**GRACE L. FRANCIS**

**Associate Professor of Special Education**

**George Mason University**

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**EDUCATION**

**ACADEMIC DEGREES**

2013 Ph.D. University of Kansas

 Major areas of emphasis:Family Support Policy and Practice; Family-Professional Partnerships, Transition and Adulthood

 Minor: Mixed Methods Research

2008 M.A. Webster University

 Major: Severe Developmental Disabilities

2006 B.A. Webster University

 Major: Special Education

 Minor: Psychology

**PROFESSIONAL EXPERIENCE**

**FACULTY POSITIONS**

August 2015-present Associate Professor, College of Education and Human Development, Department of Special Education, George Mason University

Sept 2014- June 2015 Special Education Faculty Affiliation, College of Education, Department of Education, University of Missouri-St. Louis

Jan 2013-Jan 2014 Adjunct Faculty, School of Education, Department of Education, Webster University

**ADMINSTRATION**

July 2014-July 2015 Associate Director, SUCCEED, University of Missouri-St. Louis

**RESEARCH**

April 2016-April 2017 Adjunct Researcher, Beach Center on Disability at the Life Span Institute, University of Kansas.

March 2013-July 2014 Assistant Research Professor, National Center on School-Wide Integrated Framework for Transformation (The SWIFT Center)

August 2009-May 2013 Graduate research assistant, Beach Center on Disability, Lawrence, KS

**PUBLIC SCHOOL TEACHING**

***K-6 Self-Contained, Cross-Categorical Special Educator***

June 2009-Aug 2009 Special School District, Pershing Elementary, University City, MO

***K-6 Resource, Cross-Categorical Special Educator***

Aug 2007-June 2009 Special School District, Flynn Park Elementary, University City, MO

**FAMILY AND INDIVIDUAL SUPPORT**

***Support Broker***

Aug 2007-Aug 2009 Missouri Department of Mental Health, Jefferson City, MO

***Personal Care Assistant***

Jan 2006-Aug 2009 Missouri Department of Mental Health, Jefferson City, MO

***ABA Therapist/RDI Therapist/Respite Care Provider***

March 2002-Aug 2009 Missouri First Steps, Jefferson City, MO; UCP Easter Seals Heartland, Manchester, MO; Missouri Department of Mental Health, Jefferson City, MO

**AWARDS AND HONORS**

Oct 2023 Outstanding Research on Autism in Higher Education Award, College Autism Network

Nov 2022 Distinguished Reviewer, *Research and Practice for Persons with Severe Disabilities,* TASH

April 2022 Recognition, 2022 Career Connection, George Mason University

Jan 2022 Fellow of the American Association on Intellectual and Developmental Disabilities (FAAIDD)

March 2021 Division for Research, Research and Families of Individuals with Disabilities Committee Publication Award, Council for Exceptional Children

Oct 2020 Teacher Education and Special Education Publication Award, Council for Exceptional Children

April 2020 Outstanding Alumni Award, Webster University

Jan 2020 Early Career Award, American Association on Intellectual and Developmental Disabilities

April 2018 Recognition, 2018 Career Connection, George Mason University

Aug 2016 Stearns Center for Teaching and Learning “Thank-a-Teacher” recognition, George Mason University

Aug 2016 Quality of Life Special Interest Research Group Poster Award- New Researcher, International Association for the Scientific Study of Intellectual and Developmental Disabilities

June 2013 Student Award, American Association on Intellectual and Developmental Disabilities

April 2012 David W Dahlke Memorial Scholarship, Department of Special Education, University of Kansas

April 2012 University of Kanas Achievement Scholarship, Department of Education, University of Kansas

May 2011 School of Education Recognition Scholarship, University of Kansas

May 2011 Richard and Carol Whelan Award, University of Kansas

May 2011 School of Education Merit Scholarship, Department of Special Education, University of Kansas

April 2011 Herbert J. Prehm Student Presentation Award

 Division on Autism and Developmental Disabilities, Council for Exceptional Children

May 2010 Dahlke Community Inclusion Award, Department of Special Education, University of Kansas

May 2010 School of Education Merit Scholarship, University of Kansas

May 2009 Outstanding Graduate Student, Webster University

**FELLOWSHIPS**

August 2009-2013 Graduate Research Fellow, Systems Enhancement and Leadership Program, Beach Center on Disability, University of Kansas

**SCHOLARSHIP**

**PUBLICATIONS** (1invited, 2written with graduate students)

***Textbooks***

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* (8th edition). Pearson.

***Peer-reviewed Publications***

Lavín, C. E., & **Francis, G. L.** (in press). Challenging the dominant narrative on undocumented Latinx students with disabilities: Understanding is not enough. *Multiple Voices.*

2Strimel, M. M., **Francis, G. L.,** & Duke, J. M. (in press). “We’re human, unfortunately:” Identities and experiences of higher education disability resource professionals.” *Journal of Postsecondary Education and Disability*.

2**Francis, G. L.,** Strimel, M., Macedonia, A. (2023). The EASE Process: Increasing educator reflexivity to foster family-educator collaboration. *TEACHING Exceptional Children.* https://doi-org.mutex.gmu.edu/10.1177/00400599231177288

Hayes, C., & **Francis, G. L.** (2023). Making waves: Early childhood teachers’ experiences with multicultural picturebooks to promote equitable classrooms. *Early Childhood Education Journal.* https://doi.org/10.1007/s10643-023-01557-w

2Strimel, M. M., **Francis, G. L.,** & Duke, J. M. (2023). Higher education accommodation decision-making and positionality: A survey of disability resource professionals. *Journal of Postsecondary Student Success, 3*(1), 80-100. https://doi.org/10.33009/fsop\_jpss132666

2Burke, M., Li, C., Johnston, A., Carter, R. A., Zhang, L., **Francis, G. L.,** & Turnbull, A. P. (2023). Examining Standards Related to Family-Professional Partnerships for Education Professionals. *Teacher Education and Special Education.* <https://doi-org.mutex.gmu.edu/10.1177/0888406423118838>

2Strimel, M. M., **Francis, G. L.,** & Duke, J. M. (2023). “We’re not gods of accommodations:” Disability resource professionals and accommodation decision-making.” *Journal of College Student Development*, 53(2), 157-173. https://doi.org/10.1353/csd.2023.0015

Stanley, J. L., Haynes, R., **Francis, G. L.**, Bilodeau, M.(2023). Call for Saying “Gay” in Schools. *Preventing School Failure, 60*, 5076-5087.https://doi-org.mutex.gmu.edu/10.1002/pits.23007

2Strimel, M. M., **Francis, G. L.,** & Duke, J. M. (2023). “Understand where you’re coming from:” Positionality and higher education disability resources.” *New Directions for Higher Education,* 1–18. https://doi.org/10.1002/he.20473

2Strimel, M. M., **Francis, G. L.,** & Duke, J. M. (2023). Looking at the whole student: Identities and the higher education accommodations process. *Journal of College Student Development, 63*(6), 695-699. https://doi.org/10.1353/csd.2022.0056

2Raines, A., **Francis, G. L.,** Macedonia, A., & Fugita, M.(2023). Perspectives of belonging from people with disabilities: A scoping review. *Psychology in the Schools, 60*, 2112-2127. <https://doi.org/10.1002/pits.22864>

2**Francis, G. L.,** Burke, M., Zhang, L., Carter, R. A., Li, C., & Turnbull, A. P. (2023). Examining the reflection of family-professional partnerships in professional organization standards. *The Journal of Special Education*, 26-44. <https://doi.org/10.1177/00224669231165502>

Lavín, C. E., & **Francis, G. L.** (2022). Looking in the shadows: Literature on undocumented Latinx students with disabilities. *Journal of Latinos and Education.* <https://doi.org/10.1080/15348431.2022.2149529>

Fujita, M., **Francis, G. L**., & Duke, J. M. (2022). “I’m not prepared:” Experiences of professionals working with students with disabilities and co-occurring mental health disorders. *Journal of the American Academy of Special Education Professionals,* 26-44*.* <https://www.naset.org/publications/jaasep-research-based-journal-in-special-education/jaasep-spring/summer-2022>

1,2**Francis, G. L.,** Raines, A. R., Reed, A. S., & Jerome Kinas, M. (2022). Parent-teacher interactions during COVID-19: Experiences of U.S. teachers of students with severe disabilities. *Education Sciences, 12*(488), 1-13. https://doi.org/10.3390/ educsci12070488

2Duke, J. M., **Francis, G. L**., & Fujita, M. (2022). Experiences of parents of young adults with disabilities and co-occurring mental health disorders. *Inclusion, 10*(2), 147-163. https://doi.org/10.1352/2326-6988-10.2.147

2Elcock, L., Strimel, M., & **Francis, G. L.** (2022). Challenging “divisive:” A case for culturally relevant pedagogy. *Global Journal of Intellectual and Developmental Disabilities, 10*(1), 1-3. https://doi.org/10.19080/GJIDD.2022.09.555777

**2Francis, G. L.**, & Stanley, J. L. (2022). Preparing families for age of majority: Five considerations. *Inclusive Practices*. https://doi.org/10.1177/27324745211039748

Lavín, C. E., Jordan, A. W., **Francis, G. L**. (2021). Back to basics: Culturally relevant pedagogy in special education. *The High School Journal, 105*(1), 5-16. https://muse.jhu.edu/article/854855

2Reed, A. S., **Francis, G. L**., Kinas-Jerome, M. (2021). The American Rescue Plan Act funds and students with extensive support needs: Three considerations for technology access and use. *Inclusive Practices*. <https://doi.org/10.1177/27324745211062519>

**Francis, G. L**., Duke, J. M., & Fujita, M. (2021). Experiences of college students with disabilities and mental health disorders: Informing college transition and retention. *Psychology in the Schools, 59*, 661-677. <https://doi.org/10.1002/pits.22637>

