

## ***Resume, Fall 2018***

### **Alyson Leah Wood, Ph.D., BCBA-D**

Assistant Professor of Special Education  
School of Education  
College of Science and Mathematics  
California Polytechnic State University  
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### **EDUCATIONAL PREPARATION**

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|-------------|--|
| 2011 - 2014 | Doctor of Philosophy in Special Education, University of North Carolina at Charlotte, Department of Special Education and Child Development<br><i>Emphasis:</i> Moderate and Severe Disabilities |
| 2006 - 2009 | Master of Arts in Teaching, University of North Carolina at Charlotte, Charlotte, NC, Special Education: Adapted Curriculum<br><i>Emphasis:</i> Adapted Curriculum                               |
| 2000 - 2003 | Bachelor of Science in Psychology, Davidson College, Davidson, NC<br><i>Concentration:</i> Education   |

### ***Professional Licensing and Certification***

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|----------------|---|
| 2014 - Current | Board Certified Behavior Analyst – Doctoral (BCBA-D), Behavior Analyst Certification Board                |
| 2010 - Current | National Board Certification: Exceptional Needs Specialist, Severe and Multiple Disabilities (ages 5-21+) |
| 2008 - Current | Special Education-Moderate to Severe Disabilities, K-12, North Carolina                                   |

### **ACADEMIC EMPLOYMENT**

- |                |  |
|----------------|--|
| 2014 - Current | <i>Assistant Professor</i> , Special Education, Special Education Program, California Polytechnic State University. Responsibilities include teaching, scholarship, and service.   |
| 2012           | <i>Adjunct Professor</i> , Special Education, Department of Special Education and Child Development, The University of North Carolina at Charlotte. Responsibilities included teaching undergraduate and graduate courses. |

2011 - 2014      *Lead Graduate Research Assistant*, GoTalk Phonics Institute for Educational Sciences Grant, University of North Carolina at Charlotte. Responsibilities included co-writing a reading curriculum for student with developmental disability who are nonverbal, co-authoring manuscripts, implementing single case and group design research, conducting professional development to train teachers, and disseminating research at local and national conferences.

***Relevant Professional Experience***

2005- 2011      *Teacher* (K-5), Charlotte-Mecklenburg Schools, Charlotte, North Carolina  
Responsibilities included teaching students with mild, moderate, and severe disabilities at Albemarle Road Elementary School.

**TEACHING AND INSTRUCTIONALLY RELATED ACTIVITIES**

***Courses taught at California Polytechnic State University***

Spring 2018	EDUC 554: Behavior Disorders and Positive Behavior Support Strategies
Winter 2018	EDUC 545: Characteristics and Instruction of Pupils with Mild/Moderate Disabilities EDUC 532: Advising for Educational Inquiry Projects
Fall 2017	EDUC 532: Advisor for Educational Inquiry Projects
Spring 2017	EDUC 554: Behavior Disorders and Positive Behavior Support Strategies EDUC 590: Educational Research Methods
Winter 2017	EDUC 545: Characteristics and Instruction of Pupils with Mild/Moderate Disabilities EDUC 589: Educational Research Methods EDUC 532: Advising for Autism Inquiry Project EDUC 500: Independent Study in Education (Student Teaching Seminar)
Fall 2016	EDUC 546: Reading and Language Arts Instruction in Special Education EDUC 586: Introduction to Research in Education EDUC 532: Advisor for Autism Inquiry Project
Spring 2016	EDUC 554: Behavior Disorders and Positive Behavior Support Strategies
Winter 2016	EDUC 545: Characteristics and Instruction of Pupils with Mild/Moderate Disabilities EDUC 589: Educational Research Methods EDUC 532: Advising for Autism Inquiry Project
Fall 2015	EDUC 586: Introduction to Research in Education

	EDUC 546: Reading and Language Arts Instruction in Special Education EDUC 532: Advisor for Autism Inquiry Project
Winter 2015	EDUC 546: Reading and Language Arts Instruction in Special Education EDUC 532: Advisor for Autism Inquiry Project
Fall 2014	EDUC 586: Introduction to Research in Education EDUC 587: Education Foundations – Autism EDUC 532: Advisor for Autism Inquiry Project EDUC 442/447: Supervisor for 15 Special Education candidates

***Courses taught at the University of North Carolina at Charlotte***

Fall 2013	SPED 5274: General Curriculum Access and Adaptations SPED 4271: Systematic Instruction in Adaptive Curriculum
Summer 2013	SPED 5274: General Curriculum Access and Adaptations
Spring 2013	SPED 4274: General Curriculum Access and Adaptations SPED 4475/4476: Special Education Fieldwork Supervision
Summer 2012	SPED 2100: Introduction to Students with Special Needs
Fall 2011	SPED 4271/5271: Systematic Instruction

***Honors and Awards Received While Employed at Cal Poly***

2016	School of Education Outstanding Educator Award
2014	Digital Innovation Learning Award (DILA) from edSurge and Digital Promise for Excellence and Research

***Honors and Awards Prior to Cal Poly***

2012	Lake I. and Edward J. Snyder, Jr. Special Education Fellowship, The University of North Carolina at Charlotte, Charlotte.
2006	First-Year Teacher of the Year for Albemarle Road Elementary School, Charlotte-Mecklenburg School System, Charlotte.

***Special Contributions to the Curriculum/Course Coordination at Cal Poly***

**Summer 2018**

- Began implementation plan to incorporate new (Aug. 2018) Education Specialist Teacher Performance and Program Expectations as well as the Council for Exceptional Children's High Leverage Practices in our program curriculum at Cal Poly.
- Conducted an analysis of program consistency. Working in collaboration with Special Education faculty and lecturers, we identified themes that are taught across our program and agreed upon shared frameworks and common practices.
- Designed a Science/Social Studies methods course. This is a new course proposal that will be ready for the next curriculum cycle and will allow a broader range of methods courses that address academic content in the Special Education program.
- Collaborated to develop a system for quality oversight in our program to ensure that students are receiving a high-quality education across our field and coursework. This includes a tighter mechanism for monitoring, providing feedback, and evaluating the work that occurs in both fieldwork and part-time lecturer coursework.
- Collaborated to rewrite the Special Education Program handbook.

### **Spring 2018**

- Mentored five student groups who presented posters of their graduate research at the Cal Poly College of Science and Mathematics Annual Research Conference
- Collaborated to develop and hold a Mock IEP event with an interdisciplinary team of faculty and staff from Cal Poly and community members from five local school districts

### **Winter 2018**

- Traveled with 15 students to the 2018 CEC Annual Convention and Exposition in Tampa, FL, and facilitated meetings for students with curricular publishing companies and special education leaders in the field
- Collaborated with faculty from Multiple Subject and Single Subject programs to develop a Mock Interview Event inclusive of all three credential programs

### **Fall 2017**

- Developed the script and content for a Learning Module about Special Education for use as a professional development tool for University Supervisors, Cooperating Teachers, Teacher Candidates, and Faculty in the School of Education

### **Spring 2017**

- Worked with Drs. Kevin Taylor and Stephen Crutchfield to complete the elevation materials for our proposed Master of Science in Special Education at Cal Poly
- Collaborated with Brian Fischer (Cal Poly Digital Marketing Specialist) and Dr. Stephen Crutchfield to develop promotional videos for our Special Education program (<https://vimeo.com/230624400/30e63982a9>)
- Curricular development for EDUC 590
  - Collaborated to redesign course content and sequence
  - Collaborated to develop syllabus, create major projects with checklists and rubrics, develop course lecture materials, develop materials for in-class and field-based activities, and develop course podcasts

- Co-mentored one student group who presented posters and lectures of their graduate research at the Cal Poly College of Science and Mathematics Annual Research Conference
- Traveled with ten students to the 2017 CEC Annual Convention and Exposition in Boston, MA, and facilitated meetings for students with key researchers in the field of special education.
- Collaborated to develop and hold a Mock IEP event with an interdisciplinary team of faculty and staff from Cal Poly and Atascadero Unified School District
- Collaborated with Multiple Subjects faculty to plan and host a joint advisory council meeting
- Led team to develop a second Learning Module (“Classroom Procedures and Routines”); led related professional development training session in Lucia Mar for a group of students, University Supervisors, and Cooperating Teachers
- Co-presented and co-facilitated a University Supervisor training, including full group instruction in Learning Modules and program specific (i.e., SPED) instruction in evidence-based observation feedback
- Co-planned the second annual Cal Poly Special Education Summer Institute with Dr. Stephen Crutchfield. The theme of this two day event was technology and special education, and presenters included myself, Dr. Crutchfield, Dr. Briana Ronan (SABE and Multiple Subjects), Ms. Megan Best (lecturer) and two local special education teachers; over 40 teachers attended

### **Winter 2017**

- Finalized preparations for the approved special topics course (EDUC 470: Understanding Special Education). This course was offered Spring 2017 as a pilot (see description in “Fall 2016”)
- Led team in developing School of Education Learning Modules that align to the prioritized skills as defined by the SOE Observation tool. We developed a process for developing modules and created a brief module covering the topic “Creating and Environment of Respect and Rapport”
- Contributed to training sessions for University Supervisors across the School of Education

### **Fall 2016**

- Co-coordinator of the Special Education program with Dr. Stephen Crutchfield. We are working with Daniel Parsons and Dr. Kevin Taylor to elevate our Masters program, separate our Masters and credential programs, increase our applicant pool through outreach efforts, and redesign our program of study. We are also planning to expand our program to include a Moderate / Severe credential program and credential-only options for future candidates.
- Redesigned our special education clinical fieldwork process. I redesigned our fieldwork notebook, edited our fieldwork handbook, and developed training tools for supervisors and cooperating teachers (e.g., podcasts, Google folders). I redeveloped our process to be in alignment with Multiple and Single Subjects and incorporate work from the Teacher Quality Preparation grant. I worked with other faculty across programs to develop materials for supervisors that can be used across programs and align with the Danielson Framework for Teaching.
- Developed and submitted proposal for a new special topics course (EDUC 470: Understanding Special Education). This course will allow UG students in Liberal Studies or Child Development to take a course in special education (there are currently no UG courses related to special education at Cal Poly). Additionally, this course will satisfy a prerequisite requirement

to our MA SPED program, so this course could potentially boost the number of applicants we receive from UG programs at Cal Poly.

