

HARRIET ABLE

Professor, Early Childhood and Special Education
 Chair, Learning, Development, and Psychological Studies
 Coordinator, Applied Developmental Sciences and Special Education Doctoral Specialization
 And M. ED.X Early Childhood Intervention and Family Support
 School of Education
 University of North Carolina at Chapel Hill

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EDUCATION:

<u>Year</u>	<u>Degree</u>	<u>Institution</u>	<u>Areas of Study</u>
1986	Ph.D.	George Peabody College Vanderbilt University Nashville, Tennessee	Major: Education and Human Development Special Topic Areas: Early Childhood Special Education; Families of Children with Disabilities; Ethics and Public Policy <i>Dissertation with Honors</i>
1980	M.S.	Furman University Greenville, South Carolina	Special Education, Mental Retardation, Learning and Physical Disabilities
1976	B.S.	Presbyterian College Clinton, South Carolina	Elementary Education and Special Education

WORK EXPERIENCE--Professional Academic:

<u>Years(s)</u>	<u>Institution/Organization</u>	<u>Position</u>	<u>Responsibilities</u>
2016-Present	School of Education University of North Carolina at Chapel Hill	Coordinator	Doctoral Specialization In Applied Developmental Sciences and Special Education
1993 –Present	School of Education University of North Carolina At Chapel Hill	Associate Professor and Coordinator	Masters Program in Early Childhood Intervention and Family Support
2000- Present	Division of Allied Health, School of Medicine, UNC – Chapel Hill	Affiliate Faculty	Teach interdis- iplinary courses; Serve on doctoral committees
2000-Present	Frank Porter Graham Child Development Research Institute	Research Fellow	Participation in research grants and related projects
2005- 2010	Teaching and Learning Area School of Education University of North Carolina At Chapel Hill	Chair	Coordination and management of 28 graduate and undergraduate Teacher education Programs
2006-2010	Research Triangle Schools Partnership School of Education University of North Carolina At Chapel Hill		Coordination of service learning and research/ service campus- Community Partnership grants
2003-2004	Ethics Program of the Institute of the Arts and Humanities University of North Carolina At Chapel Hill At Chapel Hil	Fellow	Participation in interdisciplinary ethics seminar, teaching, and research

<u>Year(s)</u>	<u>Institution/Organization</u>	<u>Position</u>	<u>Responsibilities</u>
1993 -1996	School of Education University of North	Associate Professor Coordinator	Child Development and Family Studies Undergraduate Program
1989-1993	Division of Educational Psychology University of Colorado-Denver	Assistant Professor	Early Childhood General and Special Education
1987-1989	School of Education Division of Educational Psychology University of Colorado - Denver	Clinical Assistant Professor	Early Childhood General and Special Education, Coordinator Rural Outreach Training
1986-87	Division of Educational Studies, School of Education, University of Northern Colorado	Clinical Assistant Professor	Early Childhood Special Education, Persons with Severe Disabilities and Families of Exceptional Children
1985-86	John F. Kennedy Center for Research on Education and Human Development, George Peabody College Vanderbilt University Nashville, Tennessee	Research Associate	Assisted in activities related to the Peabody College Early Childhood Initiative, a university- wide effort to address professional preparation, research, and public policy issues in early childhood
1985-86	Center for Clinical and Research Ethics Vanderbilt University Medical Center Nashville, Tn	Fellow	Consulted in medical ethics rounds; Counseled parents of premature and seriously ill infants; Coordinated ethics case Conferences in Pediatric

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1986	Vanderbilt University Medical School Nashville, Tennessee	Instructor	Taught "An Introduction to Medical Ethics: "Emphasis on Pediatrics and Neonatology"
1984-85	Center for Mental Health & Retardation Public Policy, Vanderbilt University Nashville, Tennessee	Research Assistant	Planned national conference on ethics and MR; coordinated and proposed research agenda in ethics and MR For Nat'l Institute of Child Health and Human Development forward plan, development of book on ethics and MR
1982-84	Department of Special Education, Vanderbilt University, Nashville, Tennessee	Research Assistant	Researched concept development of young learners with severe disabilities
1984	Department of Special Education, George Peabody College, Vanderbilt University, Nashville Tennessee	Instructor	Taught "Educational Procedures for Students with Multiple Handicapping Conditions"
1984	Family Life Planning Clinic, Kennedy Center Vanderbilt University Nashville, Tennessee	Family Therapist	Family therapist for families of young children with disabilities and coordinator of family support groups
1982-83	Department of Special Education, George Peabody College, Vanderbilt University Nashville, Tennessee	Supervisor	Supervised students in public school classrooms for young children with multiple disabilities

<u>Year(s)</u>	<u>Institution/Organization</u>	<u>Position</u>	<u>Responsibilities</u>
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1982-83	Peabody Parent Program Vanderbilt University Nashville, Tennessee	Member Research Group	Developed research studies for parent training programs
1980-82	Colorado Department of Education, Denver, Colorado	State Consultant	Technical assistance to service providers and parents of young children regarding community based services
1977	School for the Behaviorally Handicapped, Charleston, South Carolina	Teacher of young children	Taught in program for young children with autism
1977-80	Greenville County Schools, Greenville, South Carolina	Teacher of students with multiple disabilities	Taught students in self- contained class; children had deaf-blindness
1976-78	Charleston County Schools, South Carolina	Teacher of students with mental and physical disabilities	Taught children with severe needs in public school settings

WORK EXPERIENCE – Consultation:

2013-Present	Dept of Special Education Programs, U.S. Office Of Education	Grant Reviewer for Personnel Preparation and Family Center Grants (Early Intervention/ Early Childhood Special Education and Parent Support Centers)
2012-14	Monarch Center University of Illinois-Chicago	National Consultant to Minority Higher Education Institutions Seeking U.S. Office of Education Special Education Personnel Preparation Grants
2012	School of Education Dept of Special Education University of North Carolina at Greensboro	External evaluator for Leadership grant focused on Early Childhood Special Education Funded by the U.S. Department of Education

2000	School of Education University of North Carolina - Charlotte	External evaluator for personnel preparation grant entitled, "Conceptualizers, Instructors, Listeners: Preparing Infant Toddler Early Interventionists"
1998	School of Education and Department of Human Development and Family Relations, University of North Carolina - Greensboro	External Consultant for Graduate Birth - Kindergarten Program
1989-1993	Special Care Unit University of Colorado Health Sciences Center	Developmental consultation regarding assessments and interventions for infants and young children
1986-1993	Colorado Department of Education, Programs for Young Children with Disabilities; Parents Encouraging Parents	Consultation activities in community centers for infants and young children; Assistance with statewide Parents Encouraging Parents conferences
1986-87	Northeastern Colorado Parent Center	Consultation regarding family support and training initiatives
1983	Tennessee School for the Blind, Deaf Blind Project	Educational evaluations of young children with deaf blindness
1982	Murci Homes for Children, Nashville, Tennessee	Consultant to group home staff

AREAS OF SPECIALIZATION/RESEARCH INTERESTS

Family Centered Strategies: Focus on Children and Youth with ASD
 Interdisciplinary Personnel Development in Special Education
 Campus Community Partnerships/ Translational Research
 Ethics and Public Policy for Children and Youth with Disabilities and their Families

HONORS AND AWARDS:

2013-14 Recipient of University of North Carolina Utelischi Service Learning Grant Award

- 2010-12 Fellow/ Faculty Engaged Scholar, Carolina Center for Public Service, University of North Carolina at Chapel Hill
- 2006 Most Distinguished Article Award, Journal of Early Childhood Teacher Education
- 2003 Ethics Fellow, University of North Carolina at Chapel Hill Interdisciplinary Ethics Program
The Institute for the Arts and Humanities
- 2000 North Carolina Division for Early Childhood Award for Contributions to
Early Intervention at the National Level
- 1996 North Carolina Division for Early Childhood Award for Contributions to the State
Organization
- 1995 North Carolina Phi Delta Kappa Research Award
- 1989 School of Education, University of Colorado-Denver Teaching Award
- 1986 Accepted as a Visiting Scholar and Scholarship Recipient at the Joseph and Rose Kennedy
Institute of Ethics, Georgetown University, Washington, D.C.
- 1986 Most Promising Student Presentation at the National Council for Exceptional Children
Conference, New Orleans, LA
- 1985 Ph.D. with Honors, Honors on Final Oral Examination, Vanderbilt University
- 1985 Dissertation Research Award, Graduate School, Vanderbilt University
- 1984-85 Scholarship in Early Childhood Special Education to complete dissertation research
relating to Medical Care Decision Making for Seriously Ill and Disabled Infants,
Department of Special Education, Vanderbilt University

PUBLICATIONS:

Amsbary, J., **Able, H.**, Schertz, H., & Odom, S., (in press). Parents' voices regarding using interventions for toddlers with autism spectrum disorder, *Journal of Early Intervention*, <https://doi.org/10.1177/1053815120910744>.

Nowell, S., Amsbary, J., Regan, T., Crais, E., & **Able, H.** (in press). The impact of service learning on undergraduate awareness and knowledge of autism spectrum disorder, *Journal of Higher Education Outreach and Community Engagement*.

Zheng, S., Hume, K.A., **Able, H.**, Bishop, S.L. and Boyd, B.A. (in press), Exploring developmental and behavioral heterogeneity among preschoolers with ASD: A cluster analysis on principal components. *Autism Research*. <https://doi.org/10.1002/aur.2263>

Able, H., Glazier, J., Mallous, R., Boyd, A., Bell-Hughes, K., & Eaker-Rich, D. (2018). Reconnect and recharge: Plugging new teachers into support outlets. *Action in Teacher Education*, 40 (2), 203-219.

Sreckovic, M. A., Schultz, T. R., Kenney, C. K., & Able, H. (2018). Building community in the inclusive classroom. *Young Children*, 73(3), 75-81.

Able, H., Lim, C., and West, T.A. (2017). Ethics and early childhood intervention: Voices from the field. *Infants and Young Children*, 30 (3), 204-220. **R**

Sreckovic, M.A., Hume, K., & **Able, H.** (2017). Examining the efficacy of peer network interventions on the social interactions of high school students with autism spectrum disorder, *Journal of Autism and Developmental Disorders*. 1-19. **R**

Able, H., Amsbary, J., & Zheng, S. (2017). Application of DEC recommended family centered practices: Where the rubber meets the road. *Young Exceptional Children Monograph Series focused on Family Centered Practices..* **R**

Schultz, T., **Able, H.**, Sreckovic, M.A., & White, T. H. (2016). Parent-teacher collaboration: Teachers' perceptions of what is needed to support students with ASD in inclusive classrooms. *Education and Training in Autism and Developmental Disabilities*, 51 (4), 344-354. **R**

Glazier, J., Boyd, A., **Able, H.**, Mallous, R., & Bell-Hughes, K. (2016). The elusive search for teacher collaboration. *The New Educator*, 12.

