

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

Associate Professor of Special Education
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EDUCATION PREPARATION

2011 - 2014 Doctor of Philosophy in Special Education, University of North Carolina at Charlotte, Department of Special Education and Child Development
Emphasis: Moderate and Severe Disabilities

2006 - 2009 Master of Arts in Teaching, University of North Carolina at Charlotte, Charlotte, NC, Special Education: Adapted Curriculum
Emphasis: Adapted Curriculum

2000 - 2003 Bachelor of Science in Psychology, Davidson College, Davidson, NC
Concentration: Education

Professional Licensing and Certification

2014 - Present Board Certified Behavior Analyst – Doctoral (BCBA-D), Behavior Analyst Certification Board

2010 - Present National Board Certification: Exceptional Needs Specialist, Severe and Multiple Disabilities (ages 5-21+)

2008 - Present Special Education-Moderate to Severe Disabilities, K-12, North Carolina

ACADEMIC EMPLOYMENT

2014 - Present *Associate Professor*, Special Education, Special Education Program, California Polytechnic State University. Responsibilities include teaching, scholarship, and service.

2012 *Adjunct Professor*, 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 students 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 RELATED ACTIVITIES

Courses taught at California Polytechnic State University

EDUC 546: Reading and Language Arts Instruction in Special Education (Winter 2015, Fall 2016-23)
* *With exception of maternity leave in 2018 and sabbatical in 2021*

EDUC 471: Issues and Trends in Special Education (Summer 2023)

EDUC 451: Early Fieldwork Seminar in Special Education (Summer 2022-23)

EDUC 554: Behavior Disorders and Positive Behavior Support Strategies (Spring 2016-2023)
**With exception of FMLA leave in 2022*

SPED 547: Science/Social Studies Methods for Students with Disabilities (Spring 2019-20; Winter 21-24)

SPED 545: Mathematics Methods for Students with Disabilities (Winter 2016-24)

EDUC 500: Independent Study in Education (Spring 2020-2021)

EDUC 532: SPED Advisor for Education Inquiry Project (Fall, Winter, Spring 2014-2021)

EDUC 590: Educational Research Methods II (Winter 2017)

EDUC 589: Educational Research Methods I (Winter 2016)

EDUC 586: Introduction to Research in Education (Fall 2014-16)

EDUC 587: Education Foundations - Autism (Fall 2014)

EDUC 442/447/449: University Supervisor for Clinical Practice (2014, 2018-2020)

Courses taught at the University of North Carolina at Charlotte

SPED 5274: General Curriculum Access and Adaptations (Spring, Summer, Fall 2013)

SPED 4271: Systematic Instruction in Adaptive Curriculum (Fall 2011, 2013)

SPED 4475/4476: Special Education Fieldwork Supervision (Spring 2013)

SPED 2100: Introduction to Students with Special Needs (Summer 2012)

Special Contributions to the Curriculum/Course Coordination at Cal Poly

Spring 2023 - Summer 2023

- Developed nine program course proposals for the Q2S transition

Fall 2022

- Attended training in San Diego for edTPA for special education

Spring 2022

- Developed two new program courses (EDUC 451 and 471) to fulfill requirements of the new Teacher Performance Expectations from the state

Winter 2020 – Spring 2021

- Redesigning all courses to be online
- Successfully completed graduate program review
- Engaged in program reform efforts to meet the new requirements of the Commission on Teacher Credentialing

Fall 2019

- Revised Clinical Practice training materials
- Redesigned the first five sessions of the SPED Lab Course (EDUC 532)

Fall 2018

- Developed Clinical Practice training materials

Summer 2018

- Began implementation plan to incorporate new (Aug. 2018) Education Specialist Teacher Performance and Program Expectations in our Special Education program of study
- Began work incorporating the new Council for Exceptional Children's/CEEDAR Center's *High Leverage Practices for Special Education* in our Special Education program curriculum
- Developed a Science/Social Studies methods course
- Collaborated to rewrite the Special Education Program handbook
- Developed a Clinical Practice Protocol document for the Special Education Program

Winter 2018

- 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 SOE Learning Module about Special 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
- Curricular development for EDUC 590

- 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
- Co-planned the second annual Cal Poly Special Education Summer Institute with Dr. Stephen Crutchfield

Winter 2017

- Finalized preparations for the approved special topics course (EDUC 470: Understanding Special Education)

Fall 2016

- Worked 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
- Redesigned our special education clinical fieldwork process
- Developed and submitted a proposal for a new special topics course (EDUC 470: Understanding Special Education)

Spring 2016

- Curricular development for EDUC 554

Winter 2016

- Curricular development for EDUC 545

Fall 2015

- Curricular development for EDUC 418/440
- Curricular development for EDUC 586
- Curricular development for EDUC 532
- Collaborated with Dr. Stephen Crutchfield to co-teach courses

Spring 2015

- Attended a workshop on Evidence-based Practices and Video Modeling provided by San Luis Coastal Unified School District to enhance program curriculum