Hong, J. Y., Choi, S., **Francis, G. L**., & Park, H. (2021). Stress among Korean immigrant parents of children with diagnosed needs amid the COVID-19 pandemic. *School Community Journal, 31*(2), 31-51*.* <https://www.adi.org/journal/2021fw/HongEtAlFW21.pdf>

**2Francis, G. L.**, Jansen-van Vuuren, J., Gaurav, N., Aldersey, H. M., Gabison, S., & Davison, A. M. (2021). Family-school collaboration for students with disabilities in Ontario, Canada.  *Network for International Policies and Cooperation in Education and Training (NORRAG),* 43-51. <https://resources.norrag.org/resource/659/states-of-emergency-education-in-the-time-of-covid-19->

**2Francis, G. L.**, Kilpatrick, A., Haines, S. J., Gershwin, T., Kyzar, K. B., & 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,* 1-10, https://doi.org/10.1016/j.tate.2021.103419

2**Francis, G. L.**, Duke, J. M., Fujita, M., Raines, A. (2021). Goal setting to support mental wellness among adolescents with disabilities and co-occurring mental health needs. *TEACHING Exceptional Children, 53*(5), 350-358. https://doi.org/10.1177/0040059920974706

2 **Francis, G. L**., Lavín, C. E., Sanchez, J., Reed, A. S., & Mason, L. H. (2021). Inclusive education definitions and practices: Exploring perspectives of education professionals in Mexico City. *Journal of Policy and Practice in Intellectual Disabilities, 18*(1), 58-68. https://doi.org/10.1111/jppi.12356

2Howard, M., Reed, A. S., & **Francis, G. L.** (2021). “It’s my meeting!” Involving high school students with significant disabilities in the Individualized Education Program process. *TEACHING Exceptional Children, 53*(4), 290-298. <https://doi.org/10.1177/0040059920958739>

**Francis, G. L.**, Duke, J. M. & Siko, L. (2020). Be Ready, Be Well: A conceptual framework for supporting well-being among college students with disabilities. *Journal of Postsecondary Education and Disability, 33*(2), 129-141. https://eric.ed.gov/?id=EJ1273675

2**Francis, G. L.**, Gershwin, T., Turnbull, H. R., Raines, A. (2020). Social role valorization of caregivers in school systems: The influence of terminology in federal education legislation*. Special Educator e-Journal.* https://www.naset.org/index.php?id=5733#c43555

2**Francis, G. L.**, Reed, A. S., & Howard, M. E. (2020). Interactions with and between families and professionals in college: Perspectives of young adults with intellectual and developmental disabilities. *Inclusion, 8*(2), 163-179. https://doi.org/10.1352/2326-6988-8.2.163

2Lavín, C. E., **Francis, G. L.**, Mason, L., & Lesueur, R. (2020).Inclusive education in Mexico City: An exploratory study. *International Journal of Disability, Development and Education*. https://doi.org/10.1080/1034912X.2020.1749572

2**Francis, G. L.**, Gross, J. M. S., Lavín, C. E., Casarez, L., & Sheets, N. (2020). Facing double jeopardy: The transition experiences of Latina family caregivers of young adults with disabilities living in a rural community. *Rural Special Education Quarterly*, *39*, 17-34. https://doi.org/10.1177/8756870519879069

2**Francis, G. L.**, Duke, J. M., Fujita, M., & Sutton, J. C. (2019). “It’s a constant fight:” Experiences of college students with disabilities. *Journal of Postsecondary Education and Disability, 32*(3)*,* 247-261. https://files.eric.ed.gov/fulltext/EJ1236871.pdf

Kyzar, K., 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, 320-337. https://doi.org/10.1177/0888406419839123

**Francis, G. L.,** & Chiu, C. (2019). The way to ultimate wisdom: An exploratory qualitative study on Taiwanese students with disabilities attending college. *International Journal of Developmental Disabilities,* 66(4), 270-281. https://doi.org/10.1080/20473869.2019.1576408

2**Francis, G. L.,** & Reed, A. S. (2019). Rethinking efforts to ground the helicopter parent: Parent experiences providing support to young adults with disabilities. *Focus on Autism and Developmental Disabilities, 34*(4) 246-256. https://doi.org/10.1177/1088357619827931

2**Francis, G. L.**, Regester, A., & Reed, A. S. (2019). Barriers and supports to parent involvement and collaboration during transition to adulthood. *Career Development and Transition for Exceptional Individuals*, *42*(4), 235-245. https://doi.org/10.1177/2165143418813912

2**Francis, G. L.**, Duke, J. M., Kliethermes, A. J., Demetro, K., & Graff, H. (2018). Apps to support a successful transition to college for students with ASD. *TEACHING Exceptional Children*, *51*(2), 111-124. https://doi.org/10.1177/0040059918802768

2**Francis, G. L.**, Stride, A., & Reed, S. (2018). Transition strategies and recommendations: Perspectives of parents of young adults with disabilities. *British Journal of Special Education, 45*(3)*,* 277-301. https://doi.org/10.1111/1467-8578.12232

1,2**Francis, G. L.**, Gross, J. M. S., Magiera, L., Schmalzried, J., Monroe-Gulick, A., & Reed, S. (2018). Supporting students with disabilities, families, and professionals to collaborate during the transition to adulthood. *International Review of Research in Developmental Disabilities*, *54*, 71-104. https://doi.org/10.1016/bs.irrdd.2018.07.004

2**Francis, G. L.**, Gross, J. M. S., Lavín, C. E., Casarez Velazquez, L A., & Sheets, N. (2018). Hispanic caregiver experiences supporting positive postschool outcomes for young adults with disabilities. *Intellectual and Developmental Disabilities, 56*(5)*,* 337-353. https://doi.org/10.1352/1934-9556-56.5.337

1,2Haines, S. J., **Francis, G. L.**, Kyzar, K. B., Aldersey, H. M., & Adams, N. B. (2018). Family-professional partnership with refugee families whose children have disabilities. *International Review of Research in Developmental Disabilities, 54*, 35-70. https://doi.org/10.1016/bs.irrdd.2018.07.002

2**Francis, G. L.**, Duke, J. M., Brigham, F. J., & Demetro, K. (2018). Student perceptions of college-readiness, college services and supports, and family involvement in college: An exploratory study. *Journal of Autism and Developmental Disorders,* 48, 3573-3585. https://doi.org/10.1007/s10803-018-3622-x

Gross, J. M. S., Choi, H., & **Francis, G. L.** (2018).Perceptions of Family Engagement and Support in SWIFT schools. *Inclusion*, *6*(1)*,* 60-74.https://doi.org/10.1352/2326-6988-6.1.60

2**Francis, G. L.**,Gordon, S., Kliethermes, A. J., Regester, A., Baldini, D., & Grant, A. (2018). Developing and implementing a postsecondary education program for young adults with intellectual and developmental disabilities: Processes and procedures. *The Teacher Educators’ Journal, 11,* 134-156. <https://eric.ed.gov/?id=EJ1174734>

**Francis, G. L.**,Duke, J. M., & Chiu, C. (2017). The college road trip: Supporting college success for students with autism. *Division of Autism and Developmental Disabilities Online Journal, 4*, 20*-*35. http://daddcec.org/Portals/0/CEC/Autism\_Disabilities/Research/Publications/DOJ\_Volume4\_2017.pdf

**Francis, G. L.**, Haines, S. J., & Nagro, S. A. (2017). Developing relationships with immigrant families: Learning by asking the right questions. *TEACHING Exceptional Children, 50*, 95-105.https://doi.org/10.1177/0040059917720778

2**Francis, G. L.**, Stride, A., Reed, S., & Chiu, C. (2017). Family-professional partnerships in postsecondary education settings: Perceptions of professionals. *Inclusion, 5*(2), 263-278. https://doi.org/10.1352/2326-6988-5.4.263

Haines, S. J., **Francis, G. L.**, Mueller, T. G., Chiu, C., Burke, M. M., Kyzar, K., Shepherd, K. G, Holdren, N. Aldersey, H. M, & Turnbull, A. P. (2017). Reconceptualizing family-professional partnership for inclusive schools: A call to action. *Inclusion, 5*(4), 234-247. https://doi.org/10.1352/2326-6988-5.4.234

2Haines, S. J., **Francis, G. L.**, Shepherd, K., Ziegler, M., & Mabika, G. (2017). Partnership bound: Using MAPS with transitioning students and families from all backgrounds. *Career Development and Transition for Exceptional Individuals, 41*(2)*,* 122-126. https://doi.org/10.1177/2165143417698123

**2Francis, G. L.**,Fuchs, E., Johnson, A. D., Gordon, S., & Grant, A. (2016). Developing parent-professional partnerships in a postsecondary education program for students with disabilities. *Psychology in the Schools, 53*(10), 1045–1056*.* https://doi.org/10.1002/pits.21974

Aldersey, H. M., **Francis, G. L.**, Chiu, C., & Haines, S. J. (2016). Family quality of life in the Democratic Republic of the Congo. *Journal of Policy and Practice in Intellectual Disabilities, 14*(1)*,* 78-86. https://doi.org/10.1111/jppi.12189

1**Francis, G. L.**, Gross, J. M. S., Blue-Banning, M., Haines, S. H., & Turnbull, A. P. (2016). Principals and Parents Achieving Optimal Outcomes: Lessons Learned from Six Inclusive American Schools. *Revista Latinoamericana de Inclusión Educativa (Latin American Journal of Inclusive Education), 10*(1), 61-77. https://www.academia.edu/29267228/Principals\_and\_parents\_achieving\_optimal\_outcomes\_Lessons\_learned\_from\_six\_American\_schools\_implementing\_inclusive\_practices