Able, H., Schultz, T., Sreckovic, M.A., & Garwood, J. (2014). Teacher support and professional development needs for inclusion of students with ASD: Views from the trenches. *Teacher Education, Special Education*, 38 (1), 44-57. **R**

Glazier, J., **Able, H.**, & Charpentier, A. (2014). The impact of service learning on pre-service professionals' dispositions toward diversity. *Journal of Higher Education Outreach and Engagement*, 18 (4), 177-199.

Sreckovic, M. A., Brunsting, N., & **Able, H.** (2014). Victimization of Students with Autism Spectrum Disorder: A Review of Prevalence and Risk Factors. *Research in Autism Spectrum Disorders*, 8(9), 1155-1172. **R**

Able, H., Ghulamani, H., Mallous, R., & Glazier, J. (2014). Service learning: A promising strategy for connecting future teachers to the lives of diverse children and their families. *Journal of Early Childhood Teacher Education*, 35: 6-21. **R**

Glazier, J., Charpentier, A., & **Able, H.** (2011). Translational journey: A framework for preservice service learning about diversity. *Journal of Civic Commitment*, 17, 36- 49. **R**

Hollingsworth, H., **Able Boone, H.**, Crais, E. (2009). Individualized inclusion plans at work in early childhood classrooms. *Young Exceptional Children*, 13 (1), 19-35. **R**

Lim, C., Maxwell, K. L., **Able Boone, H.**, & Zimmer, C. R. (2009). Cultural and linguistic diversity in early childhood teacher preparation: The impact of contextual characteristics on coursework and practica. *Early Childhood Research Quarterly*, 24, 64-76. **R**

Lim, C., & **Boone, H.** (2006). Diversity competencies within early childhood teacher preparation: Innovative practices and future directions. *Early Childhood Teacher Education*, 26, 225-238. **R**
Most Distinguished Article Award of 2006

Freund, P. J., **Boone, H. A.**, Barlow, J. H., & Lim, C. I. (2005). Health care and early intervention collaborative supports for families and young children. *Infants and Young Children*, 18 (1), 25-36. **R**

Able-Boone, H., Freund, P., Barlow, J. H., Van Ark, G.G., & Wilson, T.K. (2004). Community pathways: Hospital based early intervention services individualizing supports for families and young children. *Young Exceptional Children*, 7 (2), 10-19. **R**

Crais, E. A., **Able-Boone, H.**, Harrison, M., Freund, P., Downing, K., & West, T. (2004). Interdisciplinary personnel preparation: Graduates' use of targeted practices. *Infants and Young Children*, 17 (1), 82-92. **R**

Able-Boone, H., Crais, E. A., & Downing, K. (2003). Preparation of early intervention practitioners for working with young children with low incidence disabilities. *Teacher Education and Special Education*, 26 (1), 79-82. **R**

Boone, H. A., & Crais, E. (2002). Strategies for achieving family driven assessment and intervention planning. In M. M. Ostrosky and E. Horn (Eds), (pp 1- 14)). *Young Exceptional Children Monograph Series No. 4*. Longmont, CO; Sopris West. **R**

Able-Boone, H., Harrison, M., & West, T. A. (2002). Interdisciplinary education of inclusion facilitators in early childhood settings. *Teacher Education and Special Education*, 25 (4), 407-412. **R**

Dinnebeil, L. A., Benner, S. Boone, H. A., & Sparkman, K. (2002). Design and sequence of learning activities. In V. Stayton, P. Miller, and L. Dinnebeil, (Eds.), (pp. 61-84) Division for Early Childhood Recommended Practices in Personnel Preparation. Denver: Sopris West.

Harrison, M., Able-Boone, H., & West, T. A. (2001). Facilitating inclusion in early childhood settings: Interdisciplinary preservice preparation. *Infant Toddler Intervention*, 11 (2), 129-142. **R**

Buysee, V., Wesley, P., & Able-Boone, H. (2001). Innovations in professional development: Creating communities of practice to support quality inclusion. In M. J. Guralnick, (Ed.), (pp. 179-200). *Early childhood inclusion: Focus on change*. Baltimore: Paul H. Brookes.

Able-Boone, H., & Crais, E. R. (1999). Strategies for achieving family driven assessment and intervention planning. *Young Exceptional Children*, 3 (1), 2 - 11. **R**

Able-Boone, H., McBride, S. L., Swann, D., Moore, S. , Drew, B. S. (1998). IFSP practices in two states: Implications for practice. *Infants and Young Children*, 9 (2), 13- 21. **R**

Able-Boone, H. (1997). The ethical dimensions of early intervention services: Toward a more responsive service system. In A. Widerstrom, B. Mowder, and S. Sandall (Eds.), *Infants at risk: Development, assessment, and intervention*. Baltimore: Paul H. Brookes.

Able-Boone, H. (1996). Ethics and early intervention: Toward more relationship focused interventions. *Infants and Young Children*, 9 (2), 13 - 21. **R**

Able-Boone, H., Moore, S., Coulter, D. (1995). Achieving family centered practices in early intervention. *Infant Toddler Intervention*, 5 (4), 395 - 404. **R**

Able-Boone, H. (1995). Book review: Meeting Early Intervention Challenges: Issues in Birth to Three Services. *Topics in Early Childhood Special Education*, 15 (4), 488-493.

Goodwin, W. L., Able-Boone, H., & Wittmer, D. S. (1994). The puzzle of redesigning personnel preparation programs in an evolving fast changing field. *Teacher Education and Special Education*, 17 (4), 260 - 268. **R**

Able-Boone, H., & Stevens, E. (1994). After the intensive care nursery experience: Families' perceptions of their well being. *Children's Health Care*, 23, 99-114. **R**

Able-Boone, H., & Stevens, E. (1994). Family dynamics and coping after a child's intensive care nursery experience: Implications for early intervention. *Infant Toddler Intervention*, 4 (3), 161-172. **R**

Sands, D., Able-Boone, H., & Margolis, H. (1994). Live in training experience (LITE): A model transition program for youth with disabilities. *Teaching Exceptional Children*, 27 (2), 19 - 23. **R**

Able-Boone, H. (1993). Family participation in the IFSP process: Family or professional driven. *Infant Toddler Intervention*, 3, 63-71. **R**

Able-Boone, H., Stevens, E. (1993). Toward an enhanced family and child quality of life. In M. Krajicek and R. Tompkins (Eds.), *The Medically Fragile Child: In Home, Community, and Hospital*. Austin: Pro Ed.

Able-Boone, H. (1993). The aftermath of the intensive care nursery treatment: Ethical implications for the child, family, and society. In M. Krajicek & R. Tompkins (Eds.), *The Medically Fragile Child: In Home, Community, and Hospital*. Austin: Pro Ed.

Able-Boone, H., Sandall, S., Stevens, E., & Fredrick, L. (1992). Family support resources and needs: How early intervention can make a difference. *Infant and Toddler Intervention*, 6, 93-102. **R**

Able-Boone, H., Goodwin, L.D., Sandall, S., Gordon, N., & Martin, D. (1992). Consumer based early intervention services. *Journal of Early Intervention*, 16, 201-209. **R**

Able-Boone, H. (1991). Book review: Interdisciplinary assessment of infants. *Journal of Early Intervention*, 15, 402-404.

Able-Boone, H., Sandall, S.R., Loughry, A., & Frederick, L. (1990). An informed family-centered approach to P.L. 99-457: Parental views. *Topics in Early Childhood Special Education*, 10, 100-111. **R**

Able-Boone, H., Dokecki, P.R., & Smith, S. (1989). Parent and health care provider communication and decision making in the intensive care nursery. *Children's Health Care*, 18, 133-141. **R**

Able-Boone, H., Sandall, S.R., & Loughry, A. (1989). Preparing family specialists in early childhood special education. *Teacher Education and Special Education*, 12(3), 96-102. **R**

Able-Boone, H. (1989). Guidelines for family assessment. *Early Childhood Facilitator*, 5, 2.

Able-Boone, H. (1988). Parent-professional communication relative to medical care decision making for seriously ill newborns. In W. von Raffler-Engel (Ed.), *Doctor-Patient Interaction*. Amsterdam: John Benjamin Publishing Company.

Hupp, S.C., Conroy, M., & Able, H. (1986). Designing instructional programs to facilitate the generalization of object categories by young handicapped children. *Journal of the Division for Early Childhood*, 10(2), 149-155. **R**

Dokecki, P.R., Able, H., Allred, K., et.al. (1986). Toward an ethically relevant research agenda in mental retardation. In P.R. Dokecki & R.M. Zaner (Eds.), *Ethics and decision making for persons with severe handicaps*. Baltimore: Paul H. Brookes.

Hupp, S.C., Mervis, C., Able, H., & Conroy, M. (1985). Effects of receptive and expressive training of category labels on generalized learning by severely retarded children. *American Journal of Mental Deficiency*, 90(5), 558-565. **R**

Dokecki, P.R., Able, H., Allred, K., et.al. (1985). Ethics and mental retardation. National Institute of Child Health and Human Development Forward Plan for Research on Mental Retardation and Developmental Disabilities. Bethesda: National Institute of Health.

Hupp, S.C., Able, H., & Conroy-Gunter, M. (1984). The applicability of stage theory to sensorimotor development of severely retarded children. *Diagnostic*, 9, 208-217. **R**

Able, H., Rogers, T., Smith, D., & Yim, C. (1984). Guidelines for the assessment process in Colorado. Denver: Colorado Department of Education.

MANUSCRIPTS IN REVIEW

McNeill, J., **Able, H.**, & Fanning, L. (submitted, April, 2020), Toward an understanding of autism in the community. *Autism*.

MANUSCRIPTS IN PREPARATION

Able, H., Bagatell, N., & McNeill, J. (in preparation). Inclusion for adolescents with ASD: Family and youth perspectives.

Able, H., Sheng, S., Amsbary, J. (in preparation). Practice dilemmas in early childhood: Where the rubber meets the road.

