

# CURRICULUM VITAE

## Colleen Ann Thoma, Ph.D.

Date of Preparation: April 16, 2018

### **PERSONAL INFORMATION**

**Name:** Colleen Ann Thoma

Office Address: Virginia Commonwealth University, School of Education  
Oliver Hall, 1015 West Main Street, Room 2090  
P.O. Box 842020, Richmond, Virginia 23284-2020  
Phone Number: 804-827-2651  
Fax: 804-225-3554  
Email: [cathoma@vcu.edu](mailto:cathoma@vcu.edu)

### **EDUCATION**

Ph.D. (Curriculum and Instruction/Special Education), August 1997. Certificate: Public Management. Dissertation: Self-determination in transition planning: Facilitating student choices for life. Indiana University.

B.A. (Interdisciplinary degree in Social Sciences), May 1986. State University of New York.

### **ACADEMIC APPOINTMENTS AND OTHER WORK EXPERIENCE**

**Professor & Associate Dean of Academic Affairs and Graduate Studies**      **School of Education Dean's Office**, Virginia Commonwealth University, 2017- present

**Chair & Professor**      **Department of Counseling and Special Education** (merged July 1, 2016). Virginia Commonwealth University, 2016- 2017.

**Chair & Professor**      **Department of Special Education & Disability Policy**. 2013 -2016. Also became chair, Department of Counselor Education effective July 1, 2015 in anticipation of a merger of the two departments. Full-time, 12-month appointment.

**Director of Doctoral Studies & Professor**      **School of Education**, Virginia Commonwealth University, 2008 -2013

<b>Director of Doctoral Studies; Associate Professor</b>	<b>School of Education</b> , Virginia Commonwealth University, 2007 -2008
<b>Associate Professor</b>	<b>School of Education</b> , Virginia Commonwealth University, 2004 -2007
<b>Assistant Professor &amp; Coordinator of M.Ed/MT programs in DD/MR</b>	<b>School of Education</b> , Virginia Commonwealth University, 2002 -2004
<b>Assistant Professor</b>	<p><b>College of Education</b>, University of Nevada, Las Vegas, 1997-2002. Full-time appointment, tenure-track.</p> <ul style="list-style-type: none"> <li>• Responsible for instructional and clinical supervision in both the severe disabilities/MR program and the Generalist/mild disabilities program.</li> <li>• Coordinator of graduate program to prepare teachers to work with students with mental retardation/low incidence disabilities, which included advising students, clinical supervision and program development.</li> </ul>
<b>Adjunct Lecturer &amp; Graduate Faculty</b>	<p><b>College of Education</b>, Indiana University-Purdue University at Indianapolis. Indianapolis, Indiana. 1996-1997. Full-time appointment.</p> <ul style="list-style-type: none"> <li>• Responsible for teaching courses, and coordination of Practica/field experiences for students seeking teaching licenses/ endorsements to teach students with learning disabilities, mild disabilities, and emotional disabilities.</li> </ul>
<b>Graduate Assistant</b>	<p><b>College of Education</b>, Indiana University, Bloomington, Indiana. 1995-1996.</p> <ul style="list-style-type: none"> <li>• Worked on research and training projects with Indiana Transition Initiative and Graduate Transition Training grant-funded projects as well as taught undergraduate and graduate level courses.</li> </ul>
<b>Graduate Assistant</b>	<p><b>Special Education Department</b>, University of Pittsburgh,. Pittsburgh, PA. 1993-1994</p> <ul style="list-style-type: none"> <li>• Worked as an Employment Specialist on Project INVEST which focused on providing community employment for individuals with visual impairments transitioning out of high school and into the community.</li> </ul>
<b>Program Supervisor</b>	<p><b>Pressley Ridge Schools, Home Places Program</b>, Pittsburgh, PA. 1990-1993.</p> <ul style="list-style-type: none"> <li>• Worked as family support supervisor, provided behavior consultation</li> </ul>

to families and schools, conducted family training, supervised residential staff, and acted as liaison between families, foster families, schools, and community support services.

**Casemanager**

**Northern/Southwest MH/MR Center**, Pittsburgh, PA. 1989-1990.

- Responsible for the coordination of community services for children and adults receiving support under Title XIX of Medicaid Waiver program.
- Provided behavior consultation for service providers.

**Behavior Consultant**

**Nisar, Inc.**, Pittsburgh, PA. 1988-1989.

- Provided training and ongoing support for implementation of behavior support plans for community support service agencies and families of children with disabilities.

**Residential Director**

**Allegheny East MH/MR Center**, Pittsburgh, PA. 1987-1988.

- Responsible for the day-to-day administration of community residential program serving individuals with significant disabilities.

**Residential Supervisor**

**Allegheny East MH/MR Center**, Pittsburgh, PA. 1986-1987.

- Responsible for the supervision of staff and administration of two group homes for adults with disabilities.

**Program Coordinator**

**Upjohn HealthCare Services**, Buffalo, NY. 1984-1986.

- Responsible for running respite program for families of children with mental retardation. Supervised, trained, and scheduled staff for respite.

**AREAS OF SPECIAL INTEREST**

- Self-determination in secondary education/transition planning
- Teacher education: supporting student self-determination in transition education
- Inclusive education for students with severe disabilities, intellectual disabilities
- Universal design for learning including the use of assistive technology
- Post-secondary education for students with intellectual disability
- Transition assessment

**SCHOLARSHIP**

**BIBLIOGRAPHY**

**Refereed Articles:**

Scott, L.A., Thoma, C.A.,Puglia, L., Temple, P., D'Aguiar, A. (in press). Implementing UDL and UDT: A study of special education teacher preparation programs. *Intellectual and Developmental Disabilities*.

- Agran, M., Wojcik, A., Cain, I., Thoma, C.A., Achola, E., Austin, K., Tamura, R., & Nixon, C. (2017). Participation of youth with intellectual and developmental disabilities in extracurricular activities: Does inclusion end at 3:00pm? *Education and Training in Autism and Developmental Disabilities*, 52(1), 3-12.
- Thoma, C.A., Agran, M., & Scott, L.A. (2016). Transition for black youth with disabilities: What do we know and what do we need to know? *Journal of Vocational Rehabilitation*, 45, 149-158.
- Thoma, C.A., Cain, I., & Walther-Thomas, C. (2015). National goals for the education of children, youth, and young adults with intellectual disability. *Inclusion*, 3(4), 219-226.
- Agran, M., Hughes, C., Thoma, C.A., & Scott, L.A. (2015). Employment social skills: What skills are really valued? *Career Development and Transition for Exceptional Individuals*. Prepublished August 25, 2014, DOI: 10.1177/2165143414546741.
- Scott, L. A., Alexander, Q., Fritton, S., & Thoma, C. (2014). An evaluation of culturally responsive practices in special education program for preservice educators. *Journal of Curriculum and Teaching*, 3, 79-93.
- Scott, L. A. Fritton, S., Thoma, C. (2014). Evaluation to improve and expand culturally responsive practices in special education for preservice educators. *Journal of Curriculum and Teaching*, 3(2), 79-93.
- Thoma, C.A. (2013). Postsecondary education for students with intellectual disability: Complex layers. *Journal of postsecondary education and disability*, 26, 285-302.
- Thoma, C.A., Austin, K., Achola, E., Batalo, C., Carlson, D., Boyd, K., Bozeman, L. & Wolfe, D. (2012). The State of Postsecondary Education for Persons with Intellectual Disabilities: What are the perceptions of key stakeholders? *Creative Education*, 3, 1122-1129. DOI: 10.4236/ce.2012.326168.
- Scott, L.A., Saddler, S., Thoma, C.A., Bartholomew, C., Alder, N., & Tamura, R. (2011). Universal design for transition: A multi-element brief experimental single subject design study of the impact of the use of UDT on student achievement, engagement and motivation. *i-manager's Journal on Educational Psychology*, 4(4), 21-32.
- Thoma, C.A., Lakin, K.C., Carlson, D., Damzal, C., & Boyd, K.S. (2011). Post-secondary education for students with intellectual disabilities: A review of the literature. *Journal on Post-secondary Education for Disabilities*, 24(3), 175-191.
- Getzel, E.E. & Thoma, C.A. (2008). Experiences of College Students with Disabilities and the Importance of Self Determination in Higher Education Settings. *Career Development for Exceptional Individuals*, 31(2), 77-84.

