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Educational Background

- Ph.D. Program in Special Education, Department of Counseling, Educational Psychology, and Special Education, Michigan State University, East Lansing, Michigan, 1999. Areas of research: Communication intervention for children who are congenitally deafblind, learned helplessness.
- M.A. Program in Deafblindness, Department of Counseling, Educational Psychology, and Special Education, Michigan State University, 1989. Summa Cum Laude.
- B.A. Teacher Education Program in Elementary Education, Department of Teacher Education and Programs in Mental Impairment and Visual Impairment, Department of Counseling, Educational Psychology, and Special Education, Michigan State University, 1988. Summa Cum Laude.
- A.A. Program in Sign Language Interpreting, Department of Sign Language Interpreting, Lansing Community College, Lansing, Michigan, 1985.

Teaching Certificates and Endorsements

Michigan Professional Teaching Certificate in General Education, K-8
Michigan Endorsement in Mentally Impaired (now known as intellectual disability), Birth-26
Michigan Endorsement in Visually Impaired and Blind, Birth-26
University prepared in Deafblindness. No state endorsement available in Michigan.

Professional Experiences: University and Teaching

2022 to present Professor and Coordinator, Program in Extensive Supports Needs and Specialization in Deafblindness. Initiator and Coordinator of online program, Global Perspectives: Teaching, Curriculum, and Learning Environments. Additional role of Vice Chair to new Department Chair. Lynch School of Education and Human Development. Boston College, Chestnut Hill, Massachusetts.

- 2015 to 2022 Department Chair, Department of Teaching, Curriculum, and Society. Professor and Coordinator, Program in Special Education for Extensive Support Needs and Specialization in Deafblindness. Initiator and Coordinator of online program, Global Perspectives: Teaching, Curriculum, and Learning Environments. Lynch School of Education and Human Development. Boston College, Chestnut Hill, Massachusetts.
- 2014 to 2015 Professor (tenured) and Coordinator, Program in Severe and Multiple Disabilities, and Deafblindness, Department of Teacher Education, Special Education, Curriculum and Instruction, Boston College, Chestnut Hill, Massachusetts.
- 2007 to 2014 Associate Professor (tenured), Program in Severe and Multiple Disabilities, and Deafblindness, Department of Teacher Education, Special Education, Curriculum and Instruction. Lynch School of Education. Boston College, Chestnut Hill, Massachusetts.
Additional Roles:
Coordinator of Severe and Multiple Disabilities and Deafblind Programs
Inquiry Coordinator (2008 to 2013)
Vice Chair of Department (2008 to 2014)
- 2001 to 2007 Assistant Professor (tenure track), Program in Severe and Multiple Disabilities, and Deafblindness, Department of Teacher Education, Special Education, Curriculum and Instruction. Lynch School of Education. Boston College, Chestnut Hill, Massachusetts.
- 1999 to 2001 Assistant Professor (non-tenure track) and Coordinator of Programs in Visual Impairment, Deafblindness, and Orientation and Mobility, Department of Counseling, Educational Psychology, and Special Education, Michigan State University, East Lansing, Michigan.
- 1992-1999 Instructor, Programs in Visual Impairment and Deafblindness, Michigan State University, East Lansing, Michigan.
- 1992 Interim Director of Educational and Clinical Services, Michigan School for the Blind, Lansing, Michigan. Educational leader and supervisor of more than thirty teachers, therapists, and paraeducators.
- 1989-1992 Teacher, Deaf-Blind Center, Michigan School for the Blind, Lansing, Michigan. Gained experience with over thirty children who were deafblind with varying levels of vision, hearing, physical disabilities, and development.

- 1988 Teacher of students with severe/multiple disabilities, including students who were medically fragile, Battle Creek, Michigan.
- 1987-1988 Residential Manager, Transitional Living Center, Community Mental Health, Lansing, Michigan. Managed a residential program for adults with disabilities in a semi-independent living program.
- 1984-1987 Residential Technician, Community Mental Health, Lansing, Michigan. Provided 1:1 and small group community-based instruction to adults with developmental disabilities living in group homes and supervised apartments.

Additional Professional Experiences

- 2022-present Ongoing supports to Ohio School for the Deaf and Ohio School for the Blind, instructional programming for students who are deafblind.
- 2021-present Associate Editor, Education, *Journal of Visual Impairment & Blindness*.
- 2009-present Selected as one of sixteen special education consultants for the SPED-EX project, Department of Elementary and Secondary Education, Massachusetts. SPED-EX consultants are an option (to hearings and litigation) in cases when disagreement has occurred about least restrictive environment (LRE) and free appropriate public education (FAPE). Completed cases in 2010, 2012, 2014, 2015, 2017, and 2019.
- 2004-present Professional consultation to principals, inservices on assessment, supports in curriculum development, development/planning of new facility. Carter Developmental School, Boston Public Schools.
- 1992-present Consultation to public schools in Michigan, Missouri, Massachusetts, Maine, New Hampshire, Rhode Island, Delaware, and Ohio serving children with disabilities, including children with sensory loss, intellectual disability, autism, and multiple disabilities. Areas of emphasis: Assessment (of child or program), curriculum development, teaching approaches and strategies, communication and language interventions, functional behavioral analysis, individual positive behavior supports, team collaboration, transition, inclusion, placement decisions, and program evaluations.
- 2022 Virtual consultations to four school teams serving children who are deafblind (four case studies). Delaware Deafblind Project.
- 2011-2012 Consultation to three classrooms serving children with intellectual disability, Boston Public Schools. Services managed by the Educational

Development Center (EDC).

- 2010-2011 Consultation to the Department of Special Education, Michigan Department of Education. Invited expert participating in Low Incidence Disabilities-Teacher Preparation Initiative.
- 2010 Consultation to the *Kenya Institute for Special Education (KISE)*. Advised on the university curriculum in deafblindness, provided guest lectures to faculty and program students, and provided feedback on performance of their teacher candidates in special schools (urban and rural). Provided support on assessment processes across disabilities. Invited and sponsored by the Perkins International Program.
- 2003-2010 Teacher Consultant of the Visually Impaired & Deafblind. Part-time direct services and consultation for children with multiple disabilities including blindness and deafblindness. Functional vision assessment and instruction, tactile skills instruction, and classroom consultation. Boston College Campus School.
- 2002-2008 Professional development provider and classroom consultant at Horace Mann School for the Deaf, Boston Public Schools, and support to assessment team, teachers, and principal. This effort focused on the needs of students who were deaf or hard of hearing with additional disabilities.
- 2005 Interviewed principals, teachers, related service professionals, and paraprofessionals about collaboration, professional development, and the role of the SEEM Collaborative with districts and SEEM schools as part of the Collaborative's self-study.
- 1993-1996 Consultation to Cooperative Preschool of Michigan State University (a lab school environment) to support inclusion of children with disabilities. Worked directly and collaboratively to serve five children with autism. Developed inclusive strategies, including peer supports.

Relevant Personal Experience

Parent of an adult daughter with extensive support needs

Publications

Peer-Reviewed Articles

Brum, C., & Bruce, S. (in press). Shared reading with learners who are deafblind: Instructional materials and learning environments. *Journal of Visual Impairment & Blindness*.

Sevcik, R. A., Barton-Hulsey, A., & Bruce, S., Goldman, A., Ogletree, B. T., Paul, D., & Ronski, M. (2022). It's never too late: Debunking myths

about communication and adults with severe disabilities. *Intellectual and Developmental Disabilities*, 60, 416-425.

Coleman, M., Kan, D., Bruce, S., Miller, K., & Tiggs, S. (2022). An introduction to culturally sustaining pedagogy for students with sensory disabilities. Special Issue of *Teaching Exceptional Children*.
<https://journals.sagepub.com/doi/full/10.1177/00400599221090867>

Brum, C., & Bruce, S. (2022). Instructional strategies to support shared reading for learners who are deafblind. *British Journal of Visual Impairment*. <https://doi.org/10.1177/02646196221077219>

Bruce, S. M., Stutzman, B.*, Nannemann, A.*, Lewitus, A., McDonald, C., & Mango, T.** (2020). Improving interactions of transition age peers with visual impairments and intellectual disability. *British Journal of Visual Impairment*. <https://doi.org/10.1177/0264619620946070>, 1-11.

Drobynk, W., Rocco, K., Davidson, S., Bruce, S., Zhang, F. & Soumerai, S. B. (2019). Sensory integration and functional reaching in children with Rett Syndrome/Rett-Related Disorders. *Clinical Medicine Insights: Pediatrics*, 13, 1-11.

Nelson, C., & Bruce, S. (2019). Children who are deaf/hard of hearing with disabilities: Paths to language and literacy. *Education Sciences*, 9(134), 1-16. Retrieve from <https://doi.org/10.3390/educi9020134>. (Appearing in Special Issue: The Education of d/Deaf and Hard of Hearing Children: Perspectives on Language and Literacy Development. P. Paul, Ed.).

Bruce, S. M., Bashinski, S. M., Covelli, A., Bernstein, V., Zatta, M., & Briggs, S*. (2018). Positive behavior supports for individuals who are deafblind with CHARGE syndrome. *Journal of Visual Impairment & Blindness*, 112, 497-508.

Bruce, S., Luckner, J. L., & Ferrell, K. A. (2018). Assessment of students with sensory disabilities: Evidence-based practices. *Assessment for Effective Intervention*, 43, 79-89.

Bruce, S. M., & Bashinski, S. M. (2017). The trifocus framework and interprofessional collaborative practice in severe disabilities. *American Journal of Speech-Language Pathology*, 26, 162-180.

Ogletree, B. T., Brady, N., Bruce, S., Dean, E., Ronski, M., Sylvester, L. & Westling, D. (2017). Mary's case: An illustration of interprofessional

collaborative practice for a child with severe disabilities. *American Journal of Speech-Language Pathology*, 26, 217-226.

Nannemann, A. C.*, Bruce, S., Hussey, C. **, Hoffman, B., & McCarthy, M. (2017). Oral braille reading decoding strategies of middle school students who are blind or visually impaired. *Journal of Visual Impairment & Blindness*, 111, 284-289.

Nannemann, A. C.*, Bruce, S. M., & Covelli, A. (2017). Positive behavior supports for a young adult with CHARGE syndrome. *Journal of Visual Impairment & Blindness*, 111, 175-180.