### **Spring 2016**

- Curricular development for EDUC 554
  - Collaborated to redesign course content and sequence
  - Collaborated to develop syllabus, created major projects with checklists and rubrics, developed course lecture materials, developed materials for in-class and field-based activities, developed course podcasts, and developed course PolyLearn site
- Co-mentored nine student groups who presented posters and lectures of their graduate research at the Cal Poly College of Science and Mathematics Annual Research Conference
- Traveled with seven students to the 2016 CEC Annual Convention and Exposition in St. Louis, MO, and facilitated meetings for students with key researchers in the field of special education.

### **Winter 2016**

- Curricular development for EDUC 545
  - Redesigned course content and sequence
  - Developed syllabus, created major projects with checklists and rubrics, developed course lecture materials, developed materials for in-class and field-based activities, developed course podcasts, and developed course PolyLearn site

### **Fall 2015**

- Curricular development for EDUC 418/440
  - Collaborated to redesign course content and sequence for both offerings of Introduction to Special Education
- Curricular development for EDUC 586
  - Collaborated to redesign course content and sequence
  - Collaborated to develop syllabus, created major projects with checklists and rubrics, developed course lecture materials, developed materials for in-class and field-based activities, developed course podcasts, and developed course PolyLearn site
- Curricular development for EDUC 532
  - Collaborated to redesign the Autism Inquiry Project (major year-long field-based project)
  - Collaborated to redesign the format of and content for weekly face-to-face mentoring meetings
- Collaborated with Dr. Stephen Crutchfield to co-teach courses. We are developing and refining a collaborative process for designing instruction together and delivering instruction using a variety of co-teaching models.

### **Spring 2015**

- Attended a workshop on Evidence-based Practices and Video Modeling provided by San Luis Coastal Unified School District. The purpose of attending was to inform my knowledge of how local districts are training teachers to use evidence-based practices. The information was current

and well-delivered, and Dr. Ruef and I will use similar approaches when teaching our program candidates to use evidence-based practices.

- Mentored two student groups who presented posters of their graduate research at the Cal Poly College of Science and Mathematics Annual Research Conference.
- Co-presented findings from a qualitative research study with two graduate students at the 2015 CEC Annual Convention and Exposition in San Diego, CA.

### **Winter 2015**

- Curricular Development for EDUC 545
  - Collaborated to redesign course content and sequence
  - Collaborated to develop course readings, lectures, and assignments
- Curricular Development for EDUC 546
  - Developed course, using an integration of the existing course proposal and my own background knowledge of evidence-based practices for teaching reading
  - Wrote syllabus, created major projects with checklists and rubrics, developed course lecture materials, developed materials for in-class and field-based activities
  - Created PolyLearn site, which includes all assignments, due dates, course materials, readings, podcasts, and supplemental/extension materials
- Initiated a new research-based method for instructional delivery using Content Acquisition Podcasts (CAPs), which we are currently piloting in our four core courses in special education this quarter.
- Developed and shared a podcast for the Multiple Subjects program to use to deliver instruction on Classroom Management to their students, at the request of Dr. Donald Maas.
- Invited Ms. Michiko Lee, a doctoral candidate from the University of Southern California, to conduct interviews and observations related to our EDUC 545 and 546 courses. Ms. Lee will use this information to describe the extent to which we infuse Universal Design for Learning into our program. Ms. Lee will share her findings with us when she has finished writing her dissertation.
- Redeveloped the mentor evaluation form for the major school placement in winter quarter.

### **Fall 2014**

- Co-taught EDUC 886 and 887 with Dr. Mike Ruef. Together, we planned sessions, developed activities, developed and delivered lectures, developed and delivered assignments, created checklists and rubrics, conferenced with students, and graded assignments. Our students were able to experience various co-teaching models through this process, and Dr. Ruef and I were both afforded opportunities to learn from one another's strengths and ensure our candidates were receiving sound knowledge of evidence-based practices in the field of special education.
- Redeveloped two observation forms for use by supervisors of candidates in their minor / major school placements.
- Collaboratively planned and developed an initial iteration of a revised program course sequence for next academic year. Additionally, we began the process of redesigning the major research assignment, the Autism Inquiry Project, to be school based.
- Researched new course texts and updated texts used in several of our program courses.
- Participated in our annual Special Education Advisory Board Meeting and shared curricular materials with district leaders and gained insights regarding specific areas of need across the districts. This informed my understanding of current issues faced at the school level and

informed my understanding of the types of curricula currently used in special education classrooms across the Central Coast.

- Attended a workshop on the Common Core State Standards presented by Frank Donovan, Ed.D., to inform my knowledge of how the local districts and the state of California are training special education teachers to align classroom instruction to the CCSS.

## PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP AT CAL POLY

### Publications

#### *Peer-Reviewed Publications*

Alison, C., Root, J., Browder, D., & **Wood, L.** (2017). Technology-based shared story reading for students with autism who are English language learners. *Journal of Special Education Technology*, 11. doi:[10.1177/0162643417690606](https://doi.org/10.1177/0162643417690606)

**Date:** 2017 (Cal Poly). This work was published at the rank of Assistant Professor.

**Co-Authors:** This was a jointly authored manuscript. The data presented in the study were collected as part of a research study conducted at the University of North Carolina at Charlotte in 2015-2016. My contribution to the study was approximately 20% for conceptualization and 20% for writing the manuscript. My contributions to the conceptualization, writing, and editing of the manuscript occurred entirely at the rank of Assistant Professor at Cal Poly.

Browder, D. M., Root, J., **Wood, L.**, & Allison, C. (2017). Effects of a story mapping procedure using the iPad on the comprehension of narrative texts by students with autism spectrum disorder, *Focus on Autism and Other Developmental Disabilities*, 32, 243-255. doi: 10.1177/1088357615611387

**Date:** 2017 (Cal Poly). This work was published at the rank of Assistant Professor.

**Co-authors:** This was a jointly authored manuscript. The data presented in this study were collected as part of a research study at the University of North Carolina at Charlotte. My contribution to the study was approximately 25% for conceptualization, 10% for implementation of the study, and 25% for writing the manuscript. My contributions to the writing and editing of this manuscript occurred entirely at the rank of Assistant Professor at Cal Poly.

Ahlgrim-Delzell, L. Browder, D. M., **Wood, L.**, Stanger, C., Preston, A., & Kemp-Inman, A. (2016). Systematic instruction of phonics skills using an iPad for students with developmental disabilities who are AAC users, *The Journal of Special Education*, 50, 86-97. doi: 10.1177/0022466915622140

**Date:** 2016 (Cal Poly). This work was published at the rank of Assistant Professor.

**Co-Authors:** This was a jointly authored manuscript. The data presented in this study were collected as part of the GoTalk Phonics IES-SBIR research grant at the University of North Carolina at Charlotte. The entirety of my contribution to the writing and revisions of this manuscript occurred at the rank of Assistant Professor at Cal Poly. My contributions were about 33% of the conceptualization, 33% of the research implementation, and 33% of the writing.



Stanger, C., Mims, P., **Wood, L.**, & Ahlgrim-Delzell, L. (2016). Literacy achievements for students with intellectual disability and autism. *Assistive Technology Outcomes and Benefits*, 10, 58-72.

**Date:** 2016 (Cal Poly). This work was published at the rank of Assistant Professor.

**Co-authors:** This was a jointly authored peer-reviewed, invited publication. Each author contributed expertise relative to her specific area of study. My co-authors include the Director of Research for Attainment Company, an Associate Professor from East Tennessee University, and a Full Professor from the University of North Carolina at Charlotte. My contribution to the study was approximately 33% for conceptualization and 33% for writing the manuscript. My contributions to this manuscript occurred entirely at the rank of Assistant Professor at Cal Poly.

