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Inclusive Education Program  
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## **EDUCATION AND PROFESSIONAL CREDENTIALS**

Ph.D.	University of North Carolina at Charlotte, 2018 Dissertation: <i>The Generalized Effects of UPGRADE Your Performance Instruction on Employment Soft Skills of Individuals with Intellectual and Developmental Disabilities.</i>	Special Education
M.S.A.	University of North Carolina at Charlotte, 2015 Masters Project: <i>Dropout Prevention for Students with and without Disabilities Including Those with Mental Health Needs</i>	School Administration
B.S.	University of North Carolina at Greensboro, 2007 Minor: <i>Sociology</i>	Special Education

### **Certifications**

2007-present	North Carolina, Special Education: General Curriculum (K-12)
2007-present	North Carolina, Special Education: Adapted Curriculum (K-12)
2007-present	North Carolina, General Education: Middle School Math (6-9)
2015-present	North Carolina, Principal I (K-12)
2015-present	North Carolina, Curriculum and Instruction Specialist (K-12)

## **PROFESSIONAL EXPERIENCE**

2020-present	<i>Assistant Professor of Inclusive Education</i> Western Carolina University
2018–2020	<i>Program Director for Transition and Education</i> <i>Project Director for Transition Technical Assistance Partnership</i> <i>Faculty, Senior Extension Associate,</i> <i>K. Lisa Yang and Hock E. Tan</i> <i>Institute on Employment and Disability</i> Industrial and Labor Relations School Cornell University, Ithaca, New York
2015–2018	<i>Graduate Research Assistant, National Technical Assistance Center on Transition</i> Department of Special Education and Child Development, University of North Carolina at Charlotte, Charlotte, North Carolina.

- 2013–2015 *Co-Lead of the Special Education Department and Special Education Teacher of students with intellectual and other developmental disabilities*  
Mooresville Graded School District, Mooresville, North Carolina.
- 2012–2013 *General Education Math Teacher*  
Alternative Learning Center, Kannapolis City Schools,  
Kannapolis, North Carolina.
- 2011–2013 *Special Education Teacher for students with autism spectrum disorder, intellectual disability, and emotional/behavior disorders*  
Kannapolis City Schools, Kannapolis, North Carolina.
- 2007–2011 *Special Education Teacher for students with autism spectrum disorder, intellectual disability, and emotional/behavior disorders.*  
Cabarrus County Schools, Harrisburg, North Carolina.

## PUBLICATIONS

- Rowe, D.A., Mazzotti, V.L., Fowler, C.H., Test, D. W., Mitchell, V. J. **Clark, K. A.**, ...& Dean, J.C. (2020). Updating the Secondary Transition Research Base: Evidence- and Research-Based Practices in Functional Skills. *Career Development and Transition for Exceptional Individuals*, doi:10.1177/2165143420958674
- Rivera, C., Haughney, K., **Clark, K. A.**, & Werenga, R. (2020). Culturally responsive planning, instruction, and reflection for young students with significant disabilities. *Young Exceptional Children*, doi:10.1177/1096250620951767
- Doty, A., Ray, L., **Clark, K. A.**, Bethune, L., Fowler, C. H., & Test, D. W. (2020). Evidence-based transition practices for physical therapists working with secondary students with disabilities. *Pediatric Physical Therapy*, 32(3), 258-265.
- Clark, K. A.**, Test, D. W., & Konrad, M. (2019). Teaching soft skills to students with disabilities using UPGRADE your performance. *Education and Training in Autism and Developmental Disabilities*, 54, 41-56.
- Clark, K.A.**, Konrad, M., & Test, D. W. (2018). UPGRADE your performance: Improving soft skills of students with disabilities. *Journal of Vocational Rehabilitation*, 49, 351-365.
- Test, D. W., **Clark, K. A.**, & Rusher, D. E. (2018). Transition from high school to adulthood. *New Directions for Adult and Continuing Education*, 160, 25-38.
- Holzberg, D., **Clark, K. A.**, & Morningstar, M. (2018). Annotated bibliography of transition-focused professional development: What can we learn from the research? *Career Development and Transition for Exceptional Individuals*, 41, 50-55.

Test, D.W., Terrell, M., **Clark, K. A.**, & Rusher, D. E. (2018). A summary of NCSEER funded projects in the area of transition outcomes for special education secondary students. *Journal of Disability Policy*, 29, 67-81.

Konrad, M., **Clark, K. A.**, & Test, D. W. (2017). The effects of GO 4 IT...NOW! strategy instruction on the expository writing skills of students with disabilities. *Career Development and Transition for Exceptional Individuals*, 40, 45-55.

**Clark, K. A.**, & Terrell, M. (2017). Strategies for transition programming to improve post-school employment outcomes for individuals with autism. *Division for Autism and Developmental Disabilities Express Teacher's Corner*, 28, 1,8.

