

Diane Lea Ryndak, Ph.D.
Professor and Chair
School of Education
University of North Carolina Greensboro

Academic Degrees

Fulbright Scholar	Poland Ministry of Education	2003	Inclusive Education and Professional Development
Post Doctoral Fellow	University of Arizona	1993	Qualitative Research and Diversity
Ph.D.	University of Illinois at Urbana-Champaign	1983	Special Education: Moderate or Severe Disabilities
M.Ed.	University of Vermont	1980	Special Education: Severe, Profound, Multiple Disabilities
B.S. of Ed.	Illinois State University	1974	Special Education: Mild Disabilities

Professional Experience

2014 – Present	University of North Carolina Greensboro, Professor and Chair
2011- 2014	University of Florida, Professor
2006-2012	TASH Board of Directors, Secretary
2003 - 2004	Fulbright Research Fellow, Poland
2001 - 2011	University of Florida, Associate Professor
1995 – 2001	University of Florida, Assistant Professor
1993 - 1995	State University College at Buffalo, Associate Professor
1987 - 1993	State University College at Buffalo, Assistant Professor
1984 - 1987	University of Texas at Austin, Project Director, TASH Technical Assistance Project
1983 - 1984	University of Texas at San Antonio, Assistant Professor
1976 - 1979	Brandon State Training School, Vermont, Special Education Teacher and Administrator
1975 - 1976	Kankakee Developmental Center, Illinois, Special Educator and Administrator
1974 - 1975	Mt. Carroll, Illinois, Public Schools, Special Education Teacher

Current Professional and Academic Association Memberships

TASH; National Agenda Committee on Inclusive Education; Personnel Preparation Committee, Publications Committee; International Committee
 Council for Exceptional Children; Member Severe and Multiple Disabilities Committee
 Teacher Education Division of CEC
 American Association on Intellectual and Developmental Disabilities
 International Association on Special Education
 Association for Supervision and Curriculum Development

Current Non-Teaching Professional Assignments and Activities

Editorial Board, *Research and Practices for Persons with Severe Disabilities*
 Editorial Board, *Education and Training in Intellectual and Development Disabilities*
 Editorial Board, *Teacher Education and Special Education*
 Editorial Board, *International Journal on Whole Schooling*

Awards and Honors

2003	Fulbright Fellowship
2001	University of Florida, College of Education Teacher of the Year
1996	University of Florida, College of Education Teacher of the Year

University Program Reviews

- 2004 Monmouth University: Undergraduate and Graduate Teacher Preparation Programs
- 2001 University of New Mexico: Graduate Unit Review, Programs in Special Education

Evaluations of Services and Programs

- 2004 Illinois — SEDOL Review of Services for students with severe disabilities at Laremont School and Early Childhood Program
- 2001 Tennessee, Vanderbilt University – Review of US Department of Education Outreach Project for Individuals with Deaf-Blindness

External Reviews for Promotion and Tenure

- 2014 Syracuse University
- 2014 St. Bonaventure University, Special Education
- 2013 University of New Mexico, Specialized Education
- 2011 University of New Mexico, Specialized Education
- 2007 University of West Florida, Department of Special Education
- 2006 University of New Mexico, Special Education Studies
- 2005 University of New Mexico, Special Education Studies
- 2004 University of Vermont, Center on Disability and Community Inclusion
- 2003 University of New Mexico, Special Education Studies
- 2001 University of Vermont, Center on Disability and Community Inclusion
- 2000 Vanderbilt University, Department of Special Education

Publications

Copeland, S., & Ryndak, D. L. (Eds.) (2014). Connections, Issue on Literacy 39(2).

Foster, M., Taub, D., & Ryndak, D. (2014). The role of advocacy and not-for-profit organizations in the development and implementation of services for individuals with mental retardation in the United States of America. Warsaw, Poland.

Taub, D., White, J. M., & Ryndak, D. L. (2014). Promising practices for professional development and school reform impacting instruction for students with complex instructional needs: Perceptions of an expert panel. *Inclusion*, 2(4), 21-24.

Szumski, G., Ryndak, D. L., & Reed, D. (accepted). The special education system in Poland: Toward inclusive education for students with severe disabilities. *Research and Practice for Persons with Severe Disabilities*.

Ryndak, D. L., Taub, D., Jorgensen, C., Gonsier-Gerdin, J., Ruppard, A. L., Arndt, K., Sauer, J., Morningstar, M., & Allcock, H. (2014). Policy and the impact on placement, involvement, and progress in the general curriculum: Critical issues that require rectification. *Research and Practice for Persons with Severe Disabilities*.

McDonnell, J., Hunt, P., Jackson, L., & Ryndak, D. (in press, Season). Educational standards for students with significant intellectual disabilities: A response to Lou Brown. *TASH Connections, Issue/Volume*.

Agran, M., Brown, F., Hughes, C., Quirk, C., & Ryndak, D. L. (Eds.) (2014). *Equity and full participation for individuals with severe disabilities: A vision for the future*, 2nd edition. Baltimore, MD: Paul H. Brookes.

Ryndak, D. L., Reed, D., Szumski, G., Orlando, A., & Gao, W. (2014). Societal inclusion internationally: International initiatives, illustrations, challenges, and recommendations. In M. Agran, F. Brown, C. Hughes, C. Quirk, & D. Ryndak (Eds.), *Equity and full participation for individuals with severe disabilities: A vision for the future*, 2nd edition (pp. 371-394). Baltimore, MD: Paul H. Brookes.

- Sommerstein, M., Sommerstein, L., Sommerstein, R., Sommerstein, D., & Ryndak, D.L. (2014). Forty years of living and thriving with disabilities: Perceptions of a self-advocate and her family. In M. Agran, F. Brown, C. Hughes, C. Quirk, & D. Ryndak (Eds *Equity and full participation for individuals with severe disabilities: A vision for the future*, 2nd edition (pp. 41-56). Baltimore, MD: Paul H. Brookes.
- Ryndak, D. L., Lehr, D., Ward, T., & DeBevoise, H. (2013). Collaboration and teaming for effective inclusive education: Literature base, description, and illustrations. In J. McLeskey, N. L. Waldron, F. Spooner, & R. Algozzine, R. (Eds.). *Handbook of research and practice for effective inclusive schools* (pp. 395-409). New York: Routledge.
- Ryndak, D. L., Jackson, L. B., & White, J. M. (2013). Involvement and progress in the general curriculum for students with extensive support needs: K-12 inclusive-education research and implications for the future. *Inclusion, 1*(1), 28-49.
- Ryndak, D. L., Orlando, A., & Duran, D. (2013). Serving students with extensive support needs in general education contexts in a reconceptualized system of education. In L. C. Burrello, W. Sailor, & J. Kleinhammer-Tramill (Eds.), *Unifying educational systems: Leadership and policy perspectives*. New York: Routledge.
- Ryndak, D. L., Alper, S., Hughes, C., & McDonnell, J. (2012). Documenting impact of education contexts on long-term outcomes for students with significant disabilities. *Education and Training in Autism and Developmental Disabilities, 47*(2), 127-138.
- Landers, E., Courtade, G., & Ryndak, D. L. (2012). Including students with severe disabilities in school-wide positive behavior interventions and supports: Perceptions of state trainers. *Research and Practice for Persons with Severe Disabilities, 37*(1), 1-8.
- Ryndak, D. L., Orlando, A., Storch, J. F., Denney, M., & Huffman, J. (2011). A mother's perceptions of her ongoing advocacy efforts for her son with significant disabilities: Her twelve-year journey. *International Journal on Whole Schooling, 7*(2), 74-91.
- Matzen, A. K., Ryndak, D. L., & Nakao, T. (2010). Middle school teams increasing access to general education for students with significant disabilities: Issues encountered and activities observed across contexts. *Remedial and Special Education, 31*, 287-304.
- Ryndak, D. L., Ward, T., Alper, S., Montgomery, J., & Storch, J. F. (2010). Long-term outcomes of services for two persons with significant disabilities with differing educational experiences: A qualitative consideration of the impact of educational experiences. *Education and Training in Autism and Developmental Disabilities, 45*(3), 323-338.
- Ryndak, D. L., Ward, T., Alper, S., Storch, J. F., & Montgomery, J. (2010). Long-term outcomes of services in inclusive and self-contained settings in a one-building school district for brothers with comparable diagnoses. *Education and Training in Autism and Developmental Disabilities, 45*(1), 38-53.
- Jackson, L. B., Ryndak, D. L., & Wehmeyer, M. L. (2009). The dynamic relationship between context, curriculum, and student learning: A case for inclusive education as a research-based practice. *Research and Practice for Persons with Severe Disabilities, 33*(4)/34(1), 175-195.
- Ryndak, D. L., Moore, M., Orlando, A., & Delano M. (2009). Access to the general curriculum: The mandate and role of context in research-based practice for students with extensive support needs. *Research and Practices for Persons with Severe Disabilities, 33*(4)/34(1), 199-213.
- Denney, M., Ryndak, D. L., Orlando, A. M., & Clark, M. (2009). Perceptions of preservice teachers about inclusive education for students with significant disabilities. *Proceedings of the International Association for Special Education Conference*, Alicante, Spain, CD Rom.
- McLaughlin, T., Ryndak, D. L., & Alper, S. (2008). The beneficial outcomes of inclusive education: A research

summary. *Proceedings of the International Conference on Education and Society*, Paris, France, CD Rom.

