classrooms: Lessons learned from schools implementing inclusive practices. *Research and Practice for Persons with Severe Disabilities, 40*, 261-274. <https://doi.org/10.1177/1540796915594160>
77. **Kurth, J. A.** (2015). Educational placement of students with autism: Impact of state of residence. *Focus on Autism and Other Developmental Disorders, 30*, 249-256. <https://doi.org/10.1177/1088357614547891>
78. **Kurth, J. A.**, Morningstar, M. E., & Kozleski, E. B. (2014). The persistence of highly restrictive special education placements for students with low-incidence disabilities. *Research and Practice for Persons with Severe Disabilities 39*, 227-239. <https://doi.org/10.1177/1540796914555580>
79. **Kurth, J. A.** & Foley, J. A. (2014). Reframing teacher education: Preparing teachers for inclusive education. *Inclusion 4*, 286-300. <https://doi.org/10.1352/2326-6988-2.4.286>
80. **Kurth, J. A.** & *Keegan, L. (2014). Development and use of curricular adaptations for students receiving special education services. *The Journal of Special Education 48*, 191-203. <https://doi.org/10.1177/0022466912464782>
81. Marks, S. U., **Kurth, J. A.**, & Pirtle, J. (2014). Exploring the landscape of inclusion: Profiles of inclusive vs. segregated districts. *The Journal of the International Association of Special Education 15*, 74-84.
82. Marks, S. U., **Kurth, J. A.**, & Pirtle, J. (2014). The effect of "Measurable and Rigorous" state performance goals for addressing "FAPE within the LRE for school-aged students." *Inclusion 1*, 209-217. <https://doi.org/10.1352/2326-6988-1.3.209>
83. Marks, S. U. & **Kurth, J. A.** (2013). The wrong question, still: A Response to "Is inclusivity an indicator of quality of care for children with autism in special education" by E. Michael Foster and Erin Pearson." *Research and Practice for*

- Persons with Severe Disabilities* 38, 274-276.
<https://doi.org/10.1177/154079691303800406>
84. **Kurth, J. A.** (2013). A unit-based approach to specific adaptations for secondary English content. *Teaching Exceptional Children* 46, 34-43.
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85. Marks, S. U. & **Kurth, J.A.** (2013). Examination of disproportionality of autism in school-aged populations. *The Journal of the International Association of Special Education* 14, 9-21.
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87. **Kurth, J. A.** & Mastergeorge, A. M. (2012). Impact of setting and instructional context for adolescents with autism. *The Journal of Special Education*, 46, 36-48.
88. **Kurth, J. A.** & Mastergeorge, A. M. (2010). Individual education plan goals and services for adolescents with autism: Impact of grade and educational setting. *The Journal of Special Education*, 44, 146-160.
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89. **Kurth, J. A.** & Mastergeorge, A. (2010). Academic and cognitive profiles of students with autism: Implications for classroom practice and placement. *International Journal of Special Education* 25, 8-14.
90. Cockrum, W., *Timmerman, J., & **Kurth, J.A.** (2009). statements not questions: A reading comprehension instruction strategy. *The Journal of the International Association of Special Education* 10, 82-83.

Books

1. Ruppar, A. L. & **Kurth, J. A.** (2023). *Meaningful IEPs for students with complex support needs: A step-by-step guide*. Baltimore, MD: Brookes Publishing
2. Westling, D. L., Carter, E. W., DaFonte, A., & **Kurth, J. A.** (2021). *Teaching students with severe disabilities* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-134-98410-0
3. Wehmeyer, M. L. & **Kurth, J. A.** (2021). *Inclusive education in a strengths-based era: Mapping the future of the field*. Norton Publishing. ISBN: 978-1-324-01599-4
4. **Kurth, J.A.** & Gross, M. (2014). *The inclusion toolbox: Strategies and techniques for all teachers*. Thousand Oaks, CA: Corwin Press. ISBN: 978-1-483-34415-7

Chapters in Edited Books

1. Miller, A. L., & **Kurth, J. A.** (accepted February 2024). Photovoice and cartography as activist tools: Mining for solutions with disabled girls of color in one U.S. high school. Invited chapter in C. Vanner (Ed.), *Activism networks by, for, and with girls and young women*. Berghahn Books.
2. **Kurth, J. A.**, Ruppar, A. L., & Zagona, A. L., (2024). Developing high-quality IEPs for students with intellectual disability. In K. A. Shogren, L. A. Scott, E. E. Dean, & B. Linnekamp (Eds), *Research Based Practices for Educating Students with Intellectual Disability* (p. 140-162). New York, NY: Routledge.
<https://doi.org/10.4324/9781003363422>

3. **Kurth, J. A. & Zagona, A. L.** (2024). 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. 105-122). London, UL: Emerald Group Publishing.
4. Ruppap, A. L., Bubash, S., & **Kurth, J. A.** (2023). Identify and prioritize long- and short-term learning goals. In R. Pennington, M. J. Ault, G. Courtade, J. M. Jameson, & A. L. Ruppap (Eds), *High Leverage Practices and Students with Extensive Support Need* (p. 134-144). New York, NY: Routledge.
5. **Kurth, J. A., Wehmeyer, M. L., Roberts, C. A., & Lockman Turner, E.** (2021). Traditional and innovative assessment techniques for students with extensive support needs. In J. P. Bakken & F. E. Obiakor (Eds), *Advances in Special Education Volume 36, Traditional and Innovative Assessment Techniques for Students with Disabilities* (p. 117-138). London, UK: Emerald Group Publishing.
6. **Kurth, J. A., Lockman Turner, E., & Kluth, P.** (2020). Idea #17: Try “Plan B.” In Kluth, P. (Ed), *All in: 18 ways to create inclusive virtual classrooms*.
7. **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* (p. 143-168). London, UK: Emerald Group Publishing.
8. Enyart, M., **Kurth, J. A., & Davidson, D.** (2017). Building positive, healthy, inclusive communities with positive behavior support. In K. A. Shogren, N. Singh, & Wehmeyer, M. (Eds.), *Handbook of positive psychology in intellectual and developmental disabilities: Translating research into practice* (p. 81-95). New York, NY: Springer.
9. **Kurth, J. A., Marks, S. U., & Bartz, J. M.** (2017). Educating students in inclusive classrooms. In Wehmeyer, M. L. & Shogren, K. A. (Eds), *Handbook of research-based practices for educating students with intellectual disability* (p. 274-295). New York: Routledge.
10. Morningstar, M. E., **Kurth, J. A., Wehmeyer, M., & Shogren, K. A.** (2017). High quality educational programs for students with intellectual disability in high school. In Wehmeyer, M.L. & Shogren, K.A. (Eds), *Handbook of research-based practices for educating students with intellectual disability* (p. 432-449). New York: Routledge.
11. Wehmeyer, M. L., Shogren, K. A., **Kurth, J. A., Morningstar, M. E., Kozleski, E. B., Agran, M., Jackson, L., Jameson, J. M., McDonnell, J., & Ryndak, D. L.** (2016). Including students with extensive and pervasive support needs. In J.P. Bakken & F. Obiakor (Eds.), *Advances in Special Education Volume 31: General and special education inclusion in an age of change* (p. 129-155). London, UK: Emerald Group Publishing.
12. Bartz, J. M., **Kurth, J. A., & Wangman, M.** (2015). Facilitating Supports and Services for Individuals with Low Incidence Disabilities. In West, E.A. (Ed), *Including Learners with Low Incidence Disabilities: International Perspectives on Inclusive Education Vol 5* (p. 111-136). England: Emerald. ISSN: 1479-3636/doi: 10.1108/S1479-3636201140000005005

Non-Refereed Articles, Newsletters, and Technical Publications

1. **Kurth, J. A. & Ruppert, A.L.** (2022). Editors' welcome to the inaugural issue of *Inclusive Practices 1*(1), 3-5. <https://doi.org/10.1177/27324745211021376>
2. **Kurth, J. A., Abdulrahim, N., Scanlin, C., Dobson, C. W., & Kozleski, E. B.** (2016). *Indicator 5, Part B, Environments A, B, and C: Percent of children with IEPs aged 6 through 21*. Washington, D.C.: Office of Special Education Programs.
3. **Kurth, J. A., Knackstadt, K., & Kozleski, E. B.** (2015). *Indicator 5, Part B, Environments A, B, and C: Percent of children with IEPs aged 6 through 21*. Washington, D.C.: Office of Special Education Programs.
4. White, J., **Kurth, J. A.**, McCord, J., & Stonemeier, J. (2015). TASH inclusive education town hall: Access to communication and high-quality instruction in the least restrictive environment. *TASH Connections 41*, 6-12.
5. **Kurth, J. A., Knackstadt, K., & Kozleski, E. B.** (2014). *Indicator 5, Part B, Environments A, B, and C: Percent of children with IEPs aged 6 through 21*. Washington, D.C.: Office of Special Education Programs.

Training Materials

1. **Kurth, J. A. & Lockman-Turner, E.** (2019). *Ecobehavioral Classroom Assessment Tool (ECAT) Training Manual*
2. Gonsier-Gerdin, J. & **Kurth, J. A.** (December 2014). *Inclusive Education Course Enhancement Module*. Collaboration for Effective Education Development, Accountability, and Reform (CEEDAR) Center; an OSEP Project. Gainesville, FL: University of Florida.

