

8/1/24 (updated)

Bree Ann Jimenez, PhD
Baylor University
Full Professor
Bree_Jimenez@Baylor.edu

Other Appointments

2017- current Honorary Research Associate, University of Sydney

Education & Training

2010 Doctor of Philosophy in Special Education, University of North Carolina at Charlotte

2003 Master of Ed. in Curriculum & Supervision, University of North Carolina at Charlotte

1999 Bachelor of Science in Exceptional Child Education, University of Central Florida

Licenses

| | |
|----------------|---|
| North Carolina | Curriculum Instructional Specialist (2003 – 2021) |
| North Carolina | Instructional Technology Specialist-Computers (2003 – 2021) |
| North Carolina | Mentally Disabled (K-12). (1999-2021) |

Professional Experiences

September 2024 – current, Full Professor and Department Chair

Baylor University, Department of Educational Psychology

January 2017 – current, Honorary Research Associate

University of Sydney, New South Wales, Australia

August 2020 – July 2024, Associate Professor-Full Professor

University of Texas at Arlington, Department of Curriculum and Instruction, Special Education Program

January 2017 – June 2020, Special Education and Research Consultant (Full time position),

Mater Dei School, Camden, NSW

July 2011 – December 2016, Assistant Professor- Associate Professor

University of North Carolina at Greensboro, Department of Specialized Education Services

June 2010 – June 2011, General Curriculum Access Projects Lead Research Associate

University of North Carolina at Charlotte, Department of Special Education and Child Development

July 2008 – June 2011, Project MASTERY Lead Research Associate

University of North Carolina at Charlotte, Department of Special Education and Child Development

Institute of Education Sciences Grant No. R324AQ080014

June 2005 – June 2008, Specialized Grant Liason between CMS and UNC Charlotte

Charlotte Mecklenburg Schools (CMS), North Carolina

Office of Special Education Programs, Grant No. H324M03003

August 2003 – 2008, North Carolina Alternate Assessment Portfolio Mentor Program/ Trainer and Mentor

Charlotte Mecklenburg Schools, North Carolina

August 1999 – June 2005, Special Education Teacher (Low Incidence Disability)

Charlotte Mecklenburg Schools, North Carolina

Awards

2023 UTA College of Education, C&I: Tenured Outstanding Teaching Award

2022 UTA College of Education, C&I: Tenured Research Award

2016 *Rural Special Education Quarterly (RSEQ)* Research Article of the Year Award

8/1/24 (updated)

Jimenez, B. A., Mims, P. J., & Baker, J. (2016). *The effects of online data-based decisions professional development for in-service teachers of students with significant disability. Rural Special Education Quarterly, 35*(3), 30-40.

2016 UNCG School of Education Distinguished Research Scholar Award

Grant Funding

Co PI - Developing an Early Mathematics Intervention for Children with Disabilities in the Home Learning Environment (NSF: Discovery Research K-12). University of Oregon; October 2023- September 2027. (Total: 3,000,000; subaward \$286,843) [link](#)

PI – Engineering for Students with Extensive Support Needs (NSF: Discovery Research K-12). University of Texas at Arlington. July 2022 - June 2025. (\$789, 508) [link](#)

PI – LEED: Learning Communities in Evidence Based Decision Making (UTA Research Enhancement Program Grants). University of Texas at Arlington. Awarded June 2022 – December 2023. (\$11,936)

PI – Engineering for All (School Research Project). Australian Independent Schools: New South Wales. Awarded to Mater Dei School October 2017 – October 2019. (\$100,000)

PI – An Investigation of Virtual Manipulatives to Build Early Numeracy Skills for Student with Moderate Intellectual Disabilities. (Regular Faculty Internal Research Awards), University of North Carolina at Greensboro. Awarded January 2016 – May 2017. (\$4,997)

Co-PI - Teaching, Leading, and Collaborating: A Personnel Preparation Program to Prepare Teachers of Students on Alternate Assessment (TLC). U.S. Department of Special Education Programs. (CDFA 84.325K). Awarded January 2015-December 2019. (\$1,174,914)

PI – Building Technology in Inclusive Faith Communities. Foundation of the Roman Catholic Diocese of Charlotte. St. Pius X Catholic Church, Greensboro, NC. Awarded July 1, 2015. (1,500)

PI - Inclusive Faith Formation Program for People with Disabilities. Foundation of the Roman Catholic Diocese of Charlotte. St. Pius X Catholic Church, Greensboro, NC. Awarded July 1, 2014.

PI - Project MATH: peers Mediating real Academic expectations Through Hands-on learning. New Faculty Grant (NFG), University of North Carolina at Greensboro. Awarded May 15, 2013 – August 31, 2014. (\$4122.00)

PI - New Faculty Mentoring Mini-Grant (November, 2012). Support to attend and present research findings at the Council for Exceptional Children, Division for Autism and Developmental Disabilities national conference.

Publications and Editorial Assignments

Doctoral Dissertation

Jimenez, B. A., (2010). The effects of peer-mediated embedded instruction on inclusive inquiry science for students with severe intellectual disabilities (Doctoral dissertation). The University of North Carolina at Charlotte.

Articles in Peer-Reviewed Journals

46. Jimenez, B., Ginevra, C., & Fosbinder, J. (in press). Leveraging artificial intelligence to enhance implementation of research-based practices for teaching students with moderate to severe intellectual disability. *Journal of Special Education Preparation*
45. Wood, L., **Jimenez, B.**, & Courtade, G. (2024) An instructional framework for teaching STEM to students with moderate to severe disabilities. *School Science and Mathematics Journal*. doi.org/10.1111/ssm.12673
44. Shurr, J., **Jimenez, B.**, Bouck, E., Root, J., & Minuk, A. (2023). Learning the learning stages: An examination of an online pre-service teacher training module. *Exceptionality Education International*, 33(1), 25-40. doi.org/10.5206/eei.v33i1.16706
43. **Jimenez, B.** & Warren, S. (2023). Building self-determination via student engaged formative assessments for students with intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 58(1), 48-61.
42. Root, J., Saunders, A., **Jimenez, B.**, & Gilley, D. (2022). Essential components for math instruction: Considerations for students with extensive support needs. *TEACHING Exceptional Children*, 56(1), 34-43. doi.org/10.1177/00400599221120882
41. Root, J. R., **Jimenez, B. A.**, & Twine, J. (2022). Small group mathematical problem solving instruction for elementary students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 57(1), 3-15.
40. **Jimenez, B.** & Barron, T., (2022). Specially designed instruction of early numeracy in the inclusive elementary classroom for students with extensive support needs. *Inclusion*. [Advanced online](#)
39. **Jimenez, B.**, Root, J., Shurr, J., & Bouck, E. (2021). Using the four stages of learning to assess, set goals, and instruct. *TEACHING Exceptional Children*. doi.org/10.1177/00400599211054873
38. **Jimenez, B.**, Croft, G., Twine, J., & Gorey, J. (2021). Development of engineering habits of mind for students with intellectual disability. *Journal of Special Education*, 55(3), 174-185. doi.org/10.1177/00224669211009960
37. Root, J. R., **Jimenez, B. A.**, & Saunders, A. (2021). Leveraging the UDL framework to plan grade-aligned mathematics in inclusive settings. *Inclusive Practices*. doi.org/10.1177/2732474521990028
36. Tekin-Iftar, E., **Jimenez, B. A.**, & Degirmenci, H. D. (2021). A tale of two countries: An international perspective on non-traditional special education. *Rural Special Education Quarterly*, 40 (2), 85-94. doi.org/10.1177/8756870520982297
35. Cox, S. K. & **Jimenez, B. A.** (2020). Mathematical interventions for students with extensive support needs: Recommendations for practitioners. *Research in Developmental Disabilities*, 105, article 103744. doi.org/10.1016/j.ridd.2020.103744

34. Root, J., **Jimenez, B.**, Saunders, A., & Stanger, C. (2020). Replication research to support mathematical learning of students with extensive support needs. *Exceptionality*, 28 (2), 109-120. [doi: 10.1080/09362835.2020.1743708](https://doi.org/10.1080/09362835.2020.1743708)
33. **Jimenez, B. A.**, & Besaw, J. (2020). Building early numeracy through virtual manipulatives for students with intellectual disability and autism. *Education and Training in Autism and Developmental Disabilities*, 55(1), 28–44. <https://www.jstor.org/stable/26898712>
32. Root, J., Henning, B., & **Jimenez, B.** (2020). Building the early number sense of kindergarteners with autism: A replication study. *Remedial and Special Education*, 41(6), 378-388. doi.org/10.1177/0741932519873121
31. Cheek, A., Rock, M. & **Jimenez, B.** (2019). Online module plus eCoaching: The effects on special education teachers' comprehension instruction for students with severe intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 54, 343–357.
30. **Jimenez, B. A.** (2019, November). Putting the pieces together: Using EBP tools to support teacher self-reflection of practice. DADD Express, peer reviewed Evidence-Based Practice section, newsletter of the Division on Autism and Developmental Disabilities. *Focus on Autism and Other Developmental Disabilities*
29. **Jimenez, B. A.**, & Barron, T. (2019). Learner-centered professional development: A model to increase inclusion for students with moderate intellectual disability. *Inclusion*, 7(2), 125-139. doi.org/10.1352/2326-6988-7.2.125
28. Saunders, A., Root, J., **Jimenez, B.** (2019). Recommendations for inclusive educational practices in mathematics for students with extensive support needs. *Inclusion*, 7(2), 75-91. doi.org/10.1352/2326-6988-7.2.75
27. Humphreys, S., & **Jimenez, B.** (2018). The evolution of personalized learning? From different, to differentiated and now universally designed. *Global Journal of Intellectual & Developmental Disabilities*, 5(4): 555666. doi.org/10.19080/GJIDD.2018.05.555666
26. **Jimenez, B. A.**, & Saunders, A. (2018). Increasing efficiency in mathematics: Teaching subitizing to students with moderate intellectual disability. *Journal of Developmental and Physical Disabilities*, 31, 23-37. [doi.10.1007/s10882-018-9624-y](https://doi.org/10.1007/s10882-018-9624-y)
25. James, M., Besaw, J., **Jimenez, B.** (2018). Using 3-D printed objects to increase comprehension for students with severe disability. *Global Journal of Intellectual & Developmental Disabilities*, 5(2): 555-658.
24. **Jimenez, B. A.** & Alamer, K. (2018). Using graduated guidance to teach iPad accessibility skills to high school students with moderate to severe intellectual disabilities. *Journal of Special Education Technology*, 33(4), 237-246. [doi: 10.1177/0162643418766293](https://doi.org/10.1177/0162643418766293)
23. **Jimenez, B.** & Stanger, C. (2017). Math manipulatives for students with severe intellectual disability: A survey of special education teachers. *Physical Disabilities: Education and Related Services*, 36(1), 1-12. [doi: 10.14434/pders.v36i1.22172](https://doi.org/10.14434/pders.v36i1.22172)
22. Rivera, C. J., **Jimenez, B. A.**, Baker, J. N., Spies, T., Mims, P. J., & Courtade, G. (2016). A culturally and linguistically responsive framework for improving academic and postsecondary outcomes of students with moderate or severe intellectual disability. *Physical Disabilities: Education and Related Services*, 35(2), 23-48. [doi: 10.14434/pders.v35i2.22171](https://doi.org/10.14434/pders.v35i2.22171)
21. **Jimenez, B. A.**, Mims, P., & Baker, J. (2016). The effects of an online data-based decisions professional development for in-service teachers of students with significant disability. *Rural Special Education Quarterly*. 35(3), 30-40. <https://doi.org/10.1177/875687051603500305>