Bagatell, N., Able, H., & Szendry, S. (in preparation). Dreams and nightmares of adolescents with ASD regarding transition to adulthood

FUNDED PROJECTS

2019-2024	Early Childhood Doctoral Leadership Consortium (PI: M.B. Bruder, Uni of Connecticut; UNC – Chapel Hill, subcontract \$90,209. B. Crais, H. Able, & N. Bagatell, Co PIs)	Office of Special Education Programs: U.S. Department Of Education
2018-2023	Interdisciplinary Leadership Preparation: Meaningful Outcomes and Replicability Research (PI: Crais, B; Co PI: Able, H., & Bagatell, N.) \$ 1,244,000.	Office of Special Education Programs: U.S. Department of Education
2016-2021	Preparation of Inclusion Specialists in Early Childhood Intervention (PI: Able, H.; Co PI: West, T.) \$1,189,000.00	Office of Special Education Programs. U.S. Department of Education
2016-2021	Bridging the Research to Practice Gap	Office of Special Education

	Interdisciplinary Leadership Preparation (PI: Crais, B; Co PI: Able, H. & Watson, L.) \$1,249,310	Programs. U.S. Department of Education
2015-17	Post-Secondary Transition Supports for Adolescents with HFA and their Families Bagatell, N. and Able, H. \$8,000.	University Research Award University of North Carolina at Chapel Hill
2013-2016	Toddlers and Families Together Project, (Wong, C. and Gallagher, K.C. Co-PIs; Able, H. Consultant) \$289,720.	Maternal and Child Health, National Institutes of Health
2012-2013	Impact of Service Learning on Students And Consumers (Able) \$5,000	University of North Carolina Utelischi Service Learning Grant, Apples Service Learning
2012-2017	Preparing Early Intervention Teacher Leaders For Diversity and Disability in High Need Communities (Able) \$1,063,725	Office of Special Education Programs, U.S. Department of Education
2012-2017	Interdisciplinary Leadership in Autism Spectrum Disorders: Optimizing Research-Practice Partnerships for Evidence-Based Outcomes (Crais, E. R., Able, H., & Baranek, G.) \$1,246,834	Office of Special Education Programs, U.S. Department of Education
2010-2016	Preparing Professionals for Leadership Roles in Translational Research and Community Engagement: Focus On Children with Disabilities Crais, E. R., & Able, H. \$1,180,091	Office of Special Education Programs, U.S. Department of Education
2006-08	The Impact of Service Learning on Preservice Students' Dispositions towards Diversity Research and School of Education Course Development Proposals \$20,000 (Able, H. & Glazier, J.)	Student Coalition for Action in Literacy Education
2007- 2011	Preparation of Interdisciplinary Leadership Personnel in Teaching, Research, and Service Focused on Young Children with Autism and Their Families \$798,512 (Crais, E.R., Watson, L., Baranek, G., Resnick, S., Boone, H.A. , & Odom, S. L.)	Office of Special Education Programs, U. S. Department of Education

2007-2012	Interdisciplinary Preparation of Culturally Responsive Practitioners in Early Education (Boone, H.A., & Ritchie, S.) \$599,622	Office of Special Education Programs, U. S. Department Of Education
2005-2009	Leadership Preparation in Evidence Based Practice Impacting Diverse Learners And their Families in Early Intervention (Crais, E. R., & Boone, H.A.) \$794,604	Office of Special Education Programs, U. S. Department of Education
2002-2005	Preparation of Early Intervention Leaders: Focus on Communication and Social Relationships in Young Children (Crais, E.R., & Boone, H.A.) \$749,449	Office of Special Education Programs, U.S. Department of Education
2003-2006 Facilitators	Campus- Community Collaboration for The Preparation of Early Childhood Inclusion (Boone, H.A. and Crais, E.R.) \$795,683	Office of Special Education Programs, U.S. Department of Education
2000-2001-	Communities of Practice for Preparation of Infant/Toddler Specialists \$5,000 Services	N.C. Department of Health and Human
1998 - 2001	Interdisciplinary Preparation for Working with Young Children with Low Incidence Disabilities (Crais, E.R., & Boone, H. A.) \$782,943	Office of Special Education Programs, U.S. Department of Education
1998-2000	Interdisciplinary Training for Early Intervention Social Inclusion Facilitators (Able-Boone, H., & Harrison, M.) \$783,249	Office of Special Education Programs, U.S. Department of Education
1999	Triangle Regional Birth-Kindergarten Summer Institute for Practicing Professionals Boone, H.A., Clark, K.A., & Sull, T.) \$20,000	North Carolina Department of Public Instruction
1999	UNC- CH Early Childhood Professional Development Schools Project \$5000 (V. Jarvis, & H. Able- Boone)	North Carolina Department of Developmental
	Disabilities	
1997	Toward Resilience: The Ecology of Motherhood For Women with Serious Mental Illness. (Faculty sponsor for student initiated research- L. Selz) \$8,954	U. S. Department of Education

1995	Pro-social Responses of Young Children as an Outcome of Early Inclusion (Buysse, V., Goldman, B.D., Boone, H.A.) \$8000	Frank Porter Graham Child Development Center Small Grant
1994	Family Support for Parents of Preterm Babies Holditch-Davis, D. Miles, M. & Boone, H.A.) \$21,798	Nursing Intervention Research, National Institute of Health
1994-1997	Early Intervention and Family Support Master's Training Program (Bailey, D. B., & Boone, H.A.)	Office of Special Education, U. S. Department of Education
1994	Ethics and Early Intervention (Boone, H.A.) \$5000	Institute for Research in the Social Sciences, University of North Carolina
1993	Social Inclusion Facilitator/Collaborator Training in Early Intervention (Boone, H., & Wittmer, D.)	Office of Special Education, U.S. Department of Education
1992-1996	Multicultural Family Focus Training (Boone, H.A. & Sandall, S.)	Office of Special Education, U.S. Department of Education
1991-1993	Region VIII Resource Access Project (Able, H., & Speirer, J.)	U.S. Department of Health and Human Services
1991-1992	Infant Specialist Training (S. Sandall & H. Able-Boone)	Office of Special Education, U. S. Department of Education
1990, 1991	Statewide Training for Infant Specialists (S. Sandall & H. Able-Boone)	Office of Special Education, U.S. Department of Education
1988-1991	Family Focused Early Childhood Special Education Training (S. Sandall, & H. Able-Boone)	Office of Special Education, U.S. Office of Special Education
1989	Early Childhood Summer Institute (H. Able-Boone & S. Sandall)	Training Grant, Colorado Department of Education
1988 and 1989	A Cooperative IFSP Implementation Process in Colorado: Parental and Service Providers' Views (H. Able-Boone, S. Sandall, & L. D. Goodwin)	Research Grant, Colorado Department of Education
1988	Quality of Life of Families with Young	Junior Faculty Research Award,

	Children with Disabilities (H. Able-Boone & E. A. Stevens)	University of Colorado
1988	Social Integration of Nonhandicapped and Handicapped Students: Comparative analysis (S. Sandall & H. Able-Boone)	Research Grant, Colorado Department of Education
1988	Collaborative Child Development Training (A. Widerstrom, T. Linder, & H. Able-Boone)	Training Grant, Colorado Department of Education
1986	Quality of Life with Young Handicapped Children: Implications for Early Intervention (H. Able)	Faculty Research and Publications Board Award, University of Northern Colorado, Greeley, CO
1986	Quality of Parents' and Children's Lives after Intensive Care Nursery Treatment (H. Able)	Biomedical Research Support Grant - Nat'l Institute of Health, Vanderbilt University, Nashville, Tennessee

PROFESSIONAL PRESENTATIONS:

Refereed Presentations –

Fanning, L., **Able, H.**, & West, T., (2020, February). Professional development focused on the preparation of inclusion specialists. Portland, OR: International Council for Exceptional Children Conference.

Able, H., Kilgo, J., & McCathren, R., (2019, November). High quality personnel preparation grants: Guidelines for success. New Orleans, LA: National Teacher Education, Special Education Annual Conference.

McNeill, J., Fanning, L., & **Able, H.**, (2019, November), Service learning: A promising strategy for attracting future special educators. New Orleans, LA: National Teacher Education, Special Education Annual Conference.

Fanning, L, **Able, H.**, & McNeill, J. (2019, October). Use of service learning as a strategy for interdisciplinary preservice preparation and community inclusion: Focus on ASD, Dallas, TX: National Division for Early Childhood.

Able, H. & Miguel, T. (2019, October). Begin with the end in mind: Making inclusion work in early intervention and beyond. (2019, October), Dallas, TX: National Division for Early Childhood.

McCathren, R., **Able, H.**, Kilgo, J., (2019, October). Developing high quality personnel preparation grants: Strategies for success. Dallas, TX: National Division for Early Childhood.

Able, H., & West, T. (2019, February). Collaboration to support inclusion: Solving dilemmas with DEC Recommended Practices. Indianapolis, IN: National Council for Exceptional Children Conference.

Able, H., and Crais, E. A. (2018, February). Interdisciplinary leadership preparation: Focus on Bridging the Research to Practice Gap. Tampa, Fla: National Council for Exceptional Children Conference

Ghulamani, H., & **Able, H.** (2018, February). Use of CEC and DEC Standards to Solve Practice Dilemmas for Early Childhood Providers. Tampa, Fla: National Council for Exceptional Children Conference

McCathren, R, Kilgo, J., Horn, E., & **Able, H.** (2017, October). Getting your OSEP Personnel Preparation Grant Funded: Strategies and Opportunities. Portland, OR: National Division for Early Childhood Conference

Sandall, S. R., **Able, H.**, Banerjee, R, & Guillen, C. (2017, October). Making Recommended Practices Real. Portland, OR: National Division for Early Childhood Conference.

Hill, C., **Able, H.**, & Marvin, C., & Newton, J. (2017, October). Harry Potter Lives Under the ECSE Stairs: Is EI the Orphan Nephew? Portland, OR: National Division for Early Childhood Conference.

Able, H., Bagatell, N., & White, T. H. (2017, April). Begin with the end in mind: Adolescents' voices regarding post-secondary transitions. Boston: MA: National Council for Exceptional Children Conference.

Able, H. (2017, April). Bridging the gap between research and practice: Making inclusion work for all. Boston: MA: National Council for Exceptional Children Conference.

