

## CURRICULUM VITAE

### Valerie L. Mazzotti, Ph.D.

Department of Special Education

University of Kansas

1122 W. Campus Rd, JRP 544

Lawrence, KS 66045

Email address: [v023m303@ku.edu](mailto:v023m303@ku.edu)

## EDUCATION

2006 – 2010 Ph.D., University of North Carolina at Charlotte, Special Education

2003 – 2005 M.Ed., University of Nevada, Las Vegas, Special Education  
Area of Emphasis: Mild to Moderate Disabilities

1989 – 1994 BFA, Georgia State University-Atlanta, Georgia, Photography  
Minor: Art History  
Minor: Graphic Design

## PROFESSIONAL EXPERIENCE

Dates	Institution	Title/Responsibilities/Nature of Work
2023 - present	University of Kansas	<i>Roy A. Roberts Distinguished Professor of Special Education (2023-present)</i> <ul style="list-style-type: none"><li>• Teach courses in the Special Education Program</li><li>• Advise and supervise graduate students</li><li>• Conduct and disseminate research</li><li>• Obtain internal/external funds to support research activities</li><li>• Provide service to the institution, the profession, and schools/community</li><li>• Maintain an integrated professional focus across teaching, research, and service domains</li><li>• <i>Participation on Funded Projects:</i><ul style="list-style-type: none"><li>• PI, <i>Effects of CIRCLES on the Provision of Transition Services and Resulting Transition Outcomes for Students with Disabilities</i> (U. S. Department of Education, Institute for Education Sciences, National Center for Special Education Research, R324A220161)</li><li>• PI, <i>National Technical Assistance Center on Transition: the Collaborative</i> (U. S. Department of Education, Office of Special Education and Rehabilitation Services, H326E200003)</li><li>• Co-PI, <i>Evaluation of Transition Supports for Youth with Disabilities</i>. (United States Department of Education, Institute for Education Sciences' National Center for Educational Evaluation, Solicitation # 919900-19-R-0022)</li></ul></li></ul>
2018 - 2023	University of North Carolina at Charlotte	

*Professor of Special Education (2020-2023)*

*Special Education Doctoral Program Director (2019-2023)*

*Associate Professor of Special Education (2018-2020)*

- Coordinate the Ph.D in Special Education program
- Teach doctoral level courses
- Advise and supervise graduate students
- Develop and refine course/program curricula
- Conduct and disseminate research
- Obtain internal/external funds to support research activities
- Provide service to the institution, the profession, and schools/community
- Maintain an integrated professional focus across teaching, research, and service domains
- *Participation on Funded Projects:*
  - PI, *Effects of CIRCLES on the Provision of Transition Services and Resulting Transition Outcomes for Students with Disabilities* (U. S. Department of Education, Institute for Education Sciences, National Center for Special Education Research, R324A220161)
  - PI, *National Technical Assistance Center on Transition: the Collaborative* (U. S. Department of Education, Office of Special Education and Rehabilitation Services, H326E200003)
  - Co-PI, *Evaluation of Transition Supports for Youth with Disabilities*. (United States Department of Education, Institute for Education Sciences' National Center for Educational Evaluation, Contract # 91990019C0078)
  - Co-PI - Institute for Education Sciences: Special Education Research Grants Goal 5 Measurement Project: *Secondary Transition Assessment: Development and Validation of a Student College and Career Readiness Measure* (U. S. Department of Education, Institute for Education Sciences, R324A190170)
  - Co-PI - Institute for Education Sciences: Special Education Research Grants Goal 2 Development & Innovation: *Promoting Self-Determination for Students with Disabilities: Goal-Setting Challenge App* (U. S. Department of Education, Institute for Education Sciences, R324A180012, 2018-2022)
  - PI - Subaward with Sam Houston University to provide technical assistance to the Student-Centered Transitions Network (SCTN), including working closely with the SCTN Leadership Team, to streamline a process for SPP Indicator 14 (I-14; post-school outcomes) data collection that will allow the Network and local education agencies to reliably and accurately collect I-14 data across the Texas.

- Co-Lead Knowledge Development Team/Technical Assistance Provider - *National Technical Assistance Center on Transition* (NTACT; U. S. Department of Education, Office of Special Education Programs, H326E140004; 2015-2020)

2013-2018	University of Oregon	<p><i>Associate Research Professor (2017- 2018)</i>  <i>Assistant Research Professor (2013-2017)</i></p> <ul style="list-style-type: none"> <li>• Advise and supervise graduate students</li> <li>• Conduct and disseminate research</li> <li>• Obtain internal/external funds to support research activities</li> <li>• Provide service to the institution, the profession, and schools/community</li> <li>• Maintain an integrated professional focus across teaching, research, and service domains</li> <li>• <i>Participation on Funded Projects:</i> <ul style="list-style-type: none"> <li>• Technical Assistance provider – National Post-School Outcomes Center</li> <li>• Co-Lead Knowledge Development Team/Technical Assistance Provider - National Technical Assistance Center on Transition (NTACT; U. S. Department of Education, Office of Special Education Programs, H326E140004)</li> <li>• Principal Investigator – <i>Project HI-TEKS</i>. United States Department of Education, Office of Special Education Programs: Personnel Development to Improve Services and Results for Children with Disabilities</li> <li>• Content Expert - STEPSS Professional Development: <u>S</u>tate <u>T</u>oolkit to <u>E</u>xamine <u>P</u>ost-<u>S</u>chool <u>S</u>uccess (Institute of Educational Sciences, U.S. Dept. of Education, Goal 2 Project, R324A120277)</li> <li>• Evaluation and Recruitment - Project STEP: Supporting Teachers in Evidence-based Practices (U. S. Department of Education, Office of Special Education Programs, Personnel Preparation, 84.325D)</li> </ul> </li> </ul>
2013-2018	University of Oregon	<p><i>Career Lecturer in Special Education (2017-2018)</i>  <i>Lecturer in Special Education (2013-2017)</i></p> <ul style="list-style-type: none"> <li>• Taught graduate courses in early literacy for diverse learners, intermediate literacy for diverse learners, diversity in special education, secondary transition, and research methods</li> <li>• Mentored/advised master's and doctoral level students</li> <li>• Served on Doctoral and Master's Committees.</li> </ul>
2013-2018	University of Kansas	<p><i>Special Graduate Faculty</i></p>

		<ul style="list-style-type: none"> <li>• Teach graduate level on-line secondary transition coursework Serve as Co-Chair on Master's Project Committees for graduate students</li> </ul>
2010-2013	Western Carolina University	<p><i>Assistant Professor of Special Education</i></p> <ul style="list-style-type: none"> <li>• Taught undergraduate and graduate level courses</li> <li>• Advised and supervised graduate students</li> <li>• Developed and refined course/program curricula</li> <li>• Conducted and disseminated research</li> <li>• Obtained internal funds to support research activities</li> <li>• Provided service to the institution, the profession, and schools/community</li> <li>• Maintained an integrated professional focus across teaching, research, and service domains</li> </ul>
2007-2010	University of North Carolina at Charlotte	<p><i>Graduate Research Assistant for National Secondary Transition Technical Assistance Center</i></p> <ul style="list-style-type: none"> <li>• Assisted with literature review to establish the evidence-base for secondary transition practices and predictors of post-school success</li> <li>• Facilitated state team at annual/semi-annual capacity building institutes</li> <li>• Developed and provided professional development/technical assistance</li> </ul>
2005-2007	Charlotte-Mecklenburg School District, Charlotte, NC	<p><i>Exceptional Children Inclusion Specialist, Paw Creek Elementary</i></p> <ul style="list-style-type: none"> <li>• Taught children with mild to moderate disabilities in grades K, 1, 4, and 5.</li> <li>• Served as Compliance Facilitator, Positive Behavior Intervention and Support Committee Chair, Inclusion Team Committee Chair, Exceptional Children Team Committee Chair (2006-2007), and member of Student Services Committee</li> </ul>
2005	Clark County School District, Las Vegas, NV	<p><i>Student Teacher, Edwards Elementary</i></p> <ul style="list-style-type: none"> <li>• Taught children with mild disabilities in grades 3-5, Resource Room</li> </ul>
2003-2005	University of Nevada, Las Vegas	<p><i>Graduate Assistant, Department of Special Education</i></p>
2000-2003	Atlanta, GA	<p><i>Instructional/ Administrative Assistant, Our Family Home</i></p> <ul style="list-style-type: none"> <li>• Duties included academic tutoring, life skills instruction, and art instruction for young adult residents with moderate and severe disabilities</li> <li>• Developed and tracked of Behavior Support Plans and Individual Support Plans,</li> </ul>

- Tracked Medicaid Waivers.

## TEACHING/CURRICULUM DEVELOPMENT

### Courses Taught through Face-to-Face Delivery

#### *University of North Carolina at Charlotte*

SPED 8699	Dissertation Proposal Seminar in Special Education (doctoral; summer, 2019; summer 2020; summer 2021; summer 2022; spring 2023)
SPED 8800	Independent Study in Special Education (doctoral [Janie Vicchio]; summer, fall 2022]
SPED 8999	Dissertation (Amanda Vestal, Darcy Fredrick, fall 2022; Amanda Vestal, Janie Vicchio, Darcy Fredrick, spring 2023)
SPED 8800	Independent Study in Special Education with focus on Secondary Transition (doctoral; summer, 2019; summer 2021)
SPED 8672	Doctoral Seminar in Leadership in Special Education (doctoral; spring 2019; spring 2020; spring 2021; spring 2022; spring 2023)
SPED 8473	Grant Writing in Special Education (doctoral; fall 2018; fall 2019; fall 2020; fall 2021; fall 2022)
SPED 5270	Classroom Management, University of North Carolina at Charlotte (Adjunct faculty; graduate; spring 2010; <i>taught during doctoral studies</i> )
SPED 4270	Classroom Management, University of North Carolina at Charlotte (co-taught with Dr. Charles Wood, undergraduate; spring 2009; <i>taught during doctoral studies</i> )
SPED 2100	Introduction to Special Education, University of North Carolina at Charlotte (co-taught with Dr. John Beattie, undergraduate; fall 2008; <i>taught during doctoral studies</i> )
SPED 6311	Introduction to Supported Employment, University of North Carolina at Charlotte (supervised Master's students; summer 2008; <i>taught during doctoral studies</i> )

#### *University of Oregon*

SPED 540	Early Literacy for Diverse Learners (graduate; fall 2014; fall, 2015; fall 2017)
SPED 541	Intermediate Literacy for Diverse Learners (graduate; winter 2015; winter 2016; winter 2017)
EDUC 611	Survey of Educational Research Methods (graduate; summer 2015, summer 2016; summer, 2017)
SPED 510	Diversity in Special Education (upper undergraduate/graduate; summer 2015; summer, 2016)

SPED 512	Foundations of Disability II (upper undergraduate/graduate; spring, 2017)
EDUC 652	Single-Subject Research Methods II (doctoral, co-taught with SPED Faculty; spring 2015)
SPED 610	Self-Determination and Diversity in Secondary Transition (graduate; winter 2016; winter 2017; HI-TEKS grant-related course)
SPED 610	Policy and Practice in Secondary Transition (graduate; spring 2017; HI-TEKS grant-related course)
SPED 601	College Research, independent study for dissertation planning and proposal (Seunghye Lee; doctoral; spring 2016; fall 2016; winter 2017; spring 2017)
SPED 605	College Reading, independent study in self-determination theory (Seunghye Lee; doctoral; spring 2015; winter 2016)
SPED 601	College Research, independent study in secondary transition research (Seunghye Lee; Angela Ingram; doctoral; winter 2015; spring 2015; winter 2016)
SPED 602	College Teaching, independent study in teaching literacy to students at-risk for, or with, disabilities (James Sinclair; doctoral; winter 2014; winter 2015)
SPED 601	College Research, independent study to investigate middle and high school teachers' perceptions of secondary transition, Master's Project (Yutim Hwang; masters; spring 2016)

*Western Carolina University*

SPED 401	Exceptional Learners in the General Curriculum (undergraduate, spring 2011, 2012, 2013; Jamaica Program, summer 2011, 2012, 2013)
SPED 413	Teaching Adolescents with Disabilities (undergraduate; spring 2011, 2012, 2013)
SPED 687	Graduate Practicum in Special Education for Students Teaching in the General Curriculum (graduate; fall 2010; spring 2011; fall 2011; spring 2012; fall 2012)

**Courses Taught through Online Delivery Media**

*University of Kansas*

SPED 861	Blending Academics and Instruction (graduate; asynchronous distance education via Canvas; spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; summer 2022; spring 2023)
SPED 856	Transition Education and Services from Childhood to Adulthood (graduate asynchronous distance education via Blackboard and Canvas; fall 2013; spring 2015; summer 2015; spring 2016; spring 2017)

- SPED 857 Vocational Training and Employment for Youth with Disabilities (graduate; asynchronous distance education via Blackboard; fall 2014)
- SPED 898 Masters Project I, Independent Study (summer, fall 2013; spring, summer, fall 2014; spring 2015)
- SPED 899 Masters Project II, Independent Study (summer, fall 2013; spring, summer, fall 2014; spring 2015)

*Western Carolina University*

- SPED 682 Research in Special Education (distance education via GoToWebinar and Blackboard Vista, graduate; spring 2013)
- SPED 240 Exceptional Children (distance education via Wimba and Blackboard Vista, undergraduate, fall 2011; fall 2012)
- SPED 507 Behavioral and Social Needs of Exceptional learners in the General Curriculum (distance education via Wimba/GoToWebinar and Blackboard Vista, graduate, summer 2011, 2012, 2013)
- SPED 506 Advanced Methods to Teach Students with High Incidence Disabilities (distance education via Wimba/GoToWebinar and Blackboard Vista, graduate; fall 2010 [two sections]; summer 2011; fall 2011; summer 2012; fall 2012; summer 2013)

*University of North Carolina at Charlotte*

- SPED 5316 Transition Planning and Service Delivery, University of North Carolina at Charlotte (Adjunct faculty; distance education via Wimba and Blackboard Vista, graduate; summer 2010; *taught during doctoral studies*)
- SPED 5273 Life Skills, University of North Carolina at Charlotte (Adjunct faculty; distance education via Centra and Blackboard Vista, graduate; fall 2010; *taught during doctoral studies*)
- SPED 5316 Transition Planning and Service Delivery, University of North Carolina at Charlotte (college teaching; distance education via Centra and Blackboard Vista, graduate; summer 2009; *taught during doctoral studies*)
- SPED 5316 Transition Planning and Service Delivery, University of North Carolina at Charlotte (co-taught with Dr. Nellie Aspel, graduate, distance education via Centra and Blackboard Vista; spring 2008; *taught during doctoral studies*)

