

## CURRICULUM VITAE

University of Idaho

**NAME:** Aleksandra Hollingshead

**DATE:** 01.21.2021

**RANK OR TITLE:** Associate Dean of Inclusion  
Associate Professor, with tenure

**DEPARTMENT:** Curriculum and Instruction

**OFFICE LOCATION AND CAMPUS ZIP:**  
Education Building 506  
83844-3082

**OFFICE PHONE:** 208.885.0629  
**FAX:** 208.885.0560  
**EMAIL:** ahollingshead@uidaho.edu

**WEB:**

<http://www.uidaho.edu/ed/ci/aleksandra-hollingshead>

**DATE OF FIRST EMPLOYMENT AT UI:** July, 2013

**DATE OF TENURE:** August 2019

**DATE OF PRESENT RANK OR TITLE:** March 2020

**EDUCATION BEYOND HIGH SCHOOL:**

**Degrees:**

- Doctor of Education, University of Cincinnati, Cincinnati, OH, August 2013, Special Education, Dissertation topic: Broadening the Definition of Engagement of Students with Significant Disabilities to include Behavioral, Cognitive, and Emotional Components: A Phenomenological Study of Experts' Perceptions
- Master of Education, Antioch University McGregor, Yellow Springs, OH, June 2008, Mild/Moderate and Moderate/Severe Disabilities Intervention Specialist K-12
- Master of Science, Silesian University, Katowice, Poland, April 2003, Political Science,
- Bachelor of Science, Silesian University, Katowice, Poland, April 2003, Political Science and Philosophy

**Certificates and Licenses:**

- Ohio Teaching Certificate # OH1539144; Intervention Specialist (K-12), Mild/ Moderate and Moderate/ Intensive Disabilities

**EXPERIENCE:**

**Teaching, Extension and Research Appointments:**

- Associate Dean of Inclusion (25%): College of Education, Health, and Human Sciences, University of Idaho, Moscow, ID, March 2020- present
- Affiliated Faculty: Center on Disability and Human Development, University of Idaho, Moscow, ID, 2019-present.
- Associate Professor, Special Education: College of Education, Health, and Human Sciences, University of Idaho, Moscow, ID, August 2019- present
- Assistant Professor, Special Education: College of Education, University of Idaho, Moscow, ID, July 2013-2019

- Adjunct Professor, Special Education; Ball State University, Muncie, IN, January 2016-May 2016
- Adjunct Professor, Special Education: College of Education, Criminal Justice, & Human Services, University of Cincinnati, Cincinnati, OH, January 2011- June 2013
- Graduate Assistant for 325T OSEP grant: College of Education, Criminal Justice, & Human Services, University of Cincinnati, Cincinnati, OH, August 2012-July 2013
- Graduate Assistant for special education program: College of Education, Criminal Justice, & Human Services, University of Cincinnati, Cincinnati, OH, August 2011-July 2013
- University Practicum Supervisor: College of Education, Criminal Justice, & Human Services, University of Cincinnati, Cincinnati, OH, August 2011-December 2012
- Virtual Intern for Louisiana Autism Spectrum and Related Disabilities (LASARD) Project: Louisiana's University Center for Excellence in Developmental Disabilities, New Orleans, LA, August 2011- December 2011
- Virtual Intern for National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP): University of Florida, Gainesville, FL, June 2011-August 2011
- Intervention Specialist: Social Communication Classroom for students with autism and severe behaviors, Warren County ESC, Middletown, OH, August 2007- June 2011
- Summer Program Intervention Specialist: The Kelly O'Leary Center, Cincinnati Children's Hospital, Cincinnati, OH, May 2010-August 2010
- Tutor: Wayne Local Schools, Waynesville, OH, January-May 2007
- Substitute Teacher: Warren County ESC, Lebanon City Schools, Kings Local Schools, OH, August 2006-June 2007

### **TEACHING ACCOMPLISHMENTS:**

**Areas of Specialization:** Special Education

#### **Courses Taught:**

##### University of Idaho

EDSP 300	Individuals with Exceptionalities (face-to-face, 2013-present)
EDSP 448/548	Special Education Curriculum (synchronous & asynchronous online class; 2013-present)
EDSP 423	Collaboration (synchronous & asynchronous online class; 2014-present)
EDSP 504	Evidence Based Practices in Special Education, Doctoral Seminar (synchronous & asynchronous online class; 2014-2015)
EDSP 519	Orientation to Autism Spectrum Disorder (synchronous & asynchronous online class; 2017-present)
EDSP 520	Education of People with Disabilities (asynchronous online class, 2017-present)
EDSP 597	Practicum (asynchronous online class, 2015-present)
EDSP 599	Non-thesis Master's Research (asynchronous online class, 2013-present)
EDCI 404	Exploring own perceptions of diversity (study abroad course; 2016)
EDCI 418	Culturally Responsive Pedagogy (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 420	Gender and Sexual Diversity in Schools (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 421	Racial and Ethnic Diversity in Schools (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 422	Socio-Economic Diversity in Rural Schools (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 424	Universal Design for Learning (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 426	Working with Native American Students and Communities (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 502	DS: Publishing Research Results (directed study; 2019)

##### University of Cincinnati



**Courses Developed:**

- EDSP 504: Evidence-Based Practices in Special Education, (2014-2015)
- EDCI 404: Exploring Own Perceptions of Diversity, (Student trip abroad in Poland), (2016)
- EDCI 424: Universal Design for Learning (2019)
- EDSP 504: ST: Understanding Research (2021)

**Non-credit Classes, Workshops, Seminars, Invited Lectures, etc.:****Invited Guest Lectures:**University of Idaho

EDSP 300 session, 2020)	Individuals with Exceptionalities; topic: Universal Design for Learning (synchronous session, 2020)
EDSP 300	Individuals with Exceptionalities; topic: Assistive Technology (face-to-face, 2013-2014)
EDSP 300	Individuals with Exceptionalities; topic: Autism (face-to-face, 2015)
SOC 301	Introduction to Diversity and Stratification; topic: A cultural-historical view to special education: From a deficiency model to exceptionalities (face-to-face, 2014, 2016, 2017)
SOC 403	Diversity & Disability (Face-to-face, 2016)

Washington State University

SpecEd 520	Teaching in Inclusive Settings; topic: Assistive Technology (face-to-face in Pullman & televised media to Spokane campus, 2017)
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University of Cincinnati

