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EDUCATION

Doctor of Philosophy (Special Education), 1984
 University of Illinois at Urbana-Champaign
 Graduate Assistantship Recipient
 Areas of emphasis: Education of students with moderate and severe disabilities,
 transition/employment preparation, applied behavior analysis, self-determination

Master of Science (Special Education), 1976
 Western Oregon University, Monmouth, Oregon
 Graduate Fellowship Recipient

Master of Arts (English), 1971
 University of Rochester, Rochester, New York
 New York State Scholar Incentive Award Recipient

Bachelor of Arts (English), 1969
 City College of New York, New York, New York
 New York State Regents Scholarship Recipient

RECOGNITION/AWARDS

Director, TASH Research Colloquium on State of the Science Services and Supports,
 2016
 TASH 2015 Distinguished Service as Editor Award
 Outstanding Research and Scholarship Award, College of Education, University of
 Wyoming, 2015.
 College of Education Service Award, 2015
 Selected as Fulbright Specialist, 2014-2019.
 Selected as member/consultant of/for the panel, National Goals on Research, Practice,
 and Policy (Education Committee), by the American Association of Intellectual and
 Developmental Disabilities and U. S. Department of Education, 2015.

Appointed Editor-in-Chief, *Research and Practice for Persons with Severe Disabilities*, (2008-2011; Reappointed 2011-2015).

Appointed TASH National Board of Directors, 2007-present

Outstanding Research and Scholarship Award, University of Wyoming, 2007.

Certificate of Distinguished Accomplishment, State of Arkansas, signed by Governor Mike Bebe, February, 2007.

Outstanding Research Award, Council for Exceptional Children, Division on Developmental Disabilities, 2006.

Donald McKay Outstanding Faculty Research Award, University of Northern Iowa, 2005

Thomas Haring Research Award, TASH, 2002

Selected as Outstanding Professor by doctoral students, Ohio State University, 2002

Appointed Fine Foundation Fellow and Member of Iowa Academy of Education, 2000

JASH Distinguished Reviewer of 1999

Self-Determined Learning Model selected by National Transition Alliance as a Model Program, 1999

Invited speaker, Distinguished Professors Lecture Series, University of Northern Iowa, October, 1998

Distinguished Service (15 years), Utah State University, 1998

Multicultural Affairs Service Recognition, Office of Multicultural Student Affairs, Utah State University, 1994

Fulbright Scholar, Czechoslovakia, 1991-92. Council for International Exchange of Scholars, United States Information Agency, Washington, DC.

Outstanding poster presentation, Association for Behavior Analysis Conference, Nashville, 1987

List of Teachers Ranked as Excellent by their Students in an Introduction to Special Education course, Exceptional Children, University of Illinois, 1982

Outstanding poster presentation, Association for Behavior Analysis Conference, Milwaukee, 1982

RECENT PROFESSIONAL EXPERIENCE (HIGHER EDUCATION)

8/10-present Professor, Department of Professional Studies (Special Education Program), University of Wyoming. Have served on WIND (University Center on Excellence in Developmental Disabilities) Advisory Committee, WIND Think College Committee, WIND Director Search Committee, WIND Disability Studies Advisory Committee, Director, Research Symposium Committee, UW Accessibility Committee. Formal mentor to three junior faculty members. TASH Conference Committee, TASH Connections Editor Search Committee, TASH Publications Committee, TASH Publishers Search Committee, TASH Facilitated Communication Task Force.

8/05-7/09 Professor and Department Head, Department of Special Education, University of Wyoming. Have served on WIND (University Center on Excellence in Developmental Disabilities) Advisory Committee, WIND Think College Committee, WIND Disability Studies Advisory Committee, WIND Director Search Committee, WIND Faculty Search

Committee, College of Education (CoEd) Dean Search Committee, CoEd Department Heads Committee, CoEd Diversity Committee, CoEd Endowed Chair Search Committee, CoEd Mentoring Committee, CoEd Leadership Committee, CoEd Faculty Graduate Committee

5/06 Visiting Professor, Saratov University, Saratov, Russia

5/00-5/05 Visiting Professor, Herzen University, St. Petersburg, Russia

8/99-8/05 Professor and Interim Department Head, University of Northern Iowa. Coordinator, Severe/Profound Endorsement Program. Chair, Practicum Review Committee. Chair, Post-Bachelors Certification-Only Program. Department Representative, Faculty Scholarship Award Committee. Department Representative, Rank and Tenure Review Committee. Department Representative, Graduate Curriculum Committee. Chair, Severe Disabilities Search Committee. Chair, Visual Impairments Search Committee. Faculty Representative, Iowa Alternate Assessment Task Force.

2/98-99 Adjunct Professor, University of Alaska, Anchorage (invited to teach special class on self-determination); Adjunct Professor, University of Utah, Salt Lake City.

6/94-7/99 Professor, Department of Special Education and Rehabilitation, Utah State University.

3/92-6/94 Associate Professor, Department of Special Education, Utah State University. (See below)

10/91-2/92 Fulbright Scholar, Charles University, Prague, Czechoslovakia; also taught at Palacky University, Olomouc. Taught classes on the education of students with intellectual and physical disabilities, integration, applied behavior analysis, cognitive psychology, and speech therapy. (On leave from Utah State University)

4/89-9/91 Associate Professor, Department of Special Education, Utah State University. Chair, Severe Disabilities Program. Taught: Sp.Ed. 570: Introduction to Severe Disabilities; Sp.Ed. 581: Assessment of Students for Transition and Vocational Programs; Sp.Ed. 580: Transition Programming; Sp.Ed. 582: Teaching Vocational Skills to Persons with Disabilities; Sp.Ed. 681: Strategies and Tactics of Human Behavioral Research; Sp.Ed. 670: Systematic Evaluation of Individual Performance; and Sp.Ed. 519: Practicum Supervision. Responsible for the development and coordination of the severe disabilities and transition programs. Served on nine doctoral and 30 master's committees. Director, "Current Practices in Educating Students with Severe Disabilities" conference (1990-1993). Member, Severe Disabilities Personnel Preparation Program. Member, Undergraduate Curriculum Committee. Member, Master's Review Committee. Member, Master's Admissions Committee. Member, Doctoral Committee. Director, Special Education Workshop, "Facilitating the transition of mentally retarded youth from school to work" (Sp.Ed. 656). Chair, Northern Utah Transition Team (1986-90). Member,

Publication Editorial Board. President, Utah Association for Persons with Severe Handicaps Chapter. Chair, Associate Dean of Research Services Evaluation Committee. Resource Team, Utah State Office of Education Systems Change Project. Department representative, Faculty Senate. Coordinator, Northwest Accreditation Review Team.

9/84-4/89 Assistant Professor, Department of Special Education, Utah State University. Taught Sp.Ed. 670: Systematic Evaluation of Individual Performance, Sp.Ed. 580: Transition Programming, Sp.Ed. 681: Strategies and Tactics of Human Behavioral Research, Sp.Ed. 581: Vocational Assessment, Sp.Ed. 572: Achieving Transition Goals, Sp.Ed. 301: Education of Exceptional Children, and Sp.Ed. 519: Practicum. Member, Department Cross-categorical Curriculum Committee. Member, Special Education Instructional Materials Center Planning Committee. Member, Severe Disabilities Personnel Preparation Program.

11/82-8/84 Research Associate, Social Protocol Research and Training Project, Developmental Center for Handicapped Persons, Utah State University. Responsible for the development and coordination of research efforts addressing social skills training. Taught independent study class on assessment of adaptive behavior (Sp.Ed. 645).

1981-1982 Teaching Assistant, Department of Special Education, University of Illinois at Urbana-Champaign. Taught an undergraduate introduction to special education class entitled Exceptional Children (Fall, 1982; Summer, 1982). Responsible for the practicum supervision of five undergraduate and one graduate student who served students with moderate and severe disabilities (Spring, 1982).

1980-1981 Teaching Assistant, Department of Special Education, University of Illinois. Responsible for practicum supervision of two graduate students placed in school and community training programs (Fall, 1981). Taught a graduate level class entitled Community Integration (Summer, 1981). Supervised practicum students working with pupils with moderate and severe needs at the intermediate level (Spring, 1981). Co-taught a graduate level class, Methods in Adolescent/Adult Vocational Training.

9/79-8/80 Lecturer, Central Washington University, Ellensburg. Taught a variety of special education classes: Introduction to Special Education, Diagnosis and Assessment of Handicapped Students, Direct Instruction, P.L. 94-142, and Parent Counseling. Served as Director of the Preservice Center, an instructional materials center; faculty advisor; Central Washington University Special Education Conference Planning Committee; and faculty advisor, SCEC newsletter.

PROFESSIONAL EXPERIENCE (PUBLIC SCHOOL AND COMMUNITY)

9/76-8/79 High school teacher of students with moderate and severe disabilities, Corvallis, Oregon. Responsible for program development, staff training, in-service, curriculum development, and skills training. Served as Corvallis School Representative to Benton County Developmental Disabilities Council, 1979; Chairperson, Benton County

DD Council Coordinated Curriculum Committee, 1979; Board of Directors, Bonney Work Activity Center, 1977-79; Corvallis Representative, Linn-Benton ESD Regional Skills Contest Planning Committee, 1977; and advisor, Crescent Valley High School.

2/76-6/76 Instructor/Consultant for Head Start Program, Salem, Oregon. Developed and implemented instructional and behavior management programs for children in the program with emotional and learning needs.

2/71-6/71 Instructor (substitute) and Administrative Assistant, Basic Writing Program, Department of English, City College of New York. Program served students with cultural disadvantages and mild through moderate learning needs. Responsible for the development of a proficiency examination for students in the program. Taught, tutored, and administered basic writing and communication skills programs.

ADDITIONAL EDUCATIONAL EXPERIENCE

2005-present Professional Ski Instructor, Snowy Range Ski Resort, Centennial, Wyoming (Levels I and II Certification, Professional Ski Instructors of America); Winter Park Ski Resort, Winter Park, Colorado (2008-2009); Sundown Ski Area, Dubuque, Iowa (2000-2005).

EDITOR-IN-CHIEF

Research and Practice for Persons with Severe Disabilities (2008-2010; reappointed, 2011- 2015)

Co-editor-in-chief with Michael Wehmeyer, *American Association on Mental Retardation Research to Practice Series* (1992-1999)

ASSOCIATE EDITOR

Research and Practice for Persons with Severe Disabilities (formerly *Journal of the Association for Persons with Severe Handicaps*) (2002-2008)

EDITORIAL BOARD

Research and Practice for Persons with Severe Disabilities (2015-present)

Journal of Vocational Rehabilitation (2011-present)

Education and Training in Autism and Developmental Disabilities (formerly *Education and Training in Mental Retardation*) (1986-present)

Research in Developmental Disabilities (formerly *Applied Research in Mental Retardation*) (1981-2009)

Journal of the Association for Persons with Severe Handicaps (1984-1990; 1996-2002)

Career Development for Exceptional Individuals (1998-2001)

INVITED GUEST EDITOR-In-CHIEF

Research and Practice for Persons with Severe Disabilities (2017) (formerly JASH); co-edited special issue on evidence-based practices with Drs. George Singer and Fred Spooner.

Research and Practice for Persons with Severe Disabilities 2005 (formerly JASH); edited second special issue on Self-Determination with Dr. Carolyn Hughes).