- Thoma, C.A., Pannoizzo, G.M., Bartholomew, C., & Fritton, S. (2008). A qualitative study of preservice teachers' understanding of self-determination for students with significant disabilities. *Career Development for Exceptional Individuals, 31*(2), 94-105.
- Sutherland, K. S., & Thoma, C. A. (2007). Preventing school dropout through student engagement. *Effective Interventions in Dropout Prevention: A Practice Brief for Educators*. National Dropout Prevention Center for Students with Disabilities.
- Thoma, C.A. (2006). Transition planning that facilitates student self-determination. *Journal of Educational Psychology and Counseling, 16*(4), 321-326.
- Getzel, E. E. & Thoma, C. A. (2006). Voice of experience: What college students with learning disabilities and attention deficit/hyperactivity disorders tell us are important self-determination skills for success. *Learning Disabilities: A Multidisciplinary Journal, 14*(1), 33-39.
- Thoma, C.A. & Getzel, E. E. (2005). "Self-determination is what it's all about": What post-secondary students with disabilities tell us are important considerations for success. *Education and Training in Developmental Disabilities, 40*, 217-233.
- Thoma, C.A., Williams, J.M. & Davis, N.D. (2005). Teaching self-determination to students with disabilities: Will the literature help? *Career Development for Exceptional Individuals, 28*(2), 104-115.
- Thoma, C.A., Held, M.F. & Thomas, K. (2004). The John Jones Show: How one teacher pulled it all together to facilitate self-determined transition planning for a young man with autism. *Focus on Autism and Developmental Disabilities, 19*(3), 177-188.
- Thoma, C.A. & Sax, C.L. (2003). Self-determination: What do rehabilitation counseling students know and where do they learn it? *Journal of Vocational Rehabilitation, 19*(2), 89-94.
- Brown, M.R., Higgins, K, Pierce, T., Hong, E. & Thoma, C. (2003). Secondary students' perceptions of school life in regard to alienation: The effects of disability, sex, and race. *Learning Disability Quarterly, 26*(4), 25-38.
- Thoma, C.A., Held, M.F., & Saddler, S. (2002). Transition assessment practices in Nevada and Arizona: Are they tied to best practices? *Focus on Autism and Developmental Disabilities, 17*, 242-250.
- Thoma, C.A., Nathanson, R., Baker, S.R., & Tamura, R. (2002). Self-determination: What do special educators know and where do they learn it? *Remedial and Special Education, 23*(4), 242-247.
- Saddler, S., Thoma, C.A., & Whiston, S. (2002). School-to-career services and experiences: Are they linked with lower dropout rates for high school students in Nevada? *Workforce Education Forum, 29*(1), 41-50.
- Thoma, C.A., Baker, S. R., & Saddler, S. J. (2002). Self-determination in teacher education: A model to facilitate transition planning for students with disabilities. *Remedial and Special Education, 23*(2), 82-89.

Thoma, C.A., Held, M., & Tamura, R. (2001). An overview of transition assessment: A person-centered approach to supporting student's choices for life. *2000 TASH Conference Yearbook*. Baltimore: TASH.

Thoma, C.A., Rogan, P. & Baker, S.R. (2001). Student involvement in transition planning: Unheard voices. *Education and Training in Mental Retardation and Developmental Disabilities*, 36(1), 16-29.

Thoma, C.A., Wehmeyer, M.L. & Selby, P. (2000). Self-determination: What do teachers know and how do they learn it? *1999 TASH Conference Yearbook*. Baltimore: TASH.

Thoma, C. (1999). Supporting student voice in transition planning. *Teaching Exceptional Children*, 31(5), 4-9.

### **Non-refereed papers published:**

Thoma, C.A. & Palmer, S. (2015). Policy brief: Goals for the education of children, youth, and young adults with intellectual disability. Washington, DC: AAIDD.

Thoma, C.A. & Getzel, E.E. (2008). New horizons for self-determination: Special issue introduction. *Career Development for Exceptional Individuals*, 31(2), 67-68.

Thoma, C.A., Bartholomew, C. & Dell, K.R. (2006, May/June). Supporting student self-determination: Employing an ecological approach. *TASH Connections*, 32(5/6), 16-19.

Finn, D. & Thoma, C.A. (2006, Spring). What is a universal design approach to learning? *The Professor's Assistant*, 1-3.

Thoma, C.A. (Fall, 2004). What is a universal design approach to learning? *Professional Development Academy Newsletter*, 1-2.

Thoma, C.A. & Baker, S. R. (Spring, 2001). Transition assessment: guidelines for special educators, parents, and students with disabilities. *Nevada ACCESS*, 5-6.

Thoma, C.A. (2000). Maria's going to have a baby: Some thoughts on disability, culture, and being a woman. *UNLV College of Education Multicultural and Diversity Newsletter*, 5(2), 2-4.

Baker, S.R. & Thoma, C.A. (2000). Self-determination in the context of multicultural values. *UNLV College of Education Multicultural and Diversity Newsletter*, 4(4), 10-14.

Thoma, C. (Summer, 1999) (Guest Ed.) Positive behavior supports. Nevada ACCESS edition on Positive Behavior Supports. *Nevada ACCESS*.

Thoma, C. (1999). Supporting people's voices in career planning. *Supported Employment InfoLines*, 10(6), 4-5.

Thoma, C. & Wehmeyer, M. (1999). Student talk about their roles in transition planning. *TASH Newsletter*, 25(5/6), 8-10.

Thoma, C., Held, M., & Bulter, F. (October, 1998). Planning transitions that prepare students for a technologically-advanced world. *IN-APSE Times*, 4(3), 3-5.

**Abstracts/Papers presented:**

Thoma, C.A., Wojcik, A., Cain, I., Tamura, R., Puglia, L., Nixon, C., Achola, E. (2016, October). Involvement of students with disabilities in extracurricular activities: Expanding the discussion. *Division on Career Development and Transition Conference*. Myrtle Beach, SC.

Gibson, D., Thoma, C.A., & Scott, L.A. (2016, October). The school counselor's role in transition planning. *Division on Career Development and Transition Conference*. Myrtle Beach, SC.

Ham, W., McDonnough, J., Whittenburg, H., & Thoma, C.A. (2016, October). Strategies for success in helping young adults with autism spectrum disorder obtain employment. *Division on Career Development and Transition Conference*. Myrtle Beach, SC.

Wojcik, A., Thoma, C.A., & D'Aguilar, A. (2016, October). Applying universal design for transition to transportation: An examination of the existing natural support systems. *Division on Career Development and Transition Conference*. Myrtle Beach, SC.

Thoma, C.A. (2016, June). Special educator's views on the involvement in extracurricular activities by students with IDD. American Association on Intellectual and Developmental Disabilities. Atlanta, GA.

Thoma, C.A., Morningstar, M., Palmer, S., Lemons, C., Lowery, A. (2016, June). National Goals in Education: What do we know from research, policy and practice to guide the education of students with IDD. American Association on Intellectual and Developmental Disabilities. Atlanta, GA.

Nixon, C., Thoma, C.A., Wojcik, A., Tamura, R., Cain, I., Achola, E. (2016, April). Ensuring a well-rounded education: Promoting student participation in extracurricular activities. *Council for Exceptional Children Convention*. St. Louis, MO.

Agran, M., Thoma, C.A., Cain, I., Puglia, L., (2015, December). Participation of students with IDD in extracurricular activities: Are they included? *TASH Conference*. Portland, OR.

Cain, I., Chen, C.C., & Thoma, C.A. (2015, December). What promotes independent living? *TASH Conference*. Portland, OR.

Nixon, C., Thoma, C.A., Cain, I., Tamura, R. (2015, November). Participation of students with IDD in extracurricular activities: Does inclusion happen after 3pm? *Division on Career Development and Transition Conference*. Portland, OR.