SPED	Assessment and Curriculum Planning for Mild to Moderate Disabilities (synchronous session, 2015)
SPED	Assessment and Curriculum Planning for Moderate to Intense Disabilities (synchronous session, 2013)
SPED	Instructional Strategies for Moderate to Intense Disabilities (face-to-face session; 2010-2011)
SPED	Teaching Reading and Writing to Students with Significant Needs (face-to-face; 2010-2011)
SPED	Assessment and Curriculum Planning for Moderate to Intense Disabilities (face-to-face; 2010-2011)

Springfield College

EDUC 162	Exceptional Children; topic: Assistive technology (synchronous session, 2012)
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**Non-credit Classes:**

- Life in America, High School #1, Bytom, Poland (June, 2014)
- Special Education in the United States, High School #1, Bytom, Poland (June, 2014)

**Workshops:**

- Education System in the USA, workshop for teachers, High School #1, Bytom, Poland (June, 2014)

**Honors and Awards:**

- Hoffman Teaching Excellence Award nomination, University of Idaho, 2017
- Hoffman Teaching Excellence Award nomination, University of Idaho, 2016
- Outstanding Doctoral Student Award, University of Cincinnati, 2013
- The Darwin T. Turner Scholars Program. Faculty Recognition Award. University of Cincinnati, 2013

**SCHOLARSHIP ACCOMPLISHMENTS:****Publications, Exhibitions, Performances, Recitals:****Refereed/Adjudicated (blind review):**

*\*marks publication authored by a mentored graduate student*

- Hollingshead, A. (2021). Designing engaging online environment: Universal Design for Learning principles. *Research Anthology on Developing Effective Online Learning Courses*. IGI Global. (p. 516-530).
- Hollingshead, A., Lowrey, K. A., & Howery, K. (2020). Universal design for learning: When policy changes before evidence. *Educational Policy. Online first*

- Scheef, A., Hollingshead, A., & Barrio, B. (2020). Supporting students with intellectual disability in postsecondary education. *Journal of College Student Development*, 61(4), 528-531.
- Hollingshead, A., & Carr-Chellman, D. (2019). Engaging learners in online environments utilizing Universal Design for Learning principles. *E-Learn*. (<https://elearnmag.acm.org/archive.cfm?aid=3310383>)
- Mallone\*, K., Fodor, J. & Hollingshead, A. (2019). Peer tutoring to support inclusion of students with moderate and severe intellectual disability at the secondary level. *Inclusion*, 7(1), 1-11.
- Scheef, A., Hollingshead, A., & Voss, C. (2019). Peer support arrangements to promote positive post-school outcomes. *Intervention in School and Clinic*, 54(4), 136-145.
- Owiny, R., Hollingshead, A., Barrio, B., & Stoneman\*, K. (2019). Engaging pre-service teachers in universal design for learning lesson planning. *Inclusion*, 7(1), 12-23.
- Hall\*, C., Hollingshead, A., & Christman, J. (2019). Implementing video modeling to improve transitions within activities in inclusive classrooms. *Intervention in School and Clinic*, 54(4), 235-240.
- Hollingshead, A., Williamson, P., & Carnahan, C. (2018). Cognitive and emotional engagement for students with severe intellectual disability defined by the scholars with expertise in the field. *Research and Practice for Persons with Severe Disabilities*, 43(4), 269-284.
- Hollingshead, A. (2018). Designing engaging online environment: Universal Design for Learning principles. In K. L. Milheim (Ed.). *Cultivating Diverse Online Classrooms through Effective Instructional Design*. Hershey, PA: IGI Global.
- Moore, E., Smith, F., Hollingshead, A., & Wojcik, B. (2018). Voices from the field: Implementing and scaling up Universal Design for Learning in teacher preparation programs. *Journal of Special Education Technology*, 33(1), 40-53.
- Shurr, J. & Hollingshead, A. (2017). Diversity, severe disability, and family: A systematic review of the literature. *Research and Practice for Persons with Severe Disabilities*, 42(4), 259-272.
- Barrio, B. & Hollingshead, A. (2017). Reaching out to paraprofessionals: Engaging professional development in rural communities. *Rural Special Education Quarterly*, 36(3), 136-145.
- Lowrey, K. A., Hollingshead, A., Howery, K. & Bishop, J. (2017). More than one way: Stories of UDL, inclusive classrooms, and students with intellectual disability. *Research and Practice for Persons with Severe Disabilities*, 42(4), 225-242.
- Lowrey, K. A., Hollingshead, A. & Howery, K. (2017). A closer look: Examining teachers' language around UDL, inclusive classrooms, and intellectual disability. *Intellectual and Developmental Disabilities*, 55(1), 15-24.
- Hollingshead, A., Carnahan, C., Lowrey, K. A., & Snyder, K. (2017). Engagement for students with severe cognitive disabilities: The need for a common definition in education. *Inclusion*, 5(1), 1-15.
- Barrio, B. L., Miller, D., Hsaio, Y-J., Dunn, M., Petersen, S., Hollingshead, A., & Banks, S. (2017). Cultural considerations for the Individualized Education Programming. *Intervention in School and Clinic*, 53(2), 114-119.
- Servilio, K., Hollingshead, A., & Hott, B. (2017). Partnerships enhancing practice: A preliminary model of technology-based peer-to-peer evaluations of teaching in higher education. *Journal of Special Education Technology*, 32(1), 23-35.
- Hollingshead, A., Kroeger, S., Altus, J., & Trytten- Brubaker, J. (2016). A case study of positive behavior supports-based interventions in a seventh grade urban classroom. *Preventing School Failure* 60(4),1-8.
- Hollingshead, A., Wappett, M., & Erickson, N. (2015). Examining the effectiveness of technology-based intervention on student engagement and products of learning in an Earth science class. *DADD Online Journal* 2(1), 146-156.
- Klein\*, E., & Hollingshead, A. (2015). Collaboration between special and physical education: The benefits of a healthy lifestyle for all students. *TEACHING Exceptional Children*, 47(3), 163-171.
- Carnahan C., Williamson, P., Hollingshead, A., & Israel, M. (2012). Using technology to support balanced literacy instruction for students with significant disabilities. *TEACHING Exceptional Children*, 45(1), 20-29.
- Carnahan, C., Basham, J., Christman, J., & Hollingshead, A. (2012). Overcoming challenges: Going mobile with your own video models. *TEACHING Exceptional Children*, 45(2), 50-59.