American Association on Mental Retardation *Innovations Research-to-Practice Series* (2000-present; co-editor-in-chief-with Dr. Michael Wehmeyer).

Journal of Vocational Rehabilitation (1995; edited special issue on work safety).

Journal of the Association for Persons with Severe Handicaps (1998; edited special issue on self-determination with Dr. Carolyn Hughes).

GUEST REVIEWER

Advances in Neurodevelopmental Disorders

Intellectual and Developmental Disabilities

International Journal of Inclusive Education

Behavior Analysis in Practice

Remedial and Special Education

Journal of Special Education

Exceptional Children (1984-present)

Journal of Special Education Technology

Education and Treatment of Children

Journal of Applied Behavior Analysis

Journal of the Association for Persons with Severe Handicaps

American Journal on Mental Retardation

Journal of Behavioral Education

Behaviorology (1993-1998)

Journal of Research in Rural Education

Rural Educator

MEMBERSHIPS

The Association for Persons with Severe Handicaps (1976-present)

American Association on Mental Retardation (1980-present)

Council for Exceptional Children (1974-present)

Association for Behavior Analysis (1981-present)

Utah Association for Rehabilitation Facilities (1987-1999)

The Arc (1998-2004)

RECENT PUBLICATIONS

Books

Agran, M., Spooner, F., & Ryndak, D. (2015). *TASH: 40 Years of progressive leadership*. Virginia Beach, VA: Donning Publishers.

Agran, M., Brown, F., Hughes, C., Quirk, C., & Ryndak, D. (2013). *Equity and full participation for individuals with severe disabilities: A vision for the future*. Baltimore: Paul H. Brookes.

Mithaug, D.E., Mithaug, D.K., Agran, M., Wehmeyer, M., & Martin, J.E. (2007). *Self-instruction pedagogy for self-directed learners*. Springfield, Illinois: Charles C. Thomas.

Wehmeyer, M., Agran, M., Hughes, C., Palmer, S., Mithaug, D., & Martin, J. (2007). *Promoting self-determination and student-directed learning for students with intellectual and developmental disabilities*. New York: Guilford.

Wehmeyer, M., & Agran, M. (2005). *Mental retardation and intellectual disabilities: Teaching students using innovative and research-based strategies*. Boston, MA: Merrill Prentice Hall.

Agran, M., King-Sears, M., Wehmeyer, M., & Copeland, S. (2003). *Teacher's guide to inclusive practice: Student-directed learning*. Baltimore: Paul H. Brookes.

Mithaug, D. E., Mithaug, D. K., Agran, M., Martin, J., & Wehmeyer, M. (2003). *Self-determined learning theory: Construction, verification, and evaluation*. Mahwah, NJ: Lawrence Erlbaum.

Agran, M., & Wehmeyer, M. (1999). *Teaching problem solving to students with mental retardation*. Washington, DC: American Association on Mental Retardation. (Note: Translated into Italian and published as *Insegnare a risolvere I problem* by Vannini Editoria Scientifica.)

Wehmeyer, M., Agran, M., & Hughes, C. (1997). *Teaching self-determination skills to students with disabilities: Basic skills for successful transition*. Baltimore: Paul H. Brookes.

Agran, M. (Ed.). (1997). *Student-directed learning: Teaching self-determination skills*. Pacific Grove, CA: Brooks/Cole.

Agran, M., Marchand-Martella, N. E., & Martella, R. C. (Eds.). (1994). *Promoting health and safety: Skills for independent living*. Baltimore, MD: Paul H. Brookes.

Agran, M., & Moore, S. (1994). *How to teach self-instruction of job skills*. Washington, DC: American Association on Mental Retardation.

Mithaug, D. E., Martin, J. E., Husch, J. V., Rusch, F. R., & Agran, M. (1988). *When will persons in supported employment need less support?* Colorado Springs, CO: Ascent Publications.

Mithaug, D. E., Martin, J. E., Agran, M., & Rusch, F. R. (1988). *Why special education graduates fail*. Colorado Springs, CO: Ascent Publications.

Chapters

Wehmeyer, M.L., Shogren, K.A., Kurth, J.A., Morningstar, M.E., Kozleski, E.B., Agran, M., Jackson, L., Jameson, J.M., McDonnell, J., & Ryndak, D.L. (2016). Including students with extensive and pervasive support needs. In J.P Bakken & F. Obiakor (Eds.), *Advances in special education (Volume 31): General and special education inclusion in an age of change (pp.129-155)*. London, UK: Emerald Group Publishing.

Thoma, C., Browder, D., Lemons, C., Thurlow, M., Morningstar, M., Agran, M., Goode, T., Carlson, D., Lowery, A., Scott, L., Terpstra, J., Johnson, D., & Thompson, J. (2016). Education of students with intellectual and developmental disabilities. In C. Thoma (Ed.), *Critical issues in intellectual and developmental disabilities: Contemporary research, practice, and policy*. Washington, D.C.: American Association on Intellectual and Developmental Disabilities.

Agran, M., Spooner, F., & Brown, F. (2015). Research and values: An inextricable relationship. In M. Agran, F. Spooner, K. Gee, & B. Trader (Eds.), *TASH: 40 years of progressive leadership* (pp. 50-57). Virginia Beach, VA: Donning Publishers.

Agran, M. (2014). Strategies for promoting self-management. In F. Brown, J. Anderson, and R. DePry (Eds.), *Individual positive behavior supports: A standards-based guide to practices in school and community-based settings* (pp. 333-346). Baltimore: Paul H. Brookes.

Agran, M. (2014). *Foreword* (Invited). In D. Browder and F. Spooner (Eds.), *More language arts, math, and science for students with severe disabilities*. Baltimore: Paul H. Brookes.

Hughes, C., & Agran, M. (2014). Daily living skills. In C. Reynolds, K. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: a reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th edition). Hoboken, NJ: Wiley.

Agran, M., & Spooner, F. (2014). *Severe disabilities bibliography*. New York: Oxford Press.

- Agran, M., & Martin, J.E. (2014 {2nd Edition}). Self-determination: Enhancing competence and independence. In K. Storey & P. Bates (Eds.), *The road ahead: Transition to adult life for persons with disabilities* (pp. 189-214). St. Augustine: Training Resource Network.
- Agran, M., & Hughes, C. (2013). Choice making and self-directed strategies. In M. Agran, F. Brown, C. Hughes, C. Quirk, & D. Ryndak (Eds.), *Equity and full participation for individuals with severe disabilities: A vision for the future* (pp. 75-97). Baltimore: Paul H. Brookes.
- Agran, M. (2011). Health and safety. In P. Wehman & J. Kregel (Eds.), *Teaching independent living skills* (3rd edition, pp. 283-308). Austin, TX: Pro-Ed.
- Agran, M., & Wehmeyer, M. (2010). Promoting self-regulated learning. In A. Mourad & J. de la Fuente Arias (Eds.), *International perspectives on applying self-regulated learning in different settings*. New York: Peter Lang Publishing.
- Wehmeyer, M., Agran, M., Mithaug, D., Martin, J., & Palmer, S. (2010). Promoting self-determined learning. In A. Mourad & J. de la Fuente Arias (Eds.), *International perspectives on applying self-regulated learning in different settings*. New York: Peter Lang Publishing.
- Agran, M., & Martin, J.E. (2008). Self-determination: Enhancing competence and independence. In K. Storey & P. Bates (Eds.), *The road ahead: Transition to adult life for persons with disabilities* (pp. 189-214). St. Augustine: Training Resource Network.
- Agran, M. Spooner, F., & Lynn-Zakas, T. (2008). Health and safety skills. In T. Oakland & P. Harrison (Eds.), *Adaptive behavior assessment system-II: Clinical use and interpretation* (pp. 137-157). Atlanta: Elsevier
- Agran, M., & Wehmeyer, M. (2007). Person-centered career planning. In F. R. Rusch (Ed.), *Beyond high school: Preparing adolescents for tomorrow's challenges* (pp. 55-77). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Wehmeyer, M., & Agran, M. (2006). Promoting access to the general curriculum for students with significant cognitive disabilities In D. Browder & F. Spooner (Eds.), *Teaching reading, math, and science to students with significant cognitive disabilities* (pp. 15-37) . Baltimore: Paul H. Brookes.
- Agran, M., & Wehmeyer, M. (2006). Child self-regulation. In M. Hersen (Ed.), *Clinical handbook of behavioral assessment* (pp. 181-199). San Diego: Elsevier Scientific.
- Agran, M., & Wehmeyer, M. (2005). Teaching problem solving to students with severe disabilities (pp. 1-13). In M. Wehmeyer & M. Agran (Ed.), *Empirically-validated*

strategies for teaching students with mental retardation and intellectual disabilities. Upper Saddle River, New Jersey: Merrill.

Agran, M. (2004). Health and safety. In P. Wehman & J. Kregel (Eds.), *Teaching independent living skills* (2nd edition, pp. 283-308). Austin, TX: Pro-Ed.

Agran, M., & Alper, S. (2004). Academic training. In J. L. Matson & M. L. Matson (Eds.), *Behavior modification for persons with developmental disabilities: Empirically-supported treatments* (pp. 291-339). Kingston, NY: National Association for the Dually Diagnosed.

Agran, M., & Wehmeyer, M. (2003). Self-determination. In D. Ryndak & S. Alper (Eds.), *Curriculum and instruction for students with significant disabilities in inclusive settings* (pp. 259-276). Needham Heights, Mass: Allyn and Bacon.

Mithaug, D. E., Mithaug, D. K., Agran, M., Martin, J. E., & Wehmeyer, M. L. (2003). The credibility and worth of self-determined learning theory. In D. E. Mithaug, D. K. Mithaug, M. Agran, J. E. Martin, & M. L. Wehmeyer (Eds.), *Self-determined learning theory: Construction, verification, and evaluation* (pp. 223-245). Mahwah, NJ: Lawrence Erlbaum Associates.

Mithaug, D. E., Mithaug, D. K., Agran, M., Martin, J. E., & Wehmeyer, M. L. (2003). How adjustment affects learning. In D. E. Mithaug, D. K. Mithaug, M. Agran, J. E. Martin, & M. L. Wehmeyer (Eds.), *Self-determined learning theory: Construction, verification and evaluation* (pp. 37-58). Mahwah, NJ: Lawrence Erlbaum Associates.

Mithaug, D. E., Mithaug, D. K., Agran, M., Martin, J. E., & Wehmeyer, M. L. (2003). Understanding the engagement problem. In D.E. Mithaug, D. K. Mithaug, M. Agran, J. E. Martin, & M. L. Wehmeyer (Eds.), *Self-determined learning theory: Construction, verification, and evaluation* (pp. 3-18). Mahwah, NJ: Lawrence Erlbaum Associates.

Mithaug, D. E., Mithaug, D. K., Agran, M., Martin, J. E., & Wehmeyer, M. L. (2003). How engagement affects adjustment. In D. E. Mithaug, D. K. Mithaug, M. Agran, J. E. Martin, & M. L. Wehmeyer (Eds.), *Self-determined learning theory: Construction, verification, and evaluation* (pp. 19-36). Mahwah, NJ: Lawrence Erlbaum Associates.

