

Lisa A. Finnegan, Ph. D.
Associate Professor
Department of Special Education
College of Education -Bldg. #47
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Education/Employment History

Education History

Ph. D. 2013
University of Central Florida, Orlando, Florida
Specialization: Exceptional Student Education

M. Ed. 2010
University of Central Florida, Orlando, Florida
Specialization: K-8 Math & Science Education

Post-Bachelors 1997
University of Wisconsin-Milwaukee, Milwaukee, Wisconsin
Alternative Teaching Certificate Program for Students with Learning Disabilities & Emotional Behavior Disabilities (4 semester program with 2 practicum & 1 internship requirements)

B. A. 1990
University of Wisconsin-Green Bay, Green Bay, Wisconsin
Major/Minor: Psychology and Human Development

Employment History

2021- present Associate Professor
Department of Special Education
College of Education
Florida Atlantic University, Boca Raton, FL

2015- 2021 Assistant Professor
Department of Exceptional Student Education
College of Education
Florida Atlantic University, Boca Raton, FL

2013- 2015 Director of Curriculum & Instruction K-12/Teacher of Record for Kindergarten Classroom
UCP of Central Florida Charter School System
Orlando, FL

2014, Summer Test Evaluator for State Assessments
Kelly Services/McGraw Hill
Lake Mary, FL

2010-2013 Graduate Research Assistant
Department of Children, Family, and Community Sciences
University of Central Florida
Orlando, FL

2007-2010 Mathematics and Science Teacher, Grades 5-8
2006-2007 Assistant Director of School for
2003-2006 First Grade Teacher
Page Private School
Orlando, FL

2002-2003 Substitute Teacher
Seminole County Public Schools
Lake Mary, FL

2001-2002 K- 3rd Grade ESE Teacher
Seminole County Public Schools
Lake Mary, FL

1997-2001 K-1st Grade Teacher
Page Private School
Orlando, FL

Education Policy Internship

Summer 2012 Doctoral Intern
Office of Special Education Programs Research Division, U.S. Department of Education
Worked under the guidance of Renee Bradley & Larry Wexler
Washington, DC

Scholarship/ Research/ Creative Activity

Refereed Journal Publications

Miller, B. J., **Finnegan, L.**, Adams, K., & Cruz, E. (in process). Money, money, money! Teaching money math literacy skills to adults with intellectual and developmental disabilities. *Data collection completed. Manuscript in progress.*

Dowdie, D. J., **Finnegan, L. A.**, Dukes, C., & Darling, S. M. (under review). Systematic Review of the literature on promoting healthy food choice and food preparation for people with intellectual and developmental disabilities. *Journal of Intellectual Disabilities*

Miller, B. J., Adams, K., **Finnegan L.** & Carey, G. (2025). Lived experiences of college students with intellectual and developmental disabilities participating in an on-campus residential program. Accepted with minor revisions by *Career Development and Transition for Exceptional Individuals: 2024 Conference Special Issue*

Miller, B., Berlingo, L., Kearney, K., Adams, K., **Finnegan, L.** (Under review: Revise & resubmit) "Using video modeling to teach romantic relationships to college students with intellectual and developmental disabilities" submitted to *Sexuality and Disability*. Supported original research as inter-rater on fidelity of intervention

Adams, K., Ramasamy, R., Bennett, K. Kerney, K. **Finnegan, L.** Downey, A. (Accepted) Teaching Adults with Intellectual and Developmental Disabilities to Make Purchasing Decisions Online JADD-D-24-01267R2

Atha, M., Fowler, M., **Finnegan, L.A.**, Meredith, T., & Vaughn, M. (2024). Levels of engagement: Developing pre-service teachers as researchers: Engaging education students in action research commentary. *Florida Journal of Education Research*, 61(3), 36-46.

Carey, G.C., Miller, B. J., & **Finnegan, L.A.** (2021). Effects of the COVID-19 pandemic on college students with intellectual disability. *Journal of Vocational Rehabilitation*, 55(2), 271-281.

Hall Pistorio, K., Brady, M. P., Kearney, K., Darling, S., Bucholz, J. & **Finnegan, L. A.** (2021). *Small group-delivered literacy based behavioral interventions for young children*. *Journal of Applied School Psychology*, DOI: 10.1080/15377903.2021.1926033

Ming, K., Dukes, C., **Finnegan, L.**, & Miller, M. (2021) *Culturally responsive literacy instruction: How is it reflected in the literature?* *Multicultural Learning and Teaching (DGMLT)*

Kearney, K., Joseph, B., **Finnegan, L. A.**, & Wood, J. (2020). *Using a peer-mediated instructional package to teach college students with intellectual disabilities to navigate an inclusive university campus*. *Journal of Special Education*.