Winter 2015

- Curricular Development for EDUC 545
- Curricular Development for EDUC 546
- Initiated a new research-based method for instructional delivery using Content Acquisition Podcasts (CAPs)
- 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
- Redeveloped the mentor evaluation form for the major school placement in winter quarter

Fall 2014

- Redesigned courses for co-teaching EDUC 886 and 887 with Dr. Mike Ruef
- 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
- 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

SCHOLARSHIP

* Items with an asterisk were developed and completed at the rank of Associate Professor at Cal Poly

Peer-Reviewed Publications while at Cal Poly

*Slemrod, T., Howorth, S., **Wood, L.**, Lemmi, C., Hart, S., & West, E. (2023). [A comparison of science vocabulary acquisition using keyword mnemonics via technology and flash cards.](#) *Journal of Special Education Technology*, 0(0), 1-13. doi:10.1177/01626434221100729

Co-authors: Authored with colleagues from CSU Chico, University of Maine, and the University of Washington. My contributions were approximately 20% of the conceptualization and writing.

***Wood, L.**, Browder, D. M., & Spooner, F. (2020). [Teaching listening comprehension of science e-texts for students with moderate intellectual disability.](#) *Journal of Special Education Technology*, 35(4), 272-285. doi:10.1177/0162643419882421

Co-authors: Data presented in this study were collected as part of my dissertation research at the University of North Carolina at Charlotte. I was the lead researcher on this study and the lead author of the manuscript. My co-authors helped with the conceptualization of the methodology of the single-case design research study and consulted with me for minor edits and revisions to this manuscript.

Knight, V., **Wood, L.**, McKissick, B., & Kuntz, E. (2020). [Teaching science content and practices to students with intellectual disability and autism.](#) *Remedial and Special Education*, 41(6), 327-340. doi:10.1177/0741932519843998

Co-authors: Joint authored manuscript with colleagues from Vanderbilt and U of MS

Slemrod, T., **Wood, L.**, Hart, S., & Coleman, W. (2018). Science instruction for secondary students with emotional or behavioral disorders: A guide for curriculum development. *Journal of Science Education for Students with Disabilities*, 21(1), 82-94.

Co-Authors: Joint authored manuscript. Co-authors include a colleague from CSU Chico and a classroom teacher. My contribution was approximately 30% of the conceptualization and 40% of the writing.

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

Co-Authors: 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 writing and editing of this 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

Co-authors: 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.

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>

Authorship: 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.

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

Co-Authors: 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.

Co-authors: 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.

Authorship: 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 Present 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.

Co-authors: 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

Co-authors: 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.

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.

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.

Manuscripts in Preparation or Submission while at Cal Poly

***Wood, L., Jimenez, B., & Courtade, G. (in submission).** An instructional framework for teaching STEM to students with moderate to severe disabilities. *School Science and Mathematics*.

Date of Submission: September 2023

Co-authors: This was an invited submission to a special issue on special education. My co-authors include Dr. Bree Jimenez from the University of Texas in Arlington and Dr. Ginevra Courtade from the University of Louisville. I lead the conceptualization and developed a framework for teaching STEM to students with extensive support needs.

***Slemrod, T., Howorth, S., Wood, L., Hart, S., Lemmi, C., Cheney, D., & West, E. (In submission).** Let's do science!: Using technology to promote engagement in the science classroom for students with learning disabilities. *Science Education for Students with Disabilities*.

Date of Submission: August 2023

Co-authors: This was a collaborative submission from a multidisciplinary team of special education and general education science education faculty. Co-authors are from Chico State and the University of Washington.

***Wood, L., Crutchfield, S., & Chavez, M. (In preparation).** Leveraging technology and gamification to support the use of self-monitoring for students with extensive support needs. Will submit to *Teaching Exceptional Children*.

Expected Date of Submission: January 2024

Co-authors: This is a collaboration with the research team for the iterative research studies

conducted in Winter and Spring of 2023 for the GoManage IES SBIR Phase II grant. This will be an article for practitioners.

- *Jimenez, B., **Wood, L.**, Courtade, G., Mims, P., Root, J., & Saunders, A. (In preparation). Equitable access to the general curriculum for students with extensive support needs: Present research and realities. Will submit to the *Journal of Special Education*.

Expected Date of Submission: December 2023

Co-authors: This is a collaboration with the leading researchers in the field of special education who are doing work on general curriculum access for all students. Coauthors are from ETU, UL, Texas A&M, UTA, FSU, and UNCC.

- *Crutchfield, S., **Wood, L.**, & Chavez, M. (In preparation). The differential effects of technology-based self-monitoring intervention across ages and abilities. Will submit to *Exceptional Children*.

Expected Date of Submission: December 2023

Co-authors: This is a collaboration with the research team for the iterative research studies conducted in Winter and Spring of 2023 for the GoManage IES SBIR Phase II grant.

This will be an experimental research manuscript and we plan to submit it to a top tier special education journal.