Bruce, S. M., Janssen, M. J., & Bashinski, S. M. (2016). Individualizing and personalizing communication and literacy instruction for children who are deafblind. *Journal of Deafblind Studies on Communication*, 2, 73-87.

Nelson, C. & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 406-411.

Bruce, S. M., Nelson, C., Perez, A.*, Stutzman, B.*, & Barnhill, B.* (2016). The state of research on communication and literacy in deafblindness. *American Annals of the Deaf*, 161(4), 424-443.

Bruce, S., Ferrell, K., & Luckner, J. L. (2016). Guidelines for the administration of educational programming for students who are deaf/hard of hearing, visually impaired or deafblind. *Journal of the American Academy of Special Education Professionals*, aasep.org, Online ISSN 2325-7466.

Bruce, S. M., Zatta, M., Gavin, M.***, & Stelzer, S. (2016). Socialization and self-determination in different age dyads of students who are deafblind. *Journal of Visual Impairment & Blindness*, 110, 149-161.

Brady, N. C., Bruce, S., Goldman, A., Erickson, K., Mineo, B., Ogletree, B. T., Paul, D., Ronski, M. A., Sevcik, R., Siegel, E., Schoonover, J., Snell, M., Sylvester, L., & Wilkinson, K. (2016). Communication services and supports for individuals with severe disabilities: Guidance for assessment and intervention. *American Journal on Intellectual and Developmental Disabilities*, 121, 121-138. Note: The authors are members of the National Joint Committee on the Communication Needs of Persons with Severe Disabilities (NJC). This article includes our revised Communication Bill of Rights.

Luckner, J., Bruce, S., & Ferrell, K. A. (2016). A summary of communication and literacy evidence-based practices for students who are deaf and hard of hearing, visually impaired, and deafblind. *Communication Disorders Quarterly*, 37(4), 225-241.

Bruce, S. M., & Borders, C. (2015). Communication and language in learners who are deaf with disabilities: Theories, research, and practice. *American Annals of the Deaf*, 160, 368-384.

Bruce, S. M., Feinstein, J. D., Kennedy, M**, & Liu, M. (2015). Humane education for students with visual impairments: Learning about working dogs. *Journal of Visual Impairment & Blindness*, 109, 279-290.

Cascella, P. W., Bruce, S., & Trief, E. (2015). Sign language, speech, and communication repair abilities by children who are congenitally deaf-blind. *Journal of Visual Impairment & Blindness*, 109, 141-146.

Bruce, S. & Venkatesh, K.* (2014). Special education disproportionality in the United States, Germany, Kenya, and India. *Disability & Society*, 29(6), 908-921.

Cascella, P. W., Bruce, S. & Trief, E. (2014). Communication profiles of two children with Pitt-Hopkins syndrome. *Journal of Developmental and Physical Disabilities*, 26(4), 473-478.

Trief, E., Cascella, P. & Bruce, S. (2013). A field study of a standardized tangible symbol system for learners who are visually impaired and have multiple disabilities. *Journal of Visual Impairment & Blindness*, 107, 180-191.

Bruce, S. & Vargas, C.* (2013). Teaching object permanence: An action research study. *Journal of Visual Impairment & Blindness*, 107, 60-65. Note: This is a companion article to the conceptual article that appears below.

Bruce, S., & Vargas, C.* (2012). Assessment and instruction of object permanence in children with blindness or multiple disabilities. *Journal of Visual Impairment & Blindness*, 106, 717-727.

Cascella, P. W., Trief, E., Bruce, S. M. (2012). Parent and teacher ratings of communication among children with severe disabilities and visual impairment/blindness. *Communication Disorders Quarterly*, 33, 249-251.

Bruce, S. M., & Parker, A. T. (2012). Young deafblind adults in action: Becoming self-determined change agents through advocacy.

American Annals of the Deaf, 157, 16-26.

Bruce, S. M, Trief, E., & Cascella, P. W. (2011). Teachers' and speech-language pathologists' perceptions about a tangible symbols intervention: Efficacy, generalization, and recommendations. *AAC Augmentative and Alternative Communication*, 27, 172-182.

Ogletree, B., Bruce, S., Finch, A., & Fahey, R. (2011). Recommended communication-based interventions for individuals with severe intellectual disabilities. *Communication Disorders Quarterly*, 32, 164-175.

Parker, A. T., Bruce, S. M., Spiers, E., Ressa, S. V., & Davidson, R. C. (2010). Young deafblind adults in action: Legislative advocacy and leadership. *AER Journal: Research & Practice in Visual Impairment & Blindness*, 3(4), 124-131.

Bruce, S. M. (2010). Holistic communication profiles for children who are deafblind. *AER Journal: Research & Practice in Visual Impairment & Blindness*, 3(3), 106-114.

Trief, E., Bruce, S. M., & Cascella, P. W. (2010). The selection of tangible symbols by educators of students with multiple disabilities and visual impairment. *Journal of Visual Impairment & Blindness*, 104, 499-504.

Pizzo, L.* & Bruce, S. (2010). Language and play in students with multiple disabilities and visual impairment or deafblindness. *Journal of Visual Impairment & Blindness*, 104, 287-297.

Narayan, J., Bruce, S. M., Kolli, P., & Bhandari, R. (2010). Cognitive functioning of children with severe intellectual disabilities and children with deafblindness: A study of the perceptions of teachers and parents in the U.S. and India. *Journal of Applied Research in Intellectual Disabilities*, 23, 262-278.

Bruce, S., Campbell, C.**, & Sullivan, M.** (2009). Supporting children with severe disabilities to achieve means-end. *TEACHING Exceptional Children Plus*, 16(1), Article 2. <http://journals.cec.sped.org/tecplus/>. Enter Search Term: Susan M. Bruce. (Case studies with video in online peer-reviewed journal.).

Bruce, S. & Zayyad, M.* (2009). The development of object permanence in children with intellectual disability, physical disability, autism, and blindness. *International Journal of Disability, Development, and Education*, 56, 229-246.

Trief, E., Bruce, S., Cascella, P. & Ivy, S. (2009). The development of a universal tangible symbol system. *Journal of Visual Impairment & Blindness*, 103, 425-430.

Bruce, S., DiNatale, P. & Ford, J. (2008). Meeting the needs of deaf and hard of hearing students with additional disabilities through professional teacher development, *American Annals of the Deaf*, 153, 368-375.

Bruce, S., Randall, A., & Birge, B. (2008). Colby's growth to literacy: The achievements of a child who is congenitally deafblind. *TEACHING Exceptional Children Plus*, 5(2). Article 6. (Case study with video clips in online peer-reviewed journal.) Now available: https://www.pathstoliteracy.org/sites/pathstoliteracy.perkinsdev1.org/files/uploaded-files/Colby_growth.pdf

Bruce, S., Pike-Parnell, E.*, & Zayyad, M.* (2008). Assessment and instruction of self-recognition. *TEACHING Exceptional Children*, 41(1), 36-41.

Bruce, S. (2008). Using action plans to support communication programming for children who are deafblind. *RE:view*, 39(2), 71-83.

Bruce, S., Mann, A.**, Jones, C.**, & Gavin, M.** (2007). Gestures expressed by children who are congenitally deaf-blind: Topography, rate, and function. *Journal of Visual Impairment & Blindness*, 101, 637-652.

Bruce, S. & Vargas, C.** (2007). Intentional communication acts expressed by children with severe disabilities in high rate contexts. *AAC Augmentative and Alternative Communication*, 23(4), 300-311.

Bruce, S., Fasy, C.*, Gulick, J.**, Jones, J., & Pike, L. (2006). Making morning circle meaningful. *TEACHING Exceptional Children Plus*. 2(4) Article 1. <http://journals.cec.sped.org/tecplus/>. Enter Search Term: Susan M. Bruce. (Article with five video clips to illustrate instructional principles in online, peer-reviewed journal.)

Narayan, J. & Bruce, S. (2006). Perceptions of teachers and parents on the cognitive functioning of children with severe mental disability and children with congenital deafblindness. *International Journal of Rehabilitation Research*, 29(1), 9-16.

Bruce, S. & Conlon, K. (2005). Colby's daily journal: A school-home effort to promote communication development. *TEACHING Exceptional Children Plus*, 2(1). (Article with video). Text now available: <https://files.eric.ed.gov/fulltext/EJ966531.pdf>

Bruce, S. (2005). The impact of congenital deafblindness on the struggle to symbolism. *International Journal of Disability, Development, and Education* 52, 233-251.

Bruce, S. (2005). The application of Werner and Kaplan's "distancing" to children who are deaf-blind. *Journal of Visual Impairment & Blindness*, 99, 464-477.

Bruce, S., Godbold, E.** & Naponelli, S. **(2004). An analysis of communicative functions of teachers and their students who are congenitally deafblind. *RE:view*, 36(2), 81-92.

Bruce, S. (2003). The importance of shared communication forms. *Journal of Visual Impairment & Blindness*, 97, 106-109.

Bruce, S. (2002). Impact of a communication intervention model on teachers' practice with children who are congenitally deaf-blind. *Journal of Visual Impairment & Blindness*, 96, 154-168.

Bruce, S. & Hwang, T. (2001). Web-based teacher preparation in visual impairment: Course development, teaching, learning, and quality assurance. *Journal of Visual Impairment & Blindness*, 95, 609-622.

Marks, S. B. (1998). Understanding and preventing learned helplessness in children who are congenitally deaf-blind *Journal of Visual Impairment & Blindness*, 92, 200-211.

Marks, S. B. (1997). Reducing prejudice against children with disabilities in inclusive settings. *International Journal of Disability, Development and Education*, 44, 117-131.

Marks, S. B., & Feeley, D. (1995). Transition in action: Michigan's experience. *Journal of Visual Impairment & Blindness*, 89, 272-275.

Note: *writings with Doctoral students/candidates; **writings with Masters and Undergraduate students

Articles in progress:

Brum, C., & Bruce, S. (accepted with minor revisions). Reading comprehension for learners who are deafblind: Perspectives from teachers, interveners, and parents. *Communication Disorders Quarterly*.

Rocco, K., Drobynk, W., Bruce, S., & Soumerai, S. (in review). Ayres

sensory integration therapy for a child with Rett syndrome: A case report.

