

Colby T. Kervick, Ed.D.
College of Education and Social Services

Department of Education
University of Vermont
(802) 656-1427
Colby.Kervick@uvm.edu

EDUCATION

Ed.D., 2013 University of Vermont, Burlington, VT
 Educational Leadership and Policy Studies

M.Ed., 1998 University of Vermont, Burlington, VT
 Special Education

B.S., 1994 University of Vermont, Burlington, VT
 Elementary and Special Education

PROFESSIONAL EXPERIENCE

Associate Professor, University of Vermont, 2021-present
College of Education and Social Services
Department of Education: Special Education Program

Assistant Professor, University of Vermont, 2015-2021
College of Education and Social Services
Department of Education: Special Education Program

Senior Lecturer, University of Vermont, 2012-2015
College of Education and Social Services
Department of Education: Special Education and Elementary Education Programs

Lecturer, University of Vermont, 2005-2012
College of Education and Social Services
Department of Education: Special Education and Elementary Education Programs

Site Coordinator/Adjunct Instructor, Vermont Higher Education Collaborative 2002-2011
Special Educator Licensing Program

Consulting Special Education Teacher, H.O. Wheeler Elementary School, 2005-2006

Consulting Special Education Teacher, Williston Central School, 2002-2003

RESEARCH/SCHOLARLY/CREATIVE WORKS

PUBLICATIONS

The publications listed on the following pages are presented chronologically within each of the following categories: (a) Journal Articles; (b) Books; (c) Book Chapters; (d) Reports; and (e) Dissertation

Key: **PR**= Peer Reviewed **RE**= Reviewed by Editors **I**= Invited

Journal Articles

13. Garwood, J.D., Peltier, C., Ciullo, S., Wissinger, D., McKenna, J., Giangreco, M.F., **Kervick, C.** (advanced online publication, 2022). The experiences of students with disabilities actually doing service learning: A systematic review. *Journal of Experiential Education*. **PR**
12. **Kervick, C.T.**, Haines, S.J., Green, A.E., Reyes, C., Shepherd, K.G., Moore, M., Healy, E.A. & Gordon, M.E. (2021). Engaging interdisciplinary service providers to enhance collaboration to support refugee families whose children have special health care needs. *Educational Action Research*, 1-23. **PR**
11. **Kervick, C.T.**, Garnett, B., Moore, M., Ballysingh, T. A., & Smith, L. C. (2020). Introducing restorative practices in a diverse elementary school to build community and reduce exclusionary discipline: Year one processes, facilitators, and next steps. *The School Community Journal* 30(2), 155-184. **PR**
10. Garnett, B., **Kervick, C.T.**, Moore, M., Ballysingh, T.A., & Smith, L.C. (2020). School staff and youth perspectives of tier one restorative practices classroom circles. *School Psychology Review*. **PR**
9. **Kervick, C. T.**, Jenkins, E., & Swindlehurst, K. A. (2020). Exploring the structure and benefits of an integrated yearlong dual certification student teaching internship. *The Teacher Educator*, 55(2), 165-189. **PR**
8. **Kervick, C. T.**, Moore, M., Ballysingh, T.A., Smith, L.C., & Garnett, B. (2019). The emerging promise of restorative practices to reduce discipline disparities affecting youth with disabilities and youth of color: Addressing access and equity. *Harvard Educational Review*, 89 (4), 588-610. **PR**