Test, D. W., Bethune, L. K., Diegelmann, K. M., Holzberg, D. G., **Clark, K. A.**, Terrell, M., & Rusher, D. (2017). Secondary to Postsecondary Transition Issues. In A. Hynds (Ed.) *Oxford Bibliographies in Education*. (pp. x- x). New York: Oxford University Press. doi: 10.1093/OBO/9780199756810-0037

## BOOK CHAPTERS

Root, J. R., **Clark, K. A.**, & Davis, L. L. (2020). Academic Skill Instruction in Adolescent Transition Education. In *Handbook of Adolescent Transition Education for Youth with Disabilities* (pp. 151-164). Routledge

Golden, T., **Clark, K.A.**, & Fowler, C. H. (2019). Youth with disabilities: A human resource for the 21<sup>st</sup> century workforce. In *Employment and Disability: Issues, Innovations, and Opportunities*. (pp.183-204). Champaign, IL: Labor and Employment Research Association.

Test, D. W., Holzberg, D. G., **Clark, K. A.**, Terrell, M., & Rusher, D. E. (2017). Employment training for young adults with autism spectrum disorders. In N. Gelbar (Ed.) *Adolescents with autism spectrum disorder: A clinical handbook*. (pp. 196 – 222). New York, NY: Oxford University Press.

## CURRICULUM DEVELOPMENT

**Clark, K. A.**, & Konrad, M. (2020). UPGRADE Your Performance Curriculum. *Attainment Company*.

## OTHER & ONLINE PUBLICATIONS (selected from over 50 items)

**Clark, K. A.**, Rusher, D. E., & Voggt, A. (2018). *School Based Enterprise Toolkit*. National Technical Assistance Center on Transition, Retrieved from [www.transitionta.org](http://www.transitionta.org)

Chang, W., & **Clark, K. A.** (2018). *Annotated Bibliography: Mental Health and Transition Planning*. National Technical Assistance Center on Transition, Retrieved from [www.transitionta.org](http://www.transitionta.org)

**Clark, K. A., Allison, R., & Marable, R. (2017).** *A Teacher's Guide to Vocational Rehabilitation*. National Technical Assistance Center on Transition, Retrieved from [www.transitionta.org](http://www.transitionta.org)

**Clark, K. A., & Marable, R. (2017).** *Quick Guide: Culturally Linguistically Diverse Youth and Transition*. National Technical Assistance Center on Transition, Retrieved from [www.transitionta.org](http://www.transitionta.org).

Morningstar, M., **Clark, K. A., & Holzberg, D. G. (2017).** *Annotated Bibliography: Professional Development for Transition*. National Technical Assistance Center on Transition Retrieved from [www.transitionta.org](http://www.transitionta.org).

Hyatt, J., Allison, R., **Clark, K. A., & Test, D. W. (2017).** *Competitive integrated employment toolkit*. National Technical Assistance Center on Transition. Retrieved from [www.transitionta.org](http://www.transitionta.org)

**Clark, K. A., & Haughney, K. (2016).** *Annotated bibliography: Assistive technology and transition*. National Technical Assistance Center on Transition. Retrieved from [www.transitionta.org](http://www.transitionta.org).

**Clark, K.A. (2016).** *Annotated bibliography: Financial literacy*. National Technical Assistance Center on Transition. Retrieved from [www.transitionta.org](http://www.transitionta.org).

## UNIVERSITY TEACHING ASSIGNMENTS

### Western Carolina University

SPED 639	Teaching Exceptional Learners in Inclusive Classrooms
SPED 339	Designing Classrooms as Responsive Learning Communities
SPED 407	Behavioral Issues in the General Curriculum
SPED 312	Teaching Elementary Students with Learning Problems
SPED 490	Inclusive Education Internship II
SPED 484	Inclusive Education Internship I & Seminar

### Cornell University

ILR LR 4033	Disability Law
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### University of North Carolina at Charlotte

SPED 4316	Transition Planning and Service Delivery (co-taught with Dr. Catherine Fowler)
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SPED 5316	Transition Planning and Service Delivery (co-taught with Dr. Nellie Aspel)
EDUC 4290	Modifying Instruction for Diverse Learners (co-taught with Dr. Kelly Anderson)
SPED 4280	Multiple Disabilities (co-taught with Dr. Wendy Wood)
<u>Guest Lectures</u>	
N 630	Advanced Assessment of Infant, Child, and Adolescent Development and Behavioral Health (Topic: Accessing Adult Services for Individuals with Developmental Disabilities) Duke University
ED 250	Disability and Society (Topic: Transition Planning and Services) Colorado College
ILR LR 4023	Disability Employment Policy (Topic: IDEA: Supporting Successful Adult Outcomes in Education, Employment, and Independent Living for Students with Disabilities) Cornell University
ILRIC 4360	Global Comparative Disability Policy (Topic: Disability Policy in Zanzibar and Tanzania) Cornell University
SPED 8699	Dissertation Proposal Seminar in Special Education (Topic: Time Management: Surviving Dissertation and Graduating On-Time) University of North Carolina at Charlotte
CLSG 7140	Consultation in School Counseling (Topic: Special Education 101 for School Counselors) University of North Carolina at Charlotte
SPED 5316	Transition Planning and Service Delivery (Topic: Accessing Adult Services: Building Bridges for Students and Families) University of North Carolina at Charlotte
SPED 3171	Assessment in Special Education (Topic: Introduction to Transition and the Transition Assessment Process) University of North Carolina at Charlotte
EEX 4212	Educational Assessment for Students with Disabilities (Topic: Transition Assessment for Students with Mild, Moderate, and Severe Disabilities) Florida State University
SPED 3005	Instructional Planning in Special Education (Topic: Aligning Curriculum and Instruction to Create Quality Lesson Plans) East Carolina University
EDUC 3789	Honors in Education Seminar (Topic: Understanding and Using Single-