McMullen, V., Mahfood, S. L., **Francis, G. L.**, & Bubenik, J. (2016). Using prediction and desensitization techniques to treat dental anxiety: A case example. *Behavioral Interventions, 32*(1)*,* 91-100. https://doi.org/10.1002/bin.1464

**Francis, G. L.**, Blue-Banning, M., Turnbull, A. P, Haines, S. J., & Gross, J. M. S. (2016). The culture of community in inclusive schools: Parental perspectives on family-school partnerships. *Education and Training in Autism and Developmental Disabilities*, *51*(3), 281-293. https://www.jstor.org/stable/24827524

**Francis, G. L.**, Blue-Banning, M., Turnbull, A. P., Haines, S. J., & Gross, J. M. S. (2016). Building “our school:” Parental perspectives for building trusting family-professional partnerships. *Preventing School Failure: Alternative Education for Children and Youth*, *60*(4), 329-336. https://doi.org/10.1080/1045988X.2016.1164115

Gross, J. M. S. & **Francis, G. L.** (2015).Development and testing of the Community Employment Survey. *Journal of Vocational Rehabilitation, 42*(3), 229-234. https://doi.org/10.3233/JVR-150743

2Gross, J. M. S., **Francis, G. L.**, & Pijem, M. A. (2015). Family Employment Awareness Training (FEAT) in Kansas: Description of a family-focused and rationale supporting it. *Journal of Vocational Rehabilitation, 43*, 217-228*.* https://doi.org/10.3233/JVR-150771

Haines, S., Gross, J. M. 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://doi.org/10.1177/1540796915594141

2Shogren, K. A., Gross, J. M. S., Forber-Pratt, A. J., **Francis, G. L.**, Satter, A. L., Blue-Banning, M., & Hill, C. (2015). The perspectives of students with and without disabilities on inclusive schools. *Research and Practice for Persons with Severe Disabilities*, *40*(3), 243-260. https://doi.org/10.1177/1540796915583493

Kozleski, E. B., Yu, T., Satter, A., **Francis, G. L.**, & Haines, S. (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://doi.org/10.1177/1540796915600717

**Francis, G. L.**, Gross, J. M. S., Turnbull, A. P., & Turnbull, H. R. (2015). An exploratory investigation into family perspectives after the Family Employment Awareness Training. *Career Development and Transition for Exceptional Individuals*, *38*(2), 68-77. https://eric.ed.gov/?id=EJ1066892

Gross, J. M. S., Blue-Banning, M., Turnbull, H. R., & **Francis, G. L.** (2015). Identifying and defining the structures that guide the implementation of participant direction programs and support program participants: A document analysis. *Journal of Disability Policy Studies, 26*(1), 12-23. https://doi.org/10.1177/1044207313514112

Gross, J. M. S., Blue-Banning, M., Turnbull, H. R., & **Francis, G. L.** (2015). Identifying and defining the activities of participant direction programs: A document analysis. *Journal of Disability Policy Studies, 25*(4), 220-232. https://doi.org/10.1177/1044207313514112

2Gross, J. M. S., Haines, S. J., Hill, C., **Francis, G. L.**, Blue-Banning, M., & Turnbull, A. P. (2015). Strong school-community partnerships in inclusive schools are “part of the fabric of the school…we count of them.” *School Community Journal, 25*(2), 9-34*.*

**Francis, G. L.**, Gross, J. M. S., Turnbull, A. P., & Turnbull, H. R. (2014). Understanding barriers to competitive employment: A family perspective. *Inclusion*, *2*, 37-53. https://doi.org/10.1352/2326-6988-2.1.37

**Francis, G. L.**, Blue-Banning, M., & Turnbull, H. R. (2014). Variables that influence quality of life outcomes for individuals with intellectual and developmental disabilities living in the community: Discovering the gaps. *Research and Practice for Persons with Severe Disabilities*, *39*(1), 3-10. https://doi.org/10.1177/1540796914534632

**Francis, G. L.**, McMullen, V. B., Blue-Banning, M., & Haines, S. (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://eric.ed.gov/?q=social+AND+skills&pg=6&id=EJ1019888

**Francis, G. L.**, Gross, J. M. S., Turnbull, H. R., & Parent-Johnson, W. (2013). Evaluating the effectiveness of the Family Employment Awareness Training in Kansas: A pilot study. *Research and Practice for Persons with Severe Disabilities, 38*(1), 1-14***.*** https://doi.org/10.2511/027494813807046953

**Francis, G. L.**, Gross, J. M. S., Turnbull, A. P., & Turnbull, H. R. (2013). The Family Employment Awareness Training (FEAT) Program in Kansas: A mixed method follow-up. *Journal of Vocational Rehabilitation*, *39*(3)*,* 167-181. https://doi.org/10.3233/JVR-130652

***Book Chapters***

**1Francis, G. L.,** & Holdren, N. (in press). Adult life of people with IDD: promoting autonomy and wellbeing. In C. Giné, J. M. Mas, A. Balcells, & C. Simón (eds.). *Working with families. How to promote parental competence and well-being*. Horsori Editorial.

**2**Jansen-van Vuuren, J., Roberts, D., **Francis, G. L.,** Davison, C. M., Gabison, S. & Aldersey, H. M. (2023). “Everybody Thrown Into the Deep End at the Same Time”: Reflections on Family-School Partnership in a Time of COVID-19." In A. C. Carey, S. E. Green, & Mauldin, L. (eds.) *Disability in the Time of Pandemic* *(Research in Social Science and Disability, vol. 13)*. (pp. 155-174). Emerald Publishing Limited. <https://doi.org/10.1108/S1479-354720230000013009>

**1,2Francis, G. L.,** & Howard, M. (2022). Lead effective meetings with professionals and families. In R. Pennington, M. Jones Ault, G. Courtade, J. M. Jameson, & A. Ruppar (eds.), *High leverage practices for students with extensive support needs.* (pp. 14-24). Routledge.

**1Francis, G. L.,** Kyzar, K., & Lavín, C. E. (2022). Collaborate with families to support student learning and secure needed services. In J. McLeskey, L. Macheady, B. Billingsley, M. T. Brownell, & T. J. Lewis (eds.), *High leverage practices for inclusive classrooms* (2nd ed.). (pp. 43-53). Routledge/Taylor & Francis.

1Haines, 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 C. T. W. Farmer, E. Talbott, K. McMaster, D. Lee, & T. C. Aceves (Eds.) *Handbook of special education research, volume I: Theory, methods, and developmental processes.* (pp.53-66). Routledge.

1Reed, A. S & **Francis, G. L**. (2021). Considerations for engaging in research with individuals with disabilities. In C. C. Reyes, S. J. Haines, & K. Clark-Keefe (eds.), *Humanizing methodology: Culturally appreciative methods for working with vulnerable populations in qualitative research.* (pp. 110-117). Teachers College Press.

1Burke, M. M., **Francis, G. L**., & Aleman-Tovar, J. (2020). Family involvement in adolescent transition planning. In K. A. Shogren & M. L. Wehmeyer (Eds.), *The handbook of adolescent transition education for youth with disabilities* (2nd ed.), (pp. 138-150). Routledge/Taylor & Francis.

1**Francis, G. L.**, & Nagro, S. (2017). The educational system. In Nelson Goff, B.S & Springer, N.P. (eds.), *Families and disabilities: A guide for helping professionals.* (pp. 158-170). Routledge/Taylor & Francis.

Gross, J. M. S., & **Francis, G. L.** (2015). Role of expectations and knowledge in transition to employment. *Way leads on to way: Paths to employment for people with intellectual disability* (pp. 63-84). American Association on Intellectual and Developmental Disabilities.

1**Francis, G. L.**, & Turnbull, R. (2013). A vignette approach to teaching how to testify: Lessons from the legislative history of federal special education law. In Culp, A. (ed.), *Child and family advocacy* (pp. 233-251). American Psychological Association.

***Encyclopedic Entries***

**1**Gross, J. M. S. & **Francis, G. L.** (2018). Community-based interventions. In E. B. Braaten (Ed.), *The SAGE Encyclopedia of Intellectual and Developmental Disorders* (pp. 288-290). http://sk.sagepub.com/reference/the-sage-encyclopedia-of-intellectual-and-developmental-disorders/i4005.xml

1Gross, J. M. S. & **Francis, G. L.** (2018). Families as partners in educational decision-making. In E. B. Braaten (Ed.), *The SAGE Encyclopedia of Intellectual and Developmental Disorders* (pp. 622-624). http://sk.sagepub.com/reference/the-sage-encyclopedia-of-intellectual-and-developmental-disorders/i6980.xml

1Gross, J. M. S. & **Francis, G. L.** (2018). Family impact in adulthood. In E. B. Braaten (Ed.), *The SAGE Encyclopedia of Intellectual and Developmental Disorders* (pp. 625-627). http://sk.sagepub.com/reference/the-sage-encyclopedia-of-intellectual-and-developmental-disorders/i7013.xml

***Editorials***

Rowe, D. A. & **Francis, G. L.** (2020). Reflective thinking: Considering the intersection of microcultures in IEP planning and implementation. *TEACHING Exceptional*. *Children, 53*(1), 4-6*.* https://doi.org/10.1177/0040059920952007

***Reports, Articles, White Papers, Electronic Media, Interviews***

Gross, J., **Francis, G**.**L**, & Gage, S. (2021). Family Employment Awareness Training (FEAT): *A research-based program for promoting high expectations for employment and knowledge resources*. U.S. Department of Labor’s Office of Disability Employment Policy. <https://www.dol.gov/sites/dolgov/files/ODEP/pdf/SSI_Youth_Gross_Final_Proposal.pdf>

Aldersey, H. M, Davison, C., **Francis, G. L.**, Gabison, S., Gaurav, N., & Jansen-van Vuuren, J. (2021). Students with disabilities in Ontario public schools: Family-school partnerships during COVID-19. <https://family-alliance.com/wp-content/uploads/2021/06/Project-Summary-Report-Students-with-disabilities-in-Ontario-public-schools-Family-School-collaboration-during-COVID-19.pdf>

**Francis, G. L.** & McMullen, V. (2017, February). Addressing chronic pain: A five-step team approach. *Exceptional Parent*, *47*(2), 41-44.<https://reader.mediawiremobile.com/epmagazine/issues/200224/viewer?page=7>

Gross, J. M. S., **Francis, G. L.** & Parent, W. (2011, September). Self-determination leading to employment. National Gateway for Self-Determination, Issue Brief.

