

Michael F. Giangreco, Ph.D.

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Education

Syracuse University	Special Education	Ph.D.	5/89
University of Virginia	Special Education & Educational Supervision	Ed.S.	1/83
University of Vermont	Special Education (Severe/Multiple Disabilities)	M.Ed.	3/81
Buffalo State College	Special & Elementary Education, <i>Magna Cum Laude</i>	B.S.Ed.	12/77

Most Recent Employment

University of Vermont (UVM) (1988-2022)

Final rank: University Distinguished Professor Emeritus of Special Education

Earlier Employment

From 1975-1988 served as: (a) community residence counselor, (b) special education teacher, (c) hospital education consultant, and (d) special education school administrator

Awards & Honors

Research Article of the Year: *Rural Special Education Quarterly* (2022)

American Council on Rural Special Education

(Haines, Giangreco, Shepherd, Suter, & Moore, 2022)

University Distinguished Professor (2021): UVM's highest faculty honor

Distinguished Researcher Award (2019): American Educational Research Association

(AERA) Special Education Research - Special Interest Group (113)

Distinguished Visiting Researcher (2018): American University of Cairo

University Scholar (2013-2014): UVM, Graduate College

Award for Excellence in Research (2010): UVM, College of Education & Social Services

Distinguished Journal Reviewer of the Year:

Research & Practice for Persons with Severe Disabilities (2004; 1997 formerly *JASH*)

External Funding

Awarded and managed over \$4 million dollars in external funding as PI, including five research and model demonstration grants funded by the US Department of Education.

Editorial Board Service (1987-2023, varying terms by journal)

Served on 13 Journal Editorial Boards (e.g., *Exceptional Children*, *Remedial and Special Education*, *Journal of Special Education*, *Intellectual and Developmental Disabilities*)

Served as Associate Editor: *Research and Practice for Person with Severe Disabilities*

Served a total of 33 different journals as an editorial board member or guest reviewer

Presentations

Presented hundreds of professional development sessions across the USA at national, regional, and local conferences, and internationally in 14 countries.

Partial/Selected List of Publications (Total = >200 publications; *Complete listing, 1982-2023, available upon request*)

- Giangreco, M. F., Garvey, J. C., DeSanto, D., & Suter, J. C. (2023).** Special education Google Scholar metrics to facilitate career development and advance impact. *Journal of Special Education*. Advance online publication <https://doi.org/10.1177/00224669231153861>
- Giangreco, M. F., Pennington, R. C., & Walker, V. L. (2023).** Conceptualizing and utilizing Board Certified Behavior Analysts as related services providers in inclusion-oriented schools. *Remedial and Special Education* 44(1), 73-85. <https://doi.org/10.1177/07419325211063610>
- Haines, S. J., **Giangreco, M. F.**, Shepherd, K. G., Suter, J. C., & Moore, M. (2022). Examination and redesign of inclusive special education service delivery in a rural school. *Rural Special Education Quarterly* 41(1), 25-38. <https://doi.org/10.1177/87568705211052497>
- Giangreco, M. F. (2021).** Maslow's hammer: Teacher assistant research and inclusive practices at a crossroads. *European Journal of Special Needs Education*, 36(2), 278-293. <https://doi.org/10.1080/08856257.2021.1901377>
- Giangreco, M. F. (2020).** "How can a student with severe disabilities be in a fifth-grade class when he can't do fifth-grade level work?" Misapplying the least restrictive environment. *Research and Practice for Persons with Severe Disabilities*, 45(1), 23-27. <https://doi.org/10.1177/1540796919892733>
- Giangreco, M. F., Shogren, K. A. & Dymond, S. K. (2020).** Educating students with severe disabilities: Foundational concepts and practices. In F. Brown, J. McDonnell, & M. E. Snell (Eds.), *Instruction of students with severe disabilities: Meeting the needs of children and youth with intellectual disabilities, multiple disabilities, and autism spectrum disorders* (9th ed., pp. 1-27). Pearson.
- Suter, J. C., **Giangreco, M. F.**, & Bruhl, S. (2020). Special education personnel absences in inclusion-oriented schools: Implications for building effective service delivery models. *Remedial and Special Education*, 41(6), 341-351. <https://doi.org/10.1177/0741932519865617>
- Chopra, R. V., & **Giangreco, M. F. (2019).** Effective use of teacher assistants in inclusive classrooms. In M. Schuelka, C. Johnstone, G. Thomas, & A. Artiles (Eds.), *The SAGE Handbook on Inclusion and Diversity in Education* (pp. 193-207). Sage. <http://dx.doi.org/10.4135/9781526470430.n18>
- Giangreco, M. F. (2017).** Expanding opportunities for students with intellectual disability. *Educational Leadership*, 74(7), 52-57. <http://www.ascd.org/publications/educational-leadership/apr17/vol74/num07/Expanding-Opportunities-for-Students-with-Intellectual-Disability.aspx>
- Giangreco, M. F. (2017).** Including students with developmental disabilities: Simple, not easy. In S. Danforth (Ed.). *Becoming a great inclusive educator* (2nd ed., pp. 341-351): Peter Lang. <https://doi.org/10.3726/b11150>
- Giangreco, M. F. (2015).** Crisscrossing from classrooms to cartoons: Social science satire. In C. Gerstl-Pepin & C. Reyes (Eds.), *Reimagining the public intellectual in education: Making scholarship matter* (pp. 3-15). Peter Lang. <https://www.jstor.org/stable/45177529>
- Giangreco, M. F., & Suter, J. C. (2015).** Precarious or purposeful? Proactively building inclusive special education service delivery on solid ground. *Inclusion*, 3(3), 112-131. <https://doi.org/10.1352/2326-6988-3.3.112>
- Giangreco, M. F., & Doyle, M. B. (2015).** Italy presses forward in educating students with learning disabilities. *Phi Delta Kappan*, 97(3), 23-28. <https://doi.org/10.1177/0031721715614824>
- Giangreco, M. F., Doyle, M. B., & Suter, J. C. (2014).** Italian and American progress toward inclusive education: Common concerns and future directions. *Life Span and Disability: An*