**Peer Reviewed/Evaluated (not blind review):**

- Hollingshead, A. (2020). How education leaders can support students with autism during school closures. *REL Northwest blog*, <https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/support-students-with-autism.asp>.
- Scheef, A., Hollingshead, A., & Freedman\*, R. (in press).
- Hall, C., Mullins, R., Hollingshead, A., Dousay, T. (2019). Boosting communication: Using point of view (POV) video for students with disabilities as a powerful communication piece with parents. *Proceedings of Society for Information Technology & Teacher Education International Conference (pp.241-244), Las Vegas, NV. Association for the Advancement of Computing in Education (AACE). Retrieved April 12, 2019*

- from <https://www.learntechlib.org/p/208465>.
- Hollingshead, A. & Barrio, B. (2019). Working with paraprofessionals to support students with intellectual disability and autism spectrum disorders. In J. Shurr, Jimenez, B., & E. Bouck, (Eds.). *Evidence Based Practices for Students with Intellectual Disability and Autism Spectrum Disorder*. (47-71). Arlington, VA: Council for Exceptional Children.
- Hollingshead, A. (2018). Engaging instruction for preservice general educators: Modeling UDL at a college level. *2018 UDL IRN Summit Proceedings (multimedia proceedings)*. <https://udl-irn.org/2018-summit-proceedings> (password: UDLSummit18).
- Hollingshead, A., Lowrey, K. A., & Howery, K. (2018). Voices of experts in Universal Design for Learning. *2018 UDL IRN Summit Proceedings (multimedia proceedings)*. <https://udl-irn.org/2018-summit-proceedings> (password: UDLSummit18).
- Hollingshead, A. (October 13, 2016). Article misrepresents universal design for learning framework. *A letter to the editor of The Chronicle of Higher Education*. <http://www.chronicle.com/blogs/letters/article-misrepresents-universal-design-for-learning-framework/>
- Klein\*, E. & Hollingshead, A. (2016). Planning physical education within Universal Design for Learning framework to ensure quality instruction for all students. *SHAPE Idaho: A Journal for Idaho's Health and Physical Educators, Coaches, & Recreation Directors*, Winter 2016, 14-18.
- Hollingshead, A. & Streagle, K. (2015). Modeling Universal Design for Learning Principles in a College Classroom: A Means to Engage Pre-service Teachers. *UDL-IRN monograph*. 117-122.
- Hollingshead, A. (2013). Teaching math content to students with significant disabilities: A textbox. In B. Billingsley, M. Brownell, M. Israel, & M. Kamman, (2013). *The Beginning Special Education Teacher's Survival Guide*. (p. 264-284). San Francisco, CA: Jossey-Bass.
- Hollingshead, A. (2013). Teaching academic content to students with significant disabilities: A textbox. In B. Billingsley, M. Brownell, M. Israel, & M. Kamman, (2013). *The Beginning Special Education Teacher's Survival Guide*. (p. 285-302). San Francisco, CA: Jossey-Bass.
- Hollingshead, A. (2010). Use of visual schedules for students with autism- a case study. *ABA India 1(2)*, 1-4.

**Refereed/Adjudicated (blind review; currently submitted):**

- Malone, K., Fodor, J., & Hollingshead, A. (2020, under review). Increased interaction in social settings for students with intellectual disabilities using peer mentors and visual supports.

**Peer Reviewed/Evaluated (not blind review; currently submitted):**

- Hollingshead, A. (2017, Under Review). UDL: It's the same thing I'm already doing. In K. A. Lowrey & D. Edyburn (Eds., in progress). *Critical Issues in Universal Design for Learning: Perspectives from the Field*.

**Presentations and Other Creative Activities:**

**Invited Presentations:**

- Hollingshead, A. (2020, February). *Universal Design for Learning: Keynote Presentation*. Kellogg School district, Kellogg, ID.
- Hollingshead, A. (2019, November). *Accessibility Panel: Universal Design for Learning-More Than Compliance (a panel presentation)*. Digital Accessibility Workshop: Working Together for Everyone. NorthWest Academic Computing Consortium, Portland, OR.
- Hollingshead, A. (2017, June). *Designing engaging instruction within Universal Design for Learning framework. (a Keynote presentation)*. Learning by Design Conference, Coeur d'Alene, ID.
- Hollingshead, A. (2017, June). *Designing engaging instruction within Universal Design for Learning framework. (a Keynote presentation)*. Learning by Design Conference, Pocatello, ID.
- Hollingshead, A. (2017, June). *Designing engaging instruction within Universal Design for Learning framework. (a Keynote presentation)*. Learning by Design Conference, Boise, ID.
- Hollingshead, A. (2017, April). *Designing engaging instruction for ALL learners: Universal Design for Learning framework (3 hour workshop)*. Federal Programs Conference, Boise, ID.
- Hollingshead, A. (2016, June). *Using technology to support balanced literacy approach*. Be a Reading Hero Conference, SESTA Idaho, Moscow, ID.
- Hollingshead, A. (2013, October). *Instructional strategies that support academic engagement of students with autism and related disabilities*. Idaho Council for Exceptional Children State Conference, Sun Valley, ID.
- Hollingshead, A. (2013, October). *I have an iPad in my classroom. Now what?! Ideas for implementation to support social-communication skills within the UDL framework*. Idaho Council for Exceptional Children State

Conference, Sun Valley, ID.

Carnahan, C. & Hollingshead, A. (2013, March). Meeting the vocabulary learning needs of students with mild to moderate disabilities: Considerations of language processing and executive functioning. *Vocabulary Workshop by University of Cincinnati's Literacy Research and Innovation Center*. Cincinnati, OH.

Hollingshead, A., (2012, June). *Instructional strategies that support academic engagement of students with autism and related disabilities*. Presentation at the Louisiana Autism Spectrum and Related Disabilities Project Summer Institute, New Orleans, LA.

Hollingshead, A., (2012, June). *I have an iPad in my classroom. Now what?: Ideas for implementation to support social-communication skills*. Presentation at the Louisiana Autism Spectrum and Related Disabilities Project Summer Institute, New Orleans, LA.

### **National Presentations**

Hollingshead, A. (2020, June). *Universal Design for Learning and students with the most complex learning needs. Virtual presentation in lieu of*: Pre-conference workshop at UDL-IRN Summit 2020, San Francisco, CA.