*RSEQ 2016 Research Article of the Year

20. **Jimenez, B. A.** & Kamei, A. (2015). Embedded Instruction: An evidence based practice to support academic achievement in inclusive core academics. *Inclusion*, 3, 132-144. <https://doi.org/10.1352/2326-6988-3.3.132>
19. **Jimenez, B. A.**, & Staples, K. (2015). Access to the common core state standards in mathematics through early numeracy skill building for students with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 50, 17-30. <https://www.jstor.org/stable/24827498>
18. Hudson, M. E., Browder, D. M., & **Jimenez, B.** (2014). Effects of a peer-delivered system of least prompts intervention and adapted science read-alouds on listening comprehension for participants with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 49, 60-77. <https://www.jstor.org/stable/23880655>
17. **Jimenez, B. A.**, Lo, Y., & Saunders, A. (2014). The additive effects of scripted lessons plus guided notes on science quiz scores of students with intellectual disabilities and autism. *Journal of Special Education*. 47, 231-244. [doi:10.1177/0022466912437937](https://doi.org/10.1177/0022466912437937)
16. **Jimenez, B. A.**, & Kamei, A. (2013). Embedded instruction as an evidence-based practice to support inclusive education. DADD Express, peer reviewed Evidence-Based Practice section, newsletter of the Division on Autism and Developmental Disabilities. *Focus on Autism and Other Developmental Disabilities*, 28, 2-3.
15. **Jimenez, B. A.**, & Kemmery, M. (2013). Building early numeracy skills in students with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 48, 479-490. [link](#)
14. Trela, K., & **Jimenez, B.** (2013). From functional to personally relevant curriculum: A reflection on the shift from “different” to “differentiated curriculum for students with significant intellectual disabilities. *Research and Practice for Persons with Severe Disabilities*, 38, 117-119.
13. **Jimenez, B.** & Kemmery, M. (2013). Story-based lessons for students with severe intellectual disability: Implications for research-to-practice. *Education Matters: The Journal of Teaching and Learning* 1, (1), 80-96. em.synergiesprairies.ca/index.php/em/article/view/35/11
12. Smith, B. R., Spooner, F., **Jimenez, B. A.**, & Browder, D. (2013). Using an early science curriculum to teach science vocabulary and concepts to students with severe developmental disabilities. *Education and Treatment of Children*, 36, 1-31. <https://www.jstor.org/stable/42900600>
11. Browder, D. M., **Jimenez, B. A.**, Spooner, F., Saunders, A., Hudson, M., Bethune, K. S. (2012). Early numeracy instruction for students with moderate and severe developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, 37, 308-320. [doi: 10.2511/027494813805327205](https://doi.org/10.2511/027494813805327205)
10. **Jimenez, B.**, Mims, P. J., & Browder, D. M. (2012). Data-based decisions guidelines for teachers of students with severe intellectual and developmental disability. *Education and Training in Autism and Developmental Disability*, 47, 407-413. <https://www.jstor.org/stable/23879634>
9. Browder, D. M., **Jimenez, B. A.**, & Trela, K. (2012). Grade-aligned math instruction for secondary students with moderate intellectual disability. *Education and Training in Autism and Development Disabilities*, 47, 373-388. [link](#)

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8. Browder, D. M., **Jimenez, B. A.**, Mims, P. J., Knight, V. F., Spooner, F., Lee, A., & Flowers, C. (2012). The effects of a “tell-show-try-apply” method on teachers’ instructional alignment. *Teacher Education of Special Education*, 35, 212 - 227.
[doi://10.1177/0888406411432650](https://doi.org/10.1177/0888406411432650)
7. **Jimenez, B.A.**, Browder, D. M., Spooner, F., & DiBiase, W. (2012). Inclusive inquiry science using peer-mediated embedded instruction for students with moderate intellectual disabilities. *Exceptional Children*, 78, 301-317. doi.org/10.1177/00144029120780030
6. Courtade, G., Spooner, F., Browder, D., & **Jimenez, B.** (2012). Seven reasons to promote standards-based instruction for students with severe disabilities: A reply to Ayres, Lowrey, Douglas, & Sievers (2011). *Education and Training in Autism and Developmental Disabilities*, 47, 3-13. <https://www.jstor.org/stable/23880557>
5. Browder, D. M., Trela, K., Courtade, G. R., **Jimenez, B. A.**, Knight, V., & Flowers, C. (2012). Teaching mathematics and science standards to students with moderate and severe developmental disabilities. *The Journal of Special Education*, 46, 26-35.
doi.org/10.1177/002246691036994
4. Spooner, F., Knight, V., Browder, D., **Jimenez, B. A.** & DiBiase, W. (2011). Evaluating evidence-based practices in teaching science content to students with severe developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, 36, 62-75.
doi.org/10.2511/rpsd.36.1-2.62
3. **Jimenez, B. A.**, Browder, D. M., & Courtade, G. R. (2009). An exploratory study of self-directed science concept learning by students with moderate intellectual disabilities. *Research and Practice for Persons with Severe Disabilities*, 34(2), 1-14.
2. **Jimenez, B. A.**, Browder, D. M., & Courtade, G. R. (2008) Teaching algebra to students with moderate cognitive disabilities. *Education and Training in Developmental Disabilities*, 43, 266-274. <https://www.jstor.org/stable/23879934>
1. Browder, D. M., Trela, K., & **Jimenez, B.** (2007). Training teachers to follow a task analysis to engage middle school students with moderate and severe developmental disabilities in grade-appropriate literature. *Focus on Autism and Other Developmental Disabilities*, 22, 206-219. doi.org/10.1177/10883576070220040301

Books

- Bouck, E. C., Root, J. R., & **Jimenez, B.** (Eds.). (2020). *Mathematics Education and Students with Autism, Intellectual Disability, and other Developmental Disabilities*, Division on Autism and Developmental Disabilities, Council for Exceptional Children.
- Shurr, J., **Jimenez, B.**, & Bouck, E. (Eds.). (2019). *Educating students with intellectual disability & autism spectrum disorder; 4 book series*. Council for Exceptional Children.
- Book 1: Research-based Practices and Education Science (Shurr, **Jimenez**, & Bouck, authors)
 - Book 2: Foundational Concepts for Leadership and Collaboration (Shurr, Bouck, & **Jimenez**, Eds.)
 - Book 3: Essential Skills and Frameworks (**Jimenez**, Shurr, & Bouck, Eds.)
 - Book 4: Academics, Life Skills and Transitions (Bouck, **Jimenez**, & Shurr, Eds.)
- Jimenez, B.**, Courtade, G., & Browder, D. (2018). *Six Successful strategies for teaching the Australian Curriculum for students with Moderate to Severe Disabilities*. Attainment Company: Verona, WI.

Jimenez, B., Courtade, G., & Browder, D. (2014). *Six Successful strategies for teaching TEKS to students with moderate to severe disabilities*. Attainment Company: Verona, WI.

Jimenez, B., Courtade, G., & Browder, D. (2013). *Six Successful strategies for teaching common core state standards to students with moderate to severe disabilities*. Attainment Company: Verona, WI.