Books and Book Chapters while at Cal Poly

- ***Wood, L.**, Thompson, J. L., Root, J., & Gilley, D. (2022). Chapter 9: Development of basic academic skills in childhood. In D. Zager, D. Cihak, & A. K. Stone-MacDonald (Eds.), *Autism Spectrum Disorders: Identification, Education, and Treatment, 5th Edition* (pp. 205-244). 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 Associate Professor at Cal Poly. My co-authors are from Michigan State University and the University of Florida. My contribution was approximately 40%.

- *Root, J. R., Jimenez, B. A., **Wood, L.**, & Dennis, D. L. (2022). All sySTEMs go: Teaching STEM non-traditionally. In B. Collins (Ed.) *The Special Educator's Guide to Distance Education: Adapting your Instruction for the Virtual Classroom, 1st Edition* (pp. XXX-XXX). Baltimore, MD: Brookes Publishing.

Co-authors: This is a jointly authored book chapter. The conceptualization and writing for this chapter occurred entirely at the rank of Associate Professor at Cal Poly. My co-authors are from Michigan State University, the University of Texas at Arlington, and the University of Florida. My contribution was about 25%.

Co-authors: This is a jointly authored book chapter. The conceptualization and writing for this chapter occurred entirely at the rank of Associate Professor at Cal Poly. My co-authors are from Michigan State University, the University of Texas at Arlington, and the University of Florida. My contribution was about 25%.

- *Hudson, M., **Wood, L.**, Root, J., & McConomy, A. (2022). [Access to the general education curriculum](#). In J. McLesky, F. Spooner, B. Algozinne, & N. L. Waldron (Eds.), *Handbook of Effective Inclusive Elementary Schools, 2nd Edition* (pp. 269-285). New York, NY: Rutledge 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 Associate Professor at Cal Poly. My co-authors are from Florida State University and Eastern Carolina Univeresity. My contribution was about 25%.

Wood, L. (2020). Chapter 13: Expanding cultural and social competence through social studies. In D. M. Browder, F. Spooner, and G. Courtade's *Teaching Students with Moderate and Severe Disabilities*, (2nd ed.). New York, NY: Guilford Press.

Co-Authors: This is a rewritten chapter of a prior edition of this book. I was given an outline and wrote a complete draft of the chapter myself. All of the writing, edits, and work with the copy editing team at Guilford Press occurred at Cal Poly. This is a revised edition of a seminal book on teaching students with moderate and severe disabilities and will be published in Spring 2020.

Root, J., **Wood, L.**, & Browder, D. (2019). Assessment and planning. In F. Brown, J. McDonnell, & M. Snell (Eds.), *Instruction of Students with Severe Disabilities*, (9th 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%.

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%.

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*, 4th 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, 8th 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.

Curricular Materials while at Cal Poly

*Ahlgrim-Delzell, L. & **Wood, L.** (in press). Nonverbal Literacy Assessment (NVLA). Verona, WI: Attainment Company.

Company: This program is published by Attainment Company, a premier publishing company for assistive technology and curricular materials for students with disabilities.

Publishing Date: expected Summer 2024

Authorship: The NVLA is a valid and reliable tech-based assessment literacy assessment for students with complex communication needs. I contributed by creating a prototype of the tech-based assessment and helping to draft and edit the final version of the test content.

***Wood, L.** (in press) *DIG into Social Studies K-2*. Verona, WI: Attainment Company.

Company: This program is published by Attainment Company, a premier publishing company for assistive technology and curricular materials for students with disabilities.

Publishing Date: expected Spring 2024

Authorship: I am the sole author of this curriculum for students with extensive support needs. This is a stand-alone multi-component curriculum with a teacher's guide with lesson plans, a [student workbook](#), and supplement materials.

***Wood, L.** (in press) *DIG into Social Studies 3-5*. Verona, WI: Attainment Company.

Company: This program is published by Attainment Company, a premier publishing company for assistive technology and curricular materials for students with disabilities.

Publishing Date: expected Fall 2024

Authorship: I am the sole author of this curriculum for students with extensive support needs. This is a stand-alone multi-component curriculum with lesson plans, a teacher's guide, a student workbook, and supplement materials.

*Crutchfield, S. & **Wood, L.** (2023). [GoManage](#). Verona, WI: Attainment Company.

Company: This program is published by Attainment Company, a premier publishing company for assistive technology and curricular materials for students with disabilities.

Publishing Date: October 2023

Co-authorship: This blended curriculum (app + instructional materials) was developed in partnership with Dr. Stephen Crutchfield. This work was funded by our Phase I and Phase II IES SBIR grants.

Wood, L. (2019). [enCORE Social Studies Curriculum for K-5](#). Woburn, MA: TeachTown Inc.

Company: This publication is a comprehensive core curriculum for students with intellectual disability and autism in grades K-5. The publishing company, TeachTown, specializes in curricular materials and supports for students with disabilities.

Publishing Date: Summer 2019

Co-authors: I was the sole author of the social studies component of a multi-component curriculum. I wrote 72 full lessons as well as adapted newsletter texts and student worksheets for the social studies content area of this program. I developed instructional formats for the entire curriculum, a scope and sequence for the social studies content area, and over 1,000 pages of lessons and materials across three levels of access. All of the writing, edits, and revisions have occurred at Cal Poly at the rank of Assistant and Associate Professor. The first release of this product was September 2019.