Evmenova, A. S., Hollingshead, A., Lowrey, A., & Rao, K. (2019, March). *UDL in higher education: Exploring guidelines and checkpoints in existing literature*. UDL-IRN Summit 2019, Orlando, FL.

Hollingshead, A. (2019, March). *Complexity of engagement*. UDL-IRN Summit 2019, Orlando, FL.

Hollingshead, A. & Lowrey, K. A. (2019, March). *Voices of experts in research on Universal Design for Learning*. UDL-IRN Summit 2019, Orlando, FL.

Hall, C., Dousey, T., Hollingshead, A. (2019, March). *Boosting communication: Using point of view (POV) video for students with disabilities as a powerful communication piece with parents*. Society for Information Technology & Teacher Education conference, Las Vegas, NV.

Shurr, J., Jimenez, B., Carrero, K., & Hollingshead, A. (2019, February). *Using the four learning stages as the basis for research-based practice and instruction in autism and intellectual disability*. Presentation at the Council for Exceptional Children Annual Conference, Indianapolis, IN.

Scheef, A., Hollingshead, A., & Voss, C. (2019, January). *Peer support arrangements to promote positive post-school outcomes for students with disabilities*. Presentation at the Council for Exceptional Children Annual Conference, Indianapolis, IN.

Hollingshead, A. (2018, June). *Cognitive and emotional engagement for students with significant cognitive disability defined by the experts*. American Association on Intellectual and Developmental Disabilities conference, St. Louis, MO.

Hollingshead, A., & Lowrey, K.A. (2018, June). *Voices of experts in Universal Design for Learning research*. American Association on Intellectual and Developmental Disabilities conference, St. Louis, MO.

Hollingshead, A. (2018, April). *Engaging instruction for pre-service general educators: Modeling UDL at a college level*. UDL-IRN International Summit, Orlando, FL.

Hollingshead, A., & Lowrey, K.A. (2018, April). *Voices of experts in Universal Design for Learning*. UDL-IRN International Summit, Orlando, FL.

Hollingshead, A. & Barrio, B. (2017, April). *Reaching out: Engaging paraprofessionals in rural communities*. Presentation at the Council for Exceptional Children Annual Conference, Boston, MA.

Hollingshead, A., Lowrey, K. A., & Howery, K. (2017, January). *General education teachers' stories about UDL implementation and engagement in learning of students with moderate to severe disability*. 18<sup>th</sup> International Conference on Autism, Intellectual Disabilities, & Developmental Disabilities, DADD-CEC, Clearwater Beach, FL.

Lowrey, K. A. & Hollingshead, A. (2016, August). *Do or not do; there is no try*. Presentation at the second annual CAST symposium, Cambridge, MA.

Lowrey, K. A., Hollingshead, A., Howery, K., & Bishop, J. (2016, April). *Teacher stories about UDL and students with intellectual disability*. Presentation at the Council for Exceptional Children Annual Conference, St. Louis, MO.

Karsky\* J. & Hollingshead, A. (2016, January). *Computer aided instruction to support social skills of adolescents with autism spectrum disorders*. 17<sup>th</sup> International Conference on Autism, Intellectual Disabilities, & Developmental Disabilities, DADD-CEC, Honolulu, HI.

Hollingshead, A. (2015, December). *Technology integration and student engagement: Rural teachers' perspectives*. Presentation at the TASH 2015 Annual Conference, Portland, OR.

Hollingshead, A. & Barrio, B. (2015, December). *Culturally responsive strategies for engagement of students with severe cognitive disabilities*. Presentation at the TASH 2015 Annual Conference, Portland, OR.

Hollingshead, A. & Barrio, B. (2015, November). *Reaching out to paraprofessionals: Engaging professional development in rural communities*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2015 Annual Conference, Mission Palms, AZ.

- Owiny R., & Hollingshead, A. (2015, November). *UDL in a teacher preparation program*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2015 Annual Conference, Mission Palms, AZ.
- Hollingshead, A., Servilio, K., & Hott, B. (2015, April). *Supporting early career faculty through Partnerships that Enhance Practice (PEP)*. Presentation at the Council for Exceptional Children Annual Conference, San Diego, CA.
- Klein\*, E., & Hollingshead, A. (2015, April). *Common Core changing adaptive PE: Collaboration between special and physical educators*. Presentation at the Council for Exceptional Children Annual Conference, San Diego, CA.
- Hollingshead, A. & Barrio, B. (2015, January). *Culturally responsive strategies for engagement of students with severe cognitive disabilities*. 16<sup>th</sup> International Conference on Autism, Intellectual Disabilities, & Developmental Disabilities, DADD-CEC, Clearwater Beach, FL.
- Hollingshead, A. & Erickson, N. (2015, January). *Examining the effectiveness of technology-based intervention in an earth science class on student engagement and products of learning*. 16<sup>th</sup> International Conference on Autism, Intellectual Disabilities, & Developmental Disabilities, DADD-CEC, Clearwater Beach, FL.
- Servilio, K., Hollingshead, A., & Hott, B. (2014, November). *Supporting early career faculty through Partnerships that Enhance Practice (PEP)*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2014 Annual Conference, Indianapolis, IN.
- Hollingshead, A., Streagle, K., & Barrio, B. (2014, November). *Modeling Universal Design for Learning Principles in a College Classroom: A Means to Engage Pre-service Teachers*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2014 Annual Conference, Indianapolis, IN.
- Hollingshead, A. (2014, April). *A phenomenological study of the experts on defining engagement*. Presentation at the Council for Exceptional Children Annual Conference, Philadelphia, PA.
- Hollingshead, A. & Streagle, K. (2014, March). *Modeling Universal Design for Learning Principles in a College Classroom: A Means to Engage Pre-service Teachers*. UDL-IRN National Summit, Baltimore, MD.
- Hollingshead, A. & Carnahan, C. (2013, November). *Involving teacher assistants with intellectual disabilities in the preparation of preservice educators*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2013 Annual Conference, Ft. Lauderdale, FL.
- Hollingshead, A. (2013, November). *Modeling Universal Design for Learning principles in a college classroom*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2013 Annual Conference, Ft. Lauderdale, FL.
- Hollingshead, A. & Carnahan, C. (2013, December). *Involving teacher assistants with intellectual disabilities in the preparation of preservice educators*. Presentation at the TASH 2013 Annual Conference, Chicago, IL.
- Hollingshead, A. (2013, December). *A phenomenological study of the experts on defining engagement*. Presentation at the TASH 2013 Annual Conference, Chicago, IL.
- Hollingshead, A., Kroeger, S., Christman, J & Altus, J. (2013, April). *Effectiveness of a behavior intervention package in an urban classroom*. Presentation at the Council for Exceptional Children 2013 Annual Conference, San Antonio, TX.
- Hollingshead, A. (2012, November). *Broadening the definition of engagement for students with significant disabilities*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2012 Annual Conference, Grand Rapids, MI.
- Christman, J., Hollingshead, A., Kroeger, S., & Altus, J. (2012, November). *Effectiveness of a behavior intervention package in an urban classroom*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2012 Annual Conference, Grand Rapids, MI.
- Williamson, P., Carnahan, C., Snyder, K., & Hollingshead, A. (2012, November). *Analysis of critical teaching events: Preparing teachers of students with severe disabilities*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2012 Annual Conference, Grand Rapids, MI.
- Hollingshead, A. (2012, April). *Promoting the academic engagement of students with significant disabilities*. Presentation at the Council for Exceptional Children 2012 Annual Conference, Denver, CO.
- Carnahan, C., Moomaw, S., Hollingshead, A., Williamson, P., & Meyer, H. (2012, April). *Math instruction for students with ASD: Linking learning needs to instruction*. Presentation at the Council for Exceptional Children 2012 Annual Conference, Denver, CO.
- Hollingshead, A. (2011, November). *Preparing pre-service special education teachers for implementing engaging instruction: A review of literature*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2011 Annual Conference, Austin, TX.
- Carnahan, C., Williamson, P., & Hollingshead, A. (2011, April). *Supporting balanced literacy for students with significant needs through technology*. Presentation at the Council for Exceptional Children 2011 Annual Conference, National Harbor, MD.
- Snyder, K. & Hollingshead, A. (2011, April). *A virtual coaching collaborative project: Preliminary findings*.

