

Carly Blustein Gilson

Texas A&M University
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Academic History

Education

Ph.D. in Special Education – Severe Disabilities
Vanderbilt University, Nashville, TN 2013-2017

M.Ed. in Secondary English
Boston College, Chestnut Hill, MA 2010-2011
Donovan Urban Teaching Scholar

B.S. in Journalism
University of Florida, Gainesville, FL 2006-2010
Minors: Education, English

Academic Positions

Texas A&M University - College Station, Texas 2017-present
Assistant Professor, Department of Educational Psychology
Founder and Faculty Director, Aggie ACHIEVE

Vanderbilt University – Nashville, Tennessee 2013-2017
Graduate Research Assistant, Vanderbilt Kennedy Center
Trainee, University Center for Excellence in Developmental Disabilities

Related Professional Experiences

Dekalb County School District – Atlanta, Georgia 2011-2013
Special Education Teacher, Sequoyah Middle School

Boston Public Schools – Boston, Massachusetts 2010-2011
College & Career Instructor, College Bound for Boston Public Schools

Honors and Awards

- ❖ *Montague Center for Teaching Excellence Scholar*, Texas A&M University (2018)
- ❖ *Council on Research and Evaluation (CORE) Trainee Award*, Association of University Centers on Disabilities (2017)
- ❖ *Poster Presentation Award*, TASH (2017)
- ❖ *Patricia L. Sitlington Emerging Research Award*, CEC Division on Career Development and Transition (2016)
- ❖ *Bonsal Applied Education Research Award*, Vanderbilt University (2016)
- ❖ *Graduate Level Award in Clinical, Behavioral, and Intervention Research*, Vanderbilt Kennedy Center Science Day (2015)
- ❖ *Student & Early Career Professional SIG Student Scholarship in Academic Excellence*, American Association on Intellectual and Developmental Disabilities (2014)
- ❖ *Golden Apple Award for Exemplary Teaching*, Boston College (2011)

Research

(Current/former students are underlined.)

Areas of Interest

- Strengthening employment-related social skills for adolescents and young adults with autism spectrum disorders (ASD) and intellectual disability (ID)
- Supporting educators, self-advocates, and families through school-to-work transition
- Broadening post-school opportunities for young adults with intellectual and developmental disabilities (IDD) through integrated employment and inclusive postsecondary education.

Refereed Publications ($N = 15$; Current SCOPUS Impact Factors provided when available.)

ORCID: 0000-0003-2579-8162

Google Scholar: Citations – 188, h-index: 8, i10-index: 7 (GSC = Google Scholar citation count as of January 2020)

Gilson, C. B., & Gushanas, C. M., Li, Y., & Foster, K. (in press). Defining inclusion: Faculty and student attitudes regarding postsecondary education for students with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*. SCOPUS Impact Factor as of November 2019: 1.67. GSC = 0.

Gilson, C. B., Whirley, M. L., & Foster, K. (2019). “Avenue and access to participate”: Constructing inclusive higher education for students with intellectual and developmental disabilities. *Journal of Inclusive Postsecondary Education*, 1, 1-20. GSC = 0.