**Guest Lecturer**

- RSCH 8113 Single-Subject Research (Topic: Graphing Single-Subject Research; spring 2008), University of North Carolina at Charlotte

SPED 6690	Consultation and Collaboration (Topic: Co-Teaching in Inclusive Settings; summer 2009), University of North Carolina at Charlotte
SPED 4316	Transition Planning and Service Delivery (Topic: National Secondary Transition Technical Assistance Center's Evidence-Based Practices; spring 2008, spring 2009), University of North Carolina at Charlotte
SPED 8471	Professional Writing (Topic: Strategies for Conducting Literature Searches; fall 2007, fall 2008, fall 2009), University of North Carolina at Charlotte
EDUC 4290	Individualizing Instruction for Diverse Learners (Topic: Assistive Technology for Students with Disabilities; fall 2007), University of North Carolina at Charlotte

### Curriculum and Course Development

2018-2019	Development and/or revision of course outlines for SPED 4316/5316 (Transition) and SPED 4170/5170 (Collaboration)
2013-2014	Development and/or revision of SPED 856 Transition Education and Services (asynchronous distance education via Blackboard; fall and spring 2014), University of Kansas

### Advising/Student-Directed Scholarship

Advising Role	Number of Committees/Advisees	
	Present/Active	Past/Completed
Doctoral advisor	4	3 (2 UNC Charlotte; 1 University of Oregon)
Doctoral dissertation committee chair	3	3 (2 UNC Charlotte; 1 University of Oregon)
Doctoral dissertation committee member	1	3 (2 UNC Charlotte; 1 University of Oregon)
Doctoral research team chair	3	3
Doctoral research committee member	1	0
Doctoral portfolio committee chair	2	2
Doctoral portfolio committee member	1	4
MAT/M.Ed. portfolio project advisor	0	7 (University of Kansas)

### RESEARCH

#### Grants and Contracts

##### *External Federal and State Funded Grants*

2022	Mazzotti, V. L., Rowe, D. A, Smolkowski, K., & Gau, J. <i>Effects of CIRCLES on the Provision of Transition Services and Resulting Transition Outcomes for Students with Disabilities</i> . Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Initial Efficacy Proposal. [PI; CFDA Number: 84.324A, Funded, R324A220161, 05/06/22, \$3,753,314]
------	--



- 2020 Fowler, C.H., Unruh, D. K., Morningstar, M. E., MaGee, C., Diehl, M. P., Luecking, R., Fabian, E., **Mazzotti, V. L.**, McGuire-Kuletz., M., Rowe, D. A., & Lattin, D. (2020). *National Technical Assistance Center on Transition for Students and Youth with Disabilities*. OSERS, US-DOE, Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities. [**PI; CFDA 84.326E, Funded, H326E200003**, 10/01/20, funded annually at \$4,000,000 across 5 years, total \$20,000,000].
- 2020 **Mazzotti, V. L.** *Student-Centered Transitions Network in Texas*. Subcontract with Houston State University. [**PI, Funded from 10/01/20-08/31/21, \$50,000**]
- 2019 Heppen, J., Garet, M., **Mazzotti, V. L.**, Miller, T., & Fowler, C. H. (2019). *NCEE: Evaluation of Transition Supports for Youth with Disabilities*. United States Department of Education, Institute for Education Sciences' National Center for Educational Evaluation. [**Co-PI, Funded, Contract # 91990019C0078**, 09/27/19, Sub-contract budget: \$1,470,204].
- 2019 Pennington, R., **Mazzotti, V. L.**, & Beach, K. D. *UNC Charlotte's Ph.D. Program in Special Education: 2020-2025*. Developed and submitted to United States Department of Education, Office of Special Education Programs: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel [**Co-PI, Funded; H325D190013**, CFDA Number: 84.325D, 09/30/19, \$1,230,555].
- 2019 Lombardi, A., Morningstar, M. E., **Mazzotti, V. L.**, Swaminathan, H., & Rogers, H. J. *Secondary Transition Assessment: Development and Validation of a Student College and Career Readiness Measure*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 5 Measurement Proposal. [**Co-PI, Funded 07/01/19, R324A190170**, CFDA Number: 84.324A, 08/01/19, \$1,400,000]
- 2019 **Mazzotti, V. L.** *Student-Centered Transitions Network in Texas*. Subcontract with Houston State University. [**PI, Funded from 07/01/19-08/31/20, \$110,683**]
- 2018 Shogren, K., **Mazzotti, V. L.**, & Little, T. *Promoting Self-Determination for Students with Disabilities: Goal-Setting Challenge App*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 2 Development & Innovation Proposal. [**Co-PI, Funded 07/01/18, R324A180012**; CFDA Number: 84.324A, \$1,400,000]
- 2015 **Mazzotti, V. L.**, Rowe, D. R., & Flannery, B. *Highly-qualified Interventionists with Transition Evidence-based Knowledge and Skills: Project HI-TEKS*. Developed and submitted to United States Department of Education, Office of Special Education Programs: Personnel Development to Improve Services and Results for Children with Disabilities (CFDA Number: 84.325K). [**PI, Funded 5/27/15, H325K150204, \$1,250,000**]
- 2010 Test, D. W., Flowers, C., & **Mazzotti, V. L.** *A Study of the Effects of a Three-Tier Model of Interagency Collaboration on Transition Outcomes for Students with Disabilities*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 3 Efficacy Project. [**Funded 5/1/11,**

R324A110018, \$2,495,693; not involved in project implementation due to graduation from UNC Charlotte]

### *Under Review*

- 2022 Shogren, K. A., **Mazzotti, V. L.**, & Raley, S. K. *Examining the Initial Efficacy of the Goal Setting Challenge App: Impacts of Technology-Delivered Self-Determination Instruction on Secondary/Transition Outcomes*. Developed and submitted to the United States Department of Education, Institute for Education Sciences: Special Education Research Grants Initial Efficacy Proposal. [Co-PI, ALN 84.324A, submitted 09/06/22, **\$3,800,000, under review**].

### *Submitted (not funded)*

- 2022 **Mazzotti, V. L.**, Lim, J. H., Lombardi, A., Dougherty, S. M., Giani, M. S., Rifenbark, G., & Rousey, J. G. *Project EXCCTE: Exploring Components of Career and Technical Education that Influence Outcomes for Students with Disabilities*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Exploration Proposal. [PI; ALN 84.324A, 09/06/22, **\$1,700,000, not funded; 2022 submission score 2.51**]
- 2022 Lombardi, A., **Mazzotti, V. L.**, & Shogren, K. A. *Transition within Multi-Tiered Systems of Support (TMTSS): Promoting Data-Based Decision Making for Youth with Disabilities*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Development and Innovation Proposal. [Co-PI; ALN 84.324A, submitted 09/06/22, **\$2,000,000, not funded; 2022 submission score 2.23**]
- 2022 **Mazzotti, V. L.**, & Bross, L. A. *UNCC's Special Education Ph.D. Program with a Specialty in Secondary Special Education and Transition: 2022-2027*. Developed and submitted to United States Department of Education, Office of Special Education Programs: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel [PI, CFDA Number: 84.325D, submitted 06/01/22, \$1,245,654; **not funded**].
- 2021 Shogren, K. A., **Mazzotti, V. L.**, & Raley, S. K. *Accelerating Pandemic Recovery: Intensifying Transition Supports to Enhance Outcomes through Self-Determination Intervention in Arkansas*. Developed and submitted to the United States Department of Education, Institute for Education Sciences: Research to Accelerate Pandemic Recovery in Special Education Primary Data Collection and Analysis Proposal. [Co-PI, ALN 84.324X, submitted, 08/02/21, \$3,000,000, **not funded; 2021 submission score 2.55**].
- 2021 **Mazzotti, V. L.**, & Bross, L. A. *UNCC's Special Education Ph.D. Program with a Specialty in Secondary Education and Transition: 2021-2026*. Developed and submitted to United States Department of Education, Office of Special Education Programs: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel [PI, CFDA Number: 84.325D, submitted 06/01/21, \$1,165,423, **not funded**].
- 2020 Mazzotti, V. L., Lombardi, A., Dougherty, S. M., & Giani, M. S. *Project EXCCTE: Exploring Components of Career and Technical Education that Influence Outcomes for Students with Disabilities*. Developed and submitted to the United States Department of Education Institute for

- Education Sciences: Special Education Research Grants Exploration Proposal. [PI; CFDA Number: 84.324A, 07/19/20, \$1,700,000, **not funded**]
- 2018 Mazzotti, V. L., Pennington, R., & Beach, K. D. *UNC Charlotte's Ph.D. Program in Special Education: 2019-2024*. Developed and submitted to United States Department of Education, Office of Special Education Programs: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel [PI; CFDA Number: 84.325D, 07/15/18, \$1,250,000, **not funded**].
- 2018 Mazzotti, V. L., Unruh, D., Rowe, D. A., Smolkowski, K., & Gau, J. *Effects of CIRCLES on the Provision of Transition Services and Resulting Transition Outcomes for Stakeholders & Students with Disabilities: A Replication Study*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 3 Replication Proposal. [PI; CFDA Number: 84.324A, 07/14/17, \$1,400,000, **re-submit 2017, not funded; 2016 submission scored 2.19; 2017 submission scored 2.23**]
- 2018 Morningstar, M. E., Swaminathan, H., Lombardi, A., Mazzotti, V. L., & Rogers, H. J. *Secondary Transition Assessment: Development and Validation of a Student College and Career Readiness Measure*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 5 Measurement Proposal. [Co-PI; CFDA Number: 84.324A, 07/15/17, \$1,400,000, **not funded**]
- 2017 Mazzotti, V. L., Rowe, D. A., Gau, J., & Unruh, D. *Goal Guide 2.0*. Developed and submitted to U.S. Department of Education, Office of Special Education and Rehabilitative Services, Stepping-Up Technology Implementation grant competition [PI; CFDA Number: 84.327S, 06/05/17, \$2,500,000; not funded]
- 2016 Mazzotti, V. L., Rowe, D. A., Smolkowski, K., & Gau, J. *Effects of CIRCLES on the Provision of Transition Services and Resulting Transition Outcomes for Stakeholders & Students with Disabilities: A Replication Study*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 3 Replication Proposal. [PI; CFDA Number: 84.324A, 07/29/16, \$3,300,000, not funded; 2016 submission scored 2.19]
- 2015 Rowe, D. A., Mazzotti, V. L., & Unruh, D. K. *Supporting Self-determination in Low-Performing Schools (SLOPES)*. Developed and submitted to United States Department of Education Office of Innovation and Improvement (CFDA Number: 84.411C). [**pre-application highly rated**; full application submitted 4/25/15, \$3,000,000, not funded]
- 2015 Mazzotti, V. L., Rowe, D. A., & Unruh, D. K. *Goal Attainment Through E-Learning*. Developed and submitted to the National Institute on Independent Living, Disability, and Rehabilitation Research: Disability and Rehabilitation Research Projects on Employment of Individuals with Disabilities (CFDA Number: 84.133A-9). [Submitted 4/3/15, not funded, \$2,500,000]
- 2015 Mazzotti, V. L., Rowe, D. A., Unruh, D. K., & Smolkowski, K. *School and Community-Based Job Skill Interventions for Improving Job-Readiness Skills and Employment Outcomes for Transition-Aged Youth with Disabilities: A Systematic Review*. Submitted to The Jacobs Foundation and the Campbell Collaboration's Crime & Justice and Education Coordinating Groups. [January 2015, \$50,000, not funded]

- 2014 Mazzotti, V. L., Rowe, D. A., & Unruh, D. K. *Project WILD: Weighing Informed Life Decisions*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [4/12/14, \$2,495,693, not funded]
- 2014 Mazzotti, V. L., Rowe, D. A., & Unruh, D. K. *Supporting Self-Efficacy through E-learning (SSEE)*. Developed and submitted to United States Department of Education Office of Innovation and Improvement (CFDA Number: 84.411P). **[pre-application highly rated; full application submitted 4/25/15, \$3,000,000, not funded]**
- 2014 Rowe, D. A., Mazzotti, V. L., & Unruh, D. K. *Supporting Self-determination in Low-Performing Schools (SLOPES)*. Developed and submitted to United States Department of Education Office of Innovation and Improvement (CFDA Number: 84.411P). **[pre-application highly rated; full application submitted 4/25/15, \$3,000,000, not funded]**
- 2014 Murray, C., CHIXapkaid, P., Mazzotti, V. L., & Rowe, D. A. *NEXT GENeration of Indigenous Scholars in Special Education*. Developed and submitted to United States Department of Education Office of Special Education Programs: Personnel Development to Improve Services and Results for Children with Disabilities, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA Number: 84.325D). [Submitted 2/24/14, not funded]
- 2014 Mazzotti, V. L., & Unruh, D. K. *Goal Attainment Through E-Learning*. Developed and submitted to the National Institute on Disability and Rehabilitation Research: Disability and Rehabilitation Research Projects on Employment of Individuals with Disabilities (CFDA Number: 84.133A-7). [Submitted 1/27/14; not funded]
- 2013 Mazzotti, V. L., & Bloom, L. *Personnel Preparation in Transition Intervention and Preparation to Teach Secondary Students with Disabilities*. Developed and submitted to the United States Department of Education Office of Special Education Programs: Personnel Development to Improve Services for Children with Disabilities. [Revised/re-submitted 3/18/13, not funded]

### ***Internal Funded Grants***

- 2021 Bross, L. A., & **Mazzotti, V. L.** (2021). *Faculty Research Mentoring Program*. Submitted to Cato College of Education. Proposed amount: \$4,000 (fully funded).
- 2016 **Mazzotti, V. L.** (2016). *Effects of Function-Based Interventions on Work-Related Behaviors for Secondary Students*. Submitted to the University of Oregon Faculty Research Awards, Fairway Funds. **[PI, Funded 4/08/16, \$4,020]**
- 2014 Rowe, D. A., & **Mazzotti, V. L.** (2014). *Building Evidence to Support Implementation of the ME! Self-Determination Curriculum*. Submitted to the University of Oregon Faculty Research Awards, Fairway Funds. **[Co-PI, Funded 4/14/15, \$3,209]**
- 2009 Mazzotti, V. L. *The Effects of Computer-Assisted Goal-Setting Instruction on Disruptive Behavior for Elementary Students At-risk for, or with, Emotional Disturbance*. Submitted to SPCD Research Fund, University of North Carolina at Charlotte. [Funded 1/22/09, \$500]

## Publications

### *Books*

**Mazzotti, V. L.,** & Rowe, D. A. (2015). *On my side: Building an alliance for transitioning youth through collaboration*. Washington, DC: Council for Exceptional Children.