**Francis, G. L.** (2013). *Evaluating the effectiveness of the Family Employment Awareness Training program: Expectations, knowledge, barriers, and employment outcomes for people with disabilities who have individualized support needs.* (Doctoral dissertation). Available at ProQuest Dissertations and Theses database. (UMI No. 3557525)

**Francis, G. L.** (2017). What’s Working and What’s Needed? Parent-Professional Collaboration in Postsecondary Education Settings. Helen Kellar Institute for DisAbilities, George Mason University. Created for the George Mason University Summer Research Award project. <http://cehd.gmu.edu/assets/docs/MasonLife/francis.pdf>

**Francis, G. L.** (2012). Relationships Between Community Housing and Quality of Life Outcomes for Individuals with Intellectual and Developmental Disabilities: A Document Analysis. Beach Center on Disability, University of Kansas. Created for The Arc Ad Hoc Workgroup on Planned Communities.

Turnbull, H. R., Blue-Banning, M., Gross, J. M. S., & **Francis, G. L.** (2012).

Exceptional Family Member Program (EFMP) benchmark study on family support: Policy analysis. Beach Center on Disability, University of Kansas. Created for the Department of Defense, Office of Special Needs.

Gross, J.M.S., Blue-Banning, M., **Francis, G. L.**, & Turnbull, H. R., (2012).

Exceptional Family Member Program (EFMP) benchmark study on family support: Literature analysis and interviews with model family support programs. Beach Center on Disability, University of Kansas. Created for the Department of

Defense, Office of Special Needs.

Gross, J. M. S., & **Francis, G. L.** (2017). Transition to employment for Hispanic young adults with disabilities. Video available at <https://vimeo.com/226346684>

**1Francis**, **G. L**. (2016, April). Advocates and Advisors. *Hawk Hopes Blog: 2016 in Review.* <https://hawkhopesblog.wordpress.com/2016/04/17/advocates-and-advisors/>

**GRANTS AWARDED**

**Co-Investigator** (Aldersey, H. M., Abera, M., Haines, S. J., **Francis, G. L.**). (2020). *Community Resources to Support Inclusion in Gondar, Ethiopia*. MasterCard Foundation. Awarded $59,900.

**Co-Principal Investigator.** (Gross, J. M. S., **Francis, G. L.**, & Gage, S.) (2020).

*Family Employment Awareness Training (FEAT): A Research-based Program for Promoting High Expectations for Employment and Knowledge of Resources*. U.S. Department of Labor, Office of Employment and Disability Policy. Awarded $20,000.

**Co-Principal Investigator.** (Duke, J. M., & **Francis, G. L**.) (2020). *Developing and Pilot Testing the ‘Be Ready, Be Well’ Program Curriculum.* George Mason University. Awarded $8,500.

**Co-Principal Investigator.** (Satsangi, R., Nagro, S. A., & **Francis, G. L.**) (2019). *Studying Video Modeling for Mathematics Instruction with Special Education Students, Teachers, and Family Caregivers.* George Mason University. Awarded $9,970.

**Principal Investigator.** (**Francis, G. L**., & Duke, J. M.) (2018). *Developing the “Be Ready, Be Well” Program Prototype: Proof of Concept.* George Mason University. Awarded $10,000.

**Principal Investigator.** (**Francis, G. L.)** (2015). *What’s Working and What’s Needed? Parent-Professional Collaboration During Student Transition to Adult Life*. George Mason University. Awarded $4,900.

**Co-Investigator.** (Putz-Rivera, L., **Francis, G. L.,** & Haines, S. J.) (2016). *United We Stand of New York (UWS): Building Capacity From Within*. Office of Special Education Programs. Awarded $500,000.00.

**Co-Principal Investigator.** (Gross, J. M. S., & **Francis, G. L**.) (2013). *Assessing the Family Employment Awareness Training (FEAT)*. National Institute on Disability and Rehabilitation Research (NIDILRR #H133G130261). Awarded $600,000.

**Projects Under Review**

**Principal Investigator.** (**Francis, G. L**.**,** &Gross, J. M. S.). (2023). *An Exploratory Study to Develop the Community Living and Participation Decision-Making Self-Efficacy (CLP-DME) Model.* National Institute Disability on Disability, Independent Living, and Rehabilitation Research.

**Principal Investigator.** (**Francis, G. L**.). (2023). *Informing the Development of the Community Living and Participation Decision-Making (CLP-DM) Model: Learning from Comprehen*sive *Transition and Postsecondary Program Graduates and their Family Members.* National Institute Disability on Disability, Independent Living, and Rehabilitation Research.

**Co-Principal Investigator.** (**Francis, G. L**., & Vesely, C***.***). (2023). *Enhancing Meaningful Family-Professional Partnerships Through Family Storytelling and Educator Reflexivity: The Families Are Experts Program.* George Mason University ARIECourse Impact Grant competition.

**OTHER FUNDED PROJECTS**

**External Reviewer.** (Regester, A., Principal Investigator). (2020). *Succeeding in Missouri: Transforming Lives, Increasing Expectations, and Building Capacity in Postsecondary Education.* Department of Education, Transition Programs for Students With Intellectual Disabilities Into Higher Education (TIPSID). Awarded $2,157,086.00.

**Project Coordinator.** (Sailor, W. & McCart, A., Principal Investigators). (2013). *The Schoolwide Integrated Framework for Transformation (SWIFT) Center*. U.S. Department of Education, Office of Special Education Programs (OSEP). Awarded 24.5-awarded project totaling over $24.5M.

**INVITED SCHOLARLY PRESENTATIONS, KEYNOTES, WEBINARS, AND WORKSHOPS** (2presented with graduate students)

***International***

**Francis, G. L.** (2021, November 19). *Family-professional partnerships in postsecondary education settings: Perceptions of professional* [Keynote]. National Taipei University, Taiwan (virtual).

**Francis, G. L.** (2021, June 19). *Students with disabilities in higher education in the U.S.: Current status and lessons learned* [Keynote]. The Korean Society of Special Education, Korea (virtual).

**Francis, G. L.** (2017, October 3). *Let’s get to work!* [Workshop]. National Taiwan Normal University, Taipei, Taiwan.

**Francis, G. L.** (2017, October 5). *Family-professional partnership in college* [Workshop]. National Taiwan Normal University, Taipei, Taiwan.

**Francis, G. L.** (2017, October 7). *Creating and sustaining postsecondary education programs* [Workshop]. National Taiwan Normal University, Taipei, Taiwan.

Aldersey, H., **Francis, G. L.**, Chiu, C. Y., & Haines, S. J. (2016, August 15-19). *Family quality of life in Kinshasa, Democratic Republic of the Congo* [Poster session]. International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD) 15th World Congress, Melbourne, AU.

***National***

Strimel, M., **Francis, G. L.,** & Duke, J. M. (2023, May 5). “Looking at the whole student:” Identities and the higher education accommodation process. [Webinar]. College Autism Network, United States.

Roy, S., & **Francis, G. L.** (2022, March 11). *Examining the role of expectations in transition: Voices of families and young adult.* [Workshop]. Rhode Island Transition Institute.

2Duke, J. M., **Francis, G. L.,** & Raines, A. (2020, March 26). *Be Ready: Be Well* [Webinar]. College Autism Network, United States.

Duke, J. M., **Francis, G. L.,** & Licata, A. M. (2019, October 29). *Inclusive post-secondary education for students with disabilities*. [Webinar]. The American Association for Intellectual and Developmental Disabilities. <https://www.aaidd.org/education/event-details/2019/10/29/default-calendar/inclusive-post-secondary-education-for-students-with-disabilities>

**Francis, G. L.** (2018, July 10-13). *Adults with WS: Obtaining good jobs and benefits* [Conference session]. Williams Syndrome Association National Convention, Baltimore, MD.

Haines, S., Mueller, T. G., **Francis, G. L.**, Kyzar, K., Chiu, C., Aldersey, H., Holdren, N., Shepherd, K., Diliberto, J., & Burke, M. (2018, February 7-10). *The Sunshine Model of family-professional partnership* [Conference session]. CEC Convention, Tampa, FL.

2**Francis, G. L.**, Regester, A., Kliethermes, A. J., Fuchs, L., & Stride, A. (2017, April 19-22). *Lowering the safety net: Supportive strategies for partnering with families who have children transition age and beyond* [Conference session]. CEC Convention, Boston, MA.

**Francis, G. L.** & Haines, S. (2017, February 20). *From seemingly impossible to exceptional.* [Webinar].The Schoolwide Integrated Framework for Transformation (SWIFT) Professional Learning Institute.

**Francis, G. L.**, Kristic, B., & Petree, C., Fuchs, E. (2017, February 23). *Family engagement in postsecondary education.* [Webinar].National Collaborative on Workforce and Disability for Youth, U.S. Department of Labor’s Office of Disability Employment Policy.

**Francis, G. L.** & Haines, S. (2016, July 14). *From seemingly impossible to exceptional* [Conference session]. The Schoolwide Integrated Framework for Transformation (SWIFT) Professional Learning Institute, Lawrence, KS.