Chapters

18. Wood, L., Courtade, G. & Jimenez, B. (in press). STEM for Students with Intellectual Disability and Extensive Support Needs. In E. Bouck (Ed.), *International Handbook of Special Education: Students with ID and ESN*.
17. Howorth, S., Carreon, A., McMahon, D., & Jimenez, B. (in press). Technological Supports for Students With Intellectual Disability and Extensive Support Needs. In E. Bouck (Ed.), *International Handbook of Special Education: Students with ID and ESN*.
16. **Jimenez, B.,** Courtade, G., Fosbinder, J., & Elliott, M. (in press for 2025). Science, Technology, Engineering, and Mathematics (STEM) for Students with Intellectual Disability. In K. Shogren, L. A. Scott, E. E. Dean, & B. Linnenkamp (Eds.), [*Handbook of Research-Based Practices for Educating Students with Intellectual Disability*](#).
15. Root, J. R., **Jimenez, B. A.,** Wood, L., & Dennis, D. L. (2023). All sySTEMs go: Teaching STEM non-traditionally. In B. Collins (Ed.) *No one ever told me I would have to teach like that! Guidelines for special education teachers working with remote students*. Brooks Publishing.
14. Courtade, G., **Jimenez, B.,** Root, J., & Pennington, R. (2021). Planning for effective inclusive instruction in core content for students with severe disabilities. In J. McLeskey, F. Spooner, B. Algozzine, & N. Waldron, (Eds.), *Handbook of effective inclusive schools: Research and practice* (2nd ed., pp. 286-301). Routledge.
<https://doi.org/10.4324/9781003043874-14>
13. **Jimenez, B.** (2020). Embedded instruction. In E. C. Bouck, J. R. Root, & B. Jimenez (Eds.), *Mathematics education and students with autism, intellectual disability, and other developmental disabilities* (pp. 168-187). Division on Autism and Developmental Disabilities, Council for Exceptional Children.
12. Browder, D., Spooner, F., Courtade, G. & **Jimenez, B.** (2020). Standards-based individualized education program and alternate assessments. In D. Browder, F. Spooner & G. Courtade (Eds.). *Teaching students with moderate and severe disabilities* (2nd edition). New York, NY, Guilford Press.
11. Spooner, F., Browder, D. Courtade, G. & **Jimenez, B.** (2020). Science and Engineering Practices. In D. Browder, F. Spooner, & G. Courtade (Eds.). *Teaching students with moderate and severe disabilities* (2nd edition). New York, NY, Guilford Press.
10. **Jimenez, B.** & Hudson, M. (2019). Including students with severe disabilities in general education and the potential of universal design for learning for all children (pgs 288-306). In M. Schuelka, C. Johnstone, G. Thomas, & A. Artiles (Eds.). *The SAGE Handbook of inclusion and diversity in education*. SAGE.
9. Root, J. R., Browder, D.M., & **Jimenez, B.** (2016). Access to algebra for students with moderate and severe developmental disabilities. In Witzel, B. S., & Riccomini, P. J. *Arithmetic to algebra gap: Instructional and intervention recommendations*. Arlington, VA: Council for Exceptional Children.

8. Courtade, G., **Jimenez, B.**, & Delano, M. (2014). How do we provide instruction in core content areas (literacy, mathematics, science, and social studies)? In J. McLeskey, N. Waldron, F. Spooner & B. Algozzine (Eds.), *Handbook of research and practice for effective inclusive schools* (pp. 352-362). New York, NY: Routledge.
7. **Jimenez, B.**, & Carlone, H. (2013). Science as inquiry. In Browder, D., & Spooner, F. (Eds.). *More Language Arts, Math, and Science for Students with Severe Disabilities*. Baltimore, MD: Paul H. Brookes.
6. **Jimenez, B.** & Mims, P. (2013). Chapter eleven: Teaching Students with Limited to Pervasive Intellectual Disability. In Billingsley, B. Brownell, M., Israel, M. & Kamman, M. (2013). *Survival Guide for First-Year Special Education Teachers*. Jossey Bass.
5. Browder, D., Spooner, F., & **Jimenez, B.** (2011). *Chapter three: Standards-based individualized education plans and progress monitoring*. In D. Browder, & F. Spooner (Eds.). *Teaching students with moderate and severe disabilities*. New York, NY, Guilford Press.
4. Spooner, F., Browder, D. & **Jimenez, B.** (2011). *Chapter eight: Science*. In D. Browder, & F. Spooner (Eds.). *Teaching students with moderate and severe disabilities*. New York, NY, Guilford Press.
3. **Jimenez, B.**, & Trela, K. (2011). *Finding the link in math instruction for students with significant cognitive disabilities*. In *Mathematics for All: Instructional Strategies to Assist Students with Special Learning Needs*. Associate for Childhood Education International (ACEI). ISBN: 0871731789
2. Wakeman, S., Browder, D., **Jimenez, B.**, & Mims, P. (2010). *Aligning curriculum with grade-specific content standards: Using eight criteria to create access*. In J. Kearns, & H. Klienert (Eds). *Meaningful Outcomes for Students with Significant Cognitive Disabilities: AA-AAS*. Baltimore, MD, Paul H. Brookes.
1. Browder, D., Ahlgrim-Delzell, L., Pugalee, D. K., & **Jimenez, B.** (2006). Enhancing numeracy. In D. Browder & F. Spooner (Eds.), *Teaching reading, math, & science to students with significant cognitive disabilities*. Baltimore, MD: Paul H. Brookes.

Instructional Curriculum Development

- Jimenez, B.**, Trela, K., Saunders, A., & Schreiber, L. (2021). *Access Geometry*. Verona, WI: Attainment Company.
- Trela, K., **Jimenez, B.**, Saunders, A., & Schreiber, L. (2018). *Access Algebra*. Verona, WI: Attainment Company.
- Jimenez, B.**, Browder, D. M., & Saunders, A. (2013). *Early Numeracy: A skill building math program for students with moderate and severe disabilities*. Verona, WI: Attainment Company.
- Jimenez, B.**, Knight, V., & Browder, D. M. (2012). *Early Science: An inquiry based approach for elementary students with moderate and severe disabilities*. Verona, WI: Attainment Company.
- Courtade, G., **Jimenez, B.**, Trela, K., & Browder, D. M. (2008). *Teaching to science standards: An inquiry based approach for middle and high school students with moderate and severe disabilities*. Verona, WI: Attainment Company.
- Trela, K., **Jimenez, B.**, & Browder, D. M. (2008). *Teaching to the standards in mathematics: A literacy-based approach for students with moderate and severe disabilities*. Verona, WI: Attainment Company.

University Curriculum Development

Low-Incidence Disability/Adapted Curriculum. UNCG MEd in Special Education: General Curriculum - Focus of study. Three course sequence developed and approved, February 2013.

UNCG Special Education Doctoral Program

-competence rubric development (manuscript reviews; professional development)

-co-development of SES 711: Doctoral Seminar in Evidence-Based Practice

Other

Marino, M. T., Basham, J D., Dieker, L A., Goldman, S. R., Gumpert, M., **Jimenez, B.**, Lesh, J. J., Nagro, S. A., Smith, S .J., & Vasquez, E., (2024). *Teacher practices and AI assessment* (Chapter 2). In *Inclusive Intelligence: The Impact of AI on Education for All Learners*. Center for Innovation, Design, and Digital Learning (CIDDL); <https://ciddl.org/inclusive-intelligence-the-impact-of-ai-on-education-for-all-learners/>. Note: After first author, authors listed in alphabetical order.

Basham, J D., Hott, B. L., **Jimenez, B.**, Marino, M. T., Nagro, S. A., Smith, S .J., & Vasquez, E. (2024). *Envisioning AI's impact on special education research* (Chapter 4). In *Inclusive Intelligence: The Impact of AI on Education for All Learners*. Center for Innovation, Design, and Digital Learning (CIDDL); <https://ciddl.org/inclusive-intelligence-the-impact-of-ai-on-education-for-all-learners/>. Note: After first author, authors listed in alphabetical order.

Vasquez, E., Basham, J D., **Jimenez, B.**, & Marino, M. T. (2024). *Ethical considerations for educators leveraging artificial intelligence* (Chapter 8). In *Inclusive Intelligence: The Impact of AI on Education for All Learners*. Center for Innovation, Design, and Digital Learning (CIDDL); <https://ciddl.org/inclusive-intelligence-the-impact-of-ai-on-education-for-all-learners/>. Note: After first author, authors listed in alphabetical order.

Jimenez, B. (2020-current). Content Expert on Project ACHIEVE - Nevada State Personnel Development Grant. Academic Instruction for students with Significant Disabilities.

Jimenez, B. (2023, March). Module: Instructional Alignment for Students with Severe Disabilities. State Professional Development Grant. Nevada.

Jimenez, B. (2023, March). Module: Math instruction for Students with Severe Disabilities. State Professional Development Grant. Nevada.

Jimenez, B. A. (2022). Task Analysis. *COVIDILS Symposium Module*. Catholic Schools New South Wales, Australia.

Mississippi Department of Education, Office of Special Education (2022). *SDI for Specific Student Groups, Children with Significant Cognitive Disabilities* (pgs 32-41). Specifically Designed Instruction Guidance Document.

https://www.mdek12.org/sites/default/files/sdi_document.pdf

Peltier, C., Jimenez, B., & Heuer, A. (2020-2022, eds.) Open Science Series, Issues 1, 2, 3, & 4. Division for Research. <https://cecdr.org/cec-dr-publications/open-science>

ACEL Disability Summit Panel; Gargiulo, M. R., Jimenez, B. A., Ocampo, J., & Stevenson. (2019). Leading together on disability. *Australian Educational Leader (AEL)* 41 Issue 4, 18-22.