Presentation at the Council for Exceptional Children 2011 Annual Conference, National Harbor, MD.  
 Hollingshead, A. (2011) *Designing group instruction for students with significant disabilities integrating technology and unit planning*, Presentation at 29<sup>th</sup> Annual Indiana ED Conference, CCBD, Nashville, IN.

### State and Regional Presentations

- Hollingshead, A. (2018, October). *Video modeling: Evidence based practice to combat behavioral and instructional needs*. Idaho Council for Exceptional Children conference, Boise, ID.
- Hollingshead, A. (2018, October). *Universal Design for Learning*. Idaho CEC conference, Boise, ID.
- Hollingshead, A. (2018, March). *Universal Design for Learning: A comprehensive framework to ensure learning of all students*. Malcolm Renfrew Interdisciplinary Colloquium, University of Idaho.
- Hollingshead, A. (2017, April). *Creating inclusive learning experiences through UDL*. Active Learning Symposium, University of Idaho.
- Hollingshead, A., Streagle, K., Gallup, J., & Cox, A. (2016, September). *Inclusion for students with autism and severe disabilities (a panel discussion)*. Idaho Council for Exceptional Children State Conference, Boise, ID.
- Hollingshead, A. (2016, September). *Student engagement in UDL*. Idaho Council for Exceptional Children State Conference, Boise, ID.
- Hollingshead, A. (2016, September). *Beyond video modeling- A make and take session*. Idaho Council for Exceptional Children State Conference, Boise, ID.
- Hollingshead, A. (2015, October). *Designing instruction using the principles of structured teaching. Part 1 & 2*. Idaho Council for Exceptional Children State Conference, Boise, ID.
- Hollingshead, A. (2015, October). *Beyond video modeling: The next generation*. Idaho Council for Exceptional Children State Conference, Boise, ID.
- Hollingshead, A. & Barrio, B. (2015, February). *Reaching out to paraprofessionals: Engaging professional development in rural communities*. 11<sup>th</sup> Annual Globalization, Diversity, and Education Conference, Spokane, WA.
- Hollingshead, A. (2014, October). *Engaging communication strategies: Low and high tech ideas. Part 1 & part 2*. Idaho Council for Exceptional Children State Conference, Boise, ID.
- Hollingshead, A. (2012, November). *Designing group instruction for students with ASD*. Ohio Center for Autism and Low Incidence Conference, Columbus, OH.
- Hollingshead, A. (2012, November). *I have an iPad: Ideas for implementation to support social-communication skills*. Ohio Center for Autism and Low Incidence Conference, Columbus, OH.
- Hollingshead, A. (2012, August). *Implementing technology to design engaging group instruction for students with autism spectrum disorders*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
- Hollingshead, A. (2012, August). *Setting up an environment for engagement in learning*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
- Birri, N., & Hollingshead, A. (2012, August). *Using technology to teach social skills to people with ASD*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
- Hollingshead, A. (2012, February). *Promoting the academic engagement of students with significant disabilities*. Research Spring Conference, Cincinnati, OH.
- Hollingshead, A. (2011, November). *Increasing engagement of students with ASD during group instruction*. Ohio Center for Autism and Low Incidence Conference, Columbus, OH.
- Carnahan, C., Williamson, P. & Hollingshead, A. (2011, November). *Supporting balanced literacy for students with significant needs through technology*. Ohio Center for Autism and Low Incidence Conference, Columbus, OH.
- Snyder, K. & Hollingshead, A. (2011, August). *A virtual coaching collaborative project: Preliminary findings*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
- Hollingshead, A., & Leicht, M. (2011, August). *Engagement across lifespan*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
- Hollingshead, A., & Christman, J. (2011, August). *Beyond Video Modeling: The Next Generation*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
- Snyder, K. & Hollingshead, A. (2011, February). *A virtual coaching collaborative project: Preliminary findings*. Research Spring Conference, Cincinnati, OH.
- Carnahan, C., Williamson, P., & Hollingshead, A. (2010, November) *Balanced literacy and tech for students with significant disabilities*. Ohio Center for Autism and Low Incidence Conference, Columbus, OH.
- Carnahan, C., Basham, J., Christman, J., & Hollingshead, A. (2010, November). *Beyond video modeling: The evidence is in, but what is next?* Ohio Center for Autism and Low Incidence Conference, Columbus, OH.