Gross, J. M. S. & **Francis, G. L.** (2015, December 1). *Does all mean all? Culturally diverse families and access to services.* [Webinar]. ThinkWork! Rehabilitation Research and Training Center on Advancing Employment for Individuals with Intellectual and Developmental Disabilities.

2**Francis, G. L.**, Fuchs, E., & Johnson, A. D. (2015, November 4). *The postsecondary cliff: Jumping together* [Conference session]. 2015 State of the Art Conference on Postsecondary Education and Individuals with Intellectual Disabilities, Fairfax, VA.

**Francis, G. L.** (2015, October 13). *Partnering with families to achieve competitive employment*. [Webinar].National Association for Dual Diagnosis (NADD).

Blue-Banning, M. & **Francis, G. L.** (2014, October 29-30). *Family-School Partnerships: Strategies leading to positive student outcomes* [Conference session]. 2014 National PBIS Leadership Forum, Rosemont, IL.

Gross, J. M. S. & **Francis, G. L.** (2014, July 10). *Family Employment Awareness Training (FEAT): A mixed method follow-up* [Conference session]. 25th Annual Association of People Supporting Employment First (APSE), Long Beach, CA.

**Francis, G. L.** (2012, October 23). *Relationships between community housing and quality of life outcomes for individuals with intellectual and developmental disabilities: Silver bullets and influencing variables* [Conference session]. Arc’s National Convention and International Forum, Washington, D.C.

McMullen, V. B. & **Francis, G. L.** (2012, March). *It’s not about attention, it’s not about escape- it’s about PAIN* [Conference session]. The 9th International Conference on Positive Behavioral Support, Atlanta, GA.

***Regional***

2Strimel, M., Elcock, L., & **Francis, G. L.** (2022, March 9). *Cultural competence: A leadership imperative* [Conference session]. Aspiring Special Education Leaders Academy, Richmond, VA.

2Reed, A. S., & **Francis, G. L.** (2021, March 10). *Cultural competence: A leadership imperative* [Conference session]. Aspiring Special Education Leaders Academy, Richmond, VA.

**Francis, G. L.** (2020, October 3). *Expectations: Building the village* [Keynote]. Webster University’s Department of Teacher Education 25th Anniversary, St. Louis, MO.

2Lavín, C. E., Reed, A. S., & **Francis, G. L.** (2020, March 11). *Cultural competence: A leadership imperative* [Conference session]. Aspiring Special Education Leaders Academy, Richmond, VA, United States.

**Francis, G. L.** (2017, June 21). *The Family Employment Awareness Training* [Conference session].Vermont Association of People Supporting Employment First Employment Summit, Burlington, VT.

2**Francis, G. L.**, Goldenberg, Z**.,** Grant,A.L., (2015, March). *SUCCEED: A Post-secondary opportunity for students with intellectual and developmental disabilities* [Conference session].2015 Educating for Change Conference, St. Louis, MO.

Gross, J. M. S. & **Francis, G. L.** (2014, October 29) *The power of high expectations* [Keynote].13th Annual Northeastern U.S. Conference on Disability, Scranton, PA.

**Francis, G. L.** & Gross, J. M. S. (2014, October 29). *Family Employment Awareness Training (FEAT): Findings and the future* [Conference session]. 13th Annual Northeastern U.S. Conference on disability, Scranton, PA.

Meisenheimer, J. & **Francis, G. L.** (2014, August 1). *Excellence, equity, and all means all* [Keynote]. Regional TASH Conference, St. Louis, MO.

**Francis, G. L.** (2014, February). *Family-school partnerships: A foundation for success* [Conference session].The 4th Annual Current Trends in Special Education Conference, St. Louis, MO.

Turnbull, A.P. & **Francis, G. L.** (2010, February). *Transitioning into enviable lives: Systems navigations* [Conference session].Families Together Inc. Real People- Real Life Dreams Transition Conference, Overland Park, KS.

**Francis, G. L.**, Bunt, M., & McMullen, V.B. (2009, September). *Using video modeling in the classroom* [Conference session].The1st Annual Trends in Special Education Conference, St. Louis, MO.

***Local***

**Francis, G. L.** & Hayes, C. (2023, April 11). *Developing your conceptual framework.* [Workshop]. Ph.D. in Education Student Organization, George Mason University.

**REFEREED SCHOLARY PRESENTATIONS (**2presented with graduate students)

***International***

**Francis, G. L.** & Haines, S. (2019, November).*Special education teacher preparation for family-professional partnerships in the U.S.* [Conference session]. 12th annual International Conference of Education, Research and Innovation, Seville, Spain.

**2Francis, G. L.** &Lavín, C. (2019, November 11-13). *Perceptions of inclusive education in Mexico City* [Poster session]. 12th Annual International Conference of Education, Research and Innovation, Seville, Spain.

Kyzar, K., Muller T., **Francis, G. L.,** Haines, S. J. (2019, April 5-9). *Special education teacher preparation for family-professional partnerships: A national survey of teacher educators* [Conference session]. American Educational Research Association, Toronto, Canada.

***National***

**Macedonia, A., & Francis, G. L**.(2023, January 20). ***Videoconferencing: A new approach to equitable IEPs grounded in parent-teacher collaboration*** [Conference session]. Council for Exceptional Children: Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

**2Raines, A., Francis, G. L**., & **Macedonia, A.** (2023, January 20). ***Perspectives of belonging from people with disabilities: A scoping review*** [Conference session]. Council for Exceptional Children: Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

2Duke, J. M., **Francis, G. L**., & Majetic, E. (2023, January 19). *Implementation and evaluation of the Be Ready, Be Well curriculum* [Conference session]. Council for Exceptional Children: Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

2Duke, J. M., **Francis, G. L**., & Strimel, M. (2022, January 27). *Parents and young adults with disabilities and mental health disorders as experts: Iteratively creating the Be Ready, Be Well Program* [Conference session]. Council for Exceptional Children: Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

2Duke, J. M., **Francis, G. L.,** & Strimel, M. (2022, January 27). *Lessons learned: Pilot testing the Be Ready, Be Well curriculum* [Conference session]. Council for Exceptional Children: Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

2Fujita, M., Duke, J. M., **Francis, G. L.,** & Raines, A. (2022, January 27). *College choice among students with disabilities: Decision-making experiences* [Poster session]. Council for Exceptional Children: Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

2Raines, A., **Francis, G. L.,** Duke, J., & Fujita, M. (2022, January 27). *Goal setting to support mental wellness among adolescents with disabilities and co-occurring mental health needs* [Conference session]. Council for Exceptional Children: Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

**Francis, G. L.** (2021, Dec 1-5). *Education during COVID-19 in Ontario, Canada: Learning from families of children with disabilities* [Poster presentation].TASH. Virtual.

2Reed, A. S. & **Francis, G. L.** (2021, Dec 1-5). *Research should not exclude: Creating opportunities for inclusive research projects* [Conference session]. TASH. Virtual.

2Reed, A. S. & **Francis, G. L.** (2021, Dec 1-5). *Partnering with self-advocates or individuals with lived experiences in research* [Poster session]. TASH. Virtual.

2Fujita, M., Duke, J. M., & **Francis, G. L.** (2021, March 11). *College decision-making among students with disabilities: A proposed conceptual model* [Conference session]. Council for Exceptional Children. Virtual.

**2Francis, G. L.** &Haines, S. (2021, March 13). *Family-professional partnerships (FPP) in special education teacher preparation* [Conference session]. Council for Exceptional Children. Virtual.

2Fujita, M., **Francis, G. L.**, & Duke, J. M.(2021, March 11). *Barriers among students with disabilities and co-occurring mental health needs: Perspectives of high school and college professionals* [Conference session].Council for Exceptional Children. Virtual.

2Reed, A., **Francis, G. L.,** Kinas-Jerome, M., & Raines, A. (2021, March 13). *Teaching students with significant disabilities in the time of Coronavirus: Lesson learned and future directions* [Conference session].Council for Exceptional Children. Virtual.

**2Francis, G. L.,** Kilpatrick, A., Gershwin, T., Haines, S., Kyzar, K., Hossain, I. (2020, December 9). *Family-professional partnerships in teacher preparation: Uncovering the what, why, and how* [Conference session]. 2020 TASH Conference. Virtual.

2Duke, J. M., **Francis, G. L**., Fujita, M., & Raines, A. R (2020, December 8). *Breaking the sigma:* *Adolescents with disabilities with co-occurring mental health needs* [Conference session]. 2020 TASH Conference. Virtual.

2Reed, A., **Francis, G. L.,** Raines, A., Kinas-Jerome, M. (2020, December 7). *Accessing education in the time of Coronavirus* [Conference session].2020 TASH Conference. Virtual.

2Duke, J. M., **Francis, G. L.,** & Raines, A. (2020, October 27-20). *Taking a deep breath: Physical and emotional regulation for parents* [Conference session].College Autism Summit. Virtual.

2Fujita, M., Duke, J. M., & **Francis, G. L.** (2020, October 27-20). *“I’m not prepared:” Experiences of professionals working with adolescents with Autism and co-occurring mental health disorders* [Conference session].College Autism Summit. Virtual.

Duke, J. & **Francis, G. L.** (2020, January 22-24). *Experiences of college students with disabilities and co-occurring mental health disorders: Impact of needs and coping strategies* [Conference session].DADD 21st International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Sarasota, FL, United States.

2Howard, M., **Francis, G. L.,** Reed, A. S. & Goldfinger, C. (2020, February 5-8). *Involving high school students with intellectual disability in the IEP meeting* [Poster session]. Council for Exceptional Children Convention and Expo, Portland, OR, United States.

Duke, J. & **Francis, G. L.** (2020, January 22-24). *Experiences of college students with disabilities and co-occurring mental health disorders: Impact of needs and coping* strategies [Conference session]. DADD 21st International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Sarasota, FL, United States.