- Cain, I., Chen, C.C., Thoma, C.A. (2015, November). Predictors of independent living. *Division on Career Development and Transition Conference*. Portland, OR.
- Thoma, C.A. & Tamura, R. (2015, June). Participation of students with ID in extracurricular activities. *AAIDD Conference*. Louisville, KY.
- Agran, M., Tamura, R., Wojcik, A., Cain, I., Thoma, C.A. (2014, December) . Participation of students with significant support needs in extracurricular activities. *TASH Conference*. Washington, DC.
- Nixon, C., Wojcik, A., Cain, I., Tamura, R., Achola, E., Thoma, C.A. (2014, November). Participation of high school students with disabilities in extracurricular activities. *Division on Career Development and Transition*. Cleveland, OH.
- Boyd, K., Thoma, C.A., Nixon, C. (2014, June). The supports that promote success for students with ID in postsecondary education. *American Association on Intellectual and Developmental Disabilities*. Orlando, FL.
- Thoma, C.A. (2014, May). Who are the SSI Beneficiaries (Transition Planning Process). Part of the Fixing a Broken System: What the Experts Say about Modernizing SSI and Improving Public Policy for Americans with Disabilities Roundtable. *Collaboration to Promote Self-Determination and Mathematica*. Washington, DC.
- Nixon, C., Thoma, C.A. & Achola, E. (2013, November). Meeting the health care needs of youth with disabilities in transition: A survey of current practices. *Division on Career Development and Transition*. Williamsburg, VA.
- Thoma, C.A., Tamura, R., & Nixon, C. (2013, November). Transition Assessment Strategies. *Division on Career Development and Transition*. Williamsburg, VA.
- Scott, L.A., Best, K., & Thoma, C.A. (2013, November). Linking transition and academic education. *Division on Career Development and Transition*. Williamsburg, VA.
- Scott, L.A. & Thoma, C.A. (2013, July). Project PREP: Increasing Collaborative Partnerships to Establish Effective Practicum Experiences for Preservice Teachers. *OSEP Project Director's Meeting*. Washington, DC.
- Thoma, C.A. & Wolfe, D. (2013, June). Similarities and differences in PSE programs for students with ID: A qualitative examination of programs. *American Association on Intellectual and Developmental Disabilities*. Pittsburgh, PA.
- Thoma, C.A., Boyd, K., & Achola, E. (2013, April). Similarities and differences in PSE programs for students with ID: A qualitative examination of programs. *Council for Exceptional Children*, San Antonio, TX.



- Nixon, C., Thoma, C.A. & Tamura, R. (2012, October). Preparing teachers to support self-determination of students with disabilities: Description of a training module. *Council for Exceptional Children*, San Antonio, TX..
- Thoma, C.A. & Tamura, R. (2013, January). Similarities and differences in PSE programs for students with ID: Developing a classification system. *Division on Autism and Developmental Disabilities Conference*, Kona, HI.
- Thoma, C.A. & Salmirs, D. (2012, November). Similarities and differences in PSE programs for students with ID: A description of programs. *State of the art conference on Postsecondary education*. Fairfax, VA.
- Nixon, C., Tamura, R., Achola, E., Salmirs, D., & Thoma, C.A. (2012, October). Preparing teachers to support self-determination of students with disabilities: Description of a training module. *Division on Career Development and Transition*, Denver, CO.
- Thoma, C.A., Nixon, C., Tamura, R., Achola, E. & Salmirs, D. (2012, July). Preparing teachers to support self-determination of students with disabilities: Description of a training module. *National Transition Conference*, Washington, DC.
- Nixon, C., Tamura, R. & Thoma, C.A. (2012, April). Making transition curriculum work for all students. *Council for Exceptional Children Convention and Expo*, Denver, CO.
- Bassett, D., Basham, J., Wehmeyer, M.L., & Thoma, C.A. (2012, April). Transition-focused secondary engagement: Youth with disabilities succeeding in general education. *Council for Exceptional Children Convention and Expo*, Denver, CO.
- Tamura, R., Salmirs, D. Nixon, C., Achola, E., & Thoma, C.A. (2012, January). Effective Strategies to Increase Teacher Knowledge in Supporting Student Self-determination. *Division on Autism and Developmental Disabilities*, Miami, FL.
- Agran, M., Hughes, C. & Thoma, C.A. (2011, November). Social skills on the job: How important are they? *TASH Conference*, Atlanta, GA.
- Thoma, C.A., Salmirs, D. Nixon, C., Achola, E., & Tamura, R. (2011, October). Effective Strategies to Increase Teacher Knowledge in Supporting Student Self-determination. *Division on Career Development and Transition Conference*, Kansas City, MO.
- Thoma, C.A. & Scott, L.A. (2011, October). Universal design for transition. *Transition Conference*. Scottsdale, AZ.
- Thoma, C.A., Batalo, C., Achola, E., Wolfe, D., Boyd, K., & Austin, K. (2010, October). Follow-up to the 2009 State of the Science Conference: A qualitative review of meeting transcripts. Presentation at the 2010 State of the Art Conference on post-secondary education and individuals with intellectual disability. Fairfax, VA

- Thoma, C.A., & Boyd, K. (October, 2010). Self-determination and person-centered planning. Presentation at the 2010 State of the Art Conference on post-secondary education and individuals with intellectual disability. Fairfax, VA
- Thoma, C.A., Tamura, R., & Gentry, R. (October, 2010). Universal design for transition: Linking academic and transition instruction. *Division on Career Development and Transition Conference*, Mystic, CT.
- Thoma, C.A., Wehman, P., Boyd, K.S. & Tamura, R. (April, 2010). Getting the most out of IEPs: Organizing student direction of the process. *CEC Convention and Expo*, Nashville, TN.
- Thoma, C.A., Bartholomew, C. & Tamura, R. (October, 2009). Universal design for transition: Impact on student achievement in the classroom. *Division on Career Development and Transition (DCDT) Conference*, Savannah, GA.
- Thoma, C.A., Tamura, R., Doval, E., Scott, L., & Bartholomew, C. (April, 2009). Universal design for transition: An idea whose time has come. *Council for Exceptional Children Convention*, Seattle, WA.
- Tamura, R. & Thoma, C.A. (October, 2008). Universal design for transition: linking academics and transition. *Division on Career Development and Transition regional conference*, Milwaukee, WI.
- Thoma, C.A., Bartholomew, C, and Hendricks, D. (April, 2007) Implementing the Self-Determined Learning Model-Making it fit in your classroom. *Council of Exceptional Children (CEC) National Conference*, Louisville, KY.
- Bartholomew, C. and Thoma, C.A. (March 2007) Linking Transition Goals to Academic Standards. *Division of Career Development and Transition (DCDT) Transition Forum*, Norfolk, VA.
- Garner, D., Bartholomew, C., and Thoma, C.A. (March, 2007) Mission Possible: Successful Transition to Post-Secondary Education- *Division of Career Development and Transition (DCDT) Transition Forum*, Norfolk, VA.
- Held, M., Thoma, C.A., Bartholomew, C. (November, 2006) Student Led IEPs. *TASH National Conference*, Baltimore, MD.
- Getzel, E.E., & Thoma, C.A. (2006, April). Creating a self-determination model for VCU students. *CEC Conference*, Salt Lake City, UT.
- Kregel, J., O'Mara, S. & Thoma, C.A. (2006, April). Social security youth transition demonstration project. DCDT spotlight conference session, *CEC Conference*, Salt Lake City, UT.
- Tamura, R. & Thoma, C.A. (2005, November). Transition: Are IEP goals linked to improved outcomes for students with significant support needs? *TASH Conference*, Milwaukee, WI.

- Thoma, C.A., Rogan, P., & Held, M.F. (2005, November). Supporting Self-determination in Transition: Research to Practice Stories of Change. *TASH Conference*, Milwaukee, WI.
- Thoma, C.A., Wehmeyer, M.L., & Agran, M. (2005, November). Teaching self-determination to all students: Infusing self-determination instruction into a health class curriculum. *TASH Conference*, Milwaukee, WI.
- Getzel, E.E., Thoma, C.A., & Finn, D. (2005, November). Creating a self-determination model to help students with disabilities enter and remain in college. *TASH Conference*, Milwaukee, WI.
- Thoma, C.A. & Tamura, R. (2005, October). Transition: Are IEP goals linked to improved outcomes for students with disabilities? *DCDT Conference*, Albuquerque, NM.
- Getzel, E.E., Thoma, C.A. & Albrecht, L. (2005, October). Creating a self-determination model to help students with disabilities enter and remain in college. *DCDT Conference*, Albuquerque, NM.
- Thoma, C.A., Getzel, E.E., Rosenberg, R., Locke-Scott, S., & Keller-Guenter, Y. (2005, October). The Youth Transition Demonstration Project: Making a difference in transition services for youth with disabilities. *DCDT Conference*, Albuquerque, NM.
- Thoma, C.A., Getzel, E.E., & Finn, D. (2005, April). Creating a self-determination model to help students with disabilities enter and remain in college. *CEC Conference*, Baltimore, MD.
- Thoma, C.A. & Dell, K. (2005, April). Teaching self-determination to elementary students with disabilities. *CEC Conference*, Baltimore, MD.
- Getzel, E.E., Thoma, C.A. & Finn, D. (2005, March). Importance of self-determination for post-secondary success: What students with disabilities tell us are important considerations. Presentation at VA Transition Forum 2005. Williamsburg, VA.
- Thoma, C.A. (2005, March). The role of standards-based education in transition. *Virginia Transition Forum 2005*. Williamsburg, VA.
- Thoma, C.A., Getzel, E.E., & Finn, D. (2004, November). Self-determination for post-secondary success: What students with disabilities tell us are important considerations. *TASH Conference*, Reno, NV.
- Sax, C.L. & Thoma, C.A. (2004, November). What do rehabilitation professionals know about self-determination? *TASH Conference*, Reno, NV.
- Williams, J. & Thoma, C.A. (2004, November). Teaching Self-Determination to Students with Disabilities: Will the Literature Help? *TASH Conference*, Reno, NV.
- Williams, J. & Thoma, C.A. (2004, October). Self-determination in the literature: How widely read does one need to be? *9<sup>th</sup> International Conference on Cognitive Disabilities/Mental Retardation, Autism, and Related Disabilities*, Las Vegas, NV.

