

Wilhelmina van Dijk, Ph.D.

Assistant Professor
Department of Special Education and
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Professional Preparation

- 2019-2021 **Dean's Postdoctoral Scholar**
Department of Psychology/Florida Center for Reading Research
Florida State University
Advisors: Sara A. Hart & Christopher Schatschneider
- 2015-2019 **Ph.D.** University of Florida
Major: Special Education
Minors: Research Evaluation Methodology & Linguistics
Advisor: Holly B. Lane
- van Dijk, W.** (2019). *The relation between implementation fidelity of reading intervention and students' reading outcomes*. Unpublished Doctoral dissertation. University of Florida, Gainesville, Florida
- 2014 **M.Ed;** East Tennessee State University,
Major: Early Childhood Special Education
Advisor: Lori J. Marks
- van Dijk, W.** (2014). *Effects of the guided discourse inquiry sequence with and without picture support on elementary-age students' math ability and incidental vocabulary acquisition*. Unpublished Master's thesis. East Tennessee State University, Johnson City, Tennessee
- 2006 **Educational License;** Rijksuniversiteit (University of) Groningen, the Netherlands, Classical Languages and Culture
- 2005 **M.A.;** Rijksuniversiteit (University of) Groningen, the Netherlands, Classical Languages and Culture
Major: Classical History
Advisor: Onno M. van Nijf
- van Dijk, W.** (2005) *Wedstrijd om de macht: Politiek en Griekse wedstrijden in de Republiek en de Julisch- Claudische dynastie. (Power games: Politics and Greek games during the Republic and the Julio-Claudian dynasty)*. Unpublished Master's thesis. Rijksuniversiteit Groningen, Groningen.

Research Activities

Publications

- Peyton, D. P., **van Dijk, W.**, Mason-Williams, L., & Kramer, D. (accepted). Impact of TEACH grants on undergraduate education degrees in high-needs content areas. *Higher Education Policy*
- van Dijk, W.**, Daucourt, M. C., & Hart, S. A. (accepted). Understanding heritability in the context of reading ability and instruction. *The Reading League Journal*
- van Dijk, W.**, Schatschneider, C., Al Otaiba, S., & Hart, S. A. (in press). Measurement invariance issues: When is fit good enough? *Educational and Psychological Measurement*.
 [Preprint available at <https://doi.org/10.35542/osf.io/kxct>
 [Accompanying code available at: <https://osf.io/nvgks/>]
- Cook, B. G., Fleming, J. I., Hart, S. A., Lane, K. L., Therrien, W. J., **van Dijk, W.**, & Wilson, S. E. (2021). A how-to guide for open-science practices in special education research. *Remedial and Special Education*. Advance online publication. <https://doi.org/10.1177/07419325211019100>
 [Preprint available at: <https://doi.org/10.35542/osf.io/zmeba>]
- Shero, J., **van Dijk, W.**, Edwards, A., Schatschneider, C., Solari, E., & Hart, S. A. (2021). The practical utility of genetic screening in school settings. *npj Science of Learning*, 6:12. <https://doi.org/10.1038/s41539-021-00090-y>
- van Dijk, W.**, (2021). Experimental Designs. In B. L. Hott, F. Brigham, & C. J. Peltier. (Eds.) *Research Methods in Special Education* (pp. 131-147). Slack, Inc.
- van Dijk, W.**, Huggins-Manley, A. C., Gage, N. A., Lane, H. B., & Coyne, M. (2021). Why does construct validity matter in measuring implementation fidelity? A methodological case study. *Assessment for Effective Intervention*. Advance online publication. doi: 10.1177/1534508421998772
 [Preprint available at: <https://edarxiv.org/cgd5x/>]
- van Dijk, W.**, Schatschneider, C., & Hart, S. A. (2021). Open Science in Education Science. *Journal of Learning Disabilities*, 54(2), 139-152. <https://doi.org/10.1177/0022219420945267>
- Schatschneider, C., Edwards, A. A., & **van Dijk, W.** (2020). The methodology of the National Reading Panel report: Then and now. *The Reading League Journal*, 3(1), 16-19.



