

CURRICULUM VITAE

Josh P. Taylor, Ph.D.

Date of Preparation: September 18, 2023

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Education

- Doctor of Philosophy (Ph.D.), Virginia Commonwealth University** **2021**
Special Education
Dissertation title: *Inclusive academic education & vocationally-oriented transition predictors' association with post-secondary outcomes of youth with intellectual and developmental disabilities*
- Master of Education (M.Ed.), University of Virginia** **2013**
Special Education
- Bachelor of Arts (B.A.), Kennesaw State University** **2005**
English Studies

Research Interests

- Transition, employment, autism, intellectual disability, evidence-based practice, teacher education, inclusive education, policy, equity, technology, Universal Design for Learning

Academic and Professional Experience

- Washington State University (Pullman, WA)** **2023-present**
Assistant Professor of Special Education
College of Education, Department of Teaching and Learning
- The University of Maine (Orono, ME)** **2021-2023**
Assistant Professor of Special Education
College of Education and Human Development, School of Learning and Teaching
- Virginia Commonwealth University (Richmond, VA)** **2015-2021**
Research Associate, Rehabilitation Research & Training Center (2017-2021)
Training & Technical Assistance Associate, Autism Center for Excellence (2015-2021)
- American Institutes for Research (Washington, DC)** **2018**
Research Intern
- Smithsonian Institute (Washington, DC)** **2012-2017**
Education Consultant, Smithsonian Center for Learning and Digital Access
- Arlington Public Schools (Arlington, VA)** **2009-2015**
Autism Specialist, Office of Special Education (2013-2015)

Special Education Teacher, Washington-Liberty HS (2012-2013)
Special Education Teacher, Stratford Program (2010-2012)
Special Education Assistant, Stratford Program (2009-2010)

Jacob Fleming Group (Barcelona, Spain & Cleveland, OH) <i>Conference Producer</i>	2008-2009
<i>The Tennessean</i> (Nashville, TN) <i>Sports Writer</i>	2007-2008
International House Integra (Katowice, Poland) <i>English as a Foreign Language (EFL) Teacher</i>	2005-2007

Peer-Refereed Publications (n = 32)

32. Scott, L., Powell, P., Bruno, L., Cormier, C., Hall, K., Brendli, K., & **Taylor, J.** (In Press). The other fifty percent: Expressions from special education teachers about why they persist in the profession. *Excelsior: Leadership in Teaching and Learning*.
31. Gary, K.W., Sima, A.P., **Taylor, J.**, Johnson, K.R., Stromberg, K.A., & O'Neil-Pirozzi, T.M., (In Press). Temporal trends of functional outcomes for People of Color and Whites with Traumatic Brain Injury. *Rehabilitation Research, Policy, and Education*.
30. Avellone, L., **Taylor, J.**, Wehman, P., Inge, K., & Brooke, V. (2023). State-level analysis of subminimum wage use for individuals with disabilities in the United States: Implications for policy and practice. *Research and Practice for Persons with Severe Disabilities*, 48(3).
<https://doi.org/10.1177/15407969231192104>
29. **Taylor, J.**, Thoma, C., L., Scott, L., Broda, M., Wehman, P., & Whittenburg, H. (2023). Inclusive educational & vocational predictors of postsecondary education for youth with intellectual and developmental disabilities. *International Journal of Inclusive Education*. Online ahead of press.
<https://doi.org/10.1080/13603116.2023.2225503>
28. **Taylor, J.**, Scott, L., Thoma, C., Bruno, L., Howard, R., & Dayton, M. (2023). We have to stand up for ourselves: Barriers to self-determination experienced by Black youth. *Journal of Intellectual Disabilities*. Online ahead of press. <https://doi.org/10.1177/17446295231180660>
27. Avellone, L., Malouf, E., **Taylor, J.**, & Whittenburg, H. (2023). An international scoping review of factors impacting self-employment outcomes for individuals with disabilities. *Journal of Vocational Rehabilitation*. Online ahead of press. <https://doi.org/10.3233/JVR-230024>
26. **Taylor, J.**, Inge, K., & Malouf, E. (2023). Facilitating self-employment as a competitive integrated employment outcome: Results of a focus group study with vocational rehabilitation professionals. *Journal of Vocational Rehabilitation*. Online ahead of press.
<https://doi.org/10.3233/JVR-230027>
25. Whittenburg, H., Rooney-Kron, M., Carlson, S., Malouf, E., & **Taylor, J.** (2023). Use of research-based transition recommendations for youth with disabilities in Workforce Innovation and Opportunity Act plans. *Rehabilitation Counseling Bulletin*. Online ahead of press. <https://doi.org/10.1177/00343552231155218>
24. Avellone, L., **Taylor, J.**, Ham, W., Schall, C., Wehman, P., Brooke, V., & Strauser, D. (2023). A scoping review on internship programs and employment outcomes for students with intellectual