### *Book Chapters*

Stewart-Ginsburg, J. H., Kwiatek, S. M., **Mazzotti, V. L.,** Fowler, C. H., & Fredrick, D. (2022). So, What's next? Supporting students with disabilities at a distance with low- and high-tech transition. In B. Collins (Ed.). *No one ever told me I would have to teach like that! Guidelines for special education teachers working with remote students*. Brookes Publishing.

Plotner, A. J., **Mazzotti, V. L.,** Kwiatek, S. M., Chang, W., Check, A., & Mojica, A. (2022). Evidence-based practices for secondary transition planning and supports for youth with autism spectrum disorder. In Chezan, L. C., Wolfe, K., & Drasgow, E. (Eds.). *Guide to Evidence-Based Practices for Practitioners Working with Individuals with Autism Spectrum Disorder*. Special Education Law, Policy, and Practice Series. Rowman & Littlefield.

McDaniel, S. & **Mazzotti, V. L.** (2022). Mixed methods research in secondary transition: Status of the field. In A. Onwuegbuzie & J. Hitchcock (Eds.). *The Routledge Handbook for Advancing Integration in Mixed Methods Research*. Routledge Press.

Kwiatek, S. M., **Mazzotti, V. L.,** Stewart-Ginsburg, J. H., & Vicchio, J. N. (2022). CIRCLES: A three-team interagency collaboration approach to support successful transitions for students with disabilities. K. Scorgie & C. Forlin (Ed.) *Transition Programs for Children and Youth with Diverse Needs (International Perspectives on Inclusive Education, Vol. 18)*, Emerald Publishing Limited, Bingley, pp. 209-228. <https://doi.org/10.1108/S1479-363620220000018015>

**Mazzotti, V. L.,** Test, D. W., Voggt, A., & Gadd, S. (2020). Evidence- and research-based transition predictors and practices: Identification and implications. In K. A. Shogren & M. L. Wehmeyer (Eds., 2nd Ed). *Handbook of Adolescent Transition Education for Youth with Disabilities*. Routledge. <https://doi.org/10.4324/9780429198342>

Test, D. W., **Mazzotti, V. L.,** Kwiatek, S., & Chang, W. (2020). Effective Strategies for Interagency Collaboration. In K. A. Shogren & M. L. Wehmeyer (Eds., 2nd Ed). *Handbook of Adolescent Transition Education for Youth with Disabilities*. New York, NY: Routledge. <https://doi.org/10.4324/9780429198342>

Spooner, F., & **Mazzotti, V. L.** (2020). Planning and teaching for adult living: Community and job skills. In D. M. Browder, F. Spooner, & G. Courtade (Eds., 2nd Ed.). *Teaching students with moderate to severe disabilities*. New York: Guilford Publishing.

**Mazzotti, V. L.,** & Test, D. W. (2020). Transitioning from school to employment. In F. Brown, J. McDonnell, & M. E. Snell (Eds., 9th Ed). *Instruction of students with severe disabilities*. Boston: Pearson.

Test, D. W., **Mazzotti, V. L.**, & Mustian, A. L. (2019). Leadership for transition to post-secondary settings. In J. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds., 2nd Ed). *The Handbook of Leadership and Administration for Special Education*. New York: Routledge.

**Mazzotti, V. L.** (2018). What comes next? In C. Johnson, B. Taga, & B. Hughes (Eds.). *Transition Services and Supports*. Wiley Press: New Directions for Adult and Continuing Education.

**Mazzotti, V. L.**, & Test, D. W. (2015). Transitioning from school to employment. In F. Brown, J. McDonnell, & M. E. Snell (Eds.). *Instruction of students with severe disabilities* (8th ed.). Boston: Pearson.

**Mazzotti, V. L.**, & Mustian, A. L. (2013) Themes and dimensions of learning disabilities. In J. P. Bakken (Ed.) *Advances in special education; Learning disabilities: Identification, assessment, and instruction of students with learning disabilities*. Bingley, United Kingdom: Emerald Group Publishing Limited.

Mustian, A. L. & **Mazzotti, V. L.** (2012). More intense instruction: Tiers 2 and 3 of RTI. In J. P. Bakken (Ed.) *Response to intervention (RTI) in Core Content Areas: A practical approach for educators*. Waco, TX: Prufrock Press.

Test, D. W., **Mazzotti, V. L.**, & Mustian, A. L. (2012). Leadership for transition to post-secondary settings. In J. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds.). *The Handbook of Leadership and Administration for Special Education*. New York: Routledge.

**Mazzotti, V. L.**, & Test, D. W. (2011). Data collection strategies. In D. W. Test (Ed.). *Evidence-based Instructional Strategies for Transition*. Baltimore: Brookes Publishing Co.

Test, D. W., & **Mazzotti, V. L.** (2010). Transitioning from school to employment. In M. E. Snell, & F. Brown (Eds.). *Instruction of students with severe disabilities* (7th ed.). Boston: Pearson.

Hook, M. Y., Sileo, T. W., & **Mazzotti, V. L.** (2006). HIV/AIDS: Influences of family values, expectations, culture, and language. In L. Summerfield & C. Grant (Eds.). *Humanizing pedagogy through HIV/AIDS prevention* (pp. 132-263). Boulder: Paradigm Publishers.

### ***Book Chapters in Preparation***

**Mazzotti, V. L.**, Oswalt, A., Fredrick, D., & Soares, B. (2023). *Building collaborative partnerships through implementation of effective collaboration models*. [Manuscript in preparation]. Department of Special Education and Child Development, University of North Carolina at Charlotte.

### ***Articles in Refereed Journals (\*=data-based)***

#### ***Published***

**\*Mazzotti, V. L.**, Shogren, K. A., Stewart-Ginsburg, J. H., Wysenski, D., Hagiwara, M., Kwiatek, S. & Chapman, R. A. (2023). The Goal Setting Challenge App: Promoting self-determination through technology. *Remedial and Special Education*. Advance online publication. <https://doi.org/10.1177/07419325221147698> (acceptance rate=15%; JCR 2022 impact factor=3.250; 5 year impact factor = 4.053; 2020 ranking = 2/44 in special education)

- \*Mazzotti, V. L.,** Morningstar, M. E., Lombardi, A., Raley, S., Rowe, D. A., Poppen, M., Reardon, K., Carlson, S., Unruh, D., Monahan, J., Rousey, J. G., Vicchio, J. N., & Test, D. W. (2023). The Secondary Transition Fidelity Assessment: Conceptualizing a fidelity measure with input from the field. *Career Development and Transition for Exceptional Individuals*. Advance online publication. <https://doi.org/10.1177/21651434231163498> (acceptance rate = 19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor = 2.764; 5 year impact factor = 2.308)
- Lombardi, A., Rifenbark, G., Rogers, H. J., Swaminathan, H., Taconet, A., Morningstar, M. E., **Mazzotti, V. L.,** Wu, R., & Langdon, S. (2023). Establishing construct validity of a measure of adolescent perceptions of college and career readiness. *Career Development and Transition for Exceptional Individuals*, 46(3), 4-14. <https://doi.org/10.1177/21651434221081229> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)
- \*Shogren, K. A., Mazzotti, V. L.,** Hicks, T. A., Raley, S. K., Gerasimova, D., Pace, J. R., Kwiatek, S., Fredrick, D., Stewart-Ginsburg, J. H., Chapman, R., & Wysenski, D. C. (2023). The Goal-Setting Challenge App: Impact on transition goal attainment outcomes of students with disabilities. *Career Development and Transition for Exceptional Individuals*. Advance online publication. <https://doi.org/10.1177/21651434221146470> (acceptance rate = 19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor = 2.764; 5 year impact factor = 2.308)
- \*Kwiatek, S. M., Mazzotti, V. L.,** Wood, C. L., & Vicchio, J. N. (2022). Effects of an asynchronous online intervention on general educators' knowledge of predictors of postschool success. *Career Development and Transition for Exceptional Individuals*. Advance online publication. <https://doi.org/10.1177/21651434221131770> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor = 2.764; 5 year impact factor = 2.308)
- \*Chang, W., Mazzotti, V. L.,** Lo, Y., Kwiatek, S. M., & Test, D. W. (2022). Exploring asynchronous online parent training on transition knowledge of parents of youth with disabilities. *Career Development and Transition for Exceptional Individuals*. Advance online publication. <https://doi.org/10.1177/2165143422114280> (acceptance rate = 19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor = 2.764; 5 year impact factor = 2.308)
- \*Mazzotti, V. L.,** Morningstar, M. E., Lombardi, A., Kwiatek, S., Taconet, A., Buddeke, K., Monahan, J., & Harris, R. (2022). Policy and practice considerations to support college and career readiness for youth with disabilities: A systematic mixed studies review. *Journal of Disability Policy Studies*. Advance online publication. <https://doi.org/10.1177/10442073221130528> (acceptance rate=25%; 65/73 in rehabilitation; JCR 2022 impact factor= 1.164; 5 year impact factor = 1.615)
- Rousey, J. G., Fredrick, D., Rowe, D. A., & **Mazzotti, V. L.** (2022). Involving key community partners in the implementation of effective practices. *Teaching Exceptional Children*, 54(6), 388-391. <https://doi.org/10.1177/00400599221114943>



- \*Chang, W., Lo Y., **Mazzotti, V. L.**, Rowe, D. A., & Hung, P. (2022). Perceptions of parents of youth with disabilities toward school-based parent engagement. *Journal of Family Studies*. Advance online publication. <https://doi.org/10.1080/13229400.2022.2098805> (acceptance rate=14%; JCR 2022 impact factor= 1.923; 5 year impact factor = 2.267)
- \*Bromley, K. W., Hirano, K., Kittelman, A., **Mazzotti, V. L.**, & McCroskey, C. (2022). Barriers to work-based learning experiences: A mixed methods study of perceptions from the field. *The Journal of Vocational Rehabilitation*, 56(1). <https://doi.org/10.3233/JVR-211169> (JMIR impact factor=0.810)
- \***Mazzotti, V. L.**, Shogren, K. A., Stewart-Ginsberg, J. H., Wysenski, D., Burke, K. M., & Hildebrandt, L. (2022). Development of the Goal-Setting Challenge App: Engaging users to promote self-determination. *International Journal of Disability, Development, and Education*, 69(1), 331-351. <https://doi.org/10.1080/1034912X.2021.1959022> (24% acceptance rate; JCR impact factor=1.543; 5 year impact factor=2.415)
- \*Lombardi, A., Rifkenbark, G., Poppen, M., Reardon, K., **Mazzotti, V. L.**, Morningstar, M. E., Rowe, D. A., & Raley, S. (2022). Development and validation of the secondary transition fidelity assessment. *Assessment for Effective Intervention*, 47(3), 147-156. <https://doi.org/10.1177/15345084211014942> (Acceptance rate=12.5%; JCR 2018 impact factor=1.47)
- \* Kittelman, A., Bromley, K. W., **Mazzotti, V. L.**, Hirano, K., & McCroskey, C., (2020). Strategies to Support Work-Based Learning Experiences for Youth with Disabilities: Perceptions from the Field. *Journal of Rehabilitation*, 86(4), 22-30.
- \***Mazzotti, V. L.**, Rowe, D., Kwiatek, S., Voggt, A., Chang, W., Fowler, C. H., Poppen, M., Sinclair, J., & Test, D. W. (2021). Secondary transition predictors of post-school success: An update for the field. *Career Development and Transition for Exceptional Individuals*, 44(1), 47-64. <https://doi.org/10.1177/2165143420959793> (acceptance rate=19-25%; among the top 20 special education publications ranked by Google Scholar; JCR 2020 impact factor= 1.923)
- \*Rowe, D. A., **Mazzotti, V. L.**, Fowler, C. H., Test, D. W., Mitchell, V. J., Clark, K. A., Holzberg, D., Owens, T. L., Rusher, D., Seaman-Tullis, R. L., Gushanas, C. M., Castle, H. Chang, W., Voggt, A., Kwiatek, S., & Dean, J. C. (2021). Updating the secondary transition research base: Evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals*, 44(1), 28-46. <https://doi.org/10.1177/2165143420958674> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)
- \* Pennington, R. C., Bross, L. A., **Mazzotti, V. L.**, Spooner, F., & Harris, R. (2020). A review of developing communication skills for students with intellectual and developmental disabilities on college campuses. *Behavior Modification*, 45(2), 272-296. <https://doi.org/10.1177/0145445520976650> (acceptance rate=19-25%; JCR 2020 impact factor=2.105; 5-year impact factor=2.444)
- \*Plotner, A. J., **Mazzotti, V. L.**, Rose, C. A., & Teasley, K. (2020). Perceptions of interagency collaboration: Relationships between secondary transition roles, communication, and collaboration. *Remedial and Special Education*, 41(1), 28-39.