**Wood, L.** (2016). Modifying a reading intervention based on behavioral phenotypes could improve phonological awareness and decoding skills for students with Down syndrome. *Evidence-based Communication Assessment and Intervention*, 9(3), 101-105.

**Date:** 2016 (Cal Poly). This work was published at the rank of Assistant Professor. I was invited by the editors of *EBCAI*, a peer-reviewed journal that published structured abstracts of studies and systematic reviews, to write a summary/commentary on a current published research article in my related field.

Spooner, F., Kemp Inman, A., Ahlgrim-Delzell, L., **Wood, L.**, & Ley Davis, L. (2015).

Generalization of literacy skills through portable technology for students with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 40, 52-70.

**Date:** 2015 (Cal Poly). This work was published at the rank of Assistant Professor.

**Co-authors:** This was a jointly authored manuscript. The data presented in this study were collected as part of a research study at the University of North Carolina at Charlotte. My contribution to the study was approximately 80% for conceptualization, 10% for implementation of the study, and 33% for writing the manuscript. My contributions to the writing of this study occurred at the rank of Assistant Professor at Cal Poly.

**Wood, L.**, Browder, D. M., & Flynn, L. (2015). Teaching students with intellectual disability to use a self-questioning strategy to comprehend social studies text for an inclusive setting.

*Research and Practice for Persons with Severe Disabilities*, 40, 275-293. doi: 10.1177/1540796915592155

**Date:** 2015 (Cal Poly). This work was entirely written and published at the rank of Assistant Professor.

**Co-authors:** This was a jointly authored manuscript. The data presented in this study were collected as part of a research study at the University of North Carolina at Charlotte. My contribution to the study was about 90% conceptualization, 100% implementation, and 90% writing.

**Wood, L.**, & Allison, C. (2014). Teaching science comprehension to students with severe Disabilities. *DADD Online Journal*, 1, 24-36.

**Date:** 2014 (Cal Poly) This work was published at the rank of Assistant Professor.

**Co-authors:** My co-author is a doctoral student at the University of North Carolina at Charlotte. My contribution was 100% conceptualization and 80% of the writing. The majority of the writing for this manuscript occurred at the rank of Assistant Professor at Cal Poly.

**Wood, L., & Thompson, J. (2014).** Navigating the job search process: A timeline for doctoral candidates in education. *The Researcher*, 26(2), 6-12.

**Date:** 2014 (Cal Poly) This work was published at the rank of Assistant Professor.

**Co-authors:** My co-author is a post-doctoral Research Associate at Michigan State University. The work on this manuscript was 60/40, with my percentage of contribution being 60%. An initial draft of this work was written prior to my appointment of Assistant Professor. Some writing and all revisions occurred at the rank of Assistant Professor.

### ***Invited Publications***

**Wood, L. (2017).** Investigating expository text comprehension using a multiple probe across participants design. *SAGE Research Methods Cases*. doi:

<http://dx.doi.org/10.4135/9781473989696>

**Date:** 2017 (Cal Poly) This work was published at the rank of Assistant Professor. This is an original case study for an online collection of research method case studies (<http://srmo.sagepub.com/cases>). A publisher from SAGE contacted me and requested I write an original case study of my research study that was published in 2015.

### ***Educational Materials***

**Wood, L., & Knight, V. (2017).** *Science and Engineering for Secondary Students*. Verona, WI: Attainment Company.

**Company:** This publication is a curricular program I am co-authoring with a Professor from Vanderbilt University. This program will be published by Attainment Company, a premier publishing company for assistive technology and curricular materials for students with disabilities.

**Publishing Date:** Winter 2018

**Co-authors:** This is a jointly authored curricular program for students with moderate and severe disabilities in secondary grades. I am responsible for about 60% of the conceptualization and writing of this program. All of the research, writing, edits, and revision of the program will have occurred at Cal Poly. The product will be advertised in the Winter 2018 Attainment Catalogue and available for purchase in Winter 2018.

Ahlgrim-Delzell, L., **Wood, L., & Browder, D. M. (2015).** *Early Reading Skills Builder*. Verona, WI: Attainment Company.

**Company:** This publication is a curricular program I co-authored with two Full Professors from the University of North Carolina at Charlotte. This program was published by Attainment Company, a premier publishing company for assistive technology and curricular materials for students with disabilities.

**Publishing Date:** Spring 2015

**Co-authors:** This was a jointly authored curricular program. This is the most up-to-date author order, which reflects a change in the order on the original iteration of the published materials. The development, research, and the majority of the writing of this curriculum occurred at the University of North Carolina at Charlotte. We were all responsible for about 33% of the conceptualization and writing of this program. All of the edits and revision of the program occurred at Cal Poly, along with the writing of one piece of the program (a

writing manual for students with disabilities), that I co-wrote jointly with one colleague. Currently there is an ongoing study related to this program occurring in local schools in the Central Coast. I will use results from this study to continue editing the program and developing a revised version that will be distributed next spring.

### ***Books and Book Chapters***

Crutchfield, S., & **Wood, L.** (2018). How to use self-management and cognitive behavioral interventions. In R. Simpson (Series Ed.), *Pro-Ed How To Series on Autism Spectrum Disorders* (book in series). Austin, TX: Pro-Ed

**Co-authors:** This is a jointly authored book in a series of How-To manuals for teaching students with autism spectrum disorder. Dr. Stephen Crutchfield and I wrote this book together, both at the rank of Assistant Professor at Cal Poly. My contribution was approximately 30%.

Root, J., **Wood, L.**, & Browder, D. (2018). Assessment and planning. In F. Brown, J. McDonnell, & M. Snell (Eds.), *Instruction of Students with Severe Disabilities*, (9<sup>th</sup> ed.). Boston, MA: Pearson.

**Co-authors:** This is a jointly authored chapter in a new edition of a seminal textbook for teaching students with moderate to severe disabilities. My co-authors and I wrote the chapter in the previous edition, and the editors asked us to contract again to write a new chapter in the revised edition. My co-authors include an Assistant Professor from Florida State University and a Professor Emeritus from the University of North Carolina at Charlotte. My contribution was approximately 30%.

**Wood, L.**, Root, J., & Thompson, J. (2018). Academics. In B. Jimenez, J. Shurr, & E. Bouck (Eds), *Evidence-Based Practices and Instructional Information for Students with Intellectual Disability & Autism Spectrum Disorders* (pp. xx-xx). Virginia: Council for Exceptional Children.

**Co-authors:** This is a jointly authored chapter in Book 4 of a series of books on teaching students with autism spectrum disorder. The chapter is in book 4 (*Research/Evidence-Based Practices for Teaching Concepts to Students with Intellectual Disability & Autism Spectrum Disorder and Transition*). My co-authors and I were invited to write this chapter, which will undergo peer-review in late Fall 2017. My co-authors include Assistant Professors from Florida State University and Texas A&M University. My contribution was approximately 75%.

**Wood, L.**, Thompson, J. L., & Root, J. (2017). Chapter 10: Development of basic academic skills in childhood. In D. Zager, D. Cihak, & A. K. Stone-MacDonald (Eds.), *Autism Spectrum Disorders: Identification, Education, and Treatment*, 4<sup>th</sup> Edition (pp. 211-241). New York, NY: Routledge Taylor & Francis Group.

**Co-authors:** This is a jointly authored book chapter. The conceptualization and writing for this chapter occurred entirely at the rank of Assistant Professor at Cal Poly. My co-authors are from Michigan State University and the University of North Carolina at Charlotte. My contribution was approximately 40%.

Browder, D. M., Root, J., **Wood, L.**, & Allison, C. (2015). Chapter 3: Conducting and using student assessment. In F. Brown, J. McDonnell, & M. Snell (Eds.), *Instruction of Students with Severe Disabilities, 8<sup>th</sup> Edition* (pp. 55-85). Boston, MA: Pearson.

**Co-authors:** This is a jointly authored book chapter. The conceptualization and writing for this chapter occurred both prior to and during my appointment as Assistant Professor at Cal Poly. We developed the outline prior to my appointment, but the majority of the writing and editing occurred at the rank of Assistant Professor. The effort was split across authors, approximately 25% each.

### ***Other Works in Preparation or Submission***

Knight, V., **Wood, L.**, & McKissick, B. (2018). Conceptual framework for teaching Next Generation Science Standards to students with MSD: Recommendations from research and practice. *Manuscript in submission*.

**Possible Journal for Submission:** *Remedial and Special Education*

**Submission Date:** July 2018

**Co-authors:** This is a jointly authored manuscript. The conceptualization and writing for this conceptual framework occurred since my appointment as Assistant Professor at Cal Poly.

**Wood, L.**, Browder, D. M., & Spooner, F. (2018). Teaching students with moderate intellectual disability to use a self-questioning strategy and iPad to comprehend science e-text. *Manuscript in preparation*.

**Possible Journal for Submission:** *The Journal of Special Education Technology*.

**Submission Date:** September 2018

This is a jointly authored manuscript. The data presented in this study were collected as part of my dissertation research at the University of North Carolina at Charlotte.

