

CURRICULUM VITAE

Christopher Brum, Ph.D.
Department of Special Education
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EDUCATION

Aug. 2016 Ph.D.	Boston College, Chestnut Hill, MA
Aug. 2014 Fellow	National Leadership Consortium in Sensory Disabilities Deafblindness
Dec. 2008 M.Ed.	Boston College, Chestnut Hill, MA Severe Disabilities / Deafblindness
May 2005 B.S.	Northeastern University Psychology

TEACHING POSITIONS

Spring 2024 - Present	Program Coordinator, Liberal Studies
Fall 2023 – Present	Associate Professor, Special Education
Fall 2016 – Spring 2023	Assistant Professor
Spring 2014 – Summer 2016 San Diego State University, San Diego, CA	Lecturer Department of Special Education, College of Education
Spring 2013 Boston College, Chestnut Hill, MA	Clinical Supervisor Special Education
Spring 2013 Lasell University, Newton, MA	Clinical Supervisor Special Education
Fall 2007 – Spring 2013 Boston Public Schools	Special Education Teacher R.J. Murphy School
Fall 2006 – Summer 2007 Franciscan Hospital for Children, Boston, MA	Special Education Teacher Kennedy Day School

PROFESSIONAL GROWTH

PEER-REVIEWED JOURNAL ARTICLES

1. **Brum, C.**, Probst, K., & Buckley, W. (accepted). Technology-based communication interventions for learners who are deafblind. *TEACHING Exceptional Children*.
2. Steinbrenner, J. R., Dewalt, L. S., Hume, K., Kraemer, B., Odom, S. L., Hall, L. J., **Brum, C.**, Szidon, K., & Bolt, D. M. (accepted). Social and vocational activities of autistic high school students and relationships with educational programming. *Journal of Special Education*.
3. Hall, L., **Brum, C.**, Steinbrenner, J., Hume, K., Grundon, G., & Spitzer, H. (2024). Interests, plans, and hopes for life after high school from autistic young adults. *Remedial and Special Education*, 1-15.
4. **Brum, C.** & Bruce, S. M. (2023). Reading comprehension for learners who are deafblind: Perspectives from teachers, interveners, and parents. *Communication Disorders Quarterly*.
5. **Brum, C.** & Bruce, S. M. (2023). Shared reading with learners who are deafblind: Instructional materials and learning environments. *Journal of Visual Impairment and Blindness*, 117(6), 418-428.
6. Kraemer, B., Tomaszewski, B., Rentschler, L. F., Steinbrenner, J., Hume, K., McDaniel, S., Dewalt, L., **Brum, C.**, & Szidon, K. (2022). Quality of the Transition Component of the IEP for High School Students with Autism. *Career Development and Transition for Exceptional Individuals*. First Published Online doi.org/10.1177/21651434221079743
7. **Brum, C.** & Bruce, S. M. (2022). Instructional strategies to support shared reading with learners who are deafblind. *British Journal of Visual Impairment*, 41(3), 504-516. doi.org/10.1177/02646196221077219
8. Hume, K., Odom, S. L., Steinbrenner, J. R., Dewalt, L. S., Hall, L. J., Kraemer, B., Tomaszewski, B., **Brum, C.**, Szidon, K., & Bolt, D. M. (2021). Efficacy of a school-based comprehensive intervention program for adolescents with autism. *Exceptional Children*, 88, 223-240. doi.org/10.1177/00144029211062589
9. **Brum, C.** (2021). Communication and literacy development for adolescents with deafblindness: Teacher beliefs, learning outcomes, and instructional strategies. *British Journal of Visual Impairment*, 41(3), 498-503. doi.org/10.1177/02646196211059748
10. Kraemer, B., Hume, K., Odom, S., Dewalt, L., Hall, L. J., Dykstra-Steinbrenner, J., Szidon, K., & **Brum, C.** (2020). Quality of High School Programs for Students with Autism Spectrum Disorder. *Autism*, 24(3), 707-717. doi.org/10.1177/1362361319887280
11. **Brum, C.**, Hall, L. J., Reutebuch, C. K., & Perkins, Y. (2019). Reading comprehension strategies for high school students with autism spectrum disorder. *TEACHING Exceptional Children*, 52(2), 88-97. doi.org/10.1177/0040059919878663
12. **Brum, C.** (2017). AAC supporting literacy instruction for individuals with deafblindness. *Perspectives of the ASHA Special Interest Groups*, 2(12), 98-106. doi.org/10.1044/persp2.SIG12.98
13. Bruce, S., **Brum, C.**, & Nannemann, A. (2015). Communication programming implications for individuals with genetic causes of severe disability and visual impairment. *Perspectives on Augmentative and Alternative Communication*, 24, 94-105. doi.org/10.1044/aac24.3.94

