



# FACULTY NEWS AND NOTES

April 2025



**Teachers College**  
COLUMBIA UNIVERSITY



## Chia-Yi Chiu

### Journal Article Publication

- Nonparametric CD-CAT for multiple-choice items: Item selection method and Q-optimality published in British Journal of Mathematical and Statistical Psychology
  - The paper presents a new nonparametric item selection method for computerized adaptive testing in cognitive diagnosis with multiple-choice items. It is the second paper from the dissertation of Chiu's recently graduated PhD student.
  - <https://bpspsychub.onlinelibrary.wiley.com/doi/full/10.1111/bmsp.12350>
- 



## Peter T Coleman

### Grant, Journal Article Publication

- Prasad, T., Liebovitch, L. S., Wild, M., West, H., & Coleman, P. T. (2025) Words that represent peace. Published in the IEEE CISS2025 Conference Proceedings. <https://arxiv.org/abs/2410.03764>
  - Lian, K., Liebovitch, L. S., Wild, M., West, H., & Coleman, P. T., Chen, F., Kimani, K., & Sieck, K. (2025). Machine Learning classification of peaceful countries: A comparative analysis and dataset optimization. Published in the IEEE CISS2025 Conference Proceedings. <https://arxiv.org/abs/2410.03749>
  - Lian, K., Liebovitch, L. S., Wild, M., West, H., & Coleman, P. T., Chen, F., Kimani, K., & Sieck, K. (2025). Classifying peace in global media using RAG and intergroup reciprocity. Published in the IEEE CISS2025 Conference Proceedings. <https://arxiv.org/abs/2410.13865>
  - Three articles have been published on the project using AI to track peace speech and one new subaward for the team's work on peace speech with Toyota Research Institute.
- 



## Drew X Coles

### Journal Article Publication

- Gunther, J., & Coles, D. X. (2025, March). Amplifying Music Education: Three Perspectives on Access and Equity. CMEA Digital News, 29-35. Connecticut Music Educators Association.
- This article explores how music educators use technology to advance access and equity in music education, highlighting three participant perspectives that reveal the varied, individualized ways accessibility can and should be addressed to support all learners.
- Coles, D. X., & Hu, E. (2025). Ecological Model of Student Artistic Development in Jazz Education: Career Implications. Music Educators Journal, 111(3), 37-43. <https://doi.org/10.1177/00274321251315169>
- This article proposes a temporally focused adaptation of Bronfenbrenner's Ecological Systems Theory to jazz education, highlighting the critical role of diverse stakeholder collaboration, student value formation, and adaptive pedagogical practices in shaping inclusive, future-ready jazz learning environments.



## Jonathan E. Collins

### Book Chapter

- "Deliberation and Decision-Making" published in the Handbook of Innovations in Political Psychology
- Collins has published a comprehensive conceptualization of the strengths and weaknesses of democratic deliberation for democratic governance.
- <https://www.elgaronline.com/abstract/book/9781803924830/chapter11.xml>

### Public Communication

- TIME Magazine
- Collins was quoted in a series of TIME's coverage of the U.S. Department of Education.
- <https://time.com/7270145/what-does-the-department-of-education-do/>



## Rajashi Ghosh

### Journal Article Publication

- Ghosh, R., & May, T (accepted for publication). Validation of Identity-Based Mentoring Scales for Undergraduate Minoritized Students in Engineering. Journal of College Student Development.
- While mentoring is reported to positively impact professional identity development, sense of belonging, and self-confidence of STEM college students (Atkins et al., 2020), a clear understanding about how identity similarity and differences with mentors can position students with minoritized identities (i.e., students who identified as minoritized due to social identities such as gender, race, ethnicity, etc.) to experience high-quality mentoring is lacking. Prior studies have emphasized the need for attention to understand challenges of mentoring minority students in STEM. Yet, a validated measure to assess high-quality mentoring behaviors offered by mentors in shared identity (i.e., mentors share at least one minoritized identities of mentees) and cross-identity mentoring (i.e., mentors do not share any minoritized identities of mentees) does not exist. As such, this paper seeks to advance the study of identity-based mentorship by providing psychometric results informing validity evidence for using the Identity-Based Mentoring Scales (IBMS) with undergraduate engineering minoritized students.