Ahlgrim-Delzell, L., **Wood, L.**, Kemp-Inman, A., & Preston, A. (2018). Examining teacher perceptions of a phonics-based program for students with developmental disabilities who are nonverbal.

**Possible Journal for Submission:** *Reading Psychology*

**Submission Date:** Fall 2018

This is a jointly authored manuscript. The data presented in this study were collected as part of a research study at the University of North Carolina at Charlotte. My contributions to the writing and revisions of this manuscript will occur entirely at the rank of Assistant Professor.

Gasser, E., Kirschner, E., **Wood, L.**, & Crutchfield, S. (2018). Fading video prompts to promote independent for students with ASD.

**Possible Journals for Submission:** *Teaching Exceptional Children, Beyond Behavior*

**Submission Date:** Fall 2018

This is a joint authored manuscript. The conceptualization of the study was a joint effort, led by Cal Poly students (Eric Gasser and Ernest Kirschner) and advised by faculty mentors (Drs. Wood and Crutchfield). Research was conducted as part of a Masters in Special Education project during the 2015-2016 school year.

**Wood, L.,** Crutchfield, S., Knight, V., Haworth, A., Spivey, M., Gasser, E., Johnson, J., & Milby, T. (2018). Teaching listening comprehension of expository science text to secondary students with autism and/or intellectual disability.

**Possible Journal for Submission:** *Focus on Autism and Other Developmental Disabilities*  
**Submission Date:** Fall 2018

This is a joint authored manuscript. The conceptualization of the study was a joint effort with colleagues from Cal Poly (Dr. Stephen Crutchfield) and Vanderbilt University (Dr. Victoria Knight). Additional co-authors include the classroom teachers and Cal Poly alumni who helped to implement the research study (April Haworth and Melissa Spivey) and Graduate Research Assistants who were Cal Poly students and are now alumni (Eric Gasser, Jacqueline Johnson, and Tarin Milby). Funding for this project was obtained through an internal RSCA grant.

## **Presentations**

### ***External Peer-Reviewed Conference Presentations Accepted at the Rank of Assistant Professor***

**Wood, L.,** Crutchfield, S., Phillips, S., Slone, R., & McNamara, E. (2019). Science and engineering for students with ASD and/or ID in secondary grades

**Date:** January, 2019

**Presentation Type:** Lecture

**Professional Meeting:** Division on Autism and Developmental Disabilities International Conference, Maui, HI

**Presenter:** This will be a joint conference with my colleague from the special education program at Cal Poly and three former program graduates who are now first year special education teachers. This work was funded by the Cotchett award for developing special education curriculum in the area of science and engineering. Our former students will describe the process of creating standards-based materials that were adapted to meet the needs of students with extensive support needs.

**Wood, L.,** Crutchfield, S., Phillips, S., Slone, R., & McNamara, E. (2018). Science and engineering for students with ASD and/or ID in secondary grades

**Date:** October, 2018

**Presentation Type:** Lecture

**Professional Meeting:** California Council for Exceptional Children Annual State Conference, Burlingame, CA

**Presenter:** This will be a joint conference with my colleague from the special education program at Cal Poly and three former program graduates who are now first year special education teachers. This work was funded by the Cotchett award for developing special education curriculum in the area of science and engineering. Our former students will describe the process of creating standards-based materials that were adapted to meet the needs of students with extensive support needs.

Crutchfield, S., Brendlen, A., Fisher, E., & **Wood, L.** (2017, October). Self-management interventions for students with autism spectrum disorder.

**Date:** October, 2017

**Presentation Type:** Lecture

**Professional Meeting:** California Council for Exceptional Children Annual State Conference, San Diego, CA

**Presenter:** This was a joint presentation at the annual state division convening for the Council for Exceptional Children. This was a presentation on self-management interventions with examples from student action research projects. The co-presenters included one alumna and one current student.

**Wood, L., & Lawson, B. (2017, October).** Technology integration in literacy.

**Date:** October, 2017

**Presentation Type:** Lecture

**Professional Meeting:** California Council for Exceptional Children Annual State Conference, San Diego, CA

**Presenter:** This was a joint presentation at the annual state division convening for the Council for Exceptional Children. This was a presentation on technology supports for literacy instruction for students with moderate and severe disabilities. I developed my portion of the presentation (about 50%) and co-presented with a local special education teacher I have been training for the past three years.

**Wood, L., Crutchfield, S., Knight, V., Spivey, M., Haworth, A., & Gasser, E. (2017, April).**

*Teaching listening comprehension of expository science text to secondary students with autism and/or intellectual disability.*

**Date:** January 2017

**Presentation Type:** Poster

**Professional Meeting:** Council for Exceptional Children Annual Conference, Boston, MA

**Presenter:** This was a joint presentation at an international convening for the annual conference for CEC. I contributed heavily to the development of this presentation and presented this with my co-researchers, which includes colleagues from Cal Poly and Vanderbilt and three former students, two of whom are local special education teachers. This is a presentation of a research study conducted at Cal Poly with program alumni and current students participating as teacher implementers and graduate research assistants.

**Wood, L., Crutchfield, S., & Knight, V. (2017, January).** *Teaching listening comprehension of expository science text to secondary students with autism and/or intellectual disability.*

**Date:** January 2017

**Presentation Type:** Lecture

**Professional Meeting:** Division on Autism and Developmental Disabilities, Clearwater, FL

**Presenter:** This was a joint presentation at an international convening for the annual conference for DADD, a division of the Council for Exceptional Children. I contributed heavily to the development of this presentation and presented this alone. This is a presentation of a research study conducted at Cal Poly with program alumni and current students participating as teacher implementers and graduate research assistants.

**Wood, L., & Litvinchuk, L. (2016, October).** *Teaching a tech-based phonics curriculum to students with developmental disabilities.*

**Date:** October 2016

**Presentation Type:** Lecture

**Professional Meeting:** California Council for Exceptional Children Annual Conference, San Diego, CA

**Presenter:** This was a joint presentation at the state level conference for the international organization CEC. I presented with a Cal Poly alumni and local teacher, Laura Litvinchuk. I have worked with Laura over the past year helping her implement my phonics program in her classroom. Together we presented information about the program and her experiences to an audience of special education teachers and professionals.

**Wood, L.,** Crutchfield, S., Haworth, A., & Spivey, M. (2016, October). *Teaching listening comprehension of expository science text to secondary students with autism and/or intellectual disability*

**Date:** October 2016

**Presentation Type:** Poster presentation

**Professional Meeting:** California Council for Exceptional Children Annual Conference, San Diego, CA

**Presenter:** This was a joint presentation at the state level conference for the international organization CEC. This poster presentation represents the single-case design research conducted Summer 2016 in Atascadero School district. I conceptualized this study with the help of my colleagues from Cal Poly and Vanderbilt University. Cal Poly students helped develop materials for the study as Graduate Research Assistants, and Cal Poly alumni were the teacher interventionists and co-presented this research at the conference.

**Wood, L., & Meyer, A.** (2016, May). *Standards-based science instruction for students with moderate to severe disabilities.*

**Date:** May 2-5, 2016

**Presentation Type:** Lecture

**Professional Meeting:** Urban Collaborative for Special Education

**Presenter:** This was a joint presentation at the national level conference for special education district leaders and administrators from across the country. Ann Meye, the Vice President for Attainment Company, invited me to co-present on science instruction. I developed the majority of the presentation and presented the bulk of the presentation.

Ahlgrim-Delzel, L., **Wood, L.,** Preston, A., & Inman, A. (2016, April). *Development of teacher self-efficacy in reading instruction for students with developmental disabilities.*

**Date:** April 2016

**Presentation Type:** Lecture

**Professional Meeting:** Council for Exceptional Children, St. Louis, MO

**Presenter:** This was a joint presentation at an international conference. I contributed heavily to the development of this presentation, including conceptualizing the outline and developing one third of the slides. I presented the introduction and the discussion.

**Wood, L.,** Ahlgrim-Delzel, L., Browder, D., Stanger, C., & Meyer, A. (2016, January). *Teaching a phonics curriculum to students with developmental disabilities who use AAC.*

**Date:** January 2016

**Presentation Type:** Lecture

**Professional Meeting:** DADD 17th International Conference on Autism Intellectual Disability and Developmental Disabilities, Honolulu, HI

**Presenter:** This was a joint presentation at an international conference. I contributed heavily to the development of this presentation and co-presented.