- Finnegan, L. A.,** Miller, K. M., Randolph, K., Bielkus-Barone (2019). Supporting student knowledge using formative assessment and universal design for learning expression. *The Journal of Special Education Apprenticeship*, 8(2), Article 7, p 1-14, Retrieved from <https://scholarworks.lib.csusb.edu/josea/vol8/iss2/7/>
- Finnegan, L. A.,** & Dieker, L. A. (2019). Universal design for learning-representation and science content: A pathway to expanding knowledge, understanding, and written explanations. *Science Activities*, 56(1), 11-18.
- Finnegan, L. A.,** & Dieker, L. A. (2017). Exploring universal design for learning expression in science with students with learning disabilities [Special issue]. *Scholar-Practitioner Quarterly*.
- Miller, K. **Finnegan, L. A.,** Wienke, W. & Lopez, A. (2017). The impact of federal level special education policy internships in preparing special education faculty: A preliminary investigation. *Journal of Educational Leadership in Action*, 5(1), Article 2, Retrieved from <http://www.lindenwood.edu/academics/beyond-the-classroom/publications/journal-of-educational-leadership-in-action/all-issues/volume-5-issue-1/faculty-articles/miller/>
- Dieker, L., Wienke, W., Straub, C. & **Finnegan, L.** (2014, May). Reflections on recruiting, supporting, retaining, graduating, and obtaining employment for doctoral students from diverse backgrounds. *Teacher Education and Special Education*, 37(2), 147–160.
- Dieker, L., **Finnegan, L.,** Grillo, K., & Garland, D. (2013, December). Special Education in Science Classroom: A Co-Teaching Scenario. *Science Scope*, 37(4), 18-22.
- Book Chapters (Sole & Co-authorship)**
- Finnegan, L. A.** (2025). Chapter 4 Math teaching and learning. In J. W. Forgan & N. Balsamo (Eds.), *Parent's quick start guide to dyscalculia*. Routledge (Submitted to editors and publisher June 2025).
- Finnegan, L. A.** (2025). Chapter 6 Making math fun. In J. W. Forgan & N. Balsamo (Eds.), *Parent's quick start guide to dyscalculia*. Routledge (Submitted to editors and publisher June 2025).
- Finnegan, L. A.** (2025). Chapter 8 Math technology. In J. W. Forgan & N. Balsamo (Eds.), *Parent's quick start guide to dyscalculia*. Routledge (Submitted to editors and publisher June 2025).
- Finnegan, L. A.** (2022). Chapter 9 Mathematics. In K. Zimmer, & K. Fisher (Eds.), *Early Childhood Special Education Programs and Practices*. Slack

Finnegan, L. A., & Miller, K. M. (2020). Flipping the English language arts & literacy classroom. (Eds.) Z. Walker, D. Tan, & N. Keng Koh. *Flipped Classrooms with Diverse Learners – International Perspectives*. Singapore: Springer

Finnegan, L. (2017). The impact of technology on the teaching and learning process: Maximizing learning for 21st century students. (Eds.) A. Musgrove & J. Powers. *Handbook of Research on Human Development in the Digital Age*. Hershey, PA: IGI Global

Textbook Chapters

Taylor, R. L., **Finnegan, L. A., & Miller, K. M. (2019).** Chapter 15: Students who are gifted and talented. In L. R. Smiley, S. B. Richards, & R. L. Taylor (Eds.), *Exceptional Students: Preparing Teachers for the 21st Century* (3rd ed., pp. 474-505). New York, NY: McGraw Hill Education.

Book Contributions

Finnegan, L. A. (2022). *Authentic Example 5 of Self-assessment of Lesson Plan Ch 14 Templates and Additional Opportunities to Apply G.E.T. Model in Get feedback: Giving, exhibiting, and teaching feedback in Special Education Teacher Preparation*. Slack Inc. pp304-307
Eds. M.E. Elford, H. Hayes Smith, S. James

Refereed Presentations and Proceedings

International Presentations

Miller, B., Adams, K., **Finnegan, L. (2025, March 11-14).** *Teaching Romantic Relationships Using Video Modeling to College Students with Intellectual and Developmental Disabilities*. Presented at Council for Exceptional Children Convention & Expo, Baltimore, MD (Concurrent Session)

Miller, B., Adams, K., **Finnegan, L. (2025, March 11-14).** *Lived Experiences of College Students with Intellectual and Developmental Disabilities Living On-Campus*. Presented at Council for Exceptional Children Convention & Expo, Baltimore, MD (Concurrent Session)

Finnegan, L. (2019, October 3-4) *Familiarity of Evidence-based Inclusive Strategies in the Elementary Classroom* [Roundtable]. Council for Learning Disabilities (CLD) 41st International Conference on Learning Disabilities, San Antonio, TX, United States.

Finnegan, L., & Goldstein, P. (2019, October 3-4) *Intentional Reflection of High Leverage Transformative Instructional Practices by Pre-Service Teachers* [Poster]. Council for Learning Disabilities (CLD) 41st International Conference on Learning Disabilities, San Antonio, TX, United States.

Finnegan, L., & Goldstein, P. (2018, October 11-12). *Intentional reflection of transformative instructional practices by pre-service teachers* [Roundtable]. 40th International Conference on Learning Disabilities, Portland, OR, United States. Accepted but not presented due to scheduling conflict.

Goldstein, P., **Finnegan, L.**, & Miller, K. (2016, March 30- April 3) *Universal Design for Learning (UDL) for the inclusion of children with special needs* [Concurrent Session]. 2016 Global Summit on Childhood Education, Association for Childhood Education, San Jose, Costa Rica. Accepted but not presented due to scheduling conflict.

