

**CURRICULUM VITAE**  
**Lauren W. Collins, Ph.D.**

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**PERSONAL INFORMATION**

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College of Education, Department of Special Education  
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**EDUCATION**

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<i>Doctor of Philosophy</i>	Old Dominion University; Norfolk, VA Concentrations: Emotional Disabilities; Research Cognate Advisor & Chair: Dr. Robert A. Gable	2014
<i>Master of Teaching</i>	University of Virginia; Charlottesville, VA Concentration: Special Education ED/LD K-12	2007
<i>Bachelor of Arts</i>	University of Virginia; Charlottesville, VA Major: Psychology	2007

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**PROFESSIONAL EXPERIENCE**

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<i>Associate Professor</i> , Department of Special Education San Diego State University	2021- present
<i>Assistant Professor</i> , Department of Special Education San Diego State University	2018-2021
<i>Assistant Professor</i> , Department of Special Education University of Hawaii at Manoa; Honolulu, HI	2014-2018
<i>Orton-Gillingham Comprehensive Training (30 hours)</i> Institute for Multi-Sensory Education	2016
<i>Faculty Training for Culturally and Linguistically Diverse Learners</i> Center for Research on Education, Diversity, and Excellence Hawaii	2014
<i>Graduate Teaching Assistant</i> Old Dominion University; Norfolk, VA	2011-2014
<i>Graduate Research Assistant: Child Study Center Research Team</i> Old Dominion University; Norfolk, VA	2012-2013
<i>Special Education Teacher, K-5</i> John B. Dey Elementary; Virginia Beach City Public Schools; Virginia Beach, VA	2007-2010

<i>READ 180 Teacher</i> John B. Dey Elementary; Virginia Beach City Public Schools; Virginia Beach, VA	2008-2010
<i>School Improvement Coordinator</i> John B. Dey Elementary; Virginia Beach City Public Schools; Virginia Beach, VA	2009-2010
<i>Academic Coordinator</i> John B. Dey Elementary; Virginia Beach City Public Schools; Virginia Beach, VA	2008-2009

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## PROFESSIONAL GROWTH

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### Refereed Journal Articles

1. Cook, S. C., **Collins, L. W.**, Madigan, J., Landrum, K. M., & Cook, L. (accepted). Coaching co-teachers: Increasing specialized instruction in inclusive settings. *TEACHING Exceptional Children*.
2. **Collins, L.W.**, Landrum, T. J., & Sweigart, C. A. (2020). Extreme school violence and students with emotional and behavioral disorders: (How) do they intersect? *Education and Treatment of Children*, 43(3), 313-322. [30% acceptance rate; Journal Impact Factor 0.898; CCI 71%] [60% contribution]
3. Cook, B. G., **Collins, L. W.**, Cook, S. C., & Cook, L. (2020). Evidence-based reviews: How evidence-based practices are systematically identified. *Learning Disabilities Research & Practice*, 35(1), 6-13. [26% acceptance rate; Journal Impact Factor 2.077; CCI 60%] [30% contribution]
4. Cook, S. C., **Collins, L. W.**, Morin, L. L., & Riccomini, P.J. (2020). Schema-based instruction for mathematical word problem solving: An evidence-based review for students with learning disabilities. *Learning Disability Quarterly*, 43(2) 75-87. [28% acceptance rate; Journal Impact Factor 1.525; CCI 55%] [40% contribution]
5. **Collins, L. W.**, Cook, S. C., Sweigart, C. A., & Evanovich, L. L. (2018). Using performance feedback to increase special education teachers' use of effective practices. *Teaching Exceptional Children*, 5, 125-133. [20% acceptance rate] [40% contribution]
6. Fulton, L., & **Collins, L. W.**, Poeltler, E., & Pearson, L. (2018). Science is "RAD": The use of mnemonics as an effective strategy to support the integration of writing in science for students with disabilities. *Science and Children*, 56(2), 45-50. doi:10.2307/26611366 [50% acceptance rate] [40% contribution]
7. Carrero, K. M., **Collins, L. W.**, Lusk, M. E. (2017). Equity in the evidence-base: A systematic review of sample demographics reported in intervention research for youth with behavior disorders. *Behavioral Disorders*, 43, 253-261. doi: 10.1177/0198742917712969 [25% acceptance rate; Journal Impact Factor 1.343; CCI 63%] [30% contribution]
8. **Collins, L. W.**, Sweigart, C. A., Landrum, T. L., & Cook, B. G. (2017). Navigating common challenges and pitfalls in the first years of special education: Solutions for success. *Teaching Exceptional Children*, 49, 213-222. doi: 10.1177/0040059916685057 [20% acceptance rate] [45% contribution]
9. Sweigart, C. A., & **Collins, L. W.** (2017). Supporting the needs of beginning special education teachers and their students. *Teaching Exceptional Children*, 49, 209-212. doi: 10.1177/0040059917695264 [20% acceptance rate] [40% contribution]
10. Cook, S. C., Rao, K., & **Collins, L. W.** (2017). Self-monitoring interventions for students with EBD: Applying UDL to a research-based practice. *Beyond Behavior*, 26, 19-27. doi: 10.1177/1074295617694407 [32% acceptance rate] [20% contribution]