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

Company: This publication is a commercial curricular program I co-authored with two Full Professors from the University of North Carolina at Charlotte. This program is 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.

Peer-Reviewed Publications Prior to Cal Poly

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 Prior to Cal Poly

- 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 Prior to Cal Poly

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

Curricular Materials Prior to Cal Poly

- 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 Prior to Cal Poly

- 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/>

PRESENTATIONS

External Peer-Reviewed Conference Presentations while at Cal Poly

- *Crutchfield, S., **L. Wood**, & Chavez, M. Tech-based self-management for students with extensive support needs
Date: January 18, 2024
Presentation Type: Poster presentation
Professional Meeting: Division on Autism and Developmental Disabilities
Presenter: This will be a joint presentation with Dr. Crutchfield and Ms. Mariah Chavez
- ***Wood, L.** & Crutchfield, S. Tech-based self-management for students with extensive support needs
Date: January 17, 2024
Presentation Type: In-person half-day pre conference workshop
Professional Meeting: Division on Autism and Developmental Disabilities
Presenter: This will be a joint presentation with Dr. Crutchfield
- *Jimenez, B., **Wood, L.**, Courtade, G., Mims, P., Root, J., & Saunders, A. Equitable access to the general curriculum for students with extensive support needs: Present research and realities
Date: September 28, 2023
Presentation Type: Virtual
Professional Meeting: Council for Exceptional Children's Professional Development Fair
Presenter: This was a panel presentation with colleagues at the national level
- ***Wood, L.** Self-Management interventions for students with ASD and ID
Date: August 2, 2022
Presentation Type: In-person lecture, hybrid format
Professional Meeting: Division on Autism and Developmental Disabilities Midyear Conference
- *Root, J., Jimenez, B., **Wood, L.**, & Dennis, D. All SySTEMs Go: Teaching STEM Non-Traditionally
Date: January, 2022
Presentation Type: In-person lecture, hybrid format

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

Presenter: This is a presentation about a book chapter I co-wrote with colleagues from the University of Florida and the University of Texas at Arlington.

*Root, J., Jimenez, B., **Wood, L.**, & Dennis, D. All SySTEMs Go: Teaching STEM Non-Traditionally.

Date: January, 2022

Presentation Type: In-person poster presentation

Professional Meeting: Council for Exceptional Children Annual Convention, Orlando, FL

Presenter: This is a presentation about a book chapter I co-wrote with colleagues from the University of Florida and the University of Texas at Arlington.

***Wood, L.** (July, 2021). Teaching self-management interventions to students with ASD and ID.

Date: July, 2021

Presentation Type: Virtual lecture

Professional Meeting: Division on Autism and Developmental Disabilities International Mid-Year Virtual Conference

Presenter: I presented this content to an audience of special education teachers from the state of Kentucky. They received professional development CEUs for attending this conference.

*Crutchfield, S., & **Wood, L.** (March, 2021). Teaching self-management interventions to students with ASD and ID.

Date: March, 2021

Presentation Type: Virtual lecture

Professional Meeting: Council for Exceptional Children Annual Convention

Presenter: We presented this lecture to an international audience in a virtual, synchronous format.

*Crutchfield, S., & **Wood, L.** (March, 2021). Data-blitz: Examining the research on teaching self-management interventions to students with ASD and ID.

Date: March, 2021

Presentation Type: Virtual data-blitz presentation

Professional Meeting: Council for Exceptional Children Annual Convention

Presenter: We presented this research brief to an international audience in a virtual, synchronous format.

***Wood, L.** & Crutchfield, S. (January, 2021). Teaching self-management interventions to students with ASD and ID.

Date: January, 2021

Presentation Type: Virtual lecture

Professional Meeting: Division on Autism and Developmental Disabilities International Mid-Year Virtual Conference

Presenter: We presented this content to an international audience in a virtual, synchronous format.

*Jimenez, B., **Wood, L.**, & Knight, V. (January, 2020). STEM: Research and practice for students with intellectual disability and autism spectrum disorders.

Date: January, 2020

Presentation Type: Lecture

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

Presenter: This was a joint conference presentation with my colleagues Dr. Jimenez from the University of Sydney and Dr. Knight from the University of British Columbia. We will share our collective expertise in teaching science and engineering to students with extensive support needs, drawing from a body of our single-case design research studies in these areas.

*Brosch, C., Root, J., Saunders, A., **Wood, L.**, & Mims, P. (January, 2020). Adapting core instruction for students with autism and moderate/severe intellectual disability.

Date: January, 2020

Presentation Type: Lecture

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

Presenter: This was a joint conference presentation with my colleagues from Florida State University, University of North Carolina-Charlotte, East Tennessee University, and TeachTown. We are the authorship team of a new core curriculum for elementary aged students with autism and ID. We will share our conceptual process for adapting the core curriculum for this population of students as well as the evidence-based research that underpin the instructional formats in this program.