National Presentations

Wittel, K. & **Finnegan, L. A.** (2024, November 5-7). *Project S.T.A.R.T. (Supporting Teachers and Reducing Turnover)*. Presented at the Council for Exceptional Children Teacher Education Division, Pittsburgh, PA (Multiple Panel Presentation)

DaSilva, D. & **Finnegan, L.** (2023, February). *Teacher Candidate Perceptions and Understanding of the Impact of Bullying and their Role in Bullying Prevention for Students with Disabilities*. Eastern Educational Research Association (EERA), Myrtle Beach, SC, United States

Brady, M., **Finnegan, L.**, Amador, J., & Berlingo, L. (2020, February 19-22). *De-evolution of evidence-based practices in P-12 education and teacher preparation* [Concurrent Session]. Eastern Education Research Association (EERA), Orlando, FL, United States.

Brady, M., Hazelkorn, M., & **Finnegan, L.** (2019, February 20-23). *De-evolution of evidence-based practices in P-12 education and teacher preparation* [Concurrent Session]. Eastern Education Research Association (EERA), Myrtle Beach, SC, United States.

Miller, K. M., **Finnegan, L. A.**, Darling, S., Wilson, C., & Dukes, C. (2019, November 5-9). *Advocacy for action to support education: Conversations about engaging our students in the process* [Roundtable]. Teacher Education Division of the Council for Exceptional Children Conference, New Orleans, LA, United States.

Finnegan, L. A., & Goldstein, P. (2019, November 5-9). *Intentional reflection of high-leverage transformative instructional practice in pre-service teacher lesson plan implementation* [Concurrent Session]. Teacher Education Division of the Council for Exceptional Children Conference, New Orleans, LA, United States.

Finnegan, L. A. (2019, November 5-9). *Familiarity of evidence-based inclusive strategies in the elementary classroom* [Roundtable]. Teacher Education Division of the Council for Exceptional Children Conference, New Orleans, LA, United States.

- Finnegan, L.A., & Goldstein, P.** (2019, February 20-23). *Intentional reflection of high-leverage transformative instructional practice in pre-service teacher lesson plan implementation* [Roundtable]. Eastern Education Research Association (EERA), Myrtle Beach, SC, United States.
- Finnegan, L. A., & Goldstein, P.** (2018, November 6-10). *Intentional reflection of high-leverage transformative instructional practice in pre-service teacher lesson plan implementation* [Concurrent Session]. Teacher Education Division of the Council for Exceptional Children Conference, Las Vegas, NV, United States. (Accepted but not presented).
- Finnegan, L. A., & Goldstein, P.** (2017, November 7-10). *Impact of Intentional Reflection of Transformative Instructional Practices on Pre-service Teacher Lesson Plan Implementation* [Concurrent Session]. Presented at Teacher Education Division of the Council for Exceptional Children Conference, Savannah, GA, United States.
- Finnegan, L. A. (2017, April 19-22). *Using a formative assessment scaled tool to assess student understanding of the standards* [Poster]. Presented at Council for Exceptional Children in Boston, MA, United States.
- Finnegan, L. (2016, February 17-20). *Examining the Effect of the Universal Design for Learning-Expression Principle on Students with Learning Disabilities in Science* [Poster]. Eastern Educational Research Association, Hilton Head, SC, United States.
- Finnegan, L. (2016, November 9-12). *Infusing transformative practices in preservice teaching* [Roundtable]. Presented at Teacher Education Division of the Council for Exceptional Children Conference, Lexington, KY, United States.
- Hines, R., **Finnegan, L.**, Garland, D. P., Miller, K., Gourwitz, J., Hardin, S., Schaffer, K., & Serianni, B. (2012, November). *Must have Technology in The Design and Delivery of Personnel Preparation*. Presented as Preconference Session: Teacher Education Division of the Council for Exceptional Children Conference, Austin, TX, United States.
- Finnegan, L. (2012, November). *The Use of Choice on Classroom Assignments*. Presented at: Teacher Education Division of the Council for Exceptional Children Conference, Austin, TX, United States.
- Finnegan, L. (2012, April). *Understanding Teacher Perceptions and Practices with Student Misconceptions in Middle School Science*, Presented at: Council for Exceptional Children Annual Conference and Expo. Denver, CO, United States.
- Dieker, L. A., **Finnegan, L.**, & Garland, D., &. (2011, April). *Dancing the Dance: Secondary Collaboration in the Content Areas*. Council for Exceptional Children Annual Conference and Expo. National Harbor, MD, United States.

Finnegan, L. (2011, April). *Universal Design for Learning-Representation Practices to Support Concept Mapping and Science Explanations*. Council for Exceptional Children Conference Annual Conference and Expo. National Harbor, MD, United States.

Finnegan, L. (2011, November). *Universal Design for Learning in Teacher Preparation*. Teacher Education Division of the Council for Exceptional Children Conference, Austin, TX, United States.