- van Dijk, W.** & Grasley-Boy, N. M. (2020). Progress monitoring: Assessment and measurement. In B. Hott, K. Randolph, & L. Raymond. (Eds.), *Teaching students with emotional and behavioral disorders* (pp. 349-378). Plural Publishing, Inc.
- Grasley-Boy, N. M., Reichow, B., **van Dijk, W.**, & Gage, N. A. (2020). A systematic review of universal PBIS implementation in alternative educational settings. *Behavioral Disorders*. Advance online publication. doi: 10.1177/0198742920915648.
- van Dijk, W.** & Lane, H. B. (2020). The brain and the US education system: Perpetuation of neuromyths. *Exceptionality*, 28(1), 16-29. doi: 10.1080/09362835.2018.1480954
- van Dijk, W.**, & Lane, H., B. (2019). Effects of different camera perspectives on preservice teachers' written reflections. *Journal of Special Education Apprenticeship*, 8(1), 5.
- van Dijk, W.**, Gage, N. A., & Grasley-Boy, N. (2019). The effect of behavior and classroom management on upper elementary students' mathematics achievement: A multilevel structural equation model. *Psychology in the Schools*, 56, 1173-1186. doi: 10.1002/pits.22254
- Lane, H. B., Gutlohn, L., & **van Dijk, W.** (2019). Morpheme frequency in English: Identifying high-utility morphemes for instruction. *Literacy Research and Instruction*, 58(3), 184-209. doi:10.1080/19388071.2019.1617375
- van Dijk, W.**, & Gage, N. A. (2019) The effectiveness of visual activity schedules for individuals with intellectual disabilities: A meta-analysis. *Journal of Intellectual and Developmental Disability*, 44(4), 384-394. doi: 10.3109/13668250.2018.1431761
- Pullen, P. C., **van Dijk, W.**, Gonsalves, V. E., Lane, H. B., & Ashworth, K. E. (2018). Response to intervention and multi-tiered systems of support: How do they differ and how are they the same, if at all?. In P. C. Pullen & M. J. Kennedy (Eds.): *Handbook of Response to Intervention and Multi-Tiered Systems of Support* (pp. 21-26). New York, NY: Routledge.
- van Dijk, W.** (2018) The influence of student characteristics on early elementary oral reading fluency. *Journal of Special Education Apprenticeship*, 7(1), 2.
- Spriggs, A., Mims, P. J., **van Dijk, W.**, & Knight, V. (2017). The use of visual activity schedules for students with an intellectual disability: A review of the literature to evaluate the evidence base. *Journal of Special Education*, 51(1), 14-26. doi: 10.1177/0022466916658483.

Spriggs, A., **van Dijk, W.**, & Mims, P. J. (2015). How to implement visual activity schedules for students with disabilities. *DADD Online Journal*, 2(1), 21-34.

Manuscripts under review and in preparation

van Dijk, W., Norris, C. U., & Hart, S. A. (under review). Using twins to assess what might have been: The cotwin control design.

Edwards, A. A., **van Dijk, W.**, Tripodi, S. J., & Hart, S. A. (under review). Data sharing for randomized control trials in social work

van Dijk, W., Lane, H. B., & Gage, N. A. (in revision). The relation between implementation fidelity and students' reading outcomes: A systematic review of the literature. <https://doi.org/10.35542/osf.io/vhrp5>



[Accompanying materials available at: <https://osf.io/8qp7u/>]

van Dijk, W., Pico, D. L., Kaplan, R., Contesse, V., & Lane, H. B. (under review). Using data analytics to predict student reading outcomes: An exploratory longitudinal analysis.



[Accompanying data available doi.org/10.33009/ldbbase.1617977242.ea21]

[Accompanying materials available doi.org/10.33009/ldbbase.1616514950.a4f3]

Edwards, A. A., **van Dijk, W.**, & Schatschneider, C. (in revision). Screening screeners: Calculating classification indices using correlations and cut-points. <https://doi.org/10.31234/osf.io/n97zv>



Norris, C. U., Shero, J., Haughbrook, R., Holden, L. R., **van Dijk, W.**, Al Otaiba, S., Schatschneider C., & Hart, S. A. (under review). SES and response to treatment: A quantile regression approach. <https://doi.org/10.31234/osf.io/xqbc5>



van Dijk, W., Schatschneider, C., Al Otaiba, S., & Hart, S. A. (under review). Do student behavior ratings predict response to reading intervention? <https://doi.org/10.35542/osf.io/jfxz5>



van Dijk, W., Schatschneider, C., Al Otaiba, S., & Hart, S. A. (registered report under review). Examining differential intervention effects: Do early literacy intervention effects vary by student abilities and characteristics?