<https://doi.org/10.1177/0741932518778029> (acceptance rate=15%; JCR 2020 impact factor=5.258; 2020 ranking=1/44 in special education)

\* **Mazzotti, V. L.**, Kittelman, A., Bromley, K. W., & Hirano, K. (2020). Experimental analysis of multi-component intervention to support youth in integrated work settings. *The Journal of Vocational Rehabilitation*, 53(2), 145-158. <https://doi.org/10.3233/JVR-201092> (JMIR impact factor=0.810)

Trainor, A. A., Carter, E. W., Karpur, A., Martin, J. E., **Mazzotti, V. L.**, Morningstar, M. E., Newman, L., & Rojewski, J. W. (2020). A framework for research in transition: Identifying important areas and intersections for future study. *Career Development and Transition for Exceptional Individuals*, 43(1), 5-17. <https://doi.org/10.1177/2165143419864551> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

Kittelman, A., **Mazzotti, V. L.**, & McIntosh, K. (2018). Toward a model for collaborative function-based planning in work-based learning environments. *The Journal of Vocational Rehabilitation*, 49, 227-239. <https://doi.org/10.3233/JVR-180968> (acceptance rate=21-30%; JCR 2018 impact factor=0.49)

\***Mazzotti, V. L.**, Rowe, D. A., Cease-Cook, J., & Bradley, K. (2018). Effects of Me! on students with disabilities self-determination knowledge and skills. *Inclusion*, 6, 194-207. <https://doi.org/10.1352/2326-6988-6.3.194>

Rowe, D. A., McNaught, J., Yoho, L. M., Davis, M., & **Mazzotti, V.L.** (2018). Tools for success: Helping students with disabilities make informed decisions about transition. *Career Development and Transition for Exceptional Individuals*, 41, 252-259. <https://doi.org/10.1177/2165143417736266> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

**Mazzotti, V. L.**, Rowe, D. A., Simonsen, M., Boaz, B., & VanAvery, C. (2018). Steps for implementing a state-level professional development plan for secondary transition. *Career Development and Transition for Exceptional Individuals*, 41, 56-62. <https://doi.org/10.1177/2165143417741478> (acceptance rate=19-25%; among the top 20 special education publications ranked by Google Scholar; ranked 26/44 in special education; JCR 2020 impact factor= 1.923)

\*Simonsen, M., Novak, J., & **Mazzotti, V. L.** (2018). Status of credentialing structures related to secondary transition: A state-level policy analysis. *Career Development and Transition for Exceptional Individuals*, 41, 27-38. <https://doi.org/10.1177/2165143417742109> (special issue; acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

Sinclair, J., Kahn, L., Rowe, D. A., **Mazzotti, V. L.**, Hirano, K., & Knowles, C. (2017). Collaborating to provide access to teach sex education to individuals with disabilities. *Career Development and Transition for Exceptional Individuals*, 40, 123-128. <https://doi.org/10.1177/2165143416670136> (acceptance rate=19-25%; 8/44 in special

education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

\*Rowe, D. A., **Mazzotti, V. L.**, Ingram, A., & Lee, S. (2017). The effects of goal-setting instruction on academic engagement for students at-risk. *Career Development and Transition for Exceptional Individuals*, 40, 25-35. <https://doi.org/10.1177/2165143416678175> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

\***Mazzotti, V. L.**, Rowe, D. A., Sinclair, J., Poppen, M., Woods, W. E., & Shearer, M. (2016). Predictors of post-school success: A systematic review of NLT2 secondary analyses. *Career Development and Transition for Exceptional Individuals*, 39(4), 196-215. <https://doi.org/10.1177/2165143415588047> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

Kittelman, A., Bromley, K. W., & **Mazzotti, V. L.** (2016). Functional behavioral assessments and behavior support plans for work-based learning. *Career Development and Transition for Exceptional Individuals*, 39, 121-127. <https://doi.org/10.1177/2165143416633682> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

\*Plotner, A. J., **Mazzotti, V. L.**, Rose, C. A., & Carlson-Britting, K. B. (2016). Factors associated with enhanced knowledge and use of secondary transition evidence-based practices. *Teacher Education and Special Education*, 39, 28-46. <https://doi.org/10.1177/0888406415599430> (acceptance rate=21%; JCR 2018 impact factor=0.884; 2018 ranking=19/243 in education and educational research)

\*Haber, M. G., **Mazzotti, V. L.**, Mustian, A. L., Rowe, D. A., Bartholomew, A. L., Test, D. W., & Fowler, C. H. (2016). What works, when, for whom, & with whom: A meta-analytic review of predictors of postsecondary success for students with Disabilities. *Review of Educational Research*, 86, 123-162. <https://doi.org/10.3102/0034654315583135> (acceptance rate=6.0-10.0%; JCR 2018 impact factor=8.985; 2018 ranking=1/243 in education and educational research)

\***Mazzotti, V. L.**, & Plotner, A. J. (2016). Implementing secondary transition evidence-based practices: A multi-state survey of transition service providers. *Career Development and Transition for Exceptional Individuals*, 39(1), 12-22. <https://doi.org/10.1177/2165143414544360> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

Rowe, D. A., **Mazzotti, V. L.**, Hirano, K., & Alverson, C. Y. (2015). Transition assessment in the 21st century. *Teaching Exceptional Children*, 47, 301-309. <https://doi.org/10.1177/0040059915587670> (acceptance rate=18%; impact factor not reported)

\***Mazzotti, V. L.**, Kelley, K. R., & Coco, C. (2015). Effects of self-directed Summary of Performance on postsecondary students' participation in Person Centered Planning. *The Journal of Special Education*, 48, 243-255. <https://doi.org/10.1177/0022466913483575>

(acceptance rate=13.4%; %; JCR 2020 impact factor=13.122; 2020 ranking: 6/44 in special education)

Rowe, D. A., **Mazzotti, V. L.**, & Sinclair, J. (2015). Strategies for embedding self-determination skill instruction in the Common Core. *Intervention in School and Clinic*, 50, 131-141.

<https://doi.org/10.1177/1053451214542043> (acceptance rate=15-22; JCR 2020 impact factor=1.210; 2020 ranking=39/44 in special education)

**Mazzotti, V. L.**, Test, D. W., & Mustian, A. L. (2014). Evidence-based practices and predictors: Implications for policy makers. *Journal of Disability Policy Studies*, 25, 5-18.

<https://doi.org/10.1177/1044207312460888> (acceptance rate=21-30%; JCR 2018 impact factor=0.854; 2018 ranking=56/69 in rehabilitation)

**Mazzotti, V. L.**, Rowe, D. A., Cameto, R., Test, D. W., & Morningstar, M. E. (2013). Establishing evidence-based practices and predictors: A position paper of DCDT. *Career Development and Transition for Exceptional Individuals*, 36, 140-151. <https://doi.org/10.1177/2165143413503365> (acceptance rate=19-25%; among the top 20 special education publications ranked by Google Scholar; ranked 26/44 in special education; JCR 2020 impact factor= 1.923)

\***Mazzotti, V. L.**, Test, D. W., & Wood, C. L. (2013). Effects of multimedia goal-setting instruction on students' knowledge of the self-determined learning model of instruction and disruptive behavior. *Journal of Positive Behavior Interventions*, 15, 90-102.

<https://doi.org/10.1177/1098300712440452> (acceptance rate=15%; JCR 2018 impact factor=2.641; 2018 ranking=2/41 in special education; 8/36 in education)

**Mazzotti, V. L.**, Rowe, D. R., & Test, D. W. (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities. *Intervention in School and Clinic*, 48, 159-166. <https://doi.org/10.1177/1053451212454004> (acceptance rate=15-22%; JCR 2020 impact factor=1.210; 2020 ranking=39/44 in special education)

\***Mazzotti, V. L.**, Wood, C. L., Test, D. W., & Fowler, C. H. (2012). Effects of computer-assisted instruction on students' knowledge of the self-determined learning model of instruction and disruptive behavior. *The Journal of Special Education*, 45, 216-226.

<https://doi.org/10.1177/0022466910362261> (acceptance rate=13.4%; JCR 2020 impact factor=13.122; 2020 ranking: 6/44 in special education)

\*Richter, S. M., & **Mazzotti, V. L.** (2011). A review of the literature on summary of performance. *Career Development for Exceptional Individuals*, 34, 176-186.

<https://doi.org/10.1177/0885728811399089> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

\*Mackiewicz, S. M., Wood, C. L., Cooke, N. L., & **Mazzotti, V. L.** (2011). Effects of peer tutoring with audio prompting on vocabulary acquisition for struggling readers. *Remedial and Special Education*, 32, 345-354. <https://doi.org/10.1177/0741932510362507> (acceptance rate=15%; JCR 2020 impact factor=5.258; 2020 ranking=1/44 in special education)

\***Mazzotti, V. L.**, Test, D. W., Wood, C. L., & Richter, S. (2010). Effects of computer- assisted instruction on students' knowledge of postschool options. *Career Development for Exceptional*

*Individuals*, 33, 25-40. <https://doi.org/10.1177/0885728809338714> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

\*Test, D. W., **Mazzotti, V. L.**, Mustian, A. L., Fowler, C. H., Kortering, L. J., & Kohler, P. H. (2009). Evidence-based secondary transition predictors for improving post-school outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32(3), 160-181. <https://doi.org/10.1177/0885728809346960> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

**Mazzotti, V. L.**, Rowe, D. R., Kelley, K. R., Test, D. W., Fowler, C. H., Kohler, P. D., & Kortering, L. J. (2009). Linking transition assessment and post-secondary goals: Key elements in the secondary transition planning process. *Teaching Exceptional Children*, 42(2), 44-51. (acceptance rate=18%; impact factor not reported)

\*Test, D. W., Fowler, C. H., Richter, S., White, J. A., **Mazzotti, V. L.**, Walker, A. R., Kohler, P., & Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals*, 32(2), 115-128. <https://doi.org/10.1177/0885728809336859> (acceptance rate=19-25%; 8/44 in special education; 16/73 in rehabilitation; JCR 2021 impact factor= 2.764; 5 year impact factor = 2.308)

**Mazzotti, V. L.**, & Higgins, K. (2005). Public schools and the juvenile justice system: Facilitating relationships. *Intervention in School and Clinic*, 41, 295-301. <https://doi.org/10.1177/10534512060410050701> (acceptance rate=15-22%; JCR 2020 impact factor=1.210; 2020 ranking=39/44 in special education)

### ***In Press***

\*Raley, S. K., Townsend, R., Shogren, K. A., **Mazzotti, V. L.**, Fredrick D., Kwiatek, S. M., & Chapman, R. (in press). Examining Student Responses in Technology-Delivered Self-Determination Intervention using the Goal-Setting Challenge App. *The Journal of Special Education*.

\*Morningstar, M.E., Lombardi, A., **Mazzotti, V. L.**, Buddeke, K., Langdon, S., Kwiatek, S., & Rifenbark, G. (in press). Perspectives of college and career readiness among educational stakeholders: Supporting the development of a new measure. *Journal of Disability Policy Studies*.

Taconet, A., Langdon, S., Esposito, C., **Mazzotti, V. L.**, Morningstar, M. M., & Lombardi, A. (in press). Using data to support college and career readiness for students with disabilities. *Intervention in School and Clinic*.

### ***Invited Articles/Editorials:***

**Mazzotti, V. L.**, & Lombardi, A. (2023). From the editors [Editorial]. *Career Development and Transition for Exceptional Individuals*. 46(1), 3.

Lombardi, A., & **Mazzotti, V. L.** (2022). From the editors [Editorial]. *Career Development and Transition for Exceptional Individuals*. 45(4), 175.

- Mazzotti, V. L., & Lombardi, A.** (2022). From the editors [Editorial]. *Career Development and Transition for Exceptional Individuals*. 45(3), 119.
- Lombardi, A., & **Mazzotti, V. L.** (2022). From the editors [Editorial]. *Career Development and Transition for Exceptional Individuals*. 45(2), 59.
- Mazzotti, V. L., & Lombardi, A.** (2022). From the editors [Editorial]. *Career Development and Transition for Exceptional Individuals*. 45(1), 3.
- Carter, E. W., & **Mazzotti, V. L.** (2021). Looking ahead with optimism and gratitude [Editorial]. *Career Development and Transition for Exceptional Individuals*. 44(1), 3.
- Carter, E. W., & **Mazzotti, V. L.** (2020). Building a strong future for a journal in transition [Editorial]. *Career Development and Transition for Exceptional Individuals*. 43(1), 3-4.
- Carter, E. W., & **Mazzotti, V. L.** (2019). Welcome Editorial [Editorial]. *Career Development and Transition for Exceptional Individuals*. 42(2), 75-76.
- Mazzotti, V. L., & Rowe, D. A.** (2015). Meeting the transition needs of students with disabilities in the 21<sup>st</sup> century [Editorial]. *Teaching Exceptional Children*, 47, 298-299.  
<https://doi.org/10.1177/0040059915587695> (acceptance rate=18%; impact factor not reported)
- Plotner, A. J., & **Mazzotti, V. L.** (2014). Secondary transition to adult life transition policy and practice [Editorial]. *Journal of Disability Policy Studies*, 25, 3-4. doi: 10.1177/1044207314529157 (acceptance rate=21-30%; JCR 2018 impact factor=0.854; 2018 ranking=56/69 in rehabilitation)
- Mustian, A. L., **Mazzotti, V. L., & Test, D. W.** (2013). Disseminating evidence-based practices in secondary transition. *Journal of Positive Behavior Interventions*, 15, 197-204. doi: 10.1177/1098300712459355 (acceptance rate=15%; JCR 2018 impact factor=2.641; 2018 ranking=2/41 in special education; 8/36 in education)
- Konrad, M., Luu, K. C. T., Rowe, D. A., **Mazzotti, V. L.,** Kelley, K. R., Mustian, A. L., . . . Fishley, K. M. (2009). In other sources. *Career Development for Exceptional Individuals*, 32, 182-192. (acceptance rate=21-30%; among the top 20 special education publications ranked by Google Scholar; impact factor pending)
- Konrad, M., Trela, K., Fishley, K., White, J., **Mazzotti, V., & Itoi, M.** (2008). In other sources. *Career Development for Exceptional Individuals*, 31, 186-192. (acceptance rate=21-30%; among the top 20 special education publications ranked by Google Scholar; impact factor pending)

### ***Technical Reports/Training Manuals:***

- Shogren, K. A., **Mazzotti, V. L.,** Kwiatek, S. M., Fredrick, D., Hildebrandt, L., Hagiwara, M., Wysenski, D., Stewart-Ginsburg, J. H., & Raley, S. K. (2022). *The Goal Setting Challenge App User's Guide: Supporting Student Self-Determination (v.2.0)*. Kansas University Center on Developmental Disabilities.

Freeman, J., Kern, L., Lombardi, A. R., Morningstar, M. E., & **Mazzotti, V. L.** (2021). *PBIS high school implementation: Supporting college and career readiness through PBIS*. Eugene, OR: OSEP TA Center on PBIS, University of Oregon.