- Wood, L., Thompson, J., & Root, J.** (2016, January). *Teaching academics to students with autism spectrum disorder*.  
**Date:** January 2016  
**Presentation Type:** Lecture  
**Professional Meeting:** DADD 17th International Conference on Autism Intellectual Disability and Developmental Disabilities, Honolulu, HI  
**Presenter:** This was a joint presentation at an international conference. I contributed heavily to the development of this presentation and co-presented.
- Knight, V., & Wood, L.,** (2015, December). *Fidelity versus flexibility: Implementing scientific practices in inclusive science*.  
**Date:** December 2015  
**Presentation Type:** Poster  
**Professional Meeting:** 2015 TASH 40<sup>th</sup> Annual Conference, Portland, OR  
**Presenter:** This was a joint poster presentation at an international conference. My colleague and I shared in the development of the poster and related materials.
- Wood, L., Thompson, J., & Ribuffo, C.** (2015, December). *Evidence-based practices for students with severe disabilities: The CEEDAR Center report*.  
**Date:** December 2015  
**Presentation Type:** Lecture  
**Professional Meeting:** 2015 TASH 40<sup>th</sup> Annual Conference, Portland, OR  
**Presenter:** This was a joint presentation at a national conference. I led the development of the presentation materials and co-presented with my colleagues.
- Browder, D. M., Ahlgrim-Delzell, L., & Wood, L.** (2015, May). *Phonics instruction for students with developmental disabilities who are AAC users*. In F. Spooner's (Chair), *Current status and future directions of technology to teach academics to students with autism*.  
**Date:** May 2015  
**Presentation Type:** Symposium  
**Professional Meeting:** The Association for Behavior Analysis International, San Antonio, TX  
**Presenter:** This section was part of a symposium. I was the sole presenter for this portion of the symposium. Additionally, I developed all presentation materials.
- Root, J. R., & Wood, L.** (2015, May). *Electronic story mapping to teach comprehension of narrative texts by students with autism spectrum disorder*. In F. Spooner's (Chair), *Current status and future directions of technology to teach academics to students with autism*.  
**Date:** May 2015  
**Presentation Type:** Symposium  
**Professional Meeting:** The Association for Behavior Analysis International, San Antonio, TX  
**Presenter:** This was a joint presentation at an international conference. I contributed to the development of this presentation and co-presented.
- Wood, L.** (April, 2015). *Literacy across content areas for students with severe disabilities*.  
**Date:** April 2015  
**Presentation Type:** Lecture  
**Professional Meeting:** Council for Exceptional Children, San Diego, CA



**Presenter:** I was the sole presenter for this presentation at a national conference. This was a presentation of my dissertation study.

Ruef, M., **Wood, L.**, Hanna, B., Koopmans, J., Haworth, A., & Pace-Spivey, M. (April, 2015).

*Perspectives of credential candidates and parents on the in-home support component of a special education credential program.*

**Date:** April 2015

**Presentation Type:** Poster

**Professional Meeting:** Council for Exceptional Children, San Diego, CA

**Presenter:** This was a joint presentation at a national conference. I presented along with one Cal Poly colleagues in Special Education and three students from our program.

Kemp-Inman, A., Spooner, F., & **Wood, L.** (2014, December). *Emergent literacy skill generalization on an iPad® for students with developmental disabilities.*

**Date:** December 2014

**Presentation Type:** Lecture

**Professional Meeting:** 2014 TASH 39<sup>th</sup> Annual Conference, Washington, D.C.

**Presenter:** This was a joint presentation. I presented with a Professor and doctoral student from the University of North Carolina at Charlotte.

Knight, V., **Wood, L.**, & McKissick, B. (2014, December). *Can science instruction increase quality of life outcomes for ALL students?*

**Date:** December 2014

**Presentation Type:** Lecture

**Professional Meeting:** 2014 TASH 39<sup>th</sup> Annual Conference, Washington, D.C.

**Presenter:** This was a joint presentation at a national conference. I presented with two Assistant Professors from Vanderbilt University and Mississippi State University.

### ***Invited Presentation***

West, Elizabeth, & **Wood, L.** (2018, January). Becoming involved involved with DADD: Membership and nominations.

**Date:** January, 2018

**Presentation Type:** Lecture

**Professional Meeting:** Division on Autism and Developmental Disabilities International Conference, Clearwater, FL

**Presenter:** This was a joint presentation at the annual international conference for DADD. This was an information sessions for members and non-members to learn more about opportunities to be involved with the Division. As a board member (Member-at-Large and Membership Chair), I shared opportunities to network with other members and become involved at the state level.

**Wood, L.**, Doughty, T., Shur, J., & Cihak, D. (2018, January). DADD professional standards: Review and revision

**Date:** January, 2018

**Presentation Type:** Lecture

**Professional Meeting:** Division on Autism and Developmental Disabilities, Clearwater, FL

**Presenter:** This was a joint presentation at the annual international conference for DADD. This was an information sessions for members and non-members to learn more about the work we have done as a Division reviewing and revising the professional standards on autism and developmental disabilities. These standards are a subset of the special education standards developed by the Council for Exceptional Children, and they guide the field (both teacher preparation programs and practicing teachers) on expectations for the educating students with developmental disabilities.

**Wood, L., Root, J., & Allison, C. (April, 2017).** *Technology integration in literacy*

**Date:** April 2017

**Presentation Type:** Invited Spotlight Lecture

**Professional Meeting:** Council for Exceptional Children, Boston, MA

**Presenter:** The board of CEC (an international special education organization) invited me to develop a presentation on technology for students with disabilities as part of a featured “spotlight” strand. I invited two colleagues from other institutions to present with me, an Assistant Professor from Florida State University and a Behavior Support Specialist from the Arkansas Department of Education. We presented our 1-hour lecture at the annual international conference in Boston. I planned the session and we each developed and presented our sections.

### ***Cal Poly Presentations***

**Wood, L. (October, 2017).** *Systematic instruction*. Invited presentation to Dr. Stephen Crutchfield’s EDUC 587 Autism spectrum disorders methods class.

**Wood, L. (July, 2017).** *Technology and literacy*. Presented this half-day training as part of a two-day workshop offered at Cal Poly to local teachers and Cal Poly alumni. This workshop was the second annual Special Education Summer Workshop, an event I conceptualized and organized in collaboration with Dr. Stephen Crutchfield.

**Wood, L. (November, 2016).** *Experiences with flipped classroom instruction*. Invited by the CTLT to present on my experiences flipping EDUC 546 to colleagues during a lunch hour workshop held in the Kennedy Library.

**Wood, L., & Crutchfield, S. (August, 2016).** *Universal Design for Learning*. Co-presented a two-day workshop for Cal Poly and CSU Monterey Bay faculty as part of the TQP grant initiative for a year-long professional development offering for faculty.

**Wood, L. (July, 2016).** *Teaching math problem solving to students with disabilities*. Presented this one-day training as part of a two-day workshop offered at Cal Poly to local teachers and Cal Poly alumni. This workshop was the first annual Special Education Summer Workshop, an event I conceptualized and organized in collaboration with Dr. Stephen Crutchfield.

**Wood, L. (June, 2016).** *How to talk to others about improving outcomes for ALL*. Presented on a panel as an invited speaker for the annual Educational Leadership Symposium at Cal Poly.

**Wood, L., & Crutchfield, S. (January, 2016).** *Universal design for learning*. Invited presentation to Dr. Tanya Flushman’s EDUC 439 CP1 Seminar.

**Wood, L., & Crutchfield, S.** (November, 2015). *Universal design for learning*. Invited presentation to Dr. Tanya Flushman's EDUC 439 CP1 Seminar.

**Wood, L., & Ronan, B.** (June, 2015). *UDL/Inclusivity/ELD Standards*. Co-presented four workshop stations to Cal Poly faculty as part of a full-day PBL training.

**Wood, L.** (October, 2014). *Applied behavior analysis to promote classroom management*. Invited presentation to Dr. Donald Maas' EDUC 455 Clinical Practice Seminar class.

### ***Faculty Advisor for Cal Poly Student Presentation***

McNamara, E., Williams, K., & **Wood, L.** (May, 2018). *Self-management package to improve time on task for an elementary student with autism*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.

Nguyen, M., Tiethof, L., & **Wood, L.** (May, 2018). *Video self-modeling and appropriate social interactions*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.

Pecyna, K., Swain, B., & **Wood, L.** (May, 2018). *The effects of using self-monitoring to increase on-topic conversation for an upper elementary male with autism*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.

Pimentel, L., Sanchez, J., & **Wood, L.** (May, 2018). *Reducing restrictive and repetitive behaviors through self-monitoring for a student with autism*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.

Villegas, A., Berk, E., & **Wood, L.** (May, 2018). *Vocabulary acquisition for emergent bilinguals in special education*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.

Garcia, M., Percak, E., **Wood, L.**, & Crutchfield, S. (May, 2016). *The effects of video self-modeling in question asking*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.

Gasser, E., Kirschner, E., **Wood, L.**, & Crutchfield, S. (May, 2016). *Using an iPad enabled with video modeling and task analysis to increase the autonomy of a student with autism navigating Google Drive*. Student oral presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.