- and developmental disabilities. *Rehabilitation Counselors and Educators Journal*, 12(1). <https://doi.org/10.52017/001c.38785>
23. **Taylor, J.**, Avellone, L., Brooke, V., & Wehman, P. (2023). The efficacy of competitive integrated employment versus segregated employment for persons with disabilities: A systematic review of research. *Journal of Vocational Rehabilitation*, 58(1). 63-78. <https://doi.org/10.3233/JVR-221225>
 22. **Taylor, J.**, Inge, K., & Keeton, B. (2022). Vocational rehabilitation counselors' perceptions of barriers to self-employment for individuals with disabilities. *Journal of Rehabilitation*, 8(4). 36-43.
 21. Brendli, K., **Taylor, J.**, Scott, L., Ruiz, A., Powell, C., Hobson, J. & Mehtaji, M. (2022). Won't stop, can't stop: Alternative route to licensure special education teachers' persistence in their careers. *Journal of Education and Learning*, 11(6). 76-85. <https://doi.org/10.5539/jel.v11n6p76>
 20. Thoma, C.A., Bruno, L., Hobson J., **Taylor, J.P.**, Scott, L.A., Grillo, M., Hicks, M., & Frazier, R. (2022). Development of an online professional development module to support special educators in implementing the Universal Design for Transition framework. *Creative Education*, 13(7). 2321-2339. <https://doi.org/10.4236/ce.2022.137148>
 19. Bendixen, R., Benevides, T., Ideishi, R., Smythe, R., **Taylor, J.**, Umeda, C., Kerfeld, C., & Jirikowic, T. (2022). Community conversations: A summary of stakeholder-identified research priorities to foster community participation for individuals with intellectual and developmental disabilities. *Frontiers in Rehabilitation Sciences*, 3. <https://doi.org/10.3389/fresc.2022.873415>
 18. Howorth, S., Rooks-Ellis, D., Cobo-Lewis, A., **Taylor, J.**, & Moody, C. (2022). Effects of an abbreviated and adapted PEERS® curriculum as part of transition to college transition program for young adults on the autism spectrum. *Career Development and Transition for Exceptional Individuals*. <https://doi.org/10.1177%2F21651434221098411>
 17. Flanagan, S. M., Howorth, S. K., Rooks-Ellis, D. L., & **Taylor, J. P.** (2022). Use of Universal Design for Learning in online special educator preparation. *Journal of Special Education Preparation*, 2(1). <https://doi.org/10.33043/JOSEP.2.1.20-27>
 16. **Taylor, J.**, Avellone, L., Brooke, V., Wehman, P., Inge, K., Schall, C., & Iwanaga, K. (2022). The impact of competitive integrated employment on economic, psychological and physical health outcomes for individuals with intellectual and developmental disabilities. *Journal of Applied Research in Intellectual Disabilities*, 35(2), <http://doi.org/10.1111/jar.12974>
 15. **Taylor, J. P.**, Whittenburg, H. N., Rooney-Kron, M., Gokita, T., Lau, S. J., Thoma, C. A., & Scott, L. A. (2022). Implementation of Pre-Employment Transition Services: A Content Analysis of Workforce Innovation and Opportunity Act State Plans. *Career Development and Transition for Exceptional Individuals*, 45(2), 60-70. <https://doi.org/10.1177/2165143421993027>
 14. Avellone, L., Camden, J., **Taylor, J.**, & Wehman, P. (2021) Employment outcomes for students with intellectual disabilities in postsecondary education programs: A scoping review. *Journal of Postsecondary Education and Disability*, 34(3), 223-238.
 13. Scott, L.A., **Taylor, J.**, Padhye, I., Bruno, L., Brendli, K., Wallace, W., & Cormier, C. (2021). Why do they stay? Factors associated with special education teachers' persistence. *Remedial and Special Education*, 43(2). <https://doi.org/10.1177/07419325211014965>
 12. Scott, L., Thoma, C., Gokita, T., Bruno, L., Brown, A., Brendli, K., **Taylor, J.**, & Vitullo, V. (2021). I'm trying to make myself happy: Black students with disabilities and families on promoting

- self-determination during transition. *Inclusion*, 9(3), 170-188. <https://doi.org/10.1352/2326-6988-9.3.170>
11. Fong, C.J., **Taylor, J.**, Berdyeva, A., McClelland, A., Murphy, K.M., & Westbrook, J.D. (2021). Interventions for Improving Employment Outcomes for Persons with Autism Spectrum Disorders: A Systematic Review Update. *Campbell Systematic Reviews*, 17(3). <https://doi.org/10.1002/cl2.1185>
 10. Iwanaga, K., Wu, J.R., Chan, F., Rumrill, P., Wehman, P., Brooke, V., Avellone, L., & **Taylor, J.** (2021) A systematic review of systematic reviews of secondary health conditions, health promotion, and employment of people with intellectual disabilities. *The Australian Journal of Rehabilitation Counseling*, 27(1), 13-40. <https://www.doi.org/10.1017/jrc.2021.2>
 9. **Taylor, J.**, Avellone, L., Cimera, R., Brooke, V., Lambert, A., & Iwanaga, K. (2021). Cost-benefit analyses of employment services for individuals with intellectual and developmental disabilities: A scoping review. *Journal of Vocational Rehabilitation*, 54(2), 1–14. <https://doi.org/10.3233/JVR-201130>
 8. Iwanaga, K., Wehman, P., Brooke, V., Avellone, L., & **Taylor, J.** (2021). Evaluating the Effect of Work Incentives Benefits Counseling on Employment Outcomes of Transition-Age and Young Adult Supplemental Security Income Recipients with Intellectual Disabilities: A Case Control Study. *Journal of Occupational Rehabilitation*, 31. <https://doi.org/10.1007/s10926-020-09950-7>
***American Rehabilitation Counseling Association 2022 Research Award (2nd Place)**
 7. **Taylor, J.**, Rooney, M., Avellone, L., Seward, H., Whittenburg, H., & Thoma, C. (2020). Inclusion of students with intellectual and developmental disabilities & postsecondary outcomes: A systematic review of the literature. *Inclusion*, 8(4). <https://doi.org/10.1352/2326-6988-8.4.303>
 6. Whittenburg, H., **Taylor, J.**, Thoma, C., Pickover, G., & Vitullo, V. (2020). A Systematic Literature Review of Interventions to Improve Work-Related Social Skills of Individuals with Autism Spectrum Disorder. *Inclusion*, 8(4). <https://doi.org/10.1352/2326-6988-8.4.320>
 5. Schall, C., Wehman, P., Avellone, L., & **Taylor, J.** (2020). Competitive integrated employment for youth and adults with autism: Findings from a scoping review. *Psychiatric Clinics of North America*, 43(4). <https://doi.org/10.1016/j.psc.2020.08.007> (reprint from *Child Adolescent and Psychiatric Clinics of North America*)
 4. Whittenburg, H., Cimera, R., Willis, C., **Taylor, J.**, & Thoma, C., (2020). Comparing Employment Outcomes for Youth with Learning Disabilities and Postsecondary Educational Experience. *Journal of Vocational Rehabilitation*, 52(1). <https://doi.org/10.3233/JVR-201079>
 3. Schall, C., Wehman, P., Avellone, L., & **Taylor, J.** (2020). Competitive integrated employment for youth and adults with autism: Findings from a scoping review. *Child Adolescent and Psychiatric Clinics of North America*, 29(2). <https://doi.org/10.1016/j.chc.2019.12.001>
 2. **Taylor, J.**, Whittenburg, H., Thoma, C., Gokita, T., & Pickover, G. (2019). Collaboration to improve employment outcomes for youth with disabilities: Implications of the Pre-ETS components of WIOA on IDEA transition requirements. *Division on Autism and Developmental Disabilities Online Journal*, 6(1), 38-47. http://www.daddcec.com/uploads/2/5/2/0/2520220/doj_6_2019_final.pdf
 1. Wehman, P., **Taylor, J.**, Brooke, V., Avellone, L., Whittenburg, H., Ham, W., Brooke, A., Carr, S. (2018). Toward Competitive Employment for Persons with Intellectual and Developmental Disabilities: What Progress Have We Made and Where Do We Need to Go. *Research and*

Practice for Persons with Severe Disabilities, 43(3), 131–144.