- Li, Y., Chen, H., Zhang, D., & **Gilson, C. B.** (2019). Effects of a self-monitoring strategy to increase classroom task completion for high school students with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities, 54*, 263-273. GSC = 0.
- Biggs, E. E., Carter, E. W., & **Gilson, C. B.** (2019). A scoping review of the involvement of children's communication partners in aided augmentative and alternative communication modeling interventions. *American Journal of Speech-Language Pathology, 28*, 743-758. doi: 10.1044/2018_AJSLP-18-0024. SCOPUS Impact Factor as of November 2019: 1.77. GSC = 1.
- Biggs, E. E., Carter, E. W., & **Gilson, C. B.** (2018). Systematic review of interventions involving aided AAC modeling for children with complex communication needs. *American Journal on Intellectual and Developmental Disabilities, 125*, 443-473. doi: 10.1352/1944-7558-123.5.443. SCOPUS Impact Factor as of November 2019: 2.05. GSC = 12.
- Gilson, C. B.**, & Carter, E. W. (2018). Video-based instruction to promote employment-related social behaviors for high school students with intellectual disability. *Inclusion, 6*, 175-193. doi: 10.1352/2326-6988-6.3.175. GSC = 1.
- Biggs, E. E., **Gilson, C. B.**, & Carter, E. W. (2018). Developing that balance: Preparing and supporting special education teachers to work with paraprofessionals. *Teacher Education and Special Education*. Advance online publication. doi: 10.1177/088840641876561. GSC = 5.
- Gilson, C. B.**, Carter, E. W., Bumble, J. L., & McMillan, E. D. (2018). Family perspectives on integrated employment for adults with intellectual and developmental disabilities. *Research and Practice for Persons with Severe Disabilities, 43*, 20-37. doi: 10.1177/1540796917751134. SCOPUS Impact Factor as of November 2019: 2.35. GSC = 4.
- Gilson, C. B.**, Bethune, L. K., Carter, E. W., & McMillan, E. D. (2017). Informing and equipping parents of people with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities, 55*, 347-360. doi: 10.1352/1934-9556-55.5.347. SCOPUS Impact Factor as of November 2019: 1.67. GSC = 14.
- Gilson, C. B.**, Carter, E. W., & Biggs, E. E. (2017). A systematic review of instructional methods to teach employment skills to secondary students with intellectual and developmental disabilities. *Research and Practice for Persons with Severe Disabilities, 42*, 89-107. doi: 10.1177/1540796917698831. SCOPUS Impact Factor as of November 2019: 2.35. GSC = 30.
- Biggs, E. E., **Gilson, C. B.**, & Carter, E. W. (2016). Accomplishing more together: Strengthening relationships of teachers and paraprofessionals working with students

with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 41, 256-272. doi: 10.1177/1540796916665604. SCOPUS Impact Factor as of November 2019: 2.35. GSC = 25.

Gilson, C. B., & Carter, E. W. (2016). Promoting social interactions and job independence for college students with autism or intellectual disability: A pilot study. *Journal of Autism and Developmental Disorders*, 46, 3583-3596. doi: 10.1007/s10803-016-2894-2. SCOPUS Impact Factor as of November 2019: 3.68. GSC = 33.

Blustein, C. L., Carter, E. W., & McMillan, E. D. (2016). The voices of parents: Post-high school expectations, priorities, and concerns for children with intellectual and developmental disabilities. *The Journal of Special Education*, 50, 164-177. doi: 10.1177/0022466916641381. GSC = 31.

Carter, E. W., **Blustein, C. L.**, Bumble, J. L., Harvey, S., Henderson, L., & McMillan, E. (2016). Changing the conversation: Engaging communities to identify local strategies for expanding integrated employment after high school. *American Journal on Intellectual and Developmental Disabilities*, 121, 398-418. doi: 10.1352/1944-7558-121.5.398. SCOPUS Impact Factor as of November 2018: 2.05. GSC = 15.

Duffy, R. D., Dik, B. J., & **Blustein, C. L.** (2010). Incorporating calling into career counseling: How and for whom? *Career Planning and Adult Development Journal*, 25, 74-86. GSC = 5.

Manuscripts Under Peer-Review

Whirley, M. L., **Gilson, C. B.**, & Gushanas, C. M. Postsecondary education programs on college campuses supporting adults with intellectual and developmental disabilities: A scoping review. *Status: revise and resubmit (November 2019)*.

Gilson, C. B., Thompson, C. G., Ingles, K. E., Stein, K. E., Nygaard, M., & Wang, N. A preliminary experimental evaluation of the Job Coaching Academy for transition educators. *Submitted for publication (October 2019)*.

Manuscripts in Progress

Gilson, C. B., & Biggs, E. E. Understanding issues of special education teachers and paraprofessionals serving students with disabilities in inclusion settings. *Manuscript in preparation*.

Gilson, C. B., Sinclair, J., Whirley, M., Li, Y., & Blustein, D. L. Applying the psychology of working framework to understanding the meaning of work for adults with intellectual and developmental disabilities. *Manuscript in preparation*.

Bowman-Perrott, L., **Gilson, C. B.**, & Boone, R. Peer-mediated interventions for students with intellectual and developmental disabilities: A systematic overview of the literature. *Manuscript in preparation.*

Invited Book Chapters

Gilson, C. B., Whirley, M. L., Carter, E. W., & Schutz, M. A. (in press). *Teaching employment skills to people with intellectual and developmental disabilities*. In P. Sturmey and R. Lang (Eds.), *Adaptive Behavior Strategies for Individuals with Intellectual and Developmental Disabilities*. New York City: Springer International Publishing.