Media

1. Wehmeyer, M. L. & **Kurth, J. A.** (2021, November). *Inclusive education in a strengths-based era*. Teaching Learning Leading K12 Podcast. <https://www.podbean.com/ew/pb-94irb-113a653>
2. **Kurth, J. A.** (2021, April). *Implementing inclusive education with participation plans*. MCIE Think Inclusive Podcast. <https://anchor.fm/think-inclusive/episodes/Jenny-Kurth--Implementing-Inclusive-Education-with-Participation-Plans-euc2sq>
3. **Kurth, J. A. & Ruppert, A. L.** (2019, August). *When students are segregated: A study of least restrictive environment statements*. TASH Amplified Podcast. <https://tash.org/when-students-are-segregated-a-study-of-least-restrictive-environment-statements/>
4. **Kurth, J. A.** (2019, March). *Parents and educators in partnership: Episode 5 Behavior Supports*. Webinar presented for TASH. <https://tash.org/inclusive-education-parents-and-educators-in-partnership/>
5. **Kurth, J. A.** (2016, January). *Strategies for including all students*. Webinar presented for SWIFT. Retrieved at: www.swiftschools.org
6. **Kurth, J. A.** (2014, March). *How to make adaptations to include students with special needs* [Online Podcast]. The Inclusive Class Podcast. Retrieved at: www.theinclusiveclass.com

PRESENTATIONS

*Indicates student/trainee author; †Indicates PreK-12 teacher author

Refereed Professional Presentations –National

1. Zagona, A. L., Lansley, K. R., **Kurth, J. A.**, *Loyless, R., & Stevens, E. A. (2025, March). *Developing IEPs that Include Grade-Aligned Literacy Content for Students with Complex Support Needs*. Paper presented at the Council for Exceptional Children 2025 Convention and Expo. Baltimore, MD.
2. **Kurth, J. A.**, Toews, S. G., Zagona, A. L. (2024, December). *Using the SDLMI to enhance teacher goal setting for inclusive education*. Paper presented at the TASH Conference. New Orleans, LA.
3. *Kim, G. & **Kurth, J. A.** (2024, December). *Preparing preservice teachers for inclusion through an introductory special education course*. Paper presented at the TASH Conference. New Orleans, LA.
4. *Loyless, R., **Kurth, J. A.**, Toews, S. G. (2024, December). *Supports for students with complex needs in grade-aligned lessons*. Paper presented at the TASH Conference. New Orleans, LA.
5. **Kurth, J. A.**, Toews, S. G., *Loyless, R. L., 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.
6. *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.
7. *Kim, G. & **Kurth, J. A.** (2024, June). A Social-Ecological Approach: Understanding Inclusive Research for Individuals with Intellectual Disability. Poster presented at the American Association on Intellectual and Developmental Disabilities. Louisville, KY.
8. Tuck, K. N., *Smith, K., *Malone, E., *Loyless, R., *Kim, G., **Kurth, J. A.**, Harrell, K., Smith, S., & Basham, L. (2024, March). *Exploring how paraprofessionals are utilized to support students in K-12 inclusive classrooms*. Paper presented at the Association of Positive Behavior Supports Annual Conference. Chicago, IL.
9. Ruppard, A. L. & **Kurth, J. A.** (2024, January). *Disrupting persistent problematic practices through teacher education*. Poster presented at the Division on Autism and Developmental Disabilities (DADD) Annual Conference. Honolulu, HI.
10. Shogren, K. A., Toste, J., Tuck, K. N., **Kurth, J. A.** (2024, January). *Self-determination and goal attainment across the life course*. Paper presented at the Division on Autism and Developmental Disabilities (DADD) Annual Conference. Honolulu, HI.
11. **Kurth, J. A.**, Lockman Turner, E., Shogren, K., Lansley, K. L., Ryndak, D. L., Zagona, A. L. (2023, June). *Impact of placement on outcomes: Students with complex support needs*. Paper presented at the American Association on Intellectual and Developmental Disabilities (AAIDD) Annual Conference. Pittsburgh, PA.
12. Zagona, A. L., **Kurth, J. A.**, & *Loyless, R. (2023, June). *Analysis of literacy-focused IEP content across educational placement*. Poster presented at the

- American Association on Intellectual and Developmental Disabilities (AAIDD) Annual Conference. Pittsburgh, PA
13. *Alsaeed, A., *Mansouri, M. C., Shogren, K. A., Raley, S. K., **Kurth, J. A.**, Leatherman, E., & Lockman Turner, E. (2023, June). *Interventions to Promote Self-Determination for Students with Extensive Support Needs*. Poster presented at the American Association on Intellectual and Developmental Disabilities (AAIDD) Annual Conference. Pittsburgh, PA.
 14. Douglas, S. N., Walker, V. L., **Kurth, J. A.**, Brock, M., Carpenter, M., Dunkel-Jackson, S. (2023, May). *Recruiting, retaining, and riding it out: Weathering the storm of data collection with low-incidence populations*. Institute for Education Sciences. Principal Investigators Meeting. Virtual.
 15. Walker, V. L., Carpenter, M., Zagona, A. L., **Kurth, J. A.**, Loman, S. (2023, March). *Teacher preparation focused on SWPBIS and students with extensive support needs*. Paper presented at Association for Positive Behavior Supports (APBS) Annual Conference. Jacksonville, FL.
 16. **Kurth, J. A.**, Zagona, A. L., Walker, V. L., Loman, S. (2023, March). *Assessing the involvement of students with extensive support needs in SWPBIS*. Paper presented at Association for Positive Behavior Supports (APBS) Annual Conference. Jacksonville, FL.
 17. Loman, S., Walker, V. L., Zagona, A. L., **Kurth, J. A.** (2023, March). *Analysis of behavior support plans for students with extensive support needs*. Paper presented at Association for Positive Behavior Supports (APBS) Annual Conference. Jacksonville, FL.
 18. Zagona, A. L., Ruppard, 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.
 19. *Lockman Turner, E. & **Kurth, J. A.** (2022). *A thematic analysis of learning spaces available to students with complex support needs*. Paper presented at TASH. Phoenix, AZ.
 20. **Kurth, J. A.** (2022). *Impact of placement on outcomes: Students with complex support needs*. Research Colloquium papers presented at TASH. Phoenix, AZ.
 21. Walker, V., **Kurth, J. A.**, *Carpenter, M. E., *Tapp, M., *Clausen, A., *Lockman Turner, E. (2022). *Paraprofessional-delivered interventions in inclusive school settings for students with ESN*. Paper presented at the 146th Annual Meeting of the American Association on Intellectual and Developmental Disabilities.
 22. **Kurth, J. A.**, *Lansey, K., *Lockman Turner, E., Zagona, A. L., & *Mansouri, M. (2021, December). *IEP quality and student needs alignment by educational placement*. Paper presented at TASH virtual conference.
 23. Zagona, A. L., *Lansey, K., & **Kurth, J. A.** (2021, December). *General educators' experiences including students with extensive support needs*. Paper presented at TASH virtual conference.
 24. Kurth, J. A. & *Lockman Turner, E. (2021, December). *Developing inclusive IEPs for students with significant support needs*. Paper presented at TASH virtual conference.
 25. Walker, V. L., **Kurth, J. A.**, *Carpenter, M. E., *Tapp, M., *Clausen, A., & Turner, E. L. (June, 2021). *Paraprofessional support for students with extensive supports needs in*

- inclusive school settings: A research synthesis*. Research presented at the 145th Annual Meeting of the American Association on Intellectual and Developmental Disabilities, Online Conference.
26. Walker, V. L., *Carpenter, M., *Clausen, A., **Kurth, J. A.** *Lockman Turner, E. (2021, January). *How are paraprofessionals supporting students with intellectual and developmental disabilities in general education?* Paper presented at DADD Virtual Conference.
 27. *Toews, S. G., **Kurth J. A.**, Zimmerman, K. N. (2020, December). *Professional Development and Performance Feedback to Support Inclusive Literacy Instruction*. Poster presented at TASH 2020 Conference, Virtual Conference.
 28. *Toews, S. G., Zimmerman, K. N., **Kurth J. A.**, Crump, N. (2020, December). *Utility of modified grade-level non-fiction books during inclusive literacy instruction*. Presentation at TASH 2020 Conference, Virtual Conference.
 29. *Toews, S. G., **Kurth J. A.**, Zimmerman, K. N., Mansouri M. K., Crump, N., Lockman Turner, E. (2020, December). *Professional development and performance feedback to support inclusive literacy instruction*. Poster Presentation at TASH 2020 Conference, Virtual Conference
 30. Taub, D., Landmark, L., Walker, V. L., **Kurth, J. A.**, Williams-Diehm, K. & Burdette, K. (2020, June). *Examining ACLU's disability rights priorities within educational systems*. Paper presentation at the annual meeting of the American Association on Intellectual and Developmental Disabilities. (Conference cancelled due to pandemic).
 31. **Kurth, J. A.**, Walker, V. L., Zagona, A., & Lansey, K. (2020, April). *SWPBIS and students with significant disabilities: Perspectives among experts*. Oral presentation at the annual meeting of the Association on Positive Behavior Supports. Miami, FL. (Conference cancelled due to pandemic).
 32. *McCabe, K. M., Rupp, A. & Kurth, J. (2020, April). *Cracks in the continuum: Reasserting equitable access of space for students with significant support needs* [Roundtable Session]. AERA Annual Meeting San Francisco, CA (Conference Canceled)
 33. Zagona, A., *Lansey, K., **Kurth, J. A.**, & Walker, V. L. (2019, December). *Does all mean all? Expert perspectives on inclusion in SWPBIS*. Paper presented at the annual meeting of TASH. Phoenix, AZ.
 34. Agran, M., Jackson, L., **Kurth, J. A.**, Jameson, M., & Zagona, A. (2019, December). *Analyzing the complexity of factors when making placement decisions*. Paper presented at the annual meeting of TASH. Phoenix, AZ.
 35. **Kurth, J. A.**, *Lockman Turner, E., Zagona, A., *Burnette, K. & *Fitzpatrick, H. (2019, December). *Outcomes of inclusive education for students with significant disabilities*. Paper presented at the annual meeting of TASH. Phoenix, AZ.
 36. **Kurth, J. A.**, Lockman Turner, E., Lyon, K. J., & Toews, S. G. (2019, December). *What does it take to prepare teachers for inclusive practices?* Paper presented at the annual meeting of TASH. Phoenix, AZ.
 37. Rupp, A. L., **Kurth, J. A.**, *Bubash, S., & *Lockman Turner, E. (2019, December). *Functional skills in the 21st century: A conversation*. Paper presented at the annual meeting of TASH. Phoenix, AZ.