<https://doi.org/10.1177/1540796918777730>

Manuscripts Under Review and Revision ($n = 4$)

4. Alsaeed, A., Shogren, K. A., Scott, L. A., & **Taylor, J. P.**, Raley, S. K., Henley, R., Zagona, A. L., McDonald, A. F., & Hagiwara, M. (Under review). Students' perspectives on using the Self-Determined Learning Model of Instruction to enhance their self-determination and academic learning.
3. Whittenburg, H., **Taylor, J.**, Malouf, E., Carlson, S., & Rooney-Kron, M. (Under review). State policy and demographic predictors of transition best practice usage in state implementation of the Workforce Innovation and Opportunity Act.
2. **Taylor, J.**, Avellone, L., Whittenburg, H., Rios, Y.C., Park, S., Tansey, T., & Poppen, M. (Under revision). The impact of pre-employment transition and individualized vocational rehabilitation services on employment outcomes for youth with disabilities.
1. Cuba, M., Broda, M., & **Taylor, J.** (Under revision). Disproportionality analysis of emergent bilinguals in special education in Virginia.

Manuscripts in Preparation ($n = 11$)

11. Taylor, J., Whittenburg, H., Wehman, P., Tansey, T., Mank, D., et al. (In preparation). Pre-employment transition services: The good, the bad, and the ugly.
10. Rooney-Kron, M., Whittenburg, H., Taylor, J., et al. (In preparation). Effectiveness of required pre-employment service components: A targeted literature review.
9. Kieper, G., Taylor, J., Whittenburg, W., & Green, Z. (In preparation). More than just a job: Career development in inclusive postsecondary education programs for students with complex support needs.
8. Brooke, A., Inge, K., Wright, T., **Taylor, J.**, & Wehman, P. (In preparation). Employer perceptions of hiring and initial support of employees with disabilities.
7. Cuba, M. J., **Taylor, J.**, Avellone, L., & Tariq, A. R. (In preparation). Disproportionality of multilingual learners with intellectual and developmental disabilities: A systematic review of the literature.
6. Avellone, L., Whittenburg, H., **Taylor, J.**, Rios, Y.C., Park, S., Poppen, M., & Tansey, T. (In preparation). Macro- and micro-level trends in usage of Pre-Employment Transition Services for youth with disabilities.
5. Whittenburg, H., **Taylor, J.**, Avellone, L., Poppen, M., Rios, Y.C., Tansey, T., & Park, S. (In preparation). Service access and outcomes of transition age youth with disabilities receiving pre-employment transition services.
4. Carlson, S., Rooney-Kron, M., Malouf, E., **Taylor, J.**, & Whittenburg, H. (In preparation). Interagency collaboration in states' implementation of the Workforce Innovation and Opportunity Act.

3. Avellone, L., Schall, C., **Taylor, J.**, & Ham, W. (In preparation). State and federal employment policy for individuals with intellectual and developmental disabilities: A multiple stakeholder Delphi study.
2. Rooney-Kron, M., Brenner, H., Malouf, E., Whittenburg, H., & **Taylor, J.** (In preparation). Work-based learning experiences facilitation by special educators.
1. Whittenburg, H., Bruno, L., Poppen, M., McMahon, D., Thoma, C., & **Taylor, J.** (In preparation). Identifying and improving high leverage work-related social skills for individuals with intellectual and developmental disabilities.

Book Chapters (n = 14)

14. **Taylor, J.**, Avellone, L., Ham, W., Wilds, K., & Howorth, S. (In Press). Transition to independent living. *Handbook of Special Education* (3rd Ed.). Routledge.
13. **Taylor, J.**, Howorth, S., Cuba, M.J., Myrick, Y., Ideishi, R., Rooks-Ellis, D. (2023). Social inclusion and engagement for culturally and linguistically diverse transition-age youth with disabilities. In L. Scott & C. Thoma (Eds.), *Universal Design for Transition: The educators' guide for equity focused transition planning*. Brookes Publishing.
12. Weiss, M.P., Scott, L.A., Durso, K., & **Taylor, J.P.** (2023). Use multiple sources of information to develop comprehensive understanding of a student's strengths and needs. In J. McLeskey et al. (Eds.), *High Leverage Practices for Intensive Interventions*. Routledge.
11. Sung, C., Brooks, J., **Taylor, J.**, Umucu, E., Lee, B., Kaya, C., & Chan, F. (2021). Career development and job placement. In F. Chan et al. (Eds.), *Certified rehabilitation counselor examination preparation: A concise guide to the foundation of rehabilitation counseling* (pp. 209-242). Springer Publishing Company.
10. Harley, D.A., Beach, D., Loggins Clay, S. Alston, R.J., Sheppard-Jones, K., **Taylor, J.**, & Fleming, A. (2021). Ticket to work and self-sufficiency program, key employment and civil rights legislation: Are they working for people with disabilities? In D.R. Strauser (Ed.) *Career Development, Employment, and Disability in Rehabilitation, Second Edition: From Theory to Practice*. Springer Publishing Company.
9. **Taylor, J.**, Wehman, P., & Pitonyak, C. (2020). Individual and community transition planning: Focus on inclusion. In P. Wehman (Ed.) *Essentials of Transition Planning* (2nd Ed.). Brookes Publishing.
8. Wehman, P., Brooke, V., & **Taylor, J.**, (2020). Introduction to transition planning. In P. Wehman (Ed.) *Essentials of Transition Planning* (2nd Ed.). Brookes Publishing.
7. Davidsen, D. & **Taylor, J.** (2020). Developing the transition curriculum. In P. Wehman (Ed.) *Essentials of Transition Planning* (2nd Ed.). Brookes Publishing.
6. Thoma, C., Wehman, P., **Taylor, J.**, Scott, L., Avellone, L.A., & Pickover, G.S. (2020). IEP development in adolescent transition context. In M. Wehmeyer & K. Shogren (Eds.) *Handbook of Adolescent Transition Education for Youth with Disabilities* (2nd Ed.) Routledge.
5. **Taylor, J.** (2019). Using technology to promote functional skill development & independence. In P. Wehman, & J. Kregel (Eds.). *Functional Curriculum for Elementary and Secondary Students with Special Needs* (4th Ed.). Pro-Ed.