Wehmeyer, M. L., Agran, M., Palmer, S. B., Martin, J. E., & Mithaug, D. E. (2003). The effects of problem-solving instruction on the self-determined learning of secondary students with disabilities self-determined learning theory. In M. L. Wehmeyer, M. Agran, S. B. Palmer, J. E. Martin, & D. E. Mithaug (Eds.), *Self-determined learning theory: Construction, verification, and evaluation* (pp. 158-171). Mahwah, NJ: Lawrence Erlbaum Associates.

Agran, M., & Kiefer-O'Donnell, R. (2001). Utah Consortium Project to prepare teachers of students with severe disabilities. In B. Ludlow & F. Spooner (Eds.), *Distance*

education applications in teacher education in special education (p.173). Reston, VA: Council for Exceptional Children.

Agran, M. (1998). Student self-evaluation techniques: Students as decision makers in program evaluation. In M. Wehmeyer & D. J. Sands (Eds.), *Making it happen: Student involvement in educational planning* (pp. 355-379). Baltimore: Paul H. Brookes.

Mithaug, D. E., Wehmeyer, M., Agran, M., Martin, J. E., & Palmer, S. (1998). The self-determined learning model of teaching: Engaging students to solve their learning problems. In M. Wehmeyer & D. J. Sands (Eds.), *Making it happen: Student involvement in educational planning* (pp. 299-328). Baltimore: Paul H. Brookes.

Agran, M. (1997). Health and safety. In P. Wehman & J. Kregel (Eds.), *Teaching independent living skills* (pp. 283-308). Austin, TX: Pro-Ed.

Agran, M. (1995). Self-management. In J. McDonnell, C. Mathot-Buckner, & B. Ferguson (Eds.), *Transition programs for students with moderate/severe disabilities* (pp. 212-237). Pacific Grove, CA: Brooks/Cole.

Martella, R. C., & Agran, M. (1994). Safety skills on the job. In M. Agran, N. E. Marchand-Martella, & R. C. Martella (Eds.), *Promoting health and safety: Skills for independent living* (pp. 121-134). Baltimore: Paul H. Brookes.

Martella, R. C., Marchand-Martella, N. E., & Agran, M. (1994). Effective behavioral-instructional strategies. In M. Agran, N. E. Marchand-Martella, & R. C. Martella (Eds.), *Promoting health and safety skills: Skills for independent living*. Baltimore, MD: Paul H. Brookes.

Agran, M., Test, D., & Martin, J. E. (1994). Employment preparation of students with severe handicaps. In E. Cipani & F. Spooner (Eds.), *Curricular and instructional approaches for persons with severe handicaps* (pp. 184-212). Boston: Allyn and Bacon.

Agran, M., & Martella, R. (1991). Teaching self-instructional skills to persons with mental retardation: A descriptive and experimental analysis. In M. Hersen, R. M. Eisler, & P. M. Miller (Eds.), *Progress in behavior modification* (pp. 36-55). Newbury Park: Sage.

Martin, J. E., Mithaug, D. E., & Agran, M. (1990). Consumer-centered transition programming. In J. Matson (Ed.), *Handbook of behavioral modification for persons with mental retardation* (pp. 357-389). New York: Plenum.

Martin, J. E., & Agran, M. (1988). Pharmacotherapy. In J. L. Matson (Ed.), *Handbook of treatment approaches in childhood psychopathology* (pp. 119-133). New York: Plenum.

Agran, M., & Martin, J. E. (1987). Applying a technology of self-control in community environments for mentally retarded individuals. In M. Hersen, R. M. Eisler, & P. M. Miller (Eds.), *Progress in behavior modification* (pp. 108-151). Beverly Hills: Sage.

Agran, M., & Moore, S. (1987). Transitional programming: Suggesting an adaptability model. In S. E. Breuning & R. A. Gable (Eds.), *Advances in mental retardation and developmental disabilities* (pp. 179-208). Greenwich, CT: JAI.

Agran, M. (1986). Observational reporting of work behavior. In F. R. Rusch (Ed.), *Competitive employment issues and strategies* (pp. 141-152). Baltimore: Paul H. Brookes.

Agran, M. (1986). Analysis of work behavior. In F. R. Rusch (Ed.), *Competitive employment issues and strategies* (pp. 153-164). Baltimore: Paul H. Brookes.

Refereed Journal Articles

Agran, M., Singer, G., & Spooner, F. (2017). Evidence-based practices: The complexities of implementation. *Research and Practices for Persons with Severe Disabilities, 42, 3-7*

Singer, G., Agran, M. & Spooner, F. (2017). Evidence based and values based practice for people with severe disabilities. *Research and Practices for Persons with Severe Disabilities, 42, 62-72*

Agran, M., Wojcik, A., Cain, I., Thoma, C., Achola, E., Austin, K., Nixon, C., & Tamura, R. (2017). Participation of students with intellectual and developmental disabilities in extracurricular activities. *Education and Training in Autism and Developmental Disabilities, 52, 3-12.*

Agran, M., Andren-Kirche, K.A., & MacLean, W. (2016). "My voice counts, too": Voting participation among individuals with intellectual disability. *Intellectual and Developmental Disabilities, 54, 285-294.*

Agran, M., Hughes, C., Thoma, C., & Scott, L. (2016). *Employment social skills: What skills are really valued? Career Development and Transition for Exceptional Individuals, 39, 111-120.*

Thoma, C., Agran, M, & Scott.L. (2016). Transition to adult life for students who are black and have disabilities: What do we know and what do we need to know? *Journal of Vocational Rehabilitation, 45, 149-158.*

Agran, M. (2015). Farewell and parting comments. *Research and Practice for Persons with Severe Disabilities, 40, 99-100.*

- Agran, M., MacLean, W., & Kitchen, K. (2015). "I never thought about it": Teaching people with intellectual disability to vote. *Education and Training in Autism and Developmental Disabilities, 50*, 388-396.
- Agran, M., & Brown, F. (2015). *Self-determined behavior change: The need for capacity, opportunity, and support. Developmental Neurorehabilitation, 19*, 1-5
- Agran, M. (2014). Facilitated communication: A house divided. *Research and Practice for Persons with Severe Disabilities, 39*, 175-178.
- Agran, M., & Hughes, C. (2013). "You can't vote—you're mentally incompetent": Denying democracy to people with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 38*, 58-62.
- Hughes, C., Cosgriff, J., Agran, M., & Washington, B. (2013). A preliminary investigation of the role of participation in inclusive settings in promoting student self-determination. *Education and Training in Autism and Developmental Disabilities, 48*, 3-17.
- Counsell, S. & Agran, M. (2012). Understanding the Special Olympics debate from lifeworld and systems perspectives: Moving beyond the liberal egalitarian view toward empowered recreational living. *Journal of Disability Policy Studies, 23* (2), 1-12.
- Agran, M., Krupp, M., Spooner, F., & Zakas, T. (2012). Asking students about importance of safety skills instruction: A preliminary analysis of what they think is important. *Research and Practice for Persons with Severe Disabilities, 37*,
- Agran, M. (2011-2012). Promoting literacy instruction for people with severe disabilities: Achieving and realizing a literate identity. *Research and Practice for Persons with Severe Disabilities, 36* (#3-4), 89-91
- Agran, M., & Krupp, M. (2011). Providing choice making in employment programs: The beginning or end of self-determination? *Education and Training in Autism and Developmental Disabilities, 45*, 565-575.
- Agran, M., Storey, K., & Krupp, M. (2010). Choosing and choice making are not the same: Asking "what do you want for lunch?" is not self-determination. *Journal of Vocational Rehabilitation, 33* (2), 77-88.
- Agran, M., & Krupp, M. (2010). A preliminary investigation of parents' opinions about safety skills instruction: An apparent discrepancy between importance and expectation. *Education and Training in Autism and Developmental Disabilities, 45*, 303-311.
- Agran, M., Wehmeyer, W., Cavin, M., & Palmer, S. (2010). Promoting active engagement in the general education classroom and access to the general education

curriculum for students with cognitive disabilities. *Education and Training in Developmental Disabilities, 45*, 163-174.

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Agran, M., Martin, J. E., Mithaug, D. E., & Salzberg, C. L. (1988). *Transitional assessment and curriculum guide*. Logan: Utah State University, Department of Special Education.

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Agran, M., & Romer, L. (1978). Vocational programming for the severely handicapped: Facilitating the transition from school to community placement. In S. Wapnick & C. Scanlon (Eds.), *Toward least restrictive environment*. Portland, OR: EDNICK Communications.

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FUNDED GRANTS

University of Wyoming International Education Program, 2013, \$500.

University of Wyoming Alumni Association Faculty Growth Award, 2009, \$500.

"Wyoming State Professional Development Grant." U.S. Department of Education. 2006-2011, \$2, 500, 000 (\$675, 000 subcontract to the University of Wyoming).

"Determining the Status of Instruction for Students with Deaf-Blindness and Severe Multiple Disabilities—Phase II." Iowa Board of Education, 2006-2008, \$55, 200.

"Determining the Status of Instruction for Students with Deaf-Blindness and Severe Multiple Disabilities." Iowa Board of Education, 2004-2005, \$29, 100.

"Teaching Resilience via Self-Determination and Attribution Training." (Co-principal investigator with Patricia Crawford, University of Northern Iowa). University of Northern Iowa Scholarly Activity Seed Grant, 2002, \$3,387.

"Teaching Students with Significant Disabilities to Problem Solve." (Co-principal investigator with Michael Cavin, University of Northern Iowa) 2000, \$2,075.

"Using the Self-Determined Learning Model to Access the General Curriculum." (Co-principal investigator with Michael Wehmeyer). U.S. Department of Education, 1999-2003, \$894,472.

"The Utah Consortium Project for Low-Incidence Faculty and Teachers (UPLIFT)." (Co-principal investigator with Richard Kiefer-O'Donnell). U.S. Department of Education, 1997-2001, \$1,080,132.

"Self-Determined Learning Model of Instruction: A National Outreach Project." (Co-principal investigator with Michael Wehmeyer). U.S. Department of Education, 1997-2001 \$416,917.

"Teaching Students with Significant Disabilities to Support Themselves: Promoting Inclusion Through Student-Directed Learning Strategies." (Co-principal investigator with Michael Wehmeyer and Carolyn Hughes). U.S. Department of Education, 1997-2001, \$249,874.

"Personnel preparation for teachers of students with severe disabilities." U.S. Department of Education, 1992-1996, \$556,000.

"Work safety for supported employees: An analysis of injuries, training programs, and interventions." National Institute on Disability and Rehabilitation Research, 1992-1993, \$49,186.

"Multi-University Consortium to Prepare Teachers of Children with Dual Sensory Impairments." (Co-principal investigator with John McDonnell.) U.S. Department of Education, 1992-1995, \$94,722.

"Evaluating a safety education program for persons with developmental disabilities and/or closed head injuries in supported employment." National Institute on Disability and Rehabilitation Research Innovation Grant, 1989-1990, \$47,938.

"The acquisition, maintenance, and generalization of first aid skills by students with mild and severe handicaps in regular public school settings." (Co-principal investigator with K. R. Young for student field-initiated grant awarded to Nancy E. Marchand-Martella.) U.S. Department of Education, Office of Special Education and Rehabilitative Services, 1989-1990, \$11,966.

"Innovative and comprehensive program to prepare teachers of students with severe handicaps." (Contributor with K. R. Young & C. A. Macfarlane.) U.S. Department of Education, Program Assistance Grant, 1988-1991, \$228,249.