- Thoma, C.A. & Getzel, L.E. (2004, October). Self-determination for post-secondary education success: What students tell us are important considerations for transition planning. *9<sup>th</sup> International Conference on Cognitive Disabilities/Mental Retardation, Autism, and Related Disabilities*, Las Vegas, NV.
- Sax, C.L. & Thoma, C.A. (2003, December). Self-determination and rehabilitation: Making transition seamless. *TASH Conference*, Chicago, IL.
- Thoma, C.A. & Getzel, E.E. (2003, December). Students with cognitive disabilities in higher education: Models of support. *TASH Conference*, Chicago, IL.
- Held, M.F., Thoma, C.A., Thomas, K., & Kelly, M. (2003, December). Using technology to facilitate self-determined transition planning. *TASH Conference*, Chicago, IL.
- Thoma, C.A. & Wehmeyer, M.L. (2003, December). Goal setting for students with disabilities: Teaching this core component skill. *TASH Conference*, Chicago, IL.
- Thoma, C.A. (2003, September). Wise practices in transition assessment. *Arizona Statewide Transition Conference*, Tucson, AZ.
- Thoma, C.A. (2003, September). Using self-determination in transition planning: It's more than the meeting. *Arizona Statewide Transition Conference*, Tucson, AZ.
- Thoma, C.A. & Held, M.A. (2003, February). Facilitating self-determination: What to do before and after the transition IEP meeting. *Division for Developmental Disabilities Biennial Conference*, Kauai, HI.
- Thoma, C.A., & Sax, C.L. (2002, December). Transition Assessment: Wise Decisions for Quality Lives. *TASH Conference*, Boston, MA.
- Held, M.A. & Thoma, C.A. (2002, December). Self-determination: What happens after the meeting? *TASH conference*, Boston, MA.
- Thoma, C.A. & Sax, C. (2002, March). Transition Assessment: Wise practices for quality lives. *Pacific Rim Conference on Disabilities*, Honolulu, HI.
- Saddler, S. & Thoma, C.A. (2002, March). SCANS revisited: What do special educators need to know? *Pacific Rim Conference on Disabilities*, Honolulu, HI.
- Thoma, C.A., Tamura, R. (2001, October). Preparing special educators to facilitate student self-determination. *Division on Career Development and Transition*, Denver, CO.
- Thoma, C.A. & Saddler, S. (2001, October). SCANS: What special educators need to know to prepare high school exiters for work. *Division on Career Development and Transition*, Denver, CO.

- Thoma, C.A., Baker, S.R., & Wehmeyer, M.L. (2000, December). How are university faculty infusing information about self-determination into teacher education courses? *TASH Conference*, Miami, FL.
- Thoma, C.A. & Baker, S.R. (November, 2000). Facilitating student self-determination: A review of what pre-service teachers are learning and where. *Teacher Education Division of the Council for Exceptional Children*, Las Vegas, NV.
- Thoma, C.A. (November, 2000). Using alternative assessments in teacher education courses: Strategies, methods, and rubrics, Oh My! *Teacher Education Division of the Council for Exceptional Children*, Las Vegas, NV.
- Baker, S.R., Selby, P. & Thoma, C.A. (2000, July). Multi-cultural considerations within the context of self-determination. *Teacher Education Division of the Council for Exceptional Children*, Las Vegas, NV.
- Thoma, C.A., Winter, S., Beiningen, E., & Richter, S. (2000, May). Positive behavior supports in Nevada: A story of advocacy and change. *YAI/National Institute for People with Disabilities Conference*, New York, NY.
- Thoma, C., Baker, S., & Fisher, D. (1999, December). Self-determination: Are we meeting the needs of diverse learners? *TASH Conference*, Chicago, IL.
- Thoma, C., Wehmeyer, M., & Selby, P. (1999, December). Self-determination: What do teachers need to know and how do they learn it? *TASH Conference*, Chicago, IL.
- Thoma, C.A., Tamura, R., & Held, M. (1999, December). An overview of transition assessment: A person-centered approach to supporting students' choices for life. *TASH Conference*, Chicago, IL.
- Thoma, C. & Held, M. (1999, July). Technology and Transition: Strategies for Stakeholders. *Association for Persons in Supported Employment*, Chicago, IL.
- Thoma, C.A., & Held, M. (1998, October). Measuring what's important: Alternative and authentic assessment in transition planning. *Council for Educational Diagnostic Services (CEDS)*, Las Vegas, NV.
- Thoma, C.A. & Held, M. (1998, December). Technology in transition planning: Suggestions for stakeholders. *TASH Conference*, Seattle, WA.
- Held, M.A. & Thoma, C.A. (1997, December). An alternative, portfolio-based approach to transition planning and assessment. *TASH Conference*, Boston, MA.
- Thoma, C.A. & Barnes, G. (1997, December). Assistive Technology: An under-utilized support for post-secondary students with visual impairments. *TASH Conference*, Boston, MA.

Thoma, C.A. (1997, April). Student involvement in transition planning. *CEC Conference*, Indianapolis, IN.

Thoma, C.A. (1996, November). Student Involvement in Transition Planning. *TASH Conference*, New Orleans, LA.

Rogan, P., Held, M.F., & Thoma, C.A. (1995, December). Barriers to effective transition planning. *TASH Conference*, Chicago, IL.

### **Books:**

Thoma, C.A., Cain, I., Wojcik, A.J., Best, K., & Scott, L.A. (2017). Universal design for transition for students on the autism spectrum: Linking academic and transition education to improve postschool outcomes. In D. Zager, D.F. Cihak, & A.Stone-MacDonald (Eds.). *Autism spectrum disorders: Identification, education, and treatment* (4th ed.; pgs. 285-311). New York: Routledge.

Thoma, C.A., Fisher, K.W., Hall, S., Scott, L.A., Cain, I., Wojcik, A., & Sterrett, B. (in press). High quality programs for students with intellectual disability in middle or junior high schools. In K.Shogren & M.L. Wehmeyer (Eds.) *Research-based practices for educating students with intellectual disability*. New York: Routledge.

Thoma, C.A., Browder, D., Lemons, C., Thurlow, M., Morningstar, M., Agran, M., Goode, T., Carlson, D., Lowrey, A., Scott, L.A., Terpstra, J., Thompson, J., Johnson, D.R, & Cain, I. (2016). National goals for educating students with intellectual disability. In K.Lane (Ed.). *Critical issues in intellectual and developmental disabilities: Contemporary research, practice, and policy* (pp. 37-70). Washington, DC: AAIDD.

Thoma, C.A., Scott, L.A., & Best, K. (2015). Starting with the end in mind: Inclusive education designed to prepare students for adult life. In E. Brown, R.G Craven, & G. McLean (Eds.). *International Advances in Education: Global Initiatives for Equity and Social Justice: Vol. 9, Inclusive education for students with intellectual disabilities*. Charlotte, NC: Information Age Press.

Thoma, C.A., Boyd, K., & Austin, K. (2013). Teaching for Transition. In P. Wehman. *Life beyond the classroom: Transition strategies for young people with disabilities* (5<sup>th</sup> ed.) (pp. 201-236). Baltimore: Paul H. Brookes.

Wehmeyer, M.L., Fields, S. & Thoma, C.A. (2012). Self-determination and adolescent transition. In M.L. Wehmeyer & K.W. Webb (Eds.). *Handbook of adolescent transition and disability* (pp. 171-190). New York: Taylor & Francis.

Thoma, C.A., Ligon, K. & Wittig, K. (2010). Access to the general education curriculum within a functional curriculum framework. In P. Wehman & J. Kregel (Eds.), *Functional curriculum* (3<sup>rd</sup> ed.). Austin, TX: PRO-Ed Publishing Company.