Morningstar, M. E., & **Mazzotti, V. L.** (2014). *Teacher preparation to deliver evidence-based transition planning and services to youth with disabilities* (Document No. IC-1). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center (CEEDER) website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

### ***Other Publications:***

#### ***Preprints***

Adelson, J. L., Barton, E., Bradshaw, C., Bryant, B., Bryant, D., Cook, B. G., ... Troia, G. A. (2019, February 18). *A roadmap for transparent research in special education and related disciplines*. Retrieved from <https://doi.org/10.31219/osf.io/sqfy3>

- All authors contributed to developing the manuscript's content during the two-day "Enabling Open Science in Special Education Research" meeting sponsored by the Center for Open Science in Charlottesville, VA, on September 27-28, 2018, and are listed in alphabetical order. Bryan Cook, Alexander DeHaven, John Wills Lloyd, David Mellor, and William Therrien developed the final version of this manuscript based on all authors' collaborative work.
- **Authors:** Jill L. Adelson<sup>1</sup>, Erin E. Barton<sup>2</sup>, Catherine P. Bradshaw<sup>3</sup>, Brian R. Bryant<sup>4</sup>, Diane Pedrotty Bryant<sup>4</sup>, Bryan G. Cook<sup>3,5</sup>, Michael D. Coyne<sup>6,5</sup>, Laurie deBettencourt<sup>7</sup>, Alexander C. DeHaven<sup>8</sup>, Stacy K. Dymond<sup>9</sup>, Thomas W. Farmer<sup>10</sup>, Nicholas A. Gage<sup>11,5</sup>, Michael J. Kennedy<sup>3</sup>, Lee Kern<sup>12</sup>, Kathleen Lynne Lane<sup>13</sup>, David L. Lee<sup>14</sup>, Erica Lembke<sup>15,5</sup>, Felice J. Levine<sup>16</sup>, John Wills Lloyd<sup>3</sup>, Daniel M. Maggin<sup>17,3</sup>, Lawrence J. Maheady<sup>18</sup>, Matthew C. Makel<sup>1</sup>, Linda H. Mason<sup>19</sup>, Michael S. Matthews<sup>20</sup>, **Valerie L. Mazzotti**<sup>20</sup>, David T. Mellor<sup>8</sup>, Brian A. Nosek<sup>3,8</sup>, Tyler L. Renshaw<sup>21</sup>, Karrie A. Shogren<sup>13</sup>, Emily J. Solari<sup>3</sup>, Fred Spooner<sup>20</sup>, Elizabeth Talbott<sup>17,3</sup>, David W. Test<sup>20</sup>, William J. Therrien<sup>3,5</sup>, James R. Thompson<sup>13</sup>, Jason C. Travers<sup>13,5</sup>, Gary A. Troia<sup>22</sup>

### **Works in Progress**

#### ***In preparation:***

\***Mazzotti, V. L.**, Kwiatek, S. M., Sinclair, J., Williams, T. R., Moser, A., & Vicchio, J. N. (2019). *Evidence-Based Practices to Teach Writing to Secondary Students with Disabilities*. [Manuscript in preparation]. Department of Special Education and Child Development, University of North Carolina at Charlotte.

\*Kwiatek, S. M., **Mazzotti, V. L.**, Stewart-Ginsburg, J. H., & Beach, K. D. (2022). *A mixed method investigation of special and general educator perceptions of predictors of postschool success*. [Manuscript in



preparation]. Department of Special Education and Rehabilitation Counseling, Utah State University.

\* **Mazzotti, V. L.**, Shogren, K. A., Kwiatek, S. M., Fredrick, D., Rousey, J. G., Hicks, T. A., & Raley, S. K. (2022). *A mixed method investigation of teachers' knowledge, skills, and use of the Goal Setting Challenge App*. [Manuscript in preparation]. Department of Special Education and Child Development, University of North Carolina at Charlotte.

\*Shogren, K. A., **Mazzotti, V. L.**, Gerasimova, D., Raley, S. K., Hicks, T. A., Kwiatek, S. M., & Fredrick, D. (2022). *Measuring implementation fidelity of a web-based self-determination intervention: The Goal-Setting Challenge App*. [Manuscript in preparation]. Kansas University Center on Developmental Disabilities, University of Kansas.

\*Kutscher, E., **Mazzotti, V. L.**, McDaniel, S. L., Bumble, J. Zeng, W., Reardon, K., & Voggt, A. (2022). *Mixed methods research in secondary transition: A systematic review* [Manuscript in preparation]. Special Education and Disability Studies, George Washington University.

Kwiatek, S. M., **Mazzotti, V. L.**, & Stewart-Ginsburg, J. H. (2022). *Parsing predictors of postschool success: A roadmap for providing effective transition services*. [Manuscript in preparation]. Department of Special Education and Rehabilitation Counseling, Utah State University.

## Conference Presentations

### *International Keynote and Invited Addresses*

**Mazzotti, V. L.** (2018, November). *Transition planning to improve outcomes in the Virgin Islands*. Workshop conducted for the Virgin Islands Department of Education, St. Croix, Virgin Islands. (invited)

**Mazzotti, V. L.** (2018, November). *Parents as partners in transition: Planning for your child*. Workshop conducted for the Virgin Islands Department of Education, St. Croix, Virgin Islands. (invited)

**Mazzotti, V. L.** (2017, October). *Developing and implementing secondary transition programs at the systems level*. Australia Association of Special Education, Sydney, Australia. (Keynote)

**Mazzotti, V. L.**, & Rowe, D. A. (2017, October). *Using data and evidence-based predictors to drive program improvement*. Australia Association of Special Education, Sydney, Australia. (invited)

**Mazzotti, V. L.**, and Rowe, D. A. (2017, October). *Developing and implementing secondary transition programs at the systems level*. Australia Association of Special Education, Wollongong, Australia. (invited)

**Mazzotti, V. L.**, & Rowe, D. A. (2017, October). *Using data and evidence-based predictors to drive program improvement*. Australia Association of Special Education, Wollongong, Australia. (invited)

### *National Keynote and Invited Addresses*

- Mazzotti, V. L., & Crane, K.** (2021, October). *Identifying and translating the evidence for practitioners serving transition-age students and youth*. Fall 2021 National Rehabilitation Education Online Conference, National Council on Rehabilitation Education. (invited)
- Mazzotti, V. L.** (2019, November). *Using implementation & improvement science in our work with youth/young adults*. Resources for Employment, Access, Community Living, and Hope for Transition Meeting, Baltimore, MD. (Keynote/Invited address)
- Mazzotti, V. L.** (2019, February). *Collaboration across the continuum: Strategies to Improve Outcomes for Students with Disabilities*. Texas Transition Conference, San Antonio, TX. (Keynote)
- Mazzotti, V. L.** (2019, February). *CIRCLES: A research-based model to facilitate inter-agency collaboration*. Texas Transition Conference, San Antonio, TX. (invited)
- Mazzotti, V. L.** (2018, December). *Partnering to implement Universal Design for Learning and differentiated instruction across classroom, school, and community environments*. Arkansas Transition Summit, Rogers, AR. (invited)
- Mazzotti, V. L.** (2018, October). *Strategies for data-based decision making in transition*. South Carolina's 5th Annual Interagency Transition Team Conference, Charleston, SC. (Keynote)
- Mazzotti, V. L.** (2018, October). *Using existing resources to set meaningful and measurable interagency team goals*. South Carolina's 5th Annual Interagency Transition Team Conference, Charleston, SC. (invited)
- Mazzotti, V. L.** (2018, April). *Inclusion in general education: Evidence-based predictors and practices to support students with disabilities*. University of Arkansas' Autism and Developmental Disabilities Symposium, Fayetteville, Arkansas (Keynote).
- Mazzotti, V. L., & Hyatt, J.** (2018, February). *School-based enterprises. Building on-campus opportunities for career preparation in high school*. Arkansas Transition Cadre, Little Rock, AR. (invited)
- Mazzotti, V. L.** (2018, February). *Bridging the research-to-practice gap: Implementing secondary transition evidence-based practices*. Texas Transition Conference, Houston, TX. (invited)
- Mazzotti, V. L., & Bethune, L.** (2018, February). *Promoting secondary transition evidence-based practices and predictors of success*. Texas Transition Conference, Houston, TX. (invited)
- Mazzotti, V. L., & Hyatt, J.** (2017, December). *Evidence-based predictors and practices in employment*. Arkansas Transition Cadre, Little Rock, AR. (invited)
- Mazzotti, V. L.** (2017, December). *Transition activities in middle school: It's never too early to start*. Arkansas Transition Cadre, Little Rock, AR (invited)
- Mazzotti, V. L.** (2017, February). *CIRCLES*. Arkansas Transition Cadre, Little Rock, AR. (invited)
- Mazzotti, V. L., & Rowe, D. A.** (2016, October). *Bridging the Research to Practice Gap: Implementing Secondary Transition EBPs*. Pre-conference session presented at the 20th International Division of Career Development and Transition Conference, Myrtle Beach, SC. (invited)



**Mazzotti, V. L.** (2016, April). *Predictors of post-school success: The administrator's role in secondary transition*. South Carolina CASE Spring Institute, Columbia, SC. (Keynote)

**Mazzotti, V. L.** (2016, April). *Predictors and action planning*. South Carolina CASE Spring Institute, Columbia, SC. (invited)

**Mazzotti, V. L.** (2016, April). *Facilitating intra- and inter-agency collaboration: A tiered model for collaboration*. South Carolina CASE Spring Institute, Columbia, SC. (invited)

**Mazzotti, V. L.** (2016, March). *Secondary transition evidence-based practices: Implementation with fidelity*. Alabama Transition Conference XXVI, Auburn, AL. (invited)

**Mazzotti, V. L., & Rowe, D. A.** (2015, July). *Improving post-school outcomes through the use of secondary transition evidence-based practices*. 2015 Region 6 Parent Technical Assistance Regional Conference, Portland, OR. (invited)

**Mazzotti, V. L.** (2014, February). *State Toolkit for Examining Post-School Success: Facilitator training*. Virginia Department of Education, Richmond, VA. (invited)

**Mazzotti, V. L.** (2013, January). *Using transition assessment results to develop post-school goals*. Cleveland County School District, NC. (invited)

**Mazzotti, V. L., & Easler, K. B.** (2012, September-October). *Implementation of the Me! Curriculum: Training secondary teachers to implement the Me! with students with disabilities*. Henderson County School District, NC. (invited)

**Mazzotti, V. L., & Kelley, K. R.** (2012, September). *Using transition assessment results to develop quality transition plans*. Haywood County School District, NC. (invited)

**Mazzotti, V. L., & Rowe, D. A.** (2009, December). *Linking transition assessment and postsecondary goals: Key elements in the transition planning process*. Rhode Island Advanced Transition Assessment Conference, Warwick, RI. (Keynote)

**Mazzotti, V. L.** (2009, September). *Improving transition services for students with disabilities*. NSTTAC In-service presentation for the Caldwell County School District, NC. (invited)

Rowe, D. A., & **Mazzotti, V. L.** (2009, July). *Developing an 18-21 year old program using evidence-based practices*. Charlotte Mecklenburg Schools, Charlotte, NC (invited).

**Mazzotti, V. L.** (2009, April). *Improving transition services: Meeting the requirements of Indicator-13*. NSTTAC In-service presentation for the Houston Independent School District, Houston, TX. (invited)

**Mazzotti, V. L.** (2008, January). *Transition rich IEP's*. National Secondary Transition Technical Assistance Center in-service presentation for the Ft. Worth Independent School District, Ft. Worth, TX. (invited)

*International and National Conferences (refereed)*

- Mazzotti, V. L., Boaz, B., and Oswalt, A. (2023, March). *CIRCLES: Building collaborative partnerships to improve outcomes for students with disabilities*. Paper presented at the Council for Exceptional Children's 2023 Annual Convention and Expo. Louisville, KY.
- Vicchio, J. N., Rousey, J. G., **Mazzotti, V. L.**, Fowler, C. H., & Rowe, D. A. (2022, November). *Staying in the know: NTACTION practices and resources for secondary transition*. Presentation at the 28th Annual DCDT International Conference. Little Rock, AR.
- Lombardi, A., **Mazzotti, V. L.**, & Rowe, D. A. (2022, November). Submitting transition-related research. Paper presented at the 28th Annual DCDT International Conference. Little Rock, AR.
- Vicchio, J. N., **Mazzotti, V. L.**, Bross, L. A., & Rousey, J. G. (2022, November). *Video modeling and visual supports to teach workplace social skills*. Paper presented at the 28th Annual DCDT International Conference. Little Rock, AR.
- Fredrick, D., Kwiatek, S. M., & **Mazzotti, V. L.** (2022, November). The Goal-Setting Challenge App: Supporting goal setting and attainment for youth with disabilities. Paper presented at the 28th Annual DCDT International Conference. Little Rock, AR.
- Taconet, A., Langdon, S., Lombardi, A., **Mazzotti, V. L.**, & Morningstar, M. E. (2022, November). *Integrating college and career readiness data into the IEP process*. Paper presented at the 28th Annual DCDT International Conference. Little Rock, AR.
- Mazzotti, V. L.**, Rowe, D. A., Fredrick, D., & Boaz, B. (2022, November). *CIRCLES: Supporting interagency collaboration in schools*. Paper presented at the 28th Annual DCDT International Conference. Little Rock, AR.
- Kwiatek, S. M., **Mazzotti, V. L.**, & Vicchio, J. N. (2022, November). Transition legislation: The past, present, and future. Paper presented at the 28th Annual DCDT International Conference. Little Rock, AR.
- Shogren, K. A., Raley, S. K., **Mazzotti, V. L.**, & Chapman, R. (2022, June). *Using the Goal-Setting Challenge App to Promote Goal Attainment and Self-Determination in High School*. American Association on Intellectual and Developmental Disabilities (AAIDD), Virtual conference.
- Morningstar, M. E., & **Mazzotti, V. L.** (2022, February). *Validating a college and career readiness framework: Learning from researchers and stakeholders*. Paper presented at the Council for Exceptional Children's 2022 Virtual Convention and Expo.
- Fredrick, D. L., **Mazzotti, V. L.**, Shogren, K. A., Stewart-Ginsburg, J. H., & Chapman, R. (2022, February). *Self-determination at a distance: Measuring effects of the Goal Setting Challenge App*. Paper presented at the Council for Exceptional Children's 2022 Virtual Convention and Expo.
- Shogren, K. A., Raley, S. K., **Mazzotti, V. L.**, & Chapman, R. (2022, June). *Using the Goal-Setting Challenge App to Promote Goal Attainment and Self-Determination in High School*. American Association on Intellectual and Developmental Disabilities (AAIDD), Virtual conference.