Ryndak, D. L., Storch, J. F., & Hoppey, D. (2008). One family's perspective of their experiences with school and district personnel over time related to inclusive educational services for a family member with significant disabilities. *International Journal on Whole Schooling*, 4(2), 29-51.

Filce, H. G., Sharpton, W. R., & Ryndak, D. L. (2008). Highly qualified teachers of students with severe disabilities: An analysis of three perspectives. *Southeastern Teacher Education Journal* 1(1), 15-25.

Podcast (2008). United States Public Affairs Section of the U.S. Embassy in Kyiv. (Topic: Rights of people with disabilities: United States' experience in ensuring equal rights for individuals with disabilities in relation to education, employment, and community access).

Ryndak, D. L., Reardon, R., Benner, S., & Ward, T. (2007). Transitioning to district-wide inclusive services: The ongoing journey and its accompanying complexities. *Research and Practices for Persons with Severe Disabilities* 32(4), 228-246.

Jones, P., Ryndak, D. L., Sirvis, B. P., & Alcouloumre, D. S. (2007). Leisure education for positive leisure life-styles. In P. J. Schloss, M. A. Schloss, & C. N., Schloss (Eds.), *Instructional methods for students with learning and behavior problems* (4th ed.) (pp. 294-216). Boston: Allyn & Bacon.

Ryndak, D. L. (2007). Foreword. In E. B. Keefe, V. M. Moore, & F. R. Duff (Eds.), *Effective literacy instruction for students with moderate or severe disabilities*. Baltimore: Paul H. Brookes Publishing Co.

Ryndak, D. L., Jackson, L., & Billingsley, F. (2007). Defining school inclusion for students with disabilities: A study of what experts say. Reprinted from *Exceptionality in Man, Society, and Disabilities*.

Barnitt, V., Benner, S., Hayes, E., Stan Weser, S., Ryndak, D. L., & Reardon, R. (2007). Best practices in inclusive education: An assessment and planning tool for systemic change. Tallahassee, FL: Florida Department of Education.

Ward, T., Van De Mark, C., & Ryndak, D. L. (2006). Balanced literacy classrooms and embedded instruction for students with severe disabilities: Literacy for all in the age of school reform. In D. M. Browder & F. Spooner (Eds.), *Teaching reading, math, and science to students with significant cognitive disabilities* (p. 125-169). Baltimore: Paul H. Brookes.

Alper, S., Ryndak, D. L., & Schloss, C. (2006). Assessment of students with disabilities in inclusive settings. Tokyo: Nikei Shu.

Ryndak, D. L. (2004). Teoria i rozwiązania praktyczne w zakresie pomocy dla dzieci niepełnosprawnych w wieku do lat 5 w amerykańskim systemie oświatowym: Przepisy prawne, usługi i przygotowanie nauczycieli. In Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej, *Rzecznik Praw Dziecka: Wspomaganie Rozwoju Dziecka w Środowisku Przedszkolnym* (pp. 18-26). Warszawa, Polska: Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej.

Ryndak, D. L., & Billingsley, F. (2004). Access to the general education curriculum. In C. H. Kennedy & E. Horn (Eds.), *Including students with significant disabilities* (pp. 33-53). Boston: Allyn & Bacon.

Ryndak, D. L., & Fisher, D. (Eds.) (2003). *The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education* (2nd ed.). Baltimore: Paul H. Brookes.

Ryndak, D. L. (2003). Facilitating sustainable change in school systems. In D. Fisher & N. Frey (Eds.), *Inclusive urban school* (pp. 263-273). Baltimore: Paul H. Brookes.

Ryndak, D. L., & Alper, S. (2003). *Curriculum and instruction for students with significant disabilities in inclusive settings* (2nd edition). Boston: Allyn & Bacon.

- Ryndak, D. L. (2002). Foreword. In L. Jackson & M. V. Panyan, *Positive behavioral support in the classroom: Principles and practices*. Baltimore: Paul H. Brookes, xi-xii.
- Alper, S., Ryndak, D. L., & Schloss, C. N. (2001). Alternate assessment of students with disabilities in inclusive settings. Boston: Allyn & Bacon.
- Ryndak, D. L., Clark, D., Conroy, M., & Stuart, C. (2001). Preparing teachers to meet the needs of students with severe disabilities: Program configuration and expertise. *Journal of the Association for Persons with Severe Handicaps*, 26(2), 96-105.
- Sirvis, B. P., Alcouloumre, D. S., & Ryndak, D. L. (2001). Leisure education for positive leisure life-styles. In P. J. Schloss, M. A. Smith, & C. N. Schloss (Eds.), *Instructional methods for secondary students with learning and behavior problems (3rd ed.)* (pp. 326-350). Boston: Allyn & Bacon.
- Ryndak, D. L. (2001). Educating students with severe disabilities: Expertise for teacher education programs. *Proceedings of the 5th International Special Education Congress*, University of Manchester, UK, CD Rom.
- Fisher, D., & Ryndak, D. L. (Eds.) (2001). *Foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education*. Baltimore, MD: TASH.
- Ryndak, D. L., Jackson, L., & Billingsley, F. (2000). Defining school inclusion for students with moderate or severe disabilities: What do experts say? *Exceptionality*, 8(2), 101-116.
- Jackson, L., Ryndak, D. L., & Billingsley, F. (2000). Useful practices in inclusive education: A preliminary view of what experts in moderate and severe disabilities are saying. *Journal of the Association for Persons with Severe Handicaps*, 25(3), 129-141.
- Downing, J., Ryndak, D. L., & Clark, D. (2000). The role of paraeducators in inclusive settings: Their own perceptions? *Remedial and Special Education*, 21(3), 171-181.
- Ryndak, D. L., & Kennedy, C. H. (2000). Meeting the needs of students with severe disabilities: Issues and practices in teacher education. *Journal of the Association for Persons with Severe Handicaps*, 25(2).
- Schmitt, J., Alper, S., Raschke, D. & Ryndak, D. L. (2000). The effects of using a photographic cueing package during routine school transitions with a child with autism. *Mental Retardation*, 38(2), 131-137.
- Ryndak, D. L., Morrison, A. P., & Sommerstein, L. (1999). Literacy prior to and after inclusion in general education settings. *Journal of the Association for Persons with Severe Handicaps*, 24(1), 5-22.
- Ryndak, D. L., Webb, K., & Clark, D. (1999). Faculty advertisements: A road map for future faculty. *Teacher Education and Special Education*, 22(1), 25-40.
- Ryndak, D. L., & Sirvis, B. (1999). Advertisements for faculty with expertise in severe disabilities: Do they reflect initiatives in teacher education and school reform? *Teacher Education and Special Education*, 22(1), 14-24.
- Ryndak, D. L. (1999). Foreword. In D. Fisher, N. Frey, & C. Sax, *Inclusive elementary schools: Recipes for success*. Colorado Springs, CO: PEAK Parent Center.
- Ryndak, D. L., Downing, J. E., Morrison, A. P., & Williams, L. J. (1996). Parents' perceptions of educational settings and services for children with moderate or severe disabilities. *Remedial and Special Education*, 17(2), 106-118.
- Ryndak, D. L., Downing, J.E., Jacqueline, L.R., & Morrison, A. P. (1995). Parents' perceptions after inclusion of their children with moderate or severe disabilities. *Journal of the Association for Persons with Severe Handicaps*, 20(2), 147-157.