Wood, L., & Slone, R. (May, 2019). Developing standards-based STEM materials for students with disabilities.

Date: May, 2019

Presentation Type: Lecture

Professional Meeting: Super STEM Saturday Conference sponsored by the Central Coast Science Project

Presenter: This was a joint conference presentation with a former Cal Poly graduate who is now a first year special education teacher. This work was funded by the Cotchett award for developing special education curriculum in the area of science and engineering. Our former student described the process of creating standards-based materials that were adapted to meet the needs of students with extensive support needs.

Wood, L., & Phillips, S. (January, 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 was a joint conference presentation with a former Cal Poly graduate who is now a first year special education teacher. This work was funded by the Cotchett award for developing a special education curriculum in the area of science and engineering. Our former student described the process of creating standards-based materials that were adapted to meet the needs of students with extensive support needs.

Wood, L., & Crutchfield, S. (October, 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 was a joint conference with my colleague from the special education program at Cal Poly. This work was funded by the Cotchett award for developing a special education curriculum in the area of science and engineering in collaboration with students from Cal Poly. In the presentation, we described 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.** (October, 2017). 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 Present student. I presented about 90% of the content.

Wood, L., & Lawson, B. (October, 2017). 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. I presented about 75% of the content.

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

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 Present students participating as teacher implementers and graduate research assistants.

Wood, L., Crutchfield, S., & Knight, V. (January, 2017). *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 Present students participating as teacher implementers and graduate research assistants. I presented 100% of the content.

Wood, L., & Litvinchuk, L. (October, 2016). *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. I presented about 80% of the content.

Wood, L., Crutchfield, S., Haworth, A., & Spivey, M. (October, 2016). *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. (May, 2016). *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 Meyer, 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. I presented about 90% of the content.

Ahlgrim-Delzel, L., Wood, L., Preston, A., & Inman, A. (April, 2016). *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 (about 50% of the content).

Wood, L., Ahlgrim-Delzel, L., Browder, D., Stanger, C., & Meyer, A. (January, 2016). *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 about 40% of the content.

Wood, L., Thompson, J., & Root, J. (January, 2016). *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 about 30% of the content.

Knight, V., & Wood, L., (December, 2015). *Fidelity versus flexibility: Implementing scientific practices in inclusive science.*

Date: December 2015

Presentation Type: Poster

Professional Meeting: 2015 TASH 40th 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., & Ribufo, C. (December, 2015). *Evidence-based practices for students with severe disabilities: The CEEDAR Center report.*

Date: December 2015

Presentation Type: Lecture

Professional Meeting: 2015 TASH 40th 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, delivering about 30% of the content.

Browder, D. M., Ahlgrim-Delzell, L., & Wood, L. (May, 2015). *Phonics instruction for students with developmental disabilities who are AAC users.* In F. Spooner's (Chair), *Present 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 the presentation materials.

Root, J. R., & **Wood, L.** (May, 2015). *Electronic story mapping to teach comprehension of narrative texts by students with autism spectrum disorder*. In F. Spooner's (Chair), *Present 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 about 50% of the content.

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 colleague in Special Education and three students from our program.

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

Date: December 2014

Presentation Type: Lecture

Professional Meeting: 2014 TASH 39th 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. I presented about 30% of the content.

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

Date: December 2014

Presentation Type: Lecture

Professional Meeting: 2014 TASH 39th 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. I delivered about 30% of the content.

Invited Presentations while at Cal Poly

***Wood, L.** *Innovations in technology-based self-management for students with extensive support needs.*

Date: November 2023

Presentation: Virtual

Professional Affiliation: CIRCA-The Centre for Interdisciplinary Research and Collaboration in Autism, University of British Columbia

Presenter: I was an invited presenter for part of CIRCA's 2023-2024 colloquia

***Wood, L.** *Preparation for the professoriate.*

Date: October 2023

Presentation: Virtual

Professional Affiliation: Texas A&M

Presenter: I was an invited guest speaker for a doctoral seminar about special education and preparing for academia

Wood, L. *Assistive and educational technology to promote general curriculum access.*

Date: February, 2019

Presentation Type: Podcast

Professional Affiliation: CSU Chico Special Education Faculty podcast

Presenter: I was an invited guest for a podcast developed as part of the curriculum for a special education course at CSU Chico. I was interviewed and shared my research and findings related to promoting general curriculum access through high and low tech modalities.

Courtade, G., & **Wood, L.** *General curriculum access for ALL.*

Date: July, 2018

Presentation Type: Lecture

Professional Meeting: 1st Annual Practitioner Conference presented by the board members of the Division on Autism and Developmental Disabilities at the University of Texas at Arlington

Presenter: Invited to co-present at a practitioner conference for local special education teachers. The presentation was on inclusion and general curriculum access for all students, including students with extensive support needs. I developed 90% of the presentation and delivered 50% of the content. My co-presenter was the Chair of Special Education from the University of Louisville.

West, Elizabeth, & **Wood, L.** *Becoming 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 session 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. *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 session 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 educating students with developmental disabilities.