Case Research Design) University of North Carolina at Charlotte

SPED 4272	Teaching Math to Learners with Special Needs (Topic: Secondary Mathematics: Curriculum, Instruction, and Evidence-Based Practices) University of North Carolina at Charlotte
CLSG 7140	Consultation in School Counseling (Topic: Special Education 101: The School Counselors Role) University of North Carolina at Charlotte
SPED 5272	Teaching Math to Learners with Special Needs (Topic: Secondary Mathematics: Curriculum, Instruction, and Evidence-based Practices) University of North Carolina at Charlotte
RSCH 7113	Single-Case Research (Topic: Using Multiple-Probe Designs and Measuring Generalization) University of North Carolina at Charlotte
SPED 8471	Professional Writing in Special Education (Topic: Conducting a Literature Search) University of North Carolina at Charlotte
SPED 4316	Transition Planning and Service Delivery (Topic: Developing and Implementing School-based Enterprises) University of North Carolina at Charlotte
SPED 3172	Instructional Planning in Special Education (Topic: Unit and Lesson Planning: Aligning Curriculum and Instruction) University of North Carolina at Charlotte

#### Course Design

ILR LR 4055	It Takes Work: Innovations in Law and Practice to Advance Employment for Students with Disabilities [Designed course, will be offered in 2020]
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#### **DOCTORAL DISSERTATION COMMITTEE(S)**

Dissertation committee member and secondary advisor, Stephanie Wozniak. *Educators' Perspectives and Instruction: Factors that Influence Students' Self-Determination Skills*. Scheduled defense April 6<sup>th</sup>, 2020.

#### **EXTERNAL GRANTS/CONTRACTS**

##### ***Funded***

New York State Educational Partnership, Transition Technical Assistance Partnership (2019). [Co-PI, Funded, \$14,400,000]

National Policy Development Center for Preparing Youth and Young Adults with Disabilities for Employment (2019). [Co-writer, Funded, \$4,000,000]

Developmental Disabilities Planning Council: Improving practice for youth in juvenile justice facilities (2018). Research Award [**Co-PI**, Funded, \$1,500,000].

Division of Career Development and Transition Graduate Research Scholarship (2017) [**PI**, Funded, \$1,000].

Carrboro Chapel Hill City Schools. (2017). Pre-Employment Transition Services Grant. North Carolina Department of Vocational Rehabilitation. [**Co-writer**, Funded, \$248,628]

### ***Under Review***

Institute of Education Services: Removing Roadblocks and Paving Roadways (2019). Research Award [**Co-PI**, Under Review, \$1,400,000].

### ***Submitted (not funded)***

Autism Speaks: Identifying and Comparing the Predictors of Successful Transition for Low-Income Youth with ASD (2019). [**Consultant**, \$750,000]

National Institute on Disability, Independent Living, and Rehabilitation Research: Field Initiated Research Program (2019). [**Co-writer**, Under Review, \$600,000]

Rehabilitation Research Transition Center: Inclusive Career and Technical Education Project (2019). [**Co-PI**, Under Review, \$400,000]

## **INTERNAL GRANTS/CONTRACTS/AWARDS**

### ***Funded***

Identifying and Comparing the Predictors of Successful Transition for Low-Income Youth with Autism Spectrum Disorders (2019). [**Consultant**, \$750,000]

Engaged Faculty Fellowship. Cornell University Engaged Cornell (2018). [**Fellow**, Funded, \$3,000].

### ***Submitted (not funded)***

University of North Carolina at Charlotte Graduate Student (2017). Research Award (\$1,500).

University of North Carolina at Charlotte Diversity (2017). Mini-Grant Research Award (\$1,000).

## **OTHER RESEARCH AND TRAINING EXPERIENCE**

2014-present      *Global Work in Zanzibar, Tanzania.* This project included going to work with the ministry of education to do trainings on multiple trips for administrators and teachers on a variety of topics listed below under international presentations. The primary focus was on inclusive education for children with disabilities. The project expanded to include work with

the occupational therapist that serves children and families on the island, as well as, connecting with a researcher from Duke University to conduct a survey study with midwives on the assessment of babies when they are born and their training needs in the area of disability.

**Role:** Co-Investigator, prepared and delivered all trainings for educators, collaborated directly with the ministry of education, assisted in the development of the survey and delivery of the survey study, assisted in facilitating focus groups for another study with midwives, and worked directly with the occupational therapist.