11. **Collins, L. W.**, & Zirkel, P. A. (2017). Functional behavior assessments and behavior intervention plans: Legal requirements and professional recommendations. *Journal of Positive Behavior Interventions*, *19*, 180-190. doi: 10.1177/1098300716682201 [29% acceptance rate; Journal Impact Factor 2.641; CCI 81%] [60% contribution]
12. **Collins, L. W.**, & Fulton, L. A. (2017). Promising practices for supporting students with disabilities through writing in science. *Teaching Exceptional Children*, *49*, 194-203 [20% acceptance rate] [60% contribution]
13. Sweigart, C. A., **Collins, L. W.**, Evanovich, L. L., & Cook, S. C. (2016). An evaluation of the evidence base for performance feedback to improve teacher praise using CEC's quality indicators. *Education and Treatment of Children*, *39*, 419-444. doi: 10.1177/0040059916670629 [30% acceptance rate; CCI 71%] [35% contribution]
14. Cook, B. G., **Collins, L. W.**, Cook, S. E. C., & Cook, L. (2016). A replication by any other name...: A systematic review of replicative intervention studies. *Remedial and Special Education*, *37*, 223-234. doi: 10.1177/0741932516637198 [11-20% acceptance rate; Journal Impact Factor 2.617; CCI 91%] [25% contribution]
15. Cook, B. G., Cook, S. E. C., & **Collins, L. W.** (2016). Terminology and evidence based practice for students with EBD: Exploring some devilish details. *Beyond Behavior*, *25*(2), 4-13. doi: 10.1177/107429561602500202 [32% acceptance rate] [20% contribution]
16. Gable, R. A., & **Collins, L. W.** (2015). Lessons learned from research and experience about inclusive education of students with behavior problems. *Journal of Science of Hanoi National University of Education*, *60*, 12-15. doi: 10.18173/2354-1075.2015-0104 [15% contribution]
17. Richels, C. Bobzien, J., Raver-Lampman, S., Schwartz, K., Hester, P. P., & **Reed, L. C.** (2014). Teaching emotion words using social stories and created experiences in group instruction with preschoolers with who are deaf or hard of hearing: An exploratory study. *Deafness & Education International*, *16*(1), 37-58. doi: 10.1179/1557069X13Y.0000000028 [75% acceptance rate; CCI 31%] [10% contribution]
18. Lopes, J., Oliveira, C., **Reed, L. C.**, & Gable, R. A. (2013). Character education in Portugal. *Childhood Education*, *89*, 286-289. doi: 10.1080/00094056.2013.830880 [20% acceptance rate] [10% contribution]

#### **Non-Refereed Professional Publications**

1. Landrum, T. J., Swegart, C. A., & **Collins, L.W.** (2019). Getting ahead of the next school shooting. *Educational Leadership*, (2), 36-41. [10-15% acceptance rate; CCI 25%] [30% contribution]
2. **Collins, L. W.**, Barton, R. C., Chizhik, E., Brandon, R. R. (2019) Preparing teacher candidates to teach in inclusive classrooms through a co-teaching model at the university level. *Southern California Professional Development Schools*, *8*(2), 7. [40% contribution]

#### **Presentations at Professional Conferences**

1. **Collins, L. W.**, & Landrum, T. J. (2021, March). Using behavioral interventions to build relationships with students with challenging behavior. *Annual Meeting of the Council for Exceptional Children*. Virtual.
2. **Collins, L. W.**, Cook, B., Cook, S. C., Cook, L. (2020, February). A systematic review of independent evidence-based reviews: Implications for research and practice. *Annual Meeting of the Council for Exceptional Children*. Portland, OR.
3. Landrum, T. J., & **Collins L. W.** (2020, February). Improving challenging behaviors in the classroom: Instruction as the missing link. A workshop presented at the *Annual Meeting of the Council for Exceptional Children*. Portland, OR.