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- Jimenez, B. (2019). Pay attention to the man behind the curtain: The potential of the wizard & emerald city! The NCCD, adjustments, UDL oh my... InSpEd Insights. www.insped.org.au
- Stanger, C. & Jimenez, B. (2013). *Math and science for all*. 28th Annual International Technology and Persons with Disabilities Conference Scientific/Research Proceedings, San Diego. <http://scholarworks.csun.edu/handle/10211.3/121977>
- Jimenez, B. (2013, Spring). *Peer-mediated embedded instruction: A strategy to promote academic inclusive education*. DADD Express; Division on Autism and Developmental Disabilities, 24(1), 1 & 5.
- Jimenez, B. A., Knight, V. F., & Spooner, F. (2010, August). Applications of evidence-based practices and addressing research gaps in teaching science to students with severe disabilities. *Savage Controversies* newsletter of the Evidence Based Practices special interest group of ABA, 3(3), 5-8.
- Jimenez, B. A. (2013). Students with significant intellectual disabilities: Science instruction. *Modules Addressing Special Education and Teacher Education (MAST)*. Greenville, NC: East Carolina University.
- Jimenez, B. A. & Richardson, K. (2013). Math for learners with disabilities and other learning challenges. *Modules Addressing Special Education and Teacher Education (MAST)*. Greenville, NC: East Carolina University.
- Jimenez, B. (2011). Students with significant intellectual difficulties: Math education. *Modules Addressing Special Education and Teacher Education (MAST)*. Greenville, NC: East Carolina University.
- Jimenez, B. (2010). Students with severe cognitive disabilities: Instructional alignment. *Modules Addressing Special Education and Teacher Education (MAST)*. Greenville, NC: East Carolina University.
- Jimenez, B. (2011). South Dakota Alternate Formative Writing Assessment. South Dakota Department of Public Instruction.
- Ahlgrim-Delzell, L, Knight, V., & Jimenez, B. (2009). Research-Based Practices for Creating Access to the General Curriculum in Science for Students with Significant Intellectual Disabilities. Manuscript for Assessing Special Education Students (ASES).
- Ahlgrim-Delzell, L., Knight, V., Jimenez, B., & Agnello, B. (2009). Research-Based Practices for Creating Access to the General Curriculum in Math for Students with Significant Intellectual Disabilities. Manuscript for Assessing Special Education Students (ASES).
- Jimenez, B., & Mims, P. (2009). South Carolina Support Document for State Alternate Assessment based on Alternate Achievement.
- Jimenez, B., Spooner, F., Browder, D., DiBiase, W., & Knight, V. (2008). A conceptual model for science for students with significant cognitive disabilities. [Brochure].

PRESENTATIONS

International and National Presentations (*invited speaker/ **invited keynote).

- Jimenez, B., & Courtade, G. (2024, March). *Unlocking potential: Navigating universal design for learning in elementary engineering for diverse learners*. National Association for Research in Science Teaching Conference (NARST). Denver, CO.
- Jimenez, B., & Elliott, M. (2024, March). *Project BEES: Engineering success for students with extensive support needs*. Council for Exceptional Children Annual Convention (CEC), San Antonio, TX.

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- Gilley, D., & Jimenez, B. (2024, January). *Equipping students for success: Teaching algebra skills to transition-aged students with ASD and ID*. Conference of the Division for Autism and Developmental Disability of CEC (DADD). Honolulu, HI
- Jimenez, B., Courtade, G., & Fosbinder, J (2024, January). *Building engineering education for students with extensive support needs*. Annual Conference of the Division for Autism and Developmental Disability of CEC (DADD). Honolulu, HI
- Witzel, B., Jimenez, B., & Barron, T (2024, January). *Embedding systematic instruction in secondary co-taught math classrooms*. Conference of the Division for Autism and Developmental Disability of CEC (DADD). Honolulu, HI
- *Jimenez, B. (2023, July). *STEM for all students*. Division for Autism and Developmental Disabilities Summer Symposium. Bangor, Maine
- *Jimenez, B. & Mims, P. (2023, July). Mountain Madness, Nevada State Directors Conference. Lake Tahoe, Nevada.
- *Jimenez, B. (2023, June). Embedded instruction to support mathematics for students with extensive support needs (virtual). PaTTAN conference.
- *Jimenez, B. (2023, May). Nevada State Personnel Development Grant (SPDG) Training. Online State Training Grade Aligned Science for Students with Significant Disabilities.
- *Jimenez, B. (2023, April). Nevada State Personnel Development Grant (SPDG) Training. Online State Training Story-Based Mathematics for Students with Significant Disabilities.
- Jimenez, B., & Courtade, G. (2023, March). *Engineering for ALL Students*. National Science Teachers Association (NSTA) conference. Atlanta, GA.
- Jimenez, B., & Courtade, G. (2023, January). *Building engineering education for students with extensive support needs*. Annual Conference of the Division for Autism and Developmental Disability of CEC (DADD). Clearwater, FL
- *Jimenez, B. (2022, December). Nevada State Personnel Development Grant (SPDG) Training. Online State Training Alignment for Academics to Students with Significant Disabilities.
- **Jimenez, B. (2022, September). *Presumed competence based upon research, rigor, and respect*. Australian Association on Special Education National Conference. Sydney, Australia.
- *Jimenez, B. (2022, September). *Using the four stages of learning to support research based practice*. Australian Association on Special Education National Conference. Sydney, Australia.
- *Jimenez, B. (2022, August). *Engineering instruction for all students*. Division for Autism and Developmental Disabilities Summer Symposium (Minneapolis, Minnesota).
- Taber-Doughty, T., Daly, A., Jimenez, B., Amaro-Jimenez, C., Brown, C. G. (2022, March). *Culturally responsive practices: Preparing professionals to create welcoming and inclusive environments for all*. AAQEP Quality Assurance Symposium. Virtual conference.
- Collins, B.C., Root, J., Jimenez, B., & Dennis, D. (2022, March). *Teaching special education in virtual environments: How to teach core content*. American Council on Rural Special Educations (ACRES). Myrtle Beach, FL.
- Shurr, J., Jimenez, B., Root, J. & Bouck, E. (2022, January). *Learning the learning stages: An examination of integration into teacher training*. Annual Conference of the Division for Autism and Developmental Disability of CEC (DADD). Clearwater, FL.
- Courtade, G., Wakeman, S., Jimenez, B., Taber-Doughty, T. & Finnich, C. (2022, January). *Developing, planning for, and using assessment data for students with ESN: HLPs for*

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- assessment*. Annual Conference of the Division for Autism and Developmental Disability of CEC (DADD). Clearwater, FL.
- *Bouck, E., Root, J., & Jimenez, B. (2022, January). *Teaching Mathematics to Students with Autism Spectrum Disorder and Intellectual Disability*. Annual Conference of the Division for Autism and Developmental Disability of CEC (DADD). Clearwater, FL.
- Dennis, D., Root, J., Jimenez, B., & Wood, L. (2022, January). *All SySTEMs are Go – STEM for NTI* Annual Conference of the Division for Autism and Developmental Disability of CEC (DADD). Clearwater, FL.
- Dennis, D., Root, J., Jimenez, B., & Wood, L. (2022, January). *All SySTEMs are Go – STEM for NTI* (poster session). Council for Exceptional Children Annual Conference. Orlando, Florida.
- Doughty, T., Green, A., Romig, J., & Jimenez, B. (2021, November). *Community Partnership Providing Transition Services for At-Risk Students with Disabilities*. CEC-Teacher Education Division Conference. Fort Worth, Texas.
- **Jimenez, B. (2021, September). *Exploring Student Potential*. 4th International Conference on Special Education (ICSE). Kuala Lumpur, Malaysia (virtual).
- *Shurr, J., Jimenez, B., & Bouck, E. (2021, July). *Teaching & Assessment Through the Four Stages of Learning*. Division for Autism and Developmental Disabilities Summer Conference (virtual).
- *Jimenez, B., Stone-MacDonald, & Wood, L. (2021, July). *Teaching Science and Engineering to Students of All Ages*. Division for Autism and Developmental Disabilities Summer Conference (virtual).
- Jimenez, B. & Barron, T. (2021, March). *Ways to Support Early Numeracy Within the Inclusive Elementary Classroom: Utilization of a Personalized Learning Framework*. Council for Exceptional Children Annual Conference (virtual).
- Bouck, E., Root, J., Jimenez B., Saunders, A., Cox, S., & Bowman, J. (2021, March). *Mathematics Intervention and Instruction for Students with IDD*. Council for Exceptional Children Annual Conference (virtual).
- Haines, S., Kyzar, K., . . . Jimenez, B. (2021, March). *Families Research Collaborative Panel*. Council for Exceptional Children Annual Conference (virtual).
- Jimenez, B. (2021, January). *Specially Designed Instruction of Early Numeracy in the Inclusive Elementary Classroom for Students with Extensive Support Needs*. Annual Conference of the Division for Autism and Developmental Disability of CEC (DADD). Clearwater, FL.
- Bouck, E., Root, J., Jimenez B., Saunders, A., Cox, S., & Bowman, J. (2021, January). *Mathematics Intervention and Instruction for Students with IDD*. Annual Conference of the Division for Autism and Developmental Disability of CEC (DADD). Clearwater, FL.
- *Jimenez, B., Meyers, A. Root, J., & Courtade, G. (2021, January). *Using What we Know about Alignment, Technology, and the 4 Stages of Learning to Support General Curriculum Access*. *Pre-Conference Workshop*, Annual Conference of the Division for Autism and Developmental Disability of CEC (DADD). Clearwater, FL.
- *Jimenez, B. (2020, October). *Teacher Directed Professional Goal Setting, EBPs and the Four Stages of Learning*. Helix Conference. Pennsylvania.
- Jimenez, B. (2020, February). *Engineering Curriculum for Students with ID/ASD*. Annual Conference of CEC. Portland, OR.