Carter, E. W., Biggs, E. E., & **Blustein, C. L.** (2016). *Relationships matter: Addressing stigma among students with intellectual disability and their peers*. In K. Scior and S. Werner (Eds.), *Intellectual disability and stigma: Stepping out from the margins* (pp. 149-164). London, UK: Palgrave MacMillan. doi: 10.1057/978-1-137-52499-7_10. GSC = 8.

Non-Refereed Publications

Carter, E. W., **Blustein, C. L.**, Rowan, J. L., & Harvey, S. (2014). Changing the conversation: Engaging local communities in new discussions about competitive employment. *TASH Connections*, 40(1), 8-14. GSC = 4.

National Conference Presentations

Gilson, C. B., Sinclair, J., Whirley, M.L., & Li, Y. (2019, October). *Understanding the meaning of work for adults with intellectual and developmental disabilities*. Presentation at the CEC Division on Career Development and Transition Conference. Seattle, Washington.

Gilson, C. B. (2019, October). *Lessons learned from the trenches of transition: The Job Coaching Academy, a pilot study*. Presentation at the CEC Division on Career Development and Transition Conference. Seattle, Washington.

Whirley, M. L., & **Gilson, C. B.** (2019, May). *What is trending in the literature on inclusive postsecondary education programs?* Presentation at the Southeastern Postsecondary Education Alliance Conference. Charleston, South Carolina.

Gilson, C. B., & Thompson, C. G. (2018, October). *Coaching the coach: A comprehensive job coaching academy for special education teachers and paraprofessionals*. Presentation at the CEC Division on Career Development and Transition Conference. Cedar Rapids, Iowa.

Gushanas, C. M., **Gilson, C. B.**, Li, Y., & Foster, K. (2018, October). *How do faculty and students perceive inclusive higher education for individuals with intellectual and developmental*

disabilities? Presentation at the CEC Division on Career Development and Transition Conference. Cedar Rapids, Iowa.

Whirley, M. L., Gilson, C. B., & Gushanas, C. M. (2018, October). *Postsecondary education program models on college campuses supporting students with intellectual and developmental disabilities: A systematic review*. Poster presentation at the CEC Division on Career Development and Transition Conference. Cedar Rapids, Iowa.

Gilson, C. B., Gushanas, C. M., & Whirley, M. L. (2018, October). *Beyond the ivory tower: How faculty and students define inclusion on campus*. Presentation at the State of the Art Conference on Postsecondary Education and Individuals with Intellectual Disabilities. Syracuse, New York.

Gilson, C. B., & Biggs, E. E. (2018, June). *Building a balanced leader: Competencies for working effectively with paraprofessionals*. Presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD). St. Louis, Missouri.

Gushanas, C. M., Gilson, C. B., Li, Y., & Foster, K. (2018, June). *Who belongs in college? Perspectives of faculty and students about inclusive higher education for individuals with IDD*. Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD). St. Louis, Missouri.

Foster, K., & Gilson, C. B. (2018, June). *The price of acceptance: Socioeconomic status as an indicator of college students' comfort levels toward individuals with IDD*. Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD). St. Louis, Missouri.

Li, Y., Chen, H., Zhang, D., & Gilson C. B. (2018, June). *Effects of a self-monitoring strategy to increase classroom task completion among senior high school students with moderate intellectual disability*. Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD). St. Louis, Missouri.

Gilson, C. B., Carter, E. W., & Bumble, J. L. (2017, December). *The voices of parents: Perspectives on integrated employment for individuals with intellectual and developmental disabilities*. Presentation at TASH Annual Meeting. Atlanta, Georgia.

Gilson, C. B., & Carter, E. W. (2017, December). *Employment skills in motion: The use of video-based instruction to promote employment-related social behavior for high school students with severe intellectual disability*. Poster presentation at TASH Annual Meeting. Atlanta, Georgia.

Gilson, C. B. (2017, October). *Lights! Camera! Employment! The use of video-based instruction to promote employment-related social behavior for high school students with severe intellectual disability*. Poster presentation at the CEC Division on Career Development and Transition Conference. Milwaukee, Wisconsin.

