

CURRICULUM VITAE

LYNN AHLGRIM-DELZELL

University of North Carolina at Charlotte
9201 University City Blvd
Charlotte, NC 28223
704-687-8636
laahlgri@uncc.edu

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D.	2006	Univ of NC at Greensboro	Educational Research Methodology
M. S.	1986	Illinois State University	School Psychology
B. S.	1979	Illinois State University	Psychology

PROFESSIONAL EXPERIENCE

Dates	Institution	Title/responsibilities/nature of work
10/01- Present	University of North Carolina at Charlotte, Charlotte NC	<ul style="list-style-type: none">• Associate Professor of Research, Dept. of Educational Leadership (7/14 - present)• Assistant Professor of Research, Dept. of Educational Leadership (7/08 - 6/14)• Research Associate, Dept. of Special Education & Child Development (10/01 - 8/08) Manage research activities for federally sponsored grants: Project RAISE: Reading Accommodations and Interventions for Students with Emergent Literacy, Evaluation of Emerging Alternate Assessment Practices; Access to the General Curriculum for Students with Significant Disabilities; Reading, Writing, Math and Science for Students with Significant Disabilities; Evaluation of Emerging Alternate Assessment Practices
8/01- 9/01	Central Piedmont Community College, Charlotte NC	<ul style="list-style-type: none">• Research Analyst Consultant, Dept. Institutional Research and Planning Prepared institutional reports for student evaluations and program registration
2/93 - 7/01	University of North Carolina at Charlotte, Charlotte, NC	<ul style="list-style-type: none">• Social Work Department Research Coordinator, <u>Thomas S.</u> Research Project Manage research activities for a NC state sponsored grant

- | | | |
|-----------------|--|--|
| 1/89 -
2/93 | VOCA of North
Carolina, Charlotte, NC | <ul style="list-style-type: none"> • Habilitation Director (10/90 - 2/93)
Managed operations of six group homes for adults with developmental disabilities • Qualified Developmental Disabilities Personnel (1/89 - 10/90)
Managed operations of one group home for adults with developmental disabilities |
| 11/86 -
1/89 | Howell's Centers,
Charlotte, NC | <ul style="list-style-type: none"> • Qualified Developmental Disabilities Personnel (1/88 - 2/89)
Managed operations of one unit (30 individuals) in a residential facility for individuals with developmental disabilities • Director of Psychology (11/86 - 1/88)
Provided behavioral programming and assessment for 120 individuals with developmental disabilities |
| 8/84 -
6/85 | District #87,
Bloomington, IL | <ul style="list-style-type: none"> • School Psychologist Intern
Provided assessment and consultation services for several schools |
| 10/79 -
8/81 | Scott Center,
Bloomington, IL | <ul style="list-style-type: none"> • Senior Child Care Worker
Managed staff at a residential facility for young girls with emotional and behavioral disorders |

TEACHING/CURRICULUM DEVELOPMENT

Courses taught

RSCH 6101	Education Research Methods
RSCH 7112/8112	Survey Research Methods
RSCH 8110	Descriptive & Inferential Statistics
SPED5100	Introduction to Special Education
SPED 4274/5247	General Curriculum Access & Modifications
SPED 3171/6113	Mental Disabilities
SOWK 3100	Social Work Research Methods
SOCY 5114	Quantitative Analysis

Curriculum and course development

- Course Coordinator RSCH 6101
Responsibilities include: (a) mentoring new RSCH 6101 instructors, (b) preparing Quality Matters certified course shell, (c) monitoring article critique common assessment system, and course scheduling.

- Program Director, Graduate Certificate in Quantitative Analyses
Nine students enrolled in the first year of the certificate

Advising/student-directed scholarship

Served on the following new dissertation committees supporting research method and data analysis:

2009 to 2010 - 3
2011 to 2012 - 1
2013 to 2014 - 2 (one as Chair)
2015 to 2016 - 2
2016 to 2017 - 0

Served on the following dissertation committees as the Graduate School appointee:

2011 to 2012 - 1
2015 to 2016 - 1
2016 to 2017 - 1

Served on the following Master's committees supporting research method and data analysis:

2009 to 2010 - 16
2011 to 2012 - 11
2012 to 2013 - 14
2013 to 2014 - 16
2014 to 2015 - 10
2015 to 2016 - 27
2016 to 2017 - 27

RESEARCH

Publications

Books

Privitera, G., & Ahlgrim-Delzell, L. (in press). *Research methods for the education sciences*. Thousand Oaks, CA: Sage.