Regan, T., Amsbary, J., Able, H. (2017, April). Changing undergraduate students' understanding of ASD through service learning. Boston: MA: National Council for Exceptional Children Conference.

Crais, E. R., & Able, H. (2016, October). Interdisciplinary leadership preparation focused on collaboration: Current practices and perceptions of graduates. Louisville, KY; National Division for Early Childhood Conference.

Able, H., Gallagher, K, Amsbary, J., & Zheng, S. (2016, October). Reconnecting and recharging: Use of DEC recommended practices. Louisville, KY; National Division for Early Childhood Conference.

Able, H., Bagatell, N., & White, T. H. (2016, April). Transition Needs for Adolescents with High Functioning Autism. St. Louis, MS: National Council for Exceptional Children Conference.

Able, H. (2016, April). Where the Rubber Meets the Road: Ethics and Special Education. St. Louis, MS: National Council for Exceptional Children Conference.

Sreckovic, M., Hume, K., & Able, H. (2016). Peer Buddy Support for Adolescents with High Functioning Autism. St. Louis, MS: National Council for Exceptional Children Conference.

Able, H., Jones, M.K., & Strachan, J. (2015, October). Campus community collaboration through service learning in early childhood professional development. Atlanta, GA: National Division for Early Childhood Conference.

Gallagher, K.C., & Able, H. (2015, October). Understanding Diversity through early childhood professionals' practice dilemmas. Atlanta, GA: National Division for Early Childhood Conference.

Gallagher, K.C., Wong, C., Page, J., & Able, H. (2015, October). Parent mediated intervention: Toddlers and families together. Atlanta, GA: National Division for Early Childhood Conference.

Schultz, T., Able, H., Sreckovic, M., & White, T. (2015, May). Professionals' perceptions of parent support needed in inclusive settings for children and youth with ASD. Salt Lake City, UT: International Meeting for Autism Research.

Able, H. (2014, October). Ethical practice dilemmas in the delivery of services: Implications for practice and research. St. Louis, MO: National Division for Early Childhood Conference.

Yang, X., & Able, H. (2014, October). Evolving needs of parents with children with autism: Implications for practice. St. Louis, MO: National Division for Early Childhood Conference.

Mallous, R., & Able, H. (2014, October). Teachers' self-efficacy: Its impact on students' successful inclusion. St. Louis, MO: National Division for Early Childhood Conference.

Sandall, S., & Able, H. (2013, April). Strand Leaders, Early Childhood Inclusion. San Antonio, TX: National Council for Exceptional Children Conference.

Able, H., (2013, April). It takes a village: Interdisciplinary collaboration designed to make inclusion work. San Antonio, TX: National Council for Exceptional Children Conference.

Sreckovic, M., Garwood, J., Able, H., & Schultz, T. (2013, March). Supporting the social needs of students with high functioning autism: Educators' perspectives and implications for parents, Southern Pines, NC: North Carolina Council for Exceptional Children Conference.

Sreckovic, M., Able, H., Schultz, T. (2012, November). How to support adolescents with high functioning autism: What educators want to know. Grand Rapids, MI: National Teacher Education, Special Education Conference.

Able, H., Ghulamini, H., Gallagher, K.C. (2012, October) Focus on Diversity, Disability, and Poverty in Early Childhood Special Education Professional Development, Minneapolis, MN: National Division for Early Childhood Conference

Able, H., & Dogan, H. (2012, April). Walking the talk: Committing an early childhood special education program to change. Denver, CO: National Council for Exceptional Children.

Mallous, R., Able, H., Glazier, J., Boyd, A., Bell-Hughes, K. (2012, April). Plugging new teachers into support outlets. Vancouver, BC: American Education Research Association.

Glazier, J., Boyd, A., Bell-Hughes, K., Able, H., & Mallous, R. (2012). Collaboration doesn't exist: So what now? Vancouver, BC: American Education Research Association.

Able, H., & Dogan, H. (2010, October). Committing an early childhood program to change: Focus on

Wolery, R. A., Able, H., & Wyatt, M. (2010, October). Family support activities within service and volunteer learning activities. Kansas City: KS: National Division for Early Childhood Conference.

Able Boone, H., Irvin, D., & Glazier, J. (2009, October). Transforming early childhood professionals' dispositions toward disability and diversity through service learning. Albuquerque, N. M.: National Division for Early Childhood Conference.

Able Boone, H., Darling, S., Valle Reistra, D., & Rhodes, C. (2009, October). Ethical practice dilemmas in early childhood intervention: Applied use of the revised Division for Early Childhood Code of Ethics. Albuquerque, N.M: National Division for Early Childhood Conference.

Able Boone, H. (2009, April). Ethical practice dilemmas in special education services: Views from the trenches. Seattle, WA: International Council for Exceptional Children Conference.

Glazier, J., Able Boone, H., Coffey, H., Moore, K., Ewell, S., & Irvin, D. (2009, April). A transformational journey: A framework for preservice learning about diversity through service learning. San Diego, CA: American Educational Research Association Annual Meeting.

Glazier, J., Able Boone, H., & Charpentier, A. (2009, April). Examining the impact of service learning; What difference does it make for our students and ourselves? *Learning to Teach, Learning to Serve Webinar Series*.

Glazier, J., Able Boone, H., & Charpentier, A. (2009, February). Learning to teach, learning to serve: Twelve North Carolina teacher education programs implementing service learning: Research findings. Pathways to Achieving Civic Engagement Conference, Elon University, Elon, N.C.

Able Boone, H, Glazier, J., & Charpentier, A. (2008). The impact of service learning on preservice professionals' dispositions toward diversity. New York: American Educational Research Association.

Glazier, J., Able Boone, H., & Charpentier, A. (2008). Situating service learning. Chicago, IL: American Association of Colleges of Teacher Education.

Boone, H. A., Lim, C. I., & West, T. (2007) Teachers' practice dilemmas and resolution strategies: A model for promoting educational quality. Chicago, Ill.: American Educational Research Association.

Ritchie, S., Boone, H. A., Lim, C. I., & Rozycki, R. (2007). Quality indicators of effective professional development in early education. Pittsburgh, PA: National Association for the Education of Young Children Professional Development Institute. **Featured Presentation**

Lim, C. I., Boone, H. A., & Rozycki, R. (2006). Innovative models of early childhood personnel preparation: Accessible and effective training for all. Little Rock, AK: National Division for Early Childhood Conference.

Boone, H. A., Crais, E. A., & Hollingsworth, H. (2006). Preparation of inclusion facilitators in early childhood settings. Little Rock, AK: National Division for Early Childhood Conference.

Crais, E. A., & Boone, H. A. (2005). Collaborative graduate interdisciplinary initiatives: Lessons learned and future directions. Portland, OR: National Division for Early Childhood Conference.

Boone, H. A., Lim, C. I., & West, T. (2005). Ethical practice dilemmas: Issues and resolution strategies for daily practice. Portland, OR: National Division for Early Childhood Conference.

Boone, H. A., & Lim, C. I. (2004). Quality indicators in early childhood teacher preparation. Baltimore: National Association for the Education of Young Children Professional Development Institute.

Crais, E. A., & Boone, H. A. (2003). Interdisciplinary Personnel Preparation: Graduates' Perceptions. Washington, D. C.: National Division for Early Childhood Conference

Boone, H., & Crais, E. A. (2003). Interdisciplinary doctoral training focused on young children with social-communicative disabilities. Washington, D.C.: National Division for Early Childhood.

Barlow, J., Boone, H., Freund, P., Van Ark, G., & Wilson, T. (2002). Community Pathways: An individualized family support model for hospital based early intervention programs. National Zero to Three Conference. Washington, D. C.

Freund, P., Boone, H., & Barlow, J. (2001, December). Ethical dilemmas in early intervention service delivery. National Division for Early Childhood Conference. Boston, MA.

Wittmer, D., & Boone, H. (2000, December). Performance assessment of students in two personnel preparation programs. National Division for Early Childhood Conference. Albuquerque, New Mexico.

Malone, D. M., Boone, H., McInerney, W. (2000, December). Assessing the performance of preservice teachers: Issues, challenges, and solutions. National Division for Early Childhood Conference. Albuquerque, New Mexico.

Crais, E. R., & Able- Boone, H. (1999, December). Practical strategies for facilitating family participation in child assessment. National Division for Early Childhood Conference. Washington, D. C.

Rosenkoetter, S., Able-Boone, H., Catlett, C., & Dinnebeil, L. (1999, December). Preparing leaders for early childhood intervention for the 21st century. National Division for Early Childhood Conference. Washington, D. C.

Crais, E. R., Able-Boone, H., Downing, K. (1999, December). Interdisciplinary preparation for working with young children with low incidence disabilities. National Division for Early Childhood Conference. Washington, D. C.

Able-Boone, H., Harrison, M., West, T. A., Rushing, K., & Cahoon, A. (1998, December). Interdisciplinary social inclusion facilitator education: Lessons learned and feedback from the trenches. National Division for Early Childhood Conference. Chicago, Il.

Able-Boone, H. (1998, September). Ethical conflicts and resolution strategies in early childhood services. North Carolina Association for the Education of Young Children Conference. Greensboro, N.C.

Able-Boone, H. (1998, May). Ethics and early intervention: What are the value conflicts in the delivery of services and how are they resolved? National Conference on Research Innovations in Early Intervention. Charleston, S. C.

Able-Boone, H. (1997, September). Growing and knowing: Facilitating infant play. North Carolina Association for the Education of Young Children Conference. Greensboro.

Able-Boone, H., & Swann, D. (1997, December). Ethical issues in the delivery of services and supports for infants/ toddlers and their families. National Zero to Three Conference. Nashville, Tn.

Able-Boone, H. (1995, September). Successful inclusion: Strategies for infants and toddlers. North Carolina Association for the Education of Young Children conference. Greensboro.

Able-Boone, H., Attermeirer, S., Swann, D., & Rooney, R. (1995, November). National Division for Early Childhood Conference. Orlando, Florida.

Swann, D., Able-Boone, H., McBride, S., Drew, B., & Reagan, C. (1995, November). IFSP Quality Indicators across two states. National Division for Early Childhood Conference. Orlando, Florida.

Able-Boone, H., McBride, S., & Moore, S. (1994). Family or child centered practices in the IFSP process: Are we realizing the full intent of I.D.E.A.? National Center for Clinical Infant Programs National Training Institute, Dallas, Texas.