- Sutherland, K.S. & Thoma, C.A. (2009). Preventing school dropout by promoting increased engagement of students with disabilities. In H. Ricking, G. Schulze & M. Wittrock (Eds.), *Schulabsentismus und Dropout* (pp. 291-306). Paterborn, Germany: Verlag Ferdinand Schoningh GmbH & Co.
- Wehman, P. & Thoma, C.A. (2006). Teaching for Transition. In P. Wehman. *Life beyond the classroom: Transition strategies for young people with disabilities* (4<sup>th</sup> ed.) (pp. 201-236). Baltimore: Paul H. Brookes.
- Wehman, P., Mank, D., Rogan, P., Luna, J., Kregel, J., Kiernan, W., Griffin, C., Thoma, C. (2005). Employment and productive life roles. In K.C. Lakin & A. Turnbull (Eds.) *National goals and research for people with intellectual and developmental disabilities* (pp. 149-178). Washington, DC: American Association on Mental Retardation.
- Thoma, C.A. & Wehmeyer, M.L. (2005). Self-determination and the transition to post-secondary education. In E.E. Getzel & P. Wehman. *Going to college* (pp.49-68). Baltimore: Paul H. Brookes.
- Getzel, E.E. & Thoma, C.A. (2005). Students with other special learning needs. In J. Wood (Ed.) *Adapting instruction in accommodating students in inclusive settings*, 5<sup>th</sup> ed. Columbus, OH: Pearson Merrill Prentice Hall.
- Thoma, C.A., Ligon, K. & Wittig, K. (2004). Access to the general education curriculum within a functional curriculum framework. In P. Wehman & J. Kregel. *Functional curriculum* (2<sup>nd</sup> ed.) (pp.95-111). Austin, TX: PRO-Ed Publishing Company.

### **Book Chapters:**

- Thoma, C.A., Cain, I., Wojcik, A.J., Best, K., & Scott, L.A. (2017). Universal design for transition for students on the autism spectrum: Linking academic and transition education to improve postschool outcomes. In D. Zager, D.F. Cihak, & A. Stone-MacDonald (Eds.). *Autism spectrum disorders: Identification, education, and treatment* (4th ed.); pgs. 285-311). New York: Routledge.
- Thoma, C.A., Fisher, K.W., Hall, S., Scott, L.A., Cain, I., Wojcik, A., & Sterrett, B. (in press). High quality programs for students with intellectual disability in middle or junior high schools. In K. Shogren & M.L. Wehmeyer (Eds.) *Research-based practices for educating students with intellectual disability*. New York: Routledge.
- Thoma, C.A., Browder, D., Lemons, C., Thurlow, M., Morningstar, M., Agran, M., Goode, T., Carlson, D., Lowrey, A., Scott, L.A., Terpstra, J., Thompson, J., Johnson, D.R., & Cain, I. (2016). National goals for educating students with intellectual disability. In K. Lane (Ed.). *Critical issues in intellectual and developmental disabilities: Contemporary research, practice, and policy* (pp. 37-70). Washington, DC: AAIDD.

- Thoma, C.A., Scott, L.A., & Best, K. (2015). Starting with the end in mind: Inclusive education designed to prepare students for adult life. In E. Brown, R.G Craven, & G. McLean (Eds.). *International Advances in Education: Global Initiatives for Equity and Social Justice: Vol. 9, Inclusive education for students with intellectual disabilities*. Charlotte, NC: Information Age Press.
- Thoma, C.A., Boyd, K., & Austin, K. (2013). Teaching for Transition. In P. Wehman. *Life beyond the classroom: Transition strategies for young people with disabilities* (5<sup>th</sup> ed.) (pp. 201-236). Baltimore: Paul H. Brookes.
- Wehmeyer, M.L., Fields, S. & Thoma, C.A. (2012). Self-determination and adolescent transition. In M.L. Wehmeyer & K.W. Webb (Eds.). *Handbook of adolescent transition and disability* (pp. 171-190). New York: Taylor & Francis.
- Thoma, C.A., Ligon, K. & Wittig, K. (2010). Access to the general education curriculum within a functional curriculum framework. In P. Wehman & J. Kregel (Eds.), *Functional curriculum* (3<sup>rd</sup> ed.). Austin, TX: PRO-Ed Publishing Company.
- Sutherland, K.S. & Thoma, C.A. (2009). Preventing school dropout by promoting increased engagement of students with disabilities. In H. Ricking, G. Schulze & M. Wittrock (Eds.), *Schulabsentismus und Dropout* (pp. 291-306). Paterborn, Germany: Verlag Ferdinand Schoningh GmbH & Co.
- Wehman, P. & Thoma, C.A. (2006). Teaching for Transition. In P. Wehman. *Life beyond the classroom: Transition strategies for young people with disabilities* (4<sup>th</sup> ed.) (pp. 201-236). Baltimore: Paul H. Brookes.
- Wehman, P., Mank, D., Rogan, P., Luna, J., Kregel, J., Kiernan, W., Griffin, C., Thoma, C. (2005). Employment and productive life roles. In K.C. Lakin & A. Turnbull (Eds.) *National goals and research for people with intellectual and developmental disabilities* (pp. 149-178). Washington, DC: American Association on Mental Retardation.
- Thoma, C.A. & Wehmeyer, M.L. (2005). Self-determination and the transition to post-secondary education. In E.E. Getzel & P. Wehman. *Going to college* (pp.49-68). Baltimore: Paul H. Brookes.
- Getzel, E.E. & Thoma, C.A. (2005). Students with other special learning needs. In J. Wood (Ed.) *Adapting instruction in accommodating students in inclusive settings*, 5<sup>th</sup> ed. Columbus, OH: Pearson Merrill Prentice Hall.
- Thoma, C.A., Ligon, K. & Wittig, K. (2004). Access to the general education curriculum within a functional curriculum framework. In P. Wehman & J. Kregel. *Functional curriculum* (2<sup>nd</sup> ed.) (pp.95-111). Austin, TX: PRO-Ed Publishing Company.



## Other Scholarly Publications:

- Palmer, S. & Thoma, C.A. (2015). Issue brief: Education of students with IDD. Washington, DC: American Association on Intellectual and Developmental Disabilities. Retrieved from: <http://aaidd.org/docs/default-source/National-Goals/education-of-students-with-idd.pdf?sfvrsn=0>.
- Thoma, C.A. (2014). Issue brief: Innovative practices that support student self-determination in transition. Washington, DC: Consortium to Promote Self-determination. Retrieved from: <http://thecpsd.org/>
- Thoma, C.A. (2014). Issue brief: Work Incentives: Do they support the transition to employment for youth with significant disabilities receiving SSI or SSDI benefits: Washington, DC: Consortium to Promote Self-determination. Retrieved from: [http://thecpsd.org/wp-content/uploads/2014/09/SSI\\_SSDI-Brief\\_Thoma\\_FINAL.pdf](http://thecpsd.org/wp-content/uploads/2014/09/SSI_SSDI-Brief_Thoma_FINAL.pdf)
- Thoma, C.A. (2014). Issue brief: Supporting the transition to adult life for youth with disabilities receiving SSI. Washington, DC: Consortium to Promote Self-determination. Retrieved from: <http://thecpsd.org/transition-overview-brief/>
- Thoma, C.A. (2013). Final Report, Postsecondary education for students with intellectual disability. A report to the U.S. Department of Education, National Institute on Disability and Rehabilitation Research, Switzer Research Fellowship Program. March, 2013.
- Thoma, C.A. (2012). Annual Report, Postsecondary education for students with intellectual disability. A report to the U.S. Department of Education, National Institute on Disability and Rehabilitation Research, Switzer Research Fellowship Program. July, 2012.
- Scott, L.A. & Thoma, C.A. (2012). Annual report, Year II: Project PREP. A report to the U.S. Department of Education, Personnel Preparation Improvement Projects (325T), April, 2012.
- Thoma, C.A. & Scott, L.A. (2011). Annual report, Year II: Project PREP. A report to the U.S. Department of Education, Personnel Preparation Improvement Projects (325T), April, 2011.
- Thoma, C.A. (2010). Annual report, Year 1: Project PREP. A report to the U.S. Department of Education, Personnel Preparation Improvement Projects (325T), April, 2010.
- Thoma, C.A. (2011). Assistive Technology and Transition. In D. Zhang (Ed.) *Encyclopedia on Special Education and Transition*. Wiley.
- Wehman, P., Getzel, E.E., & Thoma, C.A. (2003). Post-secondary education for students with intellectual disabilities. A report to the U.S. Department of Labor. Washington, DC: U.S. Department of Labor.