Dudley, J., Calhoun, M., & Ahlgrim-Delzell, L. (Eds.). (2002). *Lessons learned from a lawsuit: Creating service for people with mental retardation and mental illness*. Kingston, NY: NADD Press.

Book Chapters

Ahlgrim-Delzell, L., Zakas, T., Browder, D., & Rhyne, J. (2014). Hard to believe it all started on a napkin! Anatomy of a long-term school-university partnership to create and evaluate effective practice. In D. Polly, T. Heafner, M. Spooner, & M. Chapman (Eds.) *Professional development schools and transformative partnerships* (pp. 98-116). Hershey, PA: IGI Global.

- Ahlgrim-Delzell, L., Mims, P. J., & Vintinner, J. (2014). Reading for students who are nonverbal. In D. M. Browder & F. Spooner (Eds.), *MORE language arts, math, and science* (pp 85-108). Baltimore: Paul H. Brookes.
- Browder, D. M., Spooner, F., & Ahlgrim-Delzell, L. (2011). Literacy. In D. M. Browder & F. Spooner (Eds.), *Teaching students with moderate and severe disabilities* (pp. 125-140). New York: Guilford.
- Ahlgrim-Delzell, L., Rickelman, B., & Clayton, J. (2010). Reading instruction and assessment linked to grade-level standards. In H. Kleinert & J. Kearns (Eds.), *Alternate assessment for students with significant cognitive disabilities: An educator's guide* (pp. 149-171). Baltimore: Paul H. Brookes.
- Ahlgrim-Delzell, L. (2009). Educational assessment issues. In C. Zangari and G. Soto (Eds.), *Practically speaking: Language, literacy, and academic development for students with ACC needs* (pp. 3-25). Baltimore: Paul H. Brookes.
- Browder, D. M., Ahlgrim-Delzell, L. A., Pugalee, D.K., & Jimenez, B. A. (2006). Enhancing numeracy. In D. Browder & F. Spooner (Eds.), *Teaching reading, math, and science to students with significant cognitive disabilities* (pp. 63-91). Baltimore: Paul H. Brookes.
- Flowers, C., Browder, D. M., Ahlgrim-Delzell, L., & Spooner, F. (2006). Promoting the alignment of curriculum assessment, and instruction. In D. Browder & F. Spooner (Eds.), *Teaching reading, math, and science to students with significant cognitive disabilities* (pp. 63-91). Baltimore: Paul H. Brookes.
- Browder, D. M., Ahlgrim-Delzell, L., Courtade-Little, G., & Snell, M. (2005). General curriculum access. In M. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (6th ed., pp. 489-525). Merrill/Prentice Hall: Upper Saddle River, NJ.

Articles in Refereed Journals (* = data-based)