Book

Bruce, S. & Pine, G. (2010). *Action research in special education: An inquiry approach for effective teaching and learning*. New York: Teachers College Press.

Book translated in Chinese by Huang Ruqian (a visiting scholar in 2018-2019) and published in 2019 by Chengdu Times Press.

Book Chapters

Bruce, S., Nelson, C., & Stutzman, B.* (2022). Understanding the needs of children who are deaf with disabilities due to genetic causes. In C. Guardino & J. E. Cannon, & P. V. Paul (Eds.), *Deaf and hard of hearing learners with disabilities: Foundations, strategies, and resources* (pp. 96-132). New York: Routledge Press.

Nelson, C., Bruce, S., & Barnhill, B. A. (2022). Future directions in the field of deafblindness. In C. Guardino & J. E. Cannon, & P. V. Paul (Eds.), *Deaf and hard of hearing learners with disabilities: Foundations, strategies, and resources* (pp. 162-192). New York: Routledge Press.

Bruce, S., & Borders, C. (2021). Literacy in learners who are Deaf or Hard of Hearing with disabilities. In S. R. Easterbrooks & H. M. Dostal (Eds.), *Oxford Handbook of Deaf Studies in Literacy* (pp. 385-400). New York: Oxford University Press.

Bruce, S. M. & Ivy, S. E. (2017). Severe and multiple disabilities. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.), *Handbook of special education*. Second Edition (pp. 411-427). New York: Routledge Press. (Note: This is an updated version for a second edition of the 2011 Bruce publication listed below.)

Bruce, S., Sacks, S., & Brum, C.* (2016). Assessment of students who have visual impairments and additional disabilities. In S. Sacks and M. Zatta (Eds.), *Keys to educational success: Teaching students with visual impairments and multiple disabilities* (pp. 101-147). New York: AFB Press.

Bruce, S. (2011). Severe and multiple disabilities. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education* (pp. 291-303). New York: Routledge Press.

Silberman, R., Bruce, S., & Nelson, C. (2004). Children with sensory impairments. In F. Orellove, D. Sobsey, & R. Silberman (Eds.), *Educating children with multiple disabilities: A collaborative approach*. Fourth Edition (pp. 425-528). Baltimore: Brookes.

Chapters in progress:

Bruce, S., Dada, S., & Tönsing, K. (submitted). Deafblindness in children (working title). In K. Crowe (Ed.), *Communication and Sensory Loss: Global Perspectives*. Series Title: *Routledge Research in Speech-Language Pathology*. Routledge.

Bruce, S., Brady, L., & Luiselli, T. (submitted). Assessment of communication in learners who are deafblind. In Janssen, M. J., Hartshorne, T. S., & Wittich, W. (Eds.), *Volume I: Communication in People who are Deafblind: Assessment and Intervention*. Series: *Perspectives on Deafness*. Oxford University Press.

Bruce, S., and Moore, C.** (submitted). Colby's path to language and literacy: A longitudinal case of a learner who is deafblind (working title). In Janssen, M. J., Hartshorne, T. S., & Wittich, W. (Eds.), *Volume I: Communication in People who are Deafblind: Assessment and Intervention*. Series: *Perspectives on Deafness*. Oxford University Press.

Bruce, S., Janssen, M. J., & Brum, C. Emergent literacy in individuals who are deafblind. In Hartshorne, T., Janssen, M. J., & Wittich, W. (Eds.), *Volume II: Learning, Education and Support of Deafblind Children and Adults: An Interdisciplinary Approach*. Series: *Perspectives in Deafness*. Oxford University Press.

Bruce, S. M. & Ivy, S. E., & Brum, C. Severe and multiple disabilities. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.), *Handbook of special education*. Third edition.

Encyclopedia Entry

Bruce, S. (2005). Visual impairment across the lifespan. In C.B. Fisher & R.M. Lerner (Eds.). *Applied developmental science: An encyclopedia of research, policies, and programs*. Volume 2 (pp. 1126-1130). Sage Publications.

Reprint of

Bruce, S. (2006). La aplicacion del concepto de "distanciamiento" de Werner y Kaplan a ninos con sordoceguera. (2006). *Entre dos Mundos*, Article 30, 11-24.

Published Review

Bruce, S. (2003). Review of Alsop, L. (Ed.). (2003). Understanding deafblindness: Issues, perspectives, and strategies. *Deaf-Blind Perspectives*, 10(2), 9-10. Logan, UT: Hope, Inc.

Other Writings

Butler, R.**, & Bruce, S. (in press). Ecological assessment and individuals who are deafblind. *DbI Review*. Seventh in series on assessment of individuals who are deafblind for the magazine of Deafblind International

(DbI).

Bruce, S., & Butler, R.** (2022). Assessment of communication in children and adults who are deafblind. *DbI Review*, 67, 17-20. Sixth in series on assessment of individuals who are deafblind for the magazine of Deafblind International (DbI).

Bruce, S. (2022). Quarterly short articles for newsletter of the Division for Communication, Language, and Deaf/Hard of Hearing (DCD), Council for Exceptional Children (CEC). Self-determination in early intentional communicators (January). Covid and students who are Deaf with severe disabilities (April). Culturally sustaining pedagogy and learners with extensive support needs (July). Assessment of students with multiple disabilities (November).

Bruce, S., M., & Moore, C.** (2021). The relevance of the DASH-3 and Vineland-3 assessment instruments to children and adults who are deafblind. *DbI Review*, 66, 15-18. Fifth in series on assessment of individuals who are deafblind for the magazine of Deafblind International (DbI).

Bruce, S. M., & Bianco, S.** (2021). The applicability of the HELP and BCP Assessment instruments to students who are deafblind. *DbI Review*, 65, 33-36. Fourth in series on assessment of children who are deafblind for the magazine of Deafblind International (DbI).

Brum, C., Bruce, S., & Ivy, S. (2021). Strategies for teaching tactile tangible symbol systems: Case study on a learner who is deafblind. Invited by *Visual Impairment and Deafblind Education Quarterly*, 66(2), 48-56. <http://dvi.uberflip.com/i/1359373-vidbeq-66-2-spring-2021>

Bruce, S., Nelson, C., & Francis, H.* (2020). Teaching others to implement the van Dijk approach to child-guided assessment. *DbI Review*, 64, 30-33. Third in series on assessment of individuals who are deafblind for the magazine of Deafblind International (DbI).

Bruce, S. & Cunningham, M.** (2020). Evidence-based practices for assessment of children and youth who are deafblind. *DbI Review*, 63, 17-20. Second in series on assessment of individuals who are deafblind for the magazine of Deafblind International (DbI).

Bruce, S., Nelson, C., Parker, A.T., Sanders, D., Graves, A., Rimka, C. (2020). Conceptual paper for re-validating the teacher of deafblind and intervener competencies. *Visual Impairment and Deafblind Education Quarterly*, 65(1), 65-74.

Bruce, S., & Brum, C. (2019). Assessment of learners who are deafblind: Basic principles and guidelines. *DbI Review*, 62, 59-61. First in series on assessment of children who are deafblind for the magazine of Deafblind International (DbI).

Bruce, S. M. (2018). Dissemination of findings from action research studies. *DbI Review*, 61, 66-67. Sixth and final article in series on action research in deafblindness written as a member of the DbI Research Network, Action Research Work Group.

Bruce, S. M. (2017). Action research: Qualitative data analysis. *DbI Review*, 59, 75-76. Fifth in a series on action research in deafblindness written as member of the DbI Research Network, Action Research Work Group.

Bruce, S. M. (2017). Action research: Quantitative data analysis. *DbI Review*, 58, 74-75. Fourth in a series on action research in deafblindness written as member of the DbI Research Network, Action Research Work Group.

Brady, B., Damen, S., Roy, A., & Bruce, S. M. (2016). Action research: Identifying interventions and data sources. *DbI Review*, 57, 29-30. Third in a series on action research in deafblindness written by members of the DbI Research Network, Action Research Work Group.

Stutzman, B.* & Bruce, S. M. (2016). Action research: Identifying the problem and forming a research question. *DbI Review*, 57, 31-33. Second in a series on action research in deafblindness written by members of the DbI Research Network, Action Research Work Group.

Bruce, S. (2016). Defining and describing action research. *DbI Review*, 56. First in a series on action research in deafblindness written by members of the DbI Research Network, Action Research Work Group.

Bruce, S., Brum, C.,* & Nannemann, A.* (2015). Communication programming implications for individuals with genetic causes of severe disability and visual impairment. *Perspectives on Augmentative and Alternative Communication*, 24, 94-105.

Feinstein, J. D., Bruce, S. M., & Kennedy, M.** (2015). A humane education curriculum for students who are blind or visually impaired. Watertown, MA: Perkins School for the Blind.
<http://www.perkinselearning.org/accessible-science>.

Bushey, D. M., Poblete, M. & Bruce, S. (2014). CHARGE syndrome and physical therapy. *DbI Review*, 53, 19-22.

Ferrell, K. A., Bruce, S., & Luckner, J. L. (2014). *Evidence-based practices for students with sensory impairments*. (Document No. IC-4). University of Florida, Collaboration for Effective Educator, Development, Accountability and Reform Center (CEEDAR Center).
<http://ceedar.education.ufl.edu/tools/innovation-configurations/>.

Parker, A. T., McGinnity, B. L., & Bruce, S. M. (2012). *Educational programming for students who are deafblind: A position paper of the Division on Visual Impairments*, Council for Exceptional Children. Approved by membership, posted at www.cec.org.

Bruce, S. (2010). *Introduction to the holistic communication profile: Integrating pivotal social and cognitive milestones in communication programming*. Monmouth, Oregon: Teaching Research Institute, Western Oregon University.
<http://www.nationaldb.org/documents/Holcommprofile.doc>

Malloy, P. in collaboration with Bruce, S. (2008). The path to symbolism. *Research to Teaching Perspectives*, 3, 1-4. Monmouth, OR: National Consortium on Deafblindness (NCDB), The Teaching Research Institute, Western Oregon University. (This entire newsletter issue was devoted to discussing my research on symbolic development).

Bruce, S. (2007). Teacher preparation in deafblindness: A retrospective and prospective view. *Deaf-Blind Perspectives*, 14(2), 9-12.