7. **Kervick, C. T.**, Smith, L. C., Garnett, B., Moore, M., & Ballysingh, T. A. (2019). A pedagogical design for surfacing student voice by integrating youth participatory action research, restorative practices and critical service learning. *International Journal of Student Voice*, 5. **PR**
6. Swindlehurst, K. A., **Kervick, C. T.**, & Shepherd, K.G., (2019). Teacher self-efficacy for meeting the needs of all learners: Examining the perspectives of elementary education teachers prepared through traditional and dual license programs. *Journal of Special Education Apprenticeship*, 8(1). **PR**
5. Garnett, B. R., Smith, L. C, **Kervick, C. T.**, Ballysingh, T. A., Moore, M., & Gonell, E. (2019). The emancipatory potential of mixed methods designs: Informing youth participatory action research and restorative practices within a district-wide school transformation project. *International Journal of Research & Method in Education*, 42(3), 305-316. **PR**
4. Garnett, B. R., Moore, M., Kidde, J., Ballysingh, T.A., **Kervick, C. T.**, Bedinger, L., Smith, L.C., & Sparks, H. (2019). Needs and readiness assessment for implementing school-wide restorative practice: A community based participatory action research study. *Improving Schools*. **PR**
3. **Kervick, C. T.** (2017). “Parents are the experts”: Understanding parent knowledge and the strategies they use to foster collaboration with special education teams. *Journal of the American Academy of Special Education Professionals*, 12(2), 62-81. **PR**
2. Haines, S. J., **Kervick, C. T.**, Shepherd, K. G., & Levitt, M. (2017). Enhancing quality: listening to participant voices to improve our master’s program in special education. *Teaching and Teacher Education*, 62, 24-32. **PR**
1. Shepherd, K. G., & **Kervick, C. T.** (2016). Enhancing collaborative leadership among parents of children with disabilities: New directions for policy and practice. *Journal of Disability Policy Studies*, 27, 32-42. **PR**

Manuscripts under Review or Revision

4. Smith, L.C., **Kervick C.T.**, Contreras-Montesano, A., Payne, A, Garnett, B. (under review). Transforming inequitable school discipline and dress code policies through youth participatory action research.
3. Garnett, B.R., Moore, M., **Kervick, C.T.**, Vogel, K., Bedinger, L., Kelley, J., & Smith, L.C. (under review) Implementing virtual restorative practices community-building circles during the early stages and ongoing COVID-19 pandemic: mixed methods results from district staff and students perspectives.

2. **Kervick, C.T.**, Garnett, B.R, Simpfinderfer, A.D., Moore, M., & Smith, L.C. (under review) Perspectives of youth with disabilities on restorative practices circle engagement and school belonging.
1. Ballysingh, T. A., Gonell, Q., **Kervick, C. T.**, Garnett, B. R., Smith, L. C., & Moore, M. (under revision). (Re)claiming our purpose: Higher education mission fulfillment through community-based participatory research, community engagement, and restorative practices implementation.

Manuscripts in Preparation

4. Kervick, C.T. and Meyer, L. (in preparation). Reimagining undergraduate special education teacher preparation through a family-centered, birth-age 21 lens: Bridging the early childhood through school-age special education divide.
3. **Kervick, C.T.**, Halladay, P., Prowten, A., & Garwood, J. (in preparation). Investigating the reasons why currently licensed special educators choose not to work in special education: an exploratory case study.
2. **Kervick, C. T.** (in preparation). Enhancing collaboration with families of children with disabilities: Special Educators' perspectives and strategies.
1. **Kervick, C.T.**, Green, A.E., Haines, S.J., Weinberger, S., & Swindlehurst, K. (in preparation). Evaluating the effectiveness of Care Conferences for fostering collaboration between medical practitioners and school personnel in supporting refugee families whose children have special health care needs.

Book

1. Shepherd, K. G., **Kervick, C. T.**, & Morris, D. (2017). *The art of collaboration: Lessons from families of children with disabilities*. Sense Publishers. **RE**

Book Chapters

2. **Kervick, C. T.**, Shepherd, K. G., & Haines, S. J. (2019). Fostering inclusive and culturally responsive family professional partnerships. In M. Schuelka, C. Johnstone, G. Thomas, & A. Artiles (Eds.), *SAGE handbook on inclusion and diversity in education* (pp. 262-275). Sage. **I, PR**
1. Shepherd, K. G., **Kervick, C. T.**, & Salembier, G. (2015). Person-centered planning: Tools for promoting employment, self-direction, and independence among persons with intellectual

disabilities. In AAIDD (Eds.), *Way leads on to way: Paths to Employment for people with intellectual disability*, (pp. 299-320). American Association on Intellectual and Developmental Disabilities. **RE**

Reports

1. Shepherd, K. G. & **Kervick, C. T.** (2018). University of Vermont Special Education Graduate Program Council for the Accreditation of Educator Preparation Accreditation Report. Burlington, VT: University of Vermont. **PR**

Doctoral Dissertation

1. **Kervick, C. T.** (2013). *Constructing a seat at the table: Parents' perceptions of collaboration with schools*. (Unpublished doctoral dissertation). University of Vermont, Burlington, VT.