Wood, L., Root, J., & Allison, C. *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 and deliver a presentation on technology for students with disabilities as part of a featured “spotlight” strand at the international convening. 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 (about 30% each).

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. About 20 undergraduate students were in attendance.

Wood, L. (March, 2017). *ELA and mathematics instruction for students with moderate & severe disabilities*. Invited to present a 1-day workshop in Fresno 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. (October, 2016). *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, 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. About 20 undergraduate students were in attendance.

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. About 20 undergraduate students were in attendance.

Cal Poly Presentations

- 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., & 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.

Faculty Advisor for Cal Poly Student Presentations at the CSM Student Research Conference

NOTE: I served as the faculty advisor for five student projects during the 2019-2020 academic year. Due to the COVID-19 pandemic, the CSM Student Research Conference was canceled.

- Brogdon, C., & Wood, L.** (May, 2019). *The effects of video modeling on transitioning for students with an intellectual disability*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.
- Daughtry, D., & Wood, L.** (May, 2019). *The effects of self-monitoring on the on-task behaviors for a middle school student with a specific learning disability*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.
- Evans, L., & Wood, L.** (May, 2019). *The effects of antecedent exercise on academic engagement for a student with ADHD*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.
- Fredrick, T., & Wood, L.** (May, 2019). *A comparison of the effects of systematic phonics instruction across high and low tech delivery formats for a student with a specific learning disability*.

Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.

Grijalva, R., & **Wood, L.** (May, 2019). *The effects of self-monitoring on off-task behavior for a student in high school with a specific learning disability*

Pluff, J., & **Wood, L.** (May, 2019). *The effects of self-monitoring on the on-task behaviors of a secondary student with ADHD*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.

Tompkins, K., & **Wood, L.** (May, 2019). *The effects of self-monitoring for a student with ADHD in an elementary school resource room*. Student poster presentation at the College of Science and Mathematics Annual Student Research Conference. I was a faculty advisor for this graduate research project.

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.

External Peer-Reviewed Conference Presentations Prior to Cal Poly

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 15th 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 15th 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 38th 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 38th 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 39th 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 37th 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 Directors 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.

FUNDING

Funded External Grants while at Cal Poly

*Summer 2021 *GoManage: A self-management curriculum app for students with disabilities*

I co-wrote and received a \$900,000 grant from the U.S. Department of Education's 2021 Small Business Innovation Research (SBIR) Phase II program. As is the nature of an SBIR, we are partnered with a small business, Attainment Co. I am the Principal Investigator for Cal Poly, in collaboration with Dr. Stephen Crutchfield, Co-PI, and Carol Stanger, PI for Attainment Co. I am working closely with my Cal Poly and Attainment team to finish development of an app and conduct research on the intervention. GoManage is a tech-based tool and curriculum that will be used to teach self-management skills to students with disabilities in school-based settings. We submitted IRB and conducted a series of focus groups in Year 1 and applied research in Year 2.

*Fall 2020 *Teaching for inclusivity and equity residency (TIER) program*

I am the Co-Principal Investigator, along with Dr. Briana Ronan and Dr. Tina Cheuk, on this \$2.1 million Teacher Quality Partnership grant from the U.S. Department of Education. The grant will help establish a residency program to recruit and train 44 new teachers in the areas of Special Education and Bilingual Education and place these teachers in high needs schools in Santa Maria and Lucia Mar school districts. Over a five year period (2020-2025), the TIER residency program will address an urgent need to better train teachers to teach in these critical shortage areas. The TIER program is multifaceted, involving all three credential programs at Cal Poly as well as multiple district partners. I will be instrumental in the implementation of the program, contributing the special education lens to the project work. I will specifically plan and facilitate professional development workshops for the TIER program teacher candidates, cooperating teachers, and university supervisors. Additionally, I will coordinate a series of clinical rounds experiences for residency candidates to experience a wide range of general education and special education settings.

*Summer 2020 *GoManage: A self-management curriculum app for students with disabilities*

I co-wrote and received a \$199,996 grant from the U.S. Department of Education's 2020 Small Business Innovation Research (SBIR) Phase I program. As is the nature of an SBIR, we are partnered with a small business, Attainment Co. I am the Principal Investigator for Cal Poly, in collaboration with Dr. Stephen Crutchfield, Co-PI, and Carol Stanger, PI for Attainment Co. I am working closely with my Cal Poly and Attainment team to develop and produce a prototype for an app that will be used to teach self-management skills to students with disabilities in school-based settings. We have submitted IRB and will test our first iteration of the app during Nov 2020 and Jan 2021.