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- *Shurr, J., Jimenez, B., & Bouck, E. (2020, January). *Research and Evidence Based Practices for Students with ASD/ID*; Three one-hour session presentations. Annual Conference of the Division for Autism and Developmental Disability of CEC (DADD). Sarasota, FL.
- Jimenez, B., Wood, L., & Knight, V. (2020, January). *STEM: Research & Practice for Students with ID/ASD*. Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Maui, HI.
- *Jimenez, B. (2019, September). *Six successful strategies for teaching to the Australian curriculum*. InSpEd Professional Learning. Sydney, New South Wales, Australia.
- **Jimenez, B. (2019, September). *Building teacher capacity of research and evidence-based practice*. ACEL Disability Summit host and keynote speaker. Sydney, New South Wales, Australia.
- Jimenez, B. (2019, June). *Building teacher capacity of research-based practice for students with disability: Individualised teacher-directed professional development*. Annual Conference of SEPLA (Special Education Principal and Leader Association). New South Wales, Australia.
- Henning, B., & Jimenez, B. (2019, February). *Supporting the early numeracy development of students with autism and spectrum disorder*. Annual Conference of CEC. Indianapolis, IN.
- Jimenez, B., & Courtade, G. (2019, February). *Supporting teachers in implementing evidence-based practices for students with MSD/ASD*. Poster Presentation at the Annual Conference of CEC. Indianapolis, IN.
- Jimenez, B., & Courtade, G. (2019, February). *Engineering for all: Redesigning the conceptual framework of science education*. Poster Presentation at the Annual Conference of CEC. Indianapolis, IN.
- Shurr, J., Jimenez, B., Carrero, K., Hollingshead, A. (2019, February). *Using the four learning stages as the basis for research-based practice and instruction in ASD and ID*. Conference of CEC. Indianapolis, IN.
- Root, J., Jimenez, B., & Meyer, A. (2019, January). *The Powerful Role of Iterative Research through the Lens of an Industry and Research Partnership: Numeracy and Math Problem Solving*. Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Maui, HI.
- Shurr, J., Jimenez, B., & Bouck, E., (2019, January). *Utilizing the 4-stages of Learning to Assess, Plan, and Teach, which was accepted as a lecture presentation*. Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Maui, HI.
- Root, J., & Jimenez, B., (2019, January). *Supporting Early Numeracy Development of Students with Autism* Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Maui, HI.
- Jimenez, B., Gorey, J., & Twine, J. (2019, January). *Inquiry is out? Science practices are in! Engineering for students with ID/ASD*. Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Maui, HI.
- Jimenez, B., & Courtade, G. (2019, January). *Evidence-based practices for students with MSD/ASD: Teacher self-reflection on implementation*. Poster Presentation at Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Maui, HI.
- Jimenez, B., & Barron, T. (2019, January). *Learner-Centered Professional Development: A model to increase inclusion for students with moderate intellectual disability*. Poster Presentation at Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Maui, HI.

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- Jimenez, B. (2018, October). *Building teacher capacity of research-based practice for students with disability: Individualized teacher directed professional development*. AIS Education Research Symposium. Sydney, New South Wales, Australia.
- *Jimenez, B., Croft, G., & Twine, J. (2018, October). *Engineering for all: Universal design for learning to support students with disability*. DigiSTEM, Australian Independent Schools, NSW. Sydney, New South Wales, Australia.
- *Jimenez, B. (2018, July). *Building teacher capacity of research-based practice for students with ID & ASD: Individualized teacher-directed professional development*. AASE conference, Cairns, Queensland, Australia.
- Jimenez, B. & Croft, G. (2018, July) *Engineering for all: Designing meaningful curriculum for students with intellectual disability and autism*. Successful Learning Conference, Sydney, New South Wales, Australia.
- *Jimenez, B. (2018, July). *Using the four learning stages as the basis for research-based practice and instruction*. Successful Learning Conference, Sydney, New South Wales, Australia.
- Jimenez, B., & Fitzgerald, T. (2018, May). *Building teacher capacity of EBPs for students with intellectual disability: Individualized teacher-directed professional development*. Annual Conference of Australian Special Education Principal's Association Conference. Adelaide, South Australia, Australia.
- Bouck, E., Shurr, J., & Jimenez, B. (2018, February). *Effective practices in autism-related interventions: What, why, where, and how. (DADD Strand)*. Annual Conference of CEC. Tampa, Fl.
- Jimenez, B. (2018, February). *Building teacher capacity of EBPs for students with ID: individualized teacher-directed professional development*. Annual Conference of CEC. Tampa, Fl.
- Shurr, J., Jimenez, B., & Bouck, E. (2018, January). *Assessment and instruction related to stages of learning for students with developmental disabilities*. Annual Conference of CEC. Tampa, Fl.
- Jimenez, B. (2018, January). *The use of an ipad to promote early numeracy skills through virtual manipulatives*. Annual Conference of the Division for Autism and Developmental Disabilities of CEC (DADD). Clearwater, Fl.
- *Shurr, J., Jimenez, B., & Bouck, E. (2018, January). *Assessment and instruction related to stages of learning for students with developmental disabilities*. Annual Conference of the Division for Autism and Developmental Disabilities of CEC (DADD). Clearwater, Fl.
- Jimenez, B. & Lonergan, E. (2018, January). *Building teacher capacity of EBPs for students with ID: individualized teacher-directed professional development*. Annual Conference of the Division for Autism and Developmental Disabilities of CEC (DADD). Clearwater, Fl.
- Jimenez, B., Warren, S., & Lonergan, E. (2018, January). *Student empowered formative assessment (SEFA) for students with intellectual disabilities*. Annual Conference of the Division for Autism and Developmental Disabilities of CEC (DADD). Clearwater, Fl.
- Jimenez, B. & Lonergan, E. (2017, November). *Assuming competence: Philosophical Basis for Research In Access to the General Curriculum*. Australian Association for Research in Education conference. Canberra, ACT, Australia.
- *Jimenez, B. (2017, October). *Assuming competence: The basis for accessing research*. AIS Research Symposium. Sydney, New South Wales, Australia

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- *Jimenez, B. (2017, October). *Assuming competence and building personal relevance in access to the curriculum*. Queensland Curriculum and Assessment Authority conference for Special Schools. Brisbane, Queensland, Australia.
- *Jimenez, B., Lonergan, E. & Gorey, J. (2017, September). *Using research to practice to build access to the curriculum for students with intellectual disability*. AIS Student Support Conference. Sydney, New South Wales, Australia.
- Jimenez, B. (2017, June). *Evidence-based strategies for teaching the Australian curriculum to students with intellectual disability*. International Association of Special Education (IASE) Conference. Perth, Western Australia, Australia.
- *Jimenez, B. (2017, June). *Embedded instruction: Supporting individualized learning goals within the mainstream lesson*. Successful Learning Conference, Sydney, New South Wales, Australia
- *Jimenez, B. (2017, June). *Data-based decision making: A key to success for ALL!* Successful Learning Conference, Sydney, New South Wales, Australia.
- **Jimenez, B. (2017, June). *Assuming competence: Philosophical basis for research in access to the general curriculum*. ACEL Disability Summit. Sydney, New South Wales, Australia.
- Jimenez, B. & Evans, D. (2017, April). *Building early numeracy skills to gain greater access to age-equivalent curriculum*. AASE conference. Darwin, Northern Territory, Australia.
- Jimenez, B. Kang, J., Craft, N., Shropshire, C., Runnfield, V., & Messick, S. (2016, September). *Implementation analysis: Teaching, leading & collaborating to serve students with disabilities in the general classrooms*. North Carolina ACTE conference. Raleigh, NC.
- Williamson, P. & Jimenez, B. (2016, July). *Teaching, leading & collaborating to serve students with disabilities in the general classrooms*. OSEP Project Directors' Conference. Washington, DC.
- Jimenez, B., & Barron, T. (2016, April). *Supporting inclusive education through utilizing a learner-centered professional development model*. Annual Conference of CEC. St. Louis, MO.
- *Mims, P., Jimenez, B., & Lee, A. (2016, April). *DPHMD Highlighted Session. Assuming competence: The philosophical basis for research and practice in access to the general curriculum*. Annual Conference of CEC. St. Louis, MO.
- Jimenez, B., Barron, T., & Tobin, A. (2016, February). *Supporting inclusive education through utilizing a learner-centered professional development model*. Annual Conference of NC CEC. Pinehurst, NC.
- Jimenez, B., James, M., Shropshire, C., Craft, N., Lilly, A., Runnfield, V., & Tobin, A. (2016, February). *Preparing Teachers to Serve All Students within the Least Restrictive Environments*. Annual Conference of TASH. Portland, OR.
- Jimenez, B., & Meyers, A., (2016, January). *Virtual manipulatives to support early numeracy for students with developmental disabilities and autism*. Annual Conference. Honolulu, HI.
- Jimenez, B., James, M., & Tobin, A. (2015, December). *Preparing Teachers to Serve All Students within the Least Restrictive Environments*. Annual Conference of TASH. Portland, OR.
- Jimenez, B. & Mims, P. (2015, December). *Assuming Competence: Philosophical Basis for Research in Access to the General Curriculum*. Annual Conference of TASH. Portland, OR.
- Jimenez, B. & Tobin, A. (2015, December). *Supporting inclusive education through utilizing a learner-centered professional development model*. Annual Conference of TASH. Portland, OR.
- Collins, B., Solcum, V., Carter, E., Jimenez, B. & Ault, M. (2015, December). *Efforts to improve the inclusiveness of faith communities*. Annual Conference of TASH. Portland, OR.