Ryndak, D. L., & Alper, S. (1996). *Curriculum content for students with moderate and severe disabilities in inclusive settings*. Boston: Allyn & Bacon.

Ryndak, D. L. (1994). A systems change approach to advocacy. In Alper, S., Schloss, P., & Schloss, C. (Eds.), *Families of students with disabilities: Consultation and advocacy*. Boston, MA: Allyn & Bacon, Inc.

Ryndak, D.L. (1994). A process for advocating through systems change. In Alper, S., Schloss, P., & Schloss, C. (Eds.), *Families of students with disabilities: Consultation and advocacy*. Boston, MA: Allyn & Bacon, Inc.

Haring, T., & Ryndak, D. L. (1994). Strategies and instructional procedures to promote social interactions and relationships. In E. Cipiani & F. Spooner (Eds.), *Curriculum and instructional approaches for persons with severe handicaps* (pp. 289-321). Boston, MA: Allyn & Bacon, Inc.

Alper, S., & Ryndak, D. L. (1992). Hey, don't forget about us! Educating students with severe handicapping conditions in integrated elementary programs. *Elementary School Administrators' Journal*, 92(3), 373-387.

Ryndak, D. L., & Sirvis, B. (1989). Leisure-ability and leisure education. P. Schloss (Ed.), *Methods of instruction for students with mild handicaps*. Columbus, OH: Charles E. Merrill.

Ryndak, D. L. & Pope, J. (1989). Components of effective educational services for secondary-aged students with moderate or severe handicaps. New York CEC: *The Forum*.

Wilcox, B., Ryndak, D.L., Butterworth, J., Eberhard, J., Kronberg, R., Panzer, S., Passenger, B., Peel, D., Ramsey, S., & Stevely, J. (1987). *Site support module, or how to change the system when you aren't in it!* Bloomington: Indiana University.

Ryndak, D. L. (1987). The integration of vocational curriculum throughout the educational process for deaf-blind and other severely handicapped students. S. Barrett and A. Smith (Eds.), *Employment options for young adults with deaf-blindness*. New York: Helen Keller National Center.

Ryndak, D. L., Shobaki, J. & Jobe, M. (Eds.) (1984). *Selected problems and possible solutions in classrooms for individuals with moderate or severe handicaps*. Champaign, Illinois: Champaign Public Schools.

York, R., Schofield, W., Donder, D., Ryndak, D. L., & Reguly, B. (Eds.) (1982). *Organizing and implementing services for students with severe and multiple handicaps*. Springfield, Illinois: State Board of Education.

Reprinted Refereed Publications

Ryndak, D. L., Jackson, L., & Billingsley, F. (2007). Defining school inclusion for students with disabilities: A study of what experts say. *Man, Society, and Disabilities* (Polish journal *Człowiek Niepełnosprawność*), 2(6), 51-69. Reprinted from Ryndak, D. L., Jackson, L., & Billingsley, F. (2000). Defining school inclusion for students with moderate to severe disabilities: What do experts say? *Exceptionality*, 8, 101-116.

Ryndak, D. L., Morrison, A. P., & Sommerstein, L. (2003). Literacy prior to and after inclusion in general education settings. In D. L. Ryndak & D. Fisher (Eds.), *The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education* (2nd ed.) (p. 273-290). Baltimore, MD: TASH. Reprinted from Ryndak, D. L., Morrison, A. P., & Sommerstein, L. [1999]. Literacy prior to and after inclusion in general education settings. *Journal of the Association for Persons with Severe Handicaps*, 24, 5-22.)

Jackson, L., Ryndak, D. L., & Billingsley, F. (2003). Useful practices in inclusive education: A preliminary view of what experts in moderate and severe disabilities are saying. In D.L. Ryndak & D. Fisher (Eds.), (2003). *The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education* (2nd ed.) (p. 65-77). Baltimore, MD: TASH. Reprinted from Jackson, L., Ryndak, D. L., & Billingsley, F. [2000]. Useful practices in inclusive education: A preliminary view of what experts in moderate and severe disabilities are saying. *Journal of the Association for Persons with Severe Handicaps*, 25, 129-141.)

Ryndak, D. L., Clark, D., Conroy, M., & Stuart, C. (2003). Preparing teachers to meet the needs of students with severe disabilities: Program configuration and expertise. In D. L. Ryndak & D. Fisher (Eds.), *The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education (2nd ed.)*, (p. 39-48). Baltimore, MD: TASH. Reprinted from Ryndak, D. L., Clark, D., Conroy, M., & Stuart, C. [2001]. Preparing teachers to meet the needs of students with severe disabilities: Program configuration and expertise. *Journal of the Association for Persons with Severe Handicaps*, 26, 96-105.)

Ryndak, D. L., Downing, J. E., Jacqueline, L. R., & Morrison, A. P. (2003). Parents' perceptions after inclusion of their child with moderate or severe disabilities in general education settings. In D. L. Ryndak & D. Fisher (Eds.), *The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education (2nd ed.)* (p. 252-262). Baltimore, MD: TASH. Reprinted from Ryndak, D. L., Downing, J. E., Jacqueline, L. R., & Morrison, A. P. [1995]. Parents' perceptions after inclusion of their child with moderate or severe disabilities in general education settings. *Journal of the Association for Persons with Severe Disabilities*, 20, 147-157.)

Jackson, L., Ryndak, D. L., & Billingsley, F. (2001). Useful practices in inclusive education: A preliminary view of what experts in moderate and severe disabilities are saying. In D. Fisher & D. L. Ryndak (Eds.), *Foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education* (p. 186-198). Baltimore, MD: TASH. (Voted most-used by teacher educators in severe disabilities.) Reprinted from Jackson, L., Ryndak, D. L., & Billingsley, F. [2000]. Useful practices in inclusive education: A preliminary view of what experts in moderate and severe disabilities are saying. *Journal of the Association for Persons with Severe Handicaps*, 25, 129-141.)

Ryndak, D. L., Downing, J. E., Jacqueline, L. R., & Morrison, A. P. (2001). Parents' perceptions after inclusion of their child with moderate or severe disabilities in general education settings. In D. Fisher & D. L. Ryndak (Eds.), *Foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education*. Baltimore, MD: TASH (p. 40-50). (Voted most-used by teacher educators in severe disabilities.) Reprinted from Ryndak, D. L., Downing, J. E., Jacqueline, L. R., & Morrison, A. P. [1995]. Parents' perceptions after inclusion of their child with moderate or severe disabilities in general education settings. *Journal of the Association for Persons with Severe Disabilities*, 20, 147-157.)

Ryndak, D. L., Morrison, A. P., & Sommerstein, L. (2001). Literacy prior to and after inclusion in general education settings. In D. Fisher & D. L. Ryndak (Eds.), *Foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education* (p.40-50). Baltimore, MD: TASH. (Voted most-used by teacher educators in severe disabilities.) Reprinted from Ryndak, D. L., Morrison, A. P., & Sommerstein, L. [1999]. Literacy prior to and after inclusion in general education settings. *Journal of the Association for Persons with Severe Handicaps*, 24, 5-22.)

FEDERAL GRANTS RECEIVED OR PENDING

Ryndak, D. L. (2010-2014). *Project PRAIS: Preparing Researchers in Assistive Technology Application in Inclusive General Education Contexts for Students with Significant Disabilities -- A Program to Prepare Leadership Personnel in Special Education*. Washington, D.C.: Office of Special Education Programs. (\$800,000) (In no-cost extension until December, 2014)

Ryndak, D. L. (2006-2011). *Project SCIPP Significant Cognitive Impairments Personnel Preparation: A Multi-University Consortium*. Washington, D.C.: Office of Special Education Programs. (\$800,000)

Ryndak, D. L., Landers, E., Mancil, R., & Vanderbilt, A. (2005-2011). *Researchers in Inclusion and Systems Change in Special Education: A Program to Prepare Leadership Personnel in Special Education*. Washington, D.C.: Office of Special Education Programs. (\$800,000)

Ryndak, D. L. (1992-95). *Severe Handicaps Master's Level Personnel Preparation Grant*. Washington, D.C.: Office of Special Education and Rehabilitation Services. Project Director.