2018

*Autism Speaks Scoping Review* [Funded through Autism Speaks]. The purpose of this project was to conduct a scoping review of the literature in the past ten years on transition to employment, independent living, and healthcare for youth (age 11-26 served under IDEA) with autism spectrum disorders. From the results, create reports summarizing findings including implications for practice and suggestions for future research.

**Role:** Co-Investigator, conducted the scoping review for transition to employment and independent living for youth with autism spectrum disorders and wrote summaries for each review conducted.

2016-Present

*Systematic Literature Review on Professional Development in Transition* [Research under NTACT funding] *Investigators: Morningstar et al.* The purpose of this project was to examine the literature systematically to identify high quality professional development focused on transition content in order to provide implications for professional development providers on best practices in professional development for transition professionals (e.g., secondary special education teachers, vocational rehabilitation counselors, agency providers).

**Role:** Co-Investigator, responsibilities include: conducting systematic literature review, development of annotated bibliography of results for NTACT and for an article in Career Development and Transition for Exceptional Individuals (CDTEI). Currently, writing a practitioner article describing results of the review.

## **PRESENTATIONS** (\*represents refereed presentations; \*\*represents invited presentations)

### International Presentations

**\*\*Clark, K. A.** (2016, August). *Leadership and administration: Systematic leadership, developing teacher leaders and managing change*. One day oral presentation for administrators through the Ministry of Education, Zanzibar, Tanzania.

**\*\*Clark, K. A.** (2016, August). *Becoming an instructional leader: Curriculum alignment, lesson*



*planning, and quality instruction.* One day oral presentation for administrators through the Ministry of Education, Zanzibar, Tanzania.

**\*\*Clark, K. A.** (2016, August). *Positive behavior intervention supports (PBIS): Managing behavior and developing a plan for your school.* One day oral presentation for administrators through the Ministry of Education, Zanzibar, Tanzania.

**\*\*Clark, K. A.** (2016, August). *Inclusive education for all students: Universal design for learning, multi-tiered systems of support, and self-determination.* One day oral presentation for administrators through the Ministry of Education, Zanzibar, Tanzania.

**\*\*Clark, K. A.** (2016, August) *Systematic instruction for students with disabilities: Evidence based practices in instruction, transition planning, and self-determination.* One-day oral presentation for special education teachers and administrators through the Ministry of Education, Zanzibar, Tanzania.

**\*\*Clark, K. A.** (2014, April). *Leadership seminar: Teaching methods, leadership strategies, and systematic instruction for students with and without disabilities* Two-day oral presentation for administrators of West School District, Zanzibar, Tanzania.

#### International/National Presentations

\*Konrad, M., **Clark, K. A.**, & Estervig, J. (2020, February). *UPGRADE Your Performance: Effective soft skill instruction for students with disabilities.* Oral presentation at the Council for Exceptional Children's National Conference, Portland, OR.

\*Owens, T. L., Hudson, M., & **Clark, K. A.** (2020, February). *Using Pre-service Teachers' Study Abroad Experience to Build Cultural Responsiveness and Partnerships.* Poster presentation at the Council for Exceptional Children's National Conference, Portland, OR.

\***Clark, K. A.**, Root, J. E., Ley Davis, L. (2020, January). *Maximizing instruction: Teaching academic content and transition skills together.* Oral presentation at the 21<sup>st</sup> International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Sarasota, FL.

Haughney, K., & **Clark, K. A.** (2020, January). *Mapping success for life after high school: Culturally-responsive planning, instruction, and reflection.* Oral presentation at the 21<sup>st</sup> International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Sarasota, FL.

\***Clark K. A.**, & Haughney, K. (2020, January). *What are we waiting for? Transition starts at birth: Aligning transition instruction across grade levels.* Oral presentation at the 21<sup>st</sup> International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Sarasota, FL.