4. Wehman, P. & **Taylor, J.** (2019). Functional curriculum design. In Wehman, P. & Kregel, J.'s *Functional Curriculum for Elementary and Secondary Students with Special Needs* (4th Ed.). Pro-Ed.
3. Wolfe, P., Wertalik, J., & **Taylor, J.** (2019). Functional academics. In Wehman, P. & Kregel, J.'s *Functional Curriculum for Elementary and Secondary Students with Special Needs* (4th Ed.): Pro-Ed.
2. Wehman, P., Schall, C., **Taylor, J.**, Avellone, L., & Seward, H. (2019). Vocational interventions for individuals with ASD. In R. D. Rieske (Ed.), *Handbook of Interdisciplinary Treatments for Autism Spectrum Disorder* (pp. 355–374). https://doi.org/10.1007/978-3-030-13027-5_19
1. Avellone, L., & **Taylor, J.** (2017). Preparing students with low-incidence disabilities for community living opportunities. In Kauffman, J.M., Hallahan, D.P., & Pullen, P.C.'s *Handbook of Special Education* (2nd Ed.). Routledge.

Other Scholarly Publications (n = 3)

3. **Taylor, J.**, Roper, L., & NTACTION Knowledge Development Team (2020). Preparing youth for the future: Essentials of transition programs. *National Technical Assistance Center on Transition (NTACT Blog Series)*. <https://medium.com/@1539635743964/preparing-youth-for-the-future-essentials-of-transition-programs-b217c2fc537d>
2. Kregel, J., Wehman, P., **Taylor, J.**, Avellone, L., Riches, V., Rodrigues, R., Taylor, D. (2020). A comprehensive review of evidence-based employment practices for youth and adults with intellectual and other developmental disabilities. (White Paper). <https://jobsupport.org.au/wp-content/uploads/2020/08/Jobsupport-Evidence-Based-Practices-Review-Final-.pdf>
1. Walther-Thomas, C., Catherine, E., Carter, P., Pelt, R., **Taylor, J.**, Thompson, M., Wallace, W., Whittenburg, H., & Wright, J. (2017) Three critical areas for intellectual and developmental disabilities research and related recommendations for early career researchers. *American Association on Intellectual and Developmental Disabilities Student and Early Childhood Professional Blog*. <https://medium.com/@aaidd.secp/three-critical-areas-for-intellectual-and-developmental-disabilities-research-and-related-d70d62701108>

Peer-refereed Conference Presentations (n = 38)

38. Avellone, L., **Taylor, J.**, & Schall, C. (2023, June). Stakeholder Perspectives on Evidence-Based Interventions Leading to Competitive Employment. Poster presented at American Association on Intellectual and Developmental Disabilities Conference.
37. Castruita Ruiz, Y., Park, S., **Taylor, J.**, Whittenburg, H., & Avellone, L. (2023, June). Advancing employment for youth with IDD through Pre-Employment Transition Services. Poster presented at American Association on Intellectual and Developmental Disabilities Conference.
36. Whittenburg, H., Bruno, L., Poppen, M., McMahon, D., Thoma, C., & **Taylor, J.** (2023, June). What do employers value? Findings from a survey of employer work-related social skills perceptions. Issue Brief presented at American Association on Intellectual and Developmental Disabilities Conference.
35. Howorth, S., Rooks-Ellis, D., Cobo-Lewis, **Taylor, J.**, Moody, C. (2023, January). Effects of an Abbreviated and Adapted PEERS Curriculum as Part of a CTP Program for Young Adults on the

- Autism Spectrum. Poster presented at CEC Division on Autism and Developmental Disabilities Conference.
34. Flanagan, S., Howorth, S., Rooks-Ellis, D., & **Taylor, J.** (2022, November). Use of Universal Design for Learning in online special educator preparation. Poster presented at CEC Teacher Education Division Conference.
 33. Whittenburg, H., **Taylor, J.**, & Thoma, C. (2022, November). Working together: Vocational rehabilitation and school perceptions of Pre-ETS in Virginia. Paper presentation presented at CEC Division on Career Development and Transition Conference.
 32. Whittenburg, H., **Taylor, J.**, Rooney, M., Carlson, S., & Malouf, E. (2022, November). Transition-based recommendations and WIOA state plans for coordinated transition service delivery. Paper presentation presented at CEC Division on Career Development and Transition Conference.
 31. **Taylor, J.**, Thoma, C, Scott, L., & Whittenburg, H. (2022, November). Lighting a path forward: Applying postsecondary outcome research to practice for youth with intellectual and developmental disabilities. Poster presented at CEC Division on Career Development and Transition Conference.
 30. Avellone, L., **Taylor, J.**, & Schall, C. (2022, November). The Inside Scoop: Stakeholder perspectives on accessing and using different pathways to employment for individuals with intellectual and developmental disabilities. Paper presentation presented at CEC Division on Career Development and Transition Conference.
 29. **Taylor, J.**, Rooney-Kron, Whittenburg, H., Gokita, T., Lau, S., Thoma, C., & Scott, L. (2022, May). Innovations in Pre-ETS and transition collaboration: Takeaways from two analyses of WIOA state implementation plans. Paper presentation presented at CEC Division on Career Development and Transition Conference.
 28. Thoma, C., Scott, L., Bruno, L., **Taylor, J.**, Grillo, M., Hicks, M., Howard, R., Pickover, G., & Hobson, J. (2022, May). Universal Design for Transition: Developing online modules to bridge the gap between academics and transition. Paper presentation presented at CEC Division on Career Development and Transition Conference.
 27. **Taylor, J.** (2022, January). Predicting successful post-secondary outcomes for youth with intellectual and developmental disabilities through inclusive academic education and vocationally-oriented transition experiences. Poster presented at CEC Division on Autism and Developmental Disabilities Conference.
 26. **Taylor, J.**, Frazier, R., Bruno, L. & Thoma, C. (2022, January). Universal Design for Transition: Initial findings of an online teacher education intervention. Paper presented at CEC Division on Autism and Developmental Disabilities Conference.
 25. **Taylor, J.**, Avellone, L., Wehman, P., & Brooke, V. (2021, June). The benefits of competitive integrated employment for individuals with intellectual and developmental disabilities: Guidance for research, policy, and practice. Policy Issue Brief presented at American Association on Intellectual and Developmental Disabilities Conference.
 24. Rooney-Kron, M., **Taylor, J.**, Whittenburg, H., Gokita, T., Lau, S., Thoma, C., & Scott, L. (2021, June). Pre-ETS implementation: Content analysis of WIOA state plans. Poster presented at American Association on Intellectual and Developmental Disabilities Conference.
 23. Bruno, L., Thoma, C., Scott, L., **Taylor, J.**, Grillo, M., Hicks, M., Howard, R. (2021, June). Universal Design for Transition: Preparing Special Educators to Bridge Academic, Employment