Bruce, S. (2005). The struggle to symbolism studies. *Deaf-Blind Perspectives*, 13(1), 7-9.

Bruce, S. (2003). *Meeting the unique needs of children who are deaf-blind*. National Association of State Directors of Special Education (NASDE). (This paper was part of a low incidence training provided to State Directors of Special Education, state consultants, LEA administrators, and direct service providers in 50 states.)

Bruce, S. (2003). *The struggle to symbolism*. Conference paper for 13th Deafblind International World Conference on Deafblindness. Mississauga, Ontario, Canada. August, 2003. Available on CD.

Academic Technology Services & eLearning Strategic Planning Group. (2002). *A Plan for eLearning at Boston College: 2002-2005*. Boston College.

Bruce Marks, S. (1997). *Portfolio Creation*. Distributed by Michigan Services for Children and Youth Who Are Deafblind.

Bruce Marks, S. (1998). Understanding family theories leads to improved home and school collaboration and consultation. *Center for Educational Networking Newslines*, 5(5), 9.

Contributed to the development of: *Competencies for Teachers of Learners Who Are Deafblind* (1997). Perkins National Deafblind Training Project.

Note: *Publications with Doctoral students/candidates, including scholars of the National Leadership Consortium on Sensory Disabilities (NLCSD)

**Publications with Masters and Undergraduate students

Presentations: International and National

Coleman, M., Kan, D., Bruce, S., & Miller, K. (2022). An introduction to culturally sustaining pedagogy for students with sensory disabilities. Division for Communication, Language and Deaf/Hard of Hearing (DCD), Council for Exceptional Children (CEC). Meet the authors webinar.

Bruce, S. (2022). Creating and implementing story boxes, experience books, and authentic choice-making opportunities. Division for Communication, Language, and Deaf/Hard of Hearing (DCD), Council for Exceptional Children (CEC). Meet the author webinar.

Bruce, S. (2022). Moments of Joy: Celebrating children who are deafblind and their families. A celebration of Helen Keller's birthday. Sponsored by Deafblind Multihandicapped Association of Texas. Virtual presentation.

Brum, C., & Bruce, S. M. (2022). Supporting shared reading for learners who are deafblind: Materials, strategies, and environmental supports. Division on Visual Impairments and Deafblindness (DVIDB), Council of Exceptional Children (CEC) national webinar.

Bruce, S. M. (2022). Communication bill of rights: An advocacy tool for full participation. Council for Exceptional Children (CEC) National Conference. Orlando, FL.

Bruce, S., & Brum, C. (2022). Assessment of prelinguistic children who are deafblind. Council for Exceptional Children (CEC) National Conference. Orlando, FL.

Brum, C., & Bruce, S. M. (2022). Shared reading at home and in school for learners who are deafblind: Materials, strategies, and environmental

supports. Council for Exceptional Children (CEC) National Conference. Orlando, FL. (Session was also recorded for CEC Virtual Conference)

Pizzo, L., & Bruce, S. (2021). Humanizing pedagogy for D/DHH learners with intersecting identities: A framework for the development of communication and language. National Conference, Virtual. Canadian Association of the Deaf and Hard of Hearing (CAEDHH) British Columbia. Keynote presentation.

Bruce, S. (2021). Classic literacy lessons: Story boxes, experience books, and authentic choice-making. National/international webinar. Sponsored by the Southeast Deafblind Project Consortium. Invited presentation.

Bruce, S., Borders, C., & Crowley, S.* (2021). Teaching three classic literacy lessons to learners who are deaf with disabilities or deafblind. Council for Exceptional Children (CEC) National Conference, Virtual.

Ivy, S., Bruce, S., & Brum, C. (2021). Tactile tangible symbol systems: Their design, use, and success for three learners with visual impairment. Council for Exceptional Children (CEC) National Conference, Virtual.

Luiselli, T., & Bruce, S. (2020). Establishing routines at home. Webinar. National Center on Deaf-Blindness.

Luiselli, T., & Bruce, S. (2020). Creating home-based routines: A framework for supporting families of children who are deafblind during Covid-19. Living with Deafblindness in a New Reality. Deafblind International. Webinar.

Bruce, S., & Borders, C. (2020). Instructional practices to promote language in children who are deaf with disabilities. Council for Exceptional Children (CEC) National Conference. Portland, OR.

Bruce, S., & Paul, D. (2020). Communication bill of rights. Council for Exceptional Children (CEC) National Conference. Portland, OR.
Note: Each time we present on this topic we present detailed information on 2-4 of the rights. Each presentation of the same title is different.

Bruce, S. (2019). The state of evidence in deafblindness: A guide to research needs and effective practices. International Young Researchers Conference in Deafblindness. Saint Petersburg, Russia. Invited presentation.

Damen, S., & Bruce, S. (2019). How to make a good research proposal. International Young Researchers Conference in Deafblindness. Saint Petersburg, Russia. Invited presentation.

Bruce, S. M. (2019). Making good decisions about communication programming for children and youth who are deafblind. Deafblind Summit. Sponsored by the National Center on Deafblindness. Austin, TX. Invited presentation.

Bruce, S., & Nelson, C. (2019). Deaf with disabilities: Characteristics of common genetic syndromes. Council for Exceptional Children (CEC) National Conference, Indianapolis, IN.

Bruce, S. M., & Paul, D. (2019). Communication bill of rights. Council for Exceptional Children (CEC) National Conference, Indianapolis, IN.

Nelson, C., & Bruce, S. (2019). Critical issues in the lives of students who are deafblind. Council for Exceptional Children (CEC) National Conference, Indianapolis, IN.

National Joint Committee on the Communication Needs of Persons with Severe Disabilities (NJC). (2018). Video of presentations of NJC members on the Communication Bill of Rights. NJC 2018. www.youtube.com

Bruce, S. M. (Moderator and Panelist), Nelson, C., Bashinski, S., Ikonomidis, V., Correa-Torres, S., & Petroff, J. (2018). Research in deafblindness: Current status and potential future directions. An invited panel for a plenary session. Deafblind International Network of the Americas Conference. Hyannis, Massachusetts.

Bruce, S. M., & Stutzman, B. (2018). Assessment of prelinguistic children who are deafblind. Deafblind International Network of the Americas Conference. Hyannis, Massachusetts.

Bruce, S. M., & Bashinski, S. M. (2018). Communication bill of rights. Deafblind International Network of the Americas Conference. Hyannis, Massachusetts.

Bashinski, S., M., & Bruce, S. M. (2018). Implementing the tri-focus framework strategies through interprofessional collaborative practice. Deafblind International Network of the Americas Conference. Hyannis, Massachusetts.

Bruce, S., Stutzman, B., & Nannemann, A. (2018). Assessing students

with sensory disabilities: Evidence-based practices. Council for Exceptional Children (CEC) National Conference. Tampa.

Bruce, S., Nannemann, A., & Stutzman, B. (2018). Conducting practitioner research in sensory disabilities. Council for Exceptional Children (CEC) National Conference. Tampa.

Bruce, S. M. (2017). Evidence-based practices in communication, literacy, and social-emotional development. Research Symposium. Deafblind International (DbI) European Conference. Aalborg, Denmark.

Bruce, S. M. (2017). Socialization dyads of older and younger students with CHARGE syndrome. CHARGE Syndrome Preconference, Deafblind International (DbI) European Conference. Aalborg, Denmark.

Bruce, S. M. (2017). Effective instruction of students who are deafblind: What is the state of our evidence? Invited panel on congenital deafblindness. Vision 2017: Low Vision Rehabilitation: A Global Right. Annual Conference of the International Society for Low Vision Research and Rehabilitation (ISLRR). The Hague, Netherlands.

Bruce, S. M. (2017). Conducting action research in deafblindness. Webinar for National Consortium on Deafblindness (NCDB) and Division on Visual Impairment and Deafblindness (DVI-DB), Council for Exceptional Children (CEC). Invited presentation.

Bruce, S. M. & Nannemann, A. (2017). Using an adaptive board game and social stories to improve peer interactions. Council for Exceptional Children (CEC) National Conference. Boston.

Bruce, S. M. & Nelson, C. (2017). Communication and literacy: Evidence-based practices. Council for Exceptional Children (CEC) National Conference. Boston.

Bruce, S. M. & Paul, D. (2017). Celebrating thirty years of the NJC: Empowering individuals with severe disabilities. Council for Exceptional Children (CEC) National Conference. Boston.

Bruce, S. (2017). Evidence-based practices in communication, literacy, and social-emotional development. International webinar for the Educational Leadership Program, Perkins School for the Blind International Outreach. Invited presentation.

Bruce S. (2016). Assessment and instruction of students who are deafblind: What is the state of our evidence? Webinar for National Consortium on Deafblindness (NCDB) and Division on Visual Impairment and Deafblindness (DVI-DB), Council for Exceptional Children (CEC). Invited presentation.

Bruce, S., Davidson, S., Drobnyk, W., & Rocco, K. (2016). Sensory integration to increase functional reaching in children with Rett syndrome/Rett-related disorders. Rett Syndrome Research Symposium (international). Itasca, Illinois.

Borders, C. M. & Bruce, S. M. (2016). An overview of theories, research, and practice related to communication and language in deaf students with disabilities. Council for Exceptional Children (CEC) National Conference. St. Louis.

Bruce, S. M. & Paul, D. (2016). The communication bill of rights: Implications for advocacy and practice. Council for Exceptional Children (CEC) National Conference. St. Louis.

Guardino, C., Cannon, J.E., Jackson, B., Ammerman, S., Trautwein, B., Bruce, S., Borders, C., Cawthon, S., and Luft, P., (February 2016). Research to practice connections: Working with students who are deaf and hard of hearing with disabilities. Association of College Educators of the Deaf and Hard of Hearing national conference, New York, NY. (This invited panel consisted of authors of a special issue of Deaf with disabilities for American Annals of the Deaf.

Bruce, S., Janssen, M., & Bashinski, S. (2015). Personalizing communication, language, and literacy instruction: Why individualizing may not be enough. XVII Deafblind International World Conference, Bucharest, Romania.

Bruce, S. & Bashinski, S. (2015). Strategies to support positive behaviors in students with CHARGE syndrome. XVII Deafblind International World Conference, Bucharest, Romania.