Gilson, C. B. (2017, January). *Mapping methods used to teach employment skills to students with IDD: A review of the literature*. Presentation at the CEC Division on Autism and Developmental Disabilities Conference. Clearwater Beach, Florida.

Blustein, C. L. (2016, October). *The voice of parents: Post-high school expectations, priorities, and concerns for students with intellectual and developmental disabilities*. Patricia L. Sitlington Emerging Researcher Award poster presentation at the CEC Division on Career Development and Transition Conference. Myrtle Beach, South Carolina.

Blustein, C. L. (2016, October). *Mapping methods used to teach employment skills to students with IDD: A review of the literature*. Presentation at the CEC Division on Career Development and Transition Conference. Myrtle Beach, South Carolina.

Blustein, C. L., & Bethune, L. K. (2016, October). *Supporting families in pursuing employment: A statewide study of resources and support needs*. Presentation at the CEC Division on Career Development and Transition Conference. Myrtle Beach, South Carolina.

Bumble, J. L., & **Blustein, C. L.** (2016, October). *Community voices: Building capacity to improve transition outcomes for youth with intellectual and developmental disabilities*. Presentation at the CEC Division on Career Development and Transition Conference. Myrtle Beach, South Carolina.

Blustein, C. L. (2016, April). *Pathways to integration: Improving vocational autonomy and social skills in the workplace*. Poster presentation at the Council for Exceptional Children Annual Meeting. St. Louis, Missouri.

Biggs, E. E., & **Blustein, C. L.** (2016, April). *Qualities, attitudes, and actions supporting effective relationships between teachers and paraprofessionals*. Presentation at the Council for Exceptional Children Annual Meeting. St. Louis, Missouri.

Blustein, C. L. (2016, January). *Pathways to integration: Improving vocational autonomy and social skills in the workplace*. Presentation at the CEC Division on Autism and Developmental Disabilities Annual Meeting. Waikiki Beach, Hawaii.

Blustein, C. L., Bumble, J. L., Cushing, L., Parker-Katz, M., & Carter, E. W. (2015, November). *Changing the conversation: Engaging communities to improve transition education and outcomes for youth with disabilities*. Presentation at the CEC Division on Career Development and Transition Conference. Portland, Oregon.

Blustein, C. L., & Mello, M. P. (2015, November). *Pathways to independence: Supporting students with intellectual and developmental disabilities in post-secondary education programs*. Presentation at the CEC Division on Career Development and Transition Conference. Portland, Oregon.

Biggs, E. E., **Blustein, C. L.**, & Carter, E. W. (2015, June). *Supporting and supervising paraprofessionals: A framework for strengthening professional relationships between special education teachers and paraprofessionals*. Presentation at the 139th Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD). Louisville, Kentucky.

Blustein, C. L., & Carter, E. W. (2015, June). *Raising expectations for life after high school: Parents share what matters most*. Poster presentation at the 139th Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD). Louisville, Kentucky.

Blustein, C. L. (2015, April). *Raising expectations for life after high school: Parents share what matters most*. Poster presentation at The Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities. New Orleans, Louisiana.

Blustein, C. L., & Carter, E. W. (2014, December). *Community conversations: Building networks and expanding employment opportunities for youth with disabilities*. Presentation at the TASH Annual Meeting. Washington, DC.

Blustein, C. L. (2014, December). *Raising expectations for life after high school*. TASH Talk presentation at the TASH Annual Meeting. Washington, DC.

Blustein, C. L., Rowan, J. L., Carter, E. W. (2014, November). *Community conversations: Building networks and expanding employment opportunities for youth with disabilities*. Presentation at the CEC Division on Career Development and Transition Annual Meeting. Cleveland, Ohio.

Blustein, C. L., & Carter, E. W. (2014, November). *Raising expectations for life after high school: Parents share what matters most*. Poster presentation at the CEC Division on Career Development and Transition Annual Meeting. Cleveland, Ohio.

Blustein, C. L. (2014, June). *Community conversations: Building networks and expanding employment opportunities for youth with disabilities*. Presentation at the 138th Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD). Orlando, Florida.

Blustein, C. L. (2013, October). *Passion vs. preparation: The corps experience of 5 non-traditional Teach For America teachers*. Presentation at the Georgia Educational Research Association Annual Meeting. Savannah, Georgia.