**Francis, G. L.** & Duke, J. (2019, December 5-7). *Experiences of college students with disabilities and co-occurring mental health diagnoses* [Conference session]. TASH Conference, Phoenix, AZ, United States.

2Howard, M., **Francis, G. L.** & Reed, A. (2019, December 5-7). *Involving high school students with intellectual disability in the IEP Meeting* [Conference session]. 2019 TASH Conference, Phoenix, AZ, United States.

**2Francis, G. L.** & Lavín, C. (2019, December 5-7). *Perceptions of inclusive education in Mexico City: An exploratory study* [Poster session]. TASH Conference, Phoenix, AZ, United States.

Lidgus, J., Regester, A., Bumble, J. L., Athamanah, L., Haynes, T., Haynes, T., **Francis, G. L.** (2019, December 5-7)*Building an inclusive postsecondary program to support students and families* [Conference session]. TASH Conference, Phoenix, AZ, United States.

2Lavín, C., **Francis, G.** L., Mason, L. (2019, June 24-27). *Perceptions of inclusive education in Mexico City: An exploratory study* [Poster session]. 143rd American Association on Intellectual and Developmental Disabilities, Twin Cities, MN, United States.

2Fujita, M., **Francis, G. L**., Duke, J. M. (2019, June 24-27). *Mental health and disability on a college campus: Accounts from college students* [Conference session]. 143rd American Association on Intellectual and Developmental Disabilities, Twin Cities, MN, United States.

**Francis, G. L**., Duke, J. M. (2019, June 24-27). *Experiences of college students with disabilities: A mixed-methods study* [Conference session]. 143rd American Association on Intellectual and Developmental Disabilities, Twin Cities, MN, United States.

Duke, J., & **Francis, G. L.** (2019, January 29-Februry 2). *Executive functioning, mental health, and family/professional partnership interventions for college students with disabilities* [Conference session]. Annual Meeting of the Council for Exceptional Children Convention, Indianapolis, IN, United States.

Duke, J., & **Francis, G. L.** (2019, January 29-Februry 2). *Student perceptions of college readiness, college services and supports, and family involvement* [Poster session]. Annual Meeting of the Council for Exceptional Children Convention, Indianapolis, IN, United States.

**Francis, G. L.** (2018, November 28-30). *Supporting college students with disabilities: Breaking cycles of disempowerment* [Conference session]. TASH Conference, Portland, OR.

**Francis, G. L.** (2018, November 28-30). *Families and educational policies: Examining the letter and intent of the law* [Poster session]. TASH Conference, Portland, OR.

**Francis, G. L.**, Gross, M. S., & Roy, S. (2018, November 28-30). *High expectations and collaboration: The foundation for innovation during transition* [Conference session]. TASH Conference, Portland, OR.

**Francis, G. L.**, Mueller, T. G., Turnbull, R. (2018, June 25-28). *Social role valorization of caregivers in school systems: The influence of terminology in federal education legislation* [Poster session]. American Association on Intellectual and Developmental Disabilities Annual Meeting, St. Louis, MO.

2**Francis, G. L.** & Kliethermes, A. J. (2018, June 25-28). *Applying the Sunshine model of family-professional partnership in diverse contexts* [Conference session]. American Association on Intellectual and Developmental Disabilities Annual Meeting, St. Louis, MO.

**Francis, G. L.** & Chiu, C. Y. (2018, June 25-28). *Postsecondary inclusion in Taiwan: Perspectives of Taiwanese educational professions and college students with disabilities* [Poster session]. American Association on Intellectual and Developmental Disabilities Annual Meeting, St. Louis, MO.

**Francis, G. L.** & Kyzar, K. (2018, February 7-10). *Trusting family-professional partnerships: Essential research-based content for in-service professional development programs* [Conference session]. Council for Exceptional Children Convention, Tampa, FL.

Kyzar, K., Mueller, T. G.,Haines, S., & **Francis, G. L.** (2018, February 7-10). *Examining the state of special education training opportunities for family-professional partnership practice* [Conference session]. Council for Exceptional Children Convention, Tampa, FL.

**Francis, G. L.** (2018, February 7-10). *Parent-professional partnerships in postsecondary education settings: Barriers and promising practices* [Conference session]. Council for Exceptional Children Convention, Tampa, FL.

Duke, J. & **Francis, G. L.** (2018, January 17-19). *There’s an app for that: Using apps to support transition for students with Autism* [Conference session]. International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Clearwater Beach, FL.

Ainsworth, M., Duke, J. & **Francis, G. L.** (2018, January 17-19). *Mistakes and do-overs: What we learned using explicit instruction and scientific inquiry to teach adults with intellectual disability and Autism* [Conference session]. International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Clearwater Beach, FL.

Gross, J. M. S., & **Francis, G. L.** (2017, June). *Professional’s role in supporting the transition to employment* [Conference session]. Association of People Supporting EmploymentFirst, Portland, OR.

Gross, J. M. S., & **Francis, G. L.** (2017, June). *Short-term and one-year outcomes for Family Employment Awareness Training (FEAT) attendees* [Conference session]. Association of People Supporting EmploymentFirst , Portland, OR.

Gross, J. M. S. & **Francis, G. L.** (2017, June 26-29). *Short-term and one-year outcomes for Family Employment Awareness Training (FEAT) attendees* [Conference session]. American Association on Intellectual and Developmental Disabilities Annual Meeting, Hartford, CT.

Mueller, T. G. & **Francis** G. L. (2017, June 26-29). *The IEP meeting process: Evidence-based strategies designed to increase and enhance parent and student involvement* [Conference session]. 141 American Association on Intellectual and Developmental Disabilities Annual Meeting, Hartford, CT.

Rosenbaum, C., Lacava, P., Gross, J. M. S., & **Francis, G. L.** (2017, June 26-29). *Changing attitudes and outcomes: Family Employment Awareness Training (FEAT) attendees* [Poster session]. American Association on Intellectual and Developmental Disabilities Annual Meeting, Hartford, CT.

Duke, J. M. & **Francis, G. L.** (2017, April 19-22). *Supporting college success for students with Autism* [Conference session]. CEC Convention, Boston, MA.

**Francis, G. L.** & Gross, J. M. S. (2017, April 19-22). *The effectiveness of the Family Employment Awareness Training Program: Implications for practitioners* [Conference session]. Council for Exceptional Children Convention, Boston, MA.

**Francis, G. L.**, Haines, S. J., & Nagro, S. (2017, April 19-22). *Tiered family-professional partnerships: Strategies at the school- class- and individual levels* [Conference session]. Council for Exceptional Children Convention, Boston, MA.

Nagro, S. & **Francis, G. L.** (2017, February 16-19). *Promoting family-professional partnerships: Strategies for school and home* [Conference session]. Learning Disabilities Association of American 54th Annual International Conference, Baltimore, MD.

2**Francis, G. L.**, Fuchs, E., & Kliethermes, A. J. (2016, November 30-Decemeber 2). *Family support in post-secondary education: Rethinking efforts to ground the helicopter parent* [Conference session]. TASH Conference, St. Louis, MO.

**Francis, G. L.** & Gross, J. M. S. (2016, November 30-Decemeber 2). *Transition experiences of Spanish-speaking families* [Conference session]. TASH Conference, St. Louis, MO.

Gross, J. M. S. & **Francis, G. L.** (2016, November 30-Decemeber 2). *Short-term and one-year outcomes for Family Employment Awareness Training attendees* [Conference session]. TASH Conference, St. Louis, MO.

2Mueller, T. G., **Francis, G. L.**, Burke, M., & Holdren, N. (2016, November 30-Decemeber 2). *Enhancing the IEP meeting process: The good, the bad, and the suggestions* [Conference session]. TASH Conference, St. Louis, MO.

**Francis, G. L.** & Gross, J. M. S. (2016, December 4-7). *Assessing the Effectiveness of Family Employment Awareness Training (FEAT): A quasi-experimental, mixed-methods study* [Poster session]. Association of University Centers on Disabilities Conference, Washington, D.C.

Haines, S. J., & **Francis**, G. F. (2016, April 14-16). *Family-professional partnership for refugee families whose children have disabilities* [Conference session]. Council for Exceptional Children Convention, St. Louis, MO.

**Francis,** G. L & Gross, J. M. S. (2016, April 14-16). *Help wanted! Families share experiences helping their members with disabilities gain employment* [Conference session]. Council for Exceptional Children Convention, St. Louis, MO.

Grant, A., **Francis, G. L.**, Regester, A., Meyer, P., Lidgus, J. (2016, April 14-16). *Achieving inclusive post-secondary education through interdisciplinary collaboration* [Conference session]. Council for Exceptional Children Convention, St. Louis, MO.

2**Francis, G. L.**, Johnson, A. D., Fuchs, E. (2016, April 14-16). *The postsecondary cliff: Jumping together* [Conference session]. Council for Exceptional Children Convention, St. Louis, MO.

**Francis, G. L.**, Regester, A., Meyer, P., Lidgus, J., Spurlock, S., & Keeley, M. (2015, December 2-4). *Achieving inclusive post-secondary education through interdisciplinary collaboration* [Conference session]. TASH Conference, Portland, Oregon.

Gross, J. M. S. & **Francis, G. L.** (2015, June 1-4). *Impact of culture on expectations for and knowledge of competitive employment for people with disabilities* [Conference session]. American Association on Intellectual and Developmental Disabilities Annual Conference, Louisville, Kentucky.

Haines, S., **Francis, G. L.**, Turnbull, A. (2014, April 9-12). *Family partnerships in inclusive education: Lessons from six exemplary sites* [Conference session]. Council for Exceptional Children Convention and Expo, Philadelphia, PA.

Haines, S., Blue-Banning, M., **Francis, G. L.**, Turnbull, A. (2014, April). *Fostering inclusive education through community connections* [Conference session]. Council for Exceptional Children Convention and Expo, Philadelphia, PA.