Ryndak, D. L. & Pomerantz, D. (1988-92). Severe Handicaps Master's Level Personnel Preparation Grant. Washington, D.C.: Office of Special Education and Rehabilitation Services. Project Co-Director.

Ryndak, D. L. (1987-91). Severe Handicaps Technical Assistance Project: Improving education service for severely handicapped children and youth in Western New York. Washington, D.C.: U.S. Office of Education. Project Director.

STATE GRANTS RECEIVED

Ryndak, D. L. (2003-07). Project FLIPP (Florida Low Incidence Personnel Preparation). Tallahassee, FL: Florida Developmental Disabilities Council. (\$95,000 per year for 4 years)

Ryndak, D. L. (1998-2001). Model Inclusion Sites for Students with Significant Disabilities. Tallahassee, FL: Department of Education.

MINI-GRANTS RECEIVED

Ryndak, D. L. (1990). Developing a research proposal: Consultation with research experts. State University College at Buffalo Research Foundation.

Ryndak, D. L., Militello, N., & Lecksell, K. (1990). Co-sponsorship of integration conference: It's never too early, it's never too late. Fredonia: New York State CEC.

Pomerantz, D. & Ryndak, D. L. (1989) Albany: SUNY Summer Faculty Award.

Pagels, M. & Ryndak, D. L. (1988). Use of the KAI to predict the effectiveness of a method of technical assistance with participating school districts. Buffalo: SUNY Research Council.

Ryndak, D. L. (1987). Developing a co-sponsored grant proposal with SUNY Binghamton for the delivering of technical assistance to local committees on special education. Buffalo: State University College Faculty Grant

Ryndak, D. L. (1987). The implementation of Least Restrictive Environment in New York State. Albany: State University of New York Faculty Grant.

Ryndak, D. L. (1984). The establishment of the Texas Chapter of The Association for Persons with Severe Handicaps. San Antonio: University of Texas Faculty Grant.

Ryndak, D. L. (1984). The effect of the Pre-Professional Skills Test in Texas. San Antonio: University of Texas Faculty Research Grant.

Ryndak, D. L. (1983). Differences in the perceptions of administrators, teachers and aides on the relative importance of management and organization skills in classrooms for students with severe handicaps. Urbana-Champaign: University of Illinois Graduate Student Research Grant.

INTERNATIONAL PRESENTATIONS

2013 The 37th Scientific Symposium: Parents' Movement for Persons with Intellectual Disabilities Versus Research and Social Practice – Co-Existence or Cooperation? (Topic: Influence of the Parents' Movement for People with Intellectual Disability on Science Development and Social Life: The critical role of advocacy for effective services in the United States), Warszawa, Poland.

2013 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Warszawa, Poland (Doctoral Course: Research-based practices for inclusive education) (Invited course)

- 2013 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Warszawa, Poland (Masters Level Course: Inclusive education in the United States – Research-based practices for inclusive education) (Invited course)
- 2013 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Special Education Symposium, Warszawa, Poland (Invited)
- 2013 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Special Education Symposium, Warszawa, Poland (Masters Level Course: Inclusive education in the United States – Research-based practices for inclusive education) (Invited course)
- 2012 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Warszawa, Poland (Doctoral Course: Research-based practices for inclusive education) (Invited course)
- 2012 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Warszawa, Poland (Masters Level Course: Inclusive education in the United States – Research-based practices for inclusive education) (Invited course)
- 2012 4th Paris International Conference on Education, Economy & Society (Topic: Using peer support data to identify career strengths and abilities) with A. Orlando
- 2011 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Warszawa, Poland (Doctoral Course: Research-based practices for inclusive education) (Invited course)
- 2011 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Warszawa, Poland (Masters Level Course: Inclusive education in the United States – Research-based practices for inclusive education) (Invited course)
- 2011 3rd Paris International Conference on Education, Economy & Society (Topic: Professional development on evidence-based practices for students with significant disabilities in general high school courses)
- 2010 Inclusive and Supportive Education Congress (ISEC), Ireland (Topic: Perceptions of preservice teachers about inclusive education for students with significant disabilities) with M Denny, A. Orlando
- 2010 Inclusive and Supportive Education Congress (ISEC), Ireland (Topic: Using *Best Practices in Inclusive Education* to facilitate systemic change in schools)
- 2009 2ⁿ International Conference “Education for All,” Warsaw, Poland (Invited Keynote) (Topic: Equal opportunity for access to general education for students with disabilities: An issue of human rights, research-based practices, and meaningful life outcomes)
- 2009 International Association of Special Education, Alicante, Spain (Topic: Embedded instruction: Reaching consensus on definition and application) with P. Snyder, T. McLaughlin
- 2008 2nd Paris International Conference on Education, Economy & Society (Topic: The beneficial outcomes of inclusive education: A research summary) with T. McLaughlin
- 2008 U.S. Embassy in Kyev Education Summit, Kyev, Ukraine (Topic: Education for students with significant disabilities in the U.S. – Teaching student with and without disabilities together)
- 2007 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Special Education Symposium, Warszawa, Poland (Topic: Education and quality of life for persons with severe intellectual disabilities – New philosophies and new services) (Invited)

- 2007 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Special Education Symposium, Warszawa, Poland (Topic: New trends in education for persons with severe intellectual disabilities – Preparing teachers and schools to provide research-based services in regular classes) (Invited)
- 2007 Division of International Special Education and Services, and the Centro Ann Sullivan del Peru, International Forum on Special Education, Lima Peru (Topic: Comparing services in self-contained versus inclusive contexts for middle school students with significant disabilities)
- 2005 Warszawa Conference on Man, Disability, Society - Interdisciplinary challenges of the 21st century, Warszawa, Poland (Topic: Defining school inclusion for students with severe disabilities: What do experts say?)
- 2005 9th Biennial International Association of Special Education, Halifax, Nova Scotia, Canada. (Topic: Inclusive education for students with severe disabilities in the United States – Effects on Selected Areas of Outcomes)
- 2005 International Special Education Congress, Glasgow, Scotland. (Topic: Inclusive education for students with disabilities -- What we know about the effects on students with significant disabilities and their nondisabled classmates)
- 2005 International Whole Schooling Consortium, Edmonton, Alberta, Canada. (Topic: Facilitating inclusive education and comprehensive district reform through a multi-district and multi-critical friend consortium)
- 2004 Warsaw Conference for School Directors, Warszawa, Poland (Topic: Educational Services for Students with Disabilities in the United States of America)
- 2004 Poland Conference on Early Childhood Education, Warszawa, Poland (Topic: Theory and Best Practices to Support Students with Disabilities from Birth to Age 5 in the American Education System: The Law, Services, and Teacher Preparation)
- 2004 Manchester, England, United Kingdom (Topic: Naturally-occurring comparisons of the effects of special education services in inclusive and segregated settings)
- 2004 Poland Conference on Early Childhood Education, Warszawa, Poland (Topic: Theory and Best Practices to Support Students with Disabilities from Birth to Age 5 in the American Education System: The Law, Services, and Teacher Preparation)
- 2004 Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej [The Maria Grzegorzewska Academy of Special Education], Warszawa, Poland (Topic: Preparing teachers to provide services in inclusive education settings in the United States)
- 2004 Warszawa Workshop for Secondary School Teachers and Administrators, Warszawa, Poland (Topic: Special Education Services for Secondary Students)
- 2004 Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej, Warszawa, Poland (Topic: Quality of education in the United States: Ensuring high quality services for all students)
- 2004 Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej, Warszawa, Poland (Topic: Facilitating systemic change for inclusive education: Conceptual framework and logistical variables)
- 2004 Regional Conference on Special Education, Chełm, Poland (Topic: Educational services for students with disabilities in the United States: The law, services, teacher education, and systemic change strategies)
- 2003 Warszawa Workshop for Elementary School Teachers and Administrators (Topic: Educational services for students with disabilities in the United States: The law and services)