"An evaluation of consumer-directed supported employment for persons with developmental disabilities, chronic mental illness, and traumatic brain injury." (Jointly

submitted with D. Mithaug & J. Martin, University of Colorado at Colorado Springs.) National Institute on Disability and Rehabilitation Research, 1989-1991, \$137,072.

"Vocational evaluation for students with mild handicaps." Utah State Office of Operations/Vocational Education, 1988-1989, \$22,000.

"Facilitating the transition of mentally retarded students via self-instructional training." Utah State University, 1986-1987, \$11,258.

"Teaching self-instructional strategies to mentally retarded students: A means to facilitate transition." U.S. Department of Education, Office of Special Education and Rehabilitative Services, 1985-1987, \$181,284.

"Training teachers of severely handicapped persons." (Contributor with M. Cadez, D. Morgan, & K. R. Young.) U.S. Department of Education, Program Assistance Grant, 1985-1988, \$282,021.

"Research on co-worker-based training and advocacy to ensure job retention of handicapped youth and adults." (Contributor with C. L. Salzberg, J. J. Stowitschek, B. Lignugaris/Kraft, E. K. McConaughy, & M. Likins.) U.S. Department of Education, Special Education and Rehabilitative Programs, 1983-1986, \$135,427.

"Employers' perceptions of social skill requirements for employment: Differences between judgments about mentally retarded and nonhandicapped people and between judgments for different types of jobs." (Contributor with C. L. Salzberg.) Utah State University, 1983-1984, \$9,100.

RECENT GRANTS NOT FUNDED

"Factors Contributing to Academic, Social, and Behavioral Outcomes for Elementary Students with the Most Significant Cognitive Disabilities." Submitted to Institute of Education Science, U.S. Department of Education. Co-authored with Drs. Karrie Shogren, Mary Morningstar, and Michael Wehmeyer, University of Kansas; Lewis Jackson, University of Northern Colorado; et al. Proposed project period: 7/1/2016-6/30/2019. Requested amount of subcontract award: \$156,464 (Total project award: \$1,500,000.) Note: Grant will be resubmitted.

"An Examination of Cultural and Ecological Factors that Facilitate Self-Determination of Students with Disabilities of Color." Submitted to Institute of Education Science, U.S. Department of Education. Co-authored with Drs. Colleen Thoma, University of Kansas, and Karrie Shogren, University of Kansas. Proposed project period: 7/1/2016-6/30/20. Requested amount of subcontract award: Requested funds (Years 1-4), \$316,884. Grant will be resubmitted.

INTERNATIONAL CONFERENCE PRESENTATIONS

Westling, D., Agran, M., Rapp, W., & Titon, E. (2013, September). *TASH: History, present, and future directions*. European Association of Service Providers for Persons with Disabilities Conference, Istanbul, Turkey.

Agran, M. (2012, November). *Accessing the general curriculum: Inclusion is not just placement*. (Invited keynote address). Mater Dei Special Education Conference, Sydney, Australia.

Agran, M. (2012, November). *Student-directed learning: Why are we still resisting its realization?* (Invited workshop). Mater Dei Special Education Conference, Sydney, Australia.

Agran, M., Beckett, C., Evans, D., Giles, S., & Piatek, K. (2012, November). “*Hear my voice*” (Invited interactive keynote and panel). Mater Dei Special Education Conference, Sydney, Australia.

Agran, M. (2012, November). *Promoting self-determination*. (Invited lecturer). University of Sydney, Sydney, Australia.

Agran, M. (2009, July). *Choice making: The beginning or end of self-determination?* Paper presented at the International Association of Special Education, Alicante, Spain.

Agran, M. (2004, May) (Invited speaker). *What skills do special educators need: A cross-cultural examination of teacher competencies*. Paper presented at VII Russian-American Scientific and Practical Conference on Modern Concepts of University Education, Herzen University, St. Petersburg, Russia.

Agran, M. (2003, November) (Invited keynote speaker). *Inclusive education and self-determination for children with autism spectrum disorders*. Paper to be presented at Daegu University/Lotus Flowers Children’s Center Symposium, Ulsan, Korea.

Agran, M. (2003, October). (Invited keynote speaker). *Changing research methodology: How politics is influencing what researchers can study*. Paper presented at RGPU Conference on Special Education, Herzen University, St. Petersburg, Russia.

Agran, M. (2003, October). (Invited keynote speaker). *Supporting students with severe disabilities in general education: Using the same educational standards for all students..* Paper presented at RGPU Conference on Special Education, Herzen University, St. Petersburg, Russia.

Agran, M. (2003, May). (Keynote speaker). *Preparing special education teachers in the U.S.A.* Paper presented at VI Russian-American Scientific and Practical Conference on Modern Concepts of University Education, Herzen University, St. Petersburg, Russia.

Agran, M. (2003, May) (Invited speaker). *What skills do special educators need: A cross-cultural examination of teacher competencies.* Paper presented at VI Russian-American Scientific and Practical Conference on Modern Concepts of University Education, Herzen University, St. Petersburg, Russia.

Agran, M. (2002, April). (Invited speaker). *Educating students with severe disabilities.* Lecture series presented at Herzen University, Dept. of Corrective Pedagogy, Russia.

Agran, M. (2001, October). (Invited speaker). *Educating students with severe disabilities.* Lecture series presented at Herzen University, Dept. of Corrective Pedagogy, Russia.

Agran, M. (1988, August). *Facilitating the work transition of students with mental retardation by teaching them to use self-instructional strategies.* Paper presented at the 8th International Congress of the International Association for the Scientific Study of Mental Deficiency, Dublin, Ireland.

CONFERENCE PRESENTATIONS

Agran, M. (2017, March). (Invited speaker). *Promoting inclusion using self-directed learning.* Lecture for doctoral seminar, University of Utah.

Agran, M., Elledge-Root, S., & Lancaster, K. (2017, March). “*I thought I was a citizen, too*”: *Why aren't people with intellectual disability voting?* Paper presented University of Wyoming College of Education Research Symposium.

Agran, M. (2016, December). *Extending voting rights to adults with intellectual disabilities.* Paper presented at 2016 TASH Conference, St. Louis.

Agran, M., & Cain, I. (2016, December). *Participation of students with intellectual and developmental disabilities in extracurricular activities.* Paper presented at 2016 TASH Conference, St. Louis.

Agran, M., Spooner, F., Copeland, S., & Dymond, S. (2016, December). *How to get published in professional journals.* Paper presented at 2016 TASH Conference, St. Louis.

Agran, M., Root-Elledge, S., & Lancaster, K. (2016, June). *A last civil rights battle: Ensuring voting rights for people with intellectual disability.* Paper presented at 2016 MEGA Conference, Cheyenne, WY.

Agran, M., Cain, I., & Thoma, C. (2015, December). *Ensuring a well-rounded education: Promoting student participation in extracurricular activities*. Paper presented at the 2015 TASH Conference, Portland.

Agran, M., Copeland, S., Dymond, S., & Spooner, F. (2015, December). (Invited). *Getting published in RPSD and other professional journals*. Paper presented at the 2015 TASH Conference, Portland.

Agran, M., Edwards, R., Gee, K., Spooner, F., Trader, B., & Westling, D. (2015, December). *TASH: 40 years of progressive leadership*. Paper presented at the 2015 TASH Conference, Portland.

Agran, M., Horner, R., Kozleski, E., Lucyshyn, J., Powell, L., Singer, G., Spooner, F., & Wang, M. (2015, December). (Invited Moderator). *Colloquium on evidence-based practices*. Paper presented at the 2015 TASH Conference, Portland.

Agran, M., Shogren, K., & Wehmeyer, M. (2015, December). (Invited). *Self-determination research panel: What we know, what we need to find out*. Paper presented at the 2015 TASH Conference, Portland.

Agran, M. (2015, March). *Extracurricular Activities Are Also Part of Learning: Are Students with Intellectual Disability Included?* Paper presented University of Wyoming College of Education Research Symposium.

Agran, M., MacLean, W., Arden, K., & Dobler, T. (2015, March). *"I'd Like to Vote if I Knew How": Teaching people with Intellectual Disability to Vote*. Paper presented University of Wyoming College of Education Research Symposium.

Agran, M. (2014, December). *Journal Year in Review: RPSD Associate Editors meeting*. Paper presented at the 2014 TASH Conference, Washington, D.C.

Agran, M. (2014, December). *Journal Year in Review: RPSD Editorial board meeting*. Paper presented at the 2014 TASH Conference, Washington, D.C.

Agran, M., Copeland, S., & Spooner, F. (2014, December). *Getting Published in RPSD*. Paper presented at the 2014 TASH Conference, Washington, D. C.

Agran, M., Thoma, C., Wojcik, A., Nixon, C., Cain, I., Tamura, R., Kira Austin, & Achola, E. (2014, December). *Participation of Students with Intellectual Disability in Extracurricular Activities: Are Students Really Being Fully Included?* Paper presented at the 2014 TASH Conference, Washington, D.C.

Agran, M., MacLean, W., & Arden, K. (2014, April). *Voting Participation among People with Intellectual Disabilities in Wyoming*. Paper presented at University of Wyoming WIND Advisory Panel, Laramie.

Agran, M., MacLean, W., & Arden, K. (2014, March). *Voting Participation among People with Intellectual Disabilities*. Paper presented at University of Wyoming College of Education Research Symposium, Laramie.

Agran, M. (2013, December). *Journal Year in Review: RPSD Associate Editors meeting*. Paper presented at the 2013 TASH Conference, Chicago.

Agran, M. (2013, December). *Journal Year in Review: RPSD Editorial board meeting*. Paper presented at the 2013 TASH Conference, Chicago.

Agran, M. Brown, F., Hughes, C., Knight, V., & Spooner, F. (2013, December). Publishing articles in RPSD (and other journals, books, and chapters. Paper presented at the 2013 TASH Conference, Chicago.

Agran, M., Brown, F., Hughes, C., Quirk, C., & Ryndak, D. (2013, December). Quality lives of persons with severe disabilities: critical issues. Paper presented at the 2013 TASH Conference, Chicago.

Agran, M., Hughes, C., MacLean, W., & Kitchen, K. (2013, December). Denying voting to people with intellectual disability: One more right to secure. Paper presented at the 2013 TASH Conference, Chicago.

Agran, M. (2013, October). Transferring from a teacher-based to a student-directed model. Wyoming Department of Education Community of Practice, Laramie.

Agran, M. (2013, April). Transition--social emotional behavioral needs: Self-determination and positive behavior support. Wyoming Department of Education Community of Practice, Laramie.

Agran, M. (2013, February). Let me decide for myself: Promoting self-determined transition planning, Wyoming Department of Education Community of Practice, Laramie.

Agran, M. (2012, December). *Journal Year in Review: RPSD Associate Editors meeting*. Paper presented at the 2012 TASH Conference, Long Beach.

Agran, M. (2012, December). *Journal Year in Review: RPSD Editorial board meeting*. Paper presented at the 2012 TASH Conference, Long Beach.

Agran, M., & Hughes, C. (2012, December). "You can't vote—you're incompetent:" Denying democracy to people with severe disabilities. Paper presented at the 2012 TASH Conference, Long Beach.

Agran, M., Carter, E., Dymond, S., Dukes, C., & Hughes, C. (2012, December). How to do good research, get published, and maybe even advance the field. Paper presented at the 2012 TASH Conference, Long Beach.