- and Transition Education. Poster presented at American Association on Intellectual and Developmental Disabilities Conference.
22. Iwanaga, K., Wehman, P., Brooke, V., Avellone, L., & **Taylor, J.** (2021, June). Evaluating the effect of work incentives benefits counseling on employment outcomes of youth with intellectual disabilities. Poster presented at 2021 National Rehabilitation Educators Online Conference.
 21. Thoma, C., Scott, L., Gokita, T. & Ruiz, A., & **Taylor, J.** (2021, March). Self-determination of Black youth with IDD: What do they tell us about their experiences in the transition from school to adult life? Paper presented at Council for Exceptional Children 2021 Conference.
 20. **Taylor, J.**, Avellone, L., Wehman, P., & Brooke, V. (2021, March). Evidence-based Intervention to Promote the Competitive Integrated Employment of Youth and Adults with IDD: What Do We Know in Research, Policy, and Practice. Paper presented at Council for Exceptional Children 2021 Conference.
 19. Thoma, C., Scott, L., Gokita, T. & Ruiz, A., & **Taylor, J.** (2021, January). Self-determination of Black youth with IDD: What do they tell us about their experiences in the transition from school to adult life? Paper presented at CEC Division on Autism and Developmental Disabilities International Conference 2021.
 18. **Taylor, J.** (2020, October). Effect Of Inclusive & Transition Education On Employment Outcomes Of Youth With Intellectual and Developmental Disabilities. Poster presented for Sitlington Dissertation Award at CEC Division on Career Development and Transition International Conference, Online.
 17. **Taylor, J.** (2020, June). The Pathway from Inclusive Education to Post-School Success: An Analysis of National Data and Strategies for Stakeholders. Paper accepted at American Association on Intellectual and Developmental Disabilities Conference. (Conference Canceled)
 16. **Taylor, J.**, Avellone, L., Wehman, P., & Brooke, V. (2020, June). Evidence-based Intervention to Promote the Competitive Integrated Employment of Youth and Adults with IDD: What Do We Know in Research, Policy, and Practice. Paper accepted at American Association on Intellectual and Developmental Disabilities Conference. (Conference Canceled)
 15. **Taylor, J.** (2019, November). Competency-based onboarding to support the inclusion of students with autism: A professional development framework for teachers new to autism. Paper presented at CEC Teacher Education Division, New Orleans, LA.
 14. Cuba, M., Matute, M., & **Taylor, J.** (2019, November). Addressing the disproportionality of racially/ethnically and linguistically diverse students in special education for practitioners. Conversation session presented at CEC Teacher Education Division, New Orleans, LA.
 13. Scott, L., **Taylor, J.**, et al. (2019, November). Despite the Barriers: A Look Into Early Career Special Educators' Persistence. TED Talk Presentation at CEC Teacher Education Division, New Orleans, LA.
 12. **Taylor, J.**, Rooney, M., Whittenburg, H., Gokita, T. & Lau, S. (2019, October). State-level analysis of implementation of the Workforce Innovation and Opportunity Act using a mixed methods approach. Poster presentation at CEC Division on Career Development and Transition International Conference, Seattle, WA.
 11. Whittenburg, H., **Taylor, J.**, Thoma, C., Cimera, R. & Willis, C. (2019, October). Comparing employment outcomes for youth with learning disabilities and postsecondary education

- experience. Poster presentation at CEC Division on Career Development and Transition International Conference, Seattle, WA.
10. **Taylor, J.** & Carr, S. (2019, March). Considerations for providing training and technical assistance to adult service providers. Paper presented at Virginia CEC Division on Career Development and Transition, Charlottesville, VA.
 9. Whittenburg, H., **Taylor, J.**, & Thoma, C., (2019, January). Comparing Employment Outcomes of Young Adults with Autism: Does Postsecondary Educational Experience Matter? Paper presented at CEC Division on Autism and Developmental Disabilities International Conference, Maui, HI.
 8. **Taylor, J.**, Whittenburg, H., & Thoma, C. (2019, January). What's Happening with WIOA: Stakeholder Perceptions of Pre-Employment Transition Services for Youth with Developmental Disabilities. Paper presented at CEC Division on Autism and Developmental Disabilities International Conference, Maui, HI.
 7. Pickover, G., Whittenburg, H., **Taylor, J.**, D'Aguilar, A., Gokita, T., Thompson, M., Thoma, C., & Scott, L. (2018, October). WIOA, Pre-ETS, and Interagency Collaboration. Poster presentation at CEC Division on Career Development and Transition International Conference, Cedar Rapids, IA.
 6. Thoma, C., **Taylor, J.**, Whittenburg, H., & Willis, C. (2017, October). Cost efficiency and cost effectiveness of postsecondary education on VR costs. Presented at CEC Division on Career Development and Transition International Conference, Milwaukee, WI.
 5. Willis, C., Cuba, M., **Taylor, J.**, & Wallace, W. (2017, March). Disproportionality in special education. Presented at Equity & Social Justice Conference, Richmond, VA.
 4. **Taylor, J.** & Spinale, T. (2015, September). All Access: Empowering teens with educational disabilities to engage and create in museums. Paper presented at Museum Education and Accessibility: Bridging the Gap, Washington, DC. Retrieved Jan 26, 2018 from <http://network.icom.museum/ceca/publications/conference-proceedings/>
 3. Flores, K., Hioki, M., Ideishi, R., Kidd, D., **Taylor, J.** & Wintrol, J. (2015, September). Morning at the Museum: Serving to bridge the gap between museums and the Autism Spectrum community. Paper presented at Museum Education and Accessibility: Bridging the Gap, Washington, DC. Retrieved Jan 26, 2018 from <http://network.icom.museum/ceca/publications/conference-proceedings/>
 2. **Taylor, J.** (2013, December). Using mobile devices to support independent life skills. Presented at FutureQuest, Fairfax, VA.
 1. Hammer, D. & **Taylor, J.** (2013, April). Cool Aspies: A social group for young adults with autism. Presented at Virginia Transition Forum 2013, Richmond, VA.