GRANTS

Funded Projects (\$1,494,380.00)

Internal Funding (UVM)

9. Garnett, B., Garwood, J., Haines, S., **Kervick, C.**, Strolin-Gotzman, J. (in alphabetical order-equal effort) 2021. OVPR competition. Proposal for new PHD in Special Education and Social-Emotional Health. \$150,000.
8. **Kervick, C.T.** (2019) *Developing a new competency-based assignment for the K-age 21 special education graduate internship*. University of Vermont College of Education and Social Services Program Innovation Grant, \$1,410.
7. Smith, L.C., Garnett, B. R., **Kervick, C. T.**, & Ballysingh, T. A. (2018). *Transforming the Burlington School District through restorative practices: A multi-disciplinary, community action research endeavor*. University of Vermont Office of the Vice President for Research (OVPR) REACH Grant, \$30,000.
6. **Kervick, C.T.**, Garnett, B., Smith, L.C., & Ballysingh, T.A. (2018). *Mixed methods case study of restorative practices implementation in a diverse elementary school*. University of Vermont College of Education and Social Services Innovation Grant, \$7,500.00.
5. Smith, L.C., **Kervick, C.T.**, Garnett, B., & Ballysingh, T.A. (2018). *Integrating youth participatory action research into the Burlington School District's implementation of restorative practices*. University of Vermont College of Education and Social Services Innovation Grant, \$8,500.
4. **Kervick, C.T.**, & Haines, S.H. (2017). Faculty Activity Network grant. Office of the Vice President for Research, \$1,000.00.

3. **Kervick, C.T.**, Ballysingh, T.A., Smith, L.C., & Garnett, B. (2017). *Transforming the Burlington School District through implementation of restorative practices: A multi-disciplinary, community and youth participatory action research endeavor*. University of Vermont College of Education and Social Services Research Grant, \$15,000.
2. Shepherd, K.G., & **Kervick, C.T.** (2012). *New directions for leadership and collaboration among parents of children with disabilities*. Center for Disability and Community Inclusion, University of Vermont, \$3,624.
1. **Kervick, C.T.** (2011). *Jean Garvin Fellowship*, Center on Disability and Community Inclusion, University of Vermont, \$1,500.00.

External Funding and Other Grants Submitted

7. Garwood, J., Haines, S. J., **Kervick, C. T.**, Strolin-Goltzman, J., & Garnett, B. (2022). Project RESILIENCY (Recruiting Specialized and Interdisciplinary Leaders in the Education of Children and Youth with/at risk for emotional and behavioral disorders [EBD]). (\$1,245,846). Submitted to the Office of Special Education Programs. (Funded).
6. Garwood, J., Haines, S.J., Strolin-Gotzman, J., **Kervick, C.T.**, Garnett, B. (2021). Project Resiliency. Office of Special Education Programs, U.S. Department of Education. \$1.4 million. (not funded).
5. **Kervick, C.T.**, Haines, S.J., Green, A.M., & Weinberger, S. (2021) *Refugee and immigrant family perspectives on care conferences for their children and youth with special healthcare needs: Improving collaboration among families, medical homes, and schools*. Lucile Packard Foundation. \$205,099. (not funded).
4. Smith, L.C., Garnett, B. R., **Kervick, C. T.**, & Ballysingh, T. A. (2018) *Utilizing youth participatory action research to support restorative practices implementation and youth centered civic engagement throughout an entire school district*. Corporation for National and Community Service. \$194, 275. (not funded).
3. Garnett, B. R., Smith, L., **Kervick, C. T.**, & Ballysingh, T. A., (2017). *Process and outcome evaluation of restorative practice implementation: School based factors influencing fidelity and effectiveness*. Spencer Foundation Lyle Spencer Research Award. \$1,000,000 (not funded).
2. Smith, L., Garnett, B. R., **Kervick, C. T.**, & Ballysingh, T. A. (2017) *Transforming the Burlington School District through restorative practices: A multi-disciplinary, community action research endeavor*. University of Vermont Office of the Vice President for Research (OVPR) REACH Grant. \$30,000. (not funded).

1. Ballysingh, T. A., Smith, L., **Kervick, C. T.**, & Garnett, B. R. (2017) *Realizing H.95: Implementation of restorative practices in Vermont schools through community engagement, youth participatory action, and multi-disciplinary scholarship*. University of Vermont Office of the Provost James M. Jeffords Grant Program for Policy Studies. \$20,000. (not funded).