- Taconet, A., Lombardi, A., Rifembark., G., **Mazzotti, V. L.**, & Kwiatek, S. (2022, May). *Are Independent Living Skills Related to College and Career Readiness?* Paper presented at the 27th Annual DCDT International Conference. Myrtle Beach, SC.
- Morningstar, M. E., & **Mazzotti, V. L.** (2022, February). *Validating a college and career readiness framework: Learning from researchers and stakeholders*. Paper presented at the Council for Exceptional Children's 2022 Virtual Convention and Expo.
- Fredrick, D. L., Mazzotti, V. L., Shogren, K. A., Stewart-Ginsburg, J. H., & Chapman, R. (2022, February). *Self-determination at a distance: Measuring effects of the Goal Setting Challenge App*. Paper presented at the Council for Exceptional Children's 2022 Virtual Convention and Expo.
- Chapman, R., Shogren, K. A., **Mazzotti, V. L.**, Stewart-Ginsburg, J., Wysenski, D., Kwiatek, S., Fredrick, D., Raley, S., & Behrens, S. (2021, June). *The development of the Goal Setting Challenge App to facilitate goal setting and attainment for adolescents with disabilities*. 2021 The American Association of Intellectual and Developmental Disabilities (AAIDD) Virtual Conference.
- Stewart-Ginsburg, J. H., Fredrick, D. L., Mazzotti, V. L., & Shogren, K. A. (2021, March). *Reimagining goal setting instruction: Testing feasibility and fidelity of a mobile app*. [Conference session]. American Council on Rural Education (ACRES) 40<sup>th</sup> Annual National Conference.
- Lombardi, A., **Mazzotti, V. L.**, Morningstar, M. E., & Kwiatek, S. (2020, February). *Development of the College and Career Readiness for Transition (CCR4T) items: Our first year*. Paper presented at the Council for Exceptional Children's 2020 Convention and Expo, Portland, OR.
- Mazzotti, V. L.**, Shogren, K. A., Stewart-Ginsburg, J., Wysenski, D., & Hagiwara, M. (2020, February). *Implementing the goal-setting challenge app to facilitate goal-setting and attainment: Considerations for usability, feasibility, and fidelity*. Paper presented at the Council for Exceptional Children's 2020 Convention and Expo, Portland, OR.
- Mazzotti, V. L.**, Shogren, K. A., Stewart-Ginsburg, J., Wysenski, D., & Hagiwara, M. (2020, October). *Implementing the goal-setting challenge app to facilitate goal-setting and attainment: Considerations for usability, feasibility, and fidelity*. Paper presented at the 26th Annual DCDT International Conference, COVID-19 Virtual Conference.
- Kwiatek, S., Rowe, D. A., & **Mazzotti, V. L.** (2020, October). *Evidence-based and research-based practices for teaching academics to secondary students with disabilities*. Paper presented at the 26th Annual DCDT International Conference, COVID-19 Virtual Conference.
- Mazzotti, V. L.**, Shogren, K. A., Stewart-Ginsburg, J., Wysenski, D., & Hagiwara, M. (2019, October). *Supporting self-determination: Collaborating with stakeholders to build a Goal-Setting Challenge App*. Paper presented at the 25th Annual DCDT International Conference Seattle, WA.
- Mazzotti, V. L.**, & Carter, E. W. (2019, October). *Reviewing and publishing in CDTEI: Updates from the new editors*. Presentation at the 25th Annual DCDT International Conference. Seattle, WA.

- Trainor, A. A., **Mazzotti, V. L.**, Morningstar, M. E., & Newman, L. (2019, October). A framework for research in transition. Paper presented at the 25th Annual DCDT International Conference. Seattle, WA.
- Mazzotti, V. L.**, Rowe, D. A., & Test, D. W. (2019, January). *Evidence-based and research-based practices for teaching academics to secondary students with disabilities*. Paper presented at the Council for Exceptional Children's 2019 Convention and Expo, Indianapolis, IN.
- Mazzotti, V. L.**, Test, D. W., Raley, S., & Lombardi, A. (2019, January). *Secondary Transition Fidelity Assessment for secondary personnel: Results from field testing*. Paper presented at the Council for Exceptional Children's 2019 Convention and Expo, Indianapolis, IN.
- Mazzotti, V. L.**, & Test, D. W. (2018, October). *Reviewing and Publishing in CDTEI: What's new and what's coming*. Presentation at the International Division of Career Development and Transition Conference, Cedar Rapids, IA.
- Kittelman, A., **Mazzotti, V. L.**, Bromley, K. W., & Hirano, K. (2018, October). *Supporting secondary students with disabilities during work-based learning: Results from a single-case experimental study and national survey of job coaches*. Presentation at the International Division of Career Development and Transition Conference, Cedar Rapids, IA.
- Raley, S., **Mazzotti, V.**, & Test, D. (2018, October). *The Secondary Transition Fidelity Assessment: A new measure for secondary personnel to assess fidelity of implementation in transition*. Paper presented at the International Division of Career Development and Transition Conference, Cedar Rapids, IA.
- Shogren, K. A., Trainor, A. A., Martin, J. A., Test, D. W., & **Mazzotti, V. L.** (2018, October). *Strategies and recommendation on conducting research and getting published: Advice from the experts*. Presentation presented at the International Division of Career Development and Transition Conference, Cedar Rapids, IA.
- Mazzotti, V. L.**, & Rowe, D. A. (2018, February). *Academic, secondary transition, and vocational rehabilitation EBP: Findings from NTACTION's systematic literature review*. Paper presented at the Council for Exceptional Children's 2018 Convention and Expo, Tampa, FL.
- Mazzotti, V. L.**, Lombardi, A., Test, D. W., & Morningstar, M. E. (2018, February). *Assessing fidelity of implementation in secondary transition: A tool for secondary personnel*. Paper presented at the Council for Exceptional Children's 2018 Convention and Expo, Tampa, FL.
- Mazzotti, V. L.**, Lombardi, A., Test, D. W., & Morningstar, M. E. (2017, October). *Assessing fidelity in secondary transition: A framework for transition personnel*. Presentation presented at the International Division of Career Development and Transition Conference, Milwaukee, WI.
- Mazzotti, V. L.**, Rowe, D. A., Test, D. W., & Fowler, C. H. (2017, October). *Secondary evidence-based practices and predictors of post-school success: Findings from NTACTION's systematic literature review*. Presentation presented at the International Division of Career Development and Transition Conference, Milwaukee, WI.

- Mazzotti, V. L.,** Test, D. W., & Poppen, M. (2017, October). *Writing and reviewing for CDTEI: Strategies to facilitate quality publications*. Presentation presented at the International Division of Career Development and Transition Conference, Milwaukee, WI.
- Mazzotti, V. L.,** Test, D. W., Rowe, D. A., & Stevenson, B. (2017, April). *DCDT Showcase: What do we know about secondary EBPs and predictors of post-school success? NTACT findings and implementation fidelity in secondary transition*. Paper presented at the Council for Exceptional Children's 2017 Convention and Expo, Boston, MA.
- Mazzotti, V. L.,** & Rowe, D. A. (2017, April). *Embedding transition skills into academic instruction: Implementation of secondary academic evidence-based practices*. Paper presented at the Council for Exceptional Children's 2017 Convention and Expo, Boston, MA.
- Sekino, Y., Lipscomb, S., Bryan, M., **Mazzotti, V. L.,** & Collette, J. (2017, April). *The National Longitudinal Transition Study 2012 (NLTS 2012): Characteristics and experiences of youth in special education*. Paper presented at the Council for Exceptional Children's 2017 Convention and Expo, Boston, MA.
- Mazzotti, V. L.,** Test, D. W., Newman, L., & Kellems, R. (2016, October). *Strategies and expectations for reviewing and publishing in CDTEI*. Presentation presented at the 20th International Division of Career Development and Transition Conference, Myrtle Beach, SC.
- Mazzotti, V. L.,** Stevenson, B., Rowe, D. A., & Test, D. W. (2016, April). *Defining best available evidence in transition*. Presentation presented at the Council for Exceptional Children's 2016 Convention and Expo, St. Louis, MO.
- Mazzotti, V. L.,** Test, D. W., Morningstar, M. E., & Martin, J. (2015, November). *Writing and reviewing for Career Development and Transition for Exceptional Individuals*. Paper presented at the 19th International Division of Career Development and Transition Conference, Portland, OR.
- Kittelman, A., Wagner, K., & **Mazzotti, V. L.** (2015, November). *Functional behavioral assessment and behavioral support plans for worked-based learning*. Paper presented at the 19th International Division of Career Development and Transition Conference, Portland, OR.
- Lombardi, A., **Mazzotti, V. L.,** Kellems, R., Pham, Y., Simonsen, M., & Landmark, L. (2015). *Developing a research agenda: Strategies for early career scholars*. Presentation presented at the 19th International Division of Career Development and Transition Conference, Portland, OR.
- Rowe, D. A., & **Mazzotti, V. L.** (2015, April). *Implementing evidence-based practices in secondary transition*. Paper presented at the Council for Exceptional Children's 2015 Convention and Expo, San Diego, CA.
- Mazzotti, V. L.,** Rowe, D. A., & Sinclair, J. (2015, April). *Predictors of post-school success: A systematic review of NLTS2 secondary analysis literature*. Paper presented at the Council for Exceptional Children's 2015 Convention and Expo, San Diego, CA.

- Poppen, M., Sinclair, J., **Mazzotti, V. L.**, & Rowe, D. A. (2014, November). *Predictors of post-school success: A systematic review of NLTS2 secondary analysis literature*. Poster presented at the 18th International Division of Career Development and Transition conference. Cleveland, OH.
- Rowe, D. A., & **Mazzotti, V. L.** (2014, November). *Implementing evidence-based practices for youth with disabilities*. Presentation at the 18th International Division of Career Development and Transition conference. Cleveland, OH.
- Mazzotti, V. L.**, Cease-Cook, J., & Flynn, L. (2014, April). *Examining the Effects of Me! on High School Students with Disabilities*. Paper presented at the 2014 Council for Exceptional Children's Convention and Expo. Philadelphia, PA.
- Mazzotti, V. L.**, & Plotner, A. J. (2014, April). *Barriers to Implementing Secondary Transition Evidence-Based Practices*. Paper presented at the 2014 Council for Exceptional Children's Convention and Expo. Philadelphia, PA.
- Mazzotti, V. L.**, & Bradley, K. (2013, November). *Effects of the Me! on students with disabilities self-determination knowledge and skills*. Paper presented at the 17th International Division of Career Development and Transition conference. Williamsburg, VA.
- Rowe, D. A., Bethune, L., & **Mazzotti, V. L.** (2013, November). *Implementing evidence-based practices with youth with low incidence disabilities*. Presentation at the 17th International Division of Career Development and Transition conference. Williamsburg, VA.
- Mazzotti, V. L.**, Rowe, D. A., Zhang, D., Carter, E. W., Trainor, A. A., Roberts, E., & Shogren, K. (2013, November). *Developing a research agenda in the field of transition: Strategies for early career scholars*. Presentation at the 17th International Division of Career Development and Transition conference. Williamsburg, VA.
- Mazzotti, V. L.**, & Plotner, A. J. (2013, November). *Implementing secondary transition evidence-based practices: Stakeholder training, access, and knowledge*. Paper presented at the 17th International Division of Career Development and Transition conference. Williamsburg, VA.
- Kelley, K. R., & **Mazzotti, V. L.** (2013, November). *Effects of self-directed summary of performance on students' participation in person centered planning meetings*. Paper presented at the 17th International Division of Career Development and Transition conference. Williamsburg, VA.
- Mazzotti, V. L.**, Alverson, C. A., Cease-Cook, J., Bethune, L., McConnell, A. E., & Bartholomew, A. (2013, November). *Focus group: DCDT Publications – Where are we? And Where do we go from here?* Presentation at the 17th International Division of Career Development and Transition conference. Williamsburg, VA.
- Mazzotti, V. L.**, Shogren, K. A., Newman, L., & Test, D. W. (2013, April). *Analyzing the NLTS2 database: Findings, implications, and future research*. Presentation at the 2013 Council for Exceptional Children's Convention and Expo. San Antonio, TX.
- Cease-Cook, J., Bartholomew, A., & **Mazzotti, V. L.** (2013, April). *Using web-based tools and apps in transition planning and service delivery*. Presentation at the 2013 Council for Exceptional Children's Convention and Expo. San Antonio, TX.

**Mazzotti, V. L., Kelly, K. R., & Coco, C. M.** (2012, November). *Effects of self-directed summary of performance on postsecondary education students' participation in person centered planning meetings*. Paper presented at the 2012 TASH Conference, Long Beach, CA.

Kelley, K. R., **Mazzotti, V. L.**, & Hoeffs, A. (2012, May). *Next steps: Planning strategies and results from a postsecondary program for individuals with intellectual disabilities*. Paper presented at the 2012 Annual Capacity Building Institute, Charlotte, NC.

**Mazzotti, V. L., Cameto, R., & Test, D. W.** (2011, October). *Rigorous research in secondary transition: Current status and continued research needs*. Paper presented at the 16<sup>th</sup> Annual Division for Career Development and Transition International Conference, Kansas City, MO.

**Mazzotti, V. L., Richter, S. M., & Bartholomew, A. L.** (2011, October). *Incorporating self-determination into the curriculum: Teaching self-determination skills across grade levels*. Paper presented at the 16th Annual Division for Career Development and Transition International Conference, Kansas City, MS.

**Mazzotti, V. L., & Test, D. W.** (2011, April). *Improving disruptive behavior and increasing self-determination through multimedia goal-setting instruction*. Paper presented at the Council for Exceptional Children 2011 Annual Convention and Expo, National Harbor, MD.

Cameto, R., **Mazzotti, V. L.**, & Test, D. W. (2011, April). *High quality research in secondary transition: Current status and future needs*. Paper presented at the Council for Exceptional Children 2011 Annual Convention and Expo, National Harbor, MD.

**Mazzotti, V. L.** (2010, October). *Effects of a multimedia goal-setting intervention on students' knowledge of the Self-Determined Learning Model of Instruction and disruptive behavior*. Paper presented at the 32nd International Conference on Learning Disabilities, Myrtle Beach, SC.

Test, D. W., & **Mazzotti, V. L.** (2010, October). *From research to practice: Using evidence-based practices and predictors in secondary transition*. Paper presented at the 32nd International Conference on Learning Disabilities, Myrtle Beach, SC.

**Mazzotti, V. L.** (2010, May). *Effects of multimedia goal-setting instruction on students' knowledge of the SDLMI and disruptive behavior*. Paper presented at the 36th International Annual Convention of the Association of Behavior Analysis, San Antonio, TX.

**Mazzotti, V. L.** (2010, May). *Evidence-based practice in practice: Using professional judgment to guide practice*. Paper presented at the 36th International Annual Convention of the Association of Behavior Analysis, San Antonio, TX.

**Mazzotti, V. L., Wood, C. L., Test, D. W., & Fowler, C. H.** (2010, April). *Effects of Computer-Assisted Goal-Setting Instruction on Disruptive Behavior of Students with Disabilities*. Paper presented at the Council for Exceptional Children 2010 Annual Convention and Expo, Nashville, TN.

**Mazzotti, V. L., Test, D. W., Wood, C. L., & Richter, S.** (2009, October). *Effects of computer-assisted instruction on student's knowledge of post-school options*. Paper presented at the 15th International Division for Career Development and Transition Conference, Savannah, GA.