INVITED PEER-REVIEWED ARTICLES

1. Bruce, S. M., **Brum, C.**, & Spear, L. (2024). Evaluating the quality of educational programs for learners who are deafblind. *DbI Review*, 17, 20-24.
2. **Brum, C.** & Bruce, S. (2023). Person centered planning for individuals who are deafblind. *DbI Review*, 70, 13-17. <https://www.deafblindinternational.org/dbi-review/>
3. **Brum, C.** (2023). Critical areas of development for individuals who are deafblind. EBSCO *Pathways to Research*. <https://www.ebsco.com/products/research-databases/pathways-research>
4. **Brum, C.**, Bruce, S. & Ivy, S. (2021). Strategies for teaching tactile tangible symbol systems: Case study on a learner with deafblindness. *Visual Impairment and Deafblind Education Quarterly*, 66(2), 48-57. <http://dvi.uberflip.com/i/1359373-vidbeq-66-2-spring-2021>
5. Bruce, S. & **Brum, C.** (2019). Assessment of learners who are deafblind: Basic principles and guidelines. *DbI Review*, 62, 59-61. https://www.deafblindinternational.org/?media_dl=8055

INVITED BOOK CHAPTERS

1. Bruce, S. & **Brum, C.** (in press). Emergent literacy in individuals who are deafblind. In Hartshorne, T., Janssen, M. J., & Wittich, W. (Eds.), Volume II: Learning, Education and Support of Deafblind Children and Adults: An Interdisciplinary Approach. Series: Perspectives in Deafness. Oxford University Press.
2. Bruce, S. M. & Ivy, S. E., & **Brum, C.** (2024). Severe and multiple disabilities. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.), *Handbook of special education*. Third edition.
3. **Brum, C.**, Hall, L. J., & Reutebuch, C. (2023). Academics/Literacy. In S.L. Odom (Ed.), *Supporting Adolescents with Autism in Secondary School Settings*. Guilford Publications.
4. Bruce, S., Sacks, S., & **Brum, C.** (2016). Assessment of students who have visual impairments and additional disabilities. In S. Sacks and M. Zatta (Eds.), *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities*. New York: AFB Press.

FUNDED GRANTS

1. \$750,000 - Project OCEANSIDE: Optimizing the Capacity of Special Educators for Inclusion, Diversity, and Equity, Project Director. 10/01/2014 – 09/30/2029. Office of Special Education Programs, U.S. Department of Education (H325X240002).
2. \$1,218,471 - Project SPLASH: Supporting the Preparation of Local Special Educators, Co-Project Director. 09/01/2024 – 08/31/2029. Office of Special Education Programs, U.S. Department of Education (H325M240035).
3. \$7,500 – Literacy for Students with Complex Needs, Principal Investigator, Seed Grant Program, San Diego State University – December 2021.
4. \$15,000 – Next Generation of Educators Initiative (NEGI), Principal Investigator, California State University, September 2019 – October, 2019.
5. \$10,000 – Shared Story Reading for Students with Deafblindness, Principal Investigator, San Diego State University - University Grants Program, January 2017 – December 2017.
6. \$9,994,452 – Center on Secondary Education for Students with Autism Spectrum Disorders (CSEA). Samuel Odom & Kara Hume (PI's). Christopher Brum, Project Literacy Coach and Site-Coordinator (San Diego)

07/01/2012-06/30/2017. Institute of Education Sciences (R324C12006).

7. \$26,127 – Deafblind Intervener Training Program Development, Principal Investigator, San Diego State University, funded April 2018.

UNFUNDED GRANT PROPOSALS

1. \$1,935,326 – Enhancing Communication Outcomes through Reading Engagement (ENCORE) for Children who are Minimally Verbal with Autism, Principal Investigator, Institute of Education Sciences (NCSER; 84.324A), submitted September, 2022, unfunded.
2. \$564,375 – Improving Communication and Literacy Development Through Reading Engagement for Children who are Minimally Verbal with Autism, Principal Investigator, National Institute of Health (NIH), National Institute for Deafness and Communication Disorders (NIDCD; PAR-21-107), submitted June 2022 and June 2023, unfunded.
3. \$4,999,935 - Project IGNITE Literacy, Co-PI, California Department of Education, submitted February 2020, unfunded.