- Interdisciplinary Journal (Ciclo Evolutivo e Disabilità)*, 17(1), 119-136.
http://www.lifespan.it/client/abstract/ENG283_6_Giangreco.pdf
- Giangreco, M. F.** (2013). Teacher assistant supports in inclusive schools: Research, practices and alternatives. *Australasian Journal of Special Education*, 37(2), 93-106.
<https://doi.org/10.1017/jse.2013.1>
- Giangreco, M. F., Suter, J. C., & Hurley, S. M.** (2013). Revisiting personnel utilization in inclusion-oriented schools. *Journal of Special Education*, 47(2), 121-132.
<https://doi.org/10.1177/0022466911419015>
- Shepherd, K. G., **Giangreco, M. F.**, & Cook, B. G. (2013). Parent participation in assessment and in development of individualized education programs. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 260-272). Pearson.
- Giangreco, M. F., Doyle, M. B., & Suter, J. S.** (2012). Constructively responding to requests for paraprofessionals: We keep asking the wrong questions. *Remedial and Special Education*, 33(6), 362-373. <https://doi.org/10.1177/0741932511413472>
- Giangreco, M. F., Broer, S. M., & Suter, J. C.** (2011). Guidelines for selecting alternatives to overreliance on paraprofessionals: Field-testing in inclusion-oriented schools. *Remedial and Special Education*, 32(1), 22-38. <https://doi.org/10.1177/0741932509355951>
- Giangreco, M. F., Cloninger, C. J., & Iverson, V. S.** (2011). *Choosing outcomes and accommodations for children (COACH): A guide to educational planning for students with disabilities (3rd edition)*. Paul H. Brookes.
- Giangreco, M. F.** (2010). One-to-one paraprofessionals for students with disabilities in inclusive classrooms: Is conventional wisdom wrong? *Intellectual & Developmental Disabilities*, 48, 1-13. <https://doi.org/10.1352/1934-9556-48.1.1>
- Giangreco, M. F.** (2010). Utilization of teacher assistants in inclusive schools: Is it the kind of help that helping is all about? *European Journal of Special Needs Education*, 25(4), 341-345. <https://doi.org/10.1080/08856257.2010.513537>
- Giangreco, M. F., Carter, E. W., Doyle, M. B., & Suter, J. C.** (2010). Supporting students with disabilities in inclusive classrooms: Personnel and peers. In R. Rose (Ed.), *Confronting obstacles to inclusion: International responses to developing inclusive schools* (pp. 247-263). Routledge.
- Giangreco, M. F., Prelock, P. A., & Turnbull, R. H.** (2010). An issue hiding in plain sight: When are speech language pathologists special educators rather than related services providers? *Language Speech and Hearing Services in Schools*, 41(4), 531-538. [https://doi.org/10.1044/0161-1461\(2009/08-0127\)](https://doi.org/10.1044/0161-1461(2009/08-0127))
- Giangreco, M. F., Suter, J. C., & Doyle, M. B.** (2010). Paraprofessionals in inclusive schools: A review of recent research. *Journal of Educational and Psychological Consultation*, 20(1), 41-57. <https://doi.org/10.1080/10474410903535356>
- Suter, J. C., & **Giangreco, M. F.** (2009). Numbers that count: Exploring special education and paraprofessional service delivery in inclusion-oriented schools. *Journal of Special Education*, 43(2), 81-93. <https://doi.org/10.1177/0022466907313353>
- Giangreco, M. F., & Broer, S. M.** (2007). School-based screening to determine overreliance on paraprofessionals. *Focus on Autism and Other Developmental Disabilities*, 22(3), 149-158. <https://doi.org/10.1177/10883576070220030201>
- Giangreco, M. F.** (2007). Extending inclusive opportunities. *Educational Leadership*, 64(5), 34-37. <http://www.ascd.org/publications/educational-leadership/feb07/vol64/num05/Extending-Inclusive-Opportunities.aspx>

- Giangreco, M. F., Smith, C. S., & Pinckney, E. (2006).** Addressing the paraprofessional dilemma in an inclusive school: A program description. *Research and Practice for Persons with Severe Disabilities, 31*(3), 215-229. <https://doi.org/10.1177/154079690603100302>
- Broer, S. M., Doyle, M. B., & Giangreco, M. F. (2005).** Perspectives of students with intellectual disabilities about their experiences with paraprofessional supports. *Exceptional Children, 71*(4), 415-430.
- Giangreco, M. F., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005).** "Be careful what you wish for...": Five reasons to be concerned about the assignment of individual paraprofessionals. *Teaching Exceptional Children, 37*(5), 28-34. <https://doi.org/10.1177/004005990503700504>
- Giangreco, M. F., & Broer, S. M. (2005).** Questionable utilization of paraprofessionals in inclusive schools: Are we addressing symptoms or causes? *Focus on Autism and Other Developmental Disabilities, 20*(1), 10-26. <https://doi.org/10.1177/10883576050200010201>
- Giangreco, M. F. (2003).** Working with paraprofessionals. *Educational Leadership, 61*(2), 50-53.
- Giangreco, M. F., Edelman, S.W., & Broer, S.M. (2003).** Schoolwide planning to improve paraeducator supports. *Exceptional Children, 70*(1), 63-79. <https://doi.org/10.1177/001440290307000104>
- Giangreco, M. F., & Taylor, S. J. (2003).** "Scientifically based research" and qualitative inquiry. *Research and Practice for Persons with Severe Disabilities, 28*(3), 133-137. <https://doi.org/10.2511/rpsd.28.3.133>
- Giangreco, M. F., Broer, S. M., & Edelman, S. W. (2002).** "That was then, this is now!" Paraprofessional supports for students with disabilities in general education classrooms. *Exceptionality, 10*(1), 47-64. https://doi.org/10.1207/S15327035EX1001_4
- Giangreco, M. F., Broer, S. M., & Edelman, S. W. (2001).** Teacher engagement with students with disabilities: Differences between paraprofessional service delivery models. *Journal of the Association for Persons with Severe Handicaps, 26*(2), 75-86. <https://doi.org/10.2511/rpsd.26.2.75>
- Giangreco, M. F., Edelman, S. W., & Broer, S. M. (2001).** Respect, appreciation, and acknowledgement of paraprofessionals who support students with disabilities. *Exceptional Children, 67*(4), 485-498. <https://doi.org/10.1177/001440290106700404>
- Giangreco, M. F., Edelman, S. W., Broer, S. M., & Doyle, M. B. (2001).** Paraprofessional support of students with disabilities: Literature from the past decade. *Exceptional Children, 68*(1), 45-63. <https://doi.org/10.1177/001440290106800103>
- Giangreco, M. F. (2000).** Related services research for students with low incidence disabilities: Implications for speech-language pathologists in inclusive classrooms. *Language, Speech, and Hearing Services in the Schools, 31*(3), 230-239. <https://doi.org/10.1044/0161-1461.3103.230>
- Giangreco, M. F., Broer, S. M., & Edelman, S. W. (1999).** The tip of the iceberg: Determining whether paraprofessional support is needed for students with disabilities in general education settings. *Journal of the Association for Persons with Severe Handicaps, 24*(4), 281-291. <https://doi.org/10.2511/rpsd.24.4.281>
- Giangreco, M. F., Edelman, S., Luiselli, T.E., & MacFarland, S. Z. (1997).** Helping or hovering? Effects of instructional assistant proximity on students with disabilities. *Exceptional Children, 64*(1), 7-18. <https://doi.org/10.1177/001440299706400101>
- Giangreco, M. F., Dennis, R., Cloninger, C., Edelman, S., & Schattman, R. (1993).** "I've counted Jon:" Transformational experiences of teachers educating students with disabilities. *Exceptional Children, 59*(4), 359-372. <https://doi.org/10.1177/001440299305900408>