- Harden, S., Buch, K., & Ahlgrim-Delzell, L. (in press). Equal status: Shifting scholarship paradigms to fully include community-based research into undergraduate research programs. *Journal of Public Scholarship in Higher Education*.
- Martin, F., Ahlgrim-Delzell, L., & Budhrani, K. (2017). Systematic review of two decades (1995 to 2014) of research on synchronous online learning. *American Journal of Distance Education, 31*, 3-19. doi:org/10.1080/08923647.2017.1264807
- Stanger, C., Mims, P., Wood, L., & Ahlgrim-Delzell, L. (2016). Supporting literacy achievement for students with intellectual disability and autism through curricular programs that incorporate assistive technology. *Assistive Technology Outcomes and Benefits Journal, 10*, 51-72.
- Ahlgrim-Delzell, L., Browder, D., Stanger, C., Wood, L., Kemp-Inman, A., & Preston, A. (2016). Systematic instruction of phonics skills using an iPad for students with developmental disabilities who are AAC users. *The Journal of Special Education, 50*, 86-97.*
- Spooner, F., Kemp-Inman, A., Ahlgrim-Delzell, L., Wood, L., & Davis, L. (2015). Generalization of literacy skills through portable technology for students with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 40*, 52-70.*
- Ahlgrim-Delzell, L., & Rivera, C. (2015). A content comparison of literacy lessons from 2004 and 2010 for students with moderate and severe intellectual disability. *Exceptionality, 23*, 258-269.*
- Ahlgrim-Delzell, L., Browder, D. M., & Wood, L. (2014). Effects of systematic instruction and an augmentative communication device on phonics skills acquisition for students with moderate intellectual disability who are nonverbal. *Education and Training in Autism and Developmental Disabilities, 49*, 517-532.*
- Spooner, F., Ahlgrim-Delzell, L. Kemp-Inman, A., & Wood. L. (2014). Using an iPad2® to teach shared stories for elementary-age students with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 39*, 30-46.*
- Rivera, C. J., Mason, L. L., Moser, J., & Ahlgrim-Delzell, L. (2014). The effects of an iPad multimedia shared story intervention on vocabulary acquisition for an English Language learner. *Journal of Special Education Technology, 29*, 31-48.*
- Zakas, T., Browder. D. M., Ahlgrim-Delzell, L., & Heafner, T. (2013). Teaching social studies content to students with autism using a graphic organizer intervention. *Research in Autism Spectrum Disorders, 7*, 1075-1086. doi:10.1016/j.rasd.2013.06.001*
- Browder, D. M., Ahlgrim-Delzell, L., Flowers, C., & Baker, J. N. (2012). An evaluation of a multicomponent early literacy program for students with severe developmental

- disabilities. *Remedial and Special Education*, 33, 237-246.*
- Taylor, D. B., Ahlgrim-Delzell, L., & Flowers, C. (2010). A qualitative study of teacher perceptions on using explicit instruction curriculum to teach early reading skills to students with significant developmental disabilities. *Reading Psychology*, 31, 524-545. doi:10.1080/02702710903256569*
- Baker, J., Spooner, F., Ahlgrim-Delzell, L., Flowers, C., & Browder, D. M. (2010). A measure of emergent literacy for students with severe developmental disabilities. *Psychology in the Schools*, 47, 501-513.*
- Browder, D. M., Ahlgrim-Delzell, L., Spooner, F., Mims, P. J., & Baker, J. (2009). Using time delay to teach literacy to students with severe developmental disabilities. *Exceptional Children*, 74, 343-363.*
- Browder, D. M., Gibbs, S. L., Ahlgrim-Delzell, L., Courtade, G., Mraz, A., & Flowers, C. (2009). Literacy for students with significant cognitive disabilities: What should we teach and what should we hope to achieve? *Remedial and Special Education*, 30, 269-282.
- Laitusis, C. C., Maneckshana, B., Monfils, L., & Ahlgrim-Delzell, L. (2009). Differential item functioning comparisons on a performance-based alternate assessment for students with severe cognitive impairments, autism and orthopedic impairments. *Journal of Applied Testing Technology*, 10. Retrieved from <http://www.testpublishers.org/Documents/Special%20issue%20article%206.pdf>*
- Browder, D. M., Mims, P. J., Spooner, F., Ahlgrim-Delzell, L., & Lee, A. (2008). Teaching elementary students with multiple disabilities to participate in shared stories. *Research and Practice for Persons with Severe Disabilities*, 33, 1-10.*
- Browder, D. M., Ahlgrim-Delzell, L., Courtade, G., Gibbs, S. L., & Flowers, C. (2008). Evaluation of the effectiveness of an early literacy program for students with significant developmental disabilities using group randomized trial research. *Exceptional Children*, 75, 33-52. *
- Browder, D. M., Spooner, F., Ahlgrim-Delzell, L., Wakeman, S. Y., & Harris, A. (2008). A meta-analysis for teaching mathematics to individuals with significant cognitive disabilities. *Exceptional Children*, 64, 407-432.*
- Spooner, F., Ahlgrim-Delzell, L., Kohprasert, K., Baker, J., & Courtade, G. (2008). Content analysis of science performance indicators in alternate assessment. *Remedial and Special Education*, 29, 343-351.*
- Spooner, F., Baker, J., Ahlgrim-Delzell, L., Browder, D. M., & Harris, A. A. (2007). Effects of training in Universal Design for Learning (UDL) on lesson plan development. *Remedial and Special Education*, 28, 108-116.*