Agran, M. Brown, F., Hughes, C., Knight, V., & Spooner, F. (2012, December). Getting published in RPSD. Paper presented at the 2012 TASH Conference, Long Beach.

Agran, M., Copeland, S., & McDonnell, J. (2012, December). Developing and sustaining a research agenda. Paper presented at the 2012 TASH Conference, Long Beach.

Agran, M., Hughes, C., & Thoma, C. (2011, November). Social skills and employment success. Paper presented at the 2011 TASH Conference, Atlanta.

Agran, M., Spooner, F., Hughes, C., & Brown, F. (2011, November). Writing for publication. Paper presented at the 2011 TASH Conference, Atlanta.

Agran, M. (2011, November). *Journal Year in Review: RPSD Associate Editors meeting*. Paper presented at the 2011 TASH Conference, Atlanta

Agran, M. (2011, November). *Journal Year in Review: RPSD Editorial board meeting*. Paper presented at the 2011 TASH Conference, Atlanta.

Agran, M., & Dukes, C. (2011, November). Why do we continue to neglect safety skills instruction? Paper presented at the 2011 TASH Conference, Atlanta.

Agran, M., Hughes, C., & Thoma, C. (2011, November). Social skills and employment success. Paper presented at the 2011 TASH Conference, Atlanta.

Agran, M., Spooner, F., Hughes, C., & Brown, F. (2011, November). Writing for publication. Paper presented at the 2011 TASH Conference, Atlanta.

Brown, F., Agran, M., Hughes, C., Knight, V., & Spooner, F., (2011, November). *Getting Published in RPSD*. Paper presented at the 2011 TASH Conference, Atlanta.

McDonnell, J., Agran, M., Carter, E., & Lohrmann, S. (2011, November). *Developing and sustaining a research agenda*. Paper presented at the 2011 TASH Conference, Atlanta.

Agran, M. (2010, December). *Journal Year in Review: RPSD Associate Editors meeting*. Paper presented at the 2010 TASH Conference, Denver.

Agran, M. (2010, December). *Journal Year in Review: RPSD Editorial board meeting*. Paper presented at the 2010 TASH Conference, Denver.

- Brown, F., Agran, M., Hughes, C., Knight, V., & Spooner, F., (2010, December). *Publishing papers in RPSD and other journals*. Paper presented at the 2010 TASH Conference, Denver.
- McDonnell, J., Agran, M., Carter, E., & Lohrmann, S. *Developing and sustaining a research agenda*. Paper presented at the 2010 TASH Conference, Denver.
- Storey, K., & Agran, M. (2010, December). *Is the Special Olympics still a bad idea after all these years?* Paper presented at the 2010 TASH Conference, Denver.
- Hughes, C., & Agran, M. (2010, December). *Place Matters: Place and Opportunity Matters: The Influence of Geography and Income on Student-Directed Learning*. Paper presented at the 2010 TASH Conference, Denver.
- Agran, M. (2010, August). (Invited keynote speaker). *Social skills in the work force*. Paper presented at the Texas Association of Vocational Adjustment Counselors Annual Conference, The Woodlands.
- Agran, M. (2010, August). (Invited breakout session). *Teaching work safety skills*. Paper presented at the Texas Association of Vocational Adjustment Counselors Annual Conference, The Woodlands.
- Agran, M. (2010, February). (Invited speaker). *Transition planning for health and safety instruction*. Paper presented at Alaska Annual Statewide Special Education Conference, Anchorage.
- Agran, M. (2010, February). (Invited speaker). *Whose life is it anyway: Promoting self-determined learning*. Paper presented at Alaska Annual Statewide Special Education Conference, Anchorage.
- Agran, M. (2010, February). (Invited workshop). *Teaching self-determination and self-instruction: A toolkit for educators*. Paper presented at Alaska Annual Statewide Special Education Conference, Anchorage.
- Agran, M. (2009, November). *RPSD Associate Editors meeting*. Paper presented at the 2009 TASH Conference, Pittsburgh.
- Agran, M. (2009, November). *RPSD editorial board meeting: Current and future status*. Paper presented at the 2009 TASH Conference, Pittsburgh.
- Agran, M., Krupp, M., Spooner, F., Zakas, L. (2009, November). *Asking students about the value and nature of safety skills instruction received*. Paper presented at the 2009 TASH Conference, Pittsburgh.

Agran, M., Spooner, F., Knight, V., Hughes, C., & Carter, E. (2009, November). *Getting published in Research and Practice for Persons with Severe Disabilities: Practical recommendations from editors and emerging researchers*. Paper presented at the 2009 TASH Conference, Pittsburgh.

Hughes, C., & Agran, M. (2009, November). *Self-directed student learning: What role do opportunity and choice play?* Paper presented at the 2009 TASH Conference, Pittsburgh.

Storey, K., Wehman, P., Agran, M., & Hughes, C. (2009, October). *Tips and strategies for conducting research and getting published: A session for graduate students and other beginning researchers*. Division of Career Development and Transition, Council for Exceptional Children, Savannah.

Agran, M., & Hughes, C. (2009, October). *It's my life: Examining environmental influences on self-determination*. Division of Career Development and Transition, Council for Exceptional Children, Savannah.

Agran, M. (2008, December). *RPSD Associate Editors meeting*. Paper presented at the 2008 TASH Conference, Nashville..

Agran, M. (2008, December). *RPSD editorial board meeting: Current and future status*. Paper presented at the 2008 TASH Conference, Nashville.

Agran, M., Krupp, M., Spooner, F., & Zakas, T. (2008, December). *Are we teaching students with disabilities safety skills?* Paper presented at the 2008 TASH Conference, Nashville.

Agran, M., Krupp, M., & Storey, K. (2008, December). *Promoting choice making in transition and employment: Do's and don't's*. Paper presented at the 2008 TASH Conference, Nashville.

Agran, M., Spooner, F., & Hughes, C. (2008, December). *Getting published in Research and Practice for Persons with Severe Disabilities*. Paper presented at the 2008 TASH Conference, Nashville.

Dukes, C., Brown, F., Storey, K., Brady, M., Kennedy, C., & Agran, M. (2008). *Telling a research story: A panel of scholars on severe disabilities*. Paper presented at the 2008 TASH Conference, Nashville.

Agran, M. (2008, April). (Invited keynote speaker). *Teaching self-advocacy skills*. 2008 Parent UPLIFT Conference, Casper, Wyoming.

Agran, M. (2008, February). (Invited keynote speaker). *Teaching functional, safety, and social skills to students with disabilities*. Oklahoma/NSTTAC Workshop, Durant.

Agran, M. (2007, December). *RPSD editorial board meeting: Current and future status*. Paper presented at the 2007 TASH Conference, Seattle.

Agran, M., Anderson, J., & Spooner, F. (2007, December). *Publishing in refereed journals*. Paper presented at the 2007 TASH Conference, Seattle.

Agran, M., & Storey, K. (2007, December). *Deal or no deal: Realizing choices, options, outcomes*. Paper presented at the 2007 TASH Conference, Seattle.

Agran, M., Storey, K., & Martin, J. (2007, October). *Choice making in supported employment: What is there?* Paper presented at 2007 Division on Career Development & Transition Conference. Orlando.

Agran, M. (August, 2007). (Invited keynote speaker). *Providing access to the general curriculum for students with significant disabilities*. Paper presented at Heartland AEA Educating Students with Significant Disabilities Conference. Ankeny, Iowa.

Agran, M. (August, 2007). (Invited keynote speaker). *Teaching self-determination*. Paper presented at Heartland AEA Educating Students with Significant Disabilities Conference. Ankeny, Iowa.

Agran, M. (2007, June). (Invited keynote speaker). *Self-determination*. Paper presented at the Oklahoma Transition Institute Conference. Oklahoma City.

Agran, M. (2007, June). (Invited keynote speaker). *Safety skills instruction*. Paper presented at the Oklahoma Transition Institute Conference. Oklahoma City.

Agran, M. (2007, February). (Invited keynote speaker). *Life-skills instruction*. Paper presented at the 2007 Arkansas Transition Summit Conference, Little Rock.

Agran, M. (2006, December). *Preparing special educators in Russia: Examining attitudes and practices*. Paper presented at the 2006 TASH Conference, Baltimore.

Agran, M. (2006, December). *Student-Centered Planning and Self-Determination: What Outcomes Are Being Achieved?* Paper presented at the 2006 TASH Conference, Baltimore.

Agran, M. (2006, February). (Invited speaker). *Teaching students with significant disabilities how to self-determine*. Paper presented at 2006 PEC/Transition Conference, Ames, Iowa.

Agran, M., Blankenship, K., & Hong, S. (2006, February). (Invited speaker). *Examining the extent to which students with visual disabilities are being taught to self-determine*. Paper presented at 2006 PEC/Transition Conference, Ames, Iowa.

Agran, M., Hughes, C., Wehmeyer, M., Martin, J., Powers, L., Zhang, D., & Brown, F. (2005, November). *Special issue of RPSD on self-determination*. Paper presented at the 2005 TASH conference, Milwaukee.

Storey, K., Agran, M., Doyle, M., Spooner, F., & Bates, P. (2005, November). *How to best teach students about best practices*. Paper presented at the 2005 TASH conference, Milwaukee.

Thoma, C., Agran, M., & Wehmeyer, M. (2005, November). *Teaching self-determination to all students: Infusing self-determination instruction into a health class curriculum*. Paper presented at the 2005 TASH conference, Milwaukee.

Agran, M., Cavin, M., & Wehmeyer, M. (2003, December). *Accessing the general curriculum: The effects of student-directed learning*. Paper presented at 2003 TASH Conference, Chicago.

Storey, K., Agran, M., Hutchins, M., Miner, C., & Ryndak, D. (2003, December). *Teaching about best practices in teacher preparation programs*. Paper presented at 2003 TASH Conference, Chicago.

Agran, M. (2003, March). (Invited speaker). *Self-determined learning for students with significant disabilities*. Workshop delivered at 13th Transition in Alabama Conference, Auburn University, Alabama.

Agran, M. (2002, December). *Special education and school reform: What has changed in post-Perestroika Russia?* Paper present at 2002 TASH Conference, Boston.

Cavin, M., Agran, M., & Wehmeyer, M. (2002, December). *Promoting access to the general curriculum using the Self-Determined Learning Model of Instruction*. Paper presented at 2002 TASH Conference, Boston.

Spooner, F., Agran, M., Kiefer-O'Donnell, R., Snell, M., & Behrmann, M. (2002 December). *Co-teaching in a virtual environment: Techniques, interaction, and limitations from lessons learned*. Paper presented at 2002 TASH Conference, Boston.

Storey, K., Agran, M., Bambara, L., Butterworth, J., & Ryndak, D. (2002, December). *Effective teaching about best practices*. Paper presented at 2002 TASH Conference, Boston.

Agran, M. (2002, June). (Invited speaker). *Promoting inclusive practice via student-directed learning: How to teach students to become self-determined*. 25th Annual intervention Conference, Logan, Utah.