## Maria Hartman

### Public Communication

- Interview with The Daily Moth, an online news channel that covers trending topics in the U.S. and around the world in American Sign Language.
- Elaine Smolen and Maria Hartman were interviewed by the newscaster concerning the U.S. DOE's recent decision to terminate funding for the TC-DHH, a program that plays an essential role in preparing educators for the deaf and hard of hearing community throughout the U.S.
- <https://www.youtube.com/watch?v=eKUWGeuDK8A&t=9s>



## Lisa Hochtritt

### Honor/Award

- Distinguished Fellow, National Art Education Association (NAEA)
  - Distinguished Fellows of the NAEA are members who are recognized for their long-term service to the profession and to the Association. Their accomplishments include exemplary service and practice in arts education in the categories of leadership; scholarly, creative, and instructional contributions; and advocacy.
- 



## Laudan Jahromi

### Journal Article Publication

- \*Gaspar, C.R., Jahromi, L.B., & Rooney, M.E. (in press). Culturally and ethnically diverse parents' views of home-school partnership responsibilities. *Journal of Early Childhood Research*.
- This study explored the views, priorities, and preferences of parents of preschoolers with and without special education services in their partnerships with members of their child's school.
- \*Gaspar, C.R., Jahromi, L.B., Rooney, M.E., Rodriguez, S., & ABC-TC CBPR Advisory Board. (in press). Lessons learned from family-school relationships and COVID-19: The experiences of early childhood special education professionals. *Journal of Early Childhood Teacher Education*.
- This study used a Community-Based Participatory Research (CBPR) approach to explore the experiences of early childhood special education professionals who support families of preschoolers with disabilities to gain insight into family-school relationship dynamics during COVID-19. Subsequent reflections from professionals in the study's CBPR advisory board revealed lessons learned and how their experiences have had a lasting impact on their early childhood practices.
- \*Chen, Y., Jahromi, L.B. (2025). Self-regulation and academic learning in preschoolers with autism: Links to school engagement and levels of autism characteristics. *Journal of Autism and Developmental Disorders*, 55, 1286–1301.
- This study examined links between several indices of autistic preschoolers' self-regulation and their rates of achieving new literacy and mathematics learning goals. The study used direct measures of children's executive function, parents' reports of children's temperament, and teacher reports of school engagement, as well as classroom-based data from children's academic programs.



## Alexander Karp

### Special Issue

- F. Furinghetti, A. Karp (2025). Journal of Mathematical behavior, Special issue: The History of Mathematics Education for Young Women and Girls
- It is a special issue on the history of mathematics education for young women.

### Journal Article Publication

- Karp, A. (2025). The Integrated Approach and Talented Students: A Historical Perspective. International Journal of Science and Mathematics Education.
  - This is a research paper that examines attempts to integrate all subjects in the 1920s in the Soviet Union.
- 



## Pam Koch

### Journal Article Publication

- The Carbon Footprint of School Lunch: Moving Toward a Healthy and Sustainable Future for the Next Generation
  - This study aimed to quantify the carbon footprint of elementary school lunch menus across six major urban school districts in the United States and to simulate the effect of sustainable food policies on carbon emissions reductions while ensuring nutritional requirements remain adequate. The findings revealed that beef-containing meals had the highest carbon emissions, while plant-based meals had the lowest. Implementing the one monthly beef meal scenario led to an average savings of 34% in emissions, while the plant-based day scenario led to a 32% reduction in emissions. These results highlight the potential environmental and health benefits of adopting sustainable nutrition policies in elementary schools.
  - <https://www.mdpi.com/2071-1050/17/7/2955#>
- 



## Patricia Martínez-Álvarez

### Honor/Award

- 2025 AERA Division K Innovations in Research on Equity and Social Justice in Teaching and Teacher Education Award
- The award recognizes research that has demonstrated innovation in addressing issues of equity and social justice in teaching and/or teacher education and that offers an expanded vision of theoretical frameworks, research methodologies, partnership models, or practices in teaching and/or teacher education focused on equity and social justice.