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- *Courtade, G., & Jimenez, B. (2015, April). *6 successful strategies for teaching CCSS: For students with moderate to severe disabilities*. Preconference full day workshop for the National Council for Exceptional Children conference. San Diego, CA.
- Jimenez, B. & Barron, T. (2015, April). *Project MATH: Early numeracy in the inclusive elementary classroom*. Poster presented at the National Council for Exceptional Children conference. San Diego, CA.
- Jimenez, B. (2015, March). *Inclusion is NOT a place: preparing teachers to serve ALL students*. American Association of Colleges for Teacher Education (AACTE) conference. Atlanta, GA.
- Jimenez, B. (2015, January). *Using an iPad to promote early numeracy skills*. Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Clearwater, FL.
- Jimenez, B. (2015, January) *Project MATH: Inclusive math education for students on the adapted curriculum*. Paper presented at the Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Clearwater, FL.
- Kelley, K. R., Jimenez, B. A., Pavlu, L. L., Rivera, C. J., Root, J., & Lee, F. (2015, January). *How can I make a difference for individuals with disabilities in NC?* North Carolina Council for Exceptional Children Conference. Pinehurst, NC.
- *Saunders, A., & Jimenez, B. (2015, January). *NC extended content standards in mathematics*. Preconference ½ day workshop presented at the North Carolina Council for Exceptional Children Conference. Pinehurst, NC.
- Jimenez, B. A., & Barron, T. (2015, January). *Project MATH: Inclusive math education for students on the adapted curriculum*. Paper presented at the North Carolina Council for Exceptional Children Conference. Pinehurst, NC.
- Jimenez, B. A. (2014, November). *Project MATH: inclusive math education for students with severe intellectual disability*. Annual Conference of TASH. Washington, DC.
- *Jimenez, B. A. (2014, June). *Teaching science and math to students with severe disabilities*. Summer Kentucky Special Education Institute. Louisville, KY.
- *Jimenez, B., Courtade, G., & Browder, D. (2014, April). *6 successful strategies for teaching CCSS: For students with moderate to severe disabilities*. Preconference ½ day workshop for the National Council for Exceptional Children conference. Philadelphia, PA.
- Jimenez, B. & Kamei, A. (2014, January). *Embedded Systematic Instruction: An Evidence Base to Support Inclusive Education for Students with Severe Disability*. Annual North Carolina CEC conference. Pinehurst, NC.
- Jimenez, B., & Mims, P. (2014, January). *Preparing teachers to use instructional data to inform practice*. Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Clearwater, FL.
- Jimenez, B. & Staples, K. (2014, January). *Building early numeracy skills to gain greater access to grade-level curriculum demonstration*. Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Clearwater, FL.
- Trela, K., & Jimenez, B. (2013, December). *From different to differentiated: Supporting personally relevant access to the general curriculum*. Annual Conference of TASH. Chicago, IL.
- Jimenez, B. (2013, December). *Embedded instruction: An evidence-based practice to support mathematics within the inclusive classroom*. Annual Conference of TASH. Chicago, IL.
- Courtade, G. & Jimenez, B. (2013, November). *Providing core content support for students with severe disability in inclusive settings*. Annual Conference of TASH. Chicago, IL.

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- Courtade, G. & Jimenez, B. (2013, November). *Training teachers to provide core content for students with severe disabilities in inclusive settings*. Annual Conference of the Teacher Education Division of CEC (TED). Ft. Lauderdale, FL.
- Jimenez, B., Mims, P., & Baker, J. (2013, November). *Preparing teachers to use instructional data to inform practice*. Annual Conference of the Teacher Education Division of CEC (TED). Ft. Lauderdale, FL.
- **Jimenez, B. (2013, October). *Evidence-Based Practice to Support Standards-Based Instruction – A Focus on Everyday Practice!* Delaware Educator Fall Symposium hosted by the University of Delaware ACCESS project. Dover, DE.
- **Jimenez, B. (2013, June). *Trekking the Gap: A Reflection on Evidence Based Practice*. Successful Learning Conference hosted by the University of Sydney. New South Wales, Australia.
- *Jimenez, B. (2013, June). *Creating Personally Relevant Learning in Grade Level Content*. Successful Learning Conference hosted by the University of New South Wales. Sydney, Australia.
- *Gibbs, R. & Jimenez, B. (2013, June). *A Story-Based Approach for Math Content Education*. Successful Learning Conference hosted by the University of New South Wales. Sydney, Australia.
- Jimenez, B., Kemmery, M., & Staples, K. (2013, April). *Early Numeracy to Build Common Core Math for Students with Severe Disability*. The Council for Exceptional Children, San Antonio, TX.
- Jimenez, B., Courtade, G., Browder, D. (2013, April). *Six Successful Strategies*. The Council for Exceptional Children, San Antonio, TX.
- Jimenez, B. (2013, January). *Teaching Early Numeracy skills to students with severe disability*. Poster presentation at the Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Kona, HI.
- Jimenez, B. & Courtade, G. (2013, January). *Training teachers to utilize instructional tools to teach standards-based IEPs*. Annual Conference of the Autism and Developmental Disability Division of CEC (DADD). Kona, HI.
- Trela, K. & Jimenez, B. (2012, November). *Personally relevant curriculum: From different to differentiated*. Annual Conference of the Teacher Education Division of CEC (TED). Grand Rapids, MI.
- Jimenez, B. & Courtade, G. (2012, November). *Training teachers to utilize instructional tools to teach standards-based IEPs*. Annual Conference of the Teacher Education Division of CEC (TED). Grand Rapids, MI.
- Jimenez, B. (2012, November). *Using data to guide instruction: Training teachers of students with significant disabilities*. Annual Conference of the Teacher Education Division of CEC (TED). Grand Rapids, MI.
- *Jimenez, B. (2012, September). *Instructional strategies to support inclusion for students with severe disabilities*. Invited presentation at the ACCESS “Inclusion conference” hosted by Delaware DPI. Dover, DE.
- *Jimenez, B. (2012, July). *Teaching grade-aligned math and science to students with significant intellectual disability*. Invited full day presentation at the Region XIII “Beat the Heat” special education summer conference. Austin, TX.

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- *Jimenez, B. (2012, June). *Literacy that supports measureable comprehension for students with significant intellectual disability*. Invited presentation at the Fairfax County Summer Literacy Institute. Fairfax, Virginia.
- Jimenez, J., Browder, D., & Spooner, F. (2012, April). *Building early numeracy skills in elementary students with severe disabilities*. The Council for Exceptional Children, Denver, CO.
- Smith, B., Spooner, F., Jimenez, B., & Browder, D. (2012, April). *Effects of an adapted science curriculum for students with severe disabilities*. The Council for Exceptional Children, Denver, CO.
- Hudson, M., Browder, D., & Jimenez, B. (2012, April). *Using peer-delivered read alouds to promote comprehension for students with moderate and severe intellectual disability*. The Council for Exceptional Children, Denver, CO.
- Warren, S., & Jimenez, B. (2012, April). *MAST modules: online support for teachers and teacher preparation programs*. The Council for Exceptional Children, Denver, CO.
- Hewitt, K., & Jimenez, B. (2012, February). *From flatlining to thriving: Using formative assessment data to guide instruction*. Lilly conference on College and University Teaching. Greensboro, NC.
- Smith, B., Spooner, F., & Jimenez, B. (2012, February). *Teaching science to students with developmental disabilities*. Annual Conference of the North Carolina Association for Behavior Analysis, Winston-Salem, NC.
- Jimenez, B. (2012, February). *Peer-mediated embedded instruction in inclusive classrooms for students with severe disabilities*. North Carolina CEC annual conference. Winston-Salem, NC.
- Jimenez, B. (2012, January). *Building early numeracy skills in elementary students with developmental disabilities*. Annual Conference of CEC DADD, Miami, FL.
- Mims, P. & Jimenez, B. (2012, January). *Data-based Decisions: Training teachers of students with significant disabilities*. Annual Conference of CEC DADD, Miami, FL.
- Jimenez, B., Saunders, A., Browder, D., Wood, L., Hudson, M. (2011, December). *Building early numeracy skills in elementary students with severe disabilities*. Annual Conference of TASH, Atlanta, GA.
- Jimenez, B., & Mims, B. (2011, December). *Data-based Decisions: Training teachers of students with significant disabilities*. Annual Conference of TASH, Atlanta, GA.
- Hudson, M., Browder, D., Jimenez, B., & Wood, L. (2011, December). *Teaching comprehension with peer-delivered read-alouds and adapted academic content to students with moderate/severe intellectual disability*. Annual Conference of TASH, Atlanta, GA.
- Jimenez, B. (2011, April). *Peer-mediated embedded instruction in inclusive classrooms for students with severe disabilities*. The Council for Exceptional Children, National Harbor, MD.
- Jimenez, B., Browder, D., & Spooner, F. (2011, April). *A professional development series on grade-aligned instruction for students with significant disabilities*. The Council for Exceptional Children, National Harbor, MD.
- Jimenez, B., Browder, D., & Spooner, F. (2011, February). *Peer-mediated embedded instruction for students with severe disabilities in inclusive science class*. North Carolina ABA annual conference. Charlotte, NC.
- Jimenez, B. & Saunders, A. (2011, January). *Building early numeracy skills in elementary students with severe disabilities*. North Carolina CEC annual conference. Winston-Salem, NC.

- Jimenez, B. (2011, February). *Professional development series on teaching grade-aligned academics to students with significant disabilities*. North Carolina CEC annual conference. Winston-Salem, NC.
- Jimenez, B. (2010, December). *The effects of peer-mediated embedded instruction on inclusive science education*. Annual Conference of TASH. Denver, CO.
- Jimenez, B., Spooner, F., & Smith, B. (2010, December). *Professional development series on teaching grade-aligned academics to students with significant disabilities*. Annual Conference of TASH. Denver, CO.
- Jimenez, B., (2010, December). *Self-directed science concept learning by students with moderate intellectual disabilities*. Annual Conference of TASH. Denver, CO.
- Jimenez, B., (2010, November). *Professional development series on teaching grade-aligned academics to students with significant disabilities*. Annual Conference of the Teacher Education Division of CEC (TED). St. Louis, MO.
- Spooner, F., Jimenez, B., & Knight V. (2010, May). *Teaching science content to students with severe developmental disabilities and autism*. Association for Behavior Analysis International Conference. San Antonio, TX.
- Jimenez, B., Browder, D. Mims, P., Knight, V., Spooner, F., Lee, A. (2010, April). *Professional development on instruction aligned to academic standards for students with significant disabilities*. The Council for Exceptional Children, Nashville, TN.
- Jimenez, B., & Courtade, G. (2010, January). *Self-Directed Science Concept Learning by Students with Moderate Intellectual Disabilities*. 12th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities Research to Practice Council for Exceptional Children Division on Autism & Developmental Disabilities, Maui, HI.
- Jimenez, B., Mims, P. M., & Knight, V. (2010, January). *Professional development on instruction aligned to academic standards for students with significant disabilities*. 12th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities Research to Practice Council for Exceptional Children Division on Autism & Developmental Disabilities, Maui, Hawaii.
- Jimenez, B. (2009, July). *Vertically aligned English language arts, math, and science instruction for students with significant disabilities*. International Association of Special Education Conference. Alicante, Spain.
- Spooner, F., Jimenez, B., Lee, A., & Knight V. (2009, May). *Teaching academic skills to grade-level standards via systematic instruction for students with significant cognitive disabilities*. Association for Behavior Analysis International Conference. Phoenix, AZ.
- Jimenez, B., & Trela, B. (2008, January). *Teaching math and science to secondary students with significant cognitive disabilities*. North Carolina State Conference of CEC. Wilmington, NC.
- Trela, K., Jimenez, B., Courtade, G., & Browder, D. (2007, December). *Math and science for secondary students with significant disabilities: Linking to standards*. Annual Conference of TASH. Seattle, WA.
- Trela, K & Jimenez, B. (2007, April). *Reading & math for secondary students with significant disabilities*. CEC Annual National Conference, Louisville, KY.
- Browder, D., Jimenez, B., & Courtade, G. (2007, January). *Reading, math, & science for middle school students with significant disabilities*. CEC-Division for Developmental Disabilities National Conference, Kona, HI.
- Browder, D., & Jimenez, B. (2007, January). *Linking to state standards*. CEC-Division for Developmental Disabilities National Conference, Kona, HI.