Selected Invited and Non-refereed Presentations

- Taylor, J.** & Wanzer, K. (2023, May). Supporting individuals with autism in the workplace. Presented at Maine Working Together virtual training. Online.
- Taylor, J.**, May, J., & Oswald, G. (2023, March). Achieving competitive integrated employment in Maine's rural and remote communities: Strategies for success. Presented at Maine Working Together virtual training. Online.

- Taylor, J., Oswald, G., & May, J.** (2022, September). Amplifying Students' Voices in the Transition Process: Outcome-Oriented Planning using Person-Centered Approaches. Presented at Maine Working Together workshop. Augusta, ME.
- Taylor, J., & Hence, C.** (2021, June). Supporting students with autism in school transportation. Presented at Virginia Association for Pupil Transportation Conference 2021. Online.
- Taylor, J. & Rounds, R.** (2021, March). Disability Awareness, Inclusion, and the Americans with Disabilities Act in the Workplace. Presented at Dominion Energy DiversAbility NRG. Online.
- Taylor, J.** (2020, December). Implications of the Americans with Disabilities Act and supporting employees with disabilities. Presented at Dominion Energy Lunch & Learn Series. Richmond, VA.
- Taylor, J. & Carr, S.** (2019, July). Supporting executive functioning in twice exceptional students with autism. Presented at Virginia Department of Education Twice Exceptional Institute 2019. Richmond, VA.
- Taylor, J.** (2019, June). Using technology to teach functional skills in school and work settings. Presented at Virginia Community of Leaders in Autism Conference. Richmond, VA.
- Taylor, J.** (2018, June). Supporting students with ASD for transportation professionals. Presented at Virginia Association for Pupil Transportation Conference, Roanoke, VA.
- Taylor, J.** (2017, March). Autism and school resource officers. Presented at Law Enforcement School Safety Conference, Fredericksburg, VA.
- Carr, S. & Taylor, J.** (2016, October). Neurodiversity and autism. VCU Disability Week Conference. Richmond, VA.

Archived Webinars and Online Presentations

- Taylor, J. & Wanzer, K.** (2023, March). Technology to support employment. Presented Maine Working Together webinar.
- Taylor, J., May, J., & Oswald, G.** (2023, February). Strategies for developing opportunities in Maine's rural and remote communities. Presented Maine Working Together webinar.
- Taylor, J., Rooney-Kron, M., & Whittenburg, H.** (2022, December). Developing Paid Work-based Learning Experiences for Students and Youth. Presented Maine Working Together webinar.
- Taylor, J., Oswald, G., & May, J.** (2022, August). Outcome-oriented Planning for Transition-Age Youth. Presented Maine Working Together webinar.
- Taylor, J. & Avellone, L.** (2021, April). Evidence-based intervention to promote CIE for individuals with IDD. Presented VCU Rehabilitation Research & Training Center webcast.
<https://www.youtube.com/watch?v=S5PmFG7BjQs>
- Taylor, J.** (2021, April). The Americans with Disabilities Act: Supporting Inclusion for Employees Part 2. Presented VCU Rehabilitation Research & Training Center webcast.
<https://vcurrtc.org/training/webcasts/webcastDetails.cfm/526>

- Taylor, J. & Rounds, R.** (2021, March). Subminimum Wage: Effects of Employment for Individuals with Disabilities. Presented VCU Rehabilitation Research & Training Center webcast.
<https://www.youtube.com/watch?v=t-RdySb9WIo>
- Taylor, J.** (2021, March). The Americans with Disabilities Act: Supporting Inclusion for Employees Part 1. Presented VCU Rehabilitation Research & Training Center webcast.
<https://vcurrtc.org/training/webcasts/archives/webcastDetails.cfm/525>
- Taylor, J. & Avellone, L.** (2020, September). Review of the Literature: Integrated vs. Segregated Vocational Services and Their Impact on Competitive Integrated Employment (CIE) Outcomes for Individuals with Intellectual and Developmental Disabilities (IDD).
<https://idd.vcurrtc.org/training/webcastDetails.cfm/505>
- Avellone, L. & Taylor, J.** (2020, August). Review of the Literature: The Impact of Postsecondary Education Programs (PSE) on Competitive Employment for individuals with Intellectual Disabilities (ID). <https://idd.vcurrtc.org/training/webcastDetails.cfm/504>
- Taylor, J. & Cogar, T.** (2020, May). Promoting self-determination through goal setting. Presented at VCU-ACE Parent Lunch & Learn Series.
- Taylor, J.** (2020, March). Disability Employment by the Numbers - Statistics of Disability Employment. Presented VCU Rehabilitation Research & Training Center webcast.
<https://ep.vcurrtc.org/training/webcasts/webcastDetails.cfm/488>
- Taylor, J.** (2020, February). Business Tax Credit & Deductions for the Employment of People with Disabilities. Presented VCU Rehabilitation Research & Training Center webcast.
<https://ep.vcurrtc.org/training/webcastDetails.cfm/487>
- Taylor, J. & Carr, S.** (2019, March). Twice-exceptional learners with ASD Part 2: Identifying and Supporting Academic Needs. Presented VCU Autism Center for Excellence webcast.
<https://vcuautismcenter.org/te/webcasts/details.cfm?webcastID=468>
- Carr, S. & Taylor, J.** (2019, February). Twice-exceptional learners with ASD Part 1: Identifying and Supporting Social and Behavioral Needs. Presented VCU Autism Center for Excellence webcast.
<https://vcuautismcenter.org/te/webcasts/details.cfm?webcastID=467>
- Taylor, J.** (2018, October). Technology at school & home for students with autism. Presented VCU Autism Center for Excellence webcast. Retrieved from
<https://vcuautismcenter.org/te/webcasts/details.cfm?webcastID=446>
- Taylor, J.** (2018, January). Including students with autism in general education classrooms: Tips for teachers. Presented VCU Autism Center for Excellence webcast. Retrieved from
<https://vcuautismcenter.org/te/webcasts/details.cfm?webcastID=408>

Grants, Contracts, & Fellowships

Funded

Coordinating Entity for Employment Services Workforce Development System of Maine

Sponsor: State of Maine Departments of Health and Human Services, Education, and Labor

Main Awardee: UMass-Boston Institute for Community Inclusion

Subaward amount: \$115,266

Period of Performance: 8/2022 – 5/2024

Subaward Principal Investigator: **Joshua Taylor**

Rehabilitation Research and Training Center on Employment of Persons with Intellectual and Developmental Disabilities