- 2003 Warszawa Workshop for Middle School Teachers and Administrators, Warszawa, Poland (Topic: Educational services for students with disabilities in the United States: The law and services)
- 2003 Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej, Warszawa, Poland (Topic: Comparisons between educational services for students with disabilities in the United States and Poland)
- 2003 Gmina Conference for Teachers and Administrators, Malbork, Poland (Topic: Educational services for students with disabilities in the United States: The law, services, teacher education, and systemic change strategies)
- 2003 Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej, Warszawa, Poland (Topic: Educational services for students with disabilities in the United States: The law and services)
- 2001 International Conference on Special Education, Antalya, Turkey. (Topic: Changes in the Use of Literacy Before and After Inclusion: A Case Study)
- 2001 International Conference on Special Education, Antalya, Turkey (Topic: Aspects of a Definition of School Inclusion for Students with Moderate or Severe Disabilities)
- 2001 International Association of Special Education, Warsaw, Poland (Topic: Changes in the Use of Literacy Before and After Inclusion: A Case Study)
- 2000 5th International Special Education Congress, University of Manchester, United Kingdom (Topic: Educating students with severe disabilities: Expertise for teacher education programs)
- 1990 CEC Conference in Toronto, Canada: "Systems Change for Educational Programs in Western New York"
- 1990 Institute for Integration Conference in Stockholm, Sweden: "Integration in School - Measuring its Effectiveness in Regular Academic Classes" and "Integration in School - A Decision-making Process for Identifying Regular Education and Functional Curriculum Content to Meet a Student's Needs" (Invited)
- 1988 CASE of Vancouver (British Columbia) and Washington State: "Components of Quality Educational Services for Students with Severe Disabilities" (Invited)
- 1987 Special Programs Branch of the British Columbia Ministry of Education - "Using Program Quality Indicators: Evaluating and Improving Educational Services for Students with Moderate or Severe Handicaps" (Invited)

NATIONAL PRESENTATIONS

- 2014 TASH Annual Conference, Washington, D.C., (Topic: Literacy Workshop) with S. Copeland, L. Keefe, A. Orlando, A. Ruppap)
- 2014 TASH Annual Conference, Washington, D.C., (Topic: Town Hall Meeting on Transition from School to College and Careers) with M. Yudin, M. Siman-Burrough, R. Basha, B. Williams
- 2013 TASH Annual Conference, Chicago, IL (Topic: Changing Patterns in Literacy Research and Implications for Practice) with L. Jackson, A. Orlando, K. Halley, K. McCaleb, A. Ruppap, and J. Wheeler
- 2013 TASH Annual Conference, Chicago, IL (Topic: Research to Practice in Inclusive Education: Curriculum, Assessment, Instruction, and Outcomes) with D. Taub, L. Jackson, and J. White
- 2013 TASH Annual Conference, Chicago, IL (Topic: Quality Lives of Persons with Severe Disabilities: Critical Issues, 2nd Edition) with M. Agran, C. Quirk, C. Hughes, and F. Brown

- 2012 TASH Annual Conference, Long Beach, CA (Topic: TASH Inclusive Education Research Round Table: Developing a National Research Agenda) with M. Morningstar, E. Carter, F. Spooner, J. Kearns, W. Sailor, A. McCart, J. McDonnell, E. Kozleski, S. Lewis, C. Lakin
- 2012 TASH Annual Conference, Long Beach, CA (Topic: Using peer support data to identify career strengths and abilities) with D. Reed, R. Supple
- 2012 TASH Annual Conference, Long Beach, CA (Topic: Content and contexts of literacy in intervention studies for students with moderate to severe disabilities) with A. Orlando, A. Ruppard, D. Reed
- 2012 TASH Annual Conference, Long Beach, CA (Topic: Doctoral students and beginning special education faculty networking workshop) facilitator, with S. Dymond, J. McDonnell, C. Dukes, M. Agran, J. Anderson, D. Lehr, W. Sharpton, V. Knight, F. Brown, C. Hughes, F. Spooner
- 2011 TASH Annual Conference, Atlanta, GA (Topic: Quality indicators of inclusive education: Policy and practice) with M. Musgrove, C. Quirk, C. Jorgensen, J. Anderson
- 2011 TASH Annual Conference, Atlanta, GA (Topic: Promoting communication in young children with significant developmental delays through caregiver-implemented intervention) with A. Orlando
- 2010 National Down Syndrome Congress, Orlando, Florida (Topic: Why are we even doing this? A commentary on the inclusion of student with disabilities in general education contexts) with S. Weser
- 2010 National Down Syndrome Congress, Orlando, Florida (Topic: Facilitating success for ALL in inclusive schools – Best practice indicators and team strategies) with V. Barnitt
- 2010 Arizona TASH, Phoenix, Arizona (Topic: A district story of systemic change for inclusive education – One approach to reform)
- 2010 Arizona TASH, Phoenix, Arizona (Topic: Addressing essential components to facilitate change toward inclusive schools – One district’s approach to systemic change) with V. Barnitt
- 2009 Low Incidence Consortium Round Table, U.S. Office of Special Education Projects, Washington, D. C. (Topic: Severe disabilities licensure and personnel preparation in Florida – Issues and strategies)
- 2008 U.S. Office of Special Education Projects, Washington, D.C. (Topic: Applying research-based approaches for professional development to preparing leaders – The role of learning community concepts and a collaborative culture)
- 2007 OSEP Project Directors’ Conference, Washington, DC (Topic: Standards for inclusive education – Access, participation, and progress in the general education curriculum in the least restrictive environment for students with severe disabilities) with A. Smith, B. Gruber, C. Jorgensen, E. Kozleski, J. Anderson, P. Hunt (Invited)
- 2007 Mini-Conference for OSEP Project Directors with Projects in Severe Disabilities, Washington, DC, with C. Jorgensen, F. Spooner, Elizabeth Kozleski, J. Anderson, P. Mirenda, P. Hunt, M. Wehmeyer (Topic: Current perspectives regarding priority learning goals in inclusive educational programs for students with significant intellectual and other developmental disabilities) (Invited)
- 2006 CEC Annual Convention and Expo, Salt Lake City (Topic: Developing a Distance Education Program for Teachers in Severe Disabilities — Lessons Learned).
- 2005 TASH International Conference, Milwaukee, WI. (Topic: From limited to limitless – A qualitative study of the effects of inclusive education on the learning outcomes of middle school students with severe/multiple disabilities)

- 2005 TASH International Conference, Milwaukee, WI. (Pre-conference workshop) (Topic: Building Whole Schools -- Connecting inclusive education systems change to school improvement)
- 2005 TASH International Conference, Milwaukee, WI. (Topic: Developing a distance education program for teachers seeking endorsements in severe disabilities – Lessons learned with Project FLIPP)
- 2005 TASH International Conference, Milwaukee, WI. (Pre-conference workshop) (Topic: Global community town hall meeting)
- 2005 Whole Schooling Consortium International Conference (Topic: Facilitating inclusive education and comprehensive district reform through a multi-district and multi-critical friend consortium)
- 2005 Whole Schooling Consortium Conference, Seattle, WA. (Topic: Facilitating inclusive education and comprehensive district reform through a multi-district and multi-critical friend consortium)
- 2004 TASH International Conference (Topic: The state of inclusive education in central and eastern European countries: Similarities and differences)
- 2004 TASH International Conference (Topic: Using the Internet to promote inclusion: Analysis of inclusion websites)
- 2004 TASH International Conference (Topic: The impact of a multi-district task force on inclusion in the State of Florida)
- 2003 TASH International Conference Pre-Conference Workshop (Topic: Inclusive school renewal – Creating effective schools for ALL students)
- 2003 TASH International Conference (Topic: Evolution of inclusion in Poland)
- 2003 TASH International Conference (Topic: Building inclusive learning communities – A systems change approach)
- 2003 TASH International Conference (Topic: A comparison of placement in special day class versus general education placement for four elementary students with multiple disabilities)
- 2003 TASH International Conference (Topic: Inclusive education – What we know about the effects on students with significant disabilities and their classmates without disabilities)
- 2003 TASH International Conference (Topic: Looking at inclusion through the eyes of a principal: A qualitative study of successful inclusive programs)
- 2003 Council for Exceptional Children (Topic: Naturally occurring comparisons of outcomes of services for students with significant disabilities in inclusive and self-contained contexts) with F. Billingsley
- 2002 TASH International Conference (Topic: Systemic reform – Inclusion and Indian River County)
- 2002 TASH International Conference (Topic: Naturally occurring comparisons of long-term effects of services in inclusive versus self-contained educational settings)
- 2002 TASH International Conference (Topic: “Integrative Education” in Poland)
- 2002 TASH International Conference (Topic: Effective teaching about best practices)
- 2002 TASH International Conference Post-Conference Workshop (Topic: Teaching content that promotes meaningful interaction in inclusive contexts)