- Thoma, C.A., & Bates, P. (2003). Goal 7: Transition to Employment. In P. Wehman (Ed.). Employment, productive life roles, and income maintenance. A report to the National Goals Conference. Washington, DC: The Arc.
- Thoma, C.A. (2003). Final report, Year 3, AY 01-02: Integrating Instruction in Self-determination into Secondary/Transition Special Education Teacher Preparation Programs. Funded by U.S. Department of Education, Office of Special Education Programs, Initial Career Award, Washington, DC.
- Thoma, C.A. (2001). Progress report, Year 2, AY 00-01: Integrating Instruction in Self-determination into Secondary/Transition Special Education Teacher Preparation Programs. Funded by U.S. Department of Education, Office of Special Education Programs, Initial Career Award, Washington, DC.
- Thoma, C.A. (2000). Progress report, Year 1, AY 99-00: Integrating Instruction in Self-determination into Secondary/Transition Special Education Teacher Preparation Programs. Funded by U.S. Department of Education, Office of Special Education Programs, Initial Career Award, Washington, DC.
- Thoma, C., Selby, P., & Baker, S. (October, 1999). Positive Behavior Supports: A guide for teachers. [Model Program]. Reno, NV: Nevada Department of Education.
- Thoma, C. (1997). Psychosocial aspects of assistive technology use: A training manual for higher education faculty. Indianapolis, IN: ATTAIN.
- Thoma, C. & Munroe, K.A. (1997). Medical issues and assistive technology: A training manual for higher education faculty. Indianapolis, IN: ATTAIN.
- Thoma, C.A. (1995). Book Review: Living in the State of Stuck: How Technology Impacts the Lives of People with Disabilities by Marcia Scherer. In The Journal of the Association for Persons with Severe Handicaps, 20(4), 36-38.

### **Non-refereed presentations and workshops:**

- Thoma, C.A. & Browder, D. (2015, December). Education of children and youth with intellectual and developmental disabilities. Washington, DC: American Association on Intellectual and Developmental Disabilities. Retrieved from:  
<https://youtu.be/yiJsl0Zg2RI?list=PLbrrhT8nj86yo8dwbfbjBDQbkEJTIACHNG>
- Thoma, C.A. (2014, May). Who are the SSI Beneficiaries (Transition Planning Process). Panel Presentation at Fixing a Broken System: What the Experts Say about Modernizing SSI and Improving Public Policy for Americans with Disabilities. CPSD and Mathematic Policy Roundtable. Washington, DC.

- Thoma, C.A. & Tamura, R. (2014, January). *Demystifying Transition Assessment*. Webinar presentation. Maryland Coalition for Inclusive Education.
- Thoma, C.A. (2013, December). *Student-led IEPs*. Podcast Interview. Inclusive Education.
- Thoma, C.A. & Wolfe, D. (2013, October). *Universal design for transition* (full day invited workshop). South Carolina Transition Conference, Columbia, South Carolina.
- Thoma, C.A. & Scott, L.A. (2013, March). *Universal design for transition: Linking transition to the common core*. Pennsylvania Transition Conference, Hershey, PA.
- Thoma, C.A. & Boyd, K. (2012, June). *Empowered transition planning*. Rings of Knowledge, Region 2 Technical Assistance Conference. Richmond, VA.
- Thoma, C.A. & Boyd, K. (2012, June). *Tools for success: Empowered transition planning*. Rings of Knowledge, Region 2 Technical Assistance Conference. Richmond, VA.
- Thoma, C.A. & Scott, L.A. (2011, February). *Universal design for learning*. Richmond City Schools, training at Binford Middle School.
- Thoma, C.A. & Scott, L.A. (2011, January). *Inclusive education: Collaboration for instruction*. Richmond City Schools, training at Binford Middle School.
- Thoma, C.A., Getzel, E.E., & Webb, K.W. (2010, December). *Post-secondary education for students with disabilities: Strategies to ensure success*. Online webinar, Exiting Communities Partnership, IDEA Partnership Projects.
- Thoma, C.A. (2010, July). *Student-directed IEP's: Supporting student self-determination*. Self-advocacy conference invited presentation, Maryland Coalition for Inclusive Education, Baltimore, MD.
- Thoma, C.A. & Boyd, K. (2010, August). *Universal design for transition*. Two day inservice training for teachers, Davis County School District, Bountiful, UT.
- Thoma, C.A. & Scott, L. (2009, March) *Universal design for transition*. Two day training as part of Utah State Transition Forum. Salt Lake City, UT.
- Thoma, C.A. & Bartholomew, C (2009, February). *Universal design for transition*. Two two hour long presentations at Texas ARC *Inclusion WORKS!* Conference. Austin, TX.
- Thoma, C.A. & Doval, E. (2008, October). *Person-centered and student-directed strategies in higher education*. Three hour inservice training for faculty at George Mason University. Fairfax, VA.
- Thoma, C.A., Bartholomew, C., Tamura, R., Scott, L., & Terpstra, J. (2008, April). UDT: Applying a universal design approach to link transition and academics. Full day pre-conference workshop, *CEC Conference*, Boston, MA.

- Wehmeyer, M.L., Courtade-Little, G., Trela, K., Thoma, C.A., & Test, D.W. (2006, April). Providing quality secondary education and transition services for students with severe disabilities. Full day pre-conference workshop, *CEC Conference*, Salt Lake City, UT.
- Thoma, C.A., Bartholomew, C., & Jones, T. (2006, March). Self-determined learning model of instruction: Next steps and research. Conference presentation at *Virginia Transition Forum*, Roanoke, VA.
- Thoma, C.A., Moore, M., Wittig, K., Young, C., Holland, L., Bullano, R., & Bartholomew, C. (2006, March). Self-determined learning model of instruction: A pilot project. Conference presentation at *Virginia Transition Forum*, Roanoke, VA.
- Finn, D., Getzel, E.E., & Thoma, C.A. (2006, March). Creating a self-determination model for VCU students. Conference presentation at *Virginia Transition Forum*, Roanoke, VA.
- Thoma, C.A. & Bartholomew, C. (2006, January). Universal design for learning: Collaborative educational planning. Richmond City School Division, Thompson Middle School. Richmond, VA.
- Thoma, C.A. (2005, October). Self-determined learning model of instruction: A Virginia Pilot Project. *Transition Practitioners Council Meeting*. Blue Ridge Community College, Weyers Cave, VA.
- Thoma, C.A. (2005, October). Self-determined learning model of instruction: Pilot project. *Montgomery County School District*, High School Special Educators. Christiansburg, VA.
- Held, M.F., Powers, L., Smith, A., Smith, C., Thoma, C.A., & Thomas, K. (2005, September). Self-determination using self-directed IEPs. *SET NET* (Supported Employment Telecourse Network). Richmond, VA.
- Kregel, J. & Thoma, C.A. (2005, September). Designing and operating work experience programs. *Youth Transition Demonstration Projects Topical Conference*, Laguna Cliffs, CA.
- Thoma, C.A. (2005, September). Evaluating work experience programs. *Youth Transition Demonstration Projects Topical Conference*, Laguna Cliffs, CA.
- Thoma, C.A. (2005, August). Self-determined learning model of instruction: Pilot project. *Prince Edward County School District*, High School Special Educators. Lynchburg, VA.
- Thoma, C.A. (2005, June). Self-determined learning model of instruction: Pilot project. *Franklin County School District*, Middle and High School Special Educators. Rocky Mount, VA.
- Thoma, C.A. (2005, August). Self-determined learning model of instruction: Pilot project. *Richmond City Schools*, Thomas Jefferson High School Special Educators. Richmond, VA.