**Francis, G. L.** & Haines, S. (2013, December). *Exceptional family-school partnerships: The road to student success* [Workshop]. Council for Exceptional Children Convention Philadelphia, PA.

McMullen, V. & **Francis, G. L.** (2013, December 11-14). *It’s not about attention, it’s not about escape- it’s about PAIN!* [Conference session]. TASH Conference, Chicago, IL.

**Francis, G. L.** (2013, December 11-14). *Family Employment Awareness Training (FEAT). A mixed method follow-up* [Poster session]. TASH Conference, Chicago, IL.

**Francis, G. L.** (2013, December 11-14). *Relationships between community housing and quality of life outcomes for individuals with intellectual and developmental disabilities: A document analysis* [Poster session]. TASH Conference, Chicago, IL.

**Francis, G. L.** (2013, June 3-6). *Relationships between community housing and quality of life outcomes for individuals with intellectual and developmental disabilities: A document analysis* [Conference session]. American Association on Intellectual and Developmental Disabilities Annual Conference, Pittsburgh, PA.

2Gross, J., **Francis, G. L.**, & Pijem, M. (2013, June 3-6). *Family Employment Awareness Training (FEAT): Long-term follow-up study of participants’ knowledge, expectations, and employment* [Poster session]. American Association on Intellectual and Developmental Disabilities Annual Conference, Pittsburgh, PA.

2**Francis, G. L.**, Gross, J., & Pijem, M. (2013, June 3-6). *Barriers to competitive employment, as reported by families, professionals, and individuals with disabilities* [Poster session]. American Association on Intellectual and Developmental DisabilitiesAnnual Conference, Pittsburgh, PA.

**Francis, G. L.** & Gross, J. (2013, June 3-6). *An ecological systems approach to understanding barriers to competitive employment* [Poster session]. American Association on Intellectual and Developmental DisabilitiesAnnual Conference, Pittsburgh, PA.

Gross, J. M., **Francis, G. L.**, & Pijem, M. (2012, June 18-21). *Family Employment Awareness Training (FEAT): Raising employment expectations, resource awareness, and employment outcomes in Kansas* [Conference session]. American Association on Intellectual and Developmental Disabilities Annual Meeting, Charlotte, NC.

Palmer, A., **Francis, G. L.**, & Dunn, J. (2012, March). *Video modeling in the home, school, and community* [Conference session]. International Conference on Positive Behavioral Support, Atlanta, GA.

**Francis, G. L.**, Palmer, A., & Dunn, J. (2011, November 29-December 3). *Video modeling in the home, school, and community* [Conference session]. TASH Conference, Atlanta, GA.

Gross, J. & **Francis, G. L.** (2011, October). *Family Employment Awareness Training (FEAT) in Kansas* [Paper presentation]. 16th Annual Council for Exceptional Children Division on Career Development and Transition, Kansas City, MO.

Haines, S., **Francis, G. L.**, Palmer, A., & Haynes, H. (2011, April). *Parent participation in Response to Intervention* [Conference session]. Council for Exceptional Children Conference and Expo, National Harbor, MD.

McMullen, V. B., & **Francis, G. L.** (2011, April). *It’s not about attention, it’s not about escape- it’s about PAIN* [Conference session]. 8th International Conference on Positive Behavioral Support, Denver, CO.

**Francis, G. L.** (2011, April). *Current transition practices that enhance self-determination of individuals with disabilities in U.S. juvenile detention centers and recommendations for improvement* [Poster session]. 8th International Conference on Positive Behavioral Support, Denver, CO.

Gross, J., & **Francis, G. L.** (2010, June). *Identifying and defining the components and indicators of participant direction of supports and service.* [Conference presentation]. American Association on Intellectual and Developmental Disabilities Annual Conference, Providence, RI.

**Francis, G. L.** & McMullen, V.B. (2010, March 11-14). *Increasing prosocial skills using embedded video within a Social Story* [Poster presentation]. Presented at the 7th International Conference on Positive Behavior Support, St. Louis, MO.

McMullen, V.B. & **Francis, G. L.** (2009, March). *The use of prediction and desensitization techniques in the treatment of dental phobia in an individual with significant disabilities* [Poster session]. 6th International Conference on Positive Behavior Support, Jacksonville, FL.

***Regional***

2Fujita, M., **Francis, G. L.,** Duke, J. M. (2019, March 13-14). *The intersection of mental health and disability: Accounts from college students* [Conference session]. University of Michigan Depression on College Campuses Conference, Ann Arbor, MI, United States.

Duke, J., & **Francis, G. L.** (2018, November). *An examination of the mental health needs of college students with autism spectrum disorder* [Conference session]. College Inclusion Summit, Burlington, VT.

Blue-Banning, M. & **Francis, G. L.** (2014, August 1). *Capacity building for sustainable family-community-school partnerships* [Conference session]. Regional TASH Conference, St. Louis, MO.

**Francis, G. L.** (2013, March). *Family Employment Awareness Training (FEAT): A mixed method Follow-up* [Conference session]. Annual Graduate Student Research Conference, University of Kansas.

Dunn, J., Palmer, A., & **Francis, G. L.** (2011, November 2-4). *Positive behavior supports in a family context* [Conference session]. 35th Annual Governor’s Conference for the Prevention of Child Abuse and Neglect, Topeka, KS.

**Francis, G. L.**, (2011, April). *Increasing prosocial skills through a multi-dimensional Social Story* [Post session]. Kansas University Professionals for Disability Student Research Conference, Lawrence, KS.

**Francis, G. L.** (2010, April). *Current transition practices that enhance self-determination of individuals with disabilities in U.S. juvenile detention centers and recommendations for improvement.* [Conference session]. Kansas University Professionals for Disability Student Research Conference, Lawrence, KS.

**Francis, G. L.** & Novosel, L. (2010, April). *Juvenile offenders’ perceptions of school on the outside: Project transition.* [Conference]. Kansas University Professionals for Disability Student Research Conference, Lawrence, KS.

**UNVERISTY TEACHING AND LICENSURE**

***Doctoral Committees*** (dissertations successfully defended) (\*Chair or Co-chair)

\*2023 Maureen Howard, Special Education, *Special Education Teachers’ Perceptions of Students with Intellectual Disabilities’ participation in the Individualized Education Program Process.* George Mason University.

\*2023 Ishrat Hossain, International Education, *Sharing Voices: Family Involvement and Equitable Education for Students with Disabilities in Bangladesh.* George Mason University.

\*2023 Alexandra Raines, Special Education, *Belonging from the Perspective of One School-Aged Child with an Intellectual and Developmental Disability.* George Mason University.

2023 Morgan Strimel, Special Education, *Socially-Just Disability Resources: An Approach to Access and Equity in Higher Education*. George Mason University.

2023 Courtney Hayes, Education, *Behind Closed Doors: Early Childhood Teachers’ Experiences with Multicultural Children’s Literature.* George Mason University.

\*2022 Alexandra S. Reed, Special Education, *“You Just Know It When You Feel It:” A Participatory Inquiry Exploring Inclusion.* George Mason University

2022 Jared Stanley, Special Education, *Merging the Silos to Support Students: Education Leadership, Special Education, and Applied Behavior Analysis.* George Mason University

\*2022 Ashley Stride, Special Education, *Examining Authority Use of Power in the Education System: An Arts-informed Narrative Inquiry Toward a Liberatory Way of Being for Marginalized Students.* George Mason University

2021 Anna Macedonia, Special Education, *Education Leadership Preparation and Special Education: A Multiple Case Study of Female Beginning School-Based Administrators.* George Mason University

\*2021 Megan Fujita, Education Policy, *Factors Influencing College Decision-making Among Students with Disabilities: A Mixed Methods Study.* George Mason University

2020 Philip Pedlikin, Public Policy, *The Closure of Institutions for Those with Intellectual Disabilities: How Depopulation Impacts Programs and Spending.* George Mason University

\*2020 Carlos Lavín, Special Education, *Testimonios of Undocumented Latinx Students with Disabilities: Moving Forward.* George Mason University

***Master’s Committees*** (theses successfully defended)

2022 Meaghan E. Rachal, Interdisciplinary Studies, *(Dys)Functional Academies: Social Accessibility in Higher Education.* George Mason University

***Doctoral Face-to-Face Courses***

EDSE 885: Writing Grants, George Mason University

EDUC 897: Independent Study for the Doctor of Philosophy in Education, George Mason University

EDUC 994: Advanced Internship in Education, George Mason University

EDSE 844: Current Issues in Special Education, George Mason University

EDRS 812: Qualitative Methods in Educational Research, George Mason University

***Doctoral Hybrid Courses***

EDRS 812: Qualitative Methods in Educational Research, George Mason University

***Doctoral Online Courses***

EDRS 812: Qualitative Methods in Educational Research, George Mason University

***Master’s Face-to-Face Courses***

EDSE 501: Introduction to Special Education, George Mason University

EDSE 531: Transition and Community-Based Instruction, George Mason University (*course lead*)

EDSE 534: Communication and Severe Disabilities, George Mason University

EDSE 669: Individualized Supports and Specialized Care for Students with Severe Disabilities, George Mason University

EDSE 502: Classroom Management and Applied Behavioral Analysis, George Mason University

EDSE 532: Positive Behavior Supports, George Mason University

SPED 5860: Psychology of the Exceptional Student, Webster University

SPED 5319: Disability and Ethics, Webster University

***Master’s Online Courses***

EDSE 637: Autism Across the Lifespan: Collaboration with Critical Partners, George Mason University (*course creation, course lead*)

EDSE 636: Communication, Augmentative and Alternative Communication, and Literacy for Students with Autism Spectrum Disorder, George Mason University (*course creation, course lead*)