4. **Collins, L. W.**, Landrum, T. J., McClure, E., & Riggs, L. (2020, February). Zero tolerance for zero tolerance: Implications and alternatives for students with EBD. *Annual Meeting of the Council for Exceptional Children*. Portland, OR.
5. **Collins, L. W.**, & Landrum, T. J. (2019, October). Getting ahead of the next school shooting: Considerations for students with and at risk for EBD. 42nd Annual Conference of Teacher Educators of Children with Behavioral Disorders. Tempe, AZ
6. Landrum, T. J., & **Collins, L. W.** (2019, October). Direct instruction as a tier II antecedent intervention for students with challenging behavior. 42nd Annual Conference of Teacher Educators of Children with Behavioral Disorders. Tempe, AZ.
7. **Collins, L. W.**, & Landrum, T. J. (2019, October). Improving behaviors of students with or at risk for EBD: Instruction as the missing link. 42nd Annual Conference of Teacher Educators of Children with Behavioral Disorders. Tempe, AZ.
8. **Collins, L. W.**, & Cook, B. G. (2019, February). A systematic review of evidence-based reviews. A poster presented at the *Pacific Coast Research Conference*, Coronado, CA.
9. Landrum, T. J., **Collins, L. W.**, & Sweigart, C. A. (2019, January). School shootings and EBD: What do we know? What do we need to know? *Annual Meeting of the Council for Exceptional Children*. Indianapolis, IN.
10. Ruhaak, A., **Collins, L. W.**, & Cook, B.G. (2019, January). The prevalence of educational neuro-myths among preservice teachers and implications for practice. A poster presented at the *Annual Meeting of the Council for Exceptional Children*. Indianapolis, IN.
11. **Collins, L. W.**, Cook, B. G., Cook, S., & Ray, A. (2018, October). Evidence-based practices for children and youth with and at risk for EBD. *41<sup>st</sup> Annual Conference of Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ.
12. Landrum, T. J., & Collins, L. W. (2018, October). Extreme school violence and EBD: (How) do they intersect? *41<sup>st</sup> Annual Conference of Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ.
13. **Collins, L.W.**, Landrum, T.L. (2018, October). Targeted antecedent behavioral interventions: Applications for academic instruction. *41<sup>st</sup> Annual Conference of Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ.
14. **Collins, L.W.**, Landrum, T.L. (2018, February). Supporting the needs of beginning special education teachers and their students. *Annual Meeting of the Council for Exceptional Children*. Tampa, FL.
15. **Collins, L. W.**, Sweigart, C. A., & Cook, S.C. (2018, February). Using performance feedback to increase special education teachers' use of evidence-based practices. A poster presented at the *Annual Meeting of the Council for Exceptional Children*. Tampa, FL.
16. **Collins, L.W.**, Landrum, T.J., & Cook, B.G. (2017, October). Establishing evidence-based practices in EBD: Challenges and implications. *40<sup>th</sup> Annual Conference of Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ.
17. **Collins, L.W.**, & Landrum, T.J. (2017, October). Targeted antecedent interventions for students with or at-risk for EBD. *40<sup>th</sup> Annual Conference of Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ.
18. Landrum, T.J. & **Collins, L.W.** (2017, October). Returning to our roots: Essential features of effective, evidence-based interventions for students with EBD. A preconference workshop at the *40<sup>th</sup> Annual Conference of Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ.