Attermeirer, S., Able-Boone, H., & Rooney, R. (1994). Ethics and early intervention: A qualitative study of conflict and its resolution among stakeholders in early intervention. National Center for Clinical Infant Programs National Training Institute, Dallas, Texas.

Sandall, S. R., McBride, S. L., Able-Boone, H., Wittmer, D., & Marchant, C. (1994). Combining early childhood and early childhood special education personnel preparation programs.

National Division for Early Childhood conference, St. Louis, Missouri.

Sandall, S. R., Able-Boone, H. (1993, November). Family centered home visiting practices. National Council on Family Relations Conference, Baltimore, MD.

Able-Boone, H. & Wittmer, D. S. (1993, December). Multicultural family centered training in early intervention. National Division for Early Childhood Conference, San Diego, CA.

Sandall, S. R. & Able-Boone, H. (1993, December). The home visitor. National Center for Clinical Infant Programs Training Institute, Washington, D. C.

Able-Boone, H., Moore, S., & Foat, C. (1993, December). Are family centered practices evident in the IFSP process? National Center for Clinical Infant Programs Training Institute, Washington, D.C.

Speirer, J., & Able-Boone, H. (1993, April). Home visiting in early intervention. The National Head Start Conference, Indianapolis, In.

Able-Boone, H., Sandall, S., & Speirer, J. (1992, December). Family friendly intervention: Are families really involved in home visits and IFSPs? The National Division for Early Childhood Conference, Washington, D.C.

Able-Boone, H., & Sandall, S. (1992, April). Family friendly early intervention programs: Are families really involved? The National Council for Exceptional Children Conference, Baltimore.

Chazdon, C., & Able-Boone, H. (1992, February). Are parents really involved in the IFSP process? The Council for Exceptional Children Courage to Risk Conference, Colorado Springs.

Able-Boone, H., & Heflinger, C.A. (1991, November). A family friendly approach to early intervention services. The National Association for the Education of Young Children Conference, Denver.

Able-Boone, H., & Stevens, E.A. (1991, November). Quality of life for families and infants: From the NICU to the community. The National Division for Early Childhood Conference, St. Louis, Missouri.

Sandall, S.R., & Able-Boone, H. (1991, December). Home visiting: Parents' and professionals' perceptions. The National Center for Clinical Infant Programs Biennial National Training Institute, Washington, D.C.

Able-Boone, H., & Stevens, E.A. (1991, December). Improved family and child quality of life: From intensive care to early intervention. The National Center for Clinical Infant Programs Biennial National Training Institute, Washington, D.C.

Stevens, E., & Able-Boone, H.A. (1991, March) Transition from the NICU to the early

intervention program. Colorado Council for Exceptional Children Conference, Colorado Springs.

Able-Boone, H.A., & Stevens, E. (1990, December). Improving family and child quality of life: From the NICU to the infant program. National Association for Persons with Severe Handicaps Conference, Chicago.

Sandall, S.R., & Able-Boone, H. (1990), November). Consumer focused approach to Public Law 99-457. National Council on Family Relations Conference, Seattle.

Able-Boone, H., & Stevens, E. (1990, March). Toward an enhanced quality of life for young children with severe handicaps and their families. Colorado Association for Persons with Severe Handicaps Conference, Colorado Springs, Colorado.

Able-Boone, H., Sandall, S.R., & Gordon, N. (1990 March). P.L. 99-457 intervention strategies: parents and professionals' views. Colorado Council for Exceptional Children Conference, Colorado Springs.

Rogers-Connolly, T., Boone, H.A., & McNulty, B. (1989, December). Creating positive change for individuals with severe handicaps across age levels in Colorado. International Association for Persons with Severe Handicaps Conference, San Francisco, California.

Sandall, S.R., & Boone, H.A. (1989, April). Preparing family specialists in early childhood special education. National Council for Exceptional Children Conference, San Francisco.

Soper, E., Boone, H.A., & Frederick, L. (1989, April). Family centered programming in early childhood special education. Denver: Colorado Association for Persons with Severe Handicaps Conference.

Boone, H.A., Sandall, S.R. (1989, February). An informed IFSP implementation process in Colorado. Colorado Council for Exceptional Children Conference, Colorado Springs, Colorado.

Able, H. (1987, May). Ethics and persons with severe handicaps: What are the issues? Colorado Association for Persons with Severe Handicaps Conference, Colorado Springs, Colorado.

Able, H. (1987, April). The quality of young handicapped children's and families' lives. National Council for Exceptional Children Conference, Chicago, Illinois.

Able, H. (1986, October). Impact of the young severely handicapped child on family functioning: Positive or negative. Colorado Council for Exceptional Children Conference, Denver, Colorado.

Dokecki, P.R., Able, H., Allred, K., et.al. (1986, April). Toward an ethically relevant research agenda in mental retardation. National Council for Exceptional Children Conference, New Orleans, Louisiana. **Paper awarded the most promising student proposal at the national conference.**

Able, H. (1985). The dynamics of parent-professional communication in the neonatal intensive care nursery. National Association for Persons with Severe Handicaps Conference, Boston, MA.

Able, H. (1985). Parental and professional perspectives to medical care decision making for handicapped newborns. National Council for Exceptional Children Conference, Anaheim, California.

Able, H. (1984). The treatment dilemma of infants with severe handicaps: The medical, legal, and ethical perspectives. National Association for Persons with Severe Handicaps Conference, Chicago, Illinois.

Conroy, M., Able, H., & Hupp, S.C. (1984). Techniques to teach concepts to severely retarded children. National Council for Exceptional Children Conference, Washington, D.C.

Hupp, S.C., Conroy, M., & Able, H. (1983). Comparison of receptive and expressive training of category labels on generalized category acquisition by severely retarded children. Gatlinburg Conference on Mental Retardation and Developmental Disabilities, Gatlinburg, Tennessee.

Invited Presentations

Ellis, D., Able, H., & Turner, K. (2019, October). OSEP quality indicators for personnel preparation. Dallas, TX: National Division for Early Childhood.

Able, H., & James, D. (2019, February). The scholarship of teaching. Chapel Hill, N.C.: University of North Carolina, School of Medicine, Department of Allied Health Sciences.

Able, H., & Miguel, T. (2019, May). Making early intervention work in early intervention and beyond. Chapel Hill, N.C.: National Inclusion Institute.

Able, H., Murray-Nikkel, A., & Carrillo, M. (2018, May). Inclusion practice dilemmas: Use of the DEC recommended practices for problem solving. Chapel Hill, N.C.: National Inclusion Institute.

Able, H., & Crais, E. A. (2018, May). What we wish had been on our son's IEPs. Chapel Hill, N.C.: National Inclusion Institute.

Able, H. (2017, June). Begin with the end in mind: Improving family and individual quality of life. International Family and Disability Conference. Innsbruck, Austria: University of Innsbruck.

Able, H., Bagatell, N., & White, T. H. (2017, May). Inclusion challenges and successes: From early intervention to post-secondary transitions. Chapel Hill, N.C.: National Inclusion Institute.

Able, H., Boone, B., Lavalley, M., Salzer, C., & Sanchez, C. (2016). Family engagement: Making federal policy real. Washington, D.C.: Office of Special Education Programs Conference, U.S. Department of Education.

Able, H., Zoller, A., & Thomson, A. (2016). Inclusion supports and needs for students with ASD. Chapel Hill, N.C.: National Inclusion Institute.

Able, H., & Groce, J. (2015). Ethics and social inclusion: Is inclusion always the best option? Chapel Hill, NC: National Inclusion Institute.

Able, H., Crais, E.A., Van Ark, G., & Hubbard, C. (2014). What I wish had been on my child's IEP. Chapel Hill, NC: National Inclusion Institute.

Able, H. (2014). Ethics and Early Intervention: Parents and Professionals' Issues of Practice. Chapel Hill, NC: National Inclusion Institute.

Able, H. (2012). Views from the Trenches: Ethics and Problem Solving. Chapel Hill, NC: National Inclusion Institute.

Able, H. (2011). Ethical practice dilemmas in inclusive settings. Chapel Hill, N.C.: National Inclusion Institute.

Boone, H. A. (2005). Ethical dilemmas of practice in early intervention service delivery. Chapel Hill, N.C.: Institute for the Arts and Humanities, University of North Carolina at Chapel Hill.

Boone, H. A. (2004). Family guided assessment strategies in early childhood intervention. Nashville, Tn.: National Rite Aid Conference.

Boone, H. A. (2003). Interdisciplinary Personnel Development Practices. Chattanooga, Tn.: Siskin Children's Institute.

Able- Boone, H., & Crais, E. R. (2000). It takes a village: Multiple sources for the assessment of young children. North Carolina Early Intervention Training and Technical Assistance. Greensboro, N. C.

Winton, P. J., Catlett, C., Able-Boone, H., & Crais, E. R. (2000). Strategies for improving outcomes for children and families through preservice training. National Early Childhood Projects Meeting, U. S. Department of Education, Washington, D. C.

Able- Boone, H., Moore, S., & Cassidy, D. (2000). Tower-trench tango: Exploring opportunities for campus- community collaboration. National SCRIPT Institute. Highland Lake, N. C.

Able-Boone, H., Cassidy, D., & Creidler, H. (2000). Campus-community collaboration opportunities. North Carolina Family- Faculty Institute. Greensboro, N. C.

Crais, E. R., & Able-Boone, H. (1998). Family centered assessment practices. North Carolina Developmental Evaluation Centers' Directors' Meeting. Southern Pines, N. C.

Able-Boone, H. (1997). Family guided infant/ toddler assessment strategies. North Carolina Early Intervention Training and Technical Assistance. Burlington, N. C.

Buyse, V. A., & Boone, H. A. (1995). Developing interdisciplinary personnel preparation

programs in early childhood. Interamerican University, San Juan, Puerto Rico.

Boone, H. A. (1995). Family dynamics: Working with families of young children. North Carolina Technical Assistance Program, Chapel Hill.

Boone, H. A. (1994). Inclusion in early childhood programs. Crackerbarrel session. North Carolina Association for the Education of Young Children Annual Conference. Greensboro, N. C.

Boone, H. A. (1994). Early childhood development. North Carolina Day for Day Care Conference. Chapel Hill, N. C.

Boone, H. A. (1994). Infant intervention strategies. North Carolina Department of Public Instruction Birth through Kindergarten Conversion Course Training, Chapel Hill, N.C.

Boone, H. (1993, July). Current practices in the IFSP process. Second Annual Colorado Early Intervention Summer Institute, Denver, CO: The Children's Hospital.