38. Zagona, A., *Lansey, K., & **Kurth, J. A.** (2019, December). *General educators' perspectives on inclusive education and implementing student supports*. Paper presented at the annual meeting of TASH. Phoenix, AZ.
39. *Toews, S. G., *Johnston, R., **Kurth, J. A.**, Ruppard, A. L., *McQueston, J., *McCabe, K. (2019, June). *Alignment of supplementary aids and services with student needs and placement*. Paper presented at the annual meeting of American Association on Intellectual and Developmental Disabilities. St. Paul, MN.
40. **Kurth, J. A.**, Ruppard, A. L., *Toews, S. G., *McQueston, J., *McCabe, K. (2019, June). *Parent input in IEP development*. Poster presented at the annual meeting of American Association on Intellectual and Developmental Disabilities. St. Paul, MN.
41. *Lockman Turner, E., **Kurth, J. A.**, Zagona, A., Siuty, M., *Fitzpatrick, H., & *Burnette, K., (2019, June). *Outcomes of inclusive education for students with significant cognitive disability*. Poster presented at the annual meeting of American Association on Intellectual and Developmental Disabilities. St. Paul, MN.
42. Zagona, A., *Lansey, K., & **Kurth, J.** (2019, June). *Facilitating engagement in inclusive classrooms for students with extensive support needs*. Poster presented at the annual meeting of American Association on Intellectual and Developmental Disabilities. St. Paul, MN.
43. *Toews, S. G., **Kurth, J. A.**, & Lockman Turner, E. (2019, June). *Unit co-planning to support inclusive education*. Paper presented at the annual meeting of American Association on Intellectual and Developmental Disabilities. St. Paul, MN.
44. **Kurth, J.A.**, Ruppard, A., *Toews, S. G., *McCabe, K., & *McQueston, J. (2019, June). *An analysis of LRE placement decisions*. Poster presented at the annual meeting of American Association on Intellectual and Developmental Disabilities. St. Paul, MN.
45. **Kurth, J. A.**, Ruppard, A., *McQueston, J., *McCabe, K., *Johnston, R., & *Toews, S. (2019, January). *Patterns of supplementary aids and services for students with significant support needs*. Paper presented at the annual meeting of the International Conference on Autism, Intellectual Disability, and Developmental Disabilities; CEC- Division on Autism and Developmental Disabilities. Lahaina, Maui.
46. **Kurth, J. A.**, *Toews, S. G., & Miller, A. L. (2019, January). *Using participation plans to teach social studies content in inclusive secondary classrooms*. Poster presented at the annual meeting of the International Conference on Autism, Intellectual Disability, and Developmental Disabilities; CEC- Division on Autism and Developmental Disabilities. Lahaina, Maui.
47. **Kurth, J. A.**, Ruppard, A., *McQueston, J., *McCabe, K., *Johnston, R., & *Toews, S. (2019, January). *Exploratory investigation of placements and rationales for students with extensive support needs*. Paper presented at the annual meeting of the International Conference on Autism, Intellectual Disability, and Developmental Disabilities; CEC- Division on Autism and Developmental Disabilities. Lahaina, Maui.

48. **Kurth, J. A.,** Ruppap, A., *McQueston, J., *McCabe, K., *Johnston, R., & *Toews, S. (2018, November). *An analysis of placement decisions for students with extensive support needs.* Paper presented at the annual meeting of TASH. Portland, OR.
49. **Kurth, J. A.,** Morningstar, M. E., & *Toews, S. G. (2018, November). *Transforming teacher education: Results of an educator preparation program.* Paper presented at the annual meeting of TASH. Portland, OR.
50. Zagona, A. L., **Kurth, J. A.,** & *Lansey, K. (2018, November). *Facilitating engagement in inclusive classrooms for students with extensive support needs.* Paper presented at the annual meeting of TASH. Portland, OR.
51. **Kurth, J. A.,** Ruppap, A., *McQueston, J., *McCabe, K., *Johnston, R., & *Toews, S. (2018, November). *Supplementary aids and services: Patterns and implications for inclusive education.* Paper presented at the annual meeting of TASH. Portland, OR.
52. **Kurth, J. A.,** Zagona, A. L., Walker, V., *Lansey, K. (2018, November). *Expert perspectives on the inclusion of students with extensive support needs in SWPBIS.* Paper presented at the annual meeting of TASH. Portland, OR.
53. Burke, K. A., **Kurth, J. A.,** Shogren, K. A., & Ruppap, A. L. (2018, November). *Analyzing individualized education program annual goals for students with significant support needs.* Paper presented at the annual meeting of TASH. Portland, OR.
54. **Kurth, J. A.,** *Miller, A. L., & *Toews, S. G. (2018, June). *Inclusive academic instruction in secondary schools through use of participation plans.* Paper presented at the annual meeting of the American Association on Intellectual and Developmental Disabilities. St. Louis, MO.
55. **Kurth, J. A.,** Ruppap, A., *McQueston, J., *McCabe, K., *Johnston, R., & *Toews, S. (2018, June). *Supplementary aids and services: The lynchpin of inclusive education.* Paper presented at the annual meeting of the American Association on Intellectual and Developmental Disabilities. St. Louis, MO.
56. **Kurth, J. A. & Zagona, A. L.** (2018, March). *Involvement and participation of students with extensive support needs in SWPBIS.* Paper presented at the annual meeting of the Association of Positive Behavior Supports. San Diego, CA.
57. **Kurth, J. A.** (2018, January). *Educating students in inclusive classrooms.* Paper presented at the annual meeting of the International Conference on Autism, Intellectual Disability, and Developmental Disabilities; CEC- Division on Autism and Developmental Disabilities. Clearwater Beach, FL.
58. **Kurth, J. A.,** *Miller, A. L., *Toews, S. G. (2017, December). *An exploration of participation plans to support inclusive instruction.* Paper presented at the annual meeting of TASH. Atlanta, GA.
59. **Kurth, J. A.,** Morningstar, M. E., Allcock, H., Ruppap, A. L., *Miller, A. L., & *Toews, S. G. (2017, December). *Teacher agency for inclusive education.* Paper presented at the annual meeting of TASH. Atlanta, GA.
60. **Kurth, J. A.,** Ruppap, A. L., *McQueston, J. A., *McCabe, K. M., *Johnston, R., *Toews, S. G. (2017, November). *Patterns of supplementary aids and services for students with significant support needs.* Poster presented at the annual American Speech Language Hearing Association (ASHA) conference, Los Angeles, CA

61. **Kurth, J. A.**, Morningstar, M. E., & Allcock, H. (2017, June). *Teacher agency for inclusive education*. Paper presented at the annual meeting of the American Association of Intellectual and Developmental Disabilities. Hartford, CT.
62. *Zagona, A. L., *Miller, A., *Love, H., & **Kurth, J. A.** (2017, April). *Parent perspectives on special education decisions and services for their children with intellectual and developmental disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children. Boston, MA.
63. *Love, H. & **Kurth, J. A.** (2017, April). *Factors impacting parent involvement and satisfaction with educational placement and decision-making*. Paper presented at the annual meeting of the Council for Exceptional Children. Boston, MA.
64. **Kurth, J. A.** *Zagona, A. L., & *Enyart, M. (2017, March). *Inclusion of students with significant disabilities in SWPBS evaluation tools*. Paper presented at the annual meeting of the Association of Positive Behavior Supports. Denver, CO.
65. *Zagona, A. L. & **Kurth, J. A.** (2016, December). *Teachers' views of their preparation for inclusive education and collaboration*. Paper presented at the annual meeting of TASH. St. Louis, MO.
66. Morningstar, M. & **Kurth, J. A.** (2016, December). *What are the essential elements of inclusive education necessary for educator preparation?* Paper presented at the annual meeting of TASH. St. Louis, MO.
67. Morningstar, M., **Kurth, J. A.**, & Allock, H. (2016, December). *Transforming teacher education programs to support inclusion specialists: Evaluating effectiveness*. Paper presented at the annual meeting of TASH. St. Louis, MO.
68. *Zagona, A. L., *Miller, A., *Love, H., & **Kurth, J. A.** (2016, December). *Family experiences with educational decision-making for students with intellectual and developmental disabilities*. Paper presented at the annual meeting of TASH. St. Louis, MO.
69. Taub, D., Morningstar, M., White, J. M., Cosier, M., **Kurth, J. A.**, & Foster, M. (2016, December). *Critical research and equity access: The status of in(ex)clusion in the U.S.* Paper presented at the annual meeting of TASH. St. Louis, MO.
70. **Kurth, J. A.** & *Love, H. (2016, December). *Educational placement and decision-making for youth with autism: Parent perspectives*. Paper presented at the annual meeting of TASH. St. Louis, MO.
71. **Kurth, J. A.** & Zagona, A. L. (2016, December). *Inclusion of students with significant disabilities in SWPBS evaluation tools*. Paper presented at the annual meeting of TASH. St. Louis, MO.
72. **Kurth, J. A.**, *Miller, A., *Love, H., & *Zagona, A. (2016, June). *Family perspectives of educational placement and decision-making for children and youth with intellectual and developmental disabilities*. Poster presented at the annual meeting of the American Association of Intellectual and Development Disabilities. Atlanta, GA.
73. Morningstar, M. E. & **Kurth, J. A.** (2016, April). *Examining the past decade of educational settings for students with severe disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children. Saint Louis, MO.

74. **Kurth, J. A.** (2016, April). Variables associated with educational placement of children with autism. Paper presented at the annual meeting of the Council for Exceptional Children. Saint Louis, MO.
75. **Kurth, J. A.** (2016, April). *Investigating the ecobehavioral characteristics of self-contained classrooms: Is exclusion justified?* Paper presented at the annual meeting of the Council for Exceptional Children. Saint Louis, MO.
76. Morningstar, M. E. & **Kurth, J. A.** (2016, April). *Examining the past decade of educational settings for students with severe disabilities.* Paper presented at the annual meeting of the American Educational Researcher Association. Washington, D.C.
77. **Kurth, J. A.** (2016, April). *Eco-behavioral characteristics of self-contained special education classrooms: Is exclusion justified?* Paper presented at the annual meeting of the American Educational Researcher Association. Washington, D.C.
78. **Kurth, J. A.** & *Enyart, M. E. (2016, March). *Schoolwide PBS and students with significant disabilities: Where are we?* Paper presented at the annual meeting of the Association of Positive Behavior Support. San Francisco, CA.
79. *Enyart, M. E., **Kurth, J. A.**, Rahn, S., & Taylor, J. (2016, March). *Inside out: Transforming perceptions, practice, and purpose in juvenile corrections with OW-PBS.* Paper presented at the annual meeting of the Association of Positive Behavior Support. San Francisco, CA.
80. **Kurth, J. A.** (2016, January). *How does placement matter? Examining characteristics and outcomes of inclusive and segregated classrooms.* Paper presented at the annual meeting of Arizona TASH. Phoenix, AZ.
81. **Kurth, J. A.** & *Gross, M. (2015, December). *A three-stage model for implementing inclusive education.* Paper presented at the annual meeting of TASH. Portland, OR.
82. **Kurth, J. A.** (2015, December). *The myths vs. reality of self-contained classrooms for students with intellectual disability.* Paper presented at the annual meeting of TASH. Portland, OR.
83. **Kurth, J.A.** (2015, June). *Understanding teacher dispositions for inclusive education.* American Association on Intellectual and Developmental Disabilities. Louisville, KY.
84. **Kurth, J.A.** & Forber-Pratt, A. (2015, April). *Fieldwork experiences and inclusive education: The formation of inclusive dispositions.* American Educational Research Association. Chicago, IL.
85. **Kurth, J.A.** (2015, April). *Predicting educational placement for students with autism spectrum disorders.* American Educational Research Association. Chicago, IL.
86. **Kurth, J.A.** & Griswold, D. (2015, April). *Teacher dispositions and skills for inclusive education.* Council for Exceptional Children. San Diego, CA.
87. **Kurth, J.A.** & *Gross, M. (2015, April). *Implementing inclusive practices: A three stage model.* Council for Exceptional Children. San Diego, CA.
88. Morningstar, M.E. & **Kurth, J.A.** (2014, December). *Examining the past decade of educational settings for students with significant disabilities.* TASH. Washington, D.C.