- Henry, K., Zahner, H., Crutchfield, S., & **Wood, L.** (May, 2016). *Increasing verbal communicative acts using peer-mediated interventions*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.
- Hodgson, C., Johnson, J., Crutchfield, S., & **Wood, L.** (May, 2016). *The effects of a first-then card and reinforcement on transitioning behaviors with an elementary student with autism*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.
- Milby, T., Alberry, B., Crutchfield, S., & **Wood, L.** (May, 2016). *The effects of video modeling using others vs. adult priming on the question asking behavior of adolescents with autism spectrum disorder (ASD)*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.
- Roberts, J., Tomalenas, K., **Wood, L.**, & Crutchfield, S. (May, 2016). *Self-monitoring to increase on task behavior: A single case research design for a middle school student with autism spectrum disorder*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.
- Stevens, A., Howard, S., **Wood, L.**, & Crutchfield, S. (May, 2016). *The effects of visual cues and systematic instruction on the social communication of students with autism spectrum disorders*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.
- Wilwand, R., Baker, K., Crutchfield, S., & **Wood, L.** (May, 2016). *The effects of power cards on disruptive vocalizations*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.
- Costello, E., Perales, A., Ruef, M., & **Wood, L.** (May, 2015). *Autism inquiry project*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was the faculty advisor for this graduate research project.

### ***Community, State, and National Professional Development Presentations***

- Wood, L.** (September, 2018). *The Early Reading Skills Builder*. Invited to guest lecture for an undergraduate/graduate special education course in General Curriculum Access at East Tennessee State University. The presentation will occur live online through the Webex platform.
- Courtade, G., & **Wood, L.** (July, 2018). *General curriculum access for ALL*. Invited to co-present at a practitioner conference presented by the board members of DADD at UTA for a group of 250 local special education teachers. The presentation was on inclusion and general curriculum access for all students, including students with extensive support needs. My co-presenter was the Chair of Special Education from the University of Louisville.

**Wood, L., & Crutchfield, S.** (June, 2017). *Universal design for learners with disabilities: Teaching a standards-based curriculum to ALL students*. Invited to lead a workshop on universal design for learning that consisted of two full-day sessions and one half-day session for the Lucia Mar Unified School District. We presented to a group of about 50 teachers and general and special education professionals.

**Wood, L.** (March, 2017). *ELA and mathematics instruction for students with moderate & severe disabilities*. Invited to present a 1-day workshop to teachers across the Central Valley. Teachers and other special education professionals who participated earned CEUs and BCBA credits. The event was hosted by the Diagnostic Center of Central CA, and over 150 SPED professionals attended.

**Wood, L., & Crutchfield, S.** (March, 2017). *Joining forces to help ALL students learn and succeed: Why it is important and how we can get there*. Invited to lead one 75 min professional development workshops for special education teachers, general education teachers, and administrators in Santa Maria-Bonita School District.

**Wood, L., & Crutchfield, S.** (October, 2016-April, 2017). *Universal design for learners with disabilities: Teaching a standards-based curriculum to ALL students*. Invited to co-lead a series on universal design for learning (one full day and three half day sessions) for the San Luis Coastal SELPA. We presented to a group of about 50-60 special education professionals each session.

**Wood, L.** (October, 2017). *General Curriculum Access for Students with Moderate to Severe Disabilities*. Invited as a guest instructor for two days for a special education graduate program at the University of Nevada Las Vegas. I taught two 4.5 hour classes to a cohort of about 30 graduate students.

**Wood, L.** (September, 2017). *The Early Reading Skills Builder*. Invited to guest lecture for an undergraduate/graduate special education course in General Curriculum Access at East Tennessee State University. The presentation occurred live online through the Webex platform.

**Wood, L.** (October, 2016). *General Curriculum Access*. Invited to guest lecture for a graduate/credential moderate/severe special education program at the University of Nevada Las Vegas. This presentation occurred in person across two days.

**Wood, L.** (September, 2016). *The Early Reading Skills Builder*. Invited to guest lecture for an undergraduate/graduate special education course in General Curriculum Access at East Tennessee State University. The presentation occurred live online through the Webex platform.

**Wood, L.** (August, 2016). *Curriculum for Students with Moderate and Severe Disabilities*. Invited to present a two-day workshop to special education teachers in the Santa Maria Bonita School District. The presentation consisted of training for teaching Standards-aligned curricular programs to students with moderate and severe disabilities.

**Wood, L.** (April, May, 2016). *Curriculum for Students with Moderate and Severe Disabilities*. Invited to present a two-day workshop to special education teachers in the Santa Maria Joint

Unified School District. The presentation consisted of training for teaching Standards-aligned curricular programs to students with moderate and severe disabilities.

**Wood, L.** (September, 2015). *The Early Reading Skills Builder*. Invited to guest lecture for an undergraduate/graduate special education course in General Curriculum Access at East Tennessee State University. The presentation occurred live online through the Webex platform.

**Wood, L., & Crutchfield, S.** (August, 2015). *Joining forces to help ALL students learn and succeed: Why it is important and how we can get there*. Invited to lead three 75 min professional development workshops for special education teachers, general education teachers, and administrators in Santa Maria-Bonita School District.

**Wood, L.** (August, 2015). *Universal design for learners with disabilities: Teaching a standards-based curriculum to ALL students*. Invited to lead two half-day professional development workshops for special education teachers in Santa Maria-Bonita School District.

**Wood, L.** (April, 2015). *Teaching to the Standards: Promoting learning outcomes for ALL students*. Invited to lead full-day professional development workshop for special education teachers in Santa Maria-Bonita School District.

### **Grants and Contracts at Cal Poly**

#### ***Funded External Grants***

Summer 2016                      *Preparing highly effective clinical coaches across programs*

I wrote and received a small \$5,052 Meet Up grant from the S. D. Bechtel, Jr. Foundation to bring faculty and staff from Cal Poly to CSU Fullerton. This grant funded the travel for our team to observe a training event hosted by CSU Fullerton. Our team observed and participated in a day-long supervisor training on August 4, 2016. We brought representatives from Special Education, Multiple Subjects, and Single Subjects programs and debriefed with a team from Fullerton following the event.

Summer 2016                      *Transforming teacher preparation through district partnership*

I am the Co-Principal Investigator, along with Dr. Tanya Flushman, on this \$600,000 partnership grant submitted to the S. D Bechtel, Jr. Foundation. This 3-year project intends to improve clinical preparation opportunities and experiences across teacher credential programs at Cal Poly. In partnership with Lucia Mar Unified School District, we will focus on the development and implementation of learning modules that will promote shared understanding of teaching practices across team members (candidates, supervisors, and cooperating teachers). We will provide professional development to Cal Poly supervisors and district cooperating teachers to promote high quality coaching practices. We will support Lucia Mar in developing and delivering professional development in Standards-based mathematics and science to district teachers and Cal Poly candidates. Finally, we will develop ongoing routines for collecting and analyzing data to make informed decisions about the project activities across the years.

Winter 2015      *Transforming teacher preparation through Project Based Learning (PBL) curriculum*

I was the Principal Investigator on this \$219,901.00 grant submitted to the S. D. Bechtel, Jr. Foundation via the CSU Chancellor's Office. This project intends to teach faculty, candidates, and local teachers to teach using Project Based Learning that promotes inclusivity and enhances 21<sup>st</sup> century skills for all students and runs from 1/15/16 through 7/15/16. Additionally, I serve on the Core Committee, the Advisory Council, the Management Team, the Survey Subcommittee, and the PBL Framework Subcommittee.

### ***Funded Internal Grants***

Winter 2017      *Promoting science comprehension and inquiry for students with autism spectrum disorder and other developmental disabilities*

I am the co-Principal Investigator of an internal Cotchett grant with Dr. Stephen Crutchfield. Dr. Crutchfield and I were awarded \$18,000 to develop science curricular materials for secondary aged students with autism and other developmental disabilities. We are in the process of hiring students from special education and science education to create adapted science texts and standards-aligned lessons. Dr. Crutchfield and I will offer these materials to districts at no cost and provide training to local teachers. These materials and methods are the results of research conducted in Summer 2016.

Fall 2015      *Promoting science comprehension and inquiry for students with autism spectrum disorder*

I am the Principal Investigator of an internal grant through the RSCA. I was awarded \$12,545 to conduct an experimental study to measure the impact of a science inquiry intervention on the science comprehension and inquiry skills of students with autism. I will hire two students from my Cal Poly cohort as graduate assistants. We will implement the study in a local public school. Additionally, my Cal Poly graduate assistants and I will co-author a related manuscript for publication and submit conference proposals locally and nationally.

### ***Consulting Activities / Additional Grant Work***

Fall 2014 – present      Special Education Consultant for the *Teacher Quality Partnership- El Camino Education Alliance* grant, a 5-year project funded by the U.S. Department of Education in partnership with CSU Monterey Bay.

*Specific activities include:*

- *Mock IEP:*

Specific duties include co-planning an interdisciplinary event that allows current students across credentialing programs in the School of Education the opportunity to prepare for and participate in an IEP meeting. We developed mock materials and a protocol for preparing students for the event during class time. In addition to helping plan the event and develop materials, I was an observer and facilitator during the event, and I will continue to participate on a committee designed to fine-tune this process.

- *Member of Professional Development Subcommittee:*

Specific duties include reading and synthesizing research related to professional development models and developing and piloting models in the field and at Cal Poly. Our subcommittee developed a year-long professional development model for faculty at Cal Poly and CSU Monterey Bay. In addition to serving as a committee member, I was a co-facilitator of this professional development and co-presented the kick-off summer event, a two-day summer workshop on Universal Design for Learning.