Regional/Local Presentations

Finnegan, L., Vaughn, M., Atha, M., (2023, November). Panel Member for Invited Panel Discussion: *Undergraduate Research* with Moderators Dr. Melanie Fowler & Dr. Tricia Meredith at Florida Educational Research Association (FERA), Hollywood Beach, FL

Finnegan, L., & Miller, K. (2018, October 18). *Implementing the universal design for learning framework to enhance learning for all students* presented [Concurrent Session]. Educating All Students with Excellence (EASE) conference for the Broward County Public Schools' Division of Exceptional Student Learning Support, Ft. Lauderdale, FL, United States.

Finnegan, L., & Miller, K. (2015, December). *What's so special about special education?* Presented to FFEA Broward Students at Florida Atlantic University, Boca Raton, FL, United States.

Finnegan, L., Miller, K., Brown, K., & Duffy, M. L. (2015, October). Florida State Conference: Council for Exceptional Children, *Learning centers in action*. Orlando, FL, United States.

Finnegan, L., Fox, J., Mullin, P., & Cumming, I. (2012, October). Florida State Conference: Council for Exceptional Children, *Building a Safe, Rich, and Inclusive Learning Environment for Students of All Abilities through Relationship Navigation*. Jupiter, FL, United States.

Finnegan, L., & Miller, K. (2011, October). Florida State Conference: Council for Exceptional Children, *Universal Design for Learning in the Classroom: Practical Strategies for the Success of Students with Learning Disabilities*. Jacksonville, FL, United States.

Non-Refereed Publications, Presentations and Proceedings

Regional/Local Presentations

Finnegan, L. (2018, March). *Department of Exceptional Student Education Undergraduate Campus Day Overview*. FAU College of Education Campus Day Events at Florida Atlantic University, Boca Raton, FL, United States.

Finnegan, L. (2017, March). *Department of Exceptional Student Education Undergraduate Campus Day Overview*. FAU College of Education Campus Day Events at Florida Atlantic University, Boca Raton, FL, United States.

Finnegan, L. (2016, April). *Department of Exceptional Student Education Undergraduate Campus Day Overview*. FAU College of Education Campus Day Events at Florida Atlantic University, Boca Raton, FL, United States.

Finnegan, L. (2015, January). *Universal design for learning and differentiated instruction in the classroom*. UCP Institute Dissemination Grant Professional Development, Key West, FL, United States.

Finnegan, L. (2014, August – 2015, June). *Guided Reading Professional Learning Community*. UCP of Central Florida, Orlando, FL, United States.

Finnegan, L. (2014, October). *Incorporating universal design for learning into your learning environment*. UCP Institute Inclusion Experience, Orlando, FL, United States.

Finnegan, L., Olinto, B., & Williams, J. (2014, August). *Introduction to readers workshop, the Developmental Reading Assessment (DRA), and guided reading*. UCP Education Conference, University of Central Florida, Orlando, FL, United States.

Olinto, B., **Finnegan, L.,** Harmon, L. & (2014, August). *Cooperative learning strategies*. UCP Education Conference, University of Central Florida, Orlando, FL, United States.

Finnegan, L. & Metz, C. (2014, July). *Writing quality IEP goals and tracking for accountability*. New Teacher Academy Training, UCP of Central Florida-East Orange/Bailes Campus., Orlando, FL, United States.

Finnegan, L. (2014, July). *Access Points, Alternate Assessment, and Progress Monitoring*, New Teacher Academy Training, UCP of Central Florida-East Orange/Bailes Campus., Orlando, FL, United States.

Finnegan, L. & Blair, J. (2014, July). *MTSS: Academic & Behavioral*. New Teacher Academy Training, UCP of Central Florida-East Orange/Bailes Campus., Orlando, FL, United States.

Finnegan, L. & Metz, C. (2014, July). *Recognizing the essentials of developmental appropriate practice*. ASD Teacher Training. UCP of Central Florida Charter Schools Orlando, FL, United States.

- Blair, J., & **Finnegan, L.**, (2014, July). *Autism spectrum disorder: Sensory & communication Issues*. ASD Teacher Training. UCP of Central Florida Charter Schools Orlando, FL, United States.
- Finnegan, L. (2013, November). *Introduction to universal design for learning*. Charter School Symposium. UCP of Central Florida-East Orange/Bailes Campus Orlando, FL, United States.
- Finnegan, L.**, & Gallup, J. (2012, November). *Diversity in today's inclusive classroom: Engage and teach all students*. Having Active Participation Prepares You (H.A.P.P.Y.) Hour Workshop for the University of Central Florida, College of Education's Professional Learning for Teacher Candidates Program, Orlando, FL, United States.
- Serianni, B., **Finnegan, L.**, & Gernentz, D. (2012, September). *Diversity in today's inclusive classroom: An overview*. Having Active Participation Prepares You (H.A.P.P.Y.) Hour Workshop for the University of Central, College of Education's Professional Learning for Teacher Candidates Program, Orlando, FL, United States.
- Finnegan, L. (2012, January). *Incorporating Universal Design for Learning Guidelines into Lesson Planning and Instruction*. Half-day Workshop presented to Victory Preparatory School Faculty and Staff- Orlando, FL, United States.
- Walker, Z., **Finnegan, L.**, & Martin, K. (2011, February). *Strategies to Improve the Teaching of Students with Disabilities*. Half-day Workshop presented to Victory Preparatory School Faculty and Staff- Orlando, FL, United States.
- Finnegan, L. (2011, March). *Internship I Seminar: Universal Access for All Students: Students with Special Needs*. Office of Clinical Experiences. University of Central Florida. Orlando, FL, United States.