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 was 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 and San Luis Coastal Unified School District, we have focused 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 have provided professional development to Cal Poly supervisors and district cooperating teachers to promote high quality coaching practices. We have supported Lucia Mar and now San Luis Coastal in developing and delivering professional development in Standards-based mathematics and science to district teachers and Cal Poly candidates. Finally, we have developed ongoing routines for collecting and analyzing data to make informed decisions about the project activities across the years. This work has been divided across many faculty and staff across the SOE. My direct role has included the development of the learning module (working with a subcommittee to develop a process for developing modules and prioritizing modules for development. I was also involved in supporting the professional development experiences for Cooperating Teachers and Teacher Candidates in Lucia Mar, and delivered professional development related to special education to CTs in both Lucia Mar and San Luis Coastal Unified School Districts. Finally, I was a faculty mentor for two program alumni who participated in the New Teacher Learning Community, an initiative through the grant that was developed to support new teachers in our partner districts. I met with my mentees several times during the spring quarter of 2019.

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, working alongside Dr. Chance Hoellwarth, Co-PI. This project aimed to teach faculty, candidates, and local teachers to use Project Based Learning that promotes inclusivity and enhances 21st century skills for all students and ran from 1/15/15 through 7/15/16. In addition to serving as the PI, I served on several subcommittees, including the Core Committee, the Advisory Council, the Management Team, the Survey Subcommittee, and the PBL Framework Subcommittee.

Funded Internal Grants while at Cal Poly

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 developed a protocol for designing and developing the materials, and we will train teachers to use this protocol to develop their own instructional materials. We also hired students from special education and engineering to create a full curriculum of 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. We have piloted these materials in a junior high classroom in the Santa Maria Bonita School District. We presented this work and the materials at a state conference in October 2018, an international conference for autism and developmental disabilities in January 2019, and at a local conference in May 2019. These materials and methods are the results of research conducted in local schools in collaboration with Cal Poly graduate students in Summer 2016.

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

I was 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 hired three students from my Cal Poly cohort as graduate assistants to develop adapted science materials for the study. Working in collaboration with Dr. Stephen Crutchfield, we implemented a single-case design research study in a local public school in Atascadero, CA. We are writing the manuscript to submit to a special education journal and have disseminated this work at two international conferences.

Grants Awarded Prior to Cal Poly

- 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 AND PROFESSIONAL DEVELOPMENT

Community Presentations, Workshops, and Professional Development while at Cal Poly

***Wood, L.** (August 2021-May 2022). *Academic curriculum support for elementary classrooms.* Invited to provide a series of full-day trainings, half-day trainings, coaching site visits, and follow-up Zoom sessions as part of an ongoing support plan for two elementary classrooms and one junior high school classroom for students with autism and intellectual disability in the Orcutt School District. To date, I have trained the classroom teachers on evidence-based practices for teaching English/language arts to students with moderate/severe disabilities.

- *Wood, L.** (March, 2021). *Teaching Academics in an Online Environment*. I provided four 1.5-hr workshops to teachers in the Orcutt School District to support their teachers in providing services to students with moderate and severe disabilities.
- *Wood, L.** (September, 2019). *Academic curriculum support for elementary classrooms*. Invited to provide a one-day training, a half-day training, two 2-hr site visits, and three Zoom conferences as part of an ongoing support plan for two elementary classrooms for students with autism and intellectual disability in the Orcutt School District. To date, I have trained the classroom teachers and in math and ELA curricular programs.
- *Wood, L.** (August/September, 2019). *Academic curriculum support for a secondary classroom*. Invited to provide a one-day training, a half-day training, two 2-hr site visits, and three Zoom conferences as part of an ongoing support plan for a junior classroom for students with autism in the Orcutt School District. I trained the classroom teacher and instructional aids in math and ELA curricular programs and have provided one site visit for continued support and coaching to date.
- Wood, L.** (July/August, 2019). *Academic curriculum support*. Invited to present to the moderate/severe teachers in the Santa Maria Bonita School District for a two-day workshop on general curriculum access. I provided specific training in math and ELA curricular programs for students with extensive support needs.
- Wood, L.** (July/August, 2019). *Academic curriculum support*. Invited to present to the moderate/severe teachers in the Santa Maria Bonita School District for a two-day workshop on general curriculum access. I provided specific training in math and ELA curricular programs for students with extensive support needs.
- Wood, L.** (May, 2019). *Learning focused supervision*. As co-PI of the *Next Generation of Educators Initiative* project, I lead a workshop for cooperating teachers in the San Luis Coastal Unified School District. This was a half-day session for elementary and secondary teachers from general and special education classrooms. I presented to about eight cooperating teachers.
- Wood, L.** (April, 2019). *Understanding autism*. Invited by a former Cal Poly student to present to the staff of Taylor Elementary in the Santa Maria Bonita School District. This was a 1.5 hour session for the school staff to learn more about autism spectrum disorders. I presented to about 40 school staff members.
- Wood, L.** (April, 2019). *Universal design for learning as a lesson planning process*. As co-PI of the *Next Generation of Educators Initiative* project, I lead a workshop for cooperating teachers in the Lucia Mar Unified School District. This was a half-day session for secondary teachers from general and special education classrooms. I presented to about six cooperating teachers.
- Wood, L.** (February, 2019). *Helping all teachers support the needs of students with disabilities*. As co-PI of the *Next Generation of Educators Initiative* project, I lead a workshop for cooperating teachers in the Lucia Mar Unified School District. This was a half-day session

for secondary teachers from general and special education classrooms. I presented to about seven cooperating teachers.