- \*Haughney, K., Juaniza-Saso, J., & **Clark, K. A.** (2019, December). *Legal foundations: The importance of family involvement*. Poster presentation at the National TASH Conference, Phoenix, AZ.
- \*Haughney, K., & **Clark, K. A.** (2019, November). *CLD Teaching and Learning in Action: Planning, Implementing and Reflecting*. Oral presentation at the National Teacher Education Division Conference, New Orleans, LA.
- \*Ley Davis, L., & **Clark, K. A.** (2019, November). *Unmasking the Potential for Adolescent Transition Through Evidence-based Academic Skills*. Oral presentation at the National Teacher Education Division Conference, New Orleans, LA.
- \***Clark, K.A.**, Chang, W.H., & Rusher, D. E. (2019, February). *Effective middle school practices for transition*. Oral presentation at the Council for Exceptional Children's National Conference, Indianapolis, IN.
- \*Chang, W. H., & **Clark, K. A.** (2019, February). *Integrating predictors to support transitioning students with mental health disorders*. Poster presentation at the Council for Exceptional Children's National Conference, Indianapolis, IN.
- \*Mazzotti, V., Test, D. W., Lombardi A., Reardon, K., **Clark, K. A.**, Rowe, D., & Unruh, D. (2019, February). *Secondary Transition Fidelity Assessment for Secondary Personnel: Results from Field Testing*. Oral presentation at the Council for Exceptional Children's National Conference, Indianapolis, IN.
- \***Clark, K.A.**, & Test, D.W. (2019, January). *Using UPGRADE Your Performance instruction to teach employment soft skills: Increasing generalization across soft skills and settings*. Oral Presentation at the 20<sup>th</sup> International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Maui, HI.
- \*Chang, W.H., & **Clark, K. A.** (2018, October). *Resource Integration for Transitioning Students with Mental Health Disorders*. Oral Presentation at the Division on Career and Development and Transition International Conference, Cedar Rapids, IA.
- \***Clark, K.A.**, & Rusher, D.E. (2018, October). *Task Chaining: An Effective Practice for Teaching Academic and Functional Skills to Students with Disabilities*. Oral Presentation at the Division on Career Development and Transition's International Conference, Cedar Rapids, IA.
- \***Clark, K. A.**, Rusher, D. E., & Voggt, A. (2018, October). *Building a Business: How to Develop a School Based Enterprise*. Oral Presentation at the Division on Career Development and Transition's International Conference, Cedar Rapids, IA.
- \*Chang, W., Rusher, D. E., & **Clark, K. A.** (2018, October). *Improving Transition Outcomes for Middle School Students*. Division on Career Development and Transition's International Conference, Cedar Rapids, IA.

- \*Hinkley, N., & **Clark, K. A.** (2018, October). *Knowledge into Action: Crafting a Statewide Framework for Transition Professional Development and Technical Assistance*. Division on Career Development and Transition International Conference, Cedar Rapids, IA.
- \***Clark, K. A.** (2018, October). *UPGRADE Your Performance: Employment Soft Skill Instruction for Young Adults with Disabilities*. Oral Presentation at the State of the Art Conference, Syracuse, NY.
- \***Owens, T. L.** & **Clark, K. A.** (2018, March). *Integrating Predictors for Students with Mental Health Disorders to Increase Post-school Success*. Oral presentation at the annual meeting of the Association for Positive Behavioral Support (APBS) Conference, San Diego, CA.
- \*Mazzotti, V., Lombardi, A., Test, D. W., Unruh, D., Monahan, J., Hirano, K., **Clark, K. A.**, Rusher, D. E., Chang, W., Owens, T. L., & Matusevich, D. (2018, February). *Assessing fidelity of implementation in secondary transition: A tool for secondary personnel*. Oral presentation at the Council for Exceptional Children's National Conference, Tampa, FL.
- \***Clark, K. A.**, Konrad, M., & Test, D. W. (2018, February). *Improving soft skills for employment with UPGRADE Your Performance instruction*. Poster presentation at the Council for Exceptional Children's National Conference, Tampa, FL.
- \*Konrad, M., & **Clark, K. A.** (2018, February). *Improving self-determination and paragraph writing with GO 4 IT...NOW! Strategy instruction*. Integrating Transition Content into Academic Instruction Strand Presentation at the Council for Exceptional Children's National Conference, Tampa, FL.
- \***Clark, K. A.**, Holzberg, D. H., & Morningstar, M. (2018, February). *Research based professional development in transition*. Poster presentation at the Council for Exceptional Children's National Conference, Tampa, FL.
- \***Clark, K. A.**, Rusher, D., Rowe, D., & Mazzotti, V. (2017, October). *Constant time delay: An evidence based practice for secondary students with disabilities*. Oral Presentation at the Division of Career Development and Transition National Conference, Milwaukee, WI.
- \* Morningstar, M., **Clark, K.A.**, & Holzberg, D. H. (2017, October). *Effective professional development in secondary transition*. Poster Presentation at the Division of Career Development and Transition National Conference, Milwaukee, WI.
- \*Hyatt, J., Allison, R., & **Clark, K. A.** (2017, October). *Competitive integrated employment toolkit: An overview of resources to prepare all students with disabilities and their families for integrated employment*. Oral presentation at the Division of Career Development and Transition National Conference, Milwaukee, WI.
- \***Clark, K.A.**, Konrad, M., & Test, D. W. (2017, October). *Teaching soft skills to students with*

*disabilities using UPGRADE Your Performance instruction.* Paper presentation at the Division of Career Development and Transition National Conference, Milwaukee, WI.