## Patricia Martínez-Álvarez

### Book Chapter

- Pant, N., Arana, B., & Martínez-Álvarez, P. (2025). Chapter 3: Equity in education through culturally responsive teaching. In J. Tussey & L. Haas (Eds.), *Supporting cultural differences through literacy education* (49-76). IGI Global.
- This chapter, guided by expansive learning and collective Zones of Proximal Development, examines themes from a literature review and a three-year study involving bilingual pre-service teachers and their mentors in dual-language bilingual education schools.
- <https://www.igi-global.com/chapter/equity-in-education-through-culturally-responsive-teaching/373370>



## Felicia Moore Mensah

### Honor/Award

- NARST Fellow
- The goal of the Fellows Program is to recognize accomplished scholars who will be part of a cohort of scholars that contribute toward fostering a sense of pride and community in the NARST organization. NARST Fellows are accomplished scholars and community members whose scholarship, service, and leadership activities contribute to and advance the NARST community and the field.
- <https://narst.org/announce/2025-award-recipients>
- [https://www.linkedin.com/search/results/all/?keywords=NARST%20Fellow%20Felicia%20Mensah&origin=GLOBAL\\_SEARCH\\_HEADER&sid=LX](https://www.linkedin.com/search/results/all/?keywords=NARST%20Fellow%20Felicia%20Mensah&origin=GLOBAL_SEARCH_HEADER&sid=LX)
- 2025 Kofi Lomotey Award, AERA
- This annual award recognizes a reviewer outside of the Urban Education board for exemplary service to the journal over the academic year.

### Journal Article Publication

- Troubling the definition of Black resilience in STEM-CS education.
- Abstract: Resiliency has been unearthed as a phenomenon to explore strategies that influence successful STEM-CS matriculation and/or persistence among minoritized populations—particularly Black undergraduate students. We argue that understanding and solidifying a definition for resilience in STEM-CS can aid in identifying key characteristics that reveal systemic structures and improve academic achievement. In this commentary, we use critical race theory (CRT) to unpack how resiliency can be adjusted and revamped to focus more on systemic issues, rather than on individual or small groups of students to showcase “grit” and immense inner strength in STEM-CS environments. Three noteworthy assertions are generated to help us trouble resilience relative to Black STEM-CS students and teachers in higher education.
- Mensah, F. M., & Pierre, T. (2025). Troubling the definition of Black resilience in STEM-CS education. *Journal of Research in Science Teaching*. DOI: <https://doi.org/10.1002/tea.22027>



## Felicia Moore Mensah

### Journal Article Publication

- Becoming the science teacher: Constructing identity as an elementary science specialist in urban schools.
- Abstract: Elementary Science Specialists (ESS) contribute to the elementary science landscape yet are rarely studied, as a potential solution to challenges in elementary science education or as a phenomenon in themselves. This ethnography explores the locally defined and culturally negotiated identities of ESS in three urban elementary schools in a high-stakes testing climate, drawing upon interviews with the ESS, classroom teachers, and building administrators. The ESS in this study came from non-science teaching backgrounds and developed science-teaching identity and capacities in their institutionally-sanctioned role of ESS. Given sufficient institutional and discursive backing, as well as engagement in science instruction, those prepared as classroom generalists can come to see themselves as science teachers.
- Ronan, D. M., & Mensah, F. M. (2025). Becoming the science teacher: Constructing identity as an elementary science specialist in urban schools. *Journal of Science Teacher Education*, 1-18. <https://doi.org/10.1080/1046560X.2025.2456882>



## KerryAnn O'Meara

### Honor/Award

- AERA Fellow
- O'Meara was selected to be a 2025 AERA fellow – one of 29 exemplary scholars that honors exceptional contributions to, and excellence in, education research.

### Public Communication

- 2025 Georgia Institute of Technology Women in Science Distinguished Lecturer
- O'Meara delivered the 2025 Georgia Institute of Technology Women in Science Distinguished Lecturer on March 27, 2025: "The Power and Perils of Discretion in Higher Education" and was provided an award by the Center for the Study of Women, Science and Technology (WST) for outstanding impacts in research and practice for women in science and engineering.



## Sonali Rajan

### Journal Article Publication

- Peer-reviewed publication
- Diaz-Faes DA, Rajan S, & Branas CC. (2025). Navigating Dual-Harm: Integrating Self- and Other-Harm into Public Health Inquiry. *American Journal of Public Health*, 115(4), 596-604.



## Amra Sabic-El-Rayess

### Training Program

- A Multi-Day Training Program at Whitman College
- Sabic-El-Rayess has lead a training program at Whitman College in Walla Walla, Washington, from March 6 to 8, 2025. This engagement was designed to promote dialogue, resilience, and community-building through a series of activities, including:

1. Conversation with the Interfaith Council – "Leading the Way: Unity through Community"

The engagement centers the Whitman College Interfaith Council's role in fostering unity while emphasizing practical strategies for building bridges between student groups through shared values.

2. Public Lecture – "Reimagine Resilience: Storytelling as a Portal to Prevention"

Sabic-El-Rayess delivered a public lecture focused on storytelling as a protective factor against hate.