- Thoma, C.A., Balduf, L., Locke-Scott, S., West, J., Risdal, A., Risdal, S., LaDuc, B., & Heddens, L. (2005, June). Current approaches to vocational planning. *Youth Transition Demonstration Projects Annual Meeting*, Baltimore, MD.
- Thoma, C.A. (2005, June). Self-determined learning model of instruction: Pilot project. *Franklin County School District*, Middle and High School Special Educators. Rocky Mount, VA.
- Thoma, C.A. (2005, April). Differentiated instruction: The struggles and strategies. *Richmond Area Reading Council Conference*, Richmond, VA.
- Thoma, C.A., Smith, F., & Finn, D. (2005, January). Universal design and universal instructional design. Presentation to *VCU School of Education* faculty re: NCATE.
- Thoma, C.A., Smith, F., & Finn, D. (2004, November). Universal design: A family of strategies to reach ALL learners. Presentation to *VCU School of Education* faculty re: NCATE.
- Thoma, C.A. (2004, October). Using universal design to teach reading. Presentation at *Richmond Area Reading Conference*. Richmond, VA.
- Thoma, C.A. (2004, June). Universal design: A strategy for reaching all learners. Presentation at *VCU Technology workshop*.
- Thoma, C.A., Smith, F. & Finn, D. (2004, January). Universal design for learning: The possibilities for instruction and assessment. Presentation at *VCU Winter Technology Institute*.
- Thoma, C.A. and T-TAC Technology Team members (2003, June). A.T. Teamwork: Shared Visions. Presentation at *Access for All Conference*, Midlothian, VA.
- Held, M.F., Thoma, C.A., Thomas, K., & Kelly, M. (2003, December). Using technology to support self-determination in transition planning. Workshop at *TASH Conference*, Chicago, IL.
- Held, M.F., Thoma, C.A., Thomas, K., Piper, L., & Piper, S. (2003, May). Self-determined transition planning: What happens after the meeting? *TASH Teleconference Series* on Self-determination.
- Thoma, C.A. (1998, January). “Hey, there’s a person in here”: The human factor in assistive technology assessment.” Presentation at *Clark County School District’s “A Vision for the Future Conference”* Las Vegas, NV.
- Thoma, C.A. (1998, January). Junk Tech: Low-tech solutions for teachers. Presentation at *Clark County School District’s “A Vision for the Future Conference”* Las Vegas, NV.
- Thoma, C.A., Purvis, B. & Purvis, B. (1998, January). In their own voices: Student stories about transition planning. Presentation at *Clark County School District’s “A Vision for the Future Conference”* Las Vegas, NV.

### **Grants (Previously Funded, Submitted, and/or Under Review):**

Thoma, C.A. (2015). Research to Policy Practice. Leadership Training Proposal to OSEP. U.S. Department of Education. August 1, 2015-July 31, 2020. Amount Funded: \$1.2 million.

Thoma, C.A. (2011). Post-secondary education and transition for students with ID. Mary Switzer Distinguished Research Fellowship Competition. NIDRR, U.S. Department of Education. October 1, 2011-September 30, 2012. Amount funded: \$75,000.

Thoma, C.A. & Xu, Y. (2008). Project PREP (Preparing Reflective Evidence-based Practitioners). Special Education Preservice Personnel Improvement Competition, Office of Special Education and Rehabilitation Services, U.S. Department of Education. August 1, 2008-July 30, 2013. Amount funded: \$499,047.

Sarkozi, G. & Thoma, C.A. (2003). Conditional License Pilot Program. IHI/LEA Collaborative Personnel Preparation Project: Conditional License Requirements Program, Virginia Department of Education, Office of Special Education and Student Services. July 1, 2003 - September 30, 2003. Amount funded: \$46,730.14.

Getzel, E., West, M., & Thoma, C.A. (2003). Self-determination model: Preparing students with disabilities transitioning to college. Model Demonstration Project, U.S. Department of Education, Office of Special Education Programs. Amount funded: \$698,908 for four years.

Thoma, C.A. Integrating instruction in self-determination into transition/secondary special education teacher preparation programs. Initial Career Award, U.S. Department of Education, Office of Special Education Programs. July 1, 1999-June 30, 2002. Amount funded: \$223,175.

Boone, R., McClain, C., Whiston, S., Thoma, C., Meecham, P., Gallivan, N. School-to-careers program infusion, School-to-careers program, Department of Education, U.S. Government. July 1, 1997-June 30, 1999. Amount funded: \$135,000.

## **SERVICE**

### **MAJOR COMMITTEES**

#### **Department: VCU**

Chair, Department of Counseling & Special Education (July 1, 2016-present) Chair, Departments of Counselor Education and Special Education & Disability Policy. July, 2013-present for SEDP; July, 2015 for both.

Coordinator, Doctoral Program Committee, Special Education and Disability Policy Doctoral Program Concentration, 2011 Academic Year; Fall, 2013.

Member, Search Committee, Special Education Tenure Track Position, 2011 Academic Year.

Member, Program Committee, M.Ed. Special Education/General Education Curriculum Committee, 2008-2010 Academic Years.

Member, Doctoral Program Committee, Special Education and Disability Policy Doctoral Program Concentration Track, 2006-2010 Academic Years

Member, VCU, School of Education, Department of Teaching and Learning, Peer Review Committee, Fall, 2008.

Chair, VCU, School of Education, Department of Special Education and Disability Policy, Search Committee, Open Rank Search, Spring, 2006.

Member, VCU, School of Education, Department of Special Education and Disability Policy, Search Committee, Emotional Disabilities, Adjunct Assistant Professor, Spring, 2005.

Member, Division Scholarship and Awards Committee, Fall, 2002-Fall, 2004.

**School: VCU School of Education**

Chair, Online Program Task Force. Fall, 2016-present.

Chair, Search Committee for Chair of Department of Foundations of Education. Fall, 2016-Spring, 2016.

Chair, Search Committee for Chair of Department of Educational Leadership. Fall, 2015-Spring, 2015.

Member, Chair's Council & Leadership Council. Fall, 2013-present.

Member, Teaching and Research Annual Faculty Evaluation task force, Summer, 2015-Present.

Member, Community, culture and voice task force, Fall, 2015-present.

Member, Doctoral Program Advisory Board, Fall, 2011-Fall, 2013.

Chair, Doctoral Program Advisory Board, Fall, 2007-Fall, 2010.

Member, Research and Scholarship Committee, 2009-2010 and 2010-2011 Academic Years.

Member, Promotion and Tenure Committee, Fall, 2006-July, 2008 and Fall, 2010-Spring, 2013.

Ex officio member, Ed.D. Task Force, Fall, 2007-Spring, 2008.

Ex officio member, Ed.D. Program Committee, Summer, 2008-present.

Member, PhD program task force, Fall, 2006-Spring, 2007.

Member, Assessment Committee, Fall, 2006-Spring, 2007.

Member and Co-chair, NCATE steering committee, Fall, 2003-June, 2006.

Chair, Cultural diversity committee, Fall, 2005-Spring, 2006.

Member, Doctoral program admission committee, Spring, 2005-Summer, 2007.

Member, Clinical Evaluation task force, Spring, 2004-Fall, 2004.

Member, Faculty Evaluation ad hoc committee, Fall, 2004.

Member, Faculty Organization, Fall, 2002-Spring, 2005.

Member, Assessment Task Force, Fall, 2002-Spring, 2006.

**University: VCU**

Member, Search Committee, University ADA Coordinator, Division for Equity and Diversity, Spring, 2013.

Member, Promotion and Tenure Committee, Candidate for Dean of School of Social Work, Spring, 2010.

Chair, Awards and Recognition Committee, Council for Community Engagement, Fall, 2008-Spring, 2010.

Member, Council for Community Engagement, SOE representative, Fall, 2007-present.

Member, Graduate School Awards Committee, Fall, 2007-present.

Senator, Faculty Senate. Fall, 2002-Fall, 2005.

**State: Virginia**

Member, Virginia Higher Education Leadership Partnership (HELP). April, 2003-2010.

Legislative Liaison, Virginia Division on Career Development and Transition, September, 2002-January, 2004.



**State: Nevada/Other**

Expert Testimony, A-2855 or Matthew's Law. Assembly Health and Human Services Committee and Assembly Oversight Committee Hearings, New Jersey State Assembly, January 16, 2003.

Expert Testimony, A.B. 280 or Anti-aversives/positive approaches Legislation. Assembly Health and Human Services Committee, Nevada State Assembly, Spring, 1999.

Board of Directors, Opportunity Village, Las Vegas, NV. June, 1998- October, 2000.

Chair, Advisory Board, University Affiliated Program, University of Nevada, Reno, NV, December, 1997-May, 2002.

State Team Member, Nevada Positive Behavior Supports Team, January, 2000 - June, 2002.

Guest Editor: *Nevada ACCESS*, Special Edition on Positive Behavior Supports, Summer, 1999.

President, TASH-SN, August, 1998-June, 2002. Coordinated efforts related to passage of Assembly Bill #280: Anti-aversives/positive approaches state legislation with Attorney Sara Winter and Assemblywoman Barbara Buckley.

Chair, Conference Committee, Nevada Community Inclusion Conference January, 1997-November, 1998.

**Regional:**

Regional Representative, Association for Persons in Supported Employment. July 2001-July 2002.

**National:**

President, Education Division, American Association on Intellectual and Developmental Disabilities (AAIDD). July, 2015-present.

Strand Leader, Education Strand, National Goals for Individuals with Intellectual Disability. Spring, 2015-present.

Member, Awards Committee, American Association on Intellectual and Developmental Disabilities. Spring, 2015-Spring, 2018.