Sponsor: National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)

Amount: \$875,000

Period of Performance: 10/2019 – 10/2024

Principal Investigator: Paul Wehman

Research Study 1 PI: Lauren Avellone

Research Study 1 Co-Principal Investigator: **Joshua Taylor**

Promoting Integrated Employment with ABLES (Advocates, Business Leaders, & Employment Specialist) Teams

Sponsor: Virginia Board for People with Disabilities

Amount: \$150,000

Period of Performance: 12/2018 - 9/2020

Principal Investigator: Jennifer McDonough

Training Associate: **Joshua Taylor**

Rehabilitation Research and Training Center on Employer Practices Leading to Successful Employment Outcomes for Individuals with Disabilities

Sponsor: National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)

Amount: \$875,000

Period of Performance: 10/2016 - 9/2021

Principal Investigator: Paul Wehman

Project Director: Valerie Brooke

Research & Training Associate: **Joshua Taylor**

Museum-Based Video Social Narratives for Youth with Autism Spectrum Disorder

Sponsor: Smithsonian Institute (Women's Committee)

Amount: \$13,000

Period of Performance: 3/2017 – 2/2018

Principal Investigator: Beth Ziebarth

Content Consultant: **Joshua Taylor**

Pending

Accessible Career Exploration in STEM (ACES)

Sponsor: National Science Foundation

Main awardee: American Association for the Advancement of Science

Contract Amount: \$39,804

Period of Performance: 4/2024 – 3/2027

Principal Investigator: Suzanne Thurston

Key Personnel/Consultant: **Joshua Taylor**

Unfunded

Competitive Integrated Employment Consortium: National Multi-Site Research to Scale Up Employment Interventions

Sponsor: National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)

Main Awardee: Virginia Commonwealth University

Total Amount: \$4,500,000

Period of Performance: 9/2023 – 8/2028

Principal Investigator: Paul Wehman

Subaward Principal Investigator: Holly Whittenburg

Subaward Co-PI: **Joshua Taylor**

Subaward amount: \$ 548,657

VR MOXIE: Using Immersive Virtual Reality to Improve Work Experiences and Outcomes for Rural Transition Age Students with Intellectual and Developmental Disabilities

Sponsor: National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)

Main Awardee: Washington State University

Total Amount: \$ 596,094

Period of Performance: 9/2023 – 8/2026

Principal Investigator: Don McMahon

Subaward Principal Investigator: **Joshua Taylor** Subaward amount: \$124,669

Accessible Career Exploration in STEM (ACES)

Sponsor: National Science Foundation

Main awardee: American Association for the Advancement of Science

Subaward Amount: \$398,631

Period of Performance: 9/2023 – 8/2025

Principal Investigator: Ezekiel Kimball

Co-Principal Investigator: **Joshua Taylor**

Autism Family Champions: Connecting Families with Families through Community Conversations

Sponsor: Flutie Foundation

Amount: \$15,000

Period of Performance: 1/2022 - 12/2022

Principal Investigator: Deborah Rooks-Ellis

Co-Principal Investigator: **Joshua Taylor**

Impact of Inclusive Education on Postsecondary Outcomes for Students with Intellectual and Developmental Disabilities

Sponsor: American Educational Research Association Dissertation Grant

Amount: \$15,000

Period of Performance: 8/2019 - 8/2020

Principal Investigator: **Joshua Taylor**

Check Your Voice: Voice Modulation Self-Monitoring Platform to Increase Social Integration in Youth and Adults with Intellectual and Developmental Disabilities

Sponsor: Virginia Commonwealth University Presidential Research Quest Fund

Amount: \$50,000

Period of Performance: 7/2018 - 12/2019

Principal Investigator: Staci Carr

Research Associate: **Joshua Taylor**

Academic Teaching Experience

Washington State University

- TCH LRN 470: Special Education, Transition, and Classroom Management for Secondary General Education Teachers

University of Maine

- SED 528: Educational Methods for Students with Autism
- SED 587: Collaborations and Transitions for Special Educators
- SED 556: Assessment for Students with Autism Spectrum Disorder and Other Disabilities
- SED 536: Educational Strategies for Students with Severe Disabilities
- SED 553: Assessment in Special Education I

Virginia Commonwealth University

- SEDP 638: Instructional Design and Field Experience for Autism Spectrum Disorder
- SEDP 601: Instructional Methods for Teaching Students with High-Incidence Disabilities
- Supported Employment (Association of Community Rehabilitation Educators certificate course)
- Evidence-based Practices for Students with ASD (non-credit course)
- Autism Spectrum Disorders for Paraprofessionals (non-credit course)
- Safety for All: ASD for Transportation Professionals (non-credit course)

Guest lecturer

- SEDP 330: Survey of Special Education: Autism Spectrum Disorder (VCU)
- SEDP 495: Universal Design for Transition (VCU)
- SEDP 505: Theory and Practice in Educating Individuals with Special Needs (VCU)
- SEDP 709: Systematic Literature Review (VCU)
- Characteristics of Disability (University of Iowa)
- Transition in Special Education (San Francisco State University)

Professional Service*National*

- | | |
|--|---------------------|
| Co-Chair, Policy Committee (DCDT-CEC) | 2023-Present |
| <ul style="list-style-type: none"> • Lead and facilitate committee meetings to articulate DCDT policy positions and responses in coordination with DCDT board and members | |
| Advisory Committee, George Washington Univ. Doctorate of Occupational Therapy | 2021-Present |
| <ul style="list-style-type: none"> • Advise development of GWU's OTD program including recruitment, curriculum development, and alignment with the university's mission and vision | |
| Mentor, Division on Career Development and Transition (CEC) | 2021-Present |
| <ul style="list-style-type: none"> • Mentor doctoral students and early career faculty at DCDT conference | |
| Mentor, Division on Autism and Developmental Disabilities (CEC) | 2023-Present |
| <ul style="list-style-type: none"> • Mentor doctoral students and early career faculty at DADD conference | |
| Accessibility Captain, White House Easter Egg Roll | 2023 |
| <ul style="list-style-type: none"> • Supported first disability accessibility event at the White House Easter Egg Roll, attended by approximately 2,000 children with disabilities and families, and 40,000 visitors | |
| Reviewer, National Inst. on Disability, Ind. Living, and Rehab. Research (NIDILRR) | 2022 |
| <ul style="list-style-type: none"> • Serve as reviewer for NIDILRR Field-Initiated Projects (FIP) award competition | |
| Advisory board, Engage All Abilities grant (PCORI) | 2020-2021 |
| <ul style="list-style-type: none"> • Advised second phase of expansion of community conversations around inclusion of individuals with IDD to SW and MW regions (PI- Tracy Jirikowic, University of Washington) | |
| Advisory board, Community Participation Grant (PCORI) | 2017-2019 |
| <ul style="list-style-type: none"> • Advisory board member for Individuals with Intellectual and Developmental Disabilities: Participation, Health and Well-being project (PI- Tracy Jirikowic, University of Washington) | |
| Autism Community Advisory Committee (Smithsonian Institute) | 2012-2017 |
| <ul style="list-style-type: none"> • Advise programming and strategic planning for Smithsonian's Accessibility Office relating to adaptations and programming for students with autism | |

