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University of Vermont
 College of Education and Social Services
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I. PROFESSIONAL BACKGROUND

A. EDUCATION

- 2013 Ph.D. University of Kansas, Lawrence, KS
 Special Education
- 2004 M.S. City College, City University of New York, New York, NY
 Elementary Education
- 1998 B.A. Barnard College, Columbia University, New York, NY
 Urban Studies and Environmental Science

B. FACULTY APPOINTMENTS

- 2024- Professor, Department of Education, University of Vermont
- 2019- 2024 Associate Professor, Department of Education, University of Vermont
- 2013-2019 Assistant Professor, Department of Education, University of Vermont

C. ADMINISTRATIVE APPOINTMENTS and AFFILIATIONS

- 2022- Co-Director, Ph.D. in Social, Emotional and Behavioral Health and Inclusive Education
- 2022-2023 Faculty Associate, Center for Teaching and Learning, University of Vermont
- 2018- Affiliate Faculty, Center on Disability and Community Inclusion
- 2018-2019 Co-Program Coordinator, Special Education Program (Undergrad and Grad)

D. OTHER EMPLOYMENT

- 2013-2014 Vermont LEA Facilitator, School-Wide Integrated Framework for Transformation (SWIFT) Center, University of Kansas
- 2009-2013 Research Assistant, Beach Center on Disability, University of Kansas

2007-2009	Director of Elementary Grades, Breakwater School, Portland, ME
2004-2009	Literacy Specialist and Teacher, Breakwater School, Portland, ME
2002-2004	English Learner Teacher, P.S. 161 Don Pedro Albizu Campos, New York, NY
1999-2001	Peace Corps Volunteer, Namassi, Côte d'Ivoire

II. HONORS, AWARDS, and FELLOWSHIPS

2022	RSEQ Research Article of the Year
2020	Fulbright Scholar, Portugal
2020	Teacher Education Division (CEC) Article of the Year
2018	Joseph A. Abruscato Award for Excellence in Research & Scholarship
2018	UVM Scholarship of Teaching and Learning Faculty Fellow
2016	UVM Service-Learning Fellow
2015	UVM Hybrid Initiative Faculty Fellow
2012	Kansas Division of Early Childhood Outstanding Student Award
2011-2013	KU Academic Achievement Scholarship Award
2-10-2013	Grace M. Phinney Scholarship, University of Kansas
2009-2013	OSEP Fellow, Beach Center on Disability, University of Kansas
2004	Kraft Award for Creativity, Donor's Choose

III. RESEARCH and SCHOLARSHIP

A. GRANTS

Year	Amount	Project Title & Funder	Role & Authors
EXTRAMURAL FUNDING: FUNDED, total: \$3,157,720			
2023	\$1,246,599	Cultivating CROPS. Office of Special Education Programs.	PI, with Jessica Strolin-Goltzman

2022	\$1,245,846	Project RESILIENCY (<u>R</u> ecruiting <u>S</u> pecialized and <u>I</u> nterdisciplinary <u>L</u> eaders in the <u>E</u> ducation of <u>C</u> hildren and <u>Y</u> outh with/at risk for emotional and behavioral disorders [EBD]). Office of Special Education Programs.	Co-PI with Justin Garwood
2020	\$60,000	Community resources to support inclusion in Gondar, Ethiopia. Mastercard Foundation.	Co-I with Mikyas Abera, Heather Aldersey (Co-PIs), & Grace Francis (Co-I)
2019	\$4,960	Digital storytelling of family, school, and community partnerships in the Azores. FLAD: Crossing the Atlantic.	Co-PI with Jessica Strolin-Goltzman
2018	\$34,871	Bridging the gaps: Improving partnerships between refugee families and teachers to increase achievement. Braitmayer Foundation.	PI with Cynthia Reyes
2017	\$1,400	Initial site visit to the University of the Azores. FLAD: Crossing the Atlantic.	PI
2016	\$500,000	United We Stand of New York (UWS): Building capacity from within. Office of Special Education Programs.	Research Consultant and Grant Author with Lois Putz-Rivera & Grace Francis
2013	\$64,084	Bringing SWIFT to Vermont. Subaward to the University of Vermont from the University of Kansas Beach Center on Disability.	PI
INTERNAL FUNDING: FUNDED, total: \$223,657			
2023	\$5,000	Understanding and seeding resilience-building CROPS: Investigating the impact of Collaborative and Relationship-Oriented Practices on the global educational workforce crisis in Costa Rica, Portugal, and the US.	Co-PI with Jessica Strolin-Goltzman
2023	\$5,455	Teachers' Perspectives on the Effect of Family Collaboration on Teacher Wellbeing	PI
2022	\$4,000	Diversifying the Vermont Family Network: Increasing relevance and accessible of services and supports for culturally and linguistically diverse Vermonters. Simon Public Research	Faculty Sponsor

Award.			
2021	\$150,000	PhD in Special Education and Social-Emotional Health. Office of the Vice President for Research and the Graduate College, University of Vermont.	Co-PI with Justin Garwood, Bernice Garnett, Colby Kervick, & Jessica Strolin-Goltzman
2019	\$3,000	Better Together: Collaboratively strengthening research on family, school, and community partnerships in the Azores. CESS Global Seed Grant Funds.	PI
2018	\$954	Using Restorative Circles in an introductory special education class. UVM Scholarship of Teaching and Learning Initiative.	PI
2017	\$13,345	Bridging the gaps: Improving partnerships between refugee families and their children's teachers to increase achievement. CESS grant program.	PI with Cynthia Reyes
2017	\$1,000	Family advocacy collaborative: A community-based participatory action research study to improve collaboration between agencies supporting refugee families whose children have intensive support needs. Office of the Vice President for Research.	Co-PI with Colby Kervick
2017	\$29,138	Bridging the gaps: Improving partnerships between refugee families and their children's teachers to increase achievement. REACH grant program.	PI with Cynthia Reyes
2017	\$7,000	UVM family-school partnership: Navigating American school systems for new American families. UVM Humanities Center Summer Research Awards Grant Competition.	Co-PI with Cynthia Reyes
2017	\$1,720	Initial site visit to the University of the Azores. CESS Travel Grant Program.	PI
2015	\$4,500	UVM master's in special education: An exemplary program. UVM College of Education and Social Services Research Grant	PI
2015	\$4,000	"Let's Just Stop and Take a Breath:" Mindfulness Practice in a High Poverty	Faculty Sponsor

B. PUBLICATIONS

[Link to Google Scholar Profile Online](#)