- Richter, S., & **Mazzotti, V. L.** (2009, October). *Review of the literature related to summary of performance*. Paper presented at the 15th International Division for Career Development and Transition Conference, Savannah, GA.
- Test, D. W., **Mazzotti, V. L.**, Mustian, A. L., Rowe, D., & Kelley, K. R. (2009, October). *Evidence-based practices and post-school success in secondary transition*. Paper presented at the 15th International Division for Career Development and Transition Conference, Savannah, GA.
- Mazzotti, V. L.**, Test, D. W., Wood, C. L., & Richter, S. (2009, May). *The effects of computer-assisted instruction on student's knowledge of post-school outcomes*. Paper presented at the 35th International Annual Convention of the Association for Behavior Analysis, Phoenix, AZ.
- Mazzotti, V. L.**, & Mustian, A. L. (2009, May). *From research to practice and back again*. Paper presented at the 35th International Annual Convention of the Association of Behavior Analysis, Phoenix, AZ.
- Richter, S., **Mazzotti, V. L.**, & Test, D. W. (2009, April). *A review of the literature of strategies to improve treatment fidelity*. Paper presented at the Council for Exceptional Children 2009 Annual Convention and Expo, Seattle, WA.
- Test, D. W., Mustian, A. L., **Mazzotti, V. L.**, White, J., Fowler, C. H. (2009, April). *Evidence-based practices and post-school success in secondary transition*. Paper presented at the Council for Exceptional Children 2009 Annual Convention and Expo, Seattle, WA.
- Test, D. W., **Mazzotti, V. L.**, Mustian, A. L., White, J., & Fowler, C. H. (2008, October). *Evidence-Based practices and predictors*. Paper presented at the Division for Career Development and Transition Convention, Milwaukee, WI.
- Mazzotti, V. L.**, & Mustian, A. L. (2008, September). *Defining evidence-based practices in secondary transition*. Paper presented at the Association for Behavior Analysis 2008 Education Conference, Reston, VA.
- Mackiewicz, S. M., **Mazzotti, V. L.**, Wood, C. L., & Cooke, N. L. (2008, May). *Effects of peer tutoring with audio prompting on vocabulary acquisition for struggling readers*. Paper presented at the 34th Annual Convention of the Association for Behavior Analysis International, Chicago, IL.
- Test, D. W., Richter, S., & **Mazzotti, V. L.** (2008, May). *Evidence-based practices in secondary transition: What single subject research tells us*. Paper presented at the 34th Annual Convention of the Association of Behavior Analysis Annual Convention, Chicago, IL.
- Mackiewicz, S. M., Wood, C. L., Cooke, N. L., & **Mazzotti, V. L.** (2008, April). *Using technology-based peer tutoring to increase vocabulary acquisition for struggling readers*. Paper presented at the Council for Exceptional Children Annual Convention, Boston, MA.
- Test, D. W., Fowler, C., White, J. A., Richter, S., & **Mazzotti, V. L.** (2008, April). *Evidence-based practices in secondary transition*. Paper presented at the Council for Exceptional Children 2008 Annual Convention and Expo, Boston, MA.



Test, D. W., Fowler, C., Richter, S., White, J. A., & **Mazzotti, V. L.** (2007, October). *The evidence-base for secondary transition practices*. Paper presented at the Division for Career Development and Transition Convention, Orlando, FL.

**Mazzotti, V. L.** (2006, November). *Adjudicated youth: Strategies for empowering school success*. National Association for Multicultural Education 2005 Conference: Renewing the Dream Through Multicultural Education: Sharing Power, Valuing Culture, and Achieving Social Justice, Atlanta, GA.

**Mazzotti, V. L.** (2005, October). *Public schools and juvenile detention facilities: Facilitating relationships*. Council for Learning Disabilities 2005 Conference: 27<sup>th</sup> International Conference on Learning Disabilities, Ft. Lauderdale, FL.

### ***State and Regional Presentations***

**Mazzotti, V. L.,** Fredrick, D., & Boaz, B. (September, 2022). Scaling-UP CIRCLES in Arkansas! An opportunity for collaboration. Presentation at the Arkansas LEA Academy, Hot Springs, AR.

**Mazzotti, V. L.** (2022, July). Building collaborative partnerships: Collaboration to help improve outcomes for students with disabilities. Presentation for the Fulton County Schools Summer Transition Conference, Atlanta, GA.

**Mazzotti, V. L.** (2022, July). Effective practices to support implementation of secondary transition programs & practices. Presentation for the Fulton County Schools Summer Transition Conference, Atlanta, GA.

**Mazzotti, V. L.** (2016, February). *Evidence-based strategies to support self-determination skill development*. Presentation at the 2016 Youth Transition Program Statewide Conference, Hood River, OR. (invited)

Rowe, D. A., **Mazzotti, V. L.,** & Magee, C. (2015, February). *Implementing evidence-based practices with youth with low incidence disabilities*. Presentation at the 2015 Oregon Association of Vocational Special Needs Personnel Conference (OAVSNP), Hood River, OR. (refereed)

**Mazzotti, V. L.,** Rowe, D. A., & Lee, S. (2015, February). *Teaching non-cognitive skills to secondary students with disabilities*. Presentation at the 2015 Oregon Association of Vocational Special Needs Personnel Conference (OAVSNP), Hood River, OR. (refereed)

**Mazzotti, V. L.** (2015, February). *Teaching non-cognitive skills to secondary students with disabilities*. Presentation at the 2015 Oregon Association of Vocational Special Needs Personnel Conference (OAVSNP), Hood River, OR. (refereed)

**Mazzotti, V. L.,** Rowe, D. A., & MaGee, C. A. (2014, February). *Secondary transition evidence-based practices: Implementation and Use*. Presentation at the 2014 Oregon Association of Vocational Special Needs Personnel Conference (OAVSNP), Hood River, OR. (refereed)

- MaGee, C. A., Rowe, D. A., & **Mazzotti, V. L.** (2014, February). *College & Career Readiness: Transition-focused education*. Presentation at the 2014 Oregon Association of Vocational Special Needs Personnel Conference (OAVSNP), Hood River, OR. (refereed)
- Mazzotti, V. L.**, & Fowler, C. H. (2013, November). *Determining what to implement: How to make decisions about what evidence-based practices to implement*. Presentation at 63rd Conference on Exceptional Children. Greensboro, NC. (invited)
- Grammer, B., & **Mazzotti, V. L.** (2013, April). *Meeting the secondary transition requirements of IDEA*. Presentation at the North Carolina Career Development and Transition 2013 Annual Conference, Greensboro, NC. (invited)
- Mazzotti, V. L.** (2013, April). Secondary transition evidence-based practices: Stakeholder perceptions and ideas for bridging the research to practice gap. Paper presented at the North Carolina Career Development and Transition 2013 Annual Conference, Greensboro, NC. (refereed)
- Kelley, K. R., & **Mazzotti, V. L.** (2013, April). *Using conceptual frameworks as a guide for transition planning with educators and families*. Paper presented at the North Carolina Career Development and Transition 2013 Annual Conference, Greensboro, NC. (refereed)
- Little, K., & **Mazzotti, V. L.** (2013, March). *Transition specialists' webinar training: Self-determination*. Training for NYS Transition Services Professional Development Support Center, funded by the New York State Education Department. (invited)
- Mazzotti, V. L.**, Bradley, K. E., & Cease-Cook, J. (2012, May). *Using ME! to teach self-advocacy and self-awareness*. Paper presented at North Carolina Division of Career Development and Transition 2012 Annual Conference, Greensboro, NC. (refereed)
- Mazzotti, V. L.** (2012, February). *Navigating the evidence-based practice maze: Resources for providing evidence-based instruction to secondary students with disabilities*. Paper presented at 25th Annual North Carolina Council for Exceptional Children Conference, Winston Salem, NC. (refereed)
- Bartholomew, A., Cease-Cook, J., & **Mazzotti, V. L.** (2012, February). *Using Apps to promote self-determination*. Paper presented at 25th Annual North Carolina Council for Exceptional Children Conference, Winston Salem, NC. (refereed)
- Anderson, A., & **Mazzotti, V. L.** (2012, February). *Special education and general education teachers' perceptions of students with disabilities in general education settings*. Poster presented at 25th Annual North Carolina Council for Exceptional Children Conference, Winston Salem, NC. (refereed)
- Mazzotti, V. L.** (2011, November). *Involving students in the transition process*. Presentation at the North Carolina Division of Career Development and Transition Piedmont West Regional Meeting, Concord, NC. (invited)
- Cease-Cooke, J., & **Mazzotti, V. L.** (2011, October). *Current topics in secondary transition*. Presentation at the North Carolina Exceptional Children 61<sup>st</sup> Annual Conference, Greensboro, NC. (invited)

- Mazzotti, V. L.** (2011, October). *Using transition assessment data to develop IEPs*. Presentation at the North Carolina Exceptional Children 61<sup>st</sup> Annual Conference, Greensboro, NC. (invited)
- Mazzotti, V. L.** (2011, August). *Comprehensive transition planning*. Presentation for Jackson County Schools Exceptional Children's Department, Sylva, NC. (invited)
- Mazzotti, V. L.** (2011, June). *Using research to guide practice: Evidence-based practices and predictors of secondary success*. Presentation at the Region 4 Parent Technical Assistant Center Conference, Milwaukee, WI. (invited)
- Mazzotti, V. L., & Richter, S.** (2011, April). *Strategies for teaching self-determination skills across grade levels*. Paper presented at North Carolina Council Division of Career Development 2011 Annual Conference, Greensboro, NC. (refereed)
- Richter, S., **Mazzotti, V. L.,** & Christenbury, N. (2011, April). *Summary of performance: Practical strategies to improve quality and compliance*. Paper presented at North Carolina Council Division of Career Development 2011 Annual Conference, Greensboro, NC. (refereed)
- Mazzotti, V. L.** (2011, February). *Using multimedia instruction to improve students' disruptive behavior and increase self-determination skills*. Paper presented at North Carolina Council for Exceptional Children 2011 State Conference, Winston Salem, NC. (refereed)
- Mazzotti, V. L.** (2010, September). *Improving secondary transition services: Meeting the requirements of Indicator 13*. Presentation at the Annual Special Education Leadership Conference, Ocean City, MD. (invited)
- Mazzotti, V. L., & Mustian, A.** (2010, April). *Evidence-based practices and predictors of post-school success in secondary transition*. Paper presented at North Carolina Division of Career Development Annual State Conference, Raleigh, NC. (invited)
- Mazzotti, V. L., & Richter, S.** (2010, April). *Preparing for transition to adulthood: Using computer-assisted instruction to teach students with disabilities options for adult life*. Paper presented at North Carolina Division of Career Development Annual State Conference, Raleigh, NC. (refereed)
- Wood, C. L., **Mazzotti, V. L.,** & Mechling, L. (2010, January). *Computer-assisted instruction for special educators*. Paper presented at the North Carolina Council for Exceptional Children State Conference, Wilmington, NC. (refereed)
- Rowe, D. A., **Mazzotti, V. L.,** & Hudson, M. E. (2010, January). *Bridging the research to practice gap: Evidence-based practices in secondary transition*. Paper presented at the North Carolina Council for Exceptional Children State Conference, Wilmington, NC. (refereed)
- Mazzotti, V. L.** (2009, March). *Using computer-assisted instruction to teach students with disabilities about options for post-school life*. Paper presented at the University of North Carolina at Charlotte, 9th Annual G.R.A.D. Research Forum, Charlotte, NC. (refereed)
- Mazzotti, V. L.** (2009, February). *The effects of computer-assisted instruction on student's knowledge of post-school outcomes*. North Carolina Association of Behavior Analysis Annual State Conference, Wrightsville Beach, NC. (refereed)

**Mazzotti, V. L., & Mustian, A. L.** (2009, February). *Improving secondary transition components: Aligning post-secondary goals with annual IEP goals*. The 2009 North Carolina Council for Exceptional Children State Conference, Wilmington, NC. (refereed)

Richter, S. M., **Mazzotti, V. L., & Wood, C. L.** (2009, February). *Preparing for transition: Using computer-assisted instruction to teach students with disabilities about opportunities of adult life*. The 2009 North Carolina Council for Exceptional Children State Conference, Wilmington, NC. (refereed)

**Mazzotti, V. L., & White, J.** (2008, April). *Evidence-based practices in secondary transition*. North Carolina Division of Career Development Annual State Conference, High Point, NC. (invited)

**Mazzotti, V. L.** (2008, February). *Effects of peer tutoring with electronic prompting on vocabulary acquisition for struggling readers*. Student symposium, North Carolina Association of Behavior Analysis Annual State Conference, Wrightsville Beach, NC. (invited)

**Mazzotti, V. L., Richter, S., & White, J.** (2008, February). *Best practices in secondary transition*. North Carolina Division of Career Development and Transition Western Region Meeting. Statesville, NC. (invited)

**Mazzotti, V. L., Mackiewicz, S. M., & Wood, C. L.** (2008, January). *Peer tutoring with technology*. The 2008 North Carolina Council for Exceptional Children State Conference, Wilmington, NC. (refereed)

Richter, S., White, J., & **Mazzotti, V.** (2008, January). *Improving secondary transition services: Meeting the minimum requirements of Indicator 13*. The 2008 North Carolina Council for Exceptional Children Conference, Wilmington, NC. (refereed)

Cooke, N., Mackiewicz, S., **Mazzotti, V., & Mustian, A.** (2007, October). *Tutoring vocabulary with the support of audio prompting*. 2007 Building Bridges Special Education Conference, University of North Carolina at Charlotte, Charlotte, NC. (refereed)

Test, D. W., Fowler, C., Richter, S., White, J., & **Mazzotti, V.** (2007, October). *The evidence-base for secondary transition practices*. Paper presented at Building Bridges Special Education Conference, University of North Carolina at Charlotte, Charlotte, NC. (refereed)

## **SERVICE/OUTREACH/ENGAGEMENT**

### ***Service to the University***

2021-2023	Faculty Consultant, Good Jobs Charlotte Initiative, UNC Charlotte Urban Institute
2020-2021	UNC Charlotte R1 Commission (invited), served as a Commissioner Representative for the College of Education
2012	Cooperative Planning Consortium in Special Education, WCU Special Education Representative, Western Carolina University

- 2012-2013 Coulter Faculty Commons Faculty Associates for Campus Engagement (FACE) Program, iPad Users Group, Western Carolina University
- 2010-2013 Faculty Co-advisor, Western Carolina University Student Council for Exceptional Children, Western Carolina University

***Service to the College***

- 2019-present College of Education, Doctoral Faculty Council
- 2019 Search Committee, Associate Dean of Research and Graduate Studies, Cato College of Education, University of North Carolina at Charlotte
- 2013-2015 Faculty Co-Advisor for University of Oregon's Student Council for Exceptional Children, University of Oregon
- 2013 CEAP Work Space Ad-Hoc Committee, Western Carolina University
- 2013, spring Search Committee, TRACS Advisor position, Western Carolina University
- 2012-2015 College of Education and Allied Professions NCATE Accreditation Team, Standard 4 – Diversity Group, Western Carolina University
- 2012-2013 Faculty Advisory Committee, Western Carolina University
- 2011-2013 Nominations and Elections Committee, Western Carolina University
- 2011-2013 Wheel Teach Advisory Group Representative for the Special Education Program, Western Carolina University