- 2002 TED Conference (Topic: The TED/TASH dialogue on teacher preparation standards – What’s next for severe disabilities?)
- 2002 Council for Exceptional Children (Topic: Alternate assessment in inclusive settings)
- 2002 Florida Inclusion Network Inclusion Series, Orlando, FL.(Topic: Including students with significant disabilities)
- 2001 TED and TASH Joint Video Conference Session, St. Petersburg Beach, FL and Anaheim, CA.(Topic: Teacher education and severe disabilities in the age of standards: Where things are today)
- 2000 TASH International Conference (Topic: Preparing Doc students for jobs in higher education)
- 2000 TASH International Conference (Topic: Connecting inclusive education to whole school reform)
- 2000 TASH International Conference (Topic: Inclusive approach to whole school reform)
- 2000 TASH International Conference (Topic: Building a collaborative support system – A school task force’s role in systemic reform to support all students)
- 2000 TED Conference (Topic: Emerging roles of special education teachers – The imperative for change in teacher preparation)
- 2000 Council for Exceptional Children (Topic: Defining roles for the special education teacher in the 21st century) with L. Jackson, E. Kozleski, L. Keefe
- 2000 National Center on Low Incidence Disabilities, University of Northern Colorado (Topic: Using qualitative research methodology to determine the effects of inclusion on students, families, education teams, schools, and districts – One Case Study and a Pursuant Research Agenda)
- 2000 National Center on Low Incidence Disabilities, University of Northern Colorado (Topic: Qualitative research methodology and low incidence populations: Possibilities and rationale for use)
- 2000 1st Annual Conference on Children with Down Syndrome for Families and Professionals: Research and Knowledge for Care in the Future (Topic: Learner directed versus teacher directed elementary classrooms – How to decide what each child with Down syndrome needs)
- 1999 TASH International Conference (Topic: Preparing teachers in severe disabilities: Literature content versus national survey)
- 1999 TASH International Conference (Topic: Paraprofessionals perceptions of their own roles in inclusive settings)
- 1999 Teacher Education Division of the Council for Exceptional Children (Topic: Preparing teachers to meet the needs of students with severe disabilities: Program configuration and expertise)
- 1998 TASH International Conference (Topic: Employing transition principals when transitioning from doctoral training to successful IHE employment)
- 1998 TASH International Conference (Topic: Florida Changes! Systemic changes occurring in Florida related to students with severe disabilities).
- 1998 TASH International Conference (Topic: Experts’ perceptions of promising practices in schools).

- 1998 TED National Conference (Topic: Unified teacher education programs – Where do the needs of students with severe disabilities fit it?)
- 1997 TASH International Conference (Topic: Transitioning to an institution of higher education)
- 1997 TASH International Conference (Topic: A case study: Use of literacy before and after inclusion in general education settings.)
- 1997 TASH International Conference (Poster Session Topic: “Experts” Perceptions Related to What We Know About Inclusion for Students with Severe Disabilities)
- 1997 Teacher Education Division of Council for Exceptional Children Conference (Topic: Teacher preparation in severe disabilities — Incorporation in unified programs?)
- 1997 West Coast Special Education Conference in Anaheim, California (Topic: Changes in the Use of Literacy When Included After Ten Years in Self-Contained Special Education: A Research Study)
- 1996 The Association for Persons with Severe Handicaps International Conference (Topic: New PhDs matching vitae, interests, and advertisements for successful IHE employment)
- 1996 The Association for Persons with Severe Handicaps International Conference (Topic: Literacy changes in a student before and after inclusion)
- 1996 The Association for Persons with Severe Handicaps International Conference (Topic: Parents advocating for inclusion in non-responsive districts)
- 1996 National Down Syndrome Congress Conference (Plenary Session Topic: Inclusive education — Where are we where should we be going?)
- 1996 Teacher Education Division of Council for Exceptional Children Conference (Topic: Preparing expert inclusion teams for students with severe disabilities in Florida’s schools)
- 1995 The Association for Persons with Severe Handicaps International Conference (Topic: Strategies for surviving at an institution of higher education)
- 1995 The Association for Persons with Severe Handicaps International Conference (Topic: Strategies successfully used by parents advocating for the inclusion of their child with moderate or severe disabilities into inclusive settings)
- 1994 The Association for Persons with Severe Handicaps International Conference (Topic: Strategies for surviving at an institution of higher education)
- 1994 The Association for Persons with Severe Handicaps International Conference (Topic: Parents' perceptions after inclusion of their child with moderate or severe disabilities)
- 1992 The Association for Persons with Severe Handicaps International Conference (Topic: Starting out in higher education - Thoughts for new assistant professors)
- 1992 The Association for Persons with Severe Handicaps International Conference (Topic: TASH Tech Pre-conference day on personnel preparation issues)
- 1991 The Association for Persons with Severe Handicaps International Conference (Topic: Starting out in higher education - Thoughts for new assistant professors)
- 1991 The Association for Persons with Severe Handicaps International Conference (Topic: Curriculum content identification for students with severe handicaps in general education settings)

- 1990 TASH Annual Conference: "A Curriculum Identification Process for Use in Inclusive Settings for Students with Severe Handicaps"
- 1990 U.S. Office of Education, Severe Handicaps Branch of OSERS: Panel moderator for "Curriculum Content in Integrated Settings - Where is the Field Going?" (Invited)
- 1989 U.S. Office of Education: "State of Services for Students with Severe Handicaps in Western New York" (Invited)
- 1989 TASH Annual Conference: "School-District Initiated Systems Change - How to Make it Happen"
- 1988 Keynote for TASH Pre-Conference Day on Personnel Preparation: "Use of Discretionary Funds for Effective Inservice/Technical Assistance to Produce Change within Educational Programs" (Invited)
- 1985 Helen Keller National Center, Deaf-Blind Technical Assistance Project - "Integrated Vocational Curriculum Throughout the Educational Process for Deaf-Blind and Other Severely Handicapped Students" (Invited)

STATE LEVEL PRESENTATIONS

- 2014 TASH Regional Conference, Greensboro, NC (Keynote: Inclusive education as a results-driven imperative: Preparing students with significant support needs for college, careers, and community) (Invited)
- 2014 TASH Regional Conference, Greensboro, NC (Topic: Leading systems-change efforts toward inclusive schools) (Invited; with NC Director of Special Education, William Hussey)
- 2012 North Carolina Deaf-Blind Project, Greensville, NC (Topic: Collaborating with colleagues to support learners with deaf-blindness) (Invited)
- 2007 Florida Bureau of Exceptional Education and Student Services, Administrators' Management Meeting for Exceptional Education and Student Services, St. Petersburg, FL (Topic: Least restrictive environment and student achievement – Analysis of state data for small, medium/small, and medium sized districts) (Invited)
- 2007 Florida Bureau of Exceptional Education and Student Services, Administrators' Management Meeting for Exceptional Education and Student Services, St. Petersburg, FL (Topic: Least restrictive environment and student achievement – Analysis of state data for large and very large districts) (Invited)
- 2007 Florida Developmental Disabilities Council, Child Development and Education Task Force (Topic: Distributed learning courses for the Florida endorsement in severe disabilities) (Invited)
- 2006 Florida Department of Education Institute on Alternate Assessment, St. Petersburg Beach, FL. (Topic: Systematic instruction of access point content in general education contexts: Teaching students with significant disabilities using prompts and data)
- 2005 Broward County Schools (Topic: Family-school collaborative partnering to facilitate effective inclusive education practices)
- 2005 Florida Inclusion Network Annual Meeting, St. Augustine (Topics: Best Practices for Inclusive Education: An assessment and planning tool for systemic change)
- 2005 Hernando and Pasco Counties, FL (Topic: Maximizing outcomes for students with severe disabilities in inclusive contexts – Instructional strategies and the use of data for accountability)