89. **Kurth, J.A., *Lyon, K., & Shogren, K.** (2014, December). *Supports provided to students with severe disabilities in inclusive classrooms*. TASH. Washington, DC
90. **Kurth, J.A.** (2014, December). *Designing and implementing meaningful access to the core curriculum*. TASH. Washington, DC
91. **Kurth, J.A.** (2014, December). *Implementing inclusive education: The teacher's toolkit*. TASH. Washington, DC.
92. **Kurth, J.A.** (2014, November). *Designing and Implementing Effective Inclusive Practices*. Teacher Education Division-CEC. Indianapolis, IN.
93. **Kurth, J.A. & Griswold, D.** (2014, November). *Dispositions and Skills for Inclusive Education: Pre-service and FBEs*. Teacher Education Division-CEC. Indianapolis, IN.
94. **Foley, J.A. & Kurth, J.A.** (2014, November). *Dismantling ideological barriers for inclusion with critical pedagogy*. National Association for Multicultural Education conference. Tucson, AZ.
95. **Kurth, J.A., Morningstar, M.E., & Kozleski, E.B.** (2014, June). *The tyranny of low expectations*. AAIDD conference. Orlando, FL.
96. **Kurth, J.A.** (2013, December). *Reframing how we prepare teachers for inclusive education*. TASH conference. Chicago, IL.
97. **Kurth, J.A. & Marks, S.U.** (2013, December). *The promise of special education policy: Missed opportunities?* TASH conference. Chicago, IL.
98. **Marks, S.U. & Kurth, J.A.** (2013, June). *Inclusion of students with severe disabilities: The intersection between evidence-based practice, disability, and valued outcomes*. Northern Arizona University Institute for Human Development Evidence-Based Practice in Disability Disciplines Conference. Flagstaff, AZ.
99. **Kurth, J.A.** (2013, May). *Educational placement of students with autism: What factors contribute to this decision?* AERA conference. San Francisco, CA.
100. **Kurth, J.A.** (2013, April). *Development and use of curricular adaptations*. Council for Exceptional Children conference. San Antonio, TX.
101. **Kurth, J.A., *Keegan, L.** (2012, December). *Development and use of curricular adaptations*. TASH conference. Long Beach, CA.
102. **Villa, R., Thousand, J., Kurth, J.A., Gross, M., Cole, A., Land, L.A., Taub, D., Jain, A., & Buchinsky, A.** (2012, December). *The Keys to Making Inclusion Work*. TASH conference. Long Beach, CA.
103. ***Gross, M. & Kurth, J.A.** (2012, March). *The Inclusion Teacher's Toolkit*. Cal-TASH Conference. Oakland, CA
104. **Kurth, J.A., *Keegan, L., & *DiCarlo, V.** (2011, December). *Why we can't just tell you how to implement inclusion!* TASH International Conference. Atlanta, GA
105. ***Keegan, L., Kurth, J.A., DiCarlo, V.** (2011, December). *The teacher's toolbox: Quick and easy curriculum adaptations*. TASH International Conference. Atlanta, GA
106. **Kurth, J.A. & Mastergeorge, A.** (2011, April). *Academic Outcomes in Inclusive and Non-Inclusive Special Education Programs for Adolescents with Autism Spectrum Disorders*. AERA Conference, New Orleans, LA

107. **Kurth, J.A. & *Gross, M.** (2011, April). *Grading students with significant disabilities in inclusive settings: Teacher perspectives*. AERA Conference, New Orleans, LA.
108. **Kurth, J.A. & *Gross, M.** (2010, November). *Teacher Grading Practices In Inclusive Settings: Findings And Strategies*. TASH International Conference, Denver, CO.
109. **Kurth, J.A., *Gross, M., *Lovinger, S. & *Catalano, T.** (2010, April). *Grading students with significant disabilities in inclusive settings: Teacher perspectives*. Council for Exceptional Children International Conference, Nashville, TN
110. **Kurth, J.A., *Gross, M., *Lovinger, S. & *Catalano, T.** (2009, November). *Grading students with significant disabilities in inclusive settings: Teacher perspectives*. TASH International Conference, Pittsburgh, PA
111. **Kurth, J.A. & Mastergeorge, A. M.** (2009, May). *Academic Outcomes of Youth with Autism*. International Meeting for Autism Research (IMFAR). Chicago, IL.
112. **Kurth, J.A.** (2008, December). *Academic Outcomes in Inclusive and Non-Inclusive Special Education Programs for Adolescents with Autism Spectrum Disorders*. TASH International Conference, Nashville, TN.
113. **Brooks, L., Baysinger, K., Kurth, J.A., & Hensley, S.** (2007, August). *Educational Approaches for Students with Autism*. UC Davis M.I.N.D. Summer Institute on Neurodevelopmental Disorders, Sacramento, CA.

Refereed Professional Presentations –International

1. **Kurth, J. A.** (2019, August). *An analysis of placement decision considerations*. Paper presented at the meeting of the International Association for the Scientific Study of Intellectual and Developmental Disabilities. Glasgow, Scotland, U.K.
2. **Kurth, J. A.** (2019, August). *Inclusive instruction for adolescents with severe disabilities*. Paper presented at the meeting of the International Association for the Scientific Study of Intellectual and Developmental Disabilities. Glasgow, Scotland, U.K.

Invited Presentations – National, State, And Regional

1. **Kurth, J. A.** (2024, December). *How to research what you really care about*. TASH Early Career Research Network. New Orleans, LA.
2. **Kurth, J. A. & Ruppert, A. L.** (2024, November). *Developing a Strengths-Based and Inclusive IEP for Students with Disabilities*. OCALI Conference. Online Webinar.
3. **Kennedy, M. J., Kurth, J. A., Lane, K. L., Lockman-Turner, E., & Love, H.** (2022, March 09). *Academic writing and publishing*. [Expert Panel]. Office of Special Education Programs (OSEP). Online Webinar.
4. **Kurth, J. A.** (2021, September). *Curricular Philosophies Reflected in IEPs for Students with Disabilities*. Invited presentation, AAIDD Crucial Conversations. Online Webinar.
5. **Kurth, J. A.** (2020, October). Invited panelist, Outstanding Leadership in Disability Law Virtual TASH Symposium.
6. **Kurth, J. A.** (2020, August). *You can't do this alone: Strategies for collaborating to meet IEP goals and objectives*. Invited speaker at NE TASH conference.

7. **Kurth, J. A.** (2019, June). *Reimagining special education*. Invited keynote speaker at Western Carolina University Inclusion Conference. Cullowhee, NC.
8. **Kurth, J. A.** (2018, August). *The Evidence for, and Outcomes of, Inclusion Education*. Invited keynote speaker at Week of Academic Vision and Excellence. Laramie, WY.
9. **Kurth, J. A.** (2018, February). *Strategies for accessing curriculum*. Invited speaker at Peak Parent Center Conference on Inclusive Education. Denver, CO.
10. **Kurth, J. A.** (2018, February). *What about evidence that supports inclusive education?* Invited speaker at Peak Parent Center Conference on Inclusive Education. Denver, CO.
11. **Kurth, J. A.** (2017, October). *Implementing high quality inclusive education*. Invited webinar presentation. University of Florida Center for Autism and Related Disorders. Gainesville, FL.
12. **Kurth, J. A.** (2017, July). *Inclusive literacy and STEM instruction*. Invited presenter for 2-day workshop. University of Florida Center for Autism and Related Disorders. Gainesville, FL
13. **Kurth, J. A., Marty, K., Buck, D., & Quirk, C.** (2017, July). *Creating and supporting high-quality inclusive environments*. OSEP Leadership Conference. Washington, D. C.
14. **Kurth, J. A.** (2017, May). *Implementing high quality inclusive education*. Invited presenter for 3-day workshop. University of Florida Center for Autism and Related Disorders. Gainesville, FL.
15. **Kurth, J. A.** (2016, August). *The case for inclusive education*. Invited keynote address at the annual meeting of the Wisconsin Department of Public Instruction, Intellectual Disability Conference. Madison, WI.
16. **Kurth, J. A.** (2016, January). *Better Together*. Invited keynote address at the annual meeting of Arizona TASH. Phoenix, AZ.
17. **Kurth, J. A.** (2016, July). *Better Together Panel*. Invited panelist at the SWIFT Professional Learning Institute. Arlington, VA
18. **Kurth, J. A.** (2016, July). *Strategies for including all students*. Invited speaker at the SWIFT Professional Learning Institute. Arlington, VA
19. **Kurth, J. A.** (2016, July). *Educational decision making: Parent perspectives*. Invited speaker at the SWIFT Professional Learning Institute. Arlington, VA.
20. **Kurth, J. A.** (2015, November). *SWIFT better together task force review of research*. Invited speaker at the SWIFT Better Together Task Force meeting. Kansas City, KS.
21. **Kurth, J. A.** (2014, May). *A unit based approach to curricular adaptations*. Invited speaker at the Illinois Includes annual conference. Chicago, IL.
22. **Kurth, J. A.** (2014, May). *Inclusive schooling and curricular adaptations: A look at relevant research*. Invited speaker at the Illinois Includes annual conference. Chicago, IL.

Invited Presentations – International

1. Shogren, K. A. & **Kurth, J. A.** (2020, November). *The state of inclusion with students with intellectual and developmental disabilities in the United States*. Webinar presented by the International Association for the Scientific Study of

Intellectual and Developmental Disabilities Inclusive Education Special Interest Research Group.