Grants

External

- Wilkins, I. (2015). *Unlocking Children's Potential*. U.S. Department of Education Highly rated I3 Development Impact grant \$3.5 million (unfunded) Grant Writing Team as the Director of Curriculum & Instruction and Program Reviewer.
- Finnegan, L. (2015). *Professional Learning Community in Mathematics*. Lockheed Martin/UCF Mathematics and Science Academy Enhancement Program Grant, \$1000 (funded).
- Dieker, L. A., (2013). *Preparing Next Generation Special Education Leadership Scholars (CFDA 84.325D Type A)*, U.S. Department of Education, \$1,250,000 (funded) Graduate Research Assistant.

Finnegan, L. (2012). *Personal Travel request for Conference Presentation at the Council for Exceptional Children Teacher Education Division Conference, Grand Rapids, MI.* University of Central Florida Student Government Association, \$250.00 (funded)

Finnegan, L., Garland, D. P., Miller, K., & Vince Garland, K. (2012). *Association of Doctoral Students for Exceptional Education travel grant request for Budget Line Item for conference presentations of doctoral scholars at the Council for Exceptional Education National Conference.* University of Central Florida Student Government Association, (Budget Line Approved).

Finnegan, L., Garland, D. P., Miller, K., & Vince Garland, K. (2012). *Association of Doctoral Students for Exceptional Education travel grant request for conference presentations at the national Council for Exceptional Children Conference, Denver, CO.* University of Central Florida Student Government Association, \$4200.00 (funded)

Wienke, W., & Pearl, C., (2011). *Low incidence personnel preparation grant, SPD III: preparing special educators in severe and profound disabilities (CFDA 84.325K),* U.S. Department of Education, \$1,000,000 (funded). Grant Writing Team as a Graduate Research Assistant

Dieker, L. A., Hynes, M., & Hughes, C., (2011). *Preparing Avatars and Inter-actors to Impact Teacher Preparation and Student Learning in Virtual Environments (CFDA 84.325K),* U.S. Department of Education, \$1,250,000 (funded). Grant Writing Team as a Graduate Research Assistant

Dieker, L. A., Hynes, & M., Hughes, C (2011). *Preparing Avatars and Inter-actors to Impact Teacher Preparation and Student Learning in Virtual Environments,* Gates Foundation, \$500,000 (funded). Grant Writing Team as a Graduate Research Assistant

Little, M., Martin, S., Lue-Stewart, M. (2011). *Building a Bridge to Support Highly Qualified Math and Science School Teachers of Students with High-Incidence Disabilities (H325T080032),* U.S. Department of Education, \$500,000 (funded). Grant Writing Team as a Graduate Research Assistant

Internal

Finnegan, L. & Klein, R. (2024). *240 Tutoring Teacher Certification Test Preparation.* Florida Atlantic University. Requested \$13,500. Awarded \$13,500.

Grant Review

Grant Reviewer (July 2023). *Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA #84.325D) competition* for the U. S. Department of Education Office of Special Education Programs

Grant Reviewer (May 2022). *Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA #84.325K) competition* for the U. S. Department of Education Office of Special Education Programs

Grant Reviewer (July 2021). *Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA #84.325D) competition* for the U. S. Department of Education Office of Special Education Programs

Grant Reviewer (July 2019). *Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA #84.325D) competition* for the U. S. Department of Education Office of Special Education Programs

Grant Reviewer (June - August 2018). *Affordable Curriculum Today (ACT) course grants* at Florida Atlantic University

Courses Taught at FAU (Undergraduate/ Masters/Doctoral)

Courses taught in the Exceptional Education Department, Florida Atlantic University

EEX 3603	Positive Behavior (Early Childhood teacher preparation)
EEX 4112	Language Development (Early Childhood teacher preparation)
EEX 4604	Classroom Management (Exceptional Student Education teacher preparation)
EEX 4066	Instructional Practices for Students with mild Disabilities (Exceptional Student Education teacher preparation)
EEX 4070	Inclusive Education for General Educators (Elementary Education teacher preparation)
EEX 4616	Classroom Management for Inclusive Elementary Schools (Elementary Education teacher preparation)
EEX 4776	Professional Development & Disability (All Majors)
EEX 4934	Honors Seminar in ESE (Co-taught with Dr. Dukes & Dr. Darling)
EEX 4937	Extended Project (2 credit undergraduate research course for a student needing to meet undergraduate credit requirement)
EEX 6225	Assessment & Evaluation* (Exceptional Student Education teacher preparation)
EEX 6290	Mathematics Remediation & Intervention (Special Education Intervention Specialist concentration course)
EEX 6320	Program Evaluation of Special Education programs, Supports, & Services (Special Education graduate core course)
EEX 6480	Instructional Design in Special Education* (Exceptional Student Education teacher preparation concentration – program ended in 2021)
EEX 6942	Field Project in Exceptional Student Education* (Exceptional Student Education teacher preparation)
EEX 7906	Directed Independent Study**