Boone, H. (1992, October). Training students to be family and culturally sensitive. Sponsored Programs Fall Recognition Luncheon. Denver: University of Colorado.

Boone, H. (1992, July). Are families really involved in the IFSP process? First Annual Cross-University Early Intervention Summer Institute. Denver: The Children's Hospital.

Boone, H. & Landry, L. (1991, March). Infant and preschool parent-teacher conferencing. Colorado Parents Encouraging Parents Conference, Colorado Springs.

Boone, H. (1991). Developing interdisciplinary early childhood programs at the graduate level. University of Houston, Houston, Texas.

Boone, H. & Amundson, J. (1990, May) Accessing resources for families of young children. Colorado Parents Encouraging Parents Conference, Vail.

Boone, H. (1990, October) Ethics and quality of life issues in the intensive care nursery. National Conference for Occupational and Physical Therapy, Children's Hospital, Denver, Colorado.

Boone, H.A. (1989, November). Accessing services for families and young children. Presentation at the Colorado Child Find Conference. Breckenridge, Colorado.

Boone, H.A. (1989, September). Quality of life ethics for families with young special needs children. University of Colorado School of Nursing, Denver, Colorado.

Boone, H.A. (1989, September). Ethical issues in the implementation of P.L. 99-457. Panel presentation at the Parent-Professional Roundhouse Conference, Crested Butte, Colorado.

Boone, H.A. (1989, September). Family assessment techniques in early intervention. The

University of Northern Colorado Summer Institute, Greeley, Colorado.

Boone, H.A. (1989, August). Ethical issues related to family centered services in P.L. 99-457. Colorado IFSP/Case Management Technical Assistance Group. Denver, Colorado.

Boone, H.A. (1989, February). Preschool staffing and IEP development. Parents Encouraging Parents Conference. Ft. Collins, Colorado.

Boone, H.A. (1988, March). The ethics of a caring relationship in critical care nursing. University of Colorado School of Nursing, Denver, Colorado.

Sandall, S.R., & Boone, H.A. (1987, October). Early childhood update. Handicapped Children's Program Home Intervention Program Workshop. Denver, Colorado.

Able, H. (1986, June). The intensive care nurse, caretaker or caregiver: The ethical dilemmas. Critical Care Nursing Orientation, Vanderbilt University and Baptist Hospitals, Nashville, Tennessee.

Able, H. (1986, April). Counseling parents whose child is in the intensive care nursery. Parents Reaching Out Conference, Vanderbilt University, Nashville, Tennessee.

Dokecki, P.R., Able, H., Allred, K., et.al. (1985). Scholars and ethics: Toward an ethically relevant research agenda for scholarly inquiry in mental retardation. Conference entitled: "When are Intervention Decisions for the Severely Retarded Ethical: Toward an Ethically Relevant Research Agenda." Vanderbilt University, Nashville, Tennessee.

Able, H. (1982). Community integration of severely handicapped persons. Middle Tennessee Chapter of the Association for Persons with Severe Handicaps, Nashville, Tennessee.

COURSES TAUGHT

Family Focus:

Working with Parents and Families of Young Children
Socioculturally Diverse Families of Young Children
Families and Teams: Sociocultural and Interdisciplinary Perspectives
Families, Schools, and Communities

Interdisciplinary Focus:

Social Inclusion for Children and Youth with Disabilities
Teaching and Personnel Development
Families and Teams: Sociocultural and Interdisciplinary Perspectives
Translational Research Seminar: Allied Health, Special Education, and Early Childhood

Methods Focus:

Teacher Researcher
Infant/Toddler Assessment and Intervention Strategies

Preschool/Kindergarten Assessment and Intervention Strategies
 Early Childhood Assessment Strategies (Birth to 5)
 Early Childhood Curriculum Content and Program Development
 Early Childhood Intervention Strategies (Birth to 5)
 Assessment and Interventions for Persons with Severe Disabilities

Issues/ Seminar Focus:

Early Childhood Leadership and Professional Development
 Ecology of Early Childhood Intervention
 Seminar in Early Childhood Special Education
 Medical Aspects of Developmental Disabilities (Birth to Five)
 Consultation and Collaboration in Early Childhood
 Social and Cognitive Development and Disorders (Birth to 5)
 Neuromotor Development and Disorders (Birth to 5)
 Special Education Seminar: Translational Research
 Introduction to Persons with Severe/Profound Disabilities
 Medical Ethics in Pediatrics and Neonatology

COURSE CONSULTATION:

Advanced Child Growth and Development
 Family Dynamics
 Nursing Ethics

PROFESSIONAL SERVICE

PROFESSIONAL ASSOCIATION MEMBERSHIPS:

2006 – Present	American Education Research Association
1990 – Present	The National Association for the Education of Young Children
1987 – Present	The National Council for Exceptional Children, Divisions for Early Childhood, Research, Mental Retardation, and Teacher Education
1990 – Present	The National Center for Clinical Infant Programs
1990-1993	The American Association on Mental Retardation
1990-1992	The Association for Persons with Severe Handicaps
	The Association for Children's Health Care
	The National Council on Family Relations

1983-84 Board Member, The Middle Tennessee Chapter for
Persons with Severe Handicaps

National –

Co-chair, Professional Development Special Interest Group, National Division for Early Childhood
(2015- 2018)

Strand Co-Chair, Professional Development, National Division for Early Childhood Conference (2016)

Conference Reviewer, National Council for Exceptional Children Conference (2011-2017)

Advisory Board Member, National Inclusion Institute (2014- 2018)

Strand Co-Chair, Early Childhood Inclusion, National Council for Exceptional Children Conference, 2013

Chair, Ethics Code Committee, National Division for Early Childhood, International Council for Exceptional
Children,
2007- 2009

Editorial Board, *Topics in Early Childhood Special Education*, 1994 - Present

Editorial Board, *Journal of Early Intervention*, 1990 – 1996; 2002 – Present

Conference Proposal Reviewer, National Division for Early Childhood, National Council for Exceptional
Children, Families and Personnel Preparation Strands, 2008-10; 2011-13

Conference Proposal Reviewer, *American Educational Research Association*, 2007-08

Guest Reviewer, *Journal of Teacher Education*, 2016

Guest Reviewer, *Remedial and Special Education*, 2015-2017

Guest Reviewer, *Action in Teacher Education*, 2015-2017

Guest Reviewer, *Young Exceptional Children*, 1998- 2000; 2008 – 2013

Guest Reviewer, *Exceptional Children*, 2003

Guest Reviewer, *American Education Research Journal*, 2000

Guest Reviewer, *Journal of Early Intervention*, 2000, 1989

Guest Reviewer, *Early Childhood Research Quarterly*, 1997

Guest Reviewer, *Topics in Early Childhood Special Education*, 1993

Guest Reviewer, *Journal of the Association for Persons with Severe Handicaps*, 1989, 1990.

Grant Reviewer, Office of Special Education Programs, U. S. Department of Education, 2003; 2012-2017

Mentor, Monarch Center at the University of Chicago for Minority Institutions seeking grant funding.

Member, Family Centered Services Recommended Practice Standards, National Division for Early Childhood, Council for Exceptional Children, 1998

Conference Strand Co-Chair, Intervention Issues, National Division for Early Childhood Conference, 1997

Member, Personnel Preparation Committee, National Division for Early Childhood, 1995 - Present

Research Committee, National Division for Early Childhood, 1992-1995

Member, National Early Intervention Resource Network, 1995 - 1997

Invited Grant Reviewer, National Institute for Disability and Rehabilitation Research (NIDRR), U. S. Office of Education, 1993

PROFESSIONAL SERVICE

Local and Statewide

Search Committee, A.L. Stanback Middle School Principal Position, 2008

Member, North Carolina Teacher Education Revisioning Committee, 2006- 2011

Member, North Carolina Birth-Kindergarten Higher Education Consortium, 1998- Present

Advisory Board, More at Four Curriculum Committee

Board Member, Orange County Partnerships for Young Children

Search Committee, A.L. Stanback Middle School Principal Position, 2008

Member, North Carolina Teacher Education Revisioning Committee, 2006- Present

Member, North Carolina Birth-Kindergarten Higher Education Consortium, 1998- Present

Advisory Board, More at Four Curriculum Committee

Board Member, Orange County Partnerships for Young Children

Professional Chair, North Carolina Personnel Development Committee, Governor's Interagency Coordinating Council, 1997- 1998

President, North Carolina Division for Early Childhood, Council for Exceptional Children, 1996-1997

President Elect, North Carolina Division for Early Childhood, Council for Exceptional Children, 1995-1996

Vice President, North Carolina Division for Early Childhood, Council for Exceptional Children, 1994 - 1995

Member, North Carolina Early Intervention Personnel Preparation Development Committee, 1993 - Present

Member, North Carolina Birth through Kindergarten Curriculum Planning Committee, 1993 - 1996;

Member, North Carolina Birth through Kindergarten Higher Education Consortium, 1993 - 1996; 1998 - Present

Advisory Board, Colorado Parenting Foundation

Member, Colorado Governor's Task Force on Early Childhood Personnel Standards, 1991-1993

Member, Governor's Interagency Coordinating Council for Infant and Family Services in Colorado, 1991-1993

Member and Chair, Statewide Personnel Preparation Task Force, Colorado Department of Education, 1989-1993

Member Statewide Project CONNECT Task Force, Colorado Department of Education 1990-1992

Search Committee, A.L. Stanback Middle School Principal Position, 2008

Member, North Carolina Teacher Education Revisioning Committee, 2006- Present

Member, North Carolina Birth-Kindergarten Higher Education Consortium, 1998- Present

Advisory Board, More at Four Curriculum Committee

Board Member, Orange County Partnerships for Young Children

Professional Chair, North Carolina Personnel Development Committee, Governor's Interagency Coordinating Council, 1997- 1998

President, North Carolina Division for Early Childhood, Council for Exceptional Children, 1996-1997

President Elect, North Carolina Division for Early Childhood, Council for Exceptional Children, 1995-1996

Vice President, North Carolina Division for Early Childhood, Council for Exceptional Children, 1994 - 1995

Member, N.C. Early Intervention Personnel Preparation Development Committee, 1993-2000

Member, North Carolina Birth through Kindergarten Curriculum Planning Committee, 1993 - 1996;

Member, North Carolina Birth through Kindergarten Higher Education Consortium, 1993 - 1996; 1998 - Present