- \***Clark, K.A.** (2017, October). *UPGRADE Your Performance instruction: An intervention to teach soft skills to students with disabilities on school and community job sites.* Poster Presentation for Pat Sitlington Student Research Session at the Division of Career Development and Transition National Conference, Milwaukee, WI.
- \***Clark, K. A.** (2017, October). *Teaching soft skills for employment across school and community job sites with UPGRADE Your Performance instruction.* Grant Award poster presentation at the Division of Career Development and Transition National Conference, Milwaukee, WI.
- \*Test, D. W., Morningstar, M., & **Clark, K. A.** (2017, July). *Examining professional development practices in secondary transition.* Poster Presentation at the OSEP Leadership Conference, Washington, DC.
- \*\***Clark, K. A.,** & Terrell, M. (2017, July). *Evidence based practices in transition: Tools and resources to enhance instruction.* Oral Presentation at the MEGA Conference, Mobile, AL.
- \*\***Clark, K. A.,** & Terrell, M. (2017, July). *Evidence based practices for transition.* Oral Presentation at the MEGA Conference, Mobile, AL.
- \*\*Owens, T. L., **Clark, K. A.,** & Huckabee, S. (2017, May). *Integrating predictors of post-school success to support transitioning students with mental health disorders.* National Technical Assistance Center on Transition Capacity Building Institute, Kansas City, MO.
- Clark, K. A.** (2017, May). *UPGRADE Your Performance: Results of an intervention to increase the job performance of students with disabilities.* National Technical Assistance Center on Transition Capacity Building Institute, Kansas City, MO.
- \*\*Owens, T. L., & **Clark, K. A.** (2017, April). *Mental health and transition: Integrating predictors of post-school success.* Southeastern School Behavioral Health Conference, Myrtle Beach, SC.
- \***Clark, K. A.** (2017, April). *UPGRADE Your Performance: An intervention to teach students with disabilities essential soft skills for employment.* Teacher Education Division Kaleidoscope Poster Session at Council for Exceptional Children's Conference, Boston, MA.
- \*Konrad, M., **Clark, K. A.,** & Test, D. W. (2017, April). *GO 4 IT...NOW! A writing strategy to engage students in the IEP process and maximize instructional efficiency.* Poster presentation at the Council for Exceptional Children's Conference, Boston, MA.

- \*Clark, K. A.** (2017, April). *Increasing the employability of culturally and linguistically diverse learners: An intervention to teach soft-skills*. Division for Culturally and Linguistically Diverse Student Research Forum Poster Session at Council for Exceptional Children's Conference, Boston, MA.
- \*\*Clark, K. A.** (2017, February). *Assessing career readiness for individuals with disabilities*. Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS) Winter Meeting, New Orleans, LA.
- \*Terrell, M., & Clark, K. A.** (2016, November) *Evidence based practices to enhance transition: Resources for administrators, teacher educators, and teacher leaders*. Oral presentation at the Teacher Education Division Conference, Lexington, K.Y.
- \*Clark, K.A., Konrad, M., & Test, D. W.** (2016, October). *GO 4 IT...NOW! Strategy Instruction: An effective way to increase self-determination and writing skills for students with disabilities*. Oral presentation at the Division on Career Development and Transition conference, Myrtle Beach, SC.
- \* Clark, K. A., Konrad, M., & Test, D. W.** (2016, October). *Effects of GO 4 IT... NOW! strategy instruction on the expository writing skills of students with disabilities*. Poster presentation at the Division on Career Development and Transition conference. Myrtle Beach, SC.
- \*Clark, K. A., & Owens, T. L.** (2016, October). *Integrating predictors for positive post-school outcomes and support strategies for transitioning students with EBD or mental health disorders*. Oral presentation at the Division on Career Development and Transition conference, Myrtle Beach, SC.
- \*Rusher, D. E., & Clark, K.A.** (2016, October). *Begin with the end in mind: Aligning transition planning across all grade levels*. Oral presentation at the Division on Career Development and Transition conference, Myrtle Beach, SC.
- \*Clark, K. A., & Owens, T. L.** (2016, September). *Resources for administrators: Evidence based practices to enhance transition*. Oral presentation at The Council of Administrators in Special Education (CASE) and the National Association of State Directors of Special Education (NASDSE) joint conference, Milwaukee, WI.
- \*Hyatt, J. A., & Clark, K. A.** (2016, March). *Building a collaborative school: Community, business, and family partnerships = increased student opportunities*. Two oral presentations at the Alabama Transition Conference, Auburn, AL.

#### State and Local Presentations

- \*\*Clark, K. A.** (2020, August). *UPGRADE your performance: A way to teach soft skills*. NC CEC Virtual conference.