Professional Presentations– State and Regional

1. **Kurth, J. A. & Love, H.** (2015, October). *Educational placement decisions for youth with autism: Parent perspectives*. Autism Across the Lifespan. Kansas City, KS.
2. **Kurth, J. A.** (2012, April). *Why inclusion matters: Outcomes for adolescents with autism*. Northern Arizona Autism Society of America Conference. Flagstaff, AZ.
3. **Kurth, J. A.** (2012, January). *Modifying Middle School and High School Language Arts*. AzWINS Conference (a project of AZ TASH). Phoenix, AZ.
4. **Kurth, J. A. & Keegan, L.** (2011, June). *Accommodations Toolbox*. AZ TASH Conference. Phoenix, AZ.
5. **Kurth, J. A.** (2008, January). *Patterns of engagement in instructional activities of youth with autism in inclusion and non-inclusion settings*. UC Center on Special Education, Disabilities, and Developmental Risk Annual Conference, Santa Barbara, CA.
6. **Kurth, J. A.** (2007, October). *Special Education Paraeducators: Research and Practice*. Invited Guest Lecturer. California State University, Chico.
7. **Kurth, J. A.** (2007, January). *Inclusion of Adolescents with Autism*. UC Center on Special Education, Disabilities, and Developmental Risk, Santa Barbara, CA.

Professional Presentations – Local and Guest Lectures

1. **Kurth, J. A.** (2019, November). *Preparing educators, leaders, and trailblazers*. KU School of Education Budig Lecture. [Link](#) to lecture.
2. **Kurth, J. A.** (2019, August). *Supporting students with disabilities: Accommodations and Modifications*. Invited speaker at Professional Learning Day. Oregon Trail Middle School, Olathe, KS
3. **Kurth, J. A.** (2019, January). *Strategies for including all learners in general education*. Invited speaker at Professional Learning Day – Special Services: Closing the gap with focused interventions. Olathe, KS.
4. **Kurth, J. A.** (2015, October). *Changing understandings of disability and implications for inclusive education*. Down Syndrome Society of Wichita (invited speaker). Newton, KS.
5. **Kurth, J. A.** (2015, March). Invited Guest Speaker. SPED 326.
6. **Kurth, J. A.** (2013, October). Invited Guest Speaker. SPED 980
7. **Kurth, J. A.** (2014). Invited Guest Lecturer. SPED 675, SPED 775, SPED 875.
8. **Kurth, J. A.** (2014, January). *Preparing Teachers to Work Effectively in Inclusive Settings*. School of Education Research Conference. Lawrence, KS.
9. **Kurth, J. A. & Keegan, L.** (2011, August & September). *Modifying School Work*. Professional Development Seminar. Vail Unified School District. Tucson, AZ.
10. **Kurth, J. A. & Keegan, L.** (2011, September,). *Modifying School Work*. Professional Development Seminar. Yuma School District. San Luis, AZ.
11. **Kurth, J. A.** *Inclusion Panel* (2011, April). There's A Reason I'm A Teacher (TARIAT) conference, Northern Arizona University. Flagstaff, AZ.
12. Thomas, S. & **Kurth, J. A.** (2011, March). Screening of *Waiting for Superman*. Northern Arizona University College of Education.

13. **Kurth, J. A. & Keegan, L.** (2011, March). *Grading Students with Disabilities*. Invited guest speaker / professional development speaker. Second Mesa, AZ.
14. **Arellano, M. & Kurth, J. A.** (2010, November). *Promoting Self-Advocacy for All Students*. Northern Arizona University Praxis guest presentation. Flagstaff, AZ.
15. **Kurth, J. A.** (2010, February). *Culture and Disproportionality in Special Education*. Northern Arizona University Praxis guest presentation. Flagstaff, AZ.
16. **Kurth, J. A. & Keegan, L.** (2010, February). *Student Led IEPs*. TASH Self-Advocacy Workshop. Northern Arizona University. Flagstaff, AZ
17. **Kurth, J.** (2010, March). *Significant Disabilities*. NAU ESE 380 Guest Lecture (Dr. Catherine Medina). Northern Arizona University. Flagstaff, AZ.
18. **Kurth, J. A. & Keegan, L.** (2010, February). *Voices: Advocating for yourself in school and life*. TASH at NAU Self-Advocacy Workshop. Northern Arizona University. Flagstaff, AZ
19. **Kurth, J. A.** (2007, August). *On-the-Spot Modifications for Paraeducators*. Davis Joint Unified School District. Davis, CA.
20. **Kurth, J. A.** (2005-2008). *Special Education: Guiding Principles and Instructional Strategies*. Invited Guest Lecturer, Education 100; Education 110; Human Development 130, UC Davis, Davis, CA. (These lectures were repeated over a two year period)
21. **Yamasaki, L. & Kurth, J. A.** (2006, August). *Instructional Strategies for Paraeducators*. Davis Joint Unified School District. Davis, CA.
22. **Kurth, J. A. & Yamasaki, L.** (2006, January). *Adaptations to the General Education Curriculum for Special Education Students*. BTSA Teacher Fair, Davis, CA.

GRANTS

External Sources – Funded

- 2023-2028 **Kurth, J. A. & Zagona, A. L.** *KU Para to Teacher Project: Pathway to Low-Incidence Endorsement*. Preparation of Special Education, Early Intervention, and Related Services Personnel, Focus Area B. Office of Special Education Programs, CFDA 84.325K.
Role: PI
\$1,195,566 grant awarded
- 2020-2025 **Kurth, J. A., Zagona, A. L., & Wegner, J.** (2020-2025). *Inclusive Interdisciplinary Supports and Training for Positive, Rigorous Education and Communication Outcomes*. Office of Special Education Programs, CFDA 84.325K.
Role: PI.
\$1,250,000 grant awarded
- 2019-2024 **Shogren, K. A., Kurth, J. A., Thompson, J., & Wehmeyer, M.** *Preparing Leaders to Create Ambitious Educational Programs for Students with Severe Disabilities: Beyond de Minimis*. Office of Special Education Programs; CFDA 84.325D
Role: Co-PI

- 2018-2021 \$1,250,000 grant awarded
Kurth, J. A., Shogren, K. A., Wehmeyer, M. L., Morningstar, M. E., Agran, M., Jackson, L., Jameson, J.M., Zagona, A. L., Ryndak, D., & Little, T. D. *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.
 Role: PI
- 2016-2021 \$1,400,000 grant awarded
Kurth, J. A. & Morningstar M. E. *Strengthening Outcomes for All Learners in Regular Settings (SOARS)*. Office of Special Education Programs, CFDA 84.325K
 Role: PI.
- 2014-2019 \$1,249,985 grant awarded
 Shogren, K. A., **Kurth, J. A.**, Morningstar, M. E., Wehmeyer, M. L. *Leadership in Access, College, Career, and Extensive and Significant Supports for Secondary Students with Severe Disabilities*. Office of Special Education Programs, CFDA 84.325D
 Role: Co-PI
- \$1,250,000 grant awarded

External Sources – Pending

- 2024 Zagona, A. L. & **Kurth, J. A.** *Project TEACH: Transforming Educators' Approaches to Collaboration and High Expectations for Students with Deafblindness*. Office of Special Education Programs, CFDA 84.325K
 Role: Co-PI
- 2024 \$1,250,000 requested
 Miller, A. L., Lansey, K. L., Zagona, A. L., Gonzalez, T., Hong, S., & **Kurth, J. A.** *Intersectional Leadership for Equity and Justice in Inclusive Education*. Office of Special Education Programs, CFDA 84.325D.
 Role: Co-PI
- 2024 \$3,750,000 requested
 Walker, V. L., Carpenter, M., & **Kurth, J. A.** *Adapting and Designing Accessible PBIS for Teams Supporting Students with ESN (ADAPTS)*. Spencer Foundation, Research Grants on Education Competition.
 Role: Co-PI
 [Pending, \$364,007]
- 2024 **Kurth, J. A.**, Zagona, A. L. & Ruppert, A. L. *Project I-TAAP: Improving Academic Systems and Outcomes for Students with Significant Cognitive Disability*. Institute of Education Sciences, Development and Innovation (with Pilot) – Systems, Policy, and Finance Project. CFDA 84.324A.
 Role: PI

[Pending, \$2,000,000; Originally submitted 2022; Resubmitted 2023]

External Sources – Unfunded

- 2023 Zagona, A. L. & **Kurth, J. A.** *Factors contributing to literacy and communication outcomes for students with significant cognitive disability*. Institute of Education Sciences, Development and Innovation (with Pilot) – Reading, Writing, and Language. CFDA 84.324A.
Role: Co-PI
\$1,700,000 Requested
- 2023 Zagona, A. L., Ruppard, A. L., **Kurth, J. A.**, Mueller, C., Shogren, K. A., An, Z. *Project PARTNER: Advancing Inclusive Research, Teaching, and Services to Promote Equity for Students with Complex Support Needs*. Office of Special Education Programs, CFDA 84.325D.
Role: Co-PI.
\$1,250,000 Requested
- 2022 Raley, S. K., Zagona, A. L., Zimmerman, K. N., Shogren, K. A., & **Kurth, J. A.** *KU ACE: Achieving Collaborative and Equitable Education for Learners with Extensive Support Needs Across the Life Course*. Office of Special Education Programs, CFDA 84.325D
Role: Co-PI
\$1,250,000 Requested
- 2020 **Kurth, J. A.**, Walker, V. L., 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, Exploration – Social, Emotional and Behavioral Competence. CFDA 84.324A.
Role: PI
\$1,400,000 Requested
- 2020 Ruppard, A. L., **Kurth, J. A.**, & Roberts, C. *Special Educators' Time Use Across Educational Environments*. Institute of Education Sciences, Exploration – Professional Development for Educators and School-Based Service Providers. CFDA 84.324A. Role: Co-PI
\$1,250,000 Requested

Internal Sources – Funded

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

- 2022 **Kurth, J. A. & Zagona, A. L.** *Assessing the involvement of students with extensive support needs in schoolwide positive behavior interventions and support.* KU General Research Fund
Role: PI
\$12,000 grant awarded
- 2017 **Kurth, J. A. & Morningstar, M. E.** *Measuring outcomes for students with disabilities by educational placement.* KU General Research Fund).
Role: PI
\$11,220 grant awarded
- 2016 **Kurth, J. A.** *Using task analysis to teach adolescents with intellectual and developmental disabilities history content in inclusive settings.* KU General Research Fund
Role: PI
\$10,267.36 grant awarded
- 2015 **Kurth, J. A.** *Educational Placement for Students with Autism: Parent Perspectives.* KU General Research Fund
Role: PI
\$7,419 grant awarded
- 2014 **Kurth, J. A.** *Case Study of Inclusive and Segregated Classrooms for Students with Severe Cognitive Disabilities.* KU New Faculty General Research Program
Role: PI
\$8,000 grant awarded
- 2011 **Kurth, J. A.** *Evaluating Teacher Made Modifications.* NAU Intramural Grant Program
Role: PI
\$12,572 grant awarded
- 2011 **Kurth, J. A.** *Evaluating Teacher-Made Modifications.* NAU College of Education Research Grant
Role: PI
\$3,300 grant awarded