3. Training Program – "Understanding Educational Displacement to Cultivate our Collective Resilience to Hate"

Sabic-El-Rayess has lead a 5-hour-long training for students, student life staff and other members of the Whitman College community. This program introduced the concept of Educational Displacement and its impact on individuals and communities, with a particular focus on how such displacement can increase the risk of hate and targeted violence. The training offered theoretical framing as well as evidence-based pedagogical strategies to cultivate connectedness within the campus community.

### Keynote Lecture

- Keynote Lecture at the 33rd Celebration of Bosnia and Herzegovina's Independence Day in Stockholm, Sweden
- On February 28, 2025, upon invitation by the APU Network – a non-profit organization dedicated to fostering educational, cultural and economic ties between Sweden and Bosnia and Herzegovina – Sabic-El-Rayess delivered a keynote lecture in honor of the 33rd anniversary of Bosnia and Herzegovina's independence. Sabic-El-Rayess' address reflected on the critical role of education in Bosnia and Herzegovina's journey to independence and continued social transformation.
- Invitation to Deliver a Keynote Lecture at the Sarajevo Forum for Dialogue of Civilizations (SFDC) – April 2025
- Sabic-El-Rayess has been invited to deliver a keynote address at the Sarajevo Forum for Dialogue of Civilizations (SFDC), scheduled for April 2025 in Sarajevo, Bosnia and Herzegovina. The invitation comes from the Parliamentary Assembly of Bosnia and Herzegovina and the Muslim World League building on the success of the Conference of Parliamentarians and Religious Leaders for Coexistence and Peace, held in February 2024, which brought together over 500 leaders, scholars and policymakers. This year's SFDC will continue to focus on fostering dialogue for coexistence, including the role of education in peacebuilding.





## Amra Sabic-El-Rayess

### Keynote Remarks

- Invitation to Deliver Keynote Address at the Teachers College Muslim Student Association's 2nd Annual Iftar Celebration
- Upon invitation from the Muslim Student Association at Teachers College, Sabic-El-Rayess delivered keynote remarks on March 4, 2025, highlighting the significance of the student-organized 2nd Annual Iftar Banquet, an event open to all members of the TC community in celebration of Ramadan.

### Co-Editor of a Special Issue

- Co-Editor of a Special Issue on "Student Engagement as a Pathway to Building Belonging, Democracy, and Preventing Extremism"
- This Special Issue of International Journal of Educational Development seeks to advance the discourse on creating educational environments that prevent hate and violence by exploring how student engagement fosters a sense of belonging and mitigates risks of radicalization and targeted violence. The issue welcomes research on the role of active participation, particularly among marginalized, racialized, other-ed and educationally displaced students.
- <https://www.sciencedirect.com/special-issue/317880/student-engagement-as-a-pathway-to-building-belonging-democracy-and-preventing-extremism>

### Journal Article Publication

- Sabic-El-Rayess, A., Joshi, V., & Li, S. (2025, forthcoming). Can Faith Leaders Prevent Radicalization and Hate? A Comprehensive Approach to Professional and Leadership Development for Violence Prevention and Community Building Across Global Divides. Special Issue on Belonging, Democracy, and Preventing Extremism, International Journal of Educational Development.
- This study underscores an empirical and novel effort in the form of a professional development program designed for faith leaders from across faith traditions and international contexts that: i) introduced faith leaders to the Educational Displacement Model of Radicalization; ii) offered interactive activities and engagements to highlight the power of interfaith collaboration and cooperation in building a community's resilience to hate; and iii) recognized the importance of faith leaders in violence prevention frameworks across the United States of America.

### Keynotes, Conferences, and Training Programs:

- Sabic-El-Rayess, A. (April 29, 2025, Indonesia). "The Role of Educators in Nurturing Tolerance and Solidarity through Education."
- Invited by the Leimena Institute and the Center for Character Strengthening, Ministry of Primary and Secondary Education of the Republic of Indonesia, with support from the Templeton Religion Trust, Sabic-El-Rayess will deliver remarks alongside Abdul Mu'ti, M.Ed., Minister of Primary and Secondary Education of the Republic of Indonesia, and Fajar Riza UI Haq, M.Si., Vice Minister of Primary and Secondary Education. As part of Cross-Cultural Religious Literacy series, the webinar is expected to engage circa 2,000 participants.