- *Participated in Co-Teaching in Courses Initiative:*

I have co-planned and co-taught several classes in our special education program with Drs. Ruef and Crutchfield. Dr. Crutchfield and I have redesigned courses together and developed methods for modeling co-teaching through our instruction.

- *Member of Danielson Framework for Teaching Initiative:*

I worked on various projects from Winter 2015 through the present related to the Danielson Framework for Teaching. I attended a national conference to learn more about the Framework, I participated in a subcommittee charged with analyzing the Framework and prioritizing skills from the Framework. I received extensive training in the Framework and helped develop tools that incorporated the Framework into our fieldwork supervision processes at Cal Poly. I worked Summer 2016 collecting video and lesson plans examples to use for a School-wide training for all University Supervisors.

- *Consultant for the Professional Development for In-Service Teachers Initiative:*

I have consulted with local school districts and designed professional development plans for supporting district teachers in various ways. I have consulted with Santa Maria Bonita, Santa Maria Joint Unified, Guadalupe, and Atascadero. I have provided targeted training in Santa Maria Bonita and Santa Maria Joint Unified. I have provided ongoing supports (e.g., routine training at school sites, follow up emails, podcasts to provide additional support) to a cohort of teachers at Santa Maria Bonita over the 2015 – 2016 school year.

## ***Professional Honors and Leadership Activities***

February 2017 – Present

*Yes I Can! Award Co-Chair*

I was asked by the Executive Director to serve as the committee chair for the Yes I Can! Award committee for the California Council for Exceptional Children, the state subdivision for the international organization, CEC. Duties include organizing and managing a state-wide submission and selection of special education student awards across six categories. I also co-planned and hosted a luncheon and awards ceremony for the recipients and their families at our annual state conference. Additionally, I participate in quarterly online and face-to-face board meetings.

January 2016 – January 2019

*Member at Large; Chair of Membership Committee*



I was elected through a general election to the Board of Directors for the Division on Autism and Developmental Disabilities, an international subdivision of the Council for Exceptional Children, an international organization that supports individuals with disabilities. I send monthly membership reports to our state and province subdivisions and facilitate quarterly subdivision online meetings.

January 2016 – January 2019

*Knowledge and Skills Subcommittee Member*

I represent the Division on Autism and Developmental Disabilities on this subcommittee for the Council for Exceptional Children; I am the lead in an endeavor to rewrite the knowledge and skill standards for students with autism and developmental disabilities, which is a subset of the CEC Standards, a driving document in the field of special education and standards used by many special education programs in IHEs.

## PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP PRIOR TO CAL POLY

### Publications

#### *Peer-reviewed Journal Articles*

Ahlgrim-Delzell, L., Browder, D. M., & **Wood, L.** (2014). Effects of systematic instruction and an augmentative communication device on phonics skills acquisition for students with moderate intellectual disability who are nonverbal. *Education and Training in Autism and Developmental Disabilities*, 49, 517-532.

**Date:** 2014 (Cal Poly) This work was published at the rank of Assistant Professor.

**Co-authors:** My co-authors are Professors at the University of North Carolina at Charlotte. The work on this manuscript was equally distributed across the authors. My contribution was approximately 33%. Most development and writing occurred prior to starting my position at Cal Poly. Some editing occurred while at Cal Poly.

Plavnick, J. B., Marchand-Martella, N., Martella, R., Thompson, J., & **Wood, L.** (2014). Explicit academic instructional programs and children with autism spectrum disorder: A review of the literature. *Review Journal of Autism and Developmental Disorders*. Advanced online publication. doi: 10.1007/s40489-014-0036-3

**Date:** Advanced online publication date of 2014; print date of 2015 (Cal Poly). This work was published at the rank of Assistant Professor.

**Co-authors:** One of my coauthors is an Assistant Professor at Michigan State University. Two of my co-authors are Professors at Eastern Washington University. One of my co-authors is a post-doctoral Research Associate at Michigan State University. The work on this manuscript was 30/20/20/15/15, with my percentage of contribution being 15%. Most of my work on this manuscript occurred prior to my appointment at Cal Poly.

Spooner, F., Ahlgrim-Delzell, L., Kemp Inman, A., & **Wood, L.** (2014). Using an iPad2® to teach shared stories for elementary-aged students with developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, 39, 30-46.

Browder, D. M., Hudson, M.E., & **Wood, L.** (2013). Teaching students with moderate intellectual

disability who are emergent readers to comprehend text. *Exceptionality*, 21, 191-206.

Hudson, M. E., Browder, D. M., & **Wood, L.** (2013). Review of experimental research on academic learning by students with moderate and severe intellectual disability in general education. *Research and Practice for Persons with Severe Disabilities*, 38, 17-29.

### ***Book Chapters***

Browder, D. M., Hudson, M. E., & **Wood, L.** (2014). Using principles of high quality instruction in the general education classroom to provide access to the general education curriculum. In J. McLeskey, N. L. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of research and practice for effective inclusive schools* (pp. 339-351). New York, NY: Routledge.

Lee, A., **Wood, L.**, & Browder, D. M. (2014). Systematic instruction. In R. L. De Pry, F. Brown, & J. Anderson (Eds.), *Individual positive behavior supports: A standards-based guide to practices in school and community-based settings* (pp. 229-243). Baltimore, MD: Paul H. Brookes.

**Wood, L.**, Browder, D. M., & Mraz, M. (2014). Passage comprehension and read-alouds. In D. M. Browder & F. Spooner (Eds.) *More language arts, math, and science for students with severe disabilities* (pp. 63-84). Baltimore, MD: Paul H. Brookes.

### ***Reports***

Browder, D. M., **Wood, L.**, Thompson, J., & Ribuffo, C. (2013). *Evidence-based practices in severe disabilities* (CEEDAR Center Report).

### ***Curricular Materials***

Browder, D. M., **Wood, L.**, & Allison, C. (2014). *Evidence-based practices in severe disabilities: Higher education lesson plans and professional development materials* (CEEDAR Center).

### ***Additional Publications***

**Wood, L.** (2014). Students' corner. *DADD Express*, 29, p. 6

**Wood, L.** (2014). Students' corner. *DADD Express*, 28, p. 6

**Wood, L.** (2013). Students' corner. *DADD Express*, 27, p. 6

**Wood, L.** (2013). Students' corner. *DADD Express*, 26, p. 6

**Wood, L.** (2013). Students' corner. *DADD Express*, 25, p. 6

**Wood, L.** (2013). Students' corner. *DADD Express*, 24, p. 6

**Wood, L., & Lee, A.** (2012, Fall). CCSS: ELA, *TASH Connections*, 38(3). Retrieved from <http://tash.org/accessing-tash-connections/>

**Wood, L., & Saunders, A.** (2012, Fall). An introduction to the Common Core State Standards, *TASH Connections*, 38(3). Retrieved from <http://tash.org/accessing-tash-connections/>

### ***Peer-Reviewed Conference Presentations***

Plavnick, J., Marchand-Martella, N., Martella, R., Thompson, J., & **Wood, L.** (2014, May). *Explicit academic instructional programs and students with autism spectrum disorder: A review of the literature*. In J. Plavnick's (Chair), *The use of explicit instruction curricula to teach academics to students with autism spectrum disorders*.

Symposium conducted at the annual meeting of the Association for Behavior Analysis International, Chicago, IL.

**Wood, L., & Browder, D. M.** (2014, April). *Teaching students with moderate intellectual disabilities to use a self-questioning strategy to comprehend social studies text*, Lecture session accepted at the CEC 2014 Convention and Expo, Philadelphia, PA.

Ahlgrim-Delzell, L., Browder, D. M., & **Wood, L.** (2014, April). *Phonics instruction for students who are nonverbal with moderate/severe disabilities*. Lecture session accepted at the CEC 2014 Convention and Expo, Philadelphia, PA.

**Wood, L., Preston, A., & Kemp-Inman, A.** (2014, February). *Phonics instruction for students who are nonverbal with moderate/severe disabilities*. Poster presentation accepted at the North Carolina ABA Conference (NC-ABA), Winston Salem, NC.

**Wood, L., Thompson, J., & Root, J.** (2014, February). *Comprehension for students who access alternate achievement literacy*. Lecture presentation accepted at the North Carolina ABA Conference (NC-ABA), Winston Salem, NC.

**Wood, L.** (2014, February). *Teaching students with intellectual disability to use a self-questioning strategy to comprehend social studies text*. Panelist for Student Symposium at the North Carolina ABA Conference (NC-ABA), Winston Salem, NC.

Browder, D. M., & **Wood, L.** (2014, January). *Phonics instruction for students who are nonverbal with moderate/severe disabilities*. Lecture session accepted at the 15<sup>th</sup> International Conference on Autism, Intellectual Disability, and Developmental Disability (CEC-DADD), Clearwater, FL.