Meyers, B., Fisher, T., Kavanagh, K., **Blustein, C. L.**, and Bloxson, K. (2013, April). *"Just fill in the bubble and stop asking questions!": Learning to teach amid a testing scandal*. Panel presentation for AERA Annual Meeting. San Francisco, California.

State and Local Presentations

Gilson, C. B., Thompson C. G., Ingles, K., Stein, K., Nygaard, M., & Wang, N. (2019, February). *The Job Coaching Academy*. Presentation at the Texas Transition Conference. San Antonio, Texas.

Gilson, C. B., Gushanas, C. M., Li, Y., & Foster, K. (2018, April). *How inclusive is Texas A&M University?* Presentation at the Able, Active, and Adaptive (AAA) Conference at Texas A&M University. College Station, Texas.

Gilson, C. B. (2018, February). *Putting social skills to work*. Presentation at the Texas A&M University College of Education Voices of Impact Speaker Series. Bryan, Texas.

Biggs, E. E., & **Blustein, C. L.** (2016, February). *Accomplishing more together: Building and maintaining effective relationships between teachers and paraprofessionals*. Presentation at the Tennessee Department of Education Partners in Education Conference. Nashville, Tennessee.

Bumble, J. L., Bethune, L. K., **Blustein, C. L.**, & Manikas, A. S. (2016, February). *Forging strong school and community partnerships: Improving outcomes for students with disabilities through community conversations*. Presentation at the Tennessee Department of Education Partners in Education Conference. Nashville, Tennessee.

Blustein, C. L. (2015, September). *Pathways to integration: Improving vocational autonomy and social skills in the workplace*. Poster presentation at the Vanderbilt Kennedy Center Science Day. Nashville, Tennessee.

Blustein, C. L., Rowan, J. L., Carter, E. W. (2014, May). *Community conversations: Building networks and expanding employment opportunities for youth with disabilities*. Presentation at the Tennessee Disability MegaConference. Nashville, Tennessee.

Funded Internal Grants

Seo, J., Wells-Beede, E., & **Gilson, C. B.** (2019). *Interdisciplinary collaborative design-based learning in visualization, nursing, and special education*. Presidential Transformational Teaching Grant Round 1 at Texas A&M University. Funding period: January 2020-December 2021. Funding Amount: \$60,000. Role: Co-Principal Investigator.

Sheffield-Moore, M., **Gilson, C. B.**, Wright, T., Thomas, F., & Deutz, N. (2018). *Enhancing the physical and social well-being of Texas A&M undergraduate students*. College of Education and Human Development FY 2019 Catapult Grant, \$10,000. Role: Co-Principal Investigator.

Gilson, C. B., & Thompson, C. G. (2017). *The Job Coaching Academy: A Proposed Training Program for Job Coaches in Special Education Transition Programs*. College of Education and Human Development FY 2018 Catapult Grant, \$30,000. Role: Principal Investigator.

Woodward, R., Capraro, M. M., Capraro, R., Cassell, E., **Gilson, C. B.**, Muya, H., Parker, D., Simmons, K., & Singleton, J. (2017). *Up, Up, and Away: Expanding and Enriching CEHD Global Education Experiences*. College of Education and Human Development 2018 Catapult Grant, \$30,000. Role: Co-Investigator.

Gilson, C. B. (2017). *Understanding Inclusion and Diversity at Texas A&M University*. College of Education and Human Development 2017 Undergraduate Student Research Initiative.

Gilson, C. B. (2016). *Using Technology to Promote Employment-Related Social Interactions for High School Students with Intellectual and Developmental Disabilities*. Vanderbilt University Borsari Applied Education Dissertation Research Award, \$10,000. Role: Principal Investigator.

Unfunded External Grant Proposal Submissions

Improving Employment Outcomes for Students with Intellectual and Developmental Disabilities: The Job Coaching Academy for Transition Educators. Research Training Programs in Special Education: Early Career Development and Mentoring Grant funded by the U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research. Proposed amount: \$493,380. Submitted August 2019. ***Not Selected for Funding.***

Investigator: **Gilson, C. B. (PI).**

Authentic Science Exploration for Inclusive Teaching (ASE-IT). (Grant no. NSF 17-584). Research grant submitted to the *National Science Foundation, Discovery Research PK-12*. Proposed Amount: \$2,729,393. Submitted November 2018. ***Not Selected for Funding.***

Investigators: Nichol, C. A. (PI), Barnett, G. M (Co-PI), **Gilson, C. B. (Co-PI)**, Scanlon, D. (Co-PI), & Zhang, H. (Co-PI).