Grant Writing***Grants Under Review***

Funding Agency Association of University Centers on Disabilities
 Title *Utah Child Find Evaluation Project*
 Principal Investigator S. Olsen
 Total Costs \$114,000
 Project Dates 2021-2022
 Role Research Lead (methodologist)

Funding Agency National Science Foundation, The Discovery Research PreK-12 program
 Title *The Effects of a Rate of Change Intervention on the Achievement and Self-Regulation of Students with Learning Disabilities.*
 Principal Investigator K. Bundock (G. L. Callan & M. B. McClain, Co-PIs)
 Total Costs \$1,584,521
 Project Dates 2022-2026
 Role Senior personnel (methodologist)

Funding Agency Institute of Education Sciences, Exploration (Resubmission)
 Title Examining Implementation Fidelity as a Mediating Factor for Student Outcomes in Reading
 Principal Investigator W. van Dijk (C. Schatschneider, S. Sarang, Co-PIs)
 Total Costs \$666,067
 Project Dates 2022-2025

Unfunded

Funding Agency US Department of Education, Office of Special Education Programs
 Title Multidisciplinary Program in Evidence-based Practice and Implementation Science
 Principal Investigator T. A. Slocum (R. B. Gillam & S. E. Pinkelman, Co-PIs)
 Total Costs \$1,101,429
 Project Dates 2022-2026
 Role Key faculty

Funding Agency Institute of Education Sciences, Exploration
 Title Examining Implementation Fidelity as a Mediating Factor for

Student Outcomes in Reading
Principal Investigator W. van Dijk (C. Schatschneider, Co-PI)
Total Costs \$420,736
Project Dates 2021-2023

Funding Agency Institute of Education Sciences, Goal 2
Title Project PALM: Promoting Application of the Literacy Matrix.
Principal Investigator H. Lane
Total Costs \$1,400,000
Role Project Coordinator

Presentations

Invited talks

van Dijk, W. (2020, Feb 8). *Deep dive into Open Scholarship: Data, Materials, and Code transparency*. Virtual Unconference on Open Scholarship Practices in Education Research.



[Accompanying materials available at <https://osf.io/6k3ns/>]

[Video recording available at <https://www.oercommons.org/courses/deep-dive-into-open-scholarship-data-materials-and-code-transparency>]

Conference talks and posters

van Dijk, W. (2021, Oct 14-16). Getting started with Open Data. [Roundtable session]. Council for Learning Disabilities Annual Conference, Las Vegas, Nevada.

van Dijk, W. (2021, Feb 11-12). *Problem Behavior as a Moderator of Reading Intervention Effectiveness*. [Poster session]. Virtual Pacific Coast Research Conference.

van Dijk, W. (2020, July 8-11). *Creative re-use and repurposing of data*. [Symposium]. Society for the Scientific Study of Reading 27th Annual Meeting, Newport Beach, CA, USA. (Conference cancelled)

van Dijk, W. (2020, July 8-11). Evaluating Measurement Invariance with Effect Sizes: Avoiding the sample size paradox. In W. van Dijk (Chair), *Creative re-use and repurposing of data*. [Symposium]. Society for the Scientific Study of Reading 27th Annual Meeting, Newport Beach, CA, USA. (Conference cancelled)

van Dijk, W. & Schatschneider, C. (2020, April 1-3) *Combining multiple datasets using Measurement Invariance modeling: Avoiding the sample size paradox* [Conference session]. Badar-Kauffman Conference, Kent, OH, USA. (Conference cancelled)

Dykes, F., **van Dijk, W.**, Hott, B., & Peltier, T. (2019, November). *TED survey results*. Invited session at the Teacher Education Division of the Council for Exceptional Children, New Orleans, Louisiana.