EEX 7945 Internship**

Courses taught in the Department of Children, Family, and Community Sciences, University of Central Florida

EEX 4066 Curriculum & Instructional Strategies for Students with Special Needs
EEX 6342 Seminar in Critical Issues in Special Education*
EEX 4070 Teaching Exceptional Students
EEX 3942 Internship I
EEX 4941 Internship II

* Indicates masters level course

** Indicates doctoral level course

Service and Professional Development

Department/School Service

Supervision of Graduate Students

Students in the Master's degree program in the Department of Exceptional Student Education are advised by department faculty. Degree concentration can vary depending on the undergraduate degree of the student. Students who do not have an undergraduate degree in Special Education complete the Instructional Practice concentration however they can also add on additional areas of concentration. Students complete a plan of study with their advisor which guides them through their coursework sequence.

2016 – plans of study submitted for 2 of 3 students assigned

2017 – programs plans of study submitted for 1 of 2 students assigned

2018 – plans of study submitted for 4 of 5 students assigned

2020 - plans of study submitted for 2 students assigned

2023

Spring – plans of study submitted for 2 students assigned

Fall – programs plans of study submitted for 3 students assigned

2024

Spring – plans of study submitted for 4 of 9 students assigned

Fall - plans of study submitted for 11 of 13 students assigned

2025

Spring – plans of study submitted 5 of 10 students assigned

Supervision of Undergraduate Students

Students in the Undergraduate degree program in the Department of Exceptional Student Education are advised by department faculty. Faculty review the sequence of coursework and program requirement including but not limited to teaching practicums and internship, state certification assessment requirements, GPA, and Critical Assignments aligned to each course that must be passed.

2016

Laffler, D. programmed. Graduated 2018

Burkett, L. programmed. Dropped from program.

2017

Koolik, A. programmed. Graduated 2018

Pesantes, K. programmed. Graduated 2018

2018

Helmke, M. programmed. Reprogrammed as an ESE honors-in-the-major student. Dropped ESE program. Completed a General Studies Degree. Graduated 2019

Camargo, F. programmed. Graduated 2019

Taylor, D. programmed. Graduated 2019

2019

Morrison, K. programmed. Graduated 2020.

Smith, T. programmed. Reprogrammed as an ESE honors-in-the-major student. Graduated 2020

Thomas, K. programmed. Reprogrammed as an ESE honors-in-the-major student. Graduated

2020

DaSilva, D. programmed. Graduated Spring 2022.

Dorvilus, R. programmed. Graduated Spring 2023.

2021

Roskin, I. programmed. Graduated in Spring 2022.

Cortes, E. programmed. Graduated Spring 2023.

Pope, J. programmed. Graduated Spring 2023.

2022

Petrecia, M programmed. Graduated Spring 2023.

Vega, N. programmed. Graduated Spring 2024.

2023

Perez, M. programmed. Graduated in Fall 2024.

Leggio, A. programmed. Graduated in Spring 2024.

Muiz, A. programmed. Graduated Spring 2024.

2024

Payano, J. programmed. Graduated in Spring 2025.

Jones, K. programmed. Will graduate in Spring 2026.

Penafiel Zellaros, K. programmed. Will graduate in Summer 2025.

McFayden, M. programmed. Will graduate in Spring 2026.

Undergraduate Faculty Research Mentor

Idriss, A., Zilberstain, T., Tollerfsrud, M., Chaube, K., Jadhao, P., Wiora, S., Brandwein, J., Spaan, J. Advisor for undergraduate research project on *The impact of the COVID-19 pandemic on the mental health, physical health, and media use of college students with ADHD* presented at Florida Atlantic University Office of Undergraduate Research Institute (OURI) symposium held in April 2022.

DaSilva, D. Advisor for undergraduate research project on *Teacher Candidate Perceptions and Understanding of the Impact of Bullying and their Role in Bullying Prevention for Students with Disabilities* presented at Florida Atlantic University Office of Undergraduate Research Institute (OURI) symposium held in April 2022. Also submitted and accepted to Florida Council for Exceptional Children in October 2022 state conference. Unable to attend.

Thomas, K. Advisor for undergraduate research project on *Cultural commonality relevant to academic success in students with emotional behavioral disorders* presented at Student Advisory Council (SAC) Research symposium (only undergraduate student in attendance) in March 2019, Florida Atlantic University Office of Undergraduate Research Institute (OURI) symposium held in March 2019 where she was awarded 2nd place for poster presentation in Behavioral, Educational, and Social Sciences I group, and at the Florida Council for Exceptional Children state conference held in Daytona Beach October, 2019.