19. Landrum, T. J. & **Collins, L. W.** (2017). Sources and examples of evidence-based practices for emotional and behavioral disorders. *Annual Meeting of the Council for Exceptional Children*. Boston, MA.
20. Gable, R. A., & **Collins, L. W.** (2017). The positive effects of behavior specific praise. *Annual Meeting of the Council for Exceptional Children*. Boston, MA.
21. Cook, L., Cook, S. E. C., **Collins, L. W.**, Wailehua, C. (2017). A partnership for success: Teacher candidates as interventionists. A poster presented at the *Pacific Coast Research Conference*, Coronado, CA.
22. **Collins, L. W.**, & Gable, R. A. (2016). A systematic review of reading interventions for students with EBD: Examining the “Big Five”. *39<sup>th</sup> Annual Conference of Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ.
23. Cook, B. G., **Collins, L. W.**, Coyne, M. D., Lemons, C. J., Therrien, W., & Travers, J. (2016). Replication in special education research: Four systematic reviews. *24<sup>th</sup> Annual Pacific Coast Research Conference*. Coronado, CA.
24. **Collins, L. W.**, Cook, S. E. C., & Cook, B. G. (2015). Using quality indicators to guide research and establish evidence-based practices. A presentation on the Considerations for Conducting and Disseminating Research to Bridge the Research-to-Practice Gap panel at the *37<sup>th</sup> International Conference on Learning Disabilities*. Las Vegas, NV.
25. **Collins, L. W.**, & Fulton, L. A. (2015). Evidence-based practices to support writing in science. A presentation on the Science Instruction for Students with LD panel at the *37<sup>th</sup> International Conference on Learning Disabilities*. Las Vegas, NV.
26. **Collins, L. W.**, Cook, L., & Cook, B. G. (2015). Training preservice, dual licensure teacher candidates to use evidence-based practices. A poster presented at the *37<sup>th</sup> International Conference on Learning Disabilities*. Las Vegas, NV.
27. Cook, S. E. C., Morin, L., & **Collins, L. W.** (2015). Classifying the evidence base of schematic-based instruction. A poster presented at the *37<sup>th</sup> International Conference on Learning Disabilities*. Las Vegas, NV.
28. **Collins, L. W.**, & Gable, R. A. (2015). The importance of effective academic instruction in promoting positive classroom behavior. *Council for Children with Behavioral Disorders International Conference*. Atlanta, GA.
29. Gable, R. A., & **Collins, L. W.** (2015). Promoting the sustainability of evidence-based practices for students with or at-risk for EBD. *Council for Children with Behavioral Disorders International Conference*. Atlanta, GA.
30. Lane, K. L., Lusk, M. E., Carrero, K. M., & **Collins, L. W.** (2015). Establishing research networks and a pipeline. A double session in a mentoring strand presented at *Council for Children with Behavioral Disorders International Conference*. Atlanta, GA.
31. Sweigart, C. A., **Collins, L. W.**, Evanovich, L. (2015). The use of performance feedback to increase teacher praise: An evidence-based practice? A poster session presented at *Council for Children with Behavioral Disorders International Conference*. Atlanta, GA.
32. **Reed, L. C.** (2015). Differentiation in the inclusive classroom. A presentation for the Inclusive Education Institute at *Pacific Rim International Conference on Disability and Diversity*. Honolulu, HI.
33. Cook, S. C., Cook, L., Cook, B. G., & **Reed, L. C.** (2015). Evidence based practices: Using best available evidence to guide instructional decisions. A poster session presented at the *Annual Meeting of the Council*

*for Exceptional Children.. San Diego, CA.*

34. **Reed, L. C., & Brown, A.** (2014). Research in practice: Researcher and administrator perspectives. *38<sup>th</sup> Annual Conference of Teacher Educators for Children with Behavioral Disorders*. Tempe, AZ.
35. Browning, E. & **Reed, L. C.** (2013). Using assessment to inform your instruction of students with special education needs. *36<sup>th</sup> Annual Conference of Teacher Educator Division of the Council for Exceptional*. Fort Lauderdale, FL.
36. Lopes, J., Kauffman, J. M., Gable, R., Landrum, T., Lane, K., Oakes, W...Germer, K. (2013). TECBD symposium on the upcoming handbook of emotional and behavioral difficulties. *37<sup>th</sup> Annual Conference of Teacher Educators for Children with Behavioral Disorders*. Tempe, AZ.
37. Gable, R. A., Landrum, T. J., **Reed, L. C., & Tankersley, M.** (2013). Overcoming the research-to-practice in special education. *Conference for the Council for Children with Behavior Disorders*. Chicago, IL.
38. **Reed, L. C., & Browning, E.** (2013). Using assessment to inform instruction of students with EBD. *Conference for the Council for Children with Behavior Disorders*. Chicago, IL.
39. Raver-Lampman, S., Bobzien, J., Richels, C., & **Reed, L. C.** (2013). Using social stories to teach emotion words to preschoolers with hearing loss. *Annual Meeting of the Council for Exceptional Children*. San Antonio, TX.
40. **Reed, L. C., & Browning, E.** (2012). More time in your day? The use of self-monitoring strategies to increase academic and social behaviors of your students with ED. *36<sup>th</sup> Annual Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ.
41. Watson, L., Gable, R. A., Cho, D., Morin, L., & **Reed, L. C.** (2012). The role of attention and working memory in the learning and teaching process. *Annual Meeting of the Council for Exceptional Children*. Denver, CO.
42. **Reed, L. C.** (2012) Self-monitoring to improve academic performance. *Virginia Council for Learning Disabilities*. Harrisonburg, VA