- Hollingshead, A. (2010, August). *Designing group instruction for ASD students: Utilizing alternate assessment applications, technology, and hands-on activities*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
- Hollingshead, A., & Even, C. (2010, August). *Integrating video across the school day: Video modeling, instruction, staff training, and reinforcement*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
- Hollingshead, A., & Snyder, K. (2009, August). *Using rules and routines to support individuals with ASD*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
- Hollingshead, A. (2009, August). *Using data in the classroom to get you to your goal*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.

### Grants and Contracts Awarded:

#### Submitted (\$)

#### Current (\$5500)

- Hollingshead, A. (Awarded \$1500, January, 2021). Exploring Universal Design for Learning Framework in an Online Class. *Teaching Innovation Program. Center on Teaching and Learning, University of Idaho*.
- Scheef, A., & Hollingshead A. (Awarded \$4000, September, 2019). Vandal QUEST: Inclusive postsecondary opportunities at the University of Idaho. *Steppingstones, Inc*.

#### Completed (\$56,027.14)

- Hollingshead, A. & Haltinner, K. (Awarded \$4998, summer 2017). Cultural competency and Universal Design for Learning: Providing relevant instruction to all students. *College of Education and College of Letters, Arts, and Social Sciences Funding, University of Idaho*.
- Hollingshead, A. (Awarded \$2000, December 2013). It is More than Pierogies: Engaging students in exploration of diversity Through Teaching and Sightseeing in Poland. *International Programs, University of Idaho*.
- Hollingshead, A. (Awarded \$18,544.41, September 2014). Engaging special education teachers from rural areas: A virtual community of practice to share technology implementation ideas. *Doceo Center for Innovation & Learning, University of Idaho*.
- Barrio, B., & Hollingshead, A. (Awarded \$5000, May 2014). Reaching out to paraprofessionals: Engaging professional development in rural communities. *Washington State University College of Education Faculty Funding*.
- Hollingshead, A. & Barrio, B. (Awarded \$5000, May 2014). Reaching out to paraprofessionals: Engaging professional development in rural communities. *University of Idaho College of Education Faculty Funding*.
- Hollingshead, A., Carson, J., Wappett, M. (Awarded \$15,000, October 2013). Systematic Integration of Technology for STEM Support in a Special Education Classroom (SIT STEM). *Doceo Center for Innovation and Learning, University of Idaho*.
- Hollingshead, A., & Servilio, K. (Awarded \$1,500, November 2013). Partnerships that Enhance Practice (PEP). *A mini grant funded by the Teacher Education Division of CEC*.
- Carnahan, C., Williamson, P., Hollingshead, A., Snyder, K., & Tan, C. (Awarded, \$2000, April 2012). What's the difference? Evaluating iPads, Laptops, and Traditional Books to promote engagement and learning for individuals with autism spectrum disorders. *College of Education, Criminal Justice, and Human Services Instructional Research and Development Technology Grant, University of Cincinnati*.
- Carnahan, C., Williamson, P., Snyder, K., Hollingshead, A., & Li, X. (Awarded \$1985, April 2012). Virtual coaching: A new model of providing support to pre-service teachers in the field. *College of Education, Criminal Justice, and Human Services Instructional Research and Development Technology Grant, University of Cincinnati*.

#### Denied (\$3,257,633.94)

- Scheef, A., Hollingshead, A., & Carson, J. (Denied \$483,676, September 2020). University of Idaho Vandal QUEST Program- Model Transition Program. *Transition and Postsecondary Programs for Students with Intellectual Disabilities (TIPSID), U.S. Department of Education*.
- Scheef, A., Hollingshead, A., Raney, T., Carson, J., & Hannon, L. (Denied \$30,333.54, January 2019). Vandal QUEST: Inclusive Post-Secondary Education at the University of Idaho. *Vandals Ideas Project, University of Idaho*.
- Hollingshead, A. (Denied \$11,659.08, April 2018). Implementation of Universal Design for Learning: Experts in the Field. *SEED grant, University of Idaho*.

- Davies, M., Yopp, D., & Hollingshead, A. (Denied \$648,593, 2017). The national rural education research center on professional development: A research-practitioner partnership. *IES*.
- Hollingshead, A., Fodor, J., & Hall, C. (Denied \$30,000.00; June 2017). Effective professional development for rural educators of students with autism spectrum disorders. *Organization for Autism Research*.
- Hollingshead, A. & Hall, C. (Denied \$30,000.00; June 2016). Effective professional development for rural educators of students with autism spectrum disorders. *Organization for Autism Research*.
- Lowrey, K. A. (PI), Carnahan, C. (subcontractor), & Hollingshead, A. (subcontractor). (Denied \$697,899.00; May 2016) Ensuring A Seamless Youth Transition (E.A.S.Y.-T). NIH R34. 2016-2019
- Fodor, J. & Hollingshead, A. (Denied \$249,945.32; June 2016). Doctoral preparation in special education with emphasis in autism spectrum disorders and other neurodevelopmental disabilities. OSEP CFDA Number: 84.325D.
- Fodor, J., Hollingshead, A., Wappett, M. (Denied \$192,415.00; August 2014). Doctoral preparation in special education with emphasis in autism spectrum disorders and other neurodevelopmental disabilities. OSEP CFDA Number: 84.325D.
- Hollingshead, A. & Kimmons, R. (Denied \$187,644; July 2014). An engaging induction model for secondary level early career in-service teachers. *The Arthur Vining Davis Foundations*.
- Lowrey, K. A. (PI), Carnahan, C. (subcontractor), & Hollingshead, A. (subcontractor). (Denied \$695,469.00; July 2014) Ensuring A Seamless Youth Transition (E.A.S.Y.-T). NIH R34. 2014-2017