Randolph, K. M., **van Dijk, W.** & Hott, B. L., (2019, November) *Grow your own programs – The impact on teacher preparation programs*. Paper presented at the Teacher Education Division of the Council for Exceptional Children, New Orleans, Louisiana.

van Dijk, W., Lane, H. B., & Contesse, V. (2020, November). *Rethinking implementation fidelity in teacher education research*. Paper presented at the Teacher Education Division of the Council for Exceptional Children, New Orleans, Louisiana.

- van Dijk, W.,** Lane, H. B., & Contesse, V. (2019, October). *Beyond internal validity: reconceptualizing measuring and including implementation fidelity in research*. Poster presented at the Council for Learning Disabilities Annual Conference, San Antonio, Texas.
- Randolph, K. M., **van Dijk, W.** & Hott, B. L., (2019, October) *Impact of grow your own on students with LD and teacher preparation*. Poster presented at the Council for Learning Disabilities Annual Conference, San Antonio, Texas.
- van Dijk, W.,** Pico, D.L., Contesse, V., & Lane, H. B. (2019, January). *Predicting Early Reading Outcomes Using Data Analytics of Student Behaviors in an Online Learning Environment*. Paper presented at the Council of Exceptional Children Convention and Expo, Indianapolis, IN.
- Acosta, K., **van Dijk, W.,** & Benedict, A. E. (2019, January). *Create engaging online professional development using teacher perceptions and data analytics*. Paper presented at the Council of Exceptional Children Convention and Expo, Indianapolis, IN.
- Lane, H. B., Giuliani, S., Gonsalves, V. E., & **van Dijk, W.** (2019, January). *Intensive, customized literacy professional development for low-performing schools*. Paper presented at the Council of Exceptional Children Convention and Expo, Indianapolis, IN.
- Acosta, K., **van Dijk, W.,** & Benedict, A. E. (2019, January) *Learning together: Using observation, analysis, and feedback to improve instruction*. Poster session at the Council of Exceptional Children Convention and Expo, Indianapolis, IN.
- van Dijk, W.,** Kaplan, R., Mullen, D., & Campese, T. (2018, November). *Opportunities to respond to an online environment: the relationship between young students' engagement and their reading outcomes*. Paper presented at the Teacher Education Division of the Council of Exceptional Children, Las Vegas, NV.
- Pullen, P. C., & **van Dijk, W.** (2018, November). *We "heart" literacy outcomes*. Interactive paper session presented at the Teacher Education Division of the Council of Exceptional Children, Las Vegas, NV.
- Acosta, K., **van Dijk, W.,** & Benedict, A. E. (2018, November). *Creating engaging online professional development using teacher perceptions and data analytics*. Paper presented at the Teacher Education Division of the Council of Exceptional Children, Las Vegas, NV.
- van Dijk, W.,** Gage, N. A., & Grasley-Boy, N. (2018, October). *The effect of behavior management on upper elementary students' mathematics achievement*. Paper presented at the 41st Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Grasley-Boy, N., Reichow, B., **van Dijk, W.,** & Gage, N. A. (2018, October). *A systematic review of universal PBIS implementation in alternative educational settings*. Paper presented at the 41st Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Grasley-Boy, N., & **van Dijk, W.** (2018, March). *A systematic review of universal PBIS*

implementation in alternative educational settings. Poster presented at the International Conference on Positive Behavior Support, San Diego, CA.