## Amra Sabic-El-Rayess

### Keynotes, Conferences, and Training Programs:

- Sabic-El-Rayess, A. (April 23-24, 2025, Sarajevo, Bosnia and Herzegovina). "Building Belonging and Sustaining Peace in the Age of Hate and Disconnection," The Sarajevo Forum for Dialogue of Civilizations.
- Invited by the Parliamentary Assembly of Bosnia and Herzegovina and the Muslim World League, Sabic-El-Rayess will deliver a keynote address at this forum, which builds upon the Conference Meeting of Parliamentarians and Religious Leaders for Coexistence and Peace held in February 2024. This prior event brought together 500 global participants and culminated in the Sarajevo Declaration, a pivotal document underscoring the critical need for interfaith dialogue, peace, and coexistence in an increasingly fragmented world.
- Joshi, V., Sabic-El-Rayess, A. and Chaudry, H. (March 25, 2025, Chicago, Illinois). "Building Belonging through Project-Based Learning: Bridging Communities in the Age of Disconnection," Comparative & International Education Society, Annual Conference.
- In this conference presentation, Project Belonging – a federally-funded initiative housed at Teachers College that empowers High-Schools and Middle-Schools through a project-based leadership development program – is underscored as a violence prevention effort that fortifies democracy in local communities across the United States of America.
- Sabic-El-Rayess, A. & Joshi, V. (March 7-9, 2025, Walla Walla, Washington). "Reimagine Resilience: Storytelling as a Portal to Prevention," Whitman College.
- Upon invitation from the Vice President of Student Affairs, this multi-day training involved meetings with the President of Whitman College, engagement with undergraduate students, a public lecture, and a college-wide training. The central theme surrounding all the engagements involved the Interfaith Lab's four pillars for building resilience to hate: Education, Community Building, Innovation, and Research.
- Joshi, V., Sabic-El-Rayess, A. and Marx, S. (March 3, 2025, Savannah, Georgia). "Building Belonging and Resilience to Hate in U.S. Classrooms through Project-Based Leadership and Peer-Learning," National Youth Advocacy and Resilience Conference.
- In this presentation, the role of Project Belonging as a resilience-building, federally funded program was described coupled with interactive activities that engaged participants with the Project Belonging curriculum.
- Sabic-El-Rayess, A. (February 28, 2025, Stockholm, Sweden). "Bosnia and Herzegovina: Advancements in Education within the Diaspora Community"
- Upon the invitation of the APU Network, a student-led initiative founded at the Royal Institute of Technology in Stockholm, Sabic-El-Rayess was honored to deliver the keynote address in celebration of Bosnia and Herzegovina's Independence Day.



## Elaine Smolen

### Conference Presentations

- Presented research and outcomes of teacher preparation grants at the Early Hearing Detection and Intervention Conference
- Smolen, E. R., \*Reiss, A., & Hartman, M. C. (2025, March). Early spoken language and elementary literacy: Pathways for spelling, decoding, and reading vocabulary. Paper presented at Early Hearing Detection and Intervention (EHDI) annual meeting, Pittsburgh, PA.
- Nelson, L., Smolen, E. R., Reimer, C., Noll, D., Hartman, M. C., Lucero, R. P., & Ramirez, S. (2025, March). Better together: University-school partners address shortage of teachers of the deaf. Poster presented at Early Hearing Detection and Intervention (EHDI) annual meeting, Pittsburgh, PA.
- Davenport, C., Suma, K., Smolen, E. R., Romain, P., Bourque, R., & Houston, D. (2025, March). Quality of early parent-child interaction and spoken language outcomes in deaf/hard of hearing children. Poster presented at Early Hearing Detection and Intervention (EHDI) annual meeting, Pittsburgh, PA.
- \*Powell, B., Hartman, M. C., & Smolen, E. R. (2025, March). Theory of mind acquisition in deaf and hard of hearing children who use listening and spoken language: Exploring individual and environmental factors. Poster presented at Early Hearing Detection and Intervention (EHDI) annual meeting, Pittsburgh, PA.