- Agran, M., Cavin, M., & Wehmeyer, M. (2002, May). *Teaching students to support themselves in inclusive education*. Paper presented at 126th AAMR Annual Meeting, Orlando.
- Agran, M., Copeland, S., Hughes, C., & Wehmeyer, M. (November, 2001). *Teaching students to support themselves in higher education*. Paper presented at 2001 TASH Annual Conference, Anaheim.
- Davis, K., Alper, S., Agran, M., & Cavin, M. (November, 2001). *Access to general education curriculum in Iowa: The battle of local control*. Paper presented at 2001 TASH Annual Conference, Anaheim.
- Agran, M., & Cavin, M. (June, 2001). (Invited speaker) *Promoting self-determination and student-directed learning*. Paper presented at Inclusion Institute, Cedar Falls, Iowa.
- Agran, M., Wehmeyer, M., Palmer, S., & Cavin, M. (May, 2001). *Self-determined learning model: Summary of transition outcome findings*. Paper presented at 125th AAMR Annual Meeting, Denver.
- Agran, M., Alper, S., Davis, K., & McDonnell, J. (December, 2000). *Research and practice: Do teachers understand the relationship?* Paper presented at the 2000 TASH Conference, Miami.
- Kiefer-O'Donnell, R., Spooner, F., & Agran, M. (December, 2000). *Live! Experiencing interactive courses that focus on supporting people labeled with severe disabilities over the internet*. Paper presented at the 2000 TASH Conference, Miami.
- Agran, M., Cavin, M., & Sinclair, T. (2000, November). *Self-determined learning model*. Paper presented via video conferencing technology in a "virtual" roundtable at the 2000 Utah Inclusion Conference, Salt Lake City.
- Agran, M., Spooner, F., Peck, S., Kiefer-O'Donnell, R. (2000, November). *Inclusion in the next century: Issues and questions*. Paper presented via video conferencing technology "virtual" roundtable at the 2000 Utah Inclusion Conference, Salt Lake City.
- Hughes, C., Agran, M., Wehmeyer, M., & Alper, S. (2000, June). *Peers as teachers of self-determination skills: Promoting high school inclusion*. Paper presented at American Association on Mental Retardation 124th Annual Meeting, Washington, DC.
- Agran, M., & Kiefer-O'Donnell, R. (1999, December). *Video conferencing technology: Setting future directions in personnel preparation*. Paper presented at the 1999 TASH Conference, Chicago.

Alper, S., Agran, M., Sinclair, T., & Cavin, M. (1999, December). *Life in the general education classroom: Type and degree of participation*. Paper presented at 1999 TASH Conference, Chicago.

Agran, M., Hughes, C., & Wehmeyer, M. (1999, December). *Teaching students to support themselves in general education*. Paper presented at the 1999 TASH Conference, Chicago.

Agran, M., & Wehmeyer, M. (1999, October). *The self-determined learning model of instruction: A national outreach project*. Paper presented at the DCDT Annual Conference, Charleston, SC.

Agran, M., & Wehmeyer, M. (1999, June). (Invited speaker) *The self-determined learning model*. Invited paper presented at the National Transition Alliance Conference, Washington, DC.

Agran, M., & Copeland, S. (1999, May). *Teaching students to support themselves in general education*. Paper presented at the 123rd American Association on Mental Retardation Annual Meeting, New Orleans.

Cain, H., & Agran, M. (1999, May). *Collaboration between special education and rehabilitation in the transition process: Who's doing what and when*. Paper presented at the 123rd American Association on Mental Retardation Annual Meeting, New Orleans.

Agran, M., Alper, S., & Ryndak, D. (1998, December). *Curriculum and instruction in general education: Are these best practices?* Paper presented at the 1998 TASH Conference, Seattle.

Agran, M., & Hughes, C. (1998, December). *Enhancing inclusion and self-determination: Teaching students to include themselves*. Paper presented at the 1998 TASH Conference, Seattle.

Kiefer-O'Donnell, R., & Agran, M. (1998, December). *Comparison of distance education models and techniques for severe disabilities personnel preparation*. Paper presented at the 1998 TASH Conference, Seattle.

Kiefer-O'Donnell, R., & Agran, M. (1998, November). *Virtual roundtable: New directions in distance education*. Paper presented at the Utah State Inclusion Conference, Snowbird.

Agran, M., Blanchard, C., Powell, C., Fritz, G., & Salerno, T. (1998, June). *Self-determined learning model: A national transition outreach project*. Paper presented at the 21st Annual Interventions Conference, Utah State University, Logan.

Agran, M., Hughes, C., Wehmeyer, M., & Palmer, S. (1998, May). *Transition outreach: A description of two state-of-the-art models*. Paper presented at the American Association on Mental Retardation annual conference, San Diego.

Agran, M., & Kiefer-O'Donnell, R. (1997, December). *Utah distance education project to prepare teachers of students with significant disabilities*. Paper presented at the 1997 TASH Conference, Boston.

Hughes, C., & Agran, M. (1997, December). *Special JASH issue on self-determination: Meet the authors, know the issues*. Paper presented at the 1997 TASH Conference, Boston.

Alper, S., & Agran, M. (1997, December). *Critical issues in curriculum for severe disabilities*. Paper presented at the 1997 TASH Conference, Boston.

Agran, M. (1997, June). *Where we've been, where we are going*. Paper presented at the 20th Annual Intervention Procedures Conference, Utah State University, Logan.

Agran, M., Hughes, C., & Wehmeyer, M. (1997, May). *Self-determination and educational outcomes: What is being worked on, what is being achieved*. Paper presented at the American Association on Mental Retardation Annual Conference, New York.

Mason, C., Dayle, R., & Agran, M. (1997, April). *Computer-assisted decision making: The Espirit Project*. Paper presented at the Council for Exceptional Children Annual Conference, Salt Lake City.

Agran, M., & Hughes, C. (1996, November). *Teaching self-determination: Have we gone beyond choice making?* Paper presented at the Association for Persons with Severe Handicaps Annual Convention, New Orleans.

Agran, M., Snow, K., & Swaner, J. (1995, December). *Inclusion and community-based instruction: Are they conflicts or complements?* Paper presented at the Fourth Annual Conference on Inclusion, Salt Lake City.

Hughes, C., & Agran, M. (1995, November). *Quality of life: Do we really make a difference?* Paper presented at the Association for Persons with Severe Handicaps Annual Convention, Atlanta.

Agran, M. (1995, May). *Teaching work safety skills: Suggesting best practices*. Paper presented at the American Association on Mental Retardation 119th Annual Conference, San Francisco.

Agran, M., & Hughes, C. (1994, December). *Self-support strategies: Living and working in the community*. Paper presented at the Association for Persons with Severe Handicaps Annual Convention, Atlanta.

Kiefer-O'Donnell, R., & Agran, M. (1994, December). Integrating a personal futures planning process for effective individualized secondary to adult transition of students with dual sensory impairments. Paper presented at the Association for Persons with Severe Handicaps Annual Convention, Atlanta.

Agran, M., & Madison, D. (1994, June). *Work safety skills*. Paper presented at the American Association on Mental Retardation 118th Annual Conference, Boston.
 Agran, M., & Madison, D. (1993, November). *Teaching work safety skills to students with severe disabilities*. Paper presented at the Association for Persons with Severe Handicaps Annual Convention, Chicago.

Kiefer-O'Donnell, R., Agran, M., & McDonnell, J. (1993, November). *Implementation of best practices with services for students with dual sensory impairments: Partnerships and choice*. Paper presented at the Association for Persons with Severe Handicaps Annual Convention, Chicago.

McDonnell, J., Kiefer-O'Donnell, R., & Agran, M. (1993, November). *Using university consortiums to meet the teacher preparation needs of students with dual sensory impairments: Why should low incidence equal underprepared?* Paper presented at the Association for Persons with Severe Handicaps Annual Convention, Chicago.

Agran, M., Madison, D., & Fullmer, J. (1993, June). *Work safety skills*. Paper presented at the Seventeenth Annual Intervention Procedures Conference, Utah State University, Logan.

Agran, M., & Hughes, C. (1993, May). *Teaching generalized responding via self-instructional training to high school students with disabilities*. Paper presented at the Association for Behavior Analysis Nineteenth Annual Convention, Chicago.

Agran, M. (1992, November). *Educational services in Czechoslovakia: The past revisited, or starting over*. Paper presented at the Association of Persons with Severe Handicaps Annual Conference, San Francisco.

Agran, M. (1992, May). *Special education in Czechoslovakia: Changes since the revolution*. Paper presented at the American Association on Mental Retardation 116th Annual Conference, New Orleans, LA.

Agran, M., Hughes, C., Martin, J., & Bambara, L. (1992, May). *Applications of self-management across community environments*. Paper presented at the American Association on Mental Retardation 116th Annual Conference, New Orleans, LA.

Martella, R. C., Marchand-Martella, N. E., & Agran, M. (1992, May). *Problem solving to prevent accidents in supported employment*. Paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.

Martella, R. C., Marchand-Martella, N. E., & Agran, M. (1992, May). *Using a problem-solving strategy to prevent work-related accidents due to unsafe worker behavior*. Paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.

Agran, M., & Martella, R. (1991, June). *Teaching work-related safety skills for the work place*. Paper presented at the Current Practices in Educating Students with Severe Disabilities Conference, Utah State University, Logan.

Marchand-Martella, N. E., Martella, R. C., Christensen, A. M., Christensen, B., & Agran, M. (1991, May). *Using peer tutors with mild handicaps to aid in the acquisition, generalization, and maintenance of first-aid skills by students with severe handicaps*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.

Martella, R. C., Marchand-Martella, N. E., Allen, S. M., Allsop, S., & Agran, M. (1991, May). *Using a problem-solving paradigm to teach work-related safety skills to persons with mental retardation*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.

Agran, M., Hughes, C., & Martin, J. (1991, May). *Promoting problem solving and adaptability for supported employees through the use of self-management strategies*. Paper presented at the American Association on Mental Retardation 115th Annual Conference, Washington, DC.

Agran, M., Martella, R. C., & Marchand-Martella, N. E. (1990, December). *Teaching job-related safety skills to individuals with severe disabilities*. Paper presented at the Association for Persons with Severe Handicaps Annual Conference, Chicago, IL.

Marchand-Martella, N. E., Agran, M., Martella, R. C., & Young, K. R. (1990, December). *The acquisition, generalization, and maintenance of first-aid skills*. Paper presented at the Association for Persons with Severe Handicaps Annual Conference, Chicago, IL.

Martella, R. C., Agran, M., & Marchand-Martella, N. E. (1990, December). *An investigation and descriptive analysis of unsafe work behaviors*. Paper presented at the Association for Persons with Severe Handicaps Annual Conference, Chicago, IL.

Agran, M. (1990, June). *Adaptability instruction: Teaching students with severe disabilities to self-manage work skills*. Paper presented at the Current Practices in Educating Students with Severe Disabilities Conference, Utah State University, Logan.

Agran, M., Marchand-Martella, N. E., Martella, R. C., Spooner, F., Test, D., & Stem, B. (1990, May). *Teaching first-aid skills to individuals with handicaps*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.

Agran, M., Martin, J. E., Martella, R. C., & Marchand-Martella, N. E. (1990, May). *Consumer- directed supported employment for persons with developmental disabilities and/or chronic mental illness*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.

Marchand-Martella, N. E., Martella, R. C., Agran, M., & Young, K. R. (1990, May). *Teaching first- aid skills to students without handicaps: Collecting validation data on latency and duration of first-aid treatment of injuries*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.

Marchand-Martella, N. E., Martella, R. C., Agran, M., Young, K. R., Meshew, C., & Hall, A. M. (1990, May). *The acquisition, generalization, and maintenance of first-aid skills by children with mild mental retardation*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.