Contracts

- 2019 **Kurth, J. A.** *Association for Positive Behavior Supports.*
Role: PI
\$45,000 contract awarded
- 2018 **Kurth, J. A.** *Association for Positive Behavior Supports.*
Role: PI
\$45,000 contract awarded
- 2017 **Kurth, J. A.** *Association for Positive Behavior Supports.*
Role: PI
\$45,000 contract awarded
- 2016 **Kurth, J. A.** *Association for Positive Behavior Supports.*
Role: PI
\$45,000 contract awarded

- 2015 **Kurth, J.A.** *Kansas Institute for Positive Behavior Supports*. Johnson County, KS Juvenile Justice OWPBS Project.
Role: PI
\$60,000 contract awarded
- 2015 **Kurth, J.** *Kansas Institute for Positive Behavior Supports*. Shawnee County, KS Juvenile Justice OWPBS Project.
Role: PI
\$35,000 contract awarded
- 2015 **Kurth, J.** *Kansas Institute for Positive Behavior Supports* (Association for Positive Behavior Support).
Role: PI
\$45,000 contract awarded
- 2014 **Kurth, J.A.** *Kansas Institute for Positive Behavior Supports* (KS Department for Aging and Disability Service).
Role: PI
\$312,000 contract awarded

SERVICE

Editorial Service

EDITOR

2020-present *Inclusive Practices*

EDITORIAL BOARD MEMBER

2024-present *The Journal of Special Education*

2020-present *Inclusion*

2019-present *Research and Practice for Persons with Severe Disabilities*

MANAGING EDITOR

2013-2019 *Inclusion*, a journal of the American Association of Intellectual and Developmental Disabilities

SPECIAL ISSUE EDITOR

2022 **Kurth, J. A. & Jackson, L.** (Eds). Special issue on the impact of placement on outcomes for students with complex support needs. *Research and Practice for Persons with Severe Disabilities* 47(4).
<https://doi.org/10.1177/15407969221134509>

2018 **Kurth, J. A.** (Ed.) Special topic issue on the impact of SWIFT technical assistance. *Inclusion*, vol. 6(1).

FIELD REVIEWER

2023 *Research and Practice for Persons with Severe Disabilities*, $n = 6$
($n = 9$) *Teaching Exceptional Children*, $n = 1$

- Exceptional Children*, n = 1
The International Journal of Inclusive Education, n = 1
- 2022
(n = 5) *Focus on Autism and Other Developmental Disabilities*, n = 1
Research and Practice for Persons with Severe Disabilities, n = 1
Journal of Positive Behavior Interventions and Supports, n = 2
Inclusion, n = 1
- 2021
(n = 13) *Research and Practice for Persons with Severe Disabilities*, n = 7
Teaching and Teacher Education, n = 2
Teaching Exceptional Children, n = 2
Inclusion, n = 2
- 2020
(n = 14) *Journal of Positive Behavior Interventions*, n = 2
Remedial and Special Education, n = 1
Teaching Exceptional Children, n = 1, n = 2 revisions
Journal of Policy and Practice in Intellectual Disabilities, n = 1, n = 1
revision
The International Journal of Inclusive Education, n = 1
Focus on Autism and Other Developmental Disabilities, n = 1, n = 1
revision
Journal of Intellectual and Developmental Disability, n = 1
Intellectual and Developmental Disabilities, n = 1
Research and Practice for Persons with Severe Disabilities, n = 1
- 2019
(n = 16) *Exceptionality*, n = 1
Remedial and Special Education, n = 2
Inclusion, n = 2
Research and Practice for Persons with Severe Disabilities, n = 5
Intellectual and Developmental Disabilities, n = 1
American Journal on Intellectual and Developmental Disabilities, n = 1
Action in Teacher Education, n = 1
Teaching Exceptional Children, n = 1
Focus on Autism and Other Developmental Disabilities, n = 1
Journal on Policy and Practice in Intellectual Disabilities, n = 1
- 2018
(n = 6) *Journal of Intellectual and Developmental Disabilities*, n = 3
Journal of Positive Behavior Interventions, n = 1
Teaching and Teacher Education, n = 1
Remedial and Special Education, n = 1
- 2017
(n = 9) *Teaching and Teacher Education*, n = 1
Remedial and Special Education, n = 4
Education Sciences, n = 1
Journal of Positive Behavior Interventions, n = 1
The High School Journal, n = 1

- Journal of Intellectual and Developmental Disabilities, n = 1*
- 2016
(n = 3) *Remedial and Special Education, n = 2*
Research in Autism Spectrum Disorders, n = 1
- 2015
(n = 6) *Remedial and Special Education, n = 2*
Inclusion, n = 4
- 2014
(n = 2) *Remedial and Special Education, n = 1*
The Journal of the International Association of Special Education, n = 1
- 2013
(n = 3) *CEEDAR Innovation Configurations, "Evidence-Based Practices in
Sensory Impairments, n = 1*
The Journal of the International Association of Special Education, n = 1
The Journal of Teacher Education, n = 1
- 2012
(n = 1) *The Journal of the International Association of Special Education, n = 1*

National Service

BOARD AND COMMITTEE MEMBERSHIPS

- 2024-present *Critical Advisor, Center of Excellence on Inclusive Practice,
Ohio Center on Autism and Low Incidence (OCALI)*
- 2022-Present *Member, TASH Research and Publications Committee*
- 2022-Present *Member, TASH Conference Planning Committee*
- 2020-2022 *Chair, TASH Executive Committee*
- 2018-2022 *Chair, TASH Research and Publications Committee*
- 2014-present *Member, AAIDD Education Committee*
- 2016-present *Member, TASH Research and Publications Committee*
- 2016-2021 *Member, TASH National Board of Directors*
- 2016-2018 *Chair, TASH Inclusive Education Committee*
- 2015-2018 *Board Liaison, TASH Early Career Researcher Network
Committee*
- 2014-2015 *Ex-Officio Member, TASH National Board*
- 2013-2016 *Co-Chair, TASH Inclusive Education Committee*
- 2013-present *Member, TASH Inclusive Education Committee*

REVIEWER: PROFESSIONAL ORGANIZATIONS

- 2023 *Reviewer, Conference proposals for TASH conference (n = 10)*
- 2022 *Reviewer, Conference proposals for TASH conference (n = 10)*

2021	<i>Reviewer, Conference proposals for Council for Exceptional Children conference (n = 6)</i>
	<i>Reviewer, Conference proposals for TASH conference (n = 10)</i>
2020	<i>Reviewer, Conference proposals for TASH conference (n = 10)</i>
	<i>Reviewer, Conference proposals for Council for Exceptional Children conference (n = 9)</i>
2019	<i>Reviewer, Conference Proposals for TASH conference (n = 10)</i>
	<i>Reviewer, Conference proposals for 2019 Council for Exceptional Children conference (n = 6)</i>
2018	<i>Reviewer, Conference Proposals for TASH conference (n = 37)</i>
	<i>Reviewer, Conference proposals for 2018 Council for Exceptional Children conference (n = 5)</i>
2017	<i>Reviewer, Conference proposals for 2017 TASH conference (n = 20)</i>
	<i>Reviewer, Conference proposals for 2018 Council for Exceptional Children conference (n = 4)</i>
2015	<i>Reviewer, Conference proposals for the 2015 TASH national conference (n = 41)</i>
	<i>Reviewer, Conference proposals reviewer for 2015 TED-CEC conference (n = 6)</i>
2014	<i>Reviewer, Conference proposals for the 2014 TASH national conference (n = 35 proposals reviewed)</i>

State And Regional Service

STATE BOARD AND COMMITTEE MEMBERSHIPS

2024	<i>Program Reviewer, Kansas State Department of Education (WSU LRL)</i>
2020-Present	<i>Member, Kansas Special Education Advisory Council, Kansas State Department of Education</i>
2017-present	<i>Member, Kansas Deaf-Blind Project Advisory Council</i>
2013-2018	<i>Member, Consortium of Low Incidence teacher Preparation Programs in Kansas Project, 2013-present</i>
2010-2013	<i>Member, Board of Directors, Arizona TASH</i>
2009-2013	<i>Member, Arizona With Inclusive Schools (AzWINS)</i>
2012-2013	<i>Member, Arizona Autism Research Group</i>
2008-2013	<i>Technical Assistance Provider, Arizona Department of Education Support CADRE</i>
2008-2013	<i>Member, Arizona Autism Society of America, Northern Arizona Chapter</i>

University Service

DEPARTMENT SERVICE

2023-present	<i>Department Chair, Special Education Department</i>
2022	<i>Member, Department Chair Search Committee, Special Education Department</i>
2021-2023	<i>Member, Ad hoc Recruitment Task Force, Special Education Department</i>
2021-2022	<i>Member, Early Childhood Faculty Search Committee, Special Education Department</i>
2020-2023	<i>Co-Chair, Leadership Studies Committee, Special Education Department</i>
2020-present	<i>Member, Chairs Advisory Committee</i>
2019-2020	<i>Chair, Low-Incidence Faculty Search Committee, Special Education Department</i>
2018-2023	<i>Program Coordinator, Low-Incidence Program, Special Education Department</i>
2017	<i>Member, David Dahlke Community Inclusion Award Review Committee, Special Education Department</i>
2015-2016	<i>Faculty Advisor, SPED 326, Special Education Department</i>
2015	<i>Faculty Discussant, KUPD Conference</i>
2013-2017	<i>Academic Advisor, Autism Masters Program</i>
2013-2023	<i>Academic Advisor, Low-Incidence Masters & Endorsement Program</i>
2013-2018	<i>Member, Personnel Committee, Special Education Department</i>
2016-2020	<i>Chair, Personnel Preparation Program Committee, Special Education Department</i>
2014-2016	<i>Member, Special Education Educator Preparation Program, Special Education Department</i>