Bruce, S. (2015). Identifying effective positive behavior intervention supports for young adults who are deafblind. Council for Exceptional Children (CEC) National Conference. San Diego.

Bruce, S., Hoffman, B., & McCarthy, M. (2015). Oral braille reading decoding strategies of middle school students who are blind or visually impaired. Council for Exceptional Children (CEC) National Conference.

San Diego.

Bashinski, S. M. & Bruce, S. M. (2014). Promoting communication in presymbolic learners with multiple disabilities. National Joint Committee on the Communication Needs of Persons with Severe Disabilities (NJC) Practitioner e-Conference. American Speech and Hearing Association Professional Development. Recorded presentation with discussion threads and electronic chat day.

Bruce, S. M., Feinstein, J., & Kennedy, M. (2014). The effects of a humane education course on secondary students with visual impairments. Council for Exceptional Children (CEC) National Conference, Philadelphia.

Gavin, M. & Bruce, S. M. (2014). Increasing the communicative initiations of a boy with CHARGE syndrome. Council for Exceptional Children (CEC) National Conference, Philadelphia.

Bruce, S. (2013). Respecting and responding to the identities of individuals who are deafblind through positive behavior supports. Deafblind International European Conference. Lille, France.

Bruce, S. (2013). Supporting the development of self-determination in pre-linguistic individuals who are deafblind. Deafblind International European Conference. Lillie, France.

Janssen, M., Bruce, S., & Bashinski, S. (2013). Interaction, communication and literacy: Effective strategies for learners who are deafblind. Deafblind International European Conference. Lille, France.

Bruce, S. & Stelzer, S. (2013). Socialization in different age dyads of students with CHARGE syndrome. 11th International CHARGE Syndrome Conference, Scottsdale, AZ.

Bruce, S. (2013). Using the holistic communication profile to capture the role of pivotal milestones in language development. 11th International CHARGE Syndrome Conference, Scottsdale, AZ.

Bruce, S. (2013). Supporting the development of self-determination in pre-linguistic individuals with CHARGE syndrome. 11th International CHARGE Syndrome Conference, Scottsdale, AZ.

Bruce, S. (2013). Action research in deafblindness. Webcast for Perkins School for the Blind. www.perkins.org. Invited presentation.

Bruce, S. & Gavin, M.*** (2013). PALS: A social endeavor. Council for Exceptional Children (CEC) National Conference, San Antonio.

Janssen, M. J. & Bruce, S. (2013). Communication, language, and literacy: Effective strategies for learners who are deafblind. Council for Exceptional Children (CEC) National Conference, San Antonio.

Bashinski, S. & Bruce, S. (2013). Communication development and literacy. Invited national webinar presentation for the Helen Keller Fellows Program. National Consortium on Deafblindness, Monmouth, Oregon.

Bruce, S. (2012). Eight lectures and a panel for the *International Seminar on Teaching Children with Severe Multiple Disabilities*. Presentation titles: Assessment of students with severe & multiple disabilities: Highlighting commercial assessment instruments; The van Dijk approach to assessment; Functional behavioral analysis & positive behavior support plans; Communicative development & the four aspects of communication; The holistic communication profile; Personalized literacy; Functional academics; Teaching functional academics. Nanjing, China. Invited presentations.

Bruce, S. Keefe, E. S.*, Brum, C.* (2012). Assessing students with severe disabilities. Council for Exceptional Children (CEC) National Conference, Denver, Colorado.

Bruce, S. Parker, A. T. & Crosby, K. (2012). Learning about self-advocacy through participatory action research: Lessons for secondary educators. Council for Exceptional Children (CEC) National Conference, Denver, Colorado.

Paul, D., Sylvester, L., & Bruce, S. (2012). Evidenced-based communication interventions for persons with severe disabilities. Council for Exceptional Children (CEC) National Conference, Denver, Colorado.

Sylvester, L., Bruce, S., & Paul, D. (2012). Team strategies for AAC assessment and intervention. Council for Exceptional Children (CEC) National Conference, Denver, Colorado.

Bruce, S. (2012). Methods of evaluation, curriculum planning, and designing the individual education plans for students with severe and multiple disabilities. Five-day course taught abroad with Dr. Jan van Dijk, The Netherlands. We were invited and sponsored by Sharjah City for Humanitarian Services. Sharjah, United Arab Emirates.

Bashinski, S. & Bruce, S. (2012). Communication development and literacy. Invited national webinar presentation for the Helen Keller Fellows Program. National Consortium on Deafblindness, Monmouth, Oregon.

Bruce, S. (2011). Young adults who are deafblind and advocacy: A participatory action research study. XVth Deafblind International World Conference, Sao Paulo, Brazil.

Trief, E. & Bruce, S. (2011). Tangible symbol acquisition among students with complex communication needs. Council for Exceptional Children (CEC) National Conference, National Harbor, Maryland.

Baker, D.* & Bruce, S. (2011). Discrimination to categorization: Learning and language acquisition in students with severe disabilities. Council for Exceptional Children (CEC) National Conference, National Harbor, Maryland.

Bruce, S. & Bashinski, S. (2011). Non-symbolic communication and the path to symbolic communication. Invited national webinar presentation for the Helen Keller Fellows Program. National Consortium on Deafblindness, Monmouth, Oregon.

Trief, E. & Bruce, S. (2011). Universal tangible symbols. Meeting of the Minds (invited presentation for national meeting of professors in blindness and research and product development staff from the American Printing House for the Blind), Louisville, Kentucky.

Bruce, S. (2010). Action research and individuals with intellectual disabilities. National Conference of the American Association on Intellectual and Developmental Disabilities (AAIDD), Providence, Rhode Island.

Bruce, S. (2010). Assessment, behavior, and communication. (Invited presentation for all special education faculty). Kenya Institute of Special Education (KISE). Kasarani, Kenya.

Bruce, S. (2010). Introduction to deafblindness. (Invited lecture for students in the Deafblind Program). Kenya Institute of Special Education (KISE). Kasarani, Kenya.

Bruce, S. & Bashinski, S. (2010). Nonsymbolic communication and the path to symbolic communication. Invited national webinar presentation for the Helen Keller Fellows Program. National Consortium on Deafblindness, Monmouth, Oregon.

Bruce, S. (2009). The assessment and instruction of object permanence in children with severe disabilities. Council for Exceptional Children (CEC) National Conference, Seattle, Washington.

Bruce, S. & Bashinski, S. (2009). Nonsymbolic communication and the path to symbolic communication. Invited webinar presentation for the national Helen Keller Fellows Program. National Consortium on Deafblindness, Monmouth, Oregon.

Bruce, S. Vargas, C.*, Davidson, S.***, Sullivan, M.***, & Sikarova, R. (2008). Applying a transdisciplinary approach to the systematic instruction of pivotal milestones. Council for Exceptional Children (CEC) National Conference, Boston, Massachusetts.

Bruce, S. (2007). The functions of unique and conventional gestures in children who are congenitally deafblind. 14th Deafblind International (DbI) World Conference, Perth, Australia.

Bruce, S. (2007). Optimal rates of intentional communication acts in children with severe disabilities. Council for Exceptional Children (CEC) National Conference, Louisville, Kentucky.

Bruce, S. (2006). The functions of gestures in children who are congenitally deafblind. Council for Exceptional Children (CEC) National Conference, Salt Lake City, Utah.

Bruce, S. (2006). Making morning circle meaningful. Council for Exceptional Children (CEC) National Conference, Salt Lake City, Utah.

Bruce, S. (2005). Communication profiles of young children with autism, congenital deafblindness, and combined physical and developmental disabilities. Council for Exceptional Children (CEC) National Conference, Baltimore, Maryland.

Bruce, S. (2004). The struggle to symbolism study. Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) International conference, Orlando, Florida.

Bruce, S. (2004). The achievement of symbolic communication in children with severe disabilities. Council for Exceptional Children (CEC) National Conference, New Orleans, Louisiana.

Bruce, S. (2003). Meeting the unique needs of children who are deaf-blind. Invited paper and presentation for a national satellite training

program for school administrators through the organization, National Association of State Directors of Special Education (NASDE). Training was provided to State Directors of Special Education, state consultants, LEA administrators, and direct service providers in 50 states.

Bruce, S. (2003). The struggle to symbolism. 13th Deafblind International (DbI) World Conference on Deafblindness. Mississauga, Ontario, Canada.

Bruce, S. (2003). Communication intervention and research on form, function, content, and context. Council for Exceptional Children (CEC) National Conference. Seattle, Washington.

Bruce, S. (2002). Deafblindness and the Acquisition of Early Communicative Functions. Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) International Conference, Toronto, Ontario, Canada.

Bruce, S. (2000). Understanding and preventing learned helplessness. Council for Exceptional Children (CEC) National Conference. Vancouver, Canada.

Bruce, S. (1998). Understanding and preventing learned helplessness in learners who are deafblind. The 6th Annual Canadian National Conference on Deafblindness. Mississauga, Ontario.

Bruce, S. (1997). Understanding and preventing learned helplessness in learners who are congenitally deafblind. National Conference on Deafblindness, Washington D.C.

Bruce, S. (1997). Communication intervention for children who are congenitally deafblind: The influence of an inservice with follow-up approach on teacher cognition and practice, poster session. National Conference on Deafblindness. Washington D. C.

Co-authored poster

Wilkinson, K., Ogletree, B., Siegel, E., Schoonover, J., Bruce, S., Paul, D., Brady, N., Ronski, M., & Sevcik, R. (2013). A sampling of the professional activities of the members of the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities (NJC). American Speech-Language-Hearing Association. Chicago. (Co-authored poster).

Presentations: Regional, State, and Local

Bruce, S. (2022). Promoting communication development through literacy activities. Parenting, Communication and Emotions: Perspectives on Our Children with Extensive Support and Medical Needs Conference. The Campus School at Boston College.

Bruce, S. (2022). Creating and implementing story boxes, experience books, and authentic choice-making opportunities. Collaborative Experience Conference. Minnesota Commission for the Deaf, Deafblind, Hard of Hearing.

Bruce, S. (2022). Supporting literacy development in learners who are deafblind. Delaware Deafblind Project.

Bruce, S. (2022). Two professional development sessions on deafblindness, concept development, tactile development, and refining the implementation of daily schedules, story boxes, and experience books. Grantham Public Schools, New Hampshire.