- Browder, D. M., Wakeman, S. Y., Spooner, F., Ahlgrim-Dezell, L., & Algozzine, R. (2006). Research on reading instruction for individuals with significant cognitive disabilities. *Exceptional Children, 72*, 392-408.*
- Flowers, C., Browder, D. M., & Ahlgrim-Dezell, L. (2006). An analysis of three states' alignment between language arts and mathematics standards and alternate assessments. *Exceptional Children, 72*, 201-215.*
- Browder, D. M., Ahlgrim-Dezell, L., Flowers, C., Karvonen, M., Spooner, F., & Algozzine, R. (2005). How states define alternate assessments for students with disabilities and recommendations for national policy. *Journal of Disability Policy Studies, 15*, 209-220.*
- Flowers, C., Ahlgrim-Dezell, L., Browder, D. M., & Spooner, F. (2005). Teachers' perceptions of alternate assessment. *Research and Practice for Persons with Severe Disabilities, 30*, 81-92.*
- Browder, D. M., Flowers, C., Ahlgrim-Dezell, L., Karvonen, M., Spooner, F., & Algozzine, R. (2004). The alignment of alternate assessment content to academic and functional curricula. *Journal of Special Education, 37*, 211-224.
- Browder, D. M., Spooner, F., Ahlgrim-Dezell, L., Flowers, C., Algozzine, R., & Karvonen, M. (2003). A content analysis of the curricular philosophies reflected in states' alternate assessment performance indicators. *Research and Practice for Persons with Severe Disabilities, 28*, 165-181.*
- Browder, D. M., Spooner, F., Algozzine, B., Ahlgrim-Dezell, L., Flowers, C., & Karvonen, M. (2003). What we know and need to know about alternate assessment. *Exceptional Children, 70*, 45-62.
- Ahlgrim-Dezell, L., & Dudley, J. (2001). Confirmed, unconfirmed, and false allegations of abuse among consumers with developmental disabilities who are members of a class action lawsuit. *Child Abuse and Neglect, 25*, 1121-1132.*

Invited Articles

- Ahlgrim-Dezell, L. (2010). "Assessing all children" in early childhood assessment: Why, what and how. *National Head Start Association Dialog, 13*, 134-140.
- Ahlgrim-Dezell, L. (2007). Literacy for students with severe developmental disabilities. *DDD Express, 18*(4), 1& 8. (Non-refereed)

Other Publications

Browder, D. M., Gibbs, S., Ahlgrim-Delzell, L., Courtade, G., & Lee, A. (2017). *Early Literacy Skills Builder for older students*. Verona, WI: Attainment Company.

Test, D. W., Flowers, C., Ahlgrim-Delzell, L., & Owens, T. (2016). North Carolina data summary for Part B Indicator -14: NC state performance plan. Raleigh, NC: North Carolina Department of Public Instruction.*

Browder, D., Ahlgrim-Delzell, L., & Wood, L. (2015). *Early reading skills builder*. Verona, WI: The Attainment Company.

Browder, D., Wakeman, S., Ahlgrim-Delzell, L., & Hudson, M. (2011). *Utilization of formative assessments within educational programs for students with significant cognitive disabilities: Current practice, current research, and next steps*. Washington, DC: Council of Chief State School Officers, Assessing Special Education Students State Collaborative on Assessment and Student Standards. *

Browder, D. M., Baker, J., Ahlgrim-Delzell, L., & Flowers, C. (2010). *Reading interventions for students with intellectual disabilities: Common measures and research questions final report*. Report prepared for the National Advisory Board of the Mental Retardation Reading Centers, Washington, DC. *

Ahlgrim-Delzell, L., Flowers, C., & Browder, D. M. (2009). *Reading interventions for students with intellectual disabilities: Common measures and research questions 2005-2007*. Report prepared for the National Advisory Board of the Mental Retardation Reading Centers, Washington, DC. *

Ahlgrim-Delzell, L., Jimenez, B., Knight, V., & Agnello, B. (2009). *Research-based practices for creating access to the general curriculum in mathematics for students with significant intellectual disabilities*. Washington, DC: Chief Council of State School Officers, Assessing Special Education Students State Collaborative on Assessment and Student Standards.