PEER-REVIEWED CONFERENCE PROCEEDINGS

1. **Brum, C.** (2023). A Systematic Review of Literacy Interventions for Minimally Verbal Autistic Learners, Pacific Rim Conference 2023, Honolulu, HI.
2. **Brum, C.,** Pruitt-Lord, S., Camarata, S. (2023). Literacy for Learners who are Minimally Verbal Autistic. American Speech-Language Hearing Association (ASHA) National Conference, New Orleans, LA.
3. **Brum, C. & Bruce, S.** (2022). Shared Reading at Home and in School for Learners Who are Deafblind: Materials, Strategies, and Environmental Supports. Council for Exceptional Children (C.E.C.) National Conference, Orlando, FL.
4. Ivy, S, Bruce, S., & **Brum, C.** (2021). Tactile tangible symbol systems: Design, use and success for learners with visual impairment. Council for Exceptional Children (C.E.C.) National Conference, Online.
5. McIntyre, N., Hall, L.J., & **Brum, C.** (2020). Stakeholder Perceptions of Text Reading in Adolescents with Autism. Council for Exceptional Children (C.E.C.). National Conference, Portland, OR.
6. **Brum, C** (2019). A “Sense” of Shared Reading in Home and Schools. Deafblind International (DbI). World Conference, Gold Coast, Australia.
7. **Brum, C. & Durando, J.** (2019). A “Sense” of Shared Reading in Home and Schools. Council for Exceptional Children (C.E.C.). National Conference, Indianapolis, IN.
8. **Brum, C.** (2018). Using Collaborative Strategic Reading – High School (CSR-HS) to support reading comprehension for secondary students with autism. Society for the Scientific Study of Reading (SSSR). Annual International Conference, Brighton, England, United Kingdom.
9. Pavez, B., Hall, L.J., & **Brum, C.** (2018). Sustainability of EBPs by high school personnel instructing students with ASD. Council for Exceptional Children (C.E.C.). National Conference, Tampa, FL.

10. **Brum, C.** (2017). How are teachers using literacy to support communication development for children with deafblindness? Council for Exceptional Children (C.E.C.). National Conference, Boston, MA.
11. **Brum, C., Hall, L.J., & Perkins, Y.** (2017). Implementing evidence-based literacy curriculum for students with ASD in multiple high schools. Council for Exceptional Children (C.E.C.). National Conference, Boston, MA.
12. Ferrell, K., Banerjee, R., & **Brum, C.** (2016). DED Recommended practices in early intervention for children with low-prevalence disabilities and their families. Conference on Research in Early Intervention (CREI). National Conference, San Diego, CA.
13. Turan, Y., Archey, X., **Brum, C., & Hsieh, W.** (2016). What is happening in ABA sessions? Exploring ABA therapists' perceptions and use of family-centered practices. Conference on Research in Early Intervention. National Conference, San Diego, CA.
14. **Brum, C.** (2013). Literacy supporting communication development for children with congenital deafblindness. Council for Exceptional Children (C.E.C.). National Conference, San Antonio, TX.
15. Bruce, S. M., Keefe, E. S., & **Brum, C.** (2012). Assessing students with severe disabilities. Council for Exceptional Children (C.E.C.) National Conference, Denver, CO.

INVITED PROFESSIONAL DEVELOPMENT

1. **Brum, C. & Collins, L.** (August, 2024). Paraprofessional Boot Camp. 4-day Professional Development Series, Hawaii Department of Education, Hilo, HI.
2. **Brum, C. & Collins, L.** (August, 2023). Supporting Students in Your Classroom: Critical Skills for Paraprofessionals. 4-day Professional Development Series, Hawaii Department of Education, Hilo, HI.
3. **Brum, C.** (June, 2023). Supporting Students with Complex Needs During Through Interactive Literacy Activities. 3-day Professional Development Series, Hawaii Department of Education, Hilo, HI.
4. **Brum, C.** (October, 2023). Social Inclusion: Supporting Individuals with Physical, Sensory, and Communication Disabilities. RE-border Conference, Tijuana, Mexico.
5. **Brum, C.** (September, 2022). Performance Assessments: Supporting Students with Extensive Supports Needs. California Commission on Teacher Credentialing, Annual Meredith Fellows Performance Assessment Implementation Conference, Online.
6. **Brum, C. & Bruce, S. M.** (June, 2022). Supporting Shared Reading for Learners Who are Deafblind: Materials, Strategies and Environmental Supports. Council for Exceptional Children (CEC), Division of Visual Impairments and Deafblindness (DVIDB) Webinar, Online.
7. **Brum, C.** (October, 2021). Supporting Students with Dual Sensory Impairments to Engage in Literacy. Carle Auditory Oral School, Urbana, IL, Online.
8. **Brum, C.** (2019). Implementing Evidence-Based Practices to Support Literacy Instruction for Students with Autism. Oceanside Unified School District, Oceanside, CA.
9. Hall, L.J, Kraemer, B. & **Brum, C.** (2019). Educational Workshop on Resources and Strategies for High School and Beyond. National Foundation for Autism Research, San Diego, CA.