Martella, R. C., Marchand-Martella, N. E., Agran, M., & Pyfer, T. (1990, May). *Teaching an adaptability-oriented problem-solving strategy in a job-support group for persons with developmental disabilities or chronic mental illness*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.

Agran, M., Martin, J. E., & Moore, S. C. (1989, December). *Promoting independent work performance through self-instructional training*. Paper presented at the 16th Annual Association for Persons with Severe Handicaps Conference, San Francisco.

Agran, M., & Morgan, R. L. (1989, December). *Prediction or identification: The status of work skill assessment*. Paper presented at the 16th Annual Association for Persons with Severe Handicaps Conference, San Francisco.

Agran, M., Marchand-Martella, N.E., & Martella, R. (1989, May). *Teaching problem-solving skills through the use of self-instructional or verbal rehearsal strategies*. Paper presented at the Fifteenth Annual Convention of the Association for Behavior Analysis, Milwaukee, WI.

Salzberg, C. L., Agran, M., Lignugaris/Kraft, B., Morgan, D. P., West, R. P., Macfarlane, C. A., McCuller, G. L., Marchand-Martella, N., & Martella, R. (1989, May). *Utah State University: Graduate programs in applied behavior analysis*. Paper presented at the Fifteenth Annual Convention of the Association for Behavior Analysis, Milwaukee.

Agran, M. (1989, May). (Invited keynote speaker) *Assessing, instructing, and preparing students for community-integrated employment*. Speech presented at the Delaware County Intermediate Unit Transition Conference, Media, PA.

Agran, M., Martin, J., & Moore, S. (1988, December). *The effects of self-generated verbal and/or permanent prompts on work performance: Issues and outcomes*. Paper presented at the Fifteenth Annual Association for Persons with Severe Handicaps Conference, Washington, DC.

Agran, M., & Moore, S. (1988, December). *Determining the extent of employment training for younger school children with severe handicaps*. Paper presented at the Fifteenth Annual Association for Persons with Severe Handicaps Conference, Washington, DC.

Martin, J., & Agran, M. (1988, December). *A consumer-centered vocational instruction and placement approach*. Paper presented at the Fifteenth Annual Association for Persons with Severe Handicaps Conference, Washington, DC.

Agran, M. (1988, October). *Enhancing the work performance of students with mental retardation through the use of self-instructional strategies*. Paper presented at the American Association on Mental Retardation Region IV Conference, Salt Lake City.

Agran, M., & Morgan, B. (1988, October). *Current status and future of vocational skills assessment of youth and adults with severe handicaps*. Paper presented at the American Association on Mental Retardation Region IV Conference, Salt Lake City.

Agran, M. (1988, June). (Invited lecturer) *The adaptability model: Transition and supported employment*. Workshop presented by the School of Education, University of Colorado, Colorado Springs.

Agran, M., Lignugaris/Kraft, B., Martin, J. E., & Mithaug, D. E. (1988, May). *The use of picture cues and self-instructions by employees with severe handicaps: Basic, applied, and experimental issues*. Paper presented at the Fourteenth Annual Convention of the Association for Behavior Analysis, Philadelphia.

Agran, M. (1988, April). (Invited speaker) *The effects of self-instructional training on the work performance of students with mild-severe mental retardation*. Paper presented at the International Conference on Developmental Disabilities, Young Adult Institute, New York, NY.

Agran, M., & Morgan, B. (1988, April). *Transition assessment and evaluation*. Paper presented at the Conference on Severely Handicapped and Autistic Individuals, Billings, MT.

Agran, M., Moore, S. C., & Fodor-Davis, J. (1987, October). *Making transition work: Achieving employment success through self-instructional training*. Paper presented at the Fourteenth Annual Association for Persons with Severe Handicaps Conference, Boston.

Moore, S. C., Agran, M., & Martin, J. (1987, October). *Psychotropics and treatment outcomes: An unreported relationship*. Paper presented at the Fourteenth Annual Association for Persons with Severe Handicaps Conference, Boston.

Moore, S., Agran, M., & Fodor-Davis, J. (1987, May). *Teaching students with severe handicaps instruction-following skills using a self-instructional strategy*. Paper presented at the Thirteenth Annual Convention of the Association for Behavior Analysis, Nashville.

Fodor-Davis, J., Agran, M., & Moore, S. (1987, May). *The effects of self-instructional training on job-task sequencing: Suggesting a problem-solving strategy*. Paper presented at the Thirteenth Annual Convention of the Association for Behavior Analysis, Nashville.

Moore, S., Agran, M., & Fodor-Davis, J. (1987, May). *Increasing the productivity of employees with severe handicaps through self-instructional training: A correspondence model*. Paper presented at the Thirteenth Annual Convention of the Association for Behavior Analysis, Nashville.

Agran, M. (1987, April). Discussant, *Co-worker-based transition model* (R. Curl, C. Salzberg, B. Lignugaris/Kraft, M. Likins, & E. K. McConaughy). Paper presented at the Council for Exceptional Children Annual Conference, Chicago.

Agran, M., Fodor-Davis, J., & Moore, S. (1987, April). *Enhancing independence for students with mental retardation in work environments via self-instruction training*. Paper presented at the Council for Exceptional Children Annual Conference, Chicago.

Agran, M., Fodor-Davis, J., Moore, S., Deer, M., & Peatross, D. (1987, April). *Towards a technology of autonomy: Enhancing work performance through self-instructional training*. Paper presented at the Conference on Severely Handicapped and Autistic Individuals, Billings, MT.

Agran, M., Fodor-Davis, J., & Moore, S. (1986, November). *Enhancing independent work performance through self-instruction training*. Paper presented at the Thirteenth Annual Association for Persons with Severe Handicaps Conference, San Francisco.

Martin, J. E., Mithaug, D. E., & Agran, M. (1986, November). *Adaptability training: A means to facilitate transition*. Paper presented at the Thirteenth Annual Association for Persons with Severe Handicaps Conference, San Francisco.

Agran, M., Young, K. R., West, R. P., Morgan, D., & Brigham, T. (1986, May). *Self-control training: Achieving a correspondence of definition and function*. Paper presented at the Twelfth Annual Conference of the Association for Behavior Analysis, Milwaukee.

Agran, M., Burger, S., Fodor-Davis, J., Martin, J. E., & Mithaug, D. (1986, May). *Self-control training to promote autonomy and adaptability of work behavior*. Paper presented at the Annual Meeting of the American Association on Mental Deficiency, Denver.

Agran, M., Fodor-Davis, J., & Moore, S. (1986, April). *Teaching self-instructional strategies to persons with severe handicaps*. Paper presented at the Montana Conference on Severely Handicapped and Autistic Individuals, Billings, MT.

Agran, M., & Martin, J. E. (1985, December). *Applying a technology of self-control in work environments for persons with severe handicaps*. Paper presented at the Twelfth Annual Association for Persons with Severe Handicaps Conference, Boston.

Agran, M., & Cadez, M. (1985, December). *A broad, field-based competency model: Preparing teachers of students with severe handicaps in the rural west*. Paper presented at the Twelfth Annual Association for Persons with Severe Handicaps Conference, Boston.

Agran, M., & Martin, J. E. (1985, October). *Facilitating work transitions: Teaching self-control procedures to persons with severe handicaps*. Paper presented at the International Division on Career Development Conference (Council for Exceptional Children), Las Vegas.

Agran, M., & Salzberg, C. L. (1985, October). Identifying differences in the social skill requirements of five entry-level jobs and between mentally retarded and non-handicapped employees. Paper presented at the International Division on Career Development Conference (Council for Exceptional Children), Las Vegas.

Agran, M. (1985, June). *Teaching self-control procedures to mentally retarded workers*. Paper presented at the Annual Conference of the Utah Association of Rehabilitation Facilities, Ogden.

Agran, M. (1985, April). *Utah State University vocational special education program* (Invited paper). Paper presented at the National Network Workshop, "Enhancing Transition from School to the Workplace for Handicapped Youth: The Role of Special Education," Anaheim, CA.

Agran, M., & Martin, J. E. (1984, December). *Psychotropic and anticonvulsant drug use by mentally retarded adults across community, residential, and vocational placements*. Paper presented at the Eleventh Annual Association for Persons with Severe Handicaps Conference, Chicago.

Wacker, D., Berg, W., Rusch, F. R., Martin, J. E., & Agran, M. (1984, December). *Use of self-control procedures to teach complex daily living and vocational skills*. Paper presented at the Eleventh Annual Association for Persons with Severe Handicaps Conference, Chicago.

Agran, M., & Martin, J. E. (1984, September). *Adults in community residential facilities* (Invited paper). Paper presented at the Pharmacotherapy and Mental Retardation Workshop, National Institute of Mental Health, Washington, DC.

Agran, M., Salzberg, C. L., & Martin, J. E. (1984). *Using self-control procedures to enhance the vocational competence of workers who experience severe handicaps*. Paper presented at the 108th Annual Meeting of the American Association on Mental Deficiency, Minneapolis.

Salzberg, C. L., Stowitschek, J. J., McConaughy, E. K., Lignugaris/Kraft, B., Likins, M., & Agran, M. (1984, May). *Work supervisor verification of social situations related to job acquisition and retention*. Paper presented at the Annual Conference of the Association for Behavior Analysis, Nashville.

Lignugaris/Kraft, B., Salzberg, C. L., Stowitschek, J. J., Likins, M., McConaughy, E. K., & Agran, M. (1984, May). *Social development in work training settings*. Paper presented at the Annual Conference of the Association for Behavior Analysis, Nashville.

Likins, M., Stowitschek, J. J., Salzberg, C. L., McConaughy, E. K., Agran, M., & Lignugaris/Kraft, B. (1984, May). *Using social rating and ranking procedures to identify trainees and training targets*. Paper presented at the Annual Conference of the Association for Behavior Analysis, Nashville.

Salzberg, C. L., Agran, M., & Lignugaris/Kraft, B. (1984, April). *A workshop on teaching employment-related social skills to developmentally delayed people*. Paper presented at the Council for Exceptional Children 62nd Annual Convention, Washington, DC.

Agran, M. (1984). *Social and work competence: Suggesting a relationship*. Paper presented at the Social Skills Training for Employment Workshop (presented by the Social Protocol Research and Training Project), Logan, UT.

Agran, M., & Stowitschek, J. (1983, December). *Social protocol research and training project: Verifying social skill requirements for employment*. Paper presented at the Tenth Annual Association for the Severely Handicapped Conference, San Francisco.

Agran, M., Salzberg, C. L., Stowitschek, J., Rule, S., Lignugaris/Kraft, B., & McConaughy, E. K. (1983). *Social protocol research and training*. Paper presented at the Region IV, AAMD Conference, Aspen, CO.

Martin, J. E., & Agran, M. (1983). *Work competence: Examining the role of social competence*. Paper presented at the Sixteenth Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.

Salzberg, C. L., & Agran, M. (1983). *Social factors related to employability of the severely handicapped*. Paper presented at the Utah Association of Rehabilitation Facilities Annual Conference, Logan, UT.

Agran, M., & Martin, J. E. (1982). *The use of psychotropic drugs by mentally retarded adults in nonsheltered, community programs*. Paper presented at the Eighth Annual Association for Behavior Analysis Conference, Milwaukee.