Ahlgrim-Delzell, L., Jimenez, B., & Knight, V. (2009). *Research-based practices for creating access to the general curriculum in science for students with significant intellectual disabilities*. Washington, DC: Chief Council of State School Officers, Assessing Special Education Students State Collaborative on Assessment and Student Standards.

Ahlgrim-Delzell, L., & Zakas, T. L. (2008). *Literacy for students with significant cognitive disabilities*. Washington, DC: Chief Council of State School Officers, Assessing Special Education Students State Collaborative on Assessment and Student Standards.

Browder, D. M., Gibbs, S., Ahlgrim-Delzell, L., Courtade, G., & Lee, A. (2007). *Early Literacy Skills Builder*. Verona, WI: Attainment Company.

Works in progress

Ahlgrim-Delzell, L., Martin, F., & Frantzreb, D. (in progress). Quality of research in synchronous online learning using What Works Clearinghouse criteria.

Submitted/under review

Fleming, D., Wilson, M., & Ahlgrim-Delzell, L. (in submission). Using item response theory to describe the NVLA. *Psychology in the Schools*.

Conference Presentations (* = databased)

National/International Presentations

Mims, P. J., & Ahlgrim-Delzell, L. (2017). Using technology and systematic instruction to promote grade aligned English/Language Arts instruction for students with significant disabilities. Paper presented at the annual meeting of the Council for Exceptional Children, Boston, MA. *

Ahlgrim-Delzell, L. Wood, L., Preston, A., & Kemp-Inman, A. (2016, April). Development of teacher self-efficacy in reading instruction for students with intellectual disability. Paper presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO.*

Ahlgrim-Delzell, L., Wood, L., Meyer, A. (2016, April). Teaching a phonics curriculum to students with disabilities who use AAC. Paper presented at the annual meeting of the Division of Autism and Developmental Disabilities, Council for Exceptional Children, Honolulu, HI.*

Meyer, A., Wood, L., & Ahlgrim-Delzell, L. (2016, January). Identifying and participating in ground breaking special education research. Paper presented at the annual meeting of the Division of Autism and Developmental Disabilities, Council for Exceptional Children, Honolulu, HI.

Spooner, F., Ahlgrim-Delzell, L., Wood, L., Kemp-Inman, A., & Davis, L. (2015, April). *Using an iPad and generalization in story-based lessons for elementary students*. Paper presented at the annual meeting of the Council for Exceptional Children, San Diego, CA.*

Ahlgrim-Delzell, & Nygard, J. (2015, January). *Phonics for nonverbal students using systematic instruction and an iPad*. Paper presented at the annual meeting of the Assistive Technology Industry Association, Orlando, FL.*

Ahlgrim-Delzell, L., Browder, D., Wood, L., & Zakas, T. (2014, April). *Phonics instruction for students who are nonverbal with moderate/severe disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.*

Ahlgrim-Delzell, L., & Nygard, J. (2013, November). *Effects of systematic instruction and an*

iPad for student responding on phonics skills acquisition for students with moderate intellectual disability who are nonverbal. Paper presented at the annual meeting of the American Speech and Hearing Association, Chicago, IL. *

Ahlgrim-Delzell, L., & Zakas, T. (2013). *Creating phonics instruction curriculum for students with limited verbal skills through a university-school system partnership.* Paper presented at the annual meeting of the Council for Great City Schools, Albuquerque, NM.*

Ahlgrim-Delzell, L., Browder, D., & Wood, L. (2013, April). *Teaching students who are nonverbal to read using the GoTalk Phonics curriculum.* Poster session presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX. *

Ahlgrim-Delzell, L., & Zakas, T. (2012, October). *Changing the course of literacy instruction through sustained research collaboration.* Paper presented at the annual meeting of the Council of Great City Schools, Indianapolis, IN. *

Ahlgrim-Delzell, L., & Rivera, C. (2011, April). *Changes in literacy instruction for students with severe disability through sustained research.* Paper presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD. *

Ahlgrim-Delzell, L., & Rivera, C. (2011, April). *Scale-up of a literacy curriculum for students with severe disabilities.* Paper presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD. *

Wakeman, S., Ahlgrim-Delzell, L., Browder, D., & Hudson, M. (2011, April). *How to conduct formative assessments with students with severe intellectual disabilities.* Paper presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD.