1. PEER-REVIEWED JOURNAL ARTICLES

Published or In Press

41. Aguek, A.,* Reyes, C. C., & **Haines**, S. J. (2024). Resisting linguistic assimilation: A phenomenological study of South Sudanese families maintaining heritage language and literacy practices in the home. *Journal of Multilingual and Multicultural Development*, 1-13. <https://doi.org/10.1080/01434632.2024.2302365>
40. Strolin-Goltzman, J., **Haines**, S. J., & Ura, S. (2024). Understanding the impact of a relationship-based framework for resilience on intention to leave among school professionals. *Families in Society*, 105(2), 189-203. <https://doi.org/10.1177/10443894231158192>
39. **Haines**, S. J., & Reyes, C. C. (2023). Teacher perspectives on fostering collaborative relationships with families with refugee backgrounds. *Teachers and Teaching: Theory and Practice*. <https://doi.org/10.1080/13540602.2023.2212359>
38. **Haines**, S. J., Reyes, C. C., & McGann, G.* (2023). Augmenting relationships among families with refugee backgrounds and their children's teachers using a meeting protocol: A pilot study. *School-Community Journal*, 33(2), 36-62.
37. Reyes, C. C., **Haines**, S. J., & Ghemari, A.* (2023). Examining community cultural wealth of multicultural liaisons during Covid-19. *Voices in Urban Education*, 51s(1), 122-133. <https://doi.org/10.35240/vue.23>
36. **Haines**, S. J., Strolin-Goltzman, J., Ura, S. K., Conforti, A.,* & Manga, A.* (2022). It flows both ways: Relationships between families and educators during the COVID-19 pandemic. *Educational Sciences*, 12(11), 745. <https://doi.org/10.3390/educsci12110745>
35. **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 Research Quarterly*, 41(1), 25-38.* <https://doi.org/10.1177/87568705211052497>.
- *2022 Rural Special Education Quarterly (RSEQ) Research Article of the Year
34. **Haines**, S. J., Reyes, C., Ghising, H. T.,* Alamtouri, A.,* Haji, M.,* & Hurwitz, R.* (2022). Family-professional partnerships between resettled refugee families and their children's teachers: Exploring multiple perspectives. *Preventing School Failure*, 66(1), 52-63. <https://doi.org/10.1080/1045988X.2021.1934375>

33. **Haines**, S. J., Strolin-Goltzman, J., & Dinis, R. (2021). Odyssey in the Azores: A U.S. travel-study course preparing teachers for the magic of the profession. *Teaching and Teacher Education*, 106, 103430-103440. <https://doi.org/10.1016/j.tate.2021.103430>
32. Kervick, C. T., **Haines**, S. J., Shepherd, K. G., Reyes, C., Green, A. E., & Moore, M.* (2021). Engaging interdisciplinary service providers to enhance collaboration to support refugee families whose children have special health care needs. *Educational Action Research Journal*, 30(5), 768-790. <https://doi.org/10.1080/09650792.2021.1877165>
31. Francis, G. L., Kilpatrick, A., **Haines**, S. J., Gershwin, T., Kyzar, K., & Hossain, I. (2021). Special education faculty decision-making regarding designing and delivering family-professional partnership content and skills in the U.S. *Teaching and Teacher Education*, 105, 103419-103429. <https://doi.org/10.1016/j.tate.2021.103419>
30. Reyes, C. C., **Haines**, S. J., Ghising, H. T.,*Alamatouri, A.,* Hurwitz, R.,* & Haji, M*. (2021). "Your eyes open and so do your ears:" Centering knowledge of families with refugee backgrounds during a follow-up interview. *Journal of Family Diversity in Education*, 4(1), 1-19. <https://familydiversityeducation.com/index.php/fdec/article/view/157>
29. Kyzar, K. B., Mueller, T. G., Francis, G. L., & **Haines**, S. J. (2019). Special education teacher preparation for family-professional partnerships: Results from a national survey of teacher educators. *Teacher Education and Special Education*, 42(4), 320-337. <https://www.doi.org/10.1177/0888406419839123>
- *Teacher Education Division of CEC 2020 TED Publication Award Winner
28. Palmer, S. B., Fleming, K. K., Summers, J. A., Erwin, E. J., Maude, S. P., Brotherson, M. J., Stroup-Rentier, V., **Haines**, S. J., Zheng, Y. Z., Peck, N. F., & Wu, H. Y. (2019). Foundations for self-determination in early childhood: Preliminary preschool study. *Advances in Neurodevelopmental Disorders*, 3(2), 188-196.
27. Clark/Keefe, K., & **Haines**, S. J. (2019). Attuning to crisscross applesauce, leader of the day, and girl-gun as affective flow in a public K-5 classroom: A sociomaterial analysis of school-based mindfulness. *Qualitative Inquiry*, 25(2), 140-153.
26. **Haines**, S. J., Francis, G. L., Kyzar, K., Aldersey, H., & Adams, N. B. (2018). Family-professional partnerships with refugee families of children with disabilities. *International Review of Research on Developmental Disabilities*, 54, 35-70.
25. Aldersey, H. M., & **Haines**, S. J. (2018). Teaching and supporting students with intellectual disabilities in Democratic Republic of Congo. *Journal of International Special Needs Education*, 21(1), 21-31.
24. **Haines**, S. J., Francis, G. L., Shepherd, K. G., Zeigler, M.*, & Mabika, G.* (2018). Partnership bound: Using MAPS with transitioning students and families from all backgrounds. *Career Development and Transition for Exceptional Individuals*, 41(2), 122-126. <https://www.doi.org/10.2165143417698123>

23. **Haines**, S. J., Francis, G. L., Mueller, T., Chiu, C. Y., Burke, M., Holdren, N., Shepherd, K. G., Aldersey, H. A., & Turnbull, A. P. (2017). Reconceptualizing family-professional partnership for inclusive schools: A call to action. *Inclusion*, 5(4), 234-247. <http://www.doi.org/10.1352/2326-6988-5.4.234>
22. **Haines**, S. J., Summers, J. A., Palmer, S. B., Chu, S. Y., & Stroup-Rentier, V. L. (2017). Immigrant families' perceptions of fostering their preschoolers' foundational skills for self-determination. *Inclusion*, 5(4), 293-305. <http://www.doi.org/10.1352/2326-6988-5.4.293>
21. Francis, G., **Haines**, S. J., & Nagro, S. (2017). Developing relationships with immigrant families: Learning by asking the right questions. *Teaching Exceptional Children*, 50(2), 95-105. <http://www.doi.org/10.1177/0040059917720778>
20. **Haines**, S. J., Clark/Keefe, K., Tinkler, A., Kotsiopoulos, A.,* Shepherd, K. G., Woodside-Jiron, H., Milhommens, M.,* & Gerstl-Pepin, C. (2017). "Let's just stop and take a breath": Mindfulness practice in a high poverty elementary school. *LEARNING Landscapes*, 10(2). 189-205.
19. **Haines**, S. J., Kervick, C., Shepherd, K. G., & Levitt, M.* (2017). Continual forward progress: Our program's emerging framework for keeping up with the field. *Teaching and Teacher Education*, 66, 24-32.
18. Aldersey, H. M., Francis, G. L., **Haines**, S. J., & Chui, C. Y. (2017). Family quality of life in the Democratic Republic of the Congo. *Journal of Policy and Practice in Intellectual Disabilities*, 14(1), 78-86. <http://www.doi.org/10.1111/jppi.12189>
17. Kyzar, K. B., Brady, S. E., Summers, J. A., **Haines**, S. J., & Turnbull, A. P. (2016). Services and supports, partnership, and FQOL for families of children with deaf-blindness. *Exceptional Children*, 83(1), 77-91. <http://www.doi.org/10.1177/0014402916655432>
16. Francis, G. L., Blue-Banning, M., Turnbull, A. P., Hill, C., **Haines**, S. J., & Gross, J. M. (2016). School culture in inclusive schools: Parental perspectives on trusting family partnerships. *Education and Training for Autism and Developmental Disabilities*, 51(3), 281-293.
15. Francis, G. L., Blue-Banning, M., **Haines**, S. J., Turnbull, A. P., Hill, C., & Gross, J. M. (2016). Building "our school": Parental perspectives for building trusting family-professional partnerships. *Preventing School Failure*, 60(4), 329-336. <http://www.doi.org/10.1080/1045988X.2016.1164115>
14. Francis, G. L., Gross, J. M. S., Blue-Banning, M., **Haines**, S. J., & Turnbull, A. P. (2016). Principals and parents achieving optimal outcomes: Lessons learned from six American schools implementing inclusive practices. *Revista Latinoamericana de Inclusión Educativa*, 10(1), 61-77. Retrieved from http://www.rinace.net/rlei/numeros/vol10-num1/art2_eng.pdf
13. Erwin, E. J., Maude, S. P., Palmer, S. B., Summers, J. A., Brotherson, M. J., **Haines**, S. J., Stroup-Rentier, V., Zheng, Y., & Peck, N. F. (2016). Fostering the foundations of self-