## **SERVICE:**

### **Major Committee Assignments:**

- University of Idaho Tenure and Promotion Committee Member (2021)
- EHHS College Curriculum Committee (2020- present)
- Tenure and Promotion Committee Member/ Chair: Department of Curriculum and Instruction (2017-present)
- Tenure and Promotion Committee Member: CEHHS (2019)
- Dismissal Hearing Panel, University of Idaho (2019)
- University of Idaho Honors Program Internal Advisory Council (2019)
- University Curriculum Committee (2019-present)
- Faculty Appeals Hearing Board, University of Idaho (2017-2019)
- Special Education program coordinator (2017- present)
- Search Committee Chair for special education tenure track position (2016)
- Search Committee member for the Associate Dean of the College of Education (2017)
- Graduate Research and Policy Committee; Chair of the committee (2016-2017)
- Academic Hearing Board, University of Idaho (2014- 2015)
- Teacher Education Coordination Committee, University of Idaho (2014- present)
- University of Idaho College of Education Building Redesign Team; faculty participant (2014-2016)
- Graduate Research and Policy Committee; department representative (2013- 2016)
- Mentor faculty to first year female student; University of Idaho, Women's Center (2014-2015).
- Doctoral Program in Special Education planning committee (2013-present)
- Advanced Studies Committee (2013-present)
- Core Education Program Committee (2013-present)
- Special Education Program Committee 2013- present)
- Search Committee for the instructor at the DOCEO Center (2013)
- Mentor Teacher to Special Education Interns from University of Cincinnati, OH (2009-2011)
- Faculty Advisor- Idaho Tri-Universities Student Chapter of CEC (2013- 2015)
- Council for the Accreditation of Educator Preparation, a member of University of Cincinnati's Transformation Initiative Steering Committee (2012)
- A reviewer for the Ohio Fairness and Sensitivity Committee on Alternate Assessments revised for the Common Core State Standards, Columbus, OH (2012)
- Regional Autism Advisory Committee, Training Committee, Cincinnati, OH (2011-2013)
- Autism Society of Greater Cincinnati, Educational Committee Member, Cincinnati, OH (2009-2013)

### **Professional and Scholarly Organizations**

- The Association for Persons with Severe Handicaps (TASH), (2012- 2018)
- American Association on Intellectual and Developmental Disabilities (AAIDD), (2016-2018)
- American Psychological Association, Division of Educational Psychology (2012- 2013)

- Universal Design for Learning Implementation Research Network (UDL-IRN), (2011- present)
- Council for Exceptional Children (CEC), (2007-present):
  - Division for Autism and Developmental Disabilities,
  - Council for Children with Behavioral Disorders,
  - Division of Research,
  - Teacher Education Division,
  - Innovations in Special Education Technology (formerly Technology and Media)
- Idaho Council for Exceptional Children, (2013- present)
- Idaho CEC Division for Autism and Developmental Disabilities, (2013- 2020)

#### **Offices Held in Professional Organizations/Service**

- Vice-President for Innovations in Special Education Technology (ISET) division of the Council for Exceptional Children (2021)
- A member of board of directors for Education Northwest (Idaho representative) (2019-present)
- A member of the governing board for Regional Education Laboratory Northwest (REL Northwest) (2019-present)
- A representative for Innovations in Special Education Technology (ISET) to the Council for Exceptional Children Representative Assembly (2019- 2020)
- An Idaho representative to the CEC Representative Assembly (2019)
- A treasurer of the Idaho CEC Division for Autism and Developmental Disabilities (2018-2020)
- A past President of the Idaho CEC Division for Autism and Developmental Disabilities (2017)
- A President of the Idaho CEC Division for Autism and Developmental Disabilities (2016)
- An Idaho representative to the CEC Representative Assembly (2016-2017)
- An Advisory Board member and Professional Development Committee member at the UDL-IRN (2015-present)
- A President Elect of the Idaho CEC Division for Autism and Developmental Disabilities (2015)
- Chair of the TED Early Career SIG (2014-2015)
- A secretary to TED Early Career SIG (2012- 2013)
- A Vice-President of the Idaho CEC Division for Autism and Developmental Disabilities (2014-2015)
- A faculty advisor for Idaho Student Chapter of CEC (2013-2016)

#### **Editorial Service**

- Associate Editor, *FOCUS on Autism and Other Developmental Disabilities* journal (2020- present)
- Editorial Board Member, *FOCUS on Autism and Other Developmental Disabilities* journal (2013 – present)
- Ad-hoc reviewer for *Action Research* journal (2013)
- A Guest Reviewer for the *FOCUS on Autism and Other Developmental Disabilities* journal (2012- 2013)
- A Guest Reviewer for the *Journal of International Special Needs Education* (2015-present)
- A Guest Reviewer for the *Remedial and Special Education* (2016- present)
- A Guest Reviewer for the *Rural Special Education Quarterly* (2017-present)
- A Guest Reviewer for the *Journal of Online Learning Research* (2017- present)
- A Guest Reviewer for the *Journal of Teacher Education* (2019-present)
- A Manuscript Reviewer for Division on Autism and Developmental Disabilities Online Journal (conference proceedings; 2015-present)

#### **International Service**

- Social Work Center, Internship, Bytom, Poland (2002)
- Polish Secretary of Internal Affairs, Internship, Warsaw, Poland (2002)
- Service Civil International Volunteer Organization, Germany, the Netherlands, Latvia (1999-2001)

#### **Proposal Reviewing**

- Division on Autism and Developmental Disabilities, general session proposal reviewer, (2017-present)
- UDL IRN Annual Summit, general session proposal reviewer, (2015-present)
- Teacher Education Division of the Council for Exceptional Children, general session proposal reviewer, (2012-2015)

- Kaleidoscope session during TED conference, graduate student poster presentation reviewer, (2013-2015)
- Kaleidoscope session for TED conference, proposal reviewer, (2012- 2016)
- Kaleidoscope session for CEC conference, proposal reviewer , (2012- 2016)
- National Professional Development Center on Autism Spectrum Disorders, a trainee and article reviewer, 2012

#### Misc. Service

- University of Idaho Athena Mentorship Program Mentor to a Junior Faculty (2020-2021)
- Special Education Director of Graduate Studies (2016- present)
- Special Education Program Coordinator (2017-present)
- Curriculum and Instruction representative to the Program Prioritization ranking process (2017)
- Inclusive Education Task Force of the Idaho Council on Developmental Disability (2015-2016)
- A reviewer for the Ohio Fairness and Sensitivity Committee on Alternate Assessments revised for the Common Core State Standards (2012)

#### OUTREACH SERVICE:

##### Popular Press

- Halas, M. (06.13.2016). *American students taught English at a local high school*. *Zycie Bytomskie*, a local Polish newspaper.
- Halas, M. (06.02.2014). *American professor from Bytom*. *Zycie Bytomskie*, a local Polish newspaper.
- Nowacka-Goik, M. (05.30.2014). *"Smoleniaczka" from America*. *Dziennik Zachodni*, a regional Polish newspaper.
- College of Education January 2014 Newsletter. *Alex Hollingshead spent part of her winter break in Poland, where she is planning a faculty-led study abroad opportunity for students.*

##### Technology

- Engaging special education teachers from rural areas: A virtual community of practice to share technology implementation ideas. Funded by the *Doceo Center for Innovation and Learning, University of Idaho*.
- Systematic Integration of Technology for STEM Support in a Special Education Classroom (SIT STEM)-outreach project in Moscow City Schools. Funded by the *Doceo Center for Innovation and Learning, University of Idaho*.