***Service to the Department***

- 2020-2022 PhD in Special Education External Review Committee, Department of Special Education and Child Development, University of North Carolina at Charlotte
- 2021 Administrative Support Associate Search Committee, Department of Special Education and Child Development, University of North Carolina at Charlotte
- 2019-present Special Education Doctoral Program Director, Department of Special Education and Child Development, University of North Carolina at Charlotte
- 2019-2022 Chair, Research Fund Committee, Department of Special Education and Child Development, University of North Carolina at Charlotte
- 2018-present Doctoral Program Advisory Committee Member, Department of Special Education and Child Development, University of North Carolina at Charlotte
- 2018-2019 Search Committee, Department of Special Education and Child Development, University of North Carolina at Charlotte

2014-2018	Special Education Department Doctoral Committee Member, University of Oregon
2014-2018	Special Education Department Master's Committee Member, University of Oregon
2015-2018	Doctoral Applicant Review Committee, Department of Special Education, University of Oregon
2015-2018	Master's Applicant Review Committee, Department of Special Education, University of Oregon
2015-2017	Doctoral Program Committee Member for Richie Thomas (3rd year doctoral student), Department of Special Education, University of Oregon
2014-2017	Special Education Master's Student Mentor, Department of Special Education, University of Oregon
2014-2018	Co-Chair, Secondary Transition Research Group, Department of Special Education, Secondary Special Education and Transition Unit, University of Oregon
2012-2013	Chair, Special Education Thesis Planning Committee, Western Carolina University
2012-2013	Department Head Evaluation Committee, Western Carolina University
2012-2013	Search Committee, Special Education Faculty, Western Carolina University
2012	Faculty Sponsor, Undergraduate EXPO, WCU Honors College, Western Carolina University
2012	School of Teaching and Learning, Institutional Review Board Task Force, Western Carolina University
2011-2012	School of Teaching and Learning, Collegial Review Document Committee, Western Carolina University
2011-2013	Special Education Faculty Representative, Appalachian Sustainable Agriculture Project's Growing Minds Farm to School Program, Western Carolina University
2011-2012	Faculty Advisor, advising one undergraduate special education student in developing a manuscript and conference presentation based on research project completed for the National Conference on Undergraduate Research, Ithaca, NY 2011, Western Carolina University
2010-2011	Department of Human Services Collegial Review Document Committee, Western Carolina University
2010-2011	Botner Superior Teaching Award Departmental Committee, Western Carolina University

2010-2011 Faculty Advisor, advising two undergraduate special education students in designing research projects accepted to the National Conference on Undergraduate Research, Ithaca, NY, Western Carolina University

***Service to the Profession***

***Editorial Service***

2018-present Co-Editor, *Career Development and Transition for Exceptional Individuals*

2018-present Editorial Board, *The Journal of Special Education*

2018-present Guest Reviewer, *Rural Special Education Quarterly*

2018 Guest Reviewer, *Exceptional Children*

2018 Guest Reviewer, *Journal of Positive Behavior Interventions*

2017-present Editorial Board, *Journal of Vocational Rehabilitation*

2017 Guest Editor for Special Issue on Personnel Preparation in Secondary Transition for *Career Development and Transition for Exceptional Individuals*

2016 Guest Reviewer, special issue of *Vocational Evaluation and Work Adjustment Association Journal* on the topic of transition assessment.

2015-2018 Associate Editor, *Career Development and Transition for Exceptional Individuals, Transition in Practice*

2014-2015 Consulting Editor, *Career Development and Transition for Exceptional Individuals*

2014-2015 Guest Editor for Special Issue on Secondary Transition for *Teaching Exceptional Children*

2014-present Editorial Board, *Teaching Exceptional Children*

2014-present Reviewer, *Review of Educational Research*

2014 Guest Reviewer, Transition Curriculum Review Panel for Dr. Rusty Clark, Director of the National Network on Youth Transition for Behavioral Health, University of South Florida

2014 Guest Reviewer, *Education and Treatment of Children*

2013-present Reviewer, *Remedial and Special Education*

2012-2014 Guest Co-Editor, Special Issue on Transition-Age Youth with Disabilities for the *Journal of Disability Policy Studies*

- 2011-2014 Reviewer, *Career Development and Transition for Exceptional Individuals*
- 2011 Guest Reviewer, special issue of *Education and Treatment of Children* on the topic of Evidence-Based Education.
- 2010-2014 Reviewer, *Teaching Exceptional Children*
- 2010 Guest Reviewer, *Journal of Vocational Rehabilitation*
- 2009-2015 Newsletter Co-editor, *Savage Controversies*, Newsletter of Evidence-Based Practice Special Interest Group, Association for Behavior Analysis International
- 2009-present Reviewer, *The Journal of Special Education*
- 2009 Reviewer, Identifying evidence-based practices for Common Core Standards and Skills for Council for Exceptional Children's Professional Standards Committee and Division of Career Development and Transition and Professional Standards Committee
- 2007 Field-testing rubrics for Council for Exceptional Children Division of Research, Evidence-based Practices Subcommittee
- 2007 Reviewer, Identifying evidence-based practices for Transition Specialist Knowledge and Skills for Council for Exceptional Children's Division of Career Development and Transition and Professional Standards Committee
- 2005-2023 Editorial Board, *Intervention in School and Clinic*
- 2004 Administrative Assistant, Teacher Education Division Council for Exceptional Children Conference, Albuquerque, NM. Responsibilities included conference registration, name badges, and coordination of specific presentations.

### ***Professional Leadership Positions***

- 2021- present Past President, Council for Exceptional Children's Division of Career Development and Transition (DCDT)
- 2019-2020 Executive Committee member, Immediate Past President, Council for Exceptional Children's Division of Career Development and Transition (DCDT)
- 2018-2019 Executive Committee member, President, Council for Exceptional Children's Division of Career Development and Transition (DCDT)
- 2017-2018 Executive Committee member, President Elect, Council for Exceptional Children's Division of Career Development and Transition (DCDT)
- 2016-2017 Executive Committee member, Vice President, Council for Exceptional Children's Division of Career Development and Transition (DCDT)



- 2016-present Co-Chair, Research Sub-Committee on Secondary Transition Fidelity of Implementation, Council for Exceptional Children's Division of Career Development and Transition and the National Technical Assistance Center on Transition
- 2015-2018 Co-Chair, Research Sub-Committee on Personnel Preparation in Secondary Transition, Council for Exceptional Children's Division of Career Development and Transition
- 2013-2016 Publications Committee Chair, Board Member, Council for Exceptional Children's Division of Career Development and Transition
- 2011-present Member, Publications Committee, Council for Exceptional Children's Division of Career Development and Transition
- 2009-present Member, Research Committee, Council for Exceptional Children's Division of Career Development and Transition

***National Advisory Board Experiences***

- 2020-present Evaluator and Advisory Board Member, Leadership for Transition (L4T), U.S. Department of Education's Office of Special Education Programs personnel preparation grant (84.325D) funded to the University of Arkansas' Department of Curriculum and Instruction, Dr. Suzanne Kucharczyk (PI), and the University of Oklahoma's Special Education Program, Dr. Kendra Williams-Diehm (PI)
- 2022-present Evaluator and Advisory Board Member, Teaming for Transition 2.0 (T4T 2.0), U.S. Department of Education's Office of Special Education Programs personnel preparation grant (84.325K) funded to the University of Arkansas' Department of Curriculum and Instruction, Dr. Suzanne Kucharczyk (PI)
- 2018-2011 Evaluator and Advisory Board Member, Teaming for Transition (T4T), U.S. Department of Education's Office of Special Education Programs personnel preparation grant (84.325K) funded to the University of Arkansas' Department of Curriculum and Instruction, Dr. Suzanne Kucharczyk (PI)
- 2018-2019 Advisory Expert, National Center on Learning Disabilities project on identifying 21<sup>st</sup> Century Learning Strategies for Charter Schools. National Center on Learning Disabilities.
- 2016-present Technical Work Group Consultant, Institute for Education Sciences, National Center for Education Evaluation project: National Longitudinal Transition Study 2012 (NLTS 2012), RTI International, Project Lead, Raleigh, NC
- 2016-2018 Advisory Consultant, Goal Guide: A Web-Based Application to Improve Goal Self-Management for Students with Autism (R324A160298), Institute for Education Sciences Goal 2 project, Dr. Thomas Keating, Project Director, Eugene Research Institute and Cognitopia, Eugene, OR

- 2016-2018      Advisory Board, National Institute on Independent Living, Disability, and Rehabilitation Research Switzer Fellowship project, Dr. Marcus Poppen, Project Director, Washington State University
- 2012-2013      Advisory Committee, Institute for Education Sciences Goal 4 project: Scaling-Up EnvisionIT: A Model for Teaching 21<sup>st</sup> Century Skills to Students with Disabilities, Dr. Margo Izzo, Project Director, The Ohio State University

***External Review Experiences***

- 2022              External Reviewer for promotion to Senior Research Scientist, Dr. Judith Gross Indiana Institute on Disability and Community, University of Indiana
- 2022              External Reviewer for promotion to Associate Professor, Dr. Connie Sung, University of Michigan – Flint
- 2017              External Reviewer, Health and Medicine Division of the National Academies of Sciences, Engineering, and Medicine
- 2014              *Life Centered Career Education Curriculum* focus group participant, Council for Exceptional Children
- 2010-2012      *Life Centered Career Education Curriculum* Advisory Group, Revision Team, Life Skills Domain Manager, Council for Exceptional Children
- 2008              Guest grant reviewer, Bubel-Aiken Foundation

***National Service Experiences***

- 2022              Expert (invited), Consensus Panel on Revisiting the Impacts of the COVID-19 Pandemic on Students with Disabilities, Center on Reinventing Public Education, University of Washington, Bothell
- 2021              Expert (invited), Consensus Panel on the Impacts of the COVID-19 Pandemic on Students with Disabilities, Center on Reinventing Public Education, University of Washington, Bothell
- 2019              Thought Leader (invited), Autism Speaks Thought Leadership Summit on Transition to Adulthood, Washington, D. C.
- 2017              Invited Participant, Future Research on Career Technical Education: Institute for Education Sciences' Technical Work Group
- 2015-2019      Member, Mixed Methods in Education Research: Institute for Education Sciences' Technical Working Group
- 2016              Facilitator for Arkansas (Intensive State), Capacity Building State Planning Institute hosted by the National Technical Assistance Center on Transition

- 2013-2015 Conference Planning Committee, 19th International Division of Career Development and Transition conference, Portland, OR
- 2015 Facilitator, Capacity Building State Planning Institute hosted by the National Secondary Transition Technical Assistance Center, National Post-School Outcomes Center, and National Dropout Prevention Center for Students with Disabilities
- 2013 Facilitator, National Secondary Transition Technical Assistance Center 7th Annual Secondary Transition State Planning Institute
- 2012 Facilitator, National Secondary Transition Technical Assistance Center 6th Annual Secondary Transition State Planning Institute
- 2011-present Member, National Longitudinal Transition Study 2 Community of Practice
- 2011-2013 Consultant, National Secondary Transition Technical Assistance Center
- 2011 Facilitator, National Secondary Transition Technical Assistance Center 5th Annual Secondary Transition State Planning Institute
- 2009 Conference Planning Committee, Teacher Education Division Council for Exceptional Children Conference, Charlotte, NC. Responsibilities included conference registration, coordination of presentations, and coordination of volunteers.
- 2004 Administrative Assistant, Teacher Education Division Council for Exceptional Children Conference, Albuquerque, NM. Responsibilities included conference registration, name badges, and coordination of specific presentations.

***Service to the Community and Practitioners***

- 2021 Teacher training on evidence-based practices in secondary transition, Melmark School, Charlotte, NC
- 2015-2017 Board Member, Early Education Program, Eugene, OR
- 2015-2017 Consultant, Oregon Cadre, Eugene, OR
- 2014-Present Vice President, Oregon Council for Exceptional Children's Division of Career Development and Transition, University of Oregon
- 2012-2013 Consultant, North Carolina Department of Public Instruction Exceptional Children's Division, development and implementation of a statewide Summary of Performance Document
- 2012-2015 Secondary Transition Consultant, Henderson County Schools Exceptional Children's Department, training and implementation of the Me! Transition Curriculum with middle and high school teachers

2012-2014	Secretary, North Carolina Council for Exceptional Children Executive Board
2011-2012	Consultant, working with Jackson County School's Exceptional Children's program to provide professional development related to secondary transition for students with disabilities, Jackson County Schools, NC
2011-2012	Positive Behavior Support Consultant, Waynesville Middle School, Haywood County Schools, NC - providing support in development of Positive Behavior Support Plan for two students with Down Syndrome
2011-2013	Western Carolina Regional Chapter Representative (Region 8), North Carolina Council for Exceptional Children
2011	Facilitator, North Carolina 2011 Transition Capacity Building Summit
2010-2012	Mountain Region Representative, North Carolina Division of Career Development and Transition
2010- 2012	Positive Behavior Support Consultant, East Henderson High School, Henderson County Schools, NC – involved with teachers and assistant principal to develop a Positive Behavior Interventions and Support program for the Occupational Course of Study
2008	Life Skills Instructor, Philips Academy, Charlotte, NC
2008	Program Evaluation: An Evaluation of the Philips Academy Life Skills Curriculum (contract through Philips Academy, Charlotte, NC)

## AWARDS AND HONORS

Council for Exceptional Children's Division of Career Development and Transitions' Patricia L. Sitlington Research Award	2022
UNC Charlotte Unique Area Research Distinction Recognition	2021
American Educational Research Association and <i>Review of Educational Research</i> , Outstanding Reviewer for 2016	2017
Council for Exceptional Children's Division of Career Development and Transition Publications Chair, Honor for Outstanding Service as Publications Committee Chair	2016
College of Education and Allied Professions Research Award, Western Carolina University	2013
Legislative Award for Teaching Excellence, Western Carolina University	2012
Nominated Teacher of the Year, Paw Creek Elementary	2006
ETS Recognition of Excellence, Praxis Series, Principles of Learning and Teaching, Grades K-6	2005
The Chancellor's List, University of Nevada at Las Vegas	2005
National Dean's List	2004

## PROFESSIONAL AFFILIATIONS

Council for Exceptional Children (CEC)

Division for Research  
Division on Career Development and Transition  
Teacher Education Division  
Division on Autism and Developmental Disabilities

North Carolina CEC  
North Carolina CEC's Division of Career Development and Transition

American Educational Research Association  
Mixed Methods Research Special Interest Group  
Special Education Research Special Interest Group