Bruce, S. (2022). Classic literacy lessons: Story boxes, experience books, and authentic choice-making. Virtual presentation. Colorado Deafblind project.

Bruce, S. (2021). Holistic communication profile. Virtual presentation. New England Consortium on Deafblindness.

Bruce, S. (2021). Schedules, story boxes, experience books, and creating a communication profile. Grantham Public Schools, NH.

Bruce, S. (2021). Classic literacy lessons: Story boxes, experience books, & authentic choice-making. Southeast regional presentation. Sponsored by the Delaware Deafblind Project.

Rowe, E., & Bruce, S. (2021). Decolonizing special education: AAC considerations for monolingual and emergent bilingual learners with multiple disabilities. Diversity and Inclusion Summit. Boston College.

Bruce, S. (2020). Communication bill of rights. Pennsylvania Training and Technical Assistance Network (PaTTAN). Invited and recorded presentation.

Bruce, S. (2020). Grounding and framing communication interventions in deafblindness. Pennsylvania Training and Technical Assistance Network (PaTTAN). Invited and recorded presentation.

Bruce, S. (2020). Individualizing and personalizing communication and literacy. Pennsylvania Training and Technical Assistance Network (PaTTAN). Invited and recorded presentation.

Bruce, S. (2020). Evidence-based practices in communication and literacy for children and youth who are deafblind. Pennsylvania Training and Technical Assistance Network (PaTTAN). Invited and recorded presentation.

Bruce, S. (2020). Classic literacy lessons: Story boxes, experience books, & journals. Pennsylvania Training and Technical Assistance Network (PaTTAN). Invited and recorded presentation.

Bruce, S. (2020). Classic literacy lesson: The daily schedule. Pennsylvania Training and Technical Assistance Network (PaTTAN). Invited and recorded presentation.

Bruce, S. (2020). Classic literacy lesson: Authentic choice-making. Pennsylvania Training and Technical Assistance Network (PaTTAN). Invited and recorded presentation.

Bruce, S. (2020). Revisioning the William E. Carter School. Online presentation, Boston Public Schools. Invited presentation.

Bruce, S. (2020). Theories: Research, teaching, and professional identity. Invited online guest lecture for doctoral students in social work. Boston College.

Bruce, S. (2019). Applying the four aspects of communication in technical assistance. HELIX Conference. Pennsylvania Training and Technical Assistance Network (PaTTAN). State College, PA. Invited presentation.

Bruce, S. (2019). Effective communication programming: Evidence-based practices, practitioner and parental expertise. HELIX Conference. Pennsylvania Training and Technical Assistance Network (PaTTAN). State College, PA. Invited presentation.

Bruce, S. (2019). Overview of evidence-based practices in deafblindness. NEC Deafblind Leadership Institute. Watertown, MA. (NEC is a multi-state deafblind project that provides supports to school districts and families.) Invited presentation.

Bruce, S. (2019). Making good decisions about communication programming NEC Deafblind Leadership Institute. Watertown, MA. Invited presentation.

Bruce, S. (2019). Meaningful communication programming: How do theoretical frameworks and evidence-based practices fit? Outside the Box Conference: Accessibility, Communication & Partnership. Dover, Delaware. Invited presentation.

Bruce, S. (2019). Meaningful communication programming: Where do evidence-based practices fit? Outside the Box Conference: Accessibility, Communication & Partnership. Dover, Delaware. Invited presentation.

Bruce, S. (2019). Supporting communication programming progress. Outside the Box Conference: Accessibility, Communication & Partnership. Dover, Delaware. Invited presentation.

Bruce, S. (2016). Assessment and instruction of students who are deafblind: What is the state of our evidence? New England Consortium on Deafblindness, Watertown, Massachusetts. Invited presentation.

Bruce, S. (2016). Addressing Pivotal and Social Milestones. Campus School at Boston College. Chestnut Hill, Massachusetts.

Bruce, S. (2015). Overview of inclusive schooling in the United States. International Research Symposium Toward the Fusion of Horizons. Critical Dialogue for Increased Understanding: Beyond Epistemological Nationalism. Boston College, Chestnut Hill, Massachusetts.

Bruce, S. (2015). Instruction of students who are deafblind: What is the state of our evidence? Webinar offered through the Outreach of the Virginia School for the Deaf and Blind. Invited presentation.

Bruce, S. (2015). Building concepts through instruction of pivotal milestones and authentic choice-making. Perkins School for the Blind, Watertown, Massachusetts.

Bruce, S. (2015). Respecting identities through individualized positive behavior supports. 10th Annual Faculty Scholars Presentations. Lynch School of Education, Boston College, Chestnut Hill, Massachusetts.

Bruce, S. (2013). Transition: Curriculum, Assessment, and Instruction. Massachusetts Hospital School, Canton, Massachusetts. Invited presentation.

Bruce, S. & Feinstein, J. (2013). Humane education for secondary students with visual impairment: Curriculum & research. Northeast Chapter of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (NE/AER). Bretton Woods, New Hampshire.

Bruce, S. (2013). Positive behavior supports for young adults who are deafblind. Northeast Chapter of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (NE/AER). Bretton Woods, New Hampshire.

Bruce, S. (2012). Action research in visual impairment and blindness. Presented twice to elementary and secondary school professionals at the Perkins School for the Blind, Watertown, Massachusetts.

Bruce, S. (2012). Assessment of students with severe and multiple disabilities. Inservice for Boston Public Schools, Roxbury, Massachusetts.

Bruce, S. (2012). Communication and early language intervention for the classroom teacher. Inservice for Boston Public Schools, Roxbury, Massachusetts.

Bruce, S. (2011). Assessment of children with physical disabilities. Inservice for the Massachusetts Hospital School, Canton, Massachusetts.

Bruce, S. (2011). Assessment of children with multiple disabilities. Inservice for the Massachusetts Hospital School, Canton, Massachusetts.

Bruce, S. (2011). Communication and language in learners with severe and multiple disabilities. Panel presentation for Council of Ontario Directors of Education (CODE). Boston College, Chestnut Hill, Massachusetts.

Bruce, S. (2011). Action research in deafblindness. Inservice for the Deafblind Program, Perkins School for the Blind, Watertown, Massachusetts.

Bruce, S. (2010). Assessing and teaching children with severe disabilities: Highlighting best practices. Inservice for Occupational Therapists in Boston Public Schools. Dorchester, Massachusetts. Invited presentation.

Bruce, S. (2008). Autism Spectrum Disorders. Inservice for Catholic School Counselors. Boston Connects, Boston College, Chestnut Hill,

Massachusetts.

Bruce, S. (2008). Concrete communication forms and the communication profile. Inservice for Boston College Campus School, Chestnut Hill, Massachusetts.

Bruce, S. (2007). Two-part inservice series on: (1) Systematic instruction and the pivotal milestones and (2) Assessing and teaching pivotal milestones. Boston College Campus School, Chestnut Hill, Massachusetts.

Scanlon, D. & Bruce, S. (2007). Autism in educational settings program for Ireland and Northern Ireland. Sponsored by the Irish Institute. Boston College, Chestnut Hill, Massachusetts.

Bruce, S. (2006). Invited three-part inservice series for CHARMS Collaborative. Topics: Assessment of students with multiple disabilities; sensory loss in students with severe disabilities, and communication development and intervention, Canton, Massachusetts.

Bruce, S. (2006). Pervasive Developmental Disorders. Boston Connects, Boston College, Chestnut Hill, Massachusetts.

Bruce, S. (2005). Impact of congenital deafblindness on the achievement of symbolic understanding (invited presentation). Association for the Education and Rehabilitation of the Blind and Visually Impaired, Illinois Conference. Chicago, Illinois.

Bruce, S. (2005). Learned helplessness in children who are congenitally deafblind. Association for the Education and Rehabilitation of the Blind and Visually Impaired. Illinois Conference. Chicago, Illinois.

Bruce, S. (2004-2005). Invited series of professional development presentations and activities for Boston Public Schools. Topics included etiologies of new students at Horace Mann, Functional Behavioral Analysis, learning characteristics and interventions for children with autism and children with intellectual disability, alternate assessment, and transition. Allston, Massachusetts.

Bruce, S. (2004). Introduction to deafblindness. Lecture for summer course offered through Boston College, U-Mass Boston, and New England Center. Watertown, Massachusetts.

Bruce, S. (2003-2004). Invited series of professional developmental presentations and activities for Boston Public Schools (teacher participants from Horace Mann, Carter School, and BC's Campus School.) Topics included two sessions on MCAS Alternate Assessment, sensory

integration, etiologies of disabilities, visual conditions in Horace Mann students. Allston, Massachusetts.

Bruce, S. (2003). Visual impairments in Boston College Campus School students. Presentation to teachers and administrator on eye conditions, accommodations, adaptations, teaching strategies, and simulations of vision loss. Boston College, Chestnut Hill, Massachusetts.

Bruce, S. (2003). Assessment of children with multiple disabilities. (1 day of a 5-day institute) New England Center Deafblind Institute. Watertown, Massachusetts. Invited presentation.

Bruce, S. (2003). The relevance of family theories to teaching practice. Guest lecture within autism course. Summer Institute. Boston College, Chestnut Hill, Massachusetts.

Bruce, S. (2002-03). Invited series of inservices (one full day and six 2-hour inservices) at Horace Mann School for the Deaf on: transition planning, CHARGE Association, Usher Syndrome, Down syndrome, Functional Behavioral Analysis, seizures, and cerebral palsy. Inservices were a professional development effort to prepare teachers endorsed in deaf education to improve services to children who are deaf with additional disabilities. Allston, Massachusetts.

Bruce, S. (2002). Teaching via the world-wide web. Presentation for visiting scholars from China. Boston College. Chestnut Hill, Massachusetts.

Bruce, S. (2002). Communication skills development. Critical issues of assessment and program planning for children with multiple disabilities or who are deafblind. Outreach Services of Perkins School for the Blind and New England Center Deafblind Institute (1 day of a 5-day course for certified teachers in visual impairment). Watertown, Massachusetts. Invited presentation.

Bruce, S. (2002). Understanding deafblindness. Invited on-line guest lecture and chat room for the Visual Impairment Program at California State University, Los Angeles.