- All Access Digital Arts Committee (Smithsonian Institute) 2012-2017**
- Collaborate with museum educators, parents, and other stakeholders to plan two-week camp and year-round monthly activities for students with cognitive disabilities incorporating museum inclusion, technology, and social skills
- Sensory Friendly Accessibility Review Group (Kennedy Center for the Performing Arts) 2013-14**
- Design materials (social narratives) and review accessibility resources and program guides
- Content Reviewer (Organization for Autism Research) 2013**
- Review “Understanding Autism” multimedia and written materials designed for secondary teachers of students with autism to support inclusion in the classroom
- State and Regional*
- Maine Working Together – State Workforce Development System 2022-Present**
- Co-lead development of training, curriculum, website development, and Advisory Committee to inform DHHS/MDOE/MDOL effort to increase workforce engage of Mainers with disabilities
- Maine Access to Inclusive Education Resources – Transition 2022-Present**
- Developed 12-hour online training module on transition planning for youth with disabilities
 - Co-lead statewide community of practice for school-based transition specialists in Maine
- Step Up to College Program 2022**
- Taught self-determination to transition-age youth with autism in six-week postsecondary education experience in coordination with DVR and UMaine CCIDS
- Maine LD 924 Parent Experiences in Transition Subcommittee 2021-2022**
- Support legislatively appointed parent subcommittee to study parents’ experiences in transition
- Maine DOE Transition and Extended Eligibility Workgroup 2021-2022**
- State guidance with development of a technical assistance plan for districts
- Virginia Council for Exceptional Children: Division on Career Develop. & Trans. 2019-2021**
- Advise conference planning committee with 2019 Virginia DCDT Conference
- Communities of Learning in Autism 2015-2021**
- Coordinate with autism training and support organizations from throughout Virginia, as well as district autism leaders from over 50 local education agencies
- Special Education Doctoral Mentorship Committee (VCU) 2017-2020**
- Designed and developed first year doctoral student mentorship and induction program
- Future Quest 2019 at George Mason University 2019**
- Consult with planning committee for self-advocate and family transition conference and expo
- Autism Behavioral Health Stakeholders’ Consortium 2017-18**
- Served on multidisciplinary team, hosted by DBHDS and the VCU Department of Psychiatry, tasked with identifying and addressing barriers to quality health, behavioral, and mental health
- Special Education Programs Working Group - Arlington Public Schools 2014-15**
- Evaluated and made recommendations to improve operation of division’s countywide self-contained programs for students with disabilities

University, College, School, and Department

- University of Maine Assessment Advisory Board 2022-2023**

- Advise the Assistant Provost for Institutional Research and Assessment and the Associate Provost for Academic Affairs and Faculty Development on assessment-related subjects

University of Maine Faculty and Staff Profile Database Working Group **2022-2023**

- Propose a long-term solution to the Provost and Vice President of Research for reporting faculty academic, research, and service activity through cost-benefit and gap analysis.

Affiliated Faculty, Maine Access to Inclusive Education Resources **2022-2023**

- Support statewide professional development and educational leadership activities

School of Learning & Teaching Data Analysis Workgroup **2021-2023**

- Leading a workgroup focused on identifying national- and state-level data availability and analytical approaches needed to promote peer-reviewed publication and external funding

Special Education PhD Specialization Development **2021-2023**

- Working with department colleagues to develop a program of study and related program and course expectations and requirements

Teacher Education Program Revisions- Field Experiences Workgroup **2022**

- Worked with fellow colleagues from the College of Education and Human Development to review and revise teacher education practices around student field experiences.

Editorial Activity

- Editorial Board, *Journal of Vocational Rehabilitation* (2019-Present)
- Editorial Board, *Inclusion* (2021-Present)
- Editorial Board, *Assessment for Effective Intervention* (2021-Present)
- Editorial Assistant, *Inclusion* (2019-21)
- Ad Hoc Reviewer
 - *Career Development and Transition for Exceptional Individuals* (2018-23)
 - *Inclusive Practices* (2021-23)
 - *Focus on Autism and Other Developmental Disabilities* (2018-21)
 - *Autism in Adulthood* (2020-21)
 - *Inclusion* (2019-21)
 - *Assessment for Effective Intervention* (2020-21)
 - *Autism Research* (2021)
 - *Journal of Vocational Rehabilitation* (2017-19)
 - *Autism* (2018-20)
 - *TEACHING Exceptional Children* (2020)
 - *WORK* (2019-20)
 - *Journal of Child and Family Studies* (2018-19)
 - *Social Inclusion* (2018)
 - *Remedial and Special Education* (2018)
 - *Journal of Occupational Rehabilitation* (2018)

Honors & Awards

- American Association on Intellectual and Developmental Disabilities (AAIDD) Student and Early Career Scholarship Recipient (2021)
- Council on Exceptional Children Division on Career Development and Transition (DCDT) Sitlington Dissertation Award Finalist (2020)
- Doctoral Fellowship, U.S. Department of Education Office of Special Education Programs (VCU- *Research to Policy Advocacy Leadership Project*)

- VCU Graduate School Travel Scholarship (2019-20)
- VCU School of Education Faculty Merit Award (2018 & 2017)

Professional Memberships & Activities

- Council for Exceptional Children
 - Division on Autism & Developmental Disabilities (DADD)
 - Division on Career Development and Training (DCDT)
 - Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)
 - Division on Research (DR)
 - Teacher Education Division (TED)
 - Association of People Supporting Employment First (APSE)
 - American Association on Intellectual and Developmental Disabilities (AAIDD)
-