- determination in early childhood: A process for enhancing child outcomes across home and school. *Early Childhood Education Journal*, 44, 325-333.
<https://www.doi.org/10.1007/s10643-015-0710-9>
12. Hirsch, S. E., Kennedy, M. J., **Haines**, S. J., Thomas, C. N., & Alves, K. D. (2015). Improving preservice teachers' knowledge and application of functional behavioral assessments using multimedia. *Behavioral Disorders*, 41(1), 38-50.
<https://www.doi.org/10.17988/0198-7429-41.1.38>
 11. Gross, J. M. S., **Haines**, S. J., Hill, C., Francis, G. L., Turnbull, A. P., & Blue-Banning, M. (2015). Strong school-community partnerships: A collective endeavor. *School Community Journal*, 25(2), 9-35.
 10. **Haines**, S. J., Gross, J. S., Blue-Banning, M., Francis, G. L., & Turnbull, A. P. (2015). Fostering family-school and community-school partnerships in inclusive schools: Using practice as a guide. *Research and Practice for Persons with Severe Disabilities*, 40(3), 227-239. <https://www.doi.org/10.1177/1540796915594141>
 9. Kozleski, E. B., Yu, T., Satter, A. L., Francis, G. L., & **Haines**, S. J. (2015). A never-ending journey: Inclusive education is a principle of practice, not an end game. *Research and Practice for Persons with Severe Disabilities*, 40(3), 211-226.
<https://www.doi.org/10.1177/1540796915600717>
 8. **Haines**, S. J. (2015). Picturing words: Using photographs and fiction to enliven writing for ELL students. *Schools Journal*, 12(1), 9-32.
 7. **Haines**, S. J., Summers, J. A., Turnbull, A. P., & Turnbull, H. R. (2015). Family partnership with a Head Start agency: A case study of a refugee family. *National Head Start Research Association's Dialog*, 17(4), 22-49.
<https://journals.uncc.edu/dialog/article/view/168/354>
 6. **Haines**, S. J., Summers, J. A., Turnbull, A. P., Palmer, S. B., & Turnbull, H. R. (2015). Fostering Habib's engagement and self-regulation: A case study of a child from a refugee family at home and preschool. *Topics in Early Childhood Special Education*, 35(1), 28-39. <https://www.doi.org/10.1177/0271121414552905>
 5. Summers, J. A., Brotherson, M. J., Erwin, E. J., Maude, S., Palmer, S. B., **Haines**, S. J., Stroup-Rentier, V., Wu, H. Y., Peck, N. F., & Zheng, Y. Z. (2014). Family reflections on the foundations of self-determination in early childhood. *Inclusion*, 2(3), 175-194.
<https://www.doi.org/10.1352/2326-6988-2.03.00>
 4. Francis, G. L., McMullen, V. B., Blue-Banning, M., & **Haines**, S. J. (2013). Increasing the social skills of a student with autism through a literacy-based behavioral intervention. *Intervention in School and Clinic*, 49(2), 77-83.
<https://www.doi.org/10.1177/1053451213493168>
 3. Palmer, S. P., Summers, J. A., Brotherson, M. J., Erwin, E. J., Maude, S. P., Stroup-Rentier, V. L., Wu, H. Y., Peck, N. E., Zheng, Y., Weigel, C. J., Chu, S. Y., McGrath, G. S., & **Haines**, S. J. (2013). Building a foundation for self-determination in early childhood: An

inclusive model for children with disabilities. *Topics in Early Childhood Special Education*, 33(3), 38-47. <https://www.doi.org/10.1177/0271121412445288>

2. Kennedy, M. J., Newton, J. R., **Haines**, S. J., Walther-Thomas, C. S., & Kellems, R. O. (2012). A triarchic model for teaching 'Introduction to Special Education': Case studies, content acquisition podcasts, and effective feedback. *Journal of Technology and Teacher Education*, 20(3), 251-276.
1. Maude, S. P., Brotherson, M. J., Summers, J. A., Erwin, E. J., Palmer, S., Peck, N. F., Zheng, Y. Z., Kruse, A., **Haines**, S. J., & Weigel, C. J. (2011). Performance: A strategy for professional development in early childhood teacher preparation. *Journal of Early Childhood Teacher Education: Inclusive Early Childhood Teacher Education*, 32(4), 355-366.

2. BOOKS

2. Turnbull, A., Turnbull, R., Francis, G. L., Burke, M., Kyzar, K., **Haines**, S. J., Gershwin, T., Shepherd, K. G., Holdren, N., & Singer, G. (2022). *Families and professionals: Trusting partnerships in general and special education*. Pearson.
1. Reyes, C. C., **Haines**, S. J., & Clark/Keefe, K. (2021). *Humanizing methodologies in educational research: Centering nondominant communities*. Teachers College Press.

3. CHAPTERS (Peer-reviewed)

1. Kervick, C. T., Shepherd, K. G., & **Haines**, S. J. (2019). Fostering inclusive and culturally responsive partnerships. In M. Schuela, C. Johnstone, G. Thomas, & A. Artiles (Eds.). *The SAGE Handbook of Inclusion and Diversity in Education*, pp. 262-275. Sage.

4. INVITED MANUSCRIPTS (Not peer-reviewed)

8. **Haines**, S. J., Kyzar, K. B., Francis, G. L., Aldersey, H. M., & Shepherd, K. G. (2022). Examining common theoretical orientations to family-school partnership research in special education to promote equity. In CT. W. Farmer, E. Talbott, K. McMaster, D. Lee, and T. C. Aceves (Eds.) *Handbook of special education research, volume I: Theory, methods, and developmental processes* (pp. 53-66). Routledge.
7. **Haines**, S. J., & Frick, T.* (2022). Vermont Family Network Supports and Services Needs Assessment for Diverse Communities. Report for the Vermont Family Network.
6. Kyzar, K. B., **Haines**, S. J., Turnbull, A. P., & Summers, J. A. (2017). Research-based practices for fostering trusting partnerships with families in educating students with intellectual disability. In M. L. Wehmeyer & K. A. Shogren (Eds.), *Research-based practices for educating students with Intellectual Disability* (pp. 296-319). Routledge.
5. **Haines**, S. J., Summers, J. A., Turnbull, A. P., & Turnbull, H. R. (2015). Family partnership with a refugee family: Practical implications from a case study. *National Head Start Research Association's Dialog*, 17(4), 124-130.