Other Funding (\$30,000)

1. **Kervick, C.T.**, Garnett, B.G., Smith, L.C., & Ballysingh, T.A. (2019-2020). Restorative Practices Research Team. Private anonymous donor, UVM Foundation, \$30,000.

PRESENTATIONS AND PROFESSIONAL ACTIVITIES

National Peer-Reviewed Presentations

25. Swindlehurst, K.S., Shepherd, K.G., Morris, D. & **Kervick, C.T.** (2021, March). *Engaging families as partners: Updates to the Parents as Collaborative Leaders curriculum (PCL-2)* [Poster Presentation]. Council for Exceptional Children, Baltimore, MD (virtual).
24. **Kervick, C.T.**, Haines, S.J., Shepherd, K.G., & Moore, M. (2021, March). *Engaging interdisciplinary service providers to enhance collaboration to support refugee families whose children have special health care needs* [Paper presentation]. Council for Exceptional Children, Baltimore, MD (virtual).
23. **Kervick, C.T.** (2020, February). *Restorative practices in a diverse urban elementary school: A mixed methods examination of year one implementation* [Paper presentation]. Council for Exceptional Children, Portland, OR.
22. **Kervick, C.T.** (2019, November). *Understanding year one implementation of restorative practices in a diverse elementary school* [Paper presentation]. Teacher Education Division of the Council for Exceptional Children, New Orleans, LA.
21. **Kervick, C.T.** (2019, November). *Collaboration between education and medical service providers supporting refugee families whose children have intensive support needs* [Round table]. Teacher Education Division of the Council for Exceptional Children, New Orleans, LA.
20. **Kervick, C.T.**, & Moore, M. (2019, February). *Aligning restorative practices with multi-tiered systems of support* [Poster presentation]. Council for Exceptional Children, Indianapolis, IN.
19. **Kervick, C.T.**, & Moore, M. (2019, February). *Strategies for leading tier 1 restorative practice circles in elementary schools* [Demonstration presentation]. Council for Exceptional Children, Indianapolis, IN.

18. **Kervick, C.T.** (2018, November). *Considerations for implementing restorative practice talking circles with a diverse range of elementary learners* [Round table]. Teacher Education Division of the Council for Exceptional Children, Las Vegas, NV.
17. **Kervick, C. T.,** Moore, M., Garnett, B., Smith, L., & Ballysingh, T. A. (2018, May). *Engaging adolescents in youth participatory action research and restorative practices to inform school reform efforts* [Paper presentation]. New England Educational Research Organization, Portsmouth, NH.
16. **Kervick, C. T.,** Haines, S. J., & Shepherd, K. G. (2018, February). *Responding to the need: Listening to interdisciplinary service providers discuss strategies and needs for supporting refugee families whose children require intensive support* [Poster presentation]. Council for Exceptional Children, Tampa, FL.
15. **Kervick, C. T.** (2017, November). *Enhancing collaboration with families of children with disabilities: Special educator's perspectives and strategies* [Round table]. Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
14. **Kervick, C. T.,** & Swindlehurst, K. A. (2017, November). *Elementary education dual certification teacher preparation: Exploring benefits and preparedness to teach all students* [Paper presentation]. Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
13. **Kervick, C. T.,** Jenkins, E., & Swindlehurst, K. A. (2017, April). *Crafting a signature integrated yearlong dual certification internship: Outcomes and insights* [Poster presentation]. Council for Exceptional Children, Boston, MA.
12. Haines, S. J., Mueller, T. G., **Kervick, C. T.,** Shepherd, K. G., & Looby, W. (2017, April). *Better together: Partnering with families of school-age children* [Panel presentation]. Council for Exceptional Children, Boston, MA.
11. **Kervick, C. T.** (2017, April). *Listening to hear: Parent beliefs, perceptions and insights* [Presentation Moderator]. Council for Exceptional Children, Boston, MA.
10. **Kervick, C. T.,** & Jenkins, E. (2017, March). *Crafting a signature integrated yearlong dual certification internship: Outcomes and insights* [Round table]. AACTE, Tampa, FL.
9. **Kervick, C. T.,** & Jenkins, E. (2016, November). *Crafting a signature yearlong integrated internship for dual endorsement candidates* [Poster presentation]. New England Educational Research Organization Conference, Portsmouth, NH.
8. **Kervick, C. T.,** & Shepherd, K. G. (2016, November). *Art of Collaboration: Lessons from families of children with disabilities* [Pecha Kucha presentation]. Teacher Education Division of the Council for Exceptional Children, Lexington, KY.
7. **Kervick, C. T.,** & Jenkins, E. (2016, April). *Crafting a signature yearlong integrated*

internship for dual endorsement candidates [Poster presentation]. New England Educational Research Organization Conference, Portsmouth, NH.