##### Workshops

- Chapman, E., Hollingshead, A., & Taylor, A. (November, 2020) Keeping it accessible; keeping it inclusive. *CETL professional development workshop for faculty at the University of Idaho, Moscow, ID.*
- Chapman, E., Hollingshead, A., & Taylor, A. (July, 2020). Making HyFlex, online, and other classes accessible and inclusive. *CETL professional development workshop for faculty at the University of Idaho, Moscow, ID.*
- Hollingshead, A. (October, 2019). Unpacking UNIVERSAL in Universal Design for Learning for students with most complex learning needs. *Infinitec webinar series, Chicago, IL.*
- Hollingshead, A. (October, 2019). Unpacking DESIGN in Universal Design for Learning for students with most complex learning needs. *Infinitec webinar series, Chicago, IL.*
- Hollingshead, A. (November, 2019). Unpacking LEARNING in Universal Design for Learning for students with most complex learning needs. *Infinitec webinar series, Chicago, IL.*
- Hollingshead, A. (September, 2018). Facilitating inclusion using the UDL framework. *A professional development workshop for teaching staff, Moscow School District, Moscow, ID.*
- Hollingshead, A. (August, 2018). Facilitating inclusion using the UDL framework. *A professional development workshop for special education staff, Kellogg, Wallace, Mullan, ID.*
- Hollingshead, A. (February, 2018). Creating inclusive learning experiences through UDL. *A professional development workshop for faculty at the University of Idaho, Moscow, ID.*
- Hollingshead, A. (January, 2018). Creating inclusive learning experiences through UDL. *A professional development workshop for faculty at the University of Idaho, Moscow, ID.*
- Hollingshead, A. (March, 2017). Universal Design for Learning and student engagement. *A professional development workshop for faculty at the University of Idaho, Moscow, ID.*
- Hollingshead, A. (December, 2016). Universal design for learning and student engagement. *An invited workshop for special education teachers in Lake Pend Orielle School District, Sandpoint, ID.*

- Hollingshead, A. (December, 2016). Visual supports in the classroom. *An invited workshop for teachers and paraprofessionals in Moscow School District*, Moscow, ID.
- Hollingshead, A. (October, 2016). Universal design for learning and student engagement. *An invited workshop for Region 1 and Region 2 special education directors*, Coeur d'Alene, ID.
- Hollingshead, A. (October, 2016). Universal design for learning and student engagement. *An invited workshop for special education teachers in Kellogg, Mullan, and Wallace school districts*. Kellogg, ID.
- Hollingshead, A. (September, 2016). Multiple means of engagement. *A state-wide UDL symposium*, Coeur d'Alene, ID.
- Hollingshead, A. & Barrio, B. (August, 2015). Setting up for a successful school year: Strategies for behavior management. *A professional development workshop for paraprofessionals from rural areas- project funded by the WSU and UofI Colleges of Education Faculty Funding*.
- Hollingshead, A. & Barrio, B. (April, 2015). Strategies for meaningful inclusion and collaboration: How to facilitate social acceptance of students with disabilities. *A professional development workshop for paraprofessionals from rural areas- project funded by the WSU and UofI Colleges of Education Faculty Funding*.
- Hollingshead, A. & Barrio, B. (January, 2015). The principles of structured teaching to support behavior management, communication, and small group instruction. *A professional development workshop for paraprofessionals from rural areas- project funded by the WSU and UofI Colleges of Education Faculty Funding*.
- Hollingshead, A. & Barrio, B. (November, 2014). Assistive technology supports and evidence-based practices for students with learning disabilities, autism, and intellectual disabilities. *A professional development workshop for paraprofessionals from rural areas- project funded by the WSU and UofI Colleges of Education Faculty Funding*.
- Carnahan, C. & Hollingshead, A. (2013). Meeting the vocabulary learning needs of students with mild to moderate disabilities: Considerations of language processing and executive functioning. *Vocabulary Workshop by University of Cincinnati's Literacy Research and Innovation Center*. Cincinnati, OH.
- Hollingshead, A. (2012). Planning for playdates for children with autism spectrum disorders. *A workshop for parents of children with autism by the Greater Cincinnati Autism Society*.

#### Other:

- Hollingshead, A. (2019, August). A panel participant for UDL IRN webinar titled *Network and Learn Series: UDL and Space Design*.
- Hollingshead, A. (2016, September). A host for UDL IRN webinar titled *Network and Learn Series: The UDL Research Base: Current Trends and Implications*.
- Hollingshead, A. (2016, January). A host for UDL IRN webinar titled *UDL Myths and Realities for Students with Severe Intellectual Disability*.

#### Awards:

- Excellence in Outreach and Engagement Award nomination, University of Idaho, 2016.
- Excellence in Outreach and Engagement Award nomination, University of Idaho, 2017.

### PROFESSIONAL DEVELOPMENT

#### Teaching:

- Indian Education, *Professional Development Course, University of Idaho*, December 2020.
- Student Success Conference, *University of Idaho*, May 2018.
- Active Learning Symposium, *University of Idaho*, April 2017.
- Screencasting. *Doceo Center for Innovation and Learning*, February 2017.
- Advising Symposium, *University of Idaho*, August 2016.
- Teaching with Emerging Technologies: Google Content workshop. *Doceo Center for Innovation and Learning*, October 2013
- Multimodal Assignments workshop. *Doceo Center for Innovation and Learning*, November 2013

#### Scholarship:

- Finding Funding workshop. *University of Idaho*, fall 2014.
- NVivo Webinar: Mixed Methods Research: Analyzing Survey Data with NVivo, fall 2013

- Grant Writing workshop, *University of Idaho*, summer 2013

**Administration/ Management:**

- University of Idaho Leadership Academy, 2017-2018.
- University of Idaho Athena Mentorship Program Mentor to a Junior Faculty (2020-2021)