4. **Haines, S. J.** (2015, July 26). *Djenabu's lesson [blog post]*. Hawk Hopes Blog. <https://hawkhopesblog.wordpress.com/2015/07/26/djenabus-lesson/>
3. **Haines, S. J., McCart, A., & Turnbull, A. P.** (2013). Family engagement within early childhood Response to Intervention. In V. Buysse and E. Peisner-Feinberg (Eds.) *Handbook on Response to Intervention (RTI) in early childhood* (pp. 313-324). Paul H. Brookes.
2. **Haines, S. J., & Turnbull, R.** (2012). Busting barriers to fully integrating systems of education: Analyzing IDEA and applying models of disability. In J. Kleinhammer-Tramill, L. Burrello, and W. Sailor (Eds.). *Unifying educational systems: Policy and leadership* (pp. 67-89). Routledge.
1. Chiu, C. Y., & **Haines, S. J.** (2013). Parent autonomy support for children with low achievement and disabilities. *Lynchburg College Journal of Special Education*, 9. <http://www.lynchburg.edu/master-education-special-education/volume-9-2013>

C. PRESENTATIONS

1. INVITED Presentations and Lectures

- Haines, S. J., Stark, K., & Strolin-Goltzman, J. (2024, December). Understanding Pre-service Educators' Growth and Wellness in a Short-term Travel Study Course. Research Symposium for CESS.
- Mcinnis, D., **Haines, S. J.**, McCrae-Greene, T., Paulick, J., & Dantzler-Williams, D. (2023, August). Re-Envisioning Family Engagement in the Post-Pandemic Landscape. Every Educator Counts: An Educator-focused Reading is Fundamental webinar series.
- Haines, S. J.** (2023, November). *Transition planning using MAPS*. [Guest lecture]. University of Maryland Eastern Shore. Virtual.
- Haines, S. J.**, Brown, L., Ehtesham-Cating, M., McGann, G.,* Wood, E., & Al-Zubaidy (2023, May). *Relationships among families and teachers: A connected Approach*. [Conference presentation]. We All Belong: A Vermont Statewide Conference on the Education of Refugee and Immigrant Students K-12. Burlington, VT.
- Haines, S. J.** (2023, May). *Family partnership in inclusive schools in the U.S.* [Guest lecture]. National University, Taipei, Taiwan. Virtual.
- Haines, S. J., & Reyes, C. C.** (2023, May). *Humanizing research methods with students* [Presentation]. UVM Center for Teaching and Learning. Burlington, VT.
- Haines, S. J.** (2023, April). *Facilitated group discussion: An engagement technique for promoting equity and connection* [Presentation]. UVM Center for Teaching and Learning. Burlington, VT.
- Haines, S. J.** (2023, April). *Transition planning using MAPS*. [Guest lecture]. University of Maryland Eastern Shore. Virtual.

- Haines, S. J.** (2023, April). *Case Study* [Guest lecture]. EDRM 399. University of Vermont.
- Pope, L., **Haines, S. J.**, Ruggles, E., & Almstead, L. (2023, April). *Teaching roundtable on large classes* [Presentation]. UVM Center for Teaching and Learning. Burlington, VT.
- Haines, S. J.** (2023, April). *Focusing on appreciation: An international service-learning experience* [Panel presentation]. American Educational Research Association's Annual Conference. Chicago, IL.
- Haines, S. J.** (2022, April). *Created empowered educational spaces for families and communities* [Discussant]. American Educational Research Association's Annual Conference. San Diego, CA.
- Haines, S. J.** (2022, April). *Building capacity in school and community alliances.* [Chair]. American Educational Research Association's Annual Conference. San Diego, CA.
- Haines, S. J.** (2022, April). *Supporting special needs.* [Chair]. American Educational Research Association's Annual Conference. San Diego, CA.
- Haines, S. J.**, Aceves, T., Abdellatif, H., Gershwin, T., Hammel, A., Jiminez, B., Kyzar, K., Rossetti, Z., & Shepherd, K. (2021, March). *Working Together Towards Family-School Partnership: A Collaborative Approach.* [Collaborative Paper presentation]. Council for Exceptional Children's Annual Conference. Virtual.
- Haines, S. J.** (2020, November). *Benefits of international experiences on teacher training.* [Webinar]. Science ON webinar cycle by UAc: Luso-American Webinars. Ponta Delgada, PT. Virtual.
- Haines, S. J.** (2020, May). *Better Together.* Presentation to the Fulbright Portugal Forum. Lisbon, PT. Virtual.
- Haines, S. J.** (2020, May). *Be the change, together.* Keynote delivered to the graduating class of St. John's University special education master's students. New York, NY.
- Haines, S. J.** (2020, May). *Family partnership in inclusive schools in the U.S.* [Guest lecture]. National University, Taipei, Taiwan. Virtual.
- Haines, S. J.** (2020, March). *Family support and partnership: Trajeto Seguro.* [Conference presentation]. Rabo de Peixe, PT.
- Haines, S. J.** (2020, February). *Family-School Partnership in the U.S.* [Guest lecture] Universidade dos Açores. Ponta Delgada, PT.
- Reyes, C. C., & **Haines, S. J.** (August, 2019). *Family and school professional partnerships with refugee families* [Paper presentation]. Honors College Faculty Summer Seminar: Immigration in the Contemporary Age. UVM.
- Reyes, C., & **Haines, S. J.** (2018, March). *Examining the ethics and humanizing approaches of conducting research with families with refugee experience* [Conference presentation]. Blackboard Jungle, University of Vermont. Burlington, VT.