Agran, M., Martin, J. E., & Rusch, F. R. (1982). *The use of psychotropic drugs by mentally retarded adults in community programs*. Paper presented at the Fifteenth Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.

Agran, M. (1981). *Prevocational training for handicapped adolescents*. Paper presented at the Rural Champaign County Special Education Co-op.

Agran, M., & Martin, J. E. (1981). *Employment survival skills for the developmentally disabled adult: Assessment and planning*. Paper presented at the Region IV Adult Education Conference, Champaign, IL.

Agran, M., & Rusch, F. R. (1981). *Non-sheltered competitive employment for severely handicapped persons: A review of the literature*. Paper presented at the Annual American Association of Mental Deficiency Conference, Detroit.

Rusch, F. R., Schutz, R. P., & Agran, M. (1981). *Identification of job requisite skills to facilitate the entry of the mentally retarded*. Paper presented at the Seventh Annual Association for Behavior Analysis Conference, Milwaukee.

Agran, M. (1981). *Training for non-sheltered competitive employment workshop: Observation and measurement*. Paper presented at the Employment Training Project, University of Illinois, Champaign-Urbana.

Agran, M., & Romer, L. (1979). *Vocational programming for the severely handicapped*. Paper presented at the in-service workshop, Multnomah Educational Service District, Beaverton, OR.

Agran, M., & Romer, L. (1978). *Vocational programming for the severely handicapped: Facilitating the transition from school to community placement*. Paper presented at the Oregon Council for Exceptional Children Conference, Portland.

GRANT REVIEW

NIDRR Field-Initiated Research, U.S. Department of Education, Washington, DC, December 1998.

Supported Employment Community-Based Projects for Individuals with the Most Severe Disabilities, Rehabilitation Services Administration, Washington, DC, March 1995.

Preparation of Personnel for Careers in Special Education, U.S. Department of Education, Washington, DC, January 1994.

Preparation of Personnel for Low-Incidence Disability Students, U.S. Department of Education, Washington, DC, December 1993.

Rehabilitation Training Centers, U.S. Department of Education, Washington, DC, June 1993.

Field-Initiated Research, U.S. Department of Education, Washington, DC, February 1993.
Initial Career Awards, U.S. Department of Education, Washington, DC, August 1992.

Special Projects, Training Personnel for the Education of Persons with Disabilities Program, U.S. Department of Education, Washington, DC, April 1992.

Special Projects, Office of Special Education and Rehabilitative Services, Washington, DC, April 1992.

Preparation of Personnel for Low-Incidence Handicapped Students, Office of Special Education and Rehabilitative Services, Washington, DC, April 1991.

Special Projects and Demonstrations for Statewide Demonstration Supported Employment Projects, Rehabilitation Services Administration, Washington, DC, November 1990.

Training and Employment Models for Youth with Handicaps, Office of Special Education and Rehabilitative Services, Washington, DC, February 1990.

Follow-up/Follow-along Transition Models, Office of Special Education and Rehabilitative Services, Washington, DC, April 1989.

Field-Initiated Research, Office of Special Education and Rehabilitative Services, Washington, DC, January 1989.

Innovative Programs for Severely Handicapped Children, Office of Special Education and Rehabilitative Services, Washington, DC, June 1987.

Cooperative Transition Models, Office of Special Education and Rehabilitative Services, Washington, DC, March 1986.

Cooperative Models for Planning and Developing Transitional Services, Office of Special Education and Rehabilitative Services, Washington, DC, April 1985.

Transitional Employment Training, Social Security Administration, Baltimore, MD, June 1984.

CONSULTANTSHIPS

9/16-present Consultant, Doctoral Leadership Project, Dept. of Special Education, University of Utah

9/16-present Consultant, Transition Assessment and Curriculum Guide, University of Oklahoma

9/16-present Consultant on voting rights, WIND

11/15—Invited consultant, Voting Rights. Wyoming Governor's Council on Developmental Disabilities.

8/15-Invited panelist/consultant. *National Panel on Goals, Research, and Practice (sponsored by American Association on Intellectual and Developmental Disabilities, U.S. Department of Education, and Administration of Developmental Disabilities)*. Washington, D.C.

12/14-present Reviewer, Content Validation of the Teacher Rating and Assessment System for Teachers of Students with Severe Disabilities (TRAST-SD)

1/13-present Consultant, Community of Practice (Transition), WIND Institute/Wyoming Department of Education

11/12-2/13 External evaluator (on site). Department of Special Education, University of New Mexico.

6/10-11 Institute of Educational Science (subcontract with Westat), U. S. Department of Education (evaluation of Low-Incidence Disabilities Personnel Preparation grants/projects)

2/10-12 Center for Human Development, University of Alaska, Anchorage

10/10-11 Behavioral Interventions Consultant, Natrona School District, Casper, Wyoming

8/08-8/09 Wyoming Parent Resource Center

8/06-8/08 Oklahoma Transition Council

3/06-3/09 Wyoming Department of Education, Educational Consultant, Wyoming State Professional Development Grant (formerly State Improvement Grant)

1/06-8/09 Laramie County School District, Educational Consultant.

- 12/05-8/09 Wyoming Department of Education, Educational Consultant, Positive Behavior Intervention Support Project.
- 6/04-6/08 Iowa Department of Education, Sensory and Severe Multiple Disabilities
- 3/03-9/05 Educational Consultant, Area Education Agency II, Indianola, Iowa.
- 9/02-9/05 Alternate Assessment Advisory Committee, Iowa State Department of Education.
- 9/02-6/03 National Review Panel (Beyond Access-Institute on Disability/UCE, University of New Hampshire).
- 12/01-6/04 Educational Consultant, St. Louis Special School District, St. Louis, Missouri.
- 2/01-6/04 Educational Consultant, Dubuque Community Public Schools, Dubuque, Iowa.
- 10/00-6/01 Consultant, Pennsylvania Alternate System of Assessment.
- 8/99-6/04 Board of Directors, Adults, Inc., Cedar Falls, IA.
- 1/97 Consultant, The Arc, Department of Research and Program Services, Arlington, TX.
- 9/96-6/99 Consultant, Utah State Office of Education Advisory Committee.
- 6/95 Educational consultant, New Brighton Adult Service Facility, Beaver Falls, PA. Conducted workshop on safety skills training and self-determination skills.
- 5/95-6/97 Consultant, Center for Minority Special Education, University of Texas at El Paso. Conducted workshop on grantsmanship.
- 12/94 Consultant, Center for Minority Special Education, Hampton University, Norfolk, VA. Conducted workshop on grantsmanship.
- 9/94-12/97 Technical consultant, ISYS Corporation, Orlando, FL.
- 10/94 Consultant, Center for Minority Special Education, Hampton University. Conducted workshop on grantsmanship.
- 6/94 Consultant, Hanson, Epperson, & Smith law firm.
- 6/93 Site visit team, National Institute for Disability Rehabilitation Research, Fayetteville, AR.

- 3/93-6/99 Advisory Board, Multi-University Consortium on Sensory Impairments.
- 9/92-12/92 Invited member, International Consensus Panel for Psychopharmacology, Ohio State University.
- 5/92 Consultant, Legal Center for Disabled Persons, Ogden, UT.
- 9/91-1/92 Consultant, Ministry of Education, Prague, Czechoslovakia. Also, served as consultant to Psychopedicka Spolecnost (parent's association) in Prague
- 8/91 Invited speaker, Summer Institute, Region V Board of Cooperative Educational Services, Jackson, WY.
- 5/89 Consultant, Delaware County Intermediate Unit, Media, PA.
- 9/87-4/88 Project director, cost-benefit analysis of "Transitional Facilitation Through Job Coaches" project
- 1/87-6/89 Specialist, Job Coaches Project (Cache School District)
- 3/86-present Information specialist, The Association for Persons with Severe Handicaps. Responsible for providing technical assistance
- 1/86-5/86 Consultant to the Murray School District, Murray, UT. Responsible for setting up a resource room adaptability training model for students with mild and moderate learning needs at the elementary and intermediate levels
- 1/85 Technical consultant to the Division of Services to the Handicapped, Salt Lake City, UT. Responsible for providing technical assistance in the administration of the ICAP assessment instrument
- 4/85 Discussion leader, National Network Conference, Anaheim, CA. Responsible for facilitating group discussion
- 4/85 Consultant to Project SPAT, Department of Special Education, Eastern Illinois University. Responsible for the evaluation of the project's goals and research efforts
- 1/79-6/84 Field reader, Teaching Research Curriculum for Handicapped Adolescents and Adults. Teaching Research Publications, Monmouth, OR.
- 10/82-11/82 Consultant to Spectrum Vocational Services, Downers Grove, IL. Responsible for staff training, vocational assessment, and client training.

3/82-5/82 Consultant, Title XX Training Project, Champaign, IL. Responsible for program development and skills training of developmentally disabled clients with adaptive deficits.

10/81-6/82 Consultant, Bowen Developmental Center, Special Education Co-op, Harrisburg, IL. Responsible for assessment and program development of students with severe learning and behavior needs.

DISSERTATION CHAIRPERSON (Ph.D.)

Dianbing Chen—Achieving diversity in higher education: Faculty leaders' perceptions of culturally responsive leadership (2014) (co-chair with Bret Range)

Teddi Benson – Teaching self-determination skills to pre-school children with developmental disabilities (2012)

Michael Krupp – The effects of the Self-Determined Learning Model of Instruction on the classroom performance of students with emotional and behavioral disorders (2011)

Guy H. Gilberts - The effects of peer-delivered self-monitoring strategies on the participation of students with severe disabilities in general education classrooms (1999).

David E. Madison - Teaching safety skills (Ed.S., 1994).

Ronald C. Martella - Using a problem-solving strategy to teach work-related safety skills to persons in supported employment (1991).

Nancy E. Marchand-Martella - Generalized effects of a peer-delivered first-aid program for students with moderate intellectual disabilities (1991).

Stephen C. Moore - The effects of a self-instructional training program taught in a group instructional format on the acquisition and maintenance of vocational skills of students with mental retardation (1989).

DISSERTATION COMMITTEE MEMBER*

*(Note: I have served (and am serving) on numerous doctoral committees in Adult Education, Curriculum and Instruction, Communication Disorders, and Kinestheology as an outside member but have not listed these students.)

Wandee Kasemsukpipat – An exploration of Thai pre-service mathematics teachers' knowledge: Cases of subject matter knowledge, knowledge of student's understanding, and knowledge of instructional strategies in ratio and proportion.

Lisa Ann McClun - An investigation of criterion-related validity and clinical supervision of the internalizing symptoms scale for children (1997).

Robert Morgan - The effects of video-assisted training on employment-related social skills of adults with severe mental retardation (1991).

Glen McCuller - Producing a generalized orientation skill in mentally retarded adults using a stimulus equivalence paradigm (1990).

Christine Macfarlane - The development and validation of a methodology for conducting formative evaluation of educational expert systems (1990).

Deborah Smith - The generalization of treatment gains of mildly handicapped adolescents from special education to regular education classrooms using peer-mediated self-management procedures (1988).

Marilyn Likins - The use of coincidental training and quality-control checking procedures on the food preparation skills of handicapped employees (1988).

Benjamin Lignugaris/Kraft - The effects of reprimands and work observation with pay loss on the maintenance and generalization of high-quality work by developmentally disabled adults in community work settings (1987).