- \*\*Clark, K. A.** (2019, October). *Let's get to work: Predictors of post-school employment for youth with disabilities*. Challenge Workforce Solutions NDEAM Forum, Ithaca, NY.
- \*\*Clark, K. A.** (2019, October). *Youth with disabilities: A human resource for the 21<sup>st</sup> century workforce*. Labor Employment Research Association Panel, Ithaca, NY.
- \*Clark, K.A.** (2019, March). *UPGRADE your performance instruction: An intervention for teaching employment soft skills to youth and young adults with disabilities*. 2<sup>nd</sup> Annual City University of New York Neurodiversity Conference, New York, NY.
- \*Clark, K.A., & Saleh, M.** (2019, March). *Implications for transition to employment and healthcare for youth and young adults with autism: Findings from a scoping review*. 2<sup>nd</sup> Annual City University of New York Neurodiversity Conference, New York, NY.
- \*Hinkley, N., Ward, M., & Clark, K. A.** (2019, March). *Universal design for learning: Reaching and teaching all students*. 2<sup>nd</sup> Annual City University of New York Neurodiversity Conference, New York, NY.
- \*Rusher, D. E., Clark, K. A., & Chang, W.** (2018, April). *Teaching it all: Embedding transition content within academic instruction*. Oral presentation at the annual meeting of the North Carolina Division on Career Development and Transition, Greensboro, NC.
- \*Clark, K. A., & Terrell, M.** (2017, April). *NTACT toolkits: Resources for competitive integrated employment and college and career readiness*. Oral presentation at the annual meeting of the North Carolina Division on Career Development and Transition, Greensboro, NC.
- \*Haughney, K., & Clark, K. A.,** (2017, April). *Culturally responsive transition planning*. Oral presentation at the annual meeting of the North Carolina Division on Career Development and Transition, Greensboro, NC.
- \*Terrell, M., & Clark, K. A.** (2017, April). *Teaching it all: Teaching academics and transition skills at the same time*. Oral presentation at the annual meeting of the North Carolina Division on Career Development and Transition, Greensboro, NC.
- \*Clark, K. A.** (2017, March). *UPGRADE your performance instruction: Improving employment soft skills*. 17<sup>th</sup> Annual Graduate Research Symposium, University of North Carolina at Charlotte, Charlotte, NC.
- \*Clark, K. A., & Terrell, M.** (2017, January). *Leading with the tools to enhance student outcomes: Evidence based practices and resources for administrators*. Oral presentation at the annual meeting of the North Carolina Division for the Council for Exceptional Children, Wilmington, NC.
- \*Terrell, M., & Clark, K.A.** (2017, January). *Using evidence-based practices to enhance transition*. Oral presentation at the annual meeting of the North Carolina Division for the

Council for Exceptional Children, Wilmington, NC.

- \*\*Clark, K. A., & Rusher, D.** (2016, October) *NTACT & CSESA: Evidence based resources for quality transition instruction and practices*. Oral Presentation at the North Carolina Division on Career Development and Transition Annual Meeting, Sanford, NC.
- \*\*Clark, K. A., & Rusher, D.** (2016, July) *Transition services and instruction for students aged 18-21*. Oral presentation at the Charlotte Mecklenburg Schools Transition Institute, Charlotte, NC.
- \*\*Clark, K. A.** (2016, July). *Conducting and using quality transition assessments*. Oral presentation at the Charlotte Mecklenburg Schools Transition Institute, Charlotte, NC.
- \*\*Terrell, M., Fowler, C. F., & Clark, K. A.** (2016, July). *Self-determination across the curriculum*. Oral presentation at the Charlotte Mecklenburg Schools Transition Institute, Charlotte, NC.
- Terrell, M., & Clark, K. A.** (2016, May). *Navigating the NTACT website*. Poster presentation at the annual Capacity Building Institute, Charlotte, NC.
- \*Clark, K. A.** (2016, April). *How to develop an off-campus transition program for 18-21 year old students with disabilities*. Oral presentation at the annual meeting of the North Carolina Division on Career Development and Transition, Greensboro, NC.
- \*Clark, K. A., & Owens, T. O.** (2016, April). *Transition support for students with mental health disorders*. Oral presentation at the annual meeting of the North Carolina Division on Career Development and Transition, Greensboro, NC.
- \*\*Lee, F., & Clark, K. A.** (2016, March). *Life beyond high school: Why every student and parent should be proactive about transition*. Oral presentation at the annual North Carolina Partners in Policy meeting, Cary, N.C.
- \*Clark, K. A., & Terrell, M.** (2016, February). *Navigating the system: Resources for secondary transition planning, vertical alignment, and understanding the pathways to graduation*. Oral presentation at the annual meeting of the North Carolina Council for Exceptional Children, Pinewood, NC.
- \*Terrell, M., & Clark, K. A.** (2016, February). *Transition starts at age 3*. Oral presentation at the annual meeting of the North Carolina Council for Exceptional Children, Pinewood, NC.
- \*\*Clark, K. A.** (2015, July). *Students with autism spectrum disorders: Intervention strategies*. Oral presentation at University of North Carolina at Charlotte camp counselor training, Charlotte, NC.

### Webinars

Gothberg, J., & **Clark, K.A.** (2018, January). *NTACT resource sharing*. PDSC Transition Specialist Connect Meeting, Webinar.

Hyatt, J., Allison, R., **Clark, K.A.**, & Johnson, C. (2017, February). *Competitive integrated employment products and tools: An NTACT/WINTAC webinar*. National Technical Assistance Center on Transition, Webinar.

Allison, R., Hyatt, J., Simmons, B., Krefft, M., & **Clark, K.A.** (2017, March). *VR & school partnerships to create community-based work experience opportunities for students and youth with complex support needs*. National Technical Assistance Center on Transition, Webinar.

### Community workshops and presentations

**\*\* Clark, K.A** (2018). *Evidence-based predictors and practices: Aligning our work with implementation science*. Two-day State-Wide professional development session for New York State Department of Special Education, Albany, NY.

**\*\*Clark, K. A.**, Terrell, M., & Rusher, D. (2017). *Quality transition planning: Aligning transition assessments, postsecondary goals, and instruction for students with autism spectrum disorders*. Professional development session for Cabarrus County Schools, Concord, NC.