- van Dijk, W., & Lane, H. B.** (2018, February). *Using a digital intervention and performance feedback to improve students' oral reading fluency.* Poster session at the Council of Exceptional Children Convention and Expo, Tampa, FL.
- Benedict, A., Brownell, M., Acosta, K., & **van Dijk, W.** (2018, February). *Strategies for effective morphological instruction across MTSS tiers.* Council of Exceptional Children Convention and Expo, Tampa, FL.
- Poling, D. V., & **van Dijk, W.** (2017, November) *Re-conceptualizing student resistance during academic interventions: An attachment-based approach to improve outcomes.* Conversation session at the Teacher Education Division of the Council of Exceptional Children, Savannah, GA.
- Benedict, A., Brownell, M., **van Dijk, W.**, & Acosta, K. (2017, November) *Measuring teachers' knowledge and skill for effective, coordinated instruction: Trials and tribulations in instrument development.* Paper session at the Teacher Education Division of the Council of Exceptional Children, Savannah, GA.
- van Dijk, W.** (2017, November). *Predictive value of student characteristics and special education status on early elementary oral reading fluency.* Poster session at the Teacher Education Division of the Council of Exceptional Children Kaleidoscope, Savannah, GA.
- van Dijk, W., & Lane, H. B.** (2017, April). *Xtreme RefleXion: Seeing your teaching through the students' eyes.* Paper presented at the Council of Exceptional Children Convention and Expo, Boston, MA.
- van Dijk, W., & Lane, H. B.** (2017, April). *We need a brain break: Neuromyths in the US educational system.* Poster session presented at the Council of Exceptional Children Convention and Expo, Boston, MA.
- van Dijk, W.** (2017, April). *The effect of a digital repeated reading intervention with and without sharing of performance data on third grade students' reading fluency.* Poster session presented at the Council of Exceptional Children Convention and Expo, TED Kaleidoscope Graduate Students Research Symposium, Boston, MA.
- van Dijk, W.** (2017, March). *The effects of different camera perspectives on preservice teachers' written reflections.* Paper presented at American Council on Rural Special Education, Asheville, NC.
- van Dijk, W., & Gage, N.** (2016, December). *The effectiveness of visual activity schedules for individuals with intellectual disabilities: A meta-analysis.* Poster session presented at the second annual Special Education Research to Practice Symposium at the University of Florida.
- van Dijk, W., & Lane, H. B.** (2016, November). *The prevalence of neuromyths in the US educational system.* Paper presented at the Teacher Education Division of the Council of Exceptional Children, Lexington, KY.
- van Dijk, W.** (2016, November). *The effects of different camera perspectives on preservice*

- teachers' written reflections*. Poster session presented at the Teacher Education Division of the Council of Exceptional Children Kaleidoscope, Lexington, KY.
- van Dijk, W.** (2016, October). *The effects of different camera perspectives on preservice teachers' written reflections*. Poster session presented at the Florida Council of Exceptional Children, Sarasota, FL.
- van Dijk, W.** (2016, April). *Morphology instruction for students with learning disabilities: A review of the literature*. Poster session presented at the Council of Exceptional Children TED Kaleidoscope Graduate Students Research Symposium, St. Louis, MO.
- van Dijk, W.** (2016, March). *Presence of educational history in high school remedial reading program descriptions (1900-1969)*. Poster session presented at the College of Education Research Symposium at the University of Florida
- van Dijk, W.** (2015, December). *Presence of educational history in high school remedial reading program descriptions (1900-1969)*. Poster session presented at the Special Education Research to Practice Symposium at the University of Florida.
- van Dijk, W., & Moss, S.** (2015, December). *Exploring the use of the GoPro® to capture the students' perspective of instruction*. Poster session presented at the Special Education Research to Practice Symposium at the University of Florida.
- van Dijk, W., Lane, H. B., & Moss, S.** (2015, November). *Exploring the use of the GoPro® to capture the students' perspective of instruction*. Paper presented at the Teacher Education Division of the Council of Exceptional Children, Tempe, AZ.
- van Dijk, W., Moss, S., & Lane, H. B.** (2015, October). *Exploring the use of the GoPro® to capture the students' perspective of instruction*. Poster session presented at the Graduate Student Research Day of the University of Florida, Gainesville, FL.
- van Dijk, W., & Mims, P. J.** (2015, January). *Instruction to support the acquisition of mathematics and vocabulary for young English language learners with developmental disabilities*. Poster session presented at the Division for Autism and Developmental Disabilities of the Council of Exceptional Children, Clearwater, FL.
- Spriggs, A., Mims, P. J., & **van Dijk, W.** (2015, January). *How to implement visual activity schedules for students with intellectual disabilities*. Poster session presented at the Division for Autism and Developmental Disabilities of the Council of Exceptional Children, Clearwater, FL.
- van Dijk, W.** (2014, November). *Instruction to support the acquisition of English and mathematics for ELLs with learning disabilities*. Poster session presented at the Teacher Education Division of the Council of Exceptional Children Kaleidoscope, Indianapolis, IN.
- Galyon Keramidas, K., Hudson, T., & **van Dijk, W.** (2014, November). *The intersection of teacher candidate observation and students at a distance: What does the research say?* Paper presented at the Teacher Education Division of the Council of Exceptional Children, Indianapolis, IN.