### **Non-refereed Book Chapters**

1. **Collins, L.W., Landrum, T.J., & Sweigart, C.A.** (2020). Direct instruction reading for students with emotional and behavioral disorders. In R. Boon, M. Burke, & L. Bowman-Perrot. (Eds). *Literacy instruction for students with emotional and behavioral disorders (EBD):Research-based interventions for the classroom*. Charlotte: Information Age Publishing, Inc. [50% contribution]
2. Landrum, T.J., **Collins, L.W., & Sweigart, C.A.** (2019). Teacher shortages and teacher attrition in special education: Issues and trends. In D. F. Bateman & M. L. Yell. (Eds). *Current trends and legal issues in education* (pp. 225-243). Washington, D. C.: Sage. [40% contribution]
3. Landrum, T.J., & **Collins, L.W.** (2018). Sources of evidence-based practices in EBD: Issues and challenges. *Advances in learning and behavioral disabilities*. In T. J. Landrum, B. G. Cook, M. Tankersley. (Eds.) *Advances in learning and behavioral disabilities: effective and ineffective practices in special education* (pp. 131-144). London: Emerald Press. [40% contribution]
4. **Collins, L. W., & Cook, L.** (2016). Improving classroom behavior through effective praise and reprimands. In B. G. Cook, M. Tankersley, and T. J. Landrum. (Eds.) *Advances in learning and behavioral disabilities: effective and ineffective practices in special education* (pp. 153-173). London: Emerald Press. [60% contribution]

5. **Reed, L. C.**, Gable, R. A., & Yanek, K. (2014). Hard times ... uncertain future: Examining issues facing those working in the field of EBD. In P. Garner, J. Kauffman, & J. Elliott. (Eds). *The SAGE handbook of emotional & behavioral difficulties*. (2<sup>nd</sup> ed.; pp. 453-464 ) London: SAGE Publications [50% contribution]

### **Funded Training Grants**

1. \$88,993 - *STOP School Violence*, Principal Investigator (subaward with Ohio Valley Educational Cooperative), United States Department of Justice, 2020-2022
2. \$5,000; *Investigating Teachers' Perceptions of School Violence and Students with Emotional and Behavioral Disorders*, Principal Investigator, San Diego State University College of Education Mentoring Grant (2019-present)
2. \$10,000; *Feedback to Increase Special Education Teachers' Use of Behavior Specific Praise*, Principal Investigator, San Diego State University Grants Program (2018-present)

### **Grants Submitted**

1. \$4,999,935 – *Project Ignite Literacy*, Principal Investigator, California Department of Education, unfunded.

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## **TEACHING EFFECTIVENESS**

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### **Advising: *San Diego State University***

#### *Master's Project Committees*

1. Enberg, D. (2019). Effects of repeated reading in a dual language classroom. (Special Education, advisor)
2. Ligouri, A. (2019). Student math perceptions. (Special Education, advisor)
3. Sutton, T. (2019). Teacher action research: Teaching self-regulation in the context of learning multi-digit multiplication in upper elementary special education students
4. Williams, A. (2019). The use of repeated readings with corrective feedback on students with specific learning disabilities. (Special Education, advisor)

### **Advising: *University of Hawaii***

#### *Doctoral Dissertation Committees*

1. Ruhaak, A. (2017). Educational neuromyths: Prevalence among pre-service special education teacher candidates. (Special Education, member)

#### *Master's Thesis Committees*

1. Means, R. (2017). Comparing the efficacy of two different reading comprehension strategies on students with learning disabilities in the secondary setting. (Special Education, member)