**\*\*Clark, K.A.**, & Rusher, D. (2015). *Transition planning for students with disabilities in the general and adapted curriculum*. Guest Lecture for East Carolina University Undergraduate Course (SPED 4100)

## **SERVICE**

### ***University Service***

2018–2020 Faculty Advisor, Best Buddies Chapter, Cornell University

### ***College Service***

2020-2021 School of Teaching and Learning Director Evaluation Committee, WCU

2016–2018 College and Career Readiness Committee member: College of Education at UNC Charlotte

### ***Department Service***

2020-2021 *Member*, SEIE Curriculum Ad-Hoc Committee, WCU

2018–2020 *Member*, Research Team: YTI at Cornell

2018-2020 *Member*, Leadership Team: YTI at Cornell

2018–2020 *Search Committee Chair*, Hiring Transition TAP Associates: YTI at Cornell

2018–2020 *Search Committee Member*, Hiring Data TAP Associates: YTI at Cornell

## **SERVICE TO FIELD**



### ***Editorial Experience***

- 2018–current *Guest Reviewer*, Focus on Autism and Other Developmental Disabilities
- 2018–current *Reviewer*, Brookes Publishing
- 2018–current *Reviewer*, Association for Positive Behavior Supports conference proposals
- 2018–current *Reviewer*, State of the Art conference proposals
- 2018–current *Reviewer*, Division on Career Development and Transition conference proposals
- 2017–current *Guest Reviewer*, The Journal of Special Education
- 2017–current *Guest Reviewer*, Educational Administration Quarterly
- 2017–current *Guest Reviewer*, Journal of Undergraduate Research and Scholarly Practice
- 2016–current *Guest Reviewer*, Career Development and Transition for Exceptional Individuals

### ***External Review Experience***

- 2018–2020 *Reviewer*, Autism Speaks Grant Competition

### ***Professional Membership Committee Work***

- 2018–2020 *Board Member-at-Large*, New York DCDT Executive Board
- 2018–current *Member*, THINK COLLEGE Affinity Research Group
- 2017–2018 *Co-Chair*, DCDT Student Professional Development Subcommittee
- 2017–2018 *Judge*, DCDT Pat Sitlington Student Researcher Competition
- 2016–2019 *Co-Chair*, DCDT Research to Practice Subcommittee
- 2016–current *Member*, NLTS-2 Co-Op Committee
- 2016–2018 *Member*, TED Professional Development Committee
- 2016–current *Member*, Secondary Transition Treatment Fidelity Team DCDT/NTACT
- 2016–current *Member*, TED Diversity Caucus Committee
- 2015–current *Member*, DCDT Research Committee member
- 2016–2018 *Member*, DCDT SETS Committee
- 2015–2017 *Student Representative*, NC DCDT Executive Board

### ***Service to the Community***

- 2020–2021 *Mentor*, Transition Specialist Scholar at UMASS Boston
- 2019–2020 *Forum speaker*, National Disability Employment Awareness Month Forum for Challenge Industries, Ithaca, New York
- 2019–2020 *Member*, New York State Department of Education Partnership Implementation Team
- 2019–2020 *Member*, New York State Department of Education Partnership Workgroup on Multi-Tiered Systems of Support
- 2018–2020 *Member*, New York State Coalition for Inclusive Higher Education
- 2016–2018 *Consultant*, 18–22 program PATHSS, Chapel Hill Carrboro City Schools, Chapel Hill, North Carolina
- 2016–2018 *Facilitator*, State Level teams at the Annual Capacity Building Institute for Secondary Transition through NTACT
- 2012–2016 *Member*, Mooresville’s Mayor’s Council for Individuals with Disabilities

### **HONORS/AWARDS**

- 2018–2019 *Engaged Faculty Fellow*, Cornell University

- 2015–2018     Doctoral scholar, UNC Charlotte's Ph.D. program in special education with a specialty in transition, OSEP's Leadership grant (Test & Browder, 2015-2019)
- 2018           Distinguished Student Leadership/Service Award, Council for Exceptional Children Division for International Special Education Services (DISES)
- 2017           Top Poster Award, 17<sup>th</sup> Annual Multidisciplinary Graduate Research Symposium, UNC Charlotte
- 2017           Patricia L. Sitlington Student Researcher of the Year Finalist, Division for Career Development and Transition
- 2016           Council for Exceptional Children Division for International Special Education Services (DISES) 2016 Student Spotlight for DISES Newsletter and website
- 2002–2007     Athletic scholarship at University of North Carolina at Greensboro for Division One Softball

#### **PROFESSIONAL AFFILIATIONS**

Council for Exceptional Children (CEC)

Council for Exceptional Children, Division for Career Development and Transition (DCDT)

Council for Exceptional Children, Teacher Education Division (TED)

Council for Exceptional Children, Division on Autism and Developmental Disabilities (DADD)

Council for Exceptional Children, Division for International Special Education Services (DISES)

Association for Behavior Analysis International (ABAI)

Association for Persons Supporting Employment First (APSE)