Teaching

College Teaching

SPED414: Methods and Issues in Low-Incidence Disabilities
Semesters taught: Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019
 Texas A&M University [Role: Instructor]

EPSY485: International Special Education
Semesters taught: Summer 2018
 Texas A&M University and San Isidro, Costa Rica [Role: Instructor & Co-Facilitator*]

*Co-facilitated study abroad field trip with EPSY colleague Dr. Robert Woodward

SPED3370: *Current Issues in Autism and Significant Disabilities*
Semester taught: Spring 2014
Vanderbilt University [Role: Graduate Teaching Assistant]

Guest Lecturer

SPED3370: *Current Issues in Autism and Significant Disabilities* (Spring 2015, Spring 2016, Summer 2018)
Vanderbilt University, Nashville, Tennessee

SPED7000: *Education and Psychology of Exceptional Learners* (Summer 2016)
Vanderbilt University, Nashville, Tennessee

SPED3340: *Procedures in Secondary Transition to Adult Life* (Fall 2015)
Vanderbilt University, Nashville, Tennessee

Graduate Committees

Doctoral Advisor/Dissertation Chair

- ❖ Mary Whirley, *in progress*
- ❖ Sehrish Shikarpurya, *in progress*
- ❖ Humberto Pena, *in progress*

Doctoral Committee Member

- ❖ Christina Gushanas, *in progress*
- ❖ Yi-Fan Li, *in progress*
- ❖ Claudia Dunn, *in progress*
- ❖ Kristina Ingles, *in progress*

Internal Service

Service in the Department of Educational Psychology and Division of Special Education

- ❖ *Special Education Program Undergraduate Committee* (2017-present)
- ❖ *Special Education Doctoral Committee* (2018-present)
- ❖ *Affiliated Faculty Member of the Center on Disability and Development* (2017-present)

Service in the College of Education and Human Development

- ❖ *Search Committee for Research Development Officer in CERD* (2019)
- ❖ *Global Education Committee* (2017-2019)
- ❖ *Awards Committee for Faculty Mentorship* (2018)

Service at Texas A&M University

- ❖ *Aggie ACHIEVE Founder and Faculty Director (2018- present)*
- ❖ *Aggie ACHIEVEMates Faculty Advisor (2019-present)*
- ❖ *Spectrum Living Learning Community Advisory Committee (2017-present)*
- ❖ *Camp Kesem Advisory Board Member (2017-present)*
- ❖ *Aggie Emeralds Faculty Advisor (2017-present)*

External Service

Editorial Board Membership

Career Development and Transition for Exceptional Individuals 2020 – present

Field Reviewer Assignments

American Journal on Intellectual and Developmental Disabilities 2018 – present
Intellectual and Developmental Disabilities 2018 – present
Research and Practice for Persons with Severe Disabilities 2018 – present
Research in Developmental Disabilities 2018 – present
Rural Special Education Quarterly 2018 – present
Career Development and Transition for Exceptional Individuals 2017 – 2019
Journal of Autism and Developmental Disorders 2016
Journal of Special Education 2016

Conference Proposal Reviewer

Council for Exceptional Children Conference 2018 - present
 CEC Division on Career Development and Transition Conference 2018
 TASH Annual National Conference 2018

Professional Organization Memberships

American Association on Intellectual and Developmental Disabilities (AAIDD)
 Education Interest Network
 Research Interest Network
 Student and Early Career Professional Interest Network

Council for Exceptional Children (CEC)
 Division on Career Development and Transition (DCDT)
 Division for Research (CEC-DR)
 Division on Autism and Developmental Disabilities (DADD)

Invited Workshops and Trainings

2019	College Station Independent School District, College Station, Texas
2018	Partners in Policymaking, Boggs Center, New Brunswick, New Jersey
2018	Harris County Department of Education, Houston, Texas
2018	Brenham Independent School District, Brenham, Texas
2018	Spring Branch Independent School District, Houston, Texas
2016, 2017	Volunteer Advocacy Project, Vanderbilt Kennedy Center, Nashville, Tennessee
2014-2016	Teach For America, Nashville, Tennessee