Bruce, S. (2001). Planning the individualized curriculum. Michigan Deaf-Blind Family Retreat, State Deafblind Project. Mt. Pleasant, Michigan. Invited presentation.

Bruce, S. (1999). Understanding, preventing, and remediating learned

helplessness in visually impaired learners. Council for Exceptional Children (CEC.) Michigan Chapter, Grand Rapids, Michigan.

Bruce, S. (1999). Supporting communication development. Council for Exceptional Children (CEC.), Michigan Chapter, Grand Rapids, Michigan.

Bruce, S. (1998). Reducing prejudice against children with disabilities in inclusive settings. Council for Exceptional Children (CEC.), Michigan Chapter, Grand Rapids, Michigan.

Bruce, S. (1998). Portfolio creation. Statewide Transition Conference on Deafblindness. Lansing, Michigan. Invited presentation.

Bruce-Marks, S. (1997). Consultation and collaboration with families in the 90's. Council for Exceptional Children (CEC), Michigan Chapter, Grand Rapids, Michigan.

Bruce-Marks, S. (1997). Understanding combined vision and hearing loss in adulthood. Self Help for Hard of Hearing Conference. Lansing, Michigan.

Bruce-Marks, S. (1997). Low-Tech communication modes and Developing contexts to support communicative development. Macomb Intermediate School District Inservice Day, Macomb, Michigan. Invited presentations.

Bruce-Marks & McKay-Bacon (1997). Communication and learners who are deaf-blind (invited three-part inservice series). Michigan Services for Children who are Deaf-Blind, Mt. Pleasant, Michigan.

Bruce-Marks, S. & Feeley, D. (1996). Communication and learners who are deaf-blind (four-part inservice series). Michigan Services for Children who are Deaf-Blind, Mt. Pleasant, Michigan. Invited presentations.

Bruce-Marks, S. (1996). Stress and coping in families who have children with disabilities. Post B.A. Conference, Michigan State University, Michigan Educational Association, East Lansing, Michigan.

Bruce-Marks, S. (1996). Creating opportunities for communicative development in learners who are deaf-blind or severely multiply disabled. Council for Exceptional Children (CEC), Michigan Chapter, Grand Rapids, Michigan.

Bruce-Marks, S. (1996). Supporting transition through student portfolios. Council for Exceptional Children (CEC), Michigan Chapter, Grand

Rapids, Michigan.

Bruce-Marks, S. (1996). Etiologies of deaf-blindness. Olsten Healthcare, Flint, Michigan. Invited presentation.

Bruce-Marks, S. (1996). Teacher preparation and educational programming for children who are blind, multiply disabled. Michigan Federation of the Blind Annual Meeting, Keynote Speaker. Lansing, Michigan.

Bruce-Marks, S. (1995). Student portfolios: A tool for advocacy, transition, and family participation. Parent Outreach Weekend, Michigan Services for Children who are Deaf-Blind (307.11), Lansing, Michigan. Invited presentation.

Bruce-Marks, S. (1995). Student portfolios: How they can support transition. State Team on Transition, Training Seminar. Lansing, Michigan.

Bruce-Marks, S. (1995). Integration of communication and orientation and mobility for learners who are deaf-blind. Association for Education and Rehabilitation of the Blind and Visually Impaired (A.E.R.), Michigan Chapter, Ann Arbor, Michigan.

Bruce-Marks, S. & Feeley, D. (1995). Communication and learners who are deaf-blind (four-part series). Michigan Services for Children who are Deaf-Blind. Novi, Michigan. Invited presentations.

Bruce, S. (1995). Supporting communication. Community Mental Health, Lansing, Michigan.

Bruce-Marks, S. & Feeley, D. (1994). Communication and learners who are deaf-blind (invited three-part inservice series). Michigan Services for Children who are Deaf-Blind. Lansing, Michigan.

Bruce, S. (1991). Classroom use of texture and tangible communication. Pre-conference of Council for Exceptional Children (CEC), Michigan Chapter, Grand Rapids, Michigan.

Bruce, S. (1990). Presentation and troubleshooting session on communicative development as a parent of a daughter with multiple disabilities. Pre-conference of Council for Exceptional Children (CEC) Conference, Michigan Chapter, Grand Rapids, Michigan.

External Funding

Bruce, S., Drobynk, W., Rocco, K., & Davidson, S. (2014). Sensory integration to increase functional reaching in children with RTT/MECP2-related disorders. Rett Syndrome Foundation. Funding 2014-2016. \$136,849.

Bruce, S. (2012). Principal Investigator. Action Research in Visual Impairment and Blindness. Funded through the Perkins School for the Blind Research Fund. \$20,000.

Bruce, S. (2011). Principal Investigator. Action Research in Deafblindness. Funded through Perkins School for the Blind Research Fund. \$20,000.

Bruce, S. (2010-2014). Sub-contract through National Leadership Consortium on Sensory Disabilities (NLCSD). This doctoral enrichment effort involves 25+ universities who collaborate on the preparation of leaders in the fields of deafness, blindness, and deafblindness. I am responsible to contribute to the development of doctoral students from other universities through online discussions, meetings, and dissertation support. This sub-contract provided full tuition and partial living expenses for one doctoral student at Boston College. Funding was provided 2010-2014, total of \$160,000. My involvement with NLCSD continues post sub-contract.

Bruce, S. (2008). Principal Investigator. Masters Degree Preparation of Teachers-Action Researchers in Severe Disabilities. U.S.D.E., 2008-2112 (with no-cost extension year through 2013). \$792,947. Boston College.

Bruce, S. & Mason, P. (2002). Principal Investigator. Masters Degree Preparation of Teachers in Severe Disabilities and Deafblind. U.S.D.E., 2002-2007 (with no-cost extension through 2008). \$1,457,565. Boston College.

Bruce, S. & Hwang, T. (1999). Principal Investigator. On Campus and Distance Education Preparation of Three Low Incidence Professionals: Teachers of Learners with Visual Disability, Teachers of Learners with Deafblindness, and Certified Orientation and Mobility Specialists. U.S.D.E., 1999-2005. \$1,499,609. Michigan State University.

Bruce, S. (1999-2000). Hilton Perkins Graduate Assistantship, Director, responsible for negotiations, contract development, activities, and reports. \$30,000.

Bruce, S. (1999-2000). Indiana State University Collaborative Agreement. Director, responsible for negotiations, contract development, and activities of the web development effort. \$18,000.

Bruce, S. (1998-1999). Indiana Department of Education for distance education course preparation at Michigan State University (supplying distance education to preservice teachers in Indiana). Director, responsible for negotiations, contract development, and activities. \$11,000.

Bruce, S. (1998-1999). Hilton Perkins Graduate Assistantship. Director, responsible for negotiations, contract development, activities, and reports. \$49,605.

Bruce, S., Hwang, T., & Alonso, L. (1996). Principal Investigator. Integrated Teacher Education in Visual Impairment and Orientation and Mobility, Incorporating an Innovative Use of Technology. U.S.D.E., 1997-2000, \$1,108,065. Michigan State University.

Alonso, L. & Bruce, S. (1994). Co-Writer and Co-Director. Preparation of MA Degree Dual Teacher Consultants in Visual Disability and Deafblindness. U.S.D.E., 1995-1998. Responsible for all reports. \$344,823. Michigan State University.

Alonso, L. & Bruce, S. (1993-1998, yearly). Hilton Perkins Graduate Assistantships. Co-Director, responsible for all data and reports. Grant supported multiple graduate assistant positions each year. Amount awarded varied yearly, \$30,000+ per year.

Alonso, L., Hwang, T., & Bruce, S. (1992). Preparation of MA Degree Dual Teacher Consultants in Visual Disability and Orientation and Mobility. U.S.D.E., 1993-1997, \$478,238. Michigan State University.

Internal Funding

Bruce, S. (2020). Research Expense Grant. Boston College. \$2,000.

Bruce, S. (2018). Principal Investigator. Identifying instructional components and practices that promote communication and classroom membership for secondary students with severe disabilities, including deafblindness. Michael and Susan Argyelan Education Research Fund. \$11,341.

Bruce, S. (2014). Principal Investigator. Interprofessional research in severe and multiple disabilities. Michael and Susan Argyelan Education Research Fund. \$12,500.

Bruce, S. (2012). Principal Investigator. Michael and Susan Argyelan Education Research Fund. Title of Project (supporting multiple research studies): Research to Improve Instruction of Students with Deafblindness and Students with Rett Syndrome. \$14,100.

Bruce, S. (2011). Principal Investigator. Michael and Susan Argyelan Education Research Fund. Title of Research Study: Action Research in Deafblindness. \$15,000.

Bruce, S. (2007). Principal Investigator. Michael and Susan Argyelan Education Research Fund. Title of Research Study: Applying a Transdisciplinary Team Approach to the Assessment and Systematic Instruction of Cognitive Milestones: Year Two Proposal for Continuation and Expansion. \$13,760.

Bruce, S. (2006). Principal Investigator. Michael and Susan Argyelan Education Research Fund. Title of Research Study: Applying a Transdisciplinary Team Approach to the Assessment and Systematic Instruction of Cognitive Milestones. \$13,368.

Bruce, S. (2005). Research Expense Grant. Boston College. Supported a review of the literature. \$250.

Bruce, S. (2005). Teaching, Advising, and Mentoring (TAM) Grant. Boston College. Title of Project: A Learning Community for Teacher Professionalism. \$13,600.

Bruce, S. (2003). Faculty Fellowship. Boston College. Awarded one semester (Spring 05) for research.

Bruce, S. (2003). Research Expense Grant, Boston College. Supported purchase of additional research materials for study cited under Research Incentive Grant. \$750.

Bruce, S. (2003). Principal Investigator. Research Incentive Grant, Boston College. Title of Research Study: The Struggle to Symbolism Study. Grant supported research study on the symbolic development of children with autism, congenital deafblindness, and combined severe physical (non-ambulatory) and intellectual disabilities. \$13,950.

University Courses Taught

2001-present

Boston College Courses

Special Topics in Curriculum and Instruction: Research in Special

Education (Ph.D.)

Action Research I (online M.Ed. course)

Action Research II (online M.Ed. course)

Action Research III (online M.Ed. course)

Graduate Inquiry Seminar (an action research course that was simultaneously taken with the full practicum) (M.Ed.)