10. Hall, L.J, Kraemer, B. & **Brum, C.** (2019). Evidence-based Practices to Support Secondary Students with Autism. Grossmont Union High School District, La Mesa, CA.
11. Brandon, R., & **Brum, C.** (2015). Assistive technology. It's the law! 1st Annual FERIA Partnership Conference. Regional Conference, Chula Vista, CA.
12. Smith, B., Hayes, H., **Brum, C.**, Stredler-Brown, A., & Sheffield, R. (2014). Establishing a national community of learners: How the NLCSD model has supported doctoral students through collaboration, networking and enrichment. Office of Special Education Programs, United States Department of Education. Project Directors Meeting, Washington, D.C.

MANUSCRIPTS UNDER REVIEW

1. Bruce, S. & **Brum, C.** (under review). Self-Determination for pre-linguistic students with extensive support needs.
2. **Brum, C.** & Grundon, G. (under review). Literacy intervention for learners who are minimally verbal with autism: A systematic review.

MANUSCRIPTS IN-PROGRESS

1. **Brum, C.** & Bruce, S. M. (Eds.) (proposal accepted; in progress) Communication, Language, and Literacy for Individuals With Visual Impairments or Deafblindness With Complex Support Needs [Special Issue]. *Journal of Visual Impairment and Blindness*.
2. **Brum, C.** & Luelmo, P. (in preparation). Universal design for learning at the university level: Supporting students through a creative final assignment.

RESEARCH IN-PROGRESS

1. Ivy, S., **Brum, C.**, & Bruce, S. (data collection). Exploring the implementation of tangible symbol systems for learners with deafblindness.

PARTICIPATION IN PROFESSIONAL ASSOCIATIONS

1. Current Member, Council for Exceptional Children, Division of Visual Impairments and Deaf-Blindness
2. Current Member, Deaf-Blind International
3. Current Member, TASH
4. Current Member, American Speech-Language and Hearing Association (ASHA)

TEACHING EFFECTIVENESS

COURSES TAUGHT

Undergraduate

1. SPED 450: Classroom Adaptations for Special Populations (6 sections)
2. SPED 500: Human Exceptionality (13 sections)
3. SPED 502: Field Experience: General and Special Education (2 sections)
4. SPED 525: Characteristics of Students with Moderate to Severe Disabilities (5 sections)

Credential

1. SPED 526: Characteristics of Physical, Health, and Sensory Impairments (9 sections)
2. SPED 635/535: Assessment for Students with Extensive Support Needs (2 sections)
3. SPED 645/545: Issues in Curriculum and Instruction for Students with Extensive Support Needs (6 sections)
4. SPED 970/980B: Practicum for Extensive Support Needs (8 sections)

Masters

1. ED 690: Methods of Inquiry (10 sections)
2. SPED 681B: Advanced Studies in Moderate and Severe Disabilities (1 section)

Doctoral

1. ED851: Doctoral Seminar in Qualitative Methods of Inquiry (1 section)

PROGRAM DEVELOPMENT

2018	Deafblind Intervener Training Program (in collaboration with California Deaf-Blind Services)
2018 & 2019	Student International Experience: Avila, Spain
2019	Advanced Learning Series in Deafblindness (in collaboration with National Center on Deafblindness)
2019	Student International Experience: Oaxaca, Mexico