van Dijk, W., & Marks, L. J. (2014, March). *English language learners with learning disabilities and the language of mathematics: Instruction to support the acquisition of both languages*. Poster session presented at the American Council on Rural Special Education, Tuscon, AZ.

Research Experiences

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| 2015-2019 | University of Florida Graduate School Fellow: research assistant for Dr. Holly Lane, including project coordination and data management for Headsprout study and James Patterson Literacy Challenge |
| 2018-2019 | Research Intern. University of Florida: Lastinger Center for Learning Literacy Team. |
| 2019 | Project Co-ordination: The Effect of Beginning Reading Tutoring on Reading and Behavior of Elementary Aged Students. |
| 2017-2019 | Project Coordination: Predicting Early Reading Outcomes Using Headsprout. University of Florida: P.K. Yonge Developmental Research School, in collaboration with Learning A-Z. |
| 2017 | Project Coordination: Using Performance Feedback and Graphing to Increase Students' Oral Reading Fluency with a Digital Reading Intervention, University of Florida. |
| 2015-2016 | Project Coordination: Increasing Pre-service Teacher Reflections with GoPro Recordings, University of Florida. |
| 2015 | Data management: Development Of An Instrument For Measuring Teacher Knowledge About Beginning Reading, Doctoral Dissertation of Julie Martin Bader, University of Florida |
| 2014 | Investigation: "The Effect of the Explicit Inquiry Routine on the Mathematical Ability and Vocabulary Development of English Language Learners with Learning Disabilities (Unpublished Master's thesis). East Tennessee State University. |
| 2013 | Data management: Teacher candidate portfolio submission. ETSU Special Education Institute and ETSU/WSCC Off-Campus Cohort in Special Education, state funded grant. East Tennessee State University. |
| 2013 | Data management and analysis: Problem solving with toddlers: content and containers. RDC intramural funded grant. East Tennessee State University. |
| 2013 | Data management: Project Science in Early Elementary (SEE). State funded grant. East Tennessee State University. |
| 2012 | Data analysis: Effects of Sentence Writing Instruction in English on Curriculum-Based Measures of Writing of Spanish Speaking Students in Bilingual Education. RDC intramural funded grant. East Tennessee State University. |

Teaching

University Teaching Experience

Fall 2021	Instructor: Reading Interventions (SPED 5310/5311, Utah State University)
Spring 2020/2021	Instructor: Dyslexia: the science, the media, the individual (PSY 4430, Florida State University)
Summer 2019	Teaching assistant: Meta-analysis in Prevention and Intervention Science (EEX 6936, University of Florida)
Summer 2017	Instructor: Dyslexia, Language, and the Brain (EEX 6936, University of Florida [Online])
Fall 2015- Spring 2017	Course development for online graduate certificate in reading intervention and dyslexia (University of Florida)
Summer 2015	Teaching assistant: Intensive summer reading intervention block (EEX 6125, EEX 6219, EEX 6841, University of Florida)
Spring 2015	Interim special education teacher (resource): Temple Hill Elementary, Erwin TN.
Spring 2015	Instructor: Early Intervention Strategies for the Exceptional Child (SPED 3322, East Tennessee State University)
Spring 2014, Fall 2014	Instructor: Early Intervention Strategies for the Exceptional Child (SPED 3322, East Tennessee State University)

Guest Lectures

Summer 2018, Summer 2017	Reading Fluency Interventions, in Intensive summer reading intervention block (EEX 6125, EEX 6219, EEX 6841, University of Florida)
Summer 2016	The Structure of English Language, in Intensive summer reading intervention block (EEX 6125, EEX 6219, EEX 6841, University of Florida)
Spring 2015, Spring 2014	Medical Aspects and Assistive Technology (SPED 3445, East Tennessee State University; ITV class)

Mentoring

Liz Dimond 2021- Department Committee member

Professional Work Experience

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| 2012-2014 | Practicum experiences in birth – 8 special education settings in Johnson City Schools, Washington County, and Unicoi County School District, TN |
| 2009-2012 | Teacher: American school of Guayaquil, Ecuador; IB English B (7 th , 10 th , 11 th , and 12 th grade) |
| 2007-2008 | Teacher: Esdal College, Emmen, the Netherlands; Latin (7 th and 8 th grade) |
| 2004-2008 | Teacher: Stad en Esch, Meppel, the Netherlands; Classical Languages and Classical culture (7 th -12 th grade) |

Service

Service to University

2016-2019	Co-coordinator of Special Education Program Advisory Council, University of Florida
2017-2018	Graduate Assistant for <i>Project Coordinate</i> , IES goal 2 grant
2016-2017	Student Coordinator for the Professional Seminar of the Special Education Program, University of Florida
2015-2017	Assistant trainer for UFLI tutoring program for preservice teachers, University of Florida

Service to the Profession

2018-2021	Guest reviewer for <i>Remedial and Special Education</i>
2017-2021	Guest reviewer for <i>Rural Special Education Quarterly</i>
2021	Guest reviewer for <i>The Elementary School Journal</i>
2020	Guest reviewer for <i>The Reading League Journal</i>
2019-2020	Guest reviewer for <i>Journal of Learning Disabilities</i>
2019	Book proposal review for Rowman & Littlefield books
2018-2019	Co-chair for <i>Kaleidoscope</i> , graduate student committee of the Teacher Education Division of the Council for Exceptional Children
2017-2019	Editorial Assistant for <i>Exceptionality</i>
2019	Conference proposal reviewer for the Teacher Education Division of the Council for Exceptional Children Annual Conference
2019	Member of the 2019 cohort of the Leadership Institute of the Council for Learning Disabilities
2019	Conference proposal reviewer for the Council for Learning Disabilities Annual Conference
2019	Member of the Strategic Planning Workgroup for the Teacher Education Division of the Council for Exceptional Children
2017-2020	Guest reviewer for <i>Journal of Special Education Apprenticeship</i>
2016	Conference Proposal reviewer for the American Council on Rural Special Education Annual Conference
2016	Conference Program Reviewer for the Personnel Preparation Strand of the Council for Exceptional Children 2017 Convention

Service to the Community

2019-present	Data Carpentries Instructor
2017	UFLI Intensive tutor for third grade student, JJ Finley Elementary, Alachua County School District
2016	UFLI tutor for first grade student, Williams Elementary, Alachua County School District
2013-2014	Climbing Wall Instructor and Team Building Facilitator, Basler Center for Physical Activity, East Tennessee State University
2012-2014	Secretary, Climbing Club at East Tennessee State University

Awards and Recognition

2015-2019	Gail Hendrick Scholarship, University of Florida
2015-2019	Graduate School Fellowship, University of Florida
2019	Outstanding Graduate Research Award, College of Education, University of Florida
2017	Outstanding Achievement Award for the College of Education, University of Florida International Center
2017	TED Kaleidoscope Student Quantitative Research Poster Award
2016	TED Kaleidoscope Student Qualitative Research Poster Award
2016	Doctoral Student Travel Support Grant, School of Special Education, School Psychology and Early Childhood Studies College of Education, University of Florida
2016	Karen Koegel Annual Scholarship, College of Education, University of Florida
2015	Irving and Rose Fien Doctoral Student Travel Award, College of Education, University of Florida
2015	Doctoral Student Travel Support Grant, School of Special Education, School Psychology and Early Childhood Studies, College of Education, University of Florida
2015	Research Proposal Award from the American Council for Rural Special Education (ACRES)
2014-2015	Excellence in Teaching Award for Teaching Associates of the School of Graduate Studies, East Tennessee State University
2013-2014	Clemmer College of Education Outstanding Graduate Assistant in the Department of Teaching and Learning, East Tennessee State University