Advisory Board, Colorado Parenting Foundation, 1989-1992

Member, Colorado Governor's Task Force on Early Childhood Personnel Standards, 1991-1993

Member, Governor's Interagency Coordinating Council for Infant and Family Services in Colorado, 1991-1993

Member and Chair, Statewide Personnel Preparation Task Force, Colorado Department of Education, 1989-1993

Member Statewide Project CONNECT Task Force, Colorado Department of Education 1990-1992

Member, Advisory Committee for the Family Connection, a Family Resource Center in Denver, 1989-1992

Consultant, First Start National Training Program, University of Colorado School of Nursing, 1989- 1993

Member, Colorado Early Childhood Care and Education Cost Study Advisory Committee and Resource Team, 1988-1991

Member, Colorado State Advisory Council for the Legislative Preschool Initiative, 1988-1990

Member, Colorado Family Support Task Force for PL 99-457, 1988 - 1990

Consultant, Colorado IFSP and Case Management Task Force for PL 99-457, 1988 - 1990

Consultant, Colorado Parents Encouraging Parents, 1986-1993

Member, Colorado State Steering Committee for Planning a State-wide Model for Serving Children with Severe and Profound Needs, 1986-1993

Board Member, Colorado Division for Early Childhood, National Council for Exceptional Children, 1987- 1992

Secretary, Colorado Association for Persons with Severe Handicaps, 1987 - 1989

Member, Advisory Committee for the Family Connection, a Family Resource Center in Denver, 1989-1992

Member, Colorado Early Childhood Care and Education Cost Study Advisory Committee and Resource Team, 1988-1991

Member, Colorado State Advisory Council for the Legislative Preschool Initiative, 1988-1990

Member, Colorado Family Support Task Force for PL 99-457, 1988 - 1990

Consultant, Colorado IFSP and Case Management Task Force for PL 99-457, 1988 - 1990

Consultant, Colorado Parents Encouraging Parents, 1986-1993

Member, Colorado State Steering Committee for Planning a State-wide Model for Serving Children with Severe and Profound Needs, 1986-1993

Board Member, Colorado Division for Early Childhood, National Council for Exceptional Children, 1987- 1992

Secretary, Colorado Association for Persons with Severe Handicaps, 1987 - 1989

Professional Chair, North Carolina Personnel Development Committee, Governor's Interagency Coordinating Council, 1997- 1998

President, North Carolina Division for Early Childhood, Council for Exceptional Children, 1996-1997

President Elect, North Carolina Division for Early Childhood, Council for Exceptional Children, 1995-1996

Vice President, North Carolina Division for Early Childhood, Council for Exceptional Children, 1994 - 1995

Member, North Carolina Early Intervention Personnel Preparation Development Committee,
1993 - Present

Member, North Carolina Birth through Kindergarten Curriculum Planning Committee,
1993 - 1996;

Member, North Carolina Birth through Kindergarten Higher Education Consortium, 1993 - 1996;
1998 - Present

Advisory Board, Colorado Parenting Foundation

Member, Colorado Governor's Task Force on Early Childhood Personnel Standards, 1991-1993

Member, Governor's Interagency Coordinating Council for Infant and Family Services in
Colorado, 1991-1993

Member and Chair, Statewide Personnel Preparation Task Force, Colorado Department of
Education, 1989-1993

Member Statewide Project CONNECT Task Force, Colorado Department of Education 1990-1992

Member, Advisory Committee for the Family Connection, a Family Resource Center in Denver,
1989-1992

Consultant, First Start National Training Program, University of Colorado School of Nursing,
1989-present

Member, Colorado Early Childhood Care and Education Cost Study Advisory Committee and
Resource Team, 1988-1991

Member, Colorado State Advisory Council for the Legislative Preschool Initiative, 1988-1990

Member, Colorado Family Support Task Force for PL 99-457, 1988 - 1990

Consultant, Colorado IFSP and Case Management Task Force for PL 99-457, 1988 - 1990

Consultant, Colorado Parents Encouraging Parents, 1986-1993

Member, Colorado State Steering Committee for Planning a State-wide Model for Serving
Children with Severe and Profound Needs, 1986-1993

Board Member, Colorado Division for Early Childhood, National Council for Exceptional Children,
1987- 1992

Secretary, Colorado Association for Persons with Severe Handicaps, 1987 – 1989

PROFESSIONAL SERVICE

University

School of Education Representative, University Child Care Advisory Board, University of North Carolina at Chapel Hill

Faculty Fellow Representative, Executive Council, Frank Porter Graham Child Development Research Institute, 2017-18

Member, School of Education Representative, Grants Support Committee, Frank Porter Graham Child Development Institute, 2016-17

Member, School of Education Representative, UNC-CH Faculty Council, 2014-2017

Member, School of Education Representative, Carolina Engagement Council, 2013- 2015

Advisory Member, Children's Health and Environmental Economics Research, University of North Carolina at Chapel Hill (2011-14)

UNC Faculty Engaged Scholar, Carolina Center for Public Service, 2010-2012

Member, School of Education Dean's Search Committee, 2007-08

Member, UNC Tomorrow Initiative, 2007-2011

CoChair, Professional Development Committee, First School, Frank Porter Graham Research Institute, 2005-2007

Member, Steering Committee, First School, Frank Porter Graham Research Institute, 2005 - 2007

Ethics Fellow, Ethics Program of the Institute for the Arts and Humanities, 2004-2005

Fellow, Frank Porter Graham Child Development Institute, 2000-Present

Team Member, Walking the Walk Faculty Institute, Frank Porter Graham Child Development Institute, 2001-2003

Search Committee, Director of Research and Development, Frank Porter Graham Child Care Center, 2002-2003

Promotion Review Committee, Division of Speech and Hearing Sciences, Medical School,

University of North Carolina at Chapel Hill, 1999

Advisory Board, Family Leadership Development Project, Frank Porter Graham Child Development Center, 1999- Present

Advisory Board, Individualizing Inclusion for Young Children Project, Frank Porter Graham Child Development Center, 1999 - Present

Member, Home Visiting Curriculum Committee, University of North Carolina at Chapel Hill, 1996 - 1998

Member, University Child Care Task Force, University of North Carolina at Chapel Hill, 1994- 1996

Member, Committee on Professional Development for New Academic Affairs Faculty, University of North Carolina at Chapel Hill, 1993-1994

Member, University of Colorado- Denver Faculty Assembly, 1992-1993

Member, University of Colorado- Denver Human Subjects Research Review Board, 1992-1993

Member, Socio-medical Ph.D Program Development Committee, University of Colorado -
Core Faculty, 1989- 1993

Member, Ethics and Scholarly Research Committee, University of Colorado-Denver, 1991-1993

Member, Ethics Research Group, School of Nursing, University of Colorado Health Sciences Center, 1991-1993

Member, Faculty to Faculty Conference Committee, University of Colorado-Denver, 1989 - 1991

School of Education

Member, Faculty Executive Council. 2018- Present

Member, Curriculum Committee, 2019- Present

Chair, Learning, Development, and Psychological Studies, School of Education, 2019 - Present

Coordinator, Applied Developmental Sciences and Special Education Ph.D. Specialization, 2016-2018

Cohort Leader/ Coordinator, Early Childhood Intervention and Family Support, Masters for Experienced Teachers

2012- Present

Member, Search Committee, Human Development and Family Studies Faculty Position, 2017

Co-Chair, Search Committee, Human Development and Family Studies Clinical Chair Position, 2017

Member, Special Education (K-12) Search Committee, 2012-2013; 2014-2015

Member, Early Childhood Search Committee, 2012-2013

Member, Post Tenure Review Committee, 2010- Present

Member, Core Undergraduate Curriculum for Teacher Education Committee and Master's Program for Experienced Teachers, 2010-12; 2013-14

Chair, Teaching and Learning, 2005- 2010

Director, Research Triangle Schools Partnership, 2006- 2010

Coordinator, Birth-Kindergarten Graduate and Undergraduate Programs, 2000- 2003

M. Ed. Program in Early Childhood Intervention and Family Support, 1993- 2008;
2009- 2012

B. A. Program in Child Development and Family Studies, 1996- 1998; 2000- 2003; 2013-
Present

Co-Chair, Special Education Search Committee, 2010-11

School of Education Research Director Search Committee, 2007-08

School of Education Assistant Dean for Finance and Administration Search Committee, 2007-08

Chair, Early Education Revisioning Committee, 2007- Present

Member, Teacher Leaders in Science and Mathematics, 2007- Present

Co-Chair, Search Committee for Joint Early Education Faculty Position with the Frank Porter Graham Research Institute, 2006-2007

Member, Advisory Committee, Research Triangle Schools Partnership, 2006-2007

Member, Search Committee for the Hussman Policy Chair Faculty Position, 2006-2007

Chair, Revision Committee for the Special Education General Curriculum Program, 2006-2007

Member, Committee on Curriculum and Instruction Program Revision, 2006-Present

Member, Curriculum Committee, Psychology and Human Development, 2006- Present

Member, Search Committee for Literacy Faculty Position, 2004-2005

Member, Planning Committee for School of Education Reorganization, 2004-2005

Member, Tenure Review Committee for Dan Boudah, 2004-2005

Teaching Evaluator, Cynthia Smith, 2005

Teaching Evaluator, Kate Gallagher, 2005

Teaching Evaluator, Jill Hamm, 2005

Birth – Kindergarten Representative, Professional Studies Division, 1998 –2003

Search Committee, Dean, School of Education

Search Committee Chair, Early Childhood Assistant Professor Position 2002-2003

Search Committee, Early Childhood Clinical Coordinator Position, 2002-2003

Search Committee, Early Childhood Assistant Professor Position, 2001-2002

Search Committee, Early Childhood Clinical Instructor Position, 2000 – 2001

Review Committee, Daniel Boudah, 2001

Faculty Advisory Council, 2001- 2003

Review Committee, Virginia Buysse, 2000

Post Tenure Review Committee, 1999 - 2001

Chair, M.Ed. Planning And Proposal Development Committee for
Birth-Kindergarten Programs, 1998- 2000

Member, School of Education M.Ed. Planning Committee, 1998 - 2000

Search Committee, William Friday Professorship, 1995-96; 1999-2000

Search Committee, Birth - Kindergarten Clinical Assistant Professorship, 1998- 1999

Member, School of Education Scholarship Committee, University of North Carolina at Chapel Hill,