**Wood, L., & Browder, D. M.** (2014, January). *Teaching science to students with severe disabilities*. Lecture session accepted at the 15<sup>th</sup> International Conference on Autism, Intellectual Disability, and Developmental Disability (CEC-DADD), Clearwater, FL.

Allison, C., & **Wood, L.** (2013, December). *Strategies to increase Internet text comprehension of students with autism*. Poster session at the 2013 TASH 38<sup>th</sup> Annual Conference, Chicago, IL.

- Spooner, F., **Wood, L.**, Kemp-Inman, A. (2013, December). *Using an iPad2 to teach shared stories for elementary-aged students with severe disabilities*. Lecture session accepted at the 2013 TASH 38<sup>th</sup> Annual Conference, Chicago, IL.
- Wood, L.**, Browder, D. M., & Spooner, F. (2013, November). *Teaching the CCSS to students with severe disabilities*. Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Ft. Lauderdale, FL.
- Spooner, F., & **Wood, L.** (2013, May). *Mathematics meta-analysis*. In K. S. Bethune (Chair), *Teaching mathematics to students with severe developmental disabilities*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International, Minneapolis, MN.
- Wood, L.** (2013, May). *Teaching students with intellectual disabilities to use a self-questioning strategy to comprehend social studies text*. Poster session at the 39<sup>th</sup> Annual Association for Behavior Analysis International Conference, Minneapolis, MN.
- Ahlgrim-Delzell, L., Browder, D. M., & **Wood, L.** (2013, April). *Effects of systematic instruction and an augmentative communication device on phonics skills acquisition for students with moderate intellectual disability who are nonverbal*. Poster session at the 2013 Council for Exceptional Children Conference, San Antonio, TX.
- Wood, L.**, Browder, D. M., & Allison, C. (2013, April). *Teaching students with moderate intellectual disabilities who are emergent readers to comprehend passages of text*. Lecture session presented at the CEC Convention and Exposition, San Antonio, TX.
- Wood, L.** (2013, March). *Teaching students with intellectual disabilities to use a self-questioning strategy to comprehend social studies text*. Lecture session at UNC Charlotte 2013 Graduate Research Symposium, Charlotte, NC.
- Wood, L.**, Allison, C., & Kemp-Inman, A. (2013, February). *Teaching text comprehension to students with developmental disabilities*. Lecture session presented at the North Carolina Council for Exceptional Children Conference, Pinehurst, NC.
- Wood, L.** (2012, November). *Promoting reading comprehension for students with moderate intellectual disability*. Lecture session presented at the 2012 TASH 37<sup>th</sup> Annual Conference, Long Beach, CA.
- Smith, B., & **Wood, L.** (2012, November). *Breaking down the barriers: Helping general education teachers provide specialized instruction*. Poster session at the 2012 TASH conference, Long Beach, CA.
- Browder, D., **Wood, L.**, & Swart, K. (2012, July). *Using online portfolios to promote rigor and determine competency in the Ph.D. program in special education at UNC Charlotte*. Poster session at the 2012 OSEP Project Director's Meeting, Washington, DC.
- Hudson, M. E., Browder, D. M., & **Wood, L.** (2012). *Using adapted academic read-alouds to teach higher level comprehension for students with moderate and severe*

*intellectual disability*. Lecture session presented at the 2012 NC-CEC conference, Winston Salem, NC.

Jimenez, B., Browder, D., Saunders, A., Spooner, F., Hudson, M., & **Wood, L.** (2011). *Building early numeracy skills in elementary students with severe disabilities*. Poster session at the 2011 TASH conference, Atlanta, GA.

Hudson, M. E., Browder, D. M., Jimenez, B. A., & **Wood, L.** (2011). *Teaching comprehension with peer delivered read-alouds and adapted academic content to students with moderate/severe intellectual disability*. Lecture session presented at the 2011 TASH conference, Atlanta, GA.

### ***Selected Invited Professional, Community and Presentations***

Browder, D. M., Lee, A., & **Wood, L.** (2013). *Teaching the Common Core to students with significant cognitive disabilities*. [Webinar presented for the State Personnel Development Network through the Office of Special Education Programs.] Available from [https://tadnet.adobeconnect.com/\\_a984157034/p1tz0ewhu0n/?launcher=false&fcsContent=true&pbMode=normal](https://tadnet.adobeconnect.com/_a984157034/p1tz0ewhu0n/?launcher=false&fcsContent=true&pbMode=normal)

Ahlgrim-Delzell, L., **Wood, L.**, Preston, A., Kemp-Inman, A. (2012). *GoTalk Phonics teacher training*. Training held in Charlotte, NC.

### ***Secured Funds***

2013	UNC Charlotte Special Education Departmental Research Grant (\$500)
2013	UNC Charlotte Graduate and Professional Student Government Travel Grant (\$800)
2012	UNC Charlotte Graduate and Professional Student Government Travel Grant (\$400)

### ***Consulting Activities***

Thompson, J., & **Wood, L.** (2012). *Common core state standards for students with moderate and severe disabilities*. Workshop held in Darlington, SC.

## **SERVICE AND UNIVERSITY CITIZENSHIP**

### ***Special Education Program***

- Co-led trainings for cooperating teachers, Fall 2015 - Current
- Co-organized and facilitated New Student Orientation, Fall 2015 - Current
- Attended and co-organized end of year Mentor Teacher celebration, Spring 2015 - Current
- Attended and co-organized Mock Interview Event, Spring 2015 - Current

- Co-planned and facilitated SPED Advisory Council Meeting, Fall 2014 - Current
- Attended Autism Inquiry Project Family Orientation, Fall 2014
- Attend and collaborate during weekly program meetings, Fall 2014 – Current

### ***School of Education***

- Served on School of Education Curriculum Committee, Fall 2016 – Current
- Serving on search committee for the Assessment Coordinator for the School of Education, Fall 2016 and Winter 2017
- Served on search committee for the Director of the School of Education, Spring 2015
- Served on search committee for an Assistant Professor of Special Education, Fall and Winter 2014/2015
- Faculty Advisory Committee representing Special Education, El Camino/Teacher Quality Partnership, Winter 2015 - Current
- Attend SOE retreats and Coordinating Council meetings, Fall 2014 – Current
- Member of the Academic Program Review Committee, Fall 2014 – Current

### ***University***

- Serve as an institutional delegate to the California Council on Teacher Education (CCTE), Summer 2017 - Current
- Attended Commencement, Spring 2015 - Current
- Attended New Faculty Community Breakfast hosted by the CTLT, Fall 2014 - Spring 2015
- Member of the New Faculty “Good Launch” Learning Community, Fall 2014 – Spring 2015
- Attended the Fall Convocation, Fall 2014
- Attended the New Faculty Orientation, Fall 2014

### ***Community***

- Bowling Captain for a Special Day Class in Santa Maria Bonita School District, Fall 2017
- Advisory board member of the Central Coast Coalition for Inclusive Schools (CCC4IS), Fall 2014 – Current

### ***Professional***

- Conference proposal reviewer, *Council for Exceptional Children*, Summer 2015, Summer 2016
- Conference proposal reviewer, *Division on Autism and Developmental Disabilities International Conference*, Summer 2015 to Present
- Reviewer, *DADD Online Journal*, 2016 to Present
- Reviewer, *Journal of Intellectual Disability Research*, 2015 to Present
- Reviewer, *Remedial and Special Education*, 2015 to Present
- Reviewer, *Education and Training in Autism and Developmental Disabilities*, 2014 to Present
- Reviewer, *Focus on Autism and Developmental Disability*, 2014 to Present
- Reviewer, *Exceptional Children*, 2013 to Present
- Guest reviewer, *Remedial and Special Education*, 2012
- Guest reviewer, *Exceptional Children*, 2012
- Guest reviewer, *The Journal of Special Education*, 2012
- Guest reviewer, *Education and Treatment of Children*, 2012
- Editor, **Wood, L., & Saunders, A. (Eds.).** (2012, Fall). Making sense of the Common Core

State Standards. *TASH Connections*, 38(3). Retrieved from <http://tash.org/accessing-tash-connections/>

- Guest reviewer, *Exceptional Children*, 2011

### ***Trainings Attended at Cal Poly***

- Summer 2016           EEF Training
- Summer 2015           Flipping Your Classroom (An offering from the CTLT)
- Winter 2015           Enhancing Professional Practice: An Introduction to the Framework for Teaching

### ***Trainings Attended in Local Community***

- Spring 2015           Evidence-Based Practices: An Overview
- Fall 2014             Common Core State Standards and the Special Educator: Now What?

### ***Trainings Attended Nationally***

- Summer 2015           New Tech Annual Conference, Chicago, IL
- Winter 2015           Danielson Group Conference: Building Educator Expertise with the Framework for Teaching, Portland, OR

## **PROFESSIONAL AFFILIATIONS**

2011 - Current           Council for Exceptional Children (CEC)  
                                  Division on Autism and Developmental Disabilities (DADD)  
                                  Teacher Education Division (TED)  
                                  State Council for Exceptional Children  
                                  State Division on Autism and Developmental Disabilities  
                                  Association for Behavior Analysis International (ABA-I)