Ahlgrim-Delzell, L. & Zakas, T. (2010, October). *Factors that impact scale-up of a literacy curriculum for students with significant developmental disabilities.* Paper presented at the annual meeting of the Council of Great City Schools, Tampa, FL. *

Browder, D. M., Ahlgrim-Delzell, L., Baker, J., & Flowers, C. (2010, June). *Literacy for students with severe developmental disabilities.* Poster session presented at the annual conference of the Institute for Education Sciences, National Harbor, MD. *

Ahlgrim-Delzell, L. (2010, April). *Comparison of single subject meta-analysis methods applied to instruction for students with significant disabilities.* Paper presented at the annual meeting of the American Education Research Association, Denver, CO. (Round table) *

Flowers, C., Ahlgrim-Delzell, L., Baker, J., & Browder, D. M. (2010, April). *Predictors of literacy for students with significant cognitive disabilities.* Paper presented at the annual meeting of the American Education Research Association, Denver, CO. (Round table) *

Baker, J., Browder, D. M., Ahlgrim-Delzell, L., & Flowers, C. (2010, April). *Longitudinal*

analysis of an early literacy program for students with severe developmental disabilities. Paper presented at the annual meeting of the American Education Research Association, Denver, CO. (Round table) *

Ahlgrim-Delzell, L. (2010, April). *Meta-analysis of single-subject research methods to identify evidence-based practices.* Paper presented at the annual meeting of the Council for Exceptional Children, Nashville, TN. *

Ahlgrim-Delzell, L., & Zakas, T. L. (2009, October). *A university and school system partnership: Bringing literacy to students to significant intellectual disabilities.* Paper presented at the annual meeting of the Council of Great City Schools, Portland, OR. *

Ahlgrim-Delzell, L. (2009, May). *Meta-analysis of single subject research: A comparison of methods as applied to instructional interventions for students with significant cognitive disabilities.* Paper presented at the annual meeting of the Applied Behavior Analysis Association, Phoenix, AZ. *

Browder, D. M., Baker, J., Flowers, C., & Ahlgrim-Delzell, L. (2009, April). *Patterns of achievement in literacy for students with cognitive disabilities.* Paper presented at the annual meeting of the American Education Research Association, San Diego, CA. *

Baker, S., Ahlgrim-Delzell, L., Chard, D., Landrum, T., Lane, K., Montague, M., & Tankersley, M. (2009, April). *Determining evidence-based practices in special education.* Paper presented at the annual meeting of the Council for Exceptional Children, Seattle, WA. (Invited panel) *

Ahlgrim-Delzell, L., Browder, D. M., & Flowers, C. (2008, March). *Measuring language and reading skills for students with intellectual disabilities.* Paper presented at the annual meeting of the National Council for Measurement in Education, New York, NY. *

Ahlgrim-Delzell, L., Flowers, C., & Browder, D. M. (2008, March). *Reading interventions for students with intellectual disabilities: Common measures and research questions 2005-2006 results.* Paper presented at the annual meeting of the American Education Research Association, New York, NY. *

Ahlgrim-Delzell, L. (2008, February). *Assessment of literacy skills of students who are nonverbal.* Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA. *

Browder, D. M., Ahlgrim-Delzell, L., & Zakas, T. (2007, November). *Evaluation of an early literacy program for students with significant developmental disabilities.* Paper presented at the annual meeting of The Association for Persons with Severe Handicaps, Seattle, WA. *

Browder, D. M., Ahlgrim-Delzell, L., Courtade, G., Lee, A., & Zakas, T. (2007, April). *An*

- emergent literacy intervention for students with cognitive disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children, Louisville, KY. *
- Browder, D. M., Ahlgrim-Delzell, L., Courