

**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 University	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 and Inclusive 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/managed over \$4M in external funding as PI (e.g., 5 research & model demonstration grants funded by the US Department of Education); supportive roles in +\$17M in external grants.

**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 35 different journals as an editorial board member (n = 13) or guest reviewer (n = 22)

**Presentations**

Presented hundreds of professional development sessions across the USA at national, regional, and local conferences, and internationally in 15 foreign countries.

**Partial/Selected List of Publications** (Total = Complete listing, 1982-2025, available upon request)

**Giangreco, M. F., Ruppert, A. L., Cloninger, C. J., & Iverson, V. S.** (in preparation). *Choosing outcomes and accommodations for children (COACH): A guide to educational planning for students with disabilities (4th edition)*. Paul H. Brookes.

Traustadóttir, R., Erevelles, N., Lutfiyya, Z. M., Zubal-Ruggieri, R., **Giangreco, M. F.**, & Walker, P. (Eds.) (in preparation). *The influence of Steven J. Taylor on disabled lives and disability studies*. Routledge.

- Jackson, C. & **Giangreco**, M. F. (in press). The inclusive value of teacher assistants: One piece of the puzzle. In U. Sharma, S. Woodcock, & E. Hitches (Eds.), *Handbook of inclusive education: A collaborative approach* (pp. tbd). Edward Elgar.
- Webster, R., & **Giangreco**, M. F. (in press). Escaping the whirlpool: A contextualized research agenda for teaching assistants in inclusion-oriented schools (working title). In J. Specht, S. Sider, & K. Maich (Eds.), *A research agenda for inclusive education* (pp. tbd). Edward Elgar.
- Giangreco**, M. F. (2023). Revisiting the synergy among values, logical practices, and research: The three musketeers of effective inclusive education. In N. Guatelli (Ed.), *Paths of inclusion: Philosophical, political, legal, pedagogical, and methodological reflections* (pp. 31-41). Artetetra Edizioni.
- 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*, 57(3), 171-180. <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>
- Garwood, J. D., Peltier, C., Ciullo, S., Wissinger, D., McKenna, J. W., **Giangreco**, M. F., & Kervick, C. (2023). The experiences of students with disabilities actually doing service learning: A systematic review. *Journal of Experiential Education*, 46(1), 5-31. <https://doi.org/10.1177/10538259221109374>
- 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.
- 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>

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- 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](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>
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- 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., Edelman, S., Luiselli, T. E., & MacFarland, S. Z. (1996). Support service decision-making for students with multiple service needs: Evaluation data. *Journal of the Association for Persons with Severe Handicaps*, 21(3), 135-144. <https://doi.org/10.1177/154079699602100304>
- Giangreco, M. F. (1996). "The stairs didn't go anywhere!" A self-advocate's reflections on specialized services and their impact on people with disabilities. *Physical Disabilities: Education and Related Service*, 14(2), 1-12.
- Giangreco, M. F., Edelman, S., Dennis, R., & Cloninger, C. J. (1995). Use and impact of COACH with students who are deaf-blind. *Journal of the Association for Persons with Severe Handicaps*, 20(2), 121-135. <https://doi.org/10.1177/154079699502000203>
- 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>