Weinstein, A. T., Greenwood, J., & Robinson, K. Advisor for undergraduate research project by on *General education pre-service teachers' familiarity and observational experience of effective practice to support students with disabilities in inclusive classrooms* presented at Florida Atlantic University Office of Undergraduate Research Institute symposium held in March 2018

Faculty Mentor for a student attending the FAU Academy for Inclusion (Summer 2018, 2023)

Doctoral Advising Committees

7 Doctoral Scholars/4 Ed. D. graduates/2 Ed.D. in process/1 Ph.D. in process

Students in the doctoral program in Special Education are provided two different committees of support throughout their doctoral program. Initially students are provided an Academic Committee which consists of three faculty members from the Exceptional Student Education Department. One faculty member serves as the **Academic Committee Chair (ACC)** and the other two faculty serve as **Academic Committee Members (ACM)**. The Academic Committee Chair and Members along with the doctoral student draft a program of studies that align with the research interests and area of practice or specialization to the student. The ACC serves as the principal advisor and ensures the program of study is filed and approved and coordinates any changes that are needed to the program with confirmation from the other ACMs. The program of studies includes specialization coursework, courses for internship instruction, possible residency opportunities, alignment with faculty mentors for research prior to their dissertation. The ACC oversees the coordination of the student candidacy comprehensive exams. All candidacy exams are scored by the ACC and ACM prior to candidacy. After the scholar has successfully passed comprehensive exams the ACC along with the scholar will identify a **Dissertation Committee Chair (DCC)** to lead their Dissertation Committee. The Dissertation Committee Chair (DCC) along with the scholar will identify other members both within the department and outside the department. The Dissertation Committee Chair (DCC) will supervise and mentor the scholar through their research proposal with feedback provided by the **Dissertation Committee Members (DCM)**. Some members of the Academic Committee may change all members of their Academic Committee in the process of identifying department members and an outside member to their committee.

Committee Roles

Hall, K. DCM
"An examination of literacy based behavioral intervention delivered in small groups to young children" successfully defended dissertation May 2018

Joseph, B. DCM
"The effects of an 8-week Zumba program for adults with intellectual and developmental disabilities" successfully defended dissertation October 2018

Carey, G. DCM
"The Effect of the Mentoring Experience on the Mentors of College Students with Intellectual Disabilities" successfully defended dissertation February 2019

Carson, M. DCM
"Personal and School Related Factors Predicting Resilience in Students with Learning Disabilities" successfully defended dissertation May 2019

Collazo, S. ACM & DCM

“Early Childhood Teacher Preparation Perceptions and Implementation of Environmental Science Education” successfully defended proposal and in data collection process in process of collecting data stage Successfully defended October 2021

McLaughlin, E. A. DCM
Investigating the Current State of Social Validity in Scholarly Journals Published by the Council for Exceptional Children” successfully defended January 2022

Bielskus-Barone, K. DCM
“Technology Use in Postsecondary Education Programs by Students with Intellectual and Developmental Disabilities” successfully defended proposal and in data collection process in process of collecting data stage. Still in process.

Launder, S. M. ACM & DCM
“A Virtual Procedural Facilitator Training with Video Modeling: Impact on the Opinion Writing of Elementary School-Aged Children with Autism Spectrum Disorder” successfully defended October 2022

Wittel, K. ACM & DCM
“Patterns and Trends that Impact Teacher Attrition and Retention: A Retrospective Study” successfully defended October 2022

Wood, J. DCM
“Using an Instructional Package to Support Adults with Autism in Communicating with a Medical Provider” successfully defended February 2023

Berlingo, L. DCM
The Sexual Lives of Individuals with Disabilities: Attitudes from the General Public successfully defended February 2023

Adams, K. B.
“I CAN-B Money Savvy! Teaching Adults with Intellectual and Developmental Disabilities to make Purchasing Decisions” successfully defended June 2024

Dowdie D. ACC & DC-Co-Chair
Systematic Review of the Literature on Promoting Healthy Food Choice and Food Preparation for People with Intellectual and Developmental Disabilities successfully defended August 2024.

Meiners, T. ACM & DCM
In process of dissertation research.

Valme, J. DCM
In process of dissertation research. ELRM Doctoral student.

Giler, M. ACM
Mentored scholar through her Internship I.

Program/Course Development

- 2022-2025 FAU. Assisted in the revisions of the Department of Special Education master's Degree program. Developed two new courses EEX 6320 Program Evaluation of Special Education Programs, Services, and Supports and EEX 6290 Mathematics Remediation & Intervention. Completed COCE course development of EEX 6320 and in process of COCE course development of EEX 6290. Additionally complete COCE course development on undergraduate course EEX 4604 Classroom management in Summer 2024.
- 2015-2016 FAU. Assisted in the development of Professional Development and Disability (EEX 4776/4772) in preparation of instruction at FAU. Redesigned syllabus, course modules, and courses assignments to meet FAU criteria and the state of Florida disability services
- 2016-2017 FAU. Developing syllabus, modules, and assessments for a 1 credit ESE recertification course

Student Organizations Support

Faculty Co-advisor to the *Exceptional Student Education Honors-in-the-Major Honoring Outstanding Owl Teachers (HOOT) program* (2015 - present)

This department organization serves students in the exceptional student program that are honors students. The program provides an opportunity for students to explore enrichment activities related to their future profession more deeply through research, symposiums, independent study, and community engagement. Students in the honors program complete a series of requirements related to extending their learning including a seminar course and honors compact. Co-advisors collaboratively supervise doctoral students in creating and presenting topics for the symposiums. Five to six symposiums are presented each academic year with 150 to 200 students attending in total.