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., & 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. (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., & 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 a full-day professional development workshop for special education teachers in Santa Maria-Bonita School District.

Community Presentations, Workshops, and Professional Development prior to Cal Poly

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

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

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

PROFESSIONAL HONORS AND LEADERSHIP ACTIVITIES

Honors and Awards Received while at Cal Poly

- | | |
|------|---|
| 2020 | Community Service Award – Significant Contribution from Faculty |
| 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. |

Leadership while at Cal Poly

*January 2021 – Present *President of the Division on Autism and Developmental Disabilities*

Elected to a 4-year appointment to the presidential cycle for the national *Division on Autism and Developmental Disabilities*. Duties include facilitating annual conferences, planning and hosting a midyear conference, overseeing budget and division business, setting the agenda with the executive committee and running quarterly board meetings, coordinating with the Council for Exceptional Children, overseeing division committees, creating ad hoc committees as needed, and communicating regularly with membership. I co-planned our midyear virtual conference in 2021, facilitated our annual conference last January 2023 in Clearwater, FL, and will co-plan and host our 2024 midyear conference.

February 2017 – 2021 *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.

Leadership prior to Cal Poly

January 2012 – January 2014 *Student Representative on DADD Board of Directors*

I was elected through a general election to the Board of Directors for the Division on Autism and Developmental Disabilities as a student representative during my doctoral program. My role was coordinating student events and mentorship opportunities at the annual convention and conferences. I maintained communication with student members throughout the year and provided resources to student members who were transitioning to early career status.

SERVICE AND UNIVERSITY CITIZENSHIP AT CAL POLY

Special Education Program

- *Co-coordinator of the Special Education Program, Fall 2016 – Present
- *Academic advisor to 5-10 students each year, Fall 2016 – Present
- 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>), Spring and Summer 2017
- *Developed Clinical Practice Procedures for Special Education Program, Fall 2016 – Present
- *Co-led trainings for cooperating teachers, Fall 2015 - Present
- *Co-organized and facilitated New Student Orientation, Fall 2015 - Present
- *Organized and participated in end-of-year Cooperating Teacher celebration, Spring 2015 - Present
- *Course Development and Program Restructuring, Fall 2014 – Present

- Co-planned and facilitated SPED Advisory Council Meeting, Fall 2014 – Spring 2017
- *Attend and collaborate during bi-weekly program meetings, Fall 2014 – Present
- Attended Autism Inquiry Project Family Orientation, Fall 2014

School of Education/College of Science and Mathematics

- *Contributed to training sessions for Cooperating Teachers, Winter 2019 – Present
- *Interviewed for a Clinical Practice Podcast, Fall 2019
- *Serve on SOE Technology Committee, Fall 2018 – Present
- *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; developed a plan for embedding the Mock IEP experience and event into Special Education program coursework, Spring 2018 – Present
- 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, Spring 2017
- 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, Spring 2017
- 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”, Winter 2017
- Contributed to training sessions for University Supervisors across the School of Education, Winter 2017
- 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
- Present on Special Education to Liberal Studies, Fall 2015 – Present
- Faculty Advisory Committee representing Special Education, El Camino/Teacher Quality Partnership, Winter 2015 - Present
- Attend SOE retreats and Coordinating Council meetings, Fall 2014 – Present
- Member of the Academic Program Review Committee, Fall 2014 – Present

University

- *Elected BCSM Caucus Chair for the Executive Board of the Academic Senate
- *Serve as an institutional delegate to the California Council on Teacher Education (CCTE), Summer 2017 – Present
- Speaker at the Student California Teachers’ Association meeting, Spring 2017

Professional

- *Elected Executive Board Member for the Division on Autism and Developmental Disabilities, Presidential Cycle, 4-year term from July 2021-July 2025
- Content reviewer for commercial professional development training materials for Attainment Company, May 2019
- Representative on the Knowledge and Skills Subcommittee, *Council for Exceptional Children*, January 2016 – January 2019
- Appointed Board Member for the California Council for Exceptional Children professional

- organization, *Yes I Can! Awards Committee Co-Chair*, October 2016 – present
- Elected Board Member for the Division on Autism and Developmental Disabilities, *Member at Large and Membership and Unit Development Chair*, 3-year term from January 2016 – January 2019
- 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, *Journal of Special Education Technology*, 2018 to Present
- *Reviewer, *Research in Autism Spectrum Disorders*, 2018 to Present
- *Reviewer, *American Journal on Intellectual and Developmental Disabilities*, 2016 to Present
- *Reviewer, *DADD Online Journal*, 2016 to Present
- *Reviewer, *Research and Practice for Persons with Severe Disabilities*, 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 2015
- 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

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 – Fall 2017
- Central Coast Walk for Autism registered participant, Spring 2016-2018

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 - Present	Council for Exceptional Children (CEC) Division on Autism and Developmental Disabilities (DADD) Teacher Education Division (TED) State Council for Exceptional Children
2014 - Present	Behavior Analyst Certification Board (BACB)