6. **Kervick, C. T.** (2015, November). *Constructing a seat at the table: Parents' perceptions of collaboration with schools* [Poster presentation]. Teacher Education Division of the Council for Exceptional Children, Tempe, AZ.
5. **Kervick, C. T.** (2015, November). *Crafting a signature yearlong integrated internship for dual endorsement candidates* [Round Table]. Teacher Education Division of the Council for Exceptional Children, Tempe, AZ.
4. Shepherd, K. G., & **Kervick, C. T.** (2014, April). *MAPS for the future: Using person-centered planning to promote participation among families from culturally and linguistically diverse backgrounds* [Paper presentation]. Council for Exceptional Children, Philadelphia, PA.
3. **Kervick, C. T.**, & Shepherd K. G. (2014, April). *Constructing a seat at the table: Parent perception of collaboration with schools* [Poster Presentation]. Council for Exceptional Children, Philadelphia, PA.
2. **Kervick, C. T.**, Shepherd, K. G., & Hurley, J. (2013, April). *Listening to the voices of families: Multiple perspectives on collaboration* [Panel Presentation]. New England Educational Research Organization conference, Portsmouth, NH.
1. Glesne, C., Furney, K., **Kervick, C. T.**, Pillai, M., & Smith, P. (1998, November). *Social construction of disabilities: A scripted conversation* [Panel Presentation]. American Educational Studies Association, Philadelphia, PA.

State Level Presentations and Professional Development Trainings

11. Garnett, B., & **Kervick, C.T.** (2018, March). *Restorative practices in K-12 schools*. Vermont Care Partners, Burlington, VT.
10. **Kervick, C. T.** (2015, June). *Supporting inclusion in the general education classroom*. Hunt Middle School, Burlington, VT.
9. **Kervick, C. T.** (2013, May). *Constructing a seat at the table: Parents' perceptions of collaboration with schools*. Vermont Family Network, Williston, VT.
8. **Kervick, C. T.** (2012, May). *Curriculum modification and the effective use of paraeducators in the general education classroom*. Edmunds Middle School, Burlington, VT.
7. **Kervick, C. T.** & Drown, J. (2012, October). *PBIS: An overview for parents*. Integrated Arts Academy, Burlington, VT.
6. **Kervick, C. T.** (2011, August). *Paraeducator training*. Edmunds Middle School, Burlington,

VT.

5. **Kervick, C. T.** (2010, February). *IEP goals and objectives: Linking goals to data collection*. Burlington School District, Burlington, VT.
4. **Kervick, C. T.** (2009, March). *Crafting user friendly, legally sound IEPs*. Burlington School District, Burlington, VT.
3. **Kervick, C. T.** (2009, March). *FBA and BIP: The “must do” acronyms for effective behavioral intervention*. Vermont Higher Education Collaborative, Montpelier, VT.
2. **Kervick, C. T., & Shepherd, K. G.** (2008, November). *Strategies for effective group work*. UVM Center on Teaching and Learning, Burlington, VT.
1. **Kervick, C. T., & Shepherd, K. G.** (2008, April). *Facilitating reflective dialogue*. UVM Center on Teacher and Learning, Burlington, VT.