EDSE 502: Classroom Management and Applied Behavioral Analysis, George Mason University

EDSE 669: Individualized Supports and Specialized Care for Students with Severe Disabilities, George Mason University

EDSE 532: Positive Behavior Supports, George Mason University

***Undergraduate Face-to-Face Courses***

EDSE 353: Individualized Behavior Supports, George Mason University

SPED 326: Teaching Exceptional Children and Youth in General Education, University of Kansas

EDSE 469: Individualized Supports and Specialized Care for Students with Severe Disabilities, George Mason University

***Practicum Teacher Supervision***

May- July 2010 Undergraduate and Graduate Student Practicum Supervisor, University of Kansas

Aug- Dec 2010 Undergraduate and Graduate Student Practicum Supervisor, University of Kansas

**CERTIFICATIONS/LICENSES**

2010 Educational Advocate, KS

2008 Severe Developmental Disabilities K-12, MO

2006 Mild/Moderate Cross Categorical Special Education K-12, MO; Elementary Education K-6, MO

**SERVICE** (\*elected positions, ^appointed positions)

**INTERNATIONAL**

April 2022 Civic professionalism and Social Role Valorization Workshop, National Taipei Normal University

^Jan 2022 Guest Editor, “Disability, Inequity, and Opportunity Amidst the COVID-19 Pandemic: Lessons Learned and Future Directions for Family–Professional Interactions." *Education Sciences.*

April 2019 Invited Reviewer, Mastercard Inclusion of People with Disabilities Research Review Panel

April 2018 Invited Reviewer, Mastercard Inclusion of People with Disabilities Research Review Panel

Sept 2010 Recorder and Transcriber, United Nations Third Session of the Conference of States Parties Convention on the Rights of Persons with Disabilities, New York, NY

**NATIONAL**

Dec 2022 Invited Reviewer, Institute of Education Sciences (IES) Special Education Research Peer Review Panel

^June 2022- Member, Building Capacity for Authentic Family Engagement: Teaching and Learning Opportunities for OSEP-funded Investments**,** Office of Special Education Programs

^February 2022- Member, Editorial Board, *Research and Practice for Persons with Severe Disabilities*, TASH

March 2021- July 2021 Member, Outstanding Leadership in Disability Law Symposium Award Committee, TASH

March 2021-2022 Member, State of the Art Conference Planning Committee

Jan 2021-Jan 2023 Member, Core Values and Guiding Principles Committee, The Arc of the United States

^Jan 2021 Invited Reviewer, Institute of Education Sciences (IES) Special Education Research Peer Review Panel

Oct 2020-present Early Career Mentor, Early Career Research Network, TASH

\*Oct 2020-Jan 2022 Vice President, Executive Board, The Arc of the United States

^June 2020-present Member, *Inclusive Practices* Editorial Board, TASH

Feb 2020-Dec 2020 Chair, Annual Conference Local Host Committee, TASH

Feb 2020-present Committee Member, 2020 Membership Project Plan, TASH

March 2019 Invited Reviewer, Teacher’s College Press

Jan 2019 Invited Reviewer, Institute of Education Sciences (IES) Special Education Research Peer Review Panel

\*Dec 2018-present Board Member, TASH National Board of Directors

July 2017-present Member, The Arc of the U.S. National Diversity Committee, The Arc of the United States

May 2017-present Invited Reviewer, The Arc of the United States National Convention

March 2017 Invited Expert, National Collaborative on Workforce and Disability (NCWD) for Youth listening session on “Family Engagement During the Postsecondary Education Years”

^Jan 2017- present Chair, National Siblings Council: The Arc of the United States

Oct 2016-2020 Member, CEC Division of Research Family Research Committee

Sept 2016- present Member, Legislative Agenda Subcommittee of The Arc’s Policy and Position Statements Committee

April 2016-2018 Subject matter expert, ESEA Lobby Group: Meaningful Parent and Family Engagement

April 2016-present Leadership Board, Family Researchers Network

April 2016-present Member, CEC Division for Research, Research and Family and Disability Committee

March 2016 Subject matter expert for Education section of the Civil Rights Office, Department of Justice

February 2016 Invited Reviewer, Pearson: Teacher Education Division

Jan 2016-present Member, TASH Research & Publications Committee

Oct 2015 Invited Reviewer, Corwin: A Sage Company

^Aug 2015-Jan 2016 Chair, Policy and Position Statements Committee: Prevention Position Statement, The National Arc

July 2015 Invited Subject Matter Expert, Camphill Research Network, Camphill Foundation

^May 2015-present Member, Policy and Positions Committee, The Arc of the United States

\*Jan 2015-present Board Member, National Board of Directors, The Arc of the United States

June 2014-present Invited National Conference Proposal Reviewer, TASH

Feb 2014-present Standing Panel Peer Reviewer for the Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CDFA#84.325D) Program competition, Office of Special Education Programs (OSEP)

Feb 2012-March 2014 Member, June Downing Inclusive Education Award Committee, TASH

Nov 2012 Consultant to the Senior Director of Product Strategy, Pearson Teacher Education

June 2012 Webinar on Housing and Quality of life, The Arc Ad Hoc Work Group on Planned Communities and Other Residential Alternatives

Jan- Oct 2012 Consultant, The Arc Ad Hoc Work Group on Planned Communities and Other Residential Alternatives

March, 2012 Volunteer, 9th International Conference on Positive Behavior Support, Atlanta, GA

July 2011- Jan 2014 Member, Inclusive Education Committee, TASH

July 2010- present Invited National Conference Proposal Reviewer for the Parent/Family/School Partnerships topic area, CEC

Oct 2010 Recorder, Advancing Futures for Adults with Autism National Town Hall Meeting, Kansas City, KS

April 2010-Sept 2012 Member, Student and Early Career Professional Committee, AAIDD

**REGIONAL**

\*Jan 2015-2019 Board Member, The Arc of Northern Virginia Board of Directors

Dec 2016-Dec 2021 Member, Arc of Northern Virginia Board Advocacy Committee

^Dec 2016-present Chair, Arc of Northern Virginia Board Governance Committee

Jan 2016-present Member, Virginia TASH Chapter

\*Aug 2009-Dec 2010 Student Representative, Kansas Division for Early Childhood

**LOCAL**

^May 2023- present Member, Homelessness Task Force, Fairfax, VA

April 2022 Presentation, Autism Spectrum Disorders, Alpha Delta Kappa, Fairfax, VA

\*Jan 2021-Sept 2021 Member, Connecting Fairfax City for All Stakeholder Advisory Group, Fairfax, VA

June-July 2020 Member, FCPS Special Education Program Technical Advisory Committee Member

Sept 2014-July 2015 Member, University of Missouri-St. Louis, Campus Life and Partners, St. Louis, MO

^June 2014-July 2015 Member, St. Louis Transition Council

April 2011 Volunteer Group Leader, Families Together, Inc Family Enrichment Weekend, Topeka, KS

March 2011-2013 Educational Advocate, Kansas State Department of Education, Topeka, KS

^Oct 2010 Chair, University of Kansas Ability Awareness Fair

Aug 2010-May 2013 Member, University of Kansas Graduate Admissions Committee

^Aug 2010-Aug 2013            KU New Doctoral Student Mentor

\*Jan 2010-Jan 2011 Vice President, KU Professionals for Disability

Jan 2010-May 2013 KU Professionals for Disability Conference Committee

April 2010 Volunteer, Kansas Deaf-Blind Project Family Weekend, Overland Park, KS

\*Jan 2004-Jan 2006 CEC Student Chapter President, Webster University, St. Louis, MO

2000-2002 Special Olympics buddy captain, Mehlville Senior High, St. Louis, MO

1999-2000 Special Olympics buddy, Mehlville Senior High, St. Louis, MO

1999-2002 Mentor for students with low-incidence disabilities, Mehlville Senior High, St. Louis, MO

**College, Division, and University**

Aug 2023- Member, Tenured and Full-Time Term Faculty Evaluation Committee, George Mason University

Nov 2022- Member, Mentoring for Anti-Racism and Inclusive Excellence Scholarship External Reviewer, George Mason University

Sept 2022- Member, Helen Kellar Scholarship Review Committee, George Mason University

^Sept 2022-Aug 2024 Member, Institutional Review Board, George Mason University

^Sept 2021- May 2022 Co-Chair, Equity Advocacy Team, College of Education and Human Development, George Mason University

\*Oct 2020- present Co-Chair, Equity Advisory Committee, College of Education and Human Development, George Mason University

\*Sept 2017-2019 Member, College of Education and Human Development Council, George Mason University

April 2016-present Reviewer, The Gerald Wallace Doctoral Excellence Award in Special Education, George Mason University

**Ongoing Journal Peer Reviewer**

2021-present *Remedial and Special Education*

2021-present *Psychology in the Schools*

2020-present *Journal of Child and Family Studies*

2020-present *Educational Review*

2020-present *TEACHING Expectational Children*

2019-present *Disability & Rehabilitation*

2019-present *Rural Special Education Quarterly*

2018- present *Learning Disabilities Research & Practice*

2018-present *Career Development and Transition for Exceptional Individuals*

2015-present *Research and Practice for Persons with Severe Disabilities*

2015-present *American Journal on Intellectual and Developmental Disabilities*

2014-present *Inclusion*

2014- present *Journal of Applied Research in Intellectual Disabilities*

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

Aug 2016-2016 Council for Exceptional Children (CEC)

Feb 2014-2016 Association of People Supporting Employment First (APSE)

March 2012-present American Association on Intellectual and Developmental Disabilities (AAIDD)

Jan 2011-present TASH

Jan 2010-2013 KU Professions for Disability (KUPD)

Oct 2009-2013 Kansas Association for Positive Behavior Support (KPBS)

March 2009-2016 Association for Positive Behavior Support (APBS)

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