2017 – 2018 3 students

2018 – 2019 1 student departed program in Spring 2019 to complete General Studies degree

2019 – 2020 3 students

2021 – 2022 2 students

2023 – 2024 1 student

Faculty Co-advisor in the FAU student chapter of Council for Exceptional Children, (2015 -2021)

This student organization provides exceptional student education majors with an opportunity to connect to other students and to the national organization. As co-advisors we ensure that FAU Council for Student Organization guidelines are followed and student board members (President, Vice President, Treasurer, Secretary, Membership Coordinator, Communications Chair) take on leadership role in the goals they want to achieve each year. Typically, students plan approximately six to eight events per academic year including recruiting membership, student engagement activities, social events, fundraising, and transition. Students sponsored and coordinated an Education Advocacy event open to the university with district and state representative speakers.

College Service

Department of Special Education Representative for College of Education Promotion & Tenure Committee member – 2024 to present – 2 year committee commitment. Review materials of newly hired Department Chair for the DSE during Summer 2024. Review faculty portfolios for promotion and tenure during Fall 2024 academic year.

College of Education Senator for University Faculty Senate 2024 – present – Attended monthly meetings held in-person and presented summary report to COE Faculty assembly in month of April

Committee member FAU Faculty Policy & Procedure Committee 2023 – 2025 – Attended monthly meetings to address by-law verbiage under the direction of UFS President and University Steering Committee.

Committee member for College of Education Faculty Assembly returning Vice President 2023-24; President 2022 – 2023; Vice President 2021- 2022; Archivist 2020 – 2021

Department of Special Education Undergraduate Programs Coordinator, 2022 to present – Coordinate meetings with faculty to address changes in the undergraduate program making program more viable for working teaching assistants and address current needs of traditional students. Held listening sessions with students to support practicum and student teaching concern. Submitted proposal to pilot 240 Tutoring to promote student success on General Knowledge exam and co-submit technology grant with DCI faculty to continue financial support. Revised programming sheet for 2025-2026 academic year based on 2024-2025 program changes.

Committee member for College of Education Assessment Committee, 2021 – present – Complete state and accreditation reports annually on student outcomes and program revisions. Participated as department representative on undergraduate teacher candidate dispositions in advance of the FDOE implementing reporting in 2024-025 academic year.

Committee member for the College of Education Graduate Programs Committee, 2018 - present academic year

Committee member-in-training for the College of Education Graduate Programs Committee for 2016 - 2017, 2017 - 2018 academic year

Supported the College of Education in review of ESE courses for English as a Second Language (ESOL) standards alignment

University Service

Committee member of the College of Education Dean Search Committee, Fall 2024 – Spring 2025

Committee member of the FAU College Textbook Affordability Committee 2017-2018 academic year through 2018 - 2019

Judge for FAU's Office of Undergraduate Research Symposium research presentation session (2019 - 2020)

Judge for FAU's Office of Undergraduate Research Symposium research poster session (2017 & 2018)

Service to the Discipline/Profession

Guest Review for Special Issue of Journal of Special Education Preparation (2025)

Field Review for Teaching Exceptional Children, 2024- present

Board Member & Treasurer for Florida Council for Exceptional Student State Organization, 2022 -present

Field Reviewer for Science & Children, 2020 - present

Field Reviewer for Action in Teacher Education, 2018 - present

Editorial Board Member for International Research in Higher Education, 2015 - 2021

Conference Proposal Reviewer of the Council for Learning Disabilities conference, 2020

Field Reviewer for *Science Activities*, 2019 -present

Conference Proposal Reviewer of the Florida Educational Research Association conference, 2018-2019

Conference Proposal Reviewer of the Council of Exception Children Teacher Education Division (CEC TED) conference, 2015 - present

Guest Reviewer for special issue “*Mobile Learning and Special Education*” in International Journal Interaction on Design and Architecture (2016)

Conference Proposal Reviewer for Eastern Educational Research Association, 2015 - present

Committee member Council for the Council for Exceptional Children- Teacher Education Division (CEC TED) Knowledge & Skills and Professional Development Committee, 2015 - 2023

Service to the Community/Public

Program evaluation for the Broward Education Foundation grant programs, 2015- 2019

Professional Development

Completed ACUE online teaching course *Creating a Productive Learning Environment in Online Teaching*, Fall 2024

Completed Comprehensive Orton Gillingham Plus and Morphology Plus virtual trainings from the Institute for Multi-sensory Education, Spring 2024

Completed ACUE online teaching course *Promoting Active Learning Online*, Fall 2023

Completed ACUE online teaching course *Creating an Inclusive and Supportive Online Learning Environment*, Spring 2022

Completed ACUE online teaching course *Inspiring Inquiry and Preparing Lifelong Learners in Online Classroom*, Spring 2022

Completed ACUE online teaching course *Designing Learner-centered & Equitable Courses*, Fall 2022

Facilitating Critical Conversations: A Teaching Tolerance Workshop sponsored by Teaching Tolerance on February 29, 2020

e-Certification Online Course Development Summer 2017 - 8 week

Teaching Online Orientation 2020