- 2005 Florida 11th Annual Comprehensive System for Personnel Development Institute, Clearwater Beach (Topic: Project FLIPP – A multi-university consortium to improve outcomes for students with severe/profound disabilities)
- 2005 Florida Developmental Disabilities Council, Tampa (Topic: Project FLIPP – A multi-university consortium to improve outcomes for students with severe/profound disabilities)
- 2002 Florida Inclusion Network Inclusion Series, Orlando, FL. (Topic: Including students with significant disabilities)
- 2001 Maryland Coalition for Inclusive Education, Baltimore, MD. (Topic: The inclusion of students with severe disabilities in general education: Systemic reform)
- 2001 Florida Inclusion Network 2nd Annual Conference, Clearwater Beach, FL. (Topic: Systemic school reform that facilitates inclusion of students with severe disabilities – Indian River County's efforts at systemic reform)
- 1999 Lee County School District, Presenter at District Inclusive Schooling Steering Committee
- 1999 Iowa State Institute on Inclusion (Topic: Curriculum and instruction for students with significant disabilities in inclusive settings) (Invited Keynote)
- 1996 Florida Inclusion Network Train-the trainers Conference (Topic: Teams collaborating to determine what to teach students with moderate or severe disabilities in inclusive settings)
- 1996 Florida Inclusion Network Two Day Workshop (Topic: Changing curriculum focus for students with moderate or severe disabilities to facilitate their inclusion in general education settings)
- 1996 Marion County Schools, Florida, Inservice (Topic: Strategies for including students with moderate or severe disabilities in inclusive settings)
- 1994 The Arizona Chapter of The Association for Persons with Severe Handicaps State Conference (Topic: Comparing time in instruction and time on task during instruction for students with moderate and severe disabilities between self-contained and inclusive settings)
- 1993 Tennessee Statewide Conference on Inclusion (Topic: Strategies for generating curriculum content: Elementary and middle school levels)
- 1993 Tennessee Statewide Conference on Inclusion (Topic: Strategies for generating curriculum content: High school level)
- 1993 Tennessee Statewide Conference on Inclusion (Topic: Building collaborative teams)
- 1992 Tennessee Statewide Conference on Inclusion (Topic: Creating change in school programs for inclusion)
- 1992 Tennessee Statewide Conference on Inclusion (Topic: The role of functional and general education curriculum content for students with moderate or severe disabilities)
- 1992 Down Syndrome Parent Group of W.N.Y. (Topic: Psychological Evaluations)
- 1992 Genessee-Wyoming BOCES Inclusion Conference
- 1992 Parent Network Center Rochester Inclusion Conference
- 1992 W.N.Y. SAFE Spotlight on Inclusion Conference
- 1992 Livingston/Steuben/Wyoming BOCES SETRC Inclusion Conference for Administrators

- 1992 Livingston/Steuben/Wyoming BOCES SETRC Strategies for Inclusion Conference
- 1992 W.N.Y. Developmental Disabilities Day
- 1992 Parent Network Center Jamestown Inclusion Conference
- 1991 Tennessee Statewide Conference on Inclusion (Topic: Building collaborative teams in inclusive settings)
- 1991 Tennessee Statewide Conference on Inclusion (Topic: The role of functional and general education curriculum content for students with moderate or severe disabilities)
- 1991 New York State Commission of Quality Care: "Inclusion of Students with Severe Disabilities in Regular Education Settings: State of Services in New York" (Invited)
- 1991 New York State Council for Exceptional Children (Topic: Curriculum content for students with severe disabilities in inclusive settings)
- 1991 Tennessee School District In-Service (Topic: Curriculum content identification for inclusive settings)
- 1991 Genessee County Down Syndrome Parent Group (Topic: So inclusion sounds appropriate for my child.....what do I do now?)
- 1991 Warsaw BOCES SETRC Parent/Professional Partnership for Inclusion Conference (Topic: Students with disabilities in regular education classes)
- 1991 Parent Network Center Rochester Inclusion Conference (Topic: Adapting curriculum to promote participation in regular education activities)
- 1991 Pioneer Central School District Superintendent's Day (Topic: Integration in the general education classroom)
- 1991 Friendship Central Schools Inservice (Topic: Special education trends with regular education - where are we going?)
- 1991 University of Buffalo Doctoral Program Brown Bag Luncheon (Topic: Current research interests in the area of severe disabilities)
- 1991 Olean BOCES SETRC Technology Conference (Topic: Collaboration between business, school districts, and an institution of higher education)
- 1991 Pioneer Central School District and BOCES 3 Day Inservice (Topic: Inclusion in regular education classes for students with severe disabilities)
- 1991 Niagara Falls School District (Topic: Inclusion - What, why, and how)
- 1991 Western New York Directors of Special Education (Topic: The state of services for students with severe disabilities in WNY)
- 1991 United Cerebral Palsy Association of WNY (Topic: The changing role of private non-profit organizations with increase of inclusion and home schooling)
- 1991 West Seneca State School Board of Visitors (Topic: What to look for in quality services for students with severe disabilities)

- 1991 Genessee Regional Conference for Teachers, Parents, and Administrators: "Integrating Students with Severe Disabilities in Regular Education Classes" (Invited)
- 1991 Compensatory Education Conference: "Integrating Students with Severe Disabilities in Regular Education Classes" (Invited)
- 1991 Parent Network Annual Conference on Integration: "Identifying Curriculum Content for Students with Severe Disabilities Included in Regular Classes" (Invited)
- 1991 Down Syndrome Parent Group, panel moderator: "The Consulting Teacher's Role in Inclusive Classrooms" (Invited)
- 1991 West Seneca Teacher Resource Center: "Inclusion of Students with Moderate and Severe Disabilities in Regular Classes: Why and How is it Being Done" (Invited)
- 1991 Cattaraugus-Allegany Teacher Resource Center, panel member: "Potentials for the Use of Technology in the Elementary Classroom" (Invited, with IBM Representative and Pioneer School District personnel)
- 1991 Special Education Teacher Resource Center: "Writing a Good IEP for Inclusion" (Invited)
- 1990 Cattaraugus-Allegany BOCES Workshop: "Providing Effective Inclusive Services for Students with Severe Disabilities - Let's Make it Work" (Invited to conduct 3 day workshop)
- 1990 Williamsville Special Education Parent Association: "Behave Yourself - Encouraging Appropriate Classroom Behavior for Parents and Teachers" (Invited)
- 1990 Fairport Special Education Parent Support Group: "How and Why are Integrated Settings Being Developed for Students with Severe Disabilities" (Invited)
- 1990 West Seneca Teacher Resource Center: "Mainstreaming... Integration... Inclusion... What's the Difference?" (Invited)
- 1990 Parent Network Conference on Integration: "Models of Integrated Services Used in New York State" (Invited)
- 1990 Williamsville High School Teachers' Conference: "Providing Consultant Teacher Services for Students with Moderate or Severe Disabilities in High School Settings" (Invited)
- 1989 State University College at Buffalo: "So You Want To Write a Grant! Where Should You Start?" (Invited)
- 1989 Western New York School Psychologists Association: "Integration - What Is It, and Why Provide It for Students with Moderate and Severe Disabilities?" (Invited)
- 1989 Finger Lakes BOCES Conference for Directors of Special Education: "Integrated Services for Students with Moderate and Severe Disabilities - What Are They, and How Do We Develop Them?" (Invited)
- 1989 Down Syndrome Parent Group: "Options for Integrated Services for Your Child with Disabilities" (Invited)
- 1989 Elementary Teachers' Workshop: "Providing Effective Education Services in Your Integrated Classroom" (Invited)
- 1989 Middle School Administrators: "Legal Foundations for Integrated Services in Middle Schools" (Invited)