1996 - Present

Member, School of Education Professional Development School Policy Board, University of North Carolina at Chapel Hill, 1996 - Present

Program Coordinator, Master's Program in Early Childhood Intervention and Family Support, School of Education, University of North Carolina - Chapel Hill, 1993- Present

Program Coordinator, Child Development and Family Studies Program, University of North Carolina - Chapel Hill, 1993-1996, 2000

Chair, School of Education Faculty Advisory Council, University of North Carolina - Chapel Hill, 1997- 1998

Vice Chair, School of Education Faculty Advisory Council, University of North Carolina - Chapel Hill, 1996-1997

Chair, Curriculum and Program Development, Child Development and Family Studies Undergraduate Program, University of North Carolina at Chapel Hill, 1993-1996

Member, School of Education Administrative Board, University of North Carolina - Chapel Hill, 1993 - 1995

Member, Science Education Search Committee, School of Education, University of North Carolina at Chapel Hill, 1995

Member, School of Education Fixed Term Faculty Committee, University of North Carolina at Chapel Hill, 1994

Member, School of Education Diversity Committee, University of Colorado-Denver

Member, School of Education Awards Committee, University of Colorado -Denver, 1992-1993, 1988-1989

Co-Chair, Early Childhood Special Education Search Committee, University of Colorado-Denver, Spring 1991

Member, Curriculum Committee 1990, School of Education, University of Colorado-Denver

Member, School of Education Faculty Retreat Committee 1988, University of Colorado-Denver

Member, Special Education Search Committee, Spring 1988, University of Colorado - Denver

Doctoral and Thesis Committees –

Chair, Doctoral Committee, Wonkyung Jang, Early Literacy and Language for Young Dual Language Learners, Teacher Education and Curriculum, School of Education, University of North Carolina at Chapel Hill, Expected Graduation May, 2022

Chair, Doctoral Committee, Jordan McNeill, Novice Teachers Use of Evidence Base Practices for Children and Youth with ASD, Applied Developmental Science and Special Education, School of Education, University of North Carolina at Chapel Hill, Expected Graduation May, 2021

Chair, Doctoral Committee, Tamira H. White, Post-Secondary Transition Needs and Supports for Young Adults with ASD and their Families, Applied Developmental Science and Special Education, School of Education, University of North Carolina at Chapel Hill, Expected Graduation December, 2020

Chair, Doctoral Committee, Toni Miguel, Coaching Preservice Early Childhood Teachers in Evidence-Based Practices for Promoting Young Children's Social-Emotional Competence, Teacher Education and Curriculum, School of Education, University of North Carolina at Chapel Hill, Graduated May, 2020.

Chair, Doctoral Committee, Shuting Zheng, Influential Factors of Preschoolers' Responses to TEACCH, LEAP and Non-Model-Specific Preschool Programs: A Secondary-data Analysis, Applied Developmental Science and Special Education, School of Education, University of North Carolina at Chapel Hill, Graduated May, 2019.

Chair, Doctoral Committee, Jessica Amsbary, Social Validity of Parent Mediated Interventions for Families with Young Children with ASD, Applied Developmental Science and Special Education, School of Education, University of North Carolina at Chapel Hill, Graduated May, 2019.

Chair, Doctoral Committee, Jennifer Strachan, Literacy Supports for Early Childhood Teachers in Prek and Kindergarten Classrooms, Applied Developmental Science and Special Education, School of Education, University of North Carolina at Chapel Hill, Graduated December, 2019.

Chair, Doctoral Committee, Jessica Page, Screening for Infants with ASD through EEGs, Applied Developmental Science and Special Education, School of Education, University of North Carolina at Chapel Hill, Graduated May, 2018.

Chair, Doctoral Committee, Hatice Ghulamani, Diversity Related Practice Dilemmas for Early Intervention Providers: Focus on Family Centered Supports, Applied Developmental Science and Special Education, School of Education, University of North Carolina at Chapel Hill, Graduated December 2017

Chair, Doctoral Committee, Meredith K. Jones, Father Involvement in Young Children's Early Schooling, Applied Developmental Science and Special Education, School of Education, University of North Carolina at Chapel Hill, Graduated May 2017

Chair, Doctoral Committee, Rebecca Payne Jordan, Early Literacy Interventions in Rural Schools in N. C..

Applied Developmental Science and Special Education, School of Education, University of North Carolina at Chapel Hill, Graduated May 2016

Chair, Thesis Committee, Xueyan Yang, Parental Experiences Raising a Child with Autism: Life Cycle Issues, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill, 2014

Chair, Thesis Committee, Katherine Robinson, Parental Goals and Strategies for Children with Autism: Perspectives of Diverse Families, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill, 2013

Chair, Doctoral Committee, Ritsa Mallous, Teacher Self Efficacy: Novice Teachers' Dilemmas and Problem-Solving Strategies. Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill, 2014

Chair, Doctoral Committee, Melissa Sreckovic, Peer Support Interventions for Adolescents with High Functioning Autism, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill, 2014-2015

Chair, Doctoral Committee, Amanda Bock, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Doctoral Committee, Ann Sam, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Doctoral Committee, Margaret Gillis, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill, 2008-2012

Chair, Doctoral Committee, Susan Kingsley, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill, 2008-2012

Chair, Doctoral Committee, Siobhan Colgan, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Doctoral Committee, Dwight Irvin, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Thesis Committee, Jenna Caron, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Thesis Committee, Amanda Plummer, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Member, Dissertation Committee, Adrienne Miao, Occupational Sciences, Division of Allied Health, University of North Carolina at Chapel Hill

Member, Dissertation Committee, Joy Diamond, Speech and Hearing Sciences, Division of Allied Health, University of North Carolina at Chapel Hill

Member, Dissertation Committee, Betsy Humphries, School of Education, University of North Carolina at Chapel Hill

Member, Dissertation Committee, Cathleen O-Donoghue, School Psychology Program, School of Education, University of North Carolina at Chapel Hill

Member, Dissertation Committee, Lee Boyd, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Member, Dissertation Committee, Nadya Panscofar, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Member, Dissertation Committee, Marnie Ginsberg, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Member, Dissertation Committee, Kelly Mayer, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Dissertation Committee, Chih Ing Lim, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Member, Dissertation Committee, Heidi Hollingsworth, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Doctoral Committee, Siobhan Colgan, Early Childhood, Families, and Literacy Program, University of North Carolina at Chapel Hill

Chair, Doctoral Committee, Rachelle Rozycki, Early Childhood, Families, and Literacy Program, University of North Carolina at Chapel Hill

Member, Thesis Committee, Maria Bundy, Early Childhood, Families, and Literacy Program, University of North Carolina at Chapel Hill

Chair, Thesis Committee, Suzanne Mira Knippel, Early Childhood, Families and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Thesis Committee, Chih Ing Lim, Early Childhood, Families and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Member, Thesis Committee, Nadya Panscofar, Early Childhood, Families and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Doctoral Committee, Heidi Hollingsworth, Early Childhood, Families and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Doctoral Committee, Jennifer Neitzel, Early Childhood, Families and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Member, Doctoral Committee, Kristen Greene, Early Childhood, Families and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Member, Doctoral Committee, Kenneth Poon, Early Childhood, Families and Literacy Program, School of Education, University of North Carolina at Chapel Hill

Chair, Doctoral Committee, Peggy Freund, Early Childhood, Families and Literacy Program, School of Education, University of North Carolina- Chapel Hill

Member, Doctoral Committee, Karen Sparkman, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina- Chapel Hill

Member, Doctoral Committee, Cassie Danko, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina –Chapel Hill

Member, Doctoral Committee, Patrice Neal, Early Childhood, Families, and Literacy Program, School of Education, University of North Carolina-Chapel Hill

Member, Thesis Committee, Cindy Squires, School Psychology Program, School of Education, University of North Carolina - Chapel Hill

Member, Thesis Committee, Molly Murphy, School Psychology Program, School of Education, University of North Carolina - Chapel Hill

Chair, Doctoral Committee, Nicole Ament, School of Education, University of North Carolina -Chapel Hill, 1996- 2000

Chair, Doctoral Committee, Heather Whiteford-Erba, School of Education, University of North Carolina - Chapel Hill, 1997 - 2001

Chair, Doctoral Committee, Laurie Selz, School of Education, University of North Carolina – Chapel Hill, 1996 - 2000

Member, Doctoral Committee, Holly Greenwood, School of Education, University of North Carolina-Chapel Hill, 1998 - 2001

Member, Doctoral Committee, Debbie Rheinartsen, School of Education, University of North Carolina-Chapel Hill, 1998 - 2001

Member, Doctoral Committee, Patricia Rodriquez, School of Education, University of North Carolina- Chapel Hill, 1997 - 2003

Member, Doctoral Committee, Anita Scarborough, School of Education, University of North Carolina - Chapel Hill, 1998 - 2004

Member, Doctoral Committee, Constance Blow, School of Education, University of North Carolina - Chapel Hill, 1996 - Present

Member, Doctoral Committee, Darla Swann, School of Education, University of North Carolina - Chapel Hill, 1997- 1999

Member, Doctoral Committee, Jane Roberts, School of Education, University of North Carolina-Chapel Hill, 1996- 1999

Member, Doctoral Committee, Amy Dodds, School of Education, University of North Carolina - Chapel Hill, 1995 - 1998

Member, Doctoral Committee, Henry Lister, School of Education, University of North Carolina - Chapel Hill, 1995 -1998

Member, Dissertation Committee for Tracy Kovach, 1993 - 1995,
Beginning Stages of Augmentative Communication Skill Development in Young Children,
Division of Speech and Communication Disorders, University of Colorado - Boulder

Member, Dissertation Committee for Suzanne Downing, 1991-1992,
Application of NAEYC's Developmentally Appropriate Practice Guidelines in Early
Childhood Classrooms, School of Education, University of Colorado - Denver

Member, Dissertation Committee for Arthur Hogling, 1990-93,
Ethical Decision-Making Persons with Handicaps,
University of Colorado Graduate School of Public Affairs

Member, Dissertation Committee for Pam Knight, 1989-90,
Research-Based Models and Strategies in Low Socioeconomic Kindergartens, School of Education,
University of Colorado - Denver

Member, Dissertation Committee for Nancy Flaming, 1989,
Students' Activities During Off-Track Vacation Periods in a Year-Round School,
School of Education, University of Colorado - Denver