#### *Literacy Specialists Master's Portfolio Committees*

1. Ajimine, N. (2017). Literacy Specialist Comprehensive Portfolio. (Special Education, chair)
2. Carll, H. (2017). Literacy Specialist Comprehensive Portfolio. (Special Education, member)
3. Davis, K. (2017). Literacy Specialist Comprehensive Portfolio. (Special Education, chair)
4. Gallagher, D. (2017) Literacy Specialist Comprehensive Portfolio. (Special Education, chair)
5. Lammerman, E. (2017). Literacy Specialist Comprehensive Portfolio. (Special Education, member)
6. Meinfield, A. (2017). Literacy Specialist Comprehensive Portfolio. (Special Education, chair)
7. Ma, C. (2017). Literacy Specialist Comprehensive Portfolio. (Special Education, chair)

8. Nobiley, J. (2017). Literacy Specialist Comprehensive Portfolio. (Special Education, chair)
9. Ramirez, K. (2017). Literacy Specialist Comprehensive Portfolio. (Special Education, chair)
10. Young, P. (2017). Literacy Specialist Comprehensive Portfolio. (Special Education, member)

### **Participation in Teaching Training or Teaching Conferences**

1. July 2020: SDSU Flexible Course Design Summer Institute
2. June 2020: Stats Camp Meta-Analysis Statistical Methods Training Seminar

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## **SERVICE**

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### ***San Diego State University***

#### **Service for the Department**

1. SPED Diversity and Inclusion Planning Committee (present)
2. US PREP SPED Representative (present)
3. COVID-19 Special Education Book Club (Spring 2020)
4. Reading Instruction Competence Assessment Weekend Review Session (2018, 2019)
5. Adjunct Faculty Annual Evaluations (2019; 2020)

#### **Service for the College**

1. Policy Council (Fall 2020)

#### **Service for the University**

1. University Research Council, College of Education Representative (Fall 2019-present)

#### **Service for the Profession**

1. Council for Children with Behavioral Disorders Secretary (2017-2019)
2. Teacher Educators for Children with Behavioral Disorders Advisory Board (2019-present)
3. Guest Consulting Editor, *Preventing School Failure* (2015-present)
4. Editorial Board, *Behavioral Disorders* (2014-present)
5. Editorial Board, *Teaching Exceptional Children* (2015-present)
6. Reviewer, *Remedial and Special Education* (2016-present)
7. Council for Exceptional Children Conference Proposal Reviewer (2019, 2020)

#### **Service for the Community**

1. Survivors Teaching Students, speaker-ovarian cancer outreach and education (2020-present)
2. Boys & Girls Clubs of Greater San Diego Summer Games Volunteer (2019)

### ***University of Hawaii***

#### **Service for the Department**

1. SPED Program Coordinator, MEd Literacy Specialist (2016-2018)
2. Search Committee Chair (2017)
3. Exceptional Students Elementary Education (ESEE) Committee Member
4. Post-Baccalaureate Applicant Interviewer (Spring 2015)

#### **Service for the College**

1. College of Education Faculty Senate (2015-2106)
  - a. Student-Faculty Relations Chair (2016-2017)
2. College of Education Back to School Night Attendee (Spring 2015)
3. Mater of Education Applicant Interviewer (Spring 2015)
4. Bachelor of Education Applicant Interviewer (Spring 2015)

#### **Service for the University**

1. Advisor, University of Hawaii Panhellenic Council (2016-2018)
2. Associated Students of the University of Hawaii Scholarship Award Reviewer (Spring 2015)



**Service for the Profession**

1. Textbook Reviewer, *Council for Exceptional Children* (2018)
2. Co-editor, *Special Issue of Teaching Exceptional Children*, 49(4) (2017)
3. Council for Exceptional Children Legislative Summit (July 2017)
4. Council for Children with Behavioral Disorders Publications Committee (2015-2018)
5. Reviewer, *Beyond Behavior* (2015-present)
6. Guest Reviewer, *TECBD Special Issue of Education and Treatment of Children* (2015)

**Service for the Community**

1. Volunteer of the Year, Hawaii Alumnae Panhellenic Association (2017)
2. Delegate of the Year, Hawaii Alumnae Panhellenic Association (2016)
3. Collegiate Outreach Chair, Hawaii Alumnae Panhellenic Association (2015-2018)
4. Presenter, Pacific Rim Conference (2015)
5. Participant, State Systemic Improvement Plan Stakeholder Meeting, Hawaii DOE (2014)
6. Volunteer, Best Buddies Hawaii Friendship Jam (2014)
7. Volunteer, United Cerebral Palsy Association of Hawaii Dessert Fantasy (2014)
8. Volunteer, Special Olympics (2014)