TEACHING

University of Vermont:

EDSP 005: Issues Affecting Persons With Disabilities

EDSP 117: Behavior Management

EDSP 201: History and Systems of Services to Individuals with Disabilities and their Families

EDSP 224: Meeting the Instructional Needs of All Students

EDSP 217: Behavioral Analysis in Special Education

EDSP 387/EDLP 320: Collaborative Consultation

EDSP 397: Independent Study

EDSP 295: Special Education Practicum

EDSP 296: Special Education Endorsement Internship

EDSP 322/323: Graduate Special Education Internship

EDEL 185: Elementary Education Student Teaching Internship

EDCI 200: Restorative Practices and Youth Participatory Action Research

SERVICE

National Service

Board Member-At-Large, Higher Education Consortium for Special Education, 7/1/20-present

Institutional Designee, Higher Education Consortium for Special Education, 2018-present

Research Partner, Special Education Research Accelerator (SERA), 2020-present

Reviewer of Conference Proposals, Teacher Education Division of the Council for Exceptional Children, 2016-present

Reviewer of Conference Proposals, Council for Exceptional Children, 2016- present

Invited Reviewer of manuscript submissions, Journal of Teacher Education (2019) and The Teacher Educator (2018-present)

External Reviewer of RPT dossier, CUNY Queen's College, 2016

State Service and Consultancies

Board President, Very Merry Theatre (non-profit children's theatre), Burlington, VT, 2018-present

Board Member, Very Merry Theatre, Burlington, VT, 2015-2018

Consultant, Burlington School District, Burlington, VT. (IEP development, Special Education service delivery, Functional behavioral assessment and PBIS), 2009-2017

Consultant, The Rockpoint School, Burlington, VT. (Universal Design for Learning, Personalized Learning plans and Recruitment), 2015-2017

Member, Director of Special Education Search Committee, Burlington School District, Spring 2015

Member, Family School Partnership Team, Partnership for Change: Nellie Mae Grant, Burlington and Winooski School Districts, 2012-2013

Member, Burlington School District PBIS Leadership Team, 2010-2013

Member, Burlington School District Special Education Advisory Committee, "The Binder Team", 2009-2013

University

Member, Curricular Affairs Committee of the Faculty Senate, September 2016-present

Member, Center on Teaching and Learning Hybrid Initiative, 2015- 2018

Delegate, Faculty Senate, spring 2016

Advisor, UVM Special Olympics Club October 2016-December 2017

College of Education and Social Services

Member, CESS Taskforce committee, fall 2020

LEND Internship mentor, spring 2020

Co-chair, VT Distinction Strategic Planning Committee, spring 2017

Doctoral Dissertation Committee Member, EDLP students: Tom Geisler, Sefakor Komabu-Pomeiye, Mika Moore, Ellen Dorsey 2018-present

Member, Doctoral Advisory Committee of the Educational Leadership and Policy Studies Program, 2015-2017

Member, Technology Committee (Evaluation of Electronic Assessment Systems), 2012-2014

Member, UVM Developmental Disabilities Researchers Group, Center for Disability and Community Inclusion, 2012 to 2016

Representative, Student Affairs Committee, College of Education and Social Services, Spring 2010

Department of Education

Faculty Mentor, Department of Education, 2017-present

Member, ECLD Committee, 2012-present

Member, Special Education Minor Committee September 2016- present

Member, Research Initiatives Committee, September 2015-2018

Co-Chair, Dual Endorsement Committee, Department of Education, 2014-May 2016

Member, Dual Endorsement Committee, Department of Education, 2010-May 2016

Member, I-Pad Initiative, Department of Education, 2014-December 2015

Member, Common Core Committee, Department of Education, 2012-2014

Member, Teacher Education Collaborative, Department of Education, 2009-2012

Member, Taskstream Users group, Department of Education, 2008-2009

Special Education Program Service

Co-author, CAEP SPA report, Special Education program, spring 2018

Member, Special Education Search Committee, fall 2017

EDSP Program Coordinator, 2014-July 2016, 2018-August 2020

Program Liaison (special education), NCATE and ROPA Accreditation visits: Recruited field partners to participate in interviews, coordinated field observation for ROPA reviewer, assisted with portfolio access and other data collection as needed for NCATE and ROPA review, 2010-2011, 2017-2018 and 2018-2019.

HONORS AND AWARDS

John Dewey Educator's Award for Excellence in Teaching, College of Education and Social Services, University of Vermont, 2015

People's Choice Award: Outstanding Community Partner for Education, Burlington Education Association, 2008

PROFESSIONAL ASSOCIATIONS

Council for Exceptional Children:

- Division for Research
- Division for Culturally and Linguistically Diverse Exceptional Children
- Council for Children with Behavioral Disorders
- Teacher Education Division

Higher Education Consortium for Special Education (HECSE)