SCHOOL OF EDUCATION AND HUMAN SCIENCES

2017-2023	<i>Member, Elementary Education Unified program planning committee, School of Education and Human Sciences</i>
2017-2022	<i>Member, Teacher Education Committee, School of Education</i>
2017	<i>Member, School of Education, Department of Curriculum and Instruction faculty search committee</i>
2017	<i>Member, School of Education Awards Committee</i>
2013-2017	<i>Member, School of Education Grievance committee</i>
2014	<i>Reviewer, General Research Fund</i>

UNIVERSITY OF KANSAS

2023-present	<i>Member, Life Span Institute Promotions Committee</i>
2022-present	<i>Associate Director of Interdisciplinary Training, University of Kansas Center on Developmental Disabilities</i>

- 2017-present *Project Director, University of Kansas Center on Developmental Disabilities Summer Institute on Inclusive Practices*
- 2013-present *Affiliated Faculty, University of Kansas Center on Developmental Disabilities (KUCDD)*
- 2013-present *Affiliated Faculty, University of Kansas Beach Center on Disability*
- 2014-2019 *Director, Kansas Institute on Positive Behavior Supports, Beach Center on Disability, University of Kansas, Lawrence, KS*

Community Service

- 2020-2024 *Collaborator, Lawrence Public School District USD 497*
- 2023 *External Evaluator, San Francisco State University Department of Special Education*
- 2018 *Invited Speaker, Kansas Unified Elementary License, Ft. Hays State University*
- 2018 *Consultant, Inclusive classroom, Lawrence, KS*
- 2017 *Assessor, Independent Education Evaluation, Baldwin City, KS*
- 2017 *Expert Witness, N.V. vs. Wake County Board of Education*
- 2016 *Expert Witness, M.B. vs. Wilson County Schools Board of Education.*
- 2016 *Expert Witness, R.M. vs. Gilbert Public Schools.*
- 2016 *Expert Witness, O.V. vs. Durham Public Schools.*
- 2015 *Assessor, Independent Education Evaluation, Newton, KS*
- 2013 *Family Advocate, Individualized Education Program, Flagstaff, AZ*

NORTHERN ARIZONA UNIVERSITY

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

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Association on Intellectual and Developmental Disabilities (AAIDD)

- Education Division

American Educational Research Association (AERA)

- Division K – Teaching and Teacher Education
- SIG – Special Education
- SIG – Disability Studies

Association for Positive Behavior Supports (APBS)

Council for Exceptional Children (CEC)

- Division on Autism and Developmental Disabilities (DADD)
- Division for Research (DR)
- Teacher Education Division (TED)

TASH: Equity, Opportunity, and Inclusion for People with Severe Disabilities

- Inclusive Education Committee
- Research and Publications Committee

AWARDS

2024	<i>Education Award</i> , from the American Association on Intellectual and Developmental Disabilities
2022	<i>Faculty Achievement Award for Research</i> , from the University of Kansas School of Education and Human Sciences
2020	<i>Best Research Poster</i> , TASH 2020 Conference
2019	<i>Emerald Literati Award for Excellence</i> , Emerald Publishing Outstanding Author Contribution
2019	<i>Budig Teaching Professorship in Special Education</i> , from the University of Kansas Department of Special Education
2018	<i>Early Career Research Award</i> , from TASH.
2017	<i>Emerald Literati Award for Excellence</i> , Emerald Publishing Outstanding Author Contribution
2016	<i>Faculty Achievement Award for Promising Scholar</i> , from The University of Kansas School of Education

TEACHING AND ADVISING

Masters Thesis Committees (*Chair, † Co-Chair)

1. *Burdette, G. (2019). *Employer confidence in self-capacity to support employees with autism spectrum disorders: Partnerships with community agencies.*
2. *Munandar, V. (2016). *Efficacy of video modeling in improving job interviewing skills for two college students with autism.*
3. Ma, Z. (2016). *Needs of Chinese families of children with autism.*

Masters Project Committees (*Chair, † Co-Chair)

1. *Rubin, S. (2024, Spring)

2. *Frisch, C. (2024, Spring)
3. *Marker, J. (2024, Spring)
4. *Steinmetz, S. (2024, Spring)
5. *Robinson, W. (2024, Spring)
6. †Mantia, C. (2023, Spring)
7. †Palkhiwala, R. (2023, Spring)
8. †Ketcham, L. (2022, Fall)
9. *Bagnall, C. (2022, Spring)
10. *Brown, M. (2022, Spring)
11. *King, S. (2022, Spring)
12. *Madden, K. (2022, Spring)
13. *Witwer, A. (2022, Spring)
14. *Vanhooser, M. (2022, Spring)
15. *Base, C. (2022, Spring)
16. *Wingert, A. (2021, Fall)
17. *Dubois, C. (2021, Fall)
18. *Murrow, K. (2021, Fall)
19. *Burapharat, P. (2021, Spring)
20. *Conrad, M. (2021, Spring)
21. *Schmitt, J. (2021, Spring)
22. *Oxley, C. (2021, Spring)
23. *Jones, H. (2021, Spring)
24. *Phelan, S. (2021, Spring)
25. *Heizman, H. (2021, Spring)
26. *Wurth, H. (2021, Spring)
27. *Olson, A. (2021, Spring)
28. *Mansouri, M. (2020, Summer)
29. *Love, M. (2020, Summer)
30. *Williams, M. (2020, Summer)
31. Webster, N. (2020, Summer)
32. *Honaker, A. (2020, Summer)
33. *Hunter, G. (2020, Spring)
34. *Loud, K. (2020, Spring)
35. *Strange, R. (2020, Spring)
36. *Cleveland, C. (2019, Spring)
37. *Dieker, A. (2019, Spring)
38. *Van Scyoc, J. (2019, Spring)
39. *Rodehorst, K. (2019, Spring)
40. *Hannon, S. (2019, Spring)
41. *Hansen, S. (2019, Spring)
42. *Colter, J. (2019, Spring)
43. *Lester, M. (2019, Spring)
44. *Shen, R. (2019, Spring)
45. *Von Fossen, S. (2019, Spring)
46. Jones, A. (2018, Summer)
47. *Bastarache, E. (2018, Summer)

48. *Gonzalez, P. (2018, Summer)
49. *Peacock, J. (2018, Summer)
50. *Laytimi, A. (2018, Spring)
51. *Smith, H. (2018, Spring).
52. Tunney, D. (2017, Spring)
53. *Vickers, J. (2016, Spring).
54. *Kohmetscher, B. (2016, Spring).
55. Bell, E. (2016, Spring).
56. Dokko, E. (2015, Summer)
57. Lawson, H. (2015, Summer).
58. Perkins, B. (2015, Summer).
59. *DeBoom, M. (2015, Spring).
60. Montero, C. (2015, Spring).
61. Born, K. (2015, Spring).
62. Rundus, B. (2015, Spring).
63. *Reed, J. (2014, Fall).
64. Busch, C. (2014, Fall).
65. Moreland, T. (2014, Summer).
66. Chrostowoski, S. (2014, Summer).
67. Potter, J. (2014, Spring).
68. Carlson, B. (2014, Spring).
69. McPartin, M. (2014, Spring).
70. Wesley, D. (2014, Spring).
71. Burroughs, M. (2014, Spring).
72. Hett, M. (2014, Spring).
73. Suk, A. (2013, Fall).
74. Brooks, K. (2013, Fall).

Doctoral Probationary Review Committees (*Chair; †Co-Chair)

1. Good, M. (2024, Spring)
2. Bernard, A. (2023, Spring)
3. Smith, K. (2023, Spring)
4. *Kim G. (2023, Spring)
5. †Loyless, R. (2022, Spring)
6. Johnson, B. (2022, Spring)
7. *Mansouri, M. (2021, Spring)
8. Bhattashali, A. (2020, Fall)
9. Lickvar Armstrong, C. (2020, Fall)
10. Kim, G. (2020, Fall)
11. Matusevich, H. (2020, Fall)
12. Austin, K. (2020, Fall)
13. Ruhter, L. (2020, Fall)
14. Hoekstra, N. (2020, Fall)
15. Scheibel, G. (2020, Fall)
16. *Lockman Turner, E. (2019, Spring)
17. Park, K. (2019, Spring)

18. Jackson, H. (2019, Spring)
19. Yang, S. (2018, Spring)
20. Nott, K. (2018, Spring)
21. Wilt, J. C. (2018, Spring)
22. *Toews (Gross), S. (2017, Spring)
23. Wilt, C. (2017, Spring)
24. Munandar, V. (2017, Spring)
25. *Miller, A. (2016, Spring)
26. Hancock, C. (2016, Spring)
27. Hyland, S. (2015, Summer)
28. Nyegenye, S. (2015, Summer)
29. Love, H. (2015, Summer)
30. Uyanik, H. (2015, Spring)
31. Alzahrani, T. (2015, Spring)
32. Knackstedt, K. (2014, Spring)

Doctoral Second Year Review Committees (*Chair; †Co-Chair)

1. Townsend, R. (2024, Summer)
2. *Kim, G. (2024, Spring)
3. Smith, K. (2023, Spring)

Doctoral Comprehensive Exam Committees (*Chair; †Co-Chair)

1. *Loyless, R. (2024, Spring)
2. Cosand, K. (2023, Fall)
3. Taylor, J. (2023, Summer)
4. Alsaeed, A. (2023, Spring)
5. *Mansouri, M. (2023, Spring)
6. Allen, E. (2022, Fall). [Department of Curriculum and Instruction]
7. Burns, M. (2022, Fall). [Department of Curriculum and Instruction]
8. Mahal, S. (2022, Summer).
9. Kim, G. (2022, Spring).
10. Jackson, H. (2021, Fall).
11. Leatherman, E. (2021, Summer) [Department of Speech, Language, and Hearing Sciences]
12. Morgan, C. (2021, Summer).
13. Rooks, J. (2021, Spring). [Department of Curriculum and Instruction]
14. *Lockman Turner, E. (2021, Spring)
15. Carlson, S. (2020, Fall)
16. Yang, S. (2020, Fall).
17. Crogan, K. (2020, Fall). [Department of Curriculum and Instruction]
18. Naster, J. (2019, Fall). [Department of Curriculum and Instruction]
19. Munanadar, V. (2019, Summer)
20. Waters, C. (2020, Spring)
21. Shin, S. (2019, Summer)
22. Stepaniuk, I. (2019, Spring)
23. Raley, S. (2019, Spring)

24. Wilt, C. (2019, Spring)
25. †Abdulrahim, N. (2019, Spring)
26. *Toews, S. (2019, Spring)
27. Burke, K. (2018, Fall)
28. Hancock, C. (2018, Spring).
29. Kuntz, E. (2018, Spring). [Vanderbilt University]
30. An, Z. (2017, Fall).
31. Carlile, M. (2017, Summer). [Department of Curriculum and Instruction]
32. Royer, D. (2017, Summer).
33. Love, H. (2017, Summer).
34. Alzahrani, T. (2017, Summer).
35. Lassman, H. (2017-2018). [KU School of Social Welfare]
36. Knackstedt, K. (2016, Fall).
37. Lawrence, A. (Fall, 2015).