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- Browder, D., Trela, K., & Jimenez, B. (2006, July). *Reading, math, and science for middle school students with significant cognitive disabilities*. OSEP Project Directors. Washington, DC.
- Browder, D., Wakeman, S., & Jimenez, B. (2006, July). *Creating access to the general curriculum with links to grade level standards*. OSEP Project Directors. Washington, DC.
- Browder, D., Courtade, G., Jimenez, B., & Watkins, K. (2005, November). *Research on teaching literacy to students with severe disabilities*. Annual Conference of TASH. Milwaukee, WI.
- Browder, D., Courtade, G., Jimenez, B., & Baker, J. (2004, November). *Four strategies to create access to the general curriculum*. Annual Conference of TASH. Reno, NV.

Workshops (select invited workshops)

- Jimenez, B. (2023, October). Numeracy for students with disability; 2 days of workshops with teachers and ministry Numeracy learning team. Singapore Ministry of Education. Singapore
- Jimenez, B. (2023, June). Inquiry science and engineering for students with extensive support needs. Region 13: Austin, Texas.
- Jimenez, B. (2022, August). Six successful strategies for creating access to the general curriculum. Fort Worth ISD Special Education Back-to-School Academy. Fort Worth, Texas.
- Jimenez, B. (2022, July). Assuming competence: Philosophical basis in access to the general curriculum. Region 10 Low Incidence Conference. Richardson, Texas.
- Jimenez, B. (2016, April). General curriculum access through evidence-based practice. Region 13: Austin, TX.
- Jimenez, B. & Courtade, G. (2016, February). Universal design for learning: Developing a plan that includes all learners. Plano ISD; Plano, TX.
- Jimenez, B. (2015, December). Teaching early numeracy skills to elementary students & Teaching to the Standards for secondary students with significant intellectual disability. Professional development. Region 4; Houston, TX.
- Jimenez, B. & Mims, P. (2015, September). Building evidence based practice to support general curriculum access for students with moderate-severe intellectual disability. Baltimore County Schools; Baltimore, MD.
- Jimenez, B. & Courtade, G. (2015, September). Six Successful strategies to teach to the standards for students with significant intellectual disabilities. Plano ISD; Plano, TX.
- Jimenez, B. (Oct 2014 - April 2015). Teaching academics to elementary and secondary students with intellectual disability. Professional development series (4 days). Region 4; Houston, TX.
- Jimenez, B. A. (2014, October). Teaching math and science to students on the adapted curriculum. Workshop presented to Alamance-Burlington schools. Burlington, NC.
- Jimenez, B. (June 2014). Teaching early science and early numeracy to students with significant intellectual disability. Professional development (2 days). Lexington, KY.
- Jimenez, B. (2014, April). Two days: consultation with Fairfax County schools for students with significant intellectual disabilities, academics, systematic instruction and prompting. Fairfax, VA.
- Jimenez, B. (2014, March). Teaching math and science to students with severe disability. NYC schools, District 75. Professional development. New York, New York.
- Jimenez, B. (2014, February). Teaching Early Numeracy skills within the resource and inclusive classroom. Professional development. Cypress-Fairbanks, TX.

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- Jimenez, B. (2014, January). Teaching Early Science skills to elementary students & Teaching to the Standards for secondary students with significant intellectual disability. Professional development. Region 4; Houston, TX.
- Jimenez, B. (2013, October). Teaching Early Numeracy skills to elementary students & Teaching to the Standards for secondary students with significant intellectual disability. Professional development. Region 4; Houston, TX.
- Jimenez, B. (2013, September). General Curriculum Alignment in Math and Science for Students with Significant Intellectual Disability. Professional Development for the Piedmont Triad Education Consortium (PTEC). Greensboro, NC.
- Jimenez, B. (2012, October). Teaching Literacy, Writing, Social Studies, Math and Science to students with severe disability. Four day professional development. Region 4; Houston, TX.
- Jimenez, B., (2012, September). Early Science: Inquiry. Professional development training provided for Fairfax County, VA.
- Jimenez, B. & Lee, A. (2012, April). *Assessing the content for students with significant disabilities*. Two-day professional development provided for State Education Resource Center (SERC). Connecticut.
- Jimenez, B. (2011, December). *Creating Access to the general curriculum for all learners*. Two day training and mentoring provided for ACCESS grant staff at the University of Delaware.
- Jimenez, B. (2011, November). *Access to the general curriculum for students with significant intellectual disabilities: ELA, Math and Science*. Professional development provided for Region 4. Houston, TX.
- Jimenez, B., & Saunders, A. (2011, September). *Writing for students with severe disabilities*. Webinar Conference presented for the University of Idaho, Boise.
- Jimenez, B. (2011, August). *General curriculum access for students with significant intellectual disabilities*. Professional development provided for Fairfax County Schools. Fairfax, Virginia.
- Jimenez, B. (2011, June). *Creating Access for ALL: Literacy for students with significant intellectual disabilities*. Professional development provided for Fairfax County Schools. Fairfax, Virginia.
- Knight, V., Jimenez, B., & Rivera, C. (2011, February). *Mathematics: An equation for success*. Webinar Conference presented for the University of Idaho, Boise.
- Jimenez, B. (2011, February). *Teaching mathematics to students with Autism*. Professional development provided for the Christina School district. Wilmington, Delaware.
- Jimenez, B. (2011, February). *Teaching to the Standards in Math and Science*. Professional development provided for Fairfax County Schools. Fairfax, Virginia.
- Jimenez, B. & Lee, A. (2010, November). *General Curriculum Access for students with Developmental Disabilities*. Two-day professional development provided for State Education Resource Center (SERC). Connecticut.
- Jimenez, B., Mims, P., & Lee, A. (2010, July). *General curriculum access for students with significant cognitive disabilities*. Two-day professional development provided at the South Carolina Evidence-Based Practice Summer Institute. Columbia, SC.
- Jimenez, B., & Mims, P (2010, May). *Creating general curriculum access in math and science using evidence-based practices*. Two-day professional development provided by OSEP

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- funded project - Modules Addressing Special Education & Teacher Education (MAST). Greenville, North Carolina.
- Mims, P., & Jimenez, B. (2010, March). *The use of systematic instruction to achieve access to the general curriculum for students with significant cognitive disabilities*. Two-day training presented for the Wyoming Department of Education. Casper, Wyoming.
- Mims, P., & Jimenez, B. (2010, January). *Creating access to the general curriculum*. Workshop presented for the Kirk School. Chicago, Illinois.
- Jimenez, B., & Baker, J. (2009, December). *Creating access, alignment and literacy for students with significant cognitive disabilities*. Workshop presented for the ECHO school. South Holland, Illinois.
- Jimenez, B., & Mims, B. (2009, August). *Evidence-based strategies to teach ela, math, and science strategies to improve general curriculum access for students with significant cognitive disabilities*. Workshop presented for the Lois T. Murray School, Kennedy Krieger Institute. Baltimore, Maryland.
- Jimenez, B. (2009, August). *Teaching to the standards in math and science*. Workshop presented for Onslow County Schools. Jacksonville, North Carolina.
- Jimenez, B., & Knight, V. (2009, June). *Mathematics for students with moderate and severe disabilities*. Workshop presented for Cumberland County Public Schools. Fayetteville, North Carolina.
- Mims, P., & Jimenez, B. (2009, March). *Instructional strategies for students with intellectual disabilities to create access to the general curriculum*. Full day workshop presented at the Arkansas State Spring Assessment conference. Little Rock, Arkansas.
- Jimenez, B., & Mims, B. (2009, March). *Strategies to improve general curriculum access for students with significant cognitive disabilities*. Two day workshop presented for the Lois T. Murray School, Kennedy Krieger Institute. Baltimore, Maryland.
- Browder, D. M., & Jimenez, B. (2008, November). *Creating general curriculum access for students with significant cognitive disabilities*. Two day workshop presented for Grapevine-Colleyville Independent School District. Grapevine-Colleyville, Texas.
- Jimenez, B. (2008, August). *Teaching to the standards in math*. Workshop presented for Charleston City Schools. Charleston, South Carolina.
- Jimenez, B., & Courtade, G. (2008, March). *Aligning IEPs to grade-level state standards for students with significant cognitive disabilities*. Workshop presented for Region 16 school district. Amarillo, TX.
- Trela, K., & Jimenez, B. (2008, March). *Math for students with significant cognitive disabilities*. Workshop presented for Northern Suburban Special Education district. Chicago, IL.
- Ahlgrim-Delzell, L., & Jimenez, B. (2007, October). *Aligning state standards and instruction for students with significant cognitive disabilities*. Two day workshop presented for Region 18 school district. Midland/Odessa, TX.
- Browder, D. M., Jimenez, B., Knight, V., & Zakas, T. (2007, October). *Teaching Inquiry-Based Science Lessons to Students with Moderate and Severe Cognitive Disabilities*. Workshop presented for the Blind and Deaf Consortium. Spartanburg, SC.
- Jimenez, B. (2007, August). *Assessing state standards for students with significant cognitive disabilities*. Workshop presented for the Kennedy-Krieger School. Baltimore, MD.
- Jimenez, B. (2007, June). *Creating access to literacy for students with significant cognitive disabilities*. Workshop presented at First Annual State-wide Literacy for All Conference. Baton Rouge, LA.