CURRICULUM DEVELOPMENT

Fall 2022	Developed and delivered course revision for SPED 970B: CalTPA Support for Educational Specialist Credential
Winter 2021	Completed SDSU Flexible Course Design 3-Week Winter Institute
Fall 2021	Syllabus and course revision for SPED 502: Field Experience: General and Special Education
Summer 2021	Completed SDSU Flexible Course Design 3-Week Summer Institute – Return Participant
Summer 2020	Developed and Delivered (online) course revision of ED851: Doctoral Seminar in Qualitative Methods of Inquiry for Education Leadership Ed.D. Special Education Cohort
Fall 2019	Developed and Delivered (online) course revision for SPED 450: Classroom Adaptations for Special Populations
2018 – 2020	Supported development of Integrated Teacher Education Program (ITEP), Extensive Supports Needs Program
2018 – 2019	Supported Preliminary Moderate/Severe Educational Specialist Credential for accreditation by California Commission on Teacher Credentialing
Spring 2017	Syllabus and course revision for SPED 526: Characteristics of Physical, Health, and Sensory Impairment
Fall 2016	Syllabus and course revision for ED 690: Methods of Inquiry

TEACHING AWARDS

2023	Most Influential Faculty Member. Department of Special Education, San Diego State University
2020	Appointed Doctoral Faculty, College of Education, San Diego State University
2018	Outstanding Faculty Contribution, Affordable Learning Solutions (AL\$), San Diego State University
2018	Most Influential Faculty Member. Department of Special Education, San Diego State University
2017	Most Influential Faculty Member. Department of Special Education, San Diego State University

TEACHING GRANTS

\$5,000 – Equity Mini-Grant Program, SPED 450 Assignment Redesign, Principal Investigator, San Diego State University, May 2021, funded.

SERVICE

SERVICE FOR THE DEPARTMENT

1. SP 2022 – Present CalTPA Department Coordinator
2. SP 2022 – Present Retention, Tenure, and Promotion Committee
3. SP 2017 – SP 2023 Recruiter, Integrated Teacher Preparation Grant (ITEP)
4. SP 2017 – F 2018 Extensive Support Needs credential program redesign

SERVICE FOR THE COLLEGE

1. SP 2024 – Present Liberal Studies Program Coordinator
2. SP 2024 – Present Application reviewer, Joint-Doctoral Program
3. F 2023 – SP 2024 Chair, Search committee for Elementary Literacy Education position, IVC
4. F 2023 – SP 2024 Director of International Programs

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| 5. | F 2022 – Present | Member, COE Curriculum Committee |
| 6. | F 2018 – SP 2020 | Co-Chair, COE Diversity, Equity, and Outreach Committee |
| 7. | F 2016 – SP 2018 | Member, COE Diversity, Equity, and Outreach Committee |
| 8. | F 2017 – SP 2021 | Member, Technology Users Service Group |

SERVICE FOR THE UNIVERSITY

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| 1. | F 2023 – Present | Board Member, Faculty-Staff Club |
| 2. | F 2023 – SP 2024 | Member, International Affairs Senate Council |
| 3. | SP 2017, SP 2019
SP 2020, SP 2022 | Judge, Student Research Symposium |

SERVICE FOR THE PROFESSION

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| 1. | SP 2024 – Present | Ad Hoc Reviewer, International Journal of Developmental Disabilities |
| 2. | SU 2022 – Present | Ad Hoc Reviewer, British Journal of Visual Impairment (BJVI) |
| 3. | SP 2022 – Present | Expert Reviewer for Literacy Teacher Performance Expectations (TPE) Standards, California Commission on Teacher Credentialing |
| 4. | SU 2021 – Present | Ad Hoc Reviewer, TEACHING Exceptional Children (TEC) |
| 5. | SP 2021 – Present | CalTPA Marker Assessor, California Commission on Teacher Credentialing |
| 6. | SP 2021 – Present | Ad Hoc Reviewer, Journal of Blindness and Visual Impairment (JVIB) |
| 7. | F 2018 – Present | Grant Reviewer, Office of Special Education, U.S. Department of Education, 84.326T State Technical Assistance Projects to Improve Services and Results for Children who are Deaf-Blind and a National Technical Assistance and Dissemination Center for Children who are Deaf-Blind. |
| 8. | F 2018 – Present | Advisory Board Member, California Deaf-Blind Services |
| 9. | SP 2018 – Present | Ad Hoc Reviewer, PLOS ONE |
| 10. | F 2016 – Present | Scholar Mentor, National Leadership Consortium on Sensory Disabilities (NLCSD) |

SERVICE TO THE COMMUNITY

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| 1. | F 2018 – Present | Advisor, Comité Binacional Unidos por la Niñez, Tijuana, Mexico |
| 2. | F 2023 – Present | Advisor, San Diego Diplomacy Council, Binational Youth Summit, San Diego, CA |