Instructional Strategies for Students with Extensive Support Needs (previous title of Instructional Strategies for Students with Severe or Multiple Disabilities; M.Ed.)

Augmentative Communication for Individuals with Severe Disabilities (M.Ed.)

Assessment of Students with Extensive Support Needs (previously titled, Assessment of Students with Low Incidence Disabilities) (M.Ed.)

Human Development and Disabilities (M.Ed./UG)

1992-2001

Michigan State University Courses

Educational Perspectives on Low-Incidence Populations in Special Education (Ph.D.)

Education of Children and Youth with Deafblindness (MA/UG)
*On campus and web-based sections

Education of Children with Severe and Multiple Disabilities (MA/UG)
*On campus and web-based sections

Reflection and Inquiry I: Visual Impairment (MA)
(emphasis on instruction of 0-12 year olds with visual impairment)
*On campus and web-based sections

Reflection and Inquiry II: Visual Impairment (MA)
(emphasis on instruction of 12-26 year olds with visual impairment)
*On campus and web-based sections

Consultation and Collaboration in Special Education (MA)
*On campus and web-based sections

Communication and the Learner Who is Deaf-Blind (MA)
(a multi-state Summer Institute offering)

Strategies to Support the Inclusion of Learners Who Are Deafblind in
Schools and Communities
(a multi-state summer institute offering)

Orientation and Mobility for Individuals with Visual Impairment and
Other Disabilities (MA). Co-taught with Tom Hwang, Ph.D., a colleague
in Orientation & Mobility

Practicum and intern teaching supervision (UG/MA)

Development of Distance Education Offerings

Courses at Boston College

Action Research I

Action Research II

Action Research III

Module at Boston College

Etiologies and Impact of Deafblindness

Courses at Michigan State University

Education of Children and Youth with Deafblindness

Reflection and Inquiry I: Visual Impairment

Reflection and Inquiry II: Visual Impairment

Consultation and Collaboration in Special Education

Education of Children with Severe and Multiple Disabilities

Teacher Education Seminar

Dissertation Committees

Active Committees, Boston College:

Heather Francis (Reader)

Completed Dissertations, Boston College:

Christine Power (Reader, 2020)
 Scott Lapinski (Reader, 2019)
 Allison Nannemann (Reader, 2019)
 Claudia Vargas (Chair, 2018)
 Patricia Mason (Chair, 2016)
 Christopher Brum (Chair, 2016)
 Nitana Hicks (Reader, 2014)
 Diana Baker (Reader, 2014)
 Lianna Pizzo (Chair, 2013)
 Cara McDermott-Fasy (Reader, 2009)
 Elizabeth Warter Hill (Reader, 2009)
 Michele Tully Tine (Reader, 2009)

Completed Dissertations, Other Universities:

Amanda Arnst, Lesley University (Reader, 2022)
 Kohia Devi, Alagappa University, India (Reader, 2022)
 Kirsten Wolthuis, University of Groningen, The Netherlands (Reader, 2021)
 Alana Roy, University of Melbourne, Australia (Reader, 2020)
 Saskia Damen, University of Groningen, the Netherlands (Reader, 2015)
 Ineke Haakma, University of Groningen, the Netherlands (Reader, 2015)

Service to the University*Boston College, University Committees*

Institutional Review Board

Institutional Property Review Board

Athletic Advisory Committee

e-Learning Committee

Advisory Board Member, Boston College Campus School

Lynch School Committees & Leadership Roles

Department Chair (7 years)

Assistant Chair of Department

Inquiry Coordinator

Coordinator of Severe Disabilities Program/Extensive Support Needs

Director of Global Perspectives: Teaching, Curriculum, & Learning Environments (a fully online program)

Search Committee, Head Librarian for the Educational Resource Center

Search Committee Chair, Director of Campus School at Boston College

Search Committee, Associate Dean for Graduate Students

Search Committee Member, Director of Practicum Office

Search Committee Member, Associate Dean for Undergraduate Students

Search Committee Chair, Faculty position in History/Social Studies

Search Committee Member, Faculty position in Special Education

CAEP Oversight Committee

Promotion & Tenure Committee

Faculty Awards Committee

Educational Resource Center (ERC) Advisory Committee

Educational Policy Committee (EPC) (included subcommittee and ad hoc committee on Economic Diversity)

Nominating Committee

Member of Doctoral Advisory Committee

Member of Masters Advisory Committee

Service to the Profession

Professional Leadership Roles:

Associate Editor, Education. Journal of Visual Impairment and Blindness (2022)

Advisory Task Force member, Kennedy Day School, Brighton, MA (2022)

Member of the validation team on revision of the Deafblind standards for teachers and paraprofessionals/intervenors for the Division on Visual Impairment and Deafblindness (DVIDB) of the Council for Exceptional Children. Co-authored concept paper. Team leader on teacher standards. (2019-2022)

Invited member of the National Joint Committee on the Communication Needs of Persons with Severe Disabilities (NJC). (2011-present).
Representing Council for Exceptional Children

Reviewer for the NICE Project for national certification of interveners for children who are deafblind (2016-present)

Member of the National Joint Committee on the Communication Needs of Persons with Severe Disabilities (NJC) (2011-present)

Executive Board Member, Division of Communication, Language, and Deaf/Hard of Hearing (DCD), Council for Exceptional Children (CEC) (2011-present)

Chair, Committee on Severe and Multiple Disabilities, Division of Communication, Language, and Deaf/Hard of Hearing (DCD), Council for Exceptional Children (CEC) (2011-present)

Advisory Board member to the New England Center on Deafblindness (2010-present)

Collaborating University Member of the National Leadership Consortium in Sensory Disabilities (NLCSD) (national doctoral enrichment program) (2009-2021)

Member of personnel preparation committee. National Center on Deaf-Blindness (NCDB) (2019 to present)

Member of Assessment, Planning, and Instruction (API) work group. National Center on Deaf-Blindness (2019 to present)

Scientific committee member, International Young Researchers Conference on Deafblindness. Saint Petersburg, Russia (2019)

Guest Editor with Nelson, C., (2016). American Annals of the Deaf, 161(4). Special Issue on Deafblindness.

Team member and co-author of *Evidence-Based Practices in Sensory*

Impairments. Project Title: Collaboration for Educator Development, Accountability, and Reform. The CEEDAR Center, University of Florida. Principal Investigator: Mary T. Brownell, Ph.D. (2013). U.S.D.E. supported.

Member of international panel of experts in deafblindness, invited by Jan van Dijk, The Netherlands (2010-2013) (website discontinued).

Advisory Board Member, Manos Unidas Pero (a school for children with disabilities in Peru) (2010-present)

Collaborating Member of the Professional Development Work Group and member university of the Helen Keller Fellows Program, Teaching Research Institute, Oregon (2007-2013).

University Advisory Board Member, American Printing House for the Blind (including evaluation of potential products)

External Reviews for Promotion and Tenure:

University of Groningen, The Netherlands

Yarmouk University, Jordan

Fordham University

Virginia Commonwealth University

The College of New Jersey

University of San Francisco

Reviews for the Following Journals, and Textbook Publishers:

International Journal of Qualitative Studies in Health & Well-Being

Frontiers in Psychology

The American Journal of Distance Education

British Journal of Visual Impairment

OBM Neurobiology

International Journal of Educational Development

Developmental Neurorehabilitation

Journal of Practitioner Research

American Journal of Speech-Language Pathology

Journal of Visual Impairment & Blindness

Journal of Blindness Innovation and Research

Journal of Deaf Studies and Deaf Education

Consulting Editor for Augmentative and Alternative Communication (AAC)
 Neuroscience & Biobehavioral Reviews
 BMC Pediatrics
 Journal of Educational Policy
 International Journal of Disability, Development, and Education
 Assistive Technology
 Journal of Teacher Education
 TEACHING Exceptional Children
 TEACHING Exceptional Children Plus (now discontinued)
 American Educational Research Journal: Teaching, Learning, and Human Development
 Social Sciences
 Research and Practice for Persons with Severe Disabilities
 Guest Reviewer for Catholic Education: A Journal of Inquiry and Practice
 Pearson/Merrill Prentice Hall
 Routledge, Taylor & Francis Group
 Allyn and Bacon
 National Association for School Psychologists

Reviewer for the following grantors:

Deborah Munroe Noonan Memorial Research Fund, Administered by The Medical Foundation, A division of Health Resources in Action.

Office of Special Education Programs (OSEP), U.S. Department of Education (USDE).

Institute of Education Sciences (IES), U.S. Department of Education (USDE)

Reviewer for Professional Licensing/Certification:

NICE: National Intervener Certification E-Portfolio (Interveners are professionals in the field of deafblindness.)

Awards and Honors

Distinguished Service Award (2022). Division on Visual Impairment and Deafblindness (DVIDB), Council for Exceptional Children

Invited member of the National Joint Committee on the Communication Needs of Persons with Severe Disabilities (NJC). (2011-present). Representing Council for Exceptional Children

Expert team member (2010-2013). Selected by Jan van Dijk, The

Netherlands, as one of six scholars for an international expert team in deafblindness. The team discontinued in 2013.

Peer Reviewer of the Year 2008 (awarded May, 2009). Journal of Visual Impairment & Blindness

Virginia M. Sowell Award (2006) (for outstanding contributions in deafblindness/multiple disabilities). Awarded by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER)

Summa Cum Laude (1989), Michigan State University

Summa Cum Laude (1988), Michigan State University

Kappa Delta Pi (1988), Michigan State University

Employee of the Year (1987), Clinton-Eaton-Ingham Counties Community Mental Health Board

Employee of the Month (April, 1987), Clinton-Eaton-Ingham Counties Community Mental Health Board

Mortar Board National Senior Honor Society (1987)

Golden Key Award (1985)

Phi Theta Kappa (1984)

Memberships in Professional Organizations

Council for Exceptional Children (CEC)

Division for Communication, Language, and Deaf/Hard of Hearing (DCD)

Constituent Chair, Committee on Severe and Multiple Disabilities (DCD)

Division for Visual Impairments and Deafblindness (DVIDB)

Deafblind International (DbI)

American Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)

Division on Multiple Disabilities and Deafblindness

CHARGE Syndrome Foundation

TASH: Equity, Opportunity and Inclusion for People with Disabilities

Association of College Educators-Deaf & Hard of Hearing