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- Jimenez, B., & Courtade, G. (2007, June). *Aligning IEPs to grade-level state standards for students with significant cognitive disabilities*. Workshop presented for Region I school district. McAllen, TX.
- Jimenez, B. & Zakas, T. L. (2007, June). *Assessing literacy: Story based lesson training*. Workshop presented for Charlotte-Mecklenburg Schools, Charlotte, NC.
- Jimenez, B. (2007, March) *How to create access to grade-level state standards for students with significant cognitive disabilities*. Workshop presented for the Rowan-Salisbury School System. Salisbury, NC.
- Jimenez, B., & Courtade, G. (2007, February). *Aligning IEPs to grade-level state standards for students with significant cognitive disabilities*. Workshop presented for Region XV school district. San Angelo, TX.
- Jimenez, B. (2007, January). *How to create access to grade-level state standards for students with significant cognitive disabilities*. Workshop presented for the New Hanover School System. Wilmington, NC.
- Browder, D., & Jimenez, B. (2006, November). *Access to the general curriculum in literacy for students with significant disabilities*. Workshop presented for Louisiana State Special Education Department.
- Courtade, G. & Jimenez, B. (2006, June). *Assessing literacy: Story based lesson training*. Workshop presented for Charlotte-Mecklenburg Schools, Charlotte, NC.
- Jimenez, B. (2006, March). North Carolina alternate assessment portfolio training. Workshop presented at New Hanover County, NC.
- Browder, D., Jimenez, B., & Courtade, G. (2006, January). *Access to the general curriculum in literacy for students with significant disabilities*. Workshop presented for Louisiana State Special Education Department and Louisiana State University.
- Browder, D., & Jimenez, B. (2005, December). *The use of progress monitoring with students with significant cognitive disabilities*. Webinar Conference presented for the University of Idaho, Boise.
- Jimenez, B. (2005, September). *North Carolina alternate assessment portfolio training*. Workshop presented at Rowan-Salisbury Schools. Salisbury, NC.
- Jimenez, B. (2005, September). *North Carolina alternate assessment portfolio training*. Workshop presented at New Hanover County, NC.
- Jimenez, B. (2004, October). *North Carolina alternate assessment portfolio training*. Workshop presented at Rowan-Salisbury Schools. Salisbury, NC.
- Courtade-Little, G. & Jimenez, B. (2004, August). *Curriculum, data collection and assessment for students with significant disabilities*. Workshop presented for Charlotte-Mecklenburg Schools, Charlotte, NC.

MEMBERSHIPS

- American Association on Intellectual and Developmental Disabilities (AAIDD)
- American Council on Rural Special Education (ACRES)
- Australian Association of Special Education (AASE)
- Council for Exceptional Children
 - Division for Research (DR)
 - Division for Autism and Developmental Disabilities (DADD)
 - Teacher Education Division (TED)
- National Science Teachers Association (NSTA)

8/1/24 (updated)

Science Education for Students with Disabilities (SESD)
TASH

SERVICE to University, School and Department

University of Texas at Arlington

2023 (Spring-current) College of Education Dean search committee
2021(Fall) – current UTA Faculty Hearing Panel (University level)
2021(Fall) – current College of Education Research Committee (Chair; College level)
C&I Research Committee (Chair; Department level)
2020 – current Special Education Program Coordinator
- Undergraduate
- Masters in Education
2021(Spring) - 2022 Strategic Planning 5th Theme Committee (University level)
2021, Spring Multidisciplinary Search Committee
2021 - 2022 College Committee on Tenure and Promotion, College of Education
2020 - 2022 College Justice, Equity, Diversity, and Inclusion (JEDI) Committee,

University of Sydney

2017-2018 Special Education Doctoral Committee

University of North Carolina at Greensboro

2015 – 2016 Program Coordinator for Undergraduate Special Education and Dual
Licensure programs, Initial Licensure graduate program, & Med in
Special Education program
2014 – 2016 Faculty advisor for the UNCG Student CEC organization
2014 - 2016 Integrative Community Studies/Beyond Academics Faculty Advisory
Council (UNCG 4-year certificate of study program for students with
intellectual and development disabilities)
2013 – Fall 2015 Co-chair of School of Education Assistant Professor committee
2011 - 2016 UNCG Child and Family Research Network (CFRN) member
2012 – 2014 SES Advisory Committee
2012 – 2014 New Faculty Mentoring Committee
2012 – 2014 Educational Technology SIG
2012 SES-Open Rank Professor Search Committee

SERVICE (Local, State, National, International)

2018-Current InSPED (Institute of Special Education) Expert Panel Member (Australia)
2014-Current Council for Exceptional Children – Division for Autism and Developmental
Disabilities
2023 to current – Presidential Line (President elect, Vice President, President, Past
President)
2020-2022– Communications Chair (appointed board member)
2018 to current: Nomination Committee member
2015 to 2021: Critical Issues Committee member
2015 to current: Communication Committee member
2022 Jennifer Pollard; University of Louisville – PhD in Special Education;
Dissertation Committee Member

8/1/24 (updated)

2014-2023 Council for Exceptional Children – Division for Research Board Member
2018- 2023: Publications and Media Chair (appointed board member)
2014-2018: Social media chair
2012-2013: Nominations and Election Committee
2006-2007: Doctoral Student Representative

2018-2020 Australian Association of Special Education (AASE)- New South Wales
Committee (Board member)- 2022 Sydney AASE Conference Committee

2018 Jessica Zanuttini; University of Sydney – PhD in Special Education; Dissertation
Committee Member

2018 National Clearinghouse on Autism Evidence and Practice (NCAEP) Single-case
design research reviewer

2017 Australian Victorian Government. Consultation for *Functional needs-based
model project* with Deloitte

2015, 2016 IES review panel; Early Career Research and Mentoring Competition
2016 IES review panel; Post-Doctoral Training Competition

2014-2018 TASH National Agenda Committee on Inclusive Education
-RPSD manuscript exchange coordinator 2014-2017

2014-2016 North Carolina Department of Public Instruction – Low Incidence Advisory
Committee

2014-2015 North Carolina CEC Executive Board
-Publication committee
-awards committee

2014 – 2016 North Carolina TASH board of directors
-co-chair of Inclusive Education committee
-2015 regional conference committee

2012 – 2015 North Carolina Council for Exceptional Children – Teacher Education
Division
2014-2015: President
2012-2013: President Elect

2012 – 2016 St. Pius X Catholic Church (Charlotte, NC) Inclusive Faith Formation Leader
-2014 & 2015 Catholic Diocese Grant funding
-Catechist Training Program Developer

2013 - 2014 IHE collaborative leader with NC DPI – program quality inventories for
Adapted Curriculum programs; guidelines for administrators

2013 Expert development and review for the National Center State Collaborative
(NCSC); Alternate Assessment based on Common Core State
Standards.

2013 Expert developer and review for the Dynamic Learning Maps (DLM);
Alternate Assessment based on Common Core State Standards.

2012 NC DPI invited reviewer of High School Social Studies Extended Content
Standards

2012 - 2013 Guilford County Schools, NC: Autism Planning Team

2011 - 2014 Delaware Technical Advisory Committee on Assessment (DTAC)

2009 – 2012 North Carolina Council for Exceptional Children, Division for Autism and
Developmental Disabilities

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| 2009 - 2013 | North Carolina Extended Essential Standards review committee (Math, ENG II, Science) |
| 2009 | NAAC-UNCC Committee on the Common Standards for English Language Arts and Math |
| 2006 - 2008 | North Carolina Extended Content Standards committee – write and review development of curriculum to support the General Curriculum/Grade Level standards for students with significant disabilities |
| 2004 | UNCC Project Advisory Committee – Reading, Writing, Math, and Science for Students with Significant Cognitive Disabilities |

Conference Proposal Review Committee:

Council for Exceptional Children Conference

STEM Strand 2015

Teacher Education Division '13, '15

General Curriculum Access Strand '08, '09, '10, '11, '12, '22

Division of Research '09, '22

Autism & Intellectual Disability Strand '16, '17, '18, '19, '20, '22, '23

Division for Autism and Developmental Disability

2017, '18, '22, '23, '24

Teacher Education Division Conference (TED)

2013, 2014, 2015

North Carolina CEC Conference

TED 2015

Editorial Board of Reviewers

Remedial and Special Education (RASE); 2020-3 year term

Rural Special Education Quarterly (RSEQ); 2020 -present

Education and Training in Autism and Developmental Disabilities (ETADD) 2018-present

Teacher Education and Special Education (TESE) 2007 – present

Intellectual & Developmental Disabilities (consulting editor; IDD) 2021-present

Research, Advocacy, and Practice for Complex and Chronic Conditions (RAPCC) 2012-2017

Manuscript Reviewer

Education and Training in Autism and Developmental Disabilities 2011-present

Exceptional Children 2014-present

Exceptionality 2015 - present

Focus on Autism and Other Developmental Disabilities 2014 - present

International Journal of Developmental Disabilities 2020 –

Journal of Learning Disabilities 2021

Physical Disabilities: Education and Related Services 2014 - present

Remedial and Special Education 2014- present

Research and Practice for Persons with Severe Disabilities (RPSD) 2013-present

Review Journal of Autism and Developmental Disorders (RJAD) 2021-present

Rural and Special Education Quarterly (RSEQ) 2018- present

Teacher Education and Special Education (TESE) 2013 - present

The Journal of Special Education (JSE) 2011-present

8/1/24 (updated)

Intellectual and Developmental Disabilities (AAIDD) 2015- present
Inclusion 2018 -present