### Public Communication

- Deaf Education Program at Columbia University Loses Tuition Support
- Highlighted importance of training for teachers of the deaf in The Daily Moth, a prominent ASL news outlet
- <https://www.youtube.com/watch?v=eKUWGeuDK8A&t=23s>
- Researchers in Limbo as Columbia Bows to Trump's Demands in Bid to Restore \$400M Federal Funding (Associated Press)
- Shared the impacts of funding cuts on teachers, deaf and hard of hearing children, and families
- <https://apnews.com/article/columbia-research-funding-cuts-antisemitism-palestine-israel-6f5f6a66306ec2467fc346b993e87a50>



## Gita Steiner-Khamsi

### Book Publication

- Open-access book, entitled "Time in education policy transfer: The seven temporalities of global school reform" (Palgrave Macmillan)
- <https://link.springer.com/book/10.1007/978-3-031-82524-8>



## Amina Tawasil

### Honor/Award

- ForeWord INDIES Review Finalist Women's Studies (non-fiction)
- Tawasil's book, "Paths Made by Walking: The Work of Howzevi Women in Iran," was chosen to be a finalist in Women's Studies (non-fiction) by ForeWord INDIES Review. The panel of judges were composed of over 100 booksellers and publishers.
- <https://www.forewordreviews.com/awards/books/paths-made-by-walking/>

### Public Communication

- Refusal as "Romanticization" and/or Decolonization: Accounting for Difficult Fieldwork Situations in the Islamic Republic of Iran
- American Ethnological Society 2025, "Archipelagos", MIT Cambridge, MA March 2025



## Dan Tomasulo

### Invited Speaker to the Learning and The Brain Conference in San Francisco (February 21 - 22, 2025).

- Two presentations: Character Strengths and Abilities within Disabilities / Learned Hopefulness
- Premiere conference on the latest research for teachers K-12 to incorporate character strengths into education. Tomasulo is the author of both books that feature this research for disabilities and hope.
- <https://link.springer.com/book/10.1007/978-3-031-82524-8>
- <https://www.learningandthebrain.com/education-speakers/Daniel-Tomasulo>

### Public Communication

- Keynote Speaker for The World Happiness Summit on Hope and The Community
- Based on Tomasulo's book, Learned Hopefulness, and the course here at TC, The Healing Power of Hope, Tomasulo was invited to keynote this summit.
- <https://worldhappinesssummit.com/wohasu2025-speakers/>



## Michelle S. Troche

### Honor/Award

- Troche was nominated and elected to serve as Secretary-Treasurer (2025-2026) of the Dysphagia Research Society — an honor which will culminate in being President of the Society for 2027-2028. The Dysphagia Research Society is a leading international society comprised of clinicians and scientists from around the globe who are dedicated to the advancement of dysphagia research with the shared goal of continuously improving the quality of care in health and disease of individuals and families affected by dysphagia (or swallowing disorders).



## Hansun Zhang Waring

### Book Chapter

- Waring, H. Z. (2025). Education. In A. Carlin, A. Dennis, K. N. Jenkins, O. Lindwall & M. Mair (Eds.), *The Routledge international handbook of ethnomethodology* (pp. 345-353). Routledge.
- A state of art review of EMCA (ethnomethodology and conversation analysis) research in the field of education.

### Journal Article Publication

- Waring, H. Z. (2025). Managing (dis)affiliation in the work of co-parenting. *Human Studies*. <https://doi.org/10.1007/s10746-024-09776-9>
- A conversation analytic study of how co-parents navigate divergent stances in response to the child's request, resistance and informing.



## Matthew Zajic

### Journal Article Publication

- McIntyre, N. S., & Zajic, M. C. (in press). Prevalence and predictors of caregivers' reports of academic, language, social, and behavior Individualized Education Program goal areas among school-age autistic children. *Journal of Special Education*.
- This article presents the perspectives of over 500 families, each with an autistic child receiving special education services in elementary and secondary schools across the United States. Our findings highlight the diverse educational needs of these children and explore how demographic, contextual, and developmental factors contribute to individual differences in goals related to reading, writing, math, language, social skills, and behavior.
- Zajic, M. C., Gudknecht, J., & McIntyre, N. S. (in press). Characterizing the special education goals of autistic students: Latent class analysis with demographic and developmental covariates. *Exceptional Children*.
- This article adopts a person-centered approach to identify subgroups of autistic youth based on their special education goals in reading, writing, math, language, social skills, and behavior. Our findings reveal five distinct subgroups of autistic learners, each with varying rates of educational goals, and they offer new insights into the diverse needs of these learners.

### Honor/Award

- Recognized for Outstanding Editorial Service as a Top Reviewer for the *Journal of Educational Psychology* in 2024
- Received recognition as a top reviewer for providing thorough, thoughtful, and timely reviews that upheld the journal's high standards and supported the advancement of impactful research in educational psychology.