Special Edition Guest Co-Editor, Special Edition of Journal of Postsecondary Education and Disability (JPED) with Dr. Dawn Carlson. Publication date: Fall, 2013.

Member at large, Board of Directors, Council for Exceptional Children. January 1, 2010-December 31, 2013.

Nominations Committee, CEC, January, 2011-December 31, 2013.

Proposal reviewer, CEC convention: Transition strand. Summer, 2006-present.

Proposal reviewer, DCDT conference. Summer 2006-present.

Chair, Ad hoc committee on financial diversification. Division on Career Development and Transition. July 1, 2008-June 30, 2009.

Executive Board, Division on Career Development and Transition, July 1, 2003-present (served as Secretary (2 years), Vice President (1 year), President-elect (1 year), President (1 year), and Immediate Past President (1 year).

Proposal reviewer, Personnel Preparation Program: Transition, Office of Special Education Programs (OSEP). Summer, 2011.

Proposal reviewer, Personnel Improvement Project Competition, Office of Special Education Programs (OSEP). Fall, 2009; Summer, 2010; Summer, 2011.

Proposal reviewer, National Institute for Disability Rehabilitation Research (NIDRR), Office of Special Education and Rehabilitation Services (OSERS). Competitions in Community Living and Health Promotion Rehabilitation Research and Training Centers (RRTC), Spring, 2008.

Member, Interdivisional Caucus, Council for Exceptional Children, July, 2006-June, 2008.

Member, Program Advisory Committee, CEC, July 2005-June, 2007.

Special Edition Guest Co-editor (with Elizabeth Evans Getzel). Career Development for Exceptional Individuals, professional journal. Special edition on Self-determination: New Horizons. Summer, 2008.

Member, Editorial board, Journal of Emotional and Behavior Disorders, professional journal, April, 2012-present.

Member, Editorial board, Education and Training in Developmental Disabilities, professional journal, March, 2006-present.

Member, Editorial board, Research and Practice for Persons with Severe Disabilities, Spring, 2011-present.

Member, Editorial board, Career Development for Exceptional Individuals, professional journal, September, 1999 - September, 2002; June, 2005-present.

Member, Editorial board, Journal of Post-secondary Education and Disability, professional journal, November, 2007 - present.

Member, Editorial board, Journal of Vocational Rehabilitation, professional journal, November, 2003-present.

Ad hoc reviewer: Remedial and Special Education, manuscript on post-secondary education. Spring, 2014.

Ad hoc reviewer: Inclusion, manuscript on self-determination. Spring, 2014.

Guest Reviewer: American Journal on Intellectual and Developmental Disabilities, manuscript on self-management strategies, Fall, 2011.

Guest Reviewer: Career Development for Exceptional Individuals, special edition on Teacher Preparation in Transition Planning. Fall, 2003..

Proposal reviewer, CEC Conference, 2005-present.

Proposal reviewer, TASH Conference, 2004-present.

Proposal reviewer, DCDDT Conference, October, 2003; October 2005-present.

Member, Employment Committee, TASH, December, 1998-2009

Member, Emma Rose Scholarship Committee, TASH Conference, November, 2000-December, 2001.

Member, Publications Committee, (TASH), May, 1997-December, 2002.

Member, Conference Committee, APSE, July, 1998- September, 2002.

Local arrangements committee chair, Association for Persons in Supported Employment Conference, July, 2001.

**External Reviewer from Promotion/Tenure Consideration:**

Dr. Sandra Warren, for consideration for promotion to Full Professor at East Carolina University. Summer, 2015.

Dr. Audrey Trainor, for consideration for tenure as Full Professor at New York University. Summer, 2014.

Dr. Kavita Rao, for consideration for promotion to Associate Professor with Tenure. University of Hawaii at Manoa. Summer, 2013.

Dr. Kendra Williams-Diehm, for consideration for promotion to Associate Professor with Tenure, University of Oklahoma. Summer, 2012.

Dr. Jeanne Novak, for consideration for promotion to Associate Professor with Tenure, University of Toledo, Summer, 2011.

Dr. Susan Palmer, for consideration for promotion to Research Professor, University of Kansas, Summer, 2010.

Dr. Sarah Johnston-Rodriguez, for consideration for promotion to Associate Professor, Northern Illinois University, Fall, 2009.

Dr. Kristine Weist Webb, for consideration for promotion to Professor, University of Northern Florida, Fall, 2009.

Dr. James Skouge, for consideration for promotion to Associate Professor, University of Hawaii at Manoa, Fall, 2007.

Dr. Susan Palmer, for consideration for promotion to Associate Research Professor, University of Kansas, Fall, 2005.

### **OTHER SIGNIFICANT COMMUNITY SERVICE**

Consultant. Henrico County School Division/Byrd Middle School student. Coordinated Person-centered planning process. Fall, 2013-Spring, 2014.

Advisory Committee, Mary and Frances Youth Center at VCU. Service on the Professional Development Workgroup. Fall, 2012-Summer, 2013.

Binford Middle School. Inservice training on inclusive practices. Series of four (4) workshops presented to teacher teams on instructional planning, collaboration, UDL, and collaboration/co-teaching. AY 2010-2011.

Thompson Middle School. Inservice training on inclusive practices. Series of four (4) workshops presented to teacher teams on instructional planning, collaboration, co-teaching, and universal design. AY 2007-2008; AY 2006-2007.

### **MEMBERSHIP IN ORGANIZATIONS AND SOCIETIES**

#### **Professional (including dates and offices held)**

Council for Exceptional Children. 2010-2013. Board of Directors Member at Large. Elected term January 1, 2010-December, 31, 2012.

Council for Exceptional Children. 1996-present. Divisions: **Division on Career Development and Transition** (*Immediate Past President*, July 1, 2008-June, 2009; *President*, July, 2007-

present; *President elect*, July, 2006-June, 2007; *Vice President*, July, 2005-June, 2006; *Secretary*, April, 2003-June, 2005); **Division on Autism and Developmental Disabilities, Division on Research, Teacher Education Division.**

TASH (formerly The Association for Persons with Severe Handicaps) 1993-present. President of Nevada TASH chapter, 1999-2002. *Vice-president* of Nevada TASH chapter, 1998-1999.

Association for Persons in Supported Employment. 1997-2010. *President* of Nevada APSE chapter, 2000-2001; *Secretary/Treasurer* of Nevada APSE Chapter, 1999-2000.

American Association on Intellectual and Developmental Disabilities. 1994-present. President, Education Division, July 1, 2015-Present.

American Educational Researchers Association. 2002-present. Special Interest Groups: Teacher Education; Disability Studies in Education.

### **SPECIAL AWARDS, FELLOWSHIPS, AND OTHER HONORS**

Education Strand, National Goals for Individuals with intellectual disability, Strand Leader, Spring-Summer, 2015.

American Association on Intellectual and Developmental Disabilities, Fellow (FAIDD), June, 2014.

Collaboration to Promote Self Determination, Ruderman Family Policy Fellowship, January 2014-June 2014.

Oliver P. Kolstoe Award, from Division on Career Development and Transition, for contributions to the field of Transition other than teaching. November, 2013.

Distinguished Switzer Research Fellowship. Awarded by NIDRR. October 1, 2011-December 31, 2012.

Distinguished Service Award. Presented at CEC Board of Directors Meeting, October, 2012.

Outstanding Service Award. Presented at Annual CEC conference, DCDDT business meeting. April, 2008.

Research Award. Presented at annual School of Education faculty award reception. April, 2007.

Outstanding Service Award. Presented at Annual CEC conference, DCDDT business meeting. April, 2006.

Finalist. Joseph P. Kennedy Foundation Fellowship. Spring, 2007.

Collaboration Award, College of Education, UNLV. May, 2002.

Distinguished Mentor Award, CEC Chapter #406. Presented at annual banquet, May, 2001.

Lily Fong Distinguished Teaching Award, College of Education, UNLV. Presented at President's Reception, May, 2001.

Distinguished New Faculty Award, College of Education, UNLV. Presented at UNLV 2000 Honors Convocation, April, 2000.

Positive Approaches Award. Recognition from TASH, for contributions toward public policy in support of positive behavioral approaches in the passage of legislation AB 280 which prohibits the use of aversive procedures in Nevada. December, 1999.

Legislative Award of Excellence, to TASH-Southern Nevada for advocacy in ensuring that all Nevadans with disabilities receive respect and equality in care and treatment under the law with passage of AB 280. Presented by Assemblywoman Barbara Buckley and Governor Kenny Guinn. November, 1999.

Alice H. Hayden Award. TASH, for achievements and promise in research, teaching, and community service. November, 1996.