- 1989 Erie #1 BOCES Conference: "Components of Quality Services for Students with Severe Disabilities in Integrated Settings" (Invited)
- 1989 Occupational Therapy Department State University at Buffalo: "Role of the Occupational Therapist in Integrated Settings" (Invited)
- 1989 Fairport Parent Advocates for Special Education: "Integrated Education Options for Students with Handicaps - Why are They Important and How Do I Get Them?" (Invited)
- 1989 Western New York SETRC Beyond Mainstreaming Conference: "A Decision-making Process for Identifying What to Teach Students with Severe Handicaps in Both Regular Education Settings and Alternate Settings" (Invited)
- 1989 New York CEC: "Severe Handicaps Technical Assistance Project - Creating Integrated Services in Western New York"
- 1989 Hamilton, Fulton and Montgomery Counties Directors of Special Education: "Developing Educational Services for Students with Severe Handicaps that Provide Opportunities to Interact with Non-Handicapped Peers" (Invited)
- 1988 Genessee-Wyoming BOCES Conference Day: "Functional Programming and Integrated Services" (Invited)
- 1988 Occupational Therapy Department State University at Buffalo: "Role of the Occupational Therapist in Integrated Settings" (Invited)
- 1988 West Irondequoit Central School District: "Developing Integrated Services for Students with Moderate and Severe Disabilities" (Invited)
- 1988 Williamsville Special Education Parent Association: "Promising Practices for Students with Moderate and Severe Disabilities" (Invited)
- 1988 Erie #1 BOCES Superintendent's Day Conference: Components of Quality Services for Students with Severe Disabilities(Invited)
- 1988 Down Syndrome Parent Group of Western New York: "Integrated Educational Options - Why are They Important?" (Invited)
- 1988 Tennessee Summer Institute on Best Practices for Students with Severe Disabilities (Invited)
- 1987 Employment Research and Training Center for New York and New Jersey - "The Supported Work Initiative: Transitioning Developmentally Disabled Students to Employment" (Invited)
- 1986 New Mexico Annual Conference for Teachers of Deaf-Blind - "Using an Environmental Analysis in Determining Curriculum and IEP Content for Students who are Deaf-Blind" (Invited)
- 1985 Arkansas Annual Conference for Special Education - "Functional Curriculum Development and Implementation for Students Who are Deaf-Blind or Experience Other Severe Handicaps" (Invited)
- 1985 Arkansas SEA Workshop for LEA Directors of Special Education - "Evaluating Program Quality and Teachers' Performance in Educational Services for Students with Severe Handicaps: Identifying and Measuring Quality Program Indicators" (Invited)
- 1985 Mississippi Supporters of Normalization and Integrated Services for Individuals with Severe Handicaps - "Integrated Educational Services: What They Look Like and How You Implement Them" (Invited)

- 1984 Annual Conference of Texas Association on Mental Deficiency - "The Philosophy of Integrated Functional Education for Students with Severe Handicaps: What Is It and What Does It Mean?" (Invited)
- 1984 Co-sponsor of South Texas Regional Conference on Transitioning Handicapped Students from School Environments to Community Environments
- 1984 Moderator at Annual Conference of Texas Association on Mental Deficiency - "Early Childhood Education for Handicapped Students"
- 1984 South Texas Regional Conference - "Current Best Practices in Special Education: What Do They Mean for Teacher Preparation Programs?"

CONSULTING AND SERVICE TO SCHOOLS SINCE TERMINAL DEGREE THROUGH 2003

- 2003 External Reviewer for Tenure and Promotion Committee in the Graduate School of Education, New Mexico University
- 2001-2002 Indian River County Public Schools, Florida; Ongoing technical assistance to the District Inclusion Task Force, two school Inclusion Task Forces (i.e., Thompson Elementary and Pelican Island Elementary), and educational teams involved in systemic school reform efforts that incorporate serving students with significant disabilities in general education settings.
- 2001-2002 West Elementary School, De Soto County Public Schools, Florida; Ongoing technical assistance to the school and representative of the Florida Inclusion Network related to services for students with significant disabilities in inclusive general education classes.
- 2001-2002 Alachua County Public Schools, Florida, Alachua County Inclusion Support Group component of the Alachua County Special Education Advisory Committee.
- 2001 Littlewood Elementary School, Alachua County Public Schools, Florida; technical assistance for education team serving a student with significant disabilities
- 2001 Indian River County Public Schools, Florida; Presenter at Summer Retreat for District Administrators
- 2001 Ocala Elementary School, Marion County Public Schools, Florida; Technical assistance to education team serving student with significant disabilities in inclusive general education classes
- 1995-2000 Expert Witness in Class Action Case in Federal Court
 - 1995 Observations of students, interviews of service providers, review of 5 years of school files; analysis and summary in written report
 - 1996 Deposition
 - 1999 Review of additional 3 years of school files
 - 2000 Testimony in federal court
- 2000 External Reviewer for Tenure and Promotion Committee in the Graduate School of Education, George Mason University
- 2000 University of New Orleans Department of Special Education: External participant in development of a component of a federal-funded personnel preparation program.
- 1999-2000 Volusia County School District, State grant on alternate assessment for students with significant disabilities.
- 1999-2000 Pasco County School District, Facilitator for district inclusion task force, Model Inclusion Sites for Students with Significant Disabilities

- 1999-2000 Indian River County School District, Facilitator for district inclusion task force, Model Inclusion Sites for Students with Significant Disabilities
- 1999-2000 Denham Oaks Elementary School, Pasco County School District, Facilitator for school inclusion task force, Model Inclusion Sites for Students with Significant Disabilities
- 1999-2000 Dodgertown Elementary School, Indian River County School District, Facilitator for school inclusion task force, Model Inclusion Sites for Students with Significant Disabilities
- 1999-2000 Gifford Middle School, Indian River County School District, Facilitator for school inclusion task force, Model Inclusion Sites for Students with Significant Disabilities
- 1994 Arizona State Education Department Statewide Systems Change Project
- 1994 Statewide Partnership for Systems Change: Churchville-Chili Central School District Task Force on Inclusion and Inclusion Teams
- 1991-94 LeRoy Central School District: Technical Assistance for inclusion teams
- 1991-92 Statewide Partnership for Systems Change: Buffalo School District Task Force on Inclusion
- 1991-92 Statewide Partnership for Systems Change: Niagara Falls School District Task Force on Inclusion
- 1990 Niagara-Wheatfield School District: Independent evaluation of educational services provided for a student with severe disabilities
- 1990 Williamsville Central School District: Independent evaluation of educational services provided in the high school
- 1990-91 Schalmont Central School District: Independent evaluation and testimony related to educational services for a student with moderate disabilities
- 1990 Lockport Catholic Schools: Expert testimony regarding the state of integrated services for students with severe disabilities in New York State
- 1989-91 LeRoy Central School District: Independent evaluation and testimony at due process procedures
- 1989 East Aurora School District: Beginning steps in developing integrated services for a student with severe disabilities
- 1989 Cleveland Hills Central School District: Planning a systematic approach to change in educational services
- 1988-90 Williamsville Central School District: Periodic independent evaluations of educational services provided in integrated settings
- 1988 Niagara County Adult Services: Functional programs for adults with disabilities
- 1985-87 Arkansas State Department of Education
 1986-87 North Little Rock School District: Implementation of (a) functional community-referenced instruction; (b) IEP development for functional activities; (c) systematic data-based instruction; (d) integrated related services for students with severe handicaps
 1986-87 Texarkana School District: Implementation of (a) community-based instruction; (b) supported employment training program; (c) transition program; (d) IEP development for inclusion of functional activities; and (e) classroom organization for students with severe handicaps

- 1986 & 87 State Education Agency: Federal grant proposal development for deaf-blind funds (VI-C)
- 1985 State Education Agency: Evaluation of statewide services and development of technical assistance plans for (a) early childhood, (b) school-aged, and (c) adult services for students with severe handicaps

1985-87

Mississippi State Department of Education

1985-87 Jackson Public School District: Implementation of (a) functional community-referenced instruction for preschool through secondary students; and (b) school-to-adult life transition program for students with severe handicaps, including deaf-blindness

1985 State Education Agency: Development of technical assistance plans for implementation of (a) functional community-referenced instruction; (b) systematic data-based instruction; (c) integrated related services; (d) vocational training program for supported employment; (e) transition programming; and (f) interagency collaboration for students with severe handicaps, including deaf-blindness