- Haines, S.J., & Reyes, C. C.** (2018, March). *Better together*. [Research presentation]. Refugee & Service Provider Network, Fletcher Free Library, Burlington, VT.
- Kyzar, K., Mueller, T. G., Francis, G. L., & **Haines, S. J.** (2018, February). *Examining the state of special education training opportunities for family-professional partnership practices* [Paper presentation]. Annual Meeting of CEC, Tampa, FL.
- Holdren, N., Mueller, T. G., Shepherd, K. G., **Haines, S. J.**, & Massafra, A. (2018, February). *Trusting family-professional partnerships: Essential research-based content for teacher preparation programs* [Paper presentation]. Annual Meeting of CEC, Tampa, FL.
- Haines, S. J.**, Francis, G. L., Mueller, T. G., Holdren, N., & Shepherd, K. G. (2018, February). *The Sunshine model of family-professional partnership* [Poster presentation]. Annual Meeting of CEC, Tampa, FL.
- Haines, S. J.**, Mueller, T. G., Kervick, C., Shepherd, K. G., & Looby, W. (2017, April). *Better together: Partnering with families of school-age children* [Paper presentation]. Annual Meeting of CEC, Boston, MA.
- Green, A., Reyes, C., **Haines, S.** (2017, April). *Family-professional partnerships among newly arrived refugee families with adolescent children: Emerging research from an embedded multi-case analysis* [Conference session]. Stepping Forward Together: Advancing Equity and Cultural Competency to Improve Population Health, Burlington, VT.
- Reyes, C., & **Haines, S. J.** (2017, March). *Family-professional partnerships among newly arrived refugee families with adolescent children: Emerging research from an embedded multi-case analysis* [Conference session]. Stepping Forward Together: Advancing Equity and Cultural Competency to Improve Population Health, Burlington, VT.
- Haines, S. J.**, & Francis, G. L. (2017, February). *From seemingly impossible to exceptional: How to partner with "Hard to Reach" families* [Webinar]. SWIFT Center.
- Francis, G. L. & **Haines, S. J.** (2016, July). *From seemingly impossible to exceptional: How to partner with "Hard to Reach" families* [Paper presentation]. SWIFT Center Professional Learning Institute, Crystal City, VA.
- Alamatouri, A.,* Bahrami, F., Comerford, S., **Haines, S. J.**, Halladay, J., Kervick, C., Reyes, C., Shepherd, K., & Tamang-Ghising, H.* (2016, May). *The complexity of doing research in culturally and linguistically sensitive communities: Practical and methodological considerations* [Paper presentation]. University of Vermont College of Education and Social Services Scholarship Symposium, Burlington, VT.
- Haines, S. J.** (2015, October). *School-Wide Integration Framework for Transformation (SWIFT): Framework and assessments* [Guest Lecture] EDSP 380, University of Vermont.
- Haines, S. J.** (2015, May). *Family partnerships in inclusive education: Lessons from the field* [Webinar]. Vermont Family Network.
- Haines, S. J.** (2015, March). *Foundations for self-determination in young children with disabilities* [Guest Lecture]. ECSP 210/310, University of Vermont.

Haines, S. J. (2013, March). *My adventures in Kansas City: A confessional tale of conducting a qualitative case study dissertation* [Paper presentation]. University of Kansas Annual Graduate Research Conference, Lawrence, KS.

Haines, S. J. (2010, October). *Cultural responsiveness in early intervention* [Paper presentation]. National Advisory Board, Early Years Modules, Kansas City, MO.

Summers, J. A., Palmer, S. B., Erwin, E., Brotherson, M. J., Maude, S. & **Haines, S. J.** (2010, July). *Foundations of self-determination: A project to develop skills in young children with disabilities leading to future self-determination* [Poster presentation]. IES Research Conference, National Harbor, MD.

2. PEER-REVIEWED

Stark, K., **Haines, S. J.**, & Strolin-Goltzman, J. (2024, October). Students' Wellbeing Strategies During a Travel Study in Costa Rica. UVM Planetary Health Summit.

Haines, S., Strolin-Goltzman, J., Swindlehurst, K., Stark, K., & Goss, P.* (2024, October). Cultivating Collaborative and Resilience-Oriented Practitioners (C-CROPS). UVM Planetary Health Summit.

Haines, S. J. & Turner, A.* (2024, April). *Using the Relationships Among Families and Teachers (RAFT) Tool: Effects on School Personnel* [Paper presentation in Symposium]. American Educational Research Association's Annual Conference. Philadelphia, PA.

Haines, S. J. & Turner, A.* (2024, April). *Vermont Family Network Supports and Services Needs Assessment for Diverse Communities* [Poster presentation in Symposium]. American Educational Research Association's Annual Conference. Philadelphia, PA.

West-Geary, E., Strolin-Goltzman, J., & **Haines, S. J.** (2023, November). Cultivating relationship-oriented practices to mitigate secondary traumatic stress among teachers. Teacher Education for Children with Behavior Disorders annual conference. Tempe, AZ. (*presented by West-Geary).

Haines, S. J., Reyes, C. C., & Ghemari, A. M.* (2022). *Equalizing relationships among refugee families and their children's teacher: A pilot study* [Paper presentation]. American Educational Research Association's Annual Conference. San Diego, CA.

Reyes, C. C., **Haines, S. J.**, & Ghemari, A. M.* (2021, April). *Centering connections: Home-school liaison as institutional agents in a family-school partnership* [Paper presentation]. American Educational Research Association's Annual Conference. Virtual.

Reyes, C. C., **Haines, S. J.**, *Ghising, H., *Alamatouri, A., *Haji, M., *Hurwitz, R., & *Ghemari, A. (2021 March). *Decolonizing mentoring relationships between professors and students in a community-engaged research study*. [Paper Presentation]. Annual Meeting of the Literacy Research Association. Virtual.

Haines, S. J., Kyzar, K. K., & Shepherd, K. G. (2021, March). *Theoretical foundations for research on family-professional partnerships* [Paper presentation]. Council for Exceptional Children's annual conference. Virtual.

- Francis, G. L. & **Haines**, S. J. (2021, March). *Family-professional partnerships in special education teacher preparation* [Paper presentation]. Council for Exceptional Children Virtual.
- Kervick, C. T., **Haines**, S. J., Shepherd, K. G., & Swindlehurst, K. (2021, March). *Engaging Interdisciplinary Service Providers to Enhance Collaboration to Support Refugee Families Whose Children Have Special Health Care Needs* [Paper presentation]. Council for Exceptional Children. Virtual.
- Reyes, C. C., **Haines**, S. J., Ghising, H. T.,* Alamatouri, A.*, Haji, M.,* Hurwitz, R.,* & Ghemari, L*. (2021, February). Family professional partnerships and centering refugee family experiences. Poster presented at *Ethnography in Education Research Forum*, University of Pennsylvania Graduate School of Education. Virtual.
- Reyes, C. C., **Haines**, S. J., & Ghising, H. T.* (2020). New American refugees: A case study of how a community of Nepali-speaking Bhutanese families experience school and educational policy in the Northwest. [Paper presentation]. American Educational Research Association's Annual Conference. Virtual.
- Haines**, S. J., & Reyes, C. (2019, November). *Family-professional partnerships between refugee families and their children's teachers: Examining facilitating and impeding factors* [Paper presentation]. International Conference for Educational Research and Innovation (ICERI). Seville, SP.
- Haines**, S. J., Dinis, R., & Strolin-Goltzman, J. (2019, November). *Shaking up reality: A U.S. travel-study course in the Azores preparing teachers for the magic of the profession*. [Paper presentation]. International Conference for Educational Research and Innovation (ICERI). Seville, SP.
- Francis, G. L., **Haines**, S. J., Kyzar, K., & Gershwin, T. (2019, November). Special Education Teacher Preparation for Family-Professional Partnerships: Survey of Teacher Educators in the U.S. [Paper presentation]. International Conference for Educational Research and Innovation (ICERI). Seville, SP.
- Haines**, S. J., Reyes, C., Ghising, H. T.*, & Alamatouri, A.* (2019, April). *Family-professional partnerships between refugee families and their children's teachers: Examining facilitating and impeding factors*. [Paper presentation]. American Educational Research Association's Annual Conference. Toronto, CA.
- Kyzar, K. B., Mueller, T. G., Francis, G. L., & **Haines**, S. J. (2019, April). *Special education teacher preparation for family-professional partnerships: A national survey of teacher educators* [Paper presentation]. American Educational Research Association's Annual Conference. Toronto, CA.
- Moore, M.*, **Haines**, S. J., & Cravedi, L. (2019, January). Discussing Difference: Using Tier 1 Restorative Circles in a Special Education Course. Poster presented at the Annual Meeting of CEC, Indianapolis, IN.
- Moore, M.*, **Haines**, S. J., Kervick, C. T., Shepherd, K. G., & Kolbe, T. (2019, January). Listening to hear: Family member perceptions of the special education funding formula. Poster presented at the Annual Meeting of CEC, Indianapolis, IN.

- Reyes, C., **Haines**, S. J., Tamang-Ghising, H.*, Alamtouri, A.*, & Komabu-Pomeyie, S.* (2018, May). *Adopting a humanizing approach to examine the complexity of family-professional partnerships between refugee families and their children's teachers* [Paper presentation]. University of Vermont's College of Education and Social Service Research Colloquium, Burlington, Vermont.
- Haines**, S. J., & McIntyre, D.* (2018, May). *Collaborating around complexity: Building a partnership to best address the special education needs of new American students with intensive support needs* [Paper presentation]. University of Vermont's College of Education and Social Service Research Colloquium, Burlington, Vermont.
- Haines**, S. J., & Reyes, C. (2018, April). *Examining the complexity of family-professional partnerships between refugee families and their children's teachers* [Paper presentation]. American Educational Research Association's Annual Conference. New York, NY.
- Reyes, C., & **Haines**, S. J. (2018, April). *Examining the ethics and humanizing approaches of conducting research with families with refugee experience* [Paper presentation]. American Educational Research Association's Annual Conference. New York, NY.
- Kervick, C. **Haines**, S. J., & Shepherd, K. G. (2018, February). *Responding to the need: Supporting refugee families whose children require intensive support needs* [Poster presentation]. Annual Meeting of CEC, Tampa, FL.
- Haines**, S. J., Chiu, C. Y., & Aldersey, H. A. (2017, June). *Reciprocal Family-researcher Partnerships: Researching Innovative Practice as a Means to Positive Family Outcomes. needs* [Poster presentation]. Annual Meeting of AAIDD, Hartford, CT.
- Aldersey, H. A. & **Haines**, S. J. (2017, June). *Teaching and Supporting Students with Intellectual Disabilities in Kinshasa, Democratic Republic of Congo. needs* [Poster presentation]. Annual Meeting of AAIDD, Hartford, CT.
- Haines**, S. J., & Mueller, T. G. (2017, April). *Creating reciprocal family professional partnerships: Researching innovative practice to increase student, teacher, and family outcomes.* Strand presented at the Annual Meeting of the CEC, Boston, MA.
- Francis, G. L., Nagro, S., & **Haines**, S. J. (2017, April). *Tiered Family-Professional Partnerships: Strategies at the School- Class- and Individual-Level.* Paper presented at the Annual Meeting of the CEC, Boston, MA.
- Haines**, S. J., Mueller, T. G., Shepherd, K. G., & Francis, G. L. (2017, April). *Reciprocal Family-researcher Partnerships: Researching Innovative Practice as a Means to Positive Family Outcomes.* Paper presented at the Annual Meeting of the CEC, Boston, MA.
- Haines**, S. J., Reyes, C., Tamang-Ghising, H.*, Alamtouri, A.*, Hurwitz, R.*, & Aden, M*. (2017, May). *Adolescent refugee students' literacy brokering: Examining the complexity of family-professional partnerships.* Paper presented at the University of Vermont's College of Education and Social Service Research Colloquium, Burlington, Vermont.
- Aldersey, H. M., Chiu, C. Y., Francis, G. L., **Haines**, S. J., & Wenda, D. A. (2016, August). *Family Quality of Life in the Democratic Republic of the Congo needs* [Poster presentation]. 15th World Congress of the International Association for the Scientific

Study of Intellectual and Developmental Disabilities, Melbourne, Australia. Presented by Aldersey and Chiu.

Haines, S. J., Shepherd, K. G., & Kotsiopoulos, A.* (2016, April). *The quest for mindfulness: One diverse school district's journey needs* [Paper presentation]. Annual Meeting of the CEC, St. Louis, MO.

Haines, S. J., Hirsch, S. E., Kennedy, M., & Alves, K. (2016, April). *Using multimedia to enhance preservice teacher knowledge of the FBA process*. [Paper presentation]. Annual Meeting of the CEC, St. Louis, MO.

Haines, S. J. & Francis, G. L. (2016, April). *Family partnership with refugee families in the US whose children have disabilities: A review of the literature* [Poster presentation]. Annual Meeting of the CEC, St. Louis, MO.

Kyzar, K. & **Haines, S. J.** (2016, April). *An examination of families of children with deaf-blindness: Satisfaction with school services and partnerships*. [Paper presentation]. American Educational Research Association's Annual Conference Washington, DC.

Romig, J., **Haines, S. J., Thomas, C., Alves, K., & Kennedy, M.** (2015, November). *Measuring student cognitive load during teacher preparation coursework: A random control trial*. [Paper presentation]. Annual Meeting for the Teacher Education Division (TED) of the CEC, Tempe, AZ.

Haines, S. J., Shepherd, K. S., Mabika, G.*, & Ziegler, M.* (2015, April). *Engaging diverse families in planning for the future: Multiple perspectives on MAPS* [Paper presentation]. Annual Meeting for the New England Educational Research Organization (NEERO), Portsmouth, NH.

Haines, S. J., Shepherd, K. G., & Levitt, M.* (2014, November). *Continual forward progress: Our program's emerging framework for keeping up with the field* [Paper presentation]. Annual Meeting for the Teacher Education Division of the CEC, Indianapolis, IN.

Haines, S. J., & Turnbull, A. P. (2014, April). *Family partnerships in inclusive education: Lessons from six exemplary sites* [Paper presentation]. Annual Meeting of the CEC, Philadelphia, PA.

Haines, S. J., Blue-Banning, M., & Turnbull, A. P. (2014, April). *Fostering inclusive education through community connections* [Paper presentation]. Annual Meeting of the CEC, Philadelphia, PA.

Francis, G. L., & **Haines, S. J.** (2013, December). *Exceptional family-school partnership* [Paper presentation]. Annual International Conference of TASH, Chicago, IL.

Stroup-Rentier, V. L., & **Haines, S. J.** (2012, October). *Goal setting within family-professional partnerships: A framework for promoting healthy minds* [Paper presentation]. Kansas Association for the Education of Young Children (KAHEYC), Manhattan, KS.

Stroup-Rentier, V. L., **Haines, S. J., Wu, H. Y., Summers, J. A., & Palmer, S. B.** (2012, April). *Foundations of early self-determination: Implications for preschoolers with disabilities* [Poster presentation]. International Conference of CEC, Denver, CO.

- Palmer, S. B., Stroup-Rentier, V. L., Wu, H. Y., **Haines**, S. J., & Summers, J. A. (2012, April). *Home-school partnership to develop foundations for self-determination in young children with disabilities* [Paper presentation]. International Conference of the CEC, Denver, CO.
- Haines**, S. J., & Wu, H. Y. (2012, February). *Building partnerships to develop foundations for early self-determination in young children* [Paper presentation]. Kansas Division of Early Childhood (KDEC), CEC, Wichita, KS.
- Turnbull, A. P., **Haines**, S. J., & Miksch, P. (2011, April). *Implementing Part C outcome of parents knowing their rights: Professional and family development*. [Demonstration presentation]. International Conference of the CEC, National Harbor, MD.
- Haines**, S. J. (2011, April). *Towards non-discriminatory evaluation of English language Learners struggling with reading* [Poster presentation]. International Conference of CEC, National Harbor, MD.
- Haines**, S. J., Palmer, A., Haynes, H., Francis, G. (2011, April). *Parent participation in response to intervention* [Poster presentation]. International Conference of CEC, National Harbor, MD.
- Haines**, S. J., Stroup-Rentier, V. L., & Wu, H. Y. (2011, April). *Foundations of self-determination in early childhood: What families from diverse backgrounds think about building foundational skills in their children*. [Paper presentation]. Kansas University Professionals for Disability (KUPD) Conference, Lawrence, KS.
- Palmer, S. B., **Haines**, S. J., & Wu, H. Y. (2011, April). *Building foundations for self-determination: Preschool children with disabilities, families, and teachers* [Poster presentation]. International Conference of the CEC, National Harbor, MD.
- Newton, J. R., **Haines**, S. J., & Kennedy, M. (2011, April). *Teacher candidates' perceptions on utilizing multimedia instruction that reaches students with exceptionalities* [Poster presentation]. International Conference of CEC, National Harbor, MD.
- Haines**, S. J., McCall, Z., & Park, H. R. (2011, April). *Student-led discussions: Modeling collaboration, reflective practice, and professional problem-solving* [Poster presentation]. International Conference of CEC, Teacher Education Division (TED) Kaleidoscope, National Harbor, MD.
- Ely, E., Cole, M., Newton, J. R., and **Haines**, S. J. (2011, April). *How content acquisition podcasts (CAPs) affect teacher candidate knowledge of teaching students with disabilities* [Poster presentation]. International Conference of CEC, Teacher Education Division (TED) Kaleidoscope, National Harbor, MD.
- Turnbull, A. P., Aldersey, H. M., Chiu, C., **Haines**, S. J., Miksch, P., & Stroup-Rentier, V. L. (2011, February). *The creation of online development trainings* [Paper presentation]. Kansas Division of Early Childhood (KDEC), CEC, Wichita, KS.
- Summers, J. A., Palmer, S. B., **Haines**, S. J., Stroup-Rentier, V. L., & Wu, H. Y. (2011, February). *Foundations of self-determination in early childhood: What families think about building foundational skills in their children* [Paper presentation]. Kansas Division of the Division of Early Childhood (KDEC), CEC, Wichita, KS.

- Haines, S. J., Kennedy, M., & Newton, J. R.** (2010, November). *Enhanced podcasts in teacher education: Effectiveness and pre-service teachers' perceptions* [Paper presentation]. International Conference of the CEC, Teacher Education Division (TED), Saint Louis, MO.
- Newton, J. R., Kennedy, M., **Haines, S. J.**, & Walther-Thomas, C. (2010, November). *Teaching teacher candidates to create multimedia instructional modules with embedded evidence-based practices* [Paper presentation]. International Conference of the CEC, Teacher Education Division (TED), Saint Louis, MO.
- Brotherson, M. J., Palmer, S. B., Erwin, E., Maude, S., Summers, J. A., & **Haines, S. J.** (2010, October). *What practitioners can learn from families about self-determination* [Paper presentation]. International Conference of the Council for Exceptional Children, Division of Early Childhood (DEC), Kansas City, MO.
- Turnbull, A. P., Aldersey, H. M., Chiu, C., Francis, G., & **Haines, S. J.** (2010, October). *Online professional development for intentional interventions on family-professional partnerships* [Paper presentation]. International Conference of the Council for Exceptional Children, Division of Early Childhood (DEC), Kansas City, MO.
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IV. TEACHING AND ADVISING

A. PROGRAM DEVELOPMENT

Ph.D. in Social, Emotional, and Behavioral Health, starting Fall 2023, Co-Coordinator

Collaborated on Education for Cultural and Linguistic Diversity Minor Development and State Licensure Accreditation

Accelerated Master's in Special Education (led development as Co-Coordinator of Program)

B. COURSE PREPARATION AND INSTRUCTION

1. ON LOAD

EDSP 7210: Family, School, and Community Partnership for Social, Emotional, and Behavioral Health (created taught in fall semesters)

ECLD 205 (now ECLD 3050): Family, School, and Community Collaboration (new 2017, created and taught each fall)

EDSP 005: Issues Affecting Persons with Disabilities (taught and modified, once per year,)

EDSP 290: Early Literacy and Mathematics Curriculum (taught and modified, once per year)

EDSP 310: Curriculum and Technology in Teaching Literacy (created and taught)

EDSP 295: Special Education Practicum (taught and modified)

EDSP 295: Azores: Comparative Education and Social Services (created and taught)

EDSP 299 (now EDSP 3866): Global Resilience in Family, School, and Community Partnerships (co-created and taught in Azores and developed in Costa Rica for 2023)

EDSP 322: Special Education Internship: Triadic Model Consultation (taught and modified)

EDSP 323: Special Education Internship: Systems Development (taught and modified)

ECSP 385 (Graduate) and 185 (Undergraduate): Early Childhood Special Educator Internship (taught)

EDFS 396: Advanced Qualitative Methods: Ethnography (created and taught)

2. ABOVE LOAD

EDSP 397 Independent Study, Master's Level

Fall 2014: Mel Levitt (MA)

Spring 2015: Mel Levitt (MA)

Fall 2023: Sara Bourne & Amani Ansari

EDSP 192 Independent Study, Undergraduate Level

Summer 2018: Erica Noonan (undergraduate)

Spring 2022: Eden Sumerlin (undergraduate)

Fall 2023: Caroline Flynn (undergraduate)

Summer 2023: Samantha Molod

ECLD 292 Independent Study, Undergraduate Level

Spring 2022: Nick Shannon (undergraduate)

EDLP 392 Independent Study, Doctoral Level

Spring 2019: Darren McIntyre (EDD)

Summer 2021: Abijah Manga (PhD)

Spring 2023: Emily West-Geary (PhD)

Summer 2023: Ali Brooks & Lindsey Cox

Fall 2023: Emily West-Geary & Ali Brooks

- C. ADVISING, since 2013
 - 1. Undergraduate Students
 - a) Special Education: N= 183
 - b) Education for Cultural and Linguistic Diversity: N=32
 - 2. Graduate Students (Special Education): N= 68
 - 3. Doctoral Students (Education Leadership and Policy Studies): N= 7
 - 4. Doctoral students (SHIE): N=3

V. STUDENT RESEARCH AND COMMITTEE MEMBERSHIP

A. DISSERTATION SUPERVISION

Conforti, A. (2025). Factors and influence of job-related stress for Vermont principals: An exploratory case study. EDD. in Educational Leadership and Policy Studies.

McGann, G. (2023). Promoting family-professional partnership among refugee families through community-based participatory action research. Ph.D. in Educational Leadership and Policy Studies.

Alamatouri, A. (2023). Partnerships between Iraqi families with refugee backgrounds and school professionals. EDD in Educational Leadership and Policy Studies.

Moore, M. (2020). Opportunities and challenges of utilizing restorative practices (RP) with students with disabilities: Exploring special educators' experiences with RP implementation. Ph.D. in Educational Leadership and Policy Studies.

B. DISSERTATION COMMITTEE MEMBERSHIP

Murray, J. (in progress). Shaping our own wellness: Educator voices on their wellness across their school ecosystem and its perceived impacts on learners. PhD in Educational Leadership and Policy Studies.

Ghemari, L. (2024). Figured worlds and identity in multicultural brokering. PhD in Educational Leadership and Policy Studies.

Manga, A. (2024). Understanding how families with refugee backgrounds promote their Community Cultural Wealth in the transition to a U.S. college education: Case study of a Congolese family. PhD in Educational Leadership and Policy Studies.

Lee, K. (2023). Special educator burnout and turnover: A mixed-methods analysis of role stressors, relationship quality with students, and burnout. EDD in Educational leadership and Policy Studies.

Hinchey, D. (2023). Exploring high school nutrition education in Vermont: A case study. EDD in Educational leadership and Policy Studies.

Richter, E. (2023). Discourse analysis of knowledge construction in an online teacher education course. PhD in Educational Leadership and Policy Studies

Ghising, H. (2019). Bhutanese refugee students: Their perceptions of high school and challenges of accessing a four-year college degree in the U.S. EDD in Educational Leadership and Policy Studies.

C. HONORS COLLEGE SUPERVISION

Poleman, M. (2020).

Carson, K. (2019).

Drew, L. (2019).

Kotsiopoulos, A. (2016).

D. HONORS COLLEGE COMMITTEE MEMBERSHIP

Kerr, J. (2019).

Woodruff, A. (2018).

Kelly, A. (2017).

Cohen, J. (2017).

Peront, M. (2016).

VI. SERVICE

A. SERVICE TO THE FIELD

Chair, AERA Family, School, and Community Partnership SIG, 2024-2026

Chair Elect, AERA Family, School, and Community Partnership SIG, 2022-2024

Member-At-Large, AERA Family, School, and Community Partnership SIG, 2020- 2022

Member, Reading is Fundamental Advisory Board, 2022-present

Chair and Founder, Families Research Network, 2016-2021

Member, Families Researcher Network, 2022- present

Chair, Research and Families Committee, Division for Research, Council for Exceptional Children (CEC), 2016-2022

Member, Research and Families Committee, Division for Research, Council for Exceptional Children (CEC), 2022-present

Chair, Program Advisory Council for CEC-Family/Parent Partnership Topic Area, 2016- 2024

Editorial Board, School Community Journal, 2020- present

Editorial Board, The Reading Teacher, 2020- 2023

Guest editor of special issue, Inclusion, 2017

Reviewer, US Fulbright Commission, 2020- present

Reviewer, Fulbright Portugal, 2020- present

Member, Scientific Committee for the Families in Childhood Conference (VII CICA). University of the Azores, 2023

Field reviewer, Journal of Autism and Developmental Disabilities, 2024

Field reviewer, Teaching and Teacher Education, 2024

Field reviewer, Teachers and Teaching: Theory and Practice, 2023, 2024

Field reviewer, Elementary School Journal, 2023, 2024

Field reviewer, Rural Special Education Quarterly, 2023, 2024

Field reviewer, Teachers College Record, 2023

Field reviewer, Exceptionality, 2020, 2022, 2023

Field reviewer, Inclusion, 2016, 2017, 2020, 2023

Field reviewer, Remedial and Special Education, 2016, 2017, 2018, 2020, 2022, 2023

Field reviewer, Action in Teacher Education, 2022

Field reviewer, Multicultural Perspectives, 2022

Field reviewer, High Leverage Practices for Intensive Interventions, 2021

Field reviewer, Educational Studies, 2021

Field reviewer, Canadian Journal of School Psychology, 2020

Field reviewer, Teaching Exceptional Children, 2020, 2021, 2022, 2024

Field reviewer, International Journal of Child Care and Education Policy, 2020

Field reviewer, Child Care and Education Policy, 2019

Field reviewer, Bilingual Research Journal, 2018

Field reviewer, The High School Journal, 2018

Field reviewer, International Journal of Developmental Disabilities, 2018

Field reviewer, Interdisciplinary Education and Psychology, 2018

Field reviewer, Diaspora, Indigenous, and Minority Education, 2018

Field reviewer, DEC Monograph Series, 2016, 2017

Field reviewer, Equity and Excellence in Education, 2016, 2017

Field reviewer, Research on Persons with Severe Disabilities, 2016, 2017

Field reviewer, Journal of Special Education Technology, 2016, 2023

Field reviewer, Division for Early Childhood's Recommended Practices Series, 2016

Field reviewer, Journal of International Special Needs Education, 2015, 2016, 2021, 2022

Field reviewer, Journal of Early Intervention, 2014, 2015, 2016

Field reviewer, Head Start Research Association's Dialog, 2015

Proposal reviewer, AERA Family, School, and Community Partnership SIG, 2017- present

Proposal reviewer, International Conference of the CEC, 2014- present

Proposal reviewer, Conference of the Teacher Education Division (TED) of CEC, 2013-2016

Proposal reviewer, Conference of the National Association of Multicultural Educators, 2013

Panel member, Mastercard Scholars Program Grant Review, 2017

Panel member, CEC Division for Research Student Awards, 2016

B. SERVICE TO THE UNIVERSITY

Elected Member, CESS Faculty Standards Committee, 2022- present

Elected Member, Catamount Core Curriculum Committee, 2022- 2024

Member, Fulbright Nominating Committee, University of Vermont, 2020- present

Member, International Advisory Group, 2023-present

Member, Community-Engaged Learning Opportunities (CELO, formerly CUPS) Advisory Board, 2015- present

Member, DOE Chair five year review committee, 2023-2024

Co-Chair, Special Education faculty search committee, 2022-2023

Member, Special Education Program, 2013- present

Co-Coordinator, PhD in Social, Emotional, and Behavioral Health & Inclusive Education, 2022-present

Member, ECLD Program, 2016- present

Member, EDLP Doctoral Advisory Committee, 2013- 2024

Member, EDLP Doctoral Steering Committee, 2020- 2024

Member, Diversity Curriculum Review Committee, 2015-2019

Advisor, Kappa Delta Pi Honor Society, 2016-2018

Advisor, Special Olympics Club at UVM, 2023-present

Member, Curriculum and Instruction Planning Committee, 2015-2017

Marshal, CESS Graduation Ceremony, 2015, 2016, 2017

Chair, Jean Garvin Research Fellowship Committee, 2014-2019

Member, Special Education faculty search committee, 2017-2018

Member, HESA faculty search committee, 2021-2022

Member, Department of Education Chair search committee, 2017-2018, 2018-2019

Member, Search committee for mentor teacher, Campus Children's School, 2014

Member, Research Initiatives Committee, 2014-2018

Member, Cross-Curricular Committee (DOE), 2014-2015

Member, Review committee: Graduate College Dean, 2020-2021

Member, Clinical Supervision Committee, 2013-2014

Member, Dual Endorsement Committee, 2013-2014