Doctoral Dissertation Committees (*Chair; †Co-Chair)

1. *Mansouri, M. (2024, Summer). *Exploration of educators' beliefs, practices, and insights in supporting students with complex support needs across placements.*
2. *Ruhter, L. (2024, Summer). *Inclusive science instructional decision-making: Designing a framework and implementation tool for teachers of students with complex support needs.*
3. Cosand, K. (2024, Summer). *Dollars and inclusion: Investigating the impact of per pupil funding on inclusive practices in special education.*
4. Taylor, J. (2024, Summer). *Why teachers leave: A three-study dissertation.*
5. Mahal, S. (2024, Spring). *Self-determination theory: Applying the tripartite model to higher education.*
6. Alsaeed, A. (2024, Spring). *Implementation of the SDLMI in inclusive settings and its impact on self-determination and academic outcomes.*
7. Austin, K. (2023, Summer). *Professional learning and tiered systems: Examining adult learning outcomes and perceptions.*
8. Dobson, C. (2023, Spring). *The revolving door from the outside/in: Stories from the juvenile justice system.*
9. Rooks, J. (2023, Spring). *Employment interventions for secondary students with autism: A meta-analysis of single-case research.*
10. Kim, G. (2023, Spring). *Empowering caregivers to implement social communication interventions to children with or at risk for autism.*
11. Burns, M. (2023, Spring). *Primary grade teachers' knowledge and beliefs about phonological awareness and their perceptions of phonological awareness curriculum.* [KU Speech-Language-Hearing: Sciences and Disorders]
12. Allen, E. (2023, Spring). *Public Montessori early childhood educators' perceptions of psychological needs fulfillment.* [KU Department of Curriculum and Teaching]
13. Leatherman, E. (2022, Summer). *Hands-on learning with speech generating devices: Capturing the learning processes of CSD Students.* [KU Speech-Language-Hearing: Sciences and Disorders]
14. Jackson, B. (2022, Summer). *Student entry to domestic minor sex trafficking and the role of special education staff.*

15. Jackson, H. (2022, Summer). *UDL lesson planning for pre-service educators*.
16. *Lockman Turner, E. (2022, Spring). *An examination of placement and environments where students with complex support needs learn*.
17. Morgan, C. (2022, Spring). *Unsettling the settled: A mixed methods exploration of special education informational materials for parents*.
18. Rooks, J. (2022, Spring). *Employability interventions for secondary students with autism: A meta-analysis*. [KU Department of Curriculum and Instruction].
19. Lassman, H. (2022, Spring). *Exploring the experiences of foster parents caring for children with complex medical needs: A phenomenological study*. [KU School of Social Welfare].
20. Crogan, K. (2021, Fall). *Exploring postsecondary transition in relationship to quality of life of young adults with intellectual disability*. [KU Department of Curriculum and Instruction].
21. Carlson, S. (2021, Summer). *Influences on and outcomes of long-term services and supports for adults with intellectual and developmental disabilities*.
22. †Nabwire, S. (2021, Spring). *Navigating the U.S. educational system: Perspectives of Kenyan immigrant students with dis/abilities and their families*.
23. †Wilt, C. (2021, Spring). *The educational abandonment of Black disabled youth and the funds of resistance that sustain them: A family ecological analysis*.
24. Stepaniuk, I. (2020, Summer). *Lives in classrooms described as inclusive: From the stand-point of equity-based inclusive education*.
25. Munandar, V. (2020, Summer). *Planned happenstance skills and college students with disabilities*.
26. *Toews, S. G. (2020, Spring). *Supporting access to literacy instruction for students with extensive support needs in general education settings through shared reading*.
27. Raley, S. (2020, Spring). *Examining the impact of promoting student self-determination and utilizing teacher coaching supports in inclusive, secondary classrooms*.
28. Johnston, R. (2019, Summer). *Effects of aided language input intensity on AAC use*. [KU Speech-Language-Hearing: Sciences and Disorders]
29. Burke, K. (2019, Summer). *Analyzing goal setting and attainment as skills associated with self-determination for students with disabilities*.
30. *Miller, A. (2019, Summer). *Girls of color with intellectual and developmental disabilities reinventing education through an intersectional photographic lens*.
31. Hancock, C. (2019, Summer). *Decision-making by families and home visitors during early head start home visits*.
32. Kuntz, E. (2019, Spring). *Evaluation of a Collaborative Planning Framework for General Educators Teaching Students with Severe Disabilities*. [Vanderbilt University]
33. Carlile, M. (2019, Spring). *Intentional planning in the read aloud: A case for questioning*. [KU Department of Curriculum and Instruction]
34. †Alzahrani, T. K. (2019, Spring). *Examining reading-related teacher education among teachers of students with learning disabilities in Saudi Arabia*.
35. An, Z. (2018, Summer). *A multi-dimensional investigation of expulsion and suspension practices in early childhood programs*.

36. Love, H. (2018, Summer). *Understanding high-quality inclusive education across early childhood settings.*
37. Knackstedt, K. (2017, Fall). *Seclusion and restraint in schools: Connecting research, policy, and practice*
38. Royer, D. (2017, Summer). *Examining the utility of the schoolwide expectations survey for specific settings (SESS): A data-informed approach to developing expectation matrices.*
39. Seong, Y. (2017, Spring). *Examining psychometric properties of the adolescent self-determination assessment-short form.*
40. †Savio-Wolf, H. (2016, Spring). *Increasing use of high-leverage instructional practices among teachers via use of bug-in-the-ear coaching technology.*
41. Cook, T. J. (2016, Spring). *Examining the effects of the self-determined learning model of instruction on students with and without intellectual disability.*
42. Lee, H. (2015, Summer). *Investigating predictors of community participation of youth with significant disabilities from National Longitudinal Transition Study 2.*
43. Alsalem, M. (2015, Fall). *Supporting professional development among deaf and hard of hearing teachers through the implementation of universal design for learning in Saudi Arabia.*
44. Bjorkman Wade, D. (2014, Spring). *Development and validation of the Transition Coordinators Survey.*
45. Lyon, K. (2014, Spring). *Teaching shape recognition to students with significant intellectual disabilities.*
46. Wolf, J. (2014, Spring). *Effects of online professional development in augmentative and alternative communication for special education teachers and speech language pathologists.*
47. Honors, E. (2014, Spring). *An exploration of identity development with adolescents who are hard of hearing.*
48. Doneski-Nicol, J. (2014). *Young child communication during storybook reading: Understanding vocabulary needed for children with complex communication needs. [Northern Arizona University]*
49. Bishop, N. (2016, Spring). *Collaborative team model: Design for successful special education. [Northern Arizona University]*
50. Rothfork, A. (2015, Spring). *The effect of music on disruptive behavior in students with emotional/behavioral disorders. [Northern Arizona University]*
51. Franklin, L. (2012, Spring). *A descriptive case study of stigma: Constructing labels of culturally linguistically diverse and emotional disturbance. [Northern Arizona University]*
52. Truett, C. (2012, Spring). *“It is difficult, but you experience a beautiful thing:” Mexican-origin parents’ perspectives on autism. [Northern Arizona University]*
53. Merica, M. (2013, Spring). *Using propensity score modeling to account for selection bias effects in the evaluation of first year seminar programs. [Northern Arizona University]*

Courses Taught

UNIVERSITY OF KANSAS

SPED 635/735	Introduction to Teaching Learners with Low-Incidence Disabilities in Inclusive Settings
SPED 642 / 742*	Assessment and Methods of Teaching Learners with Low-Incidence Disabilities in Inclusive Settings
SPED 775/875*	Practicum for Children and Youth with Low-Incidence Disabilities and Practicum for Children and Youth with Autism Spectrum Disorders
SPED 760	Introduction to Autism Spectrum Disorders
SPED 842°	Advanced Methods: Strategies for Students with Significant Sensory, Motor, and Health Needs
SPED 842	Methods in Access and Inclusion in the Core Curriculum
SPED 844	Advanced Methods in Access and Inclusion in the Core Curriculum
SPED 844°	Advanced Methods: Nonsymbolic and Symbolic Communication and Assessment and Augmentation Strategies
SPED 851□	Law and Special Education
SPED 854	Family and Interprofessional Collaboration
SPED 898	Master's Project
SPED 930□	Praxis Seminar: Scholarship and Writing
SPED 932□	Praxis Seminar: Scholarship of Teaching
SPED 998□	Secondary Inclusion and Access to the General Education Curriculum for Students with Extensive Support Needs
SPED 998□	Introduction to Research in Special Education
SPED 987□	Independent Study, Doctoral Students

*Co-convened undergraduate and graduate course

□ Doctoral Course

° Course renamed and reconstituted in 2014

NORTHERN ARIZONA UNIVERSITY

ESE 380	Introduction to Exceptional Children
ESE 434	Foundations of Special Education, Low Incidence
ESE 308 / 608*	Fieldwork Experience: Low Incidence
ESE 454	Methods in Special Education: Low Incidence
ESE 580	Introduction to Autism Spectrum Disorders
ESE 594	Special Education Student Teaching Severe/Profound
ESE 599	Pivotal Response Treatment (PRT) to teach academic skills to children with Autism
ESE 657 (655)	Advanced Assessment of Exceptional Learners: Low Incidence
ESE 664 (554)	Methods of Special Education, Low Incidence
ESE 681 (581)	Advanced Methods & Assessment in Special Education: Autism Spectrum Disorders
ESE 695	Internship in Special Education
ECI 697□	Doctoral Student Independent Study

*Co-convened undergraduate and graduate course

□ Doctoral Course

(Previous course number)

UNIVERSITY OF CALIFORNIA, DAVIS

EDU 199	Special Study for Advanced Undergraduates (Fall 2006, 2008)
EDU 100	Introduction to Schools (Spring 2004)
EDU 120	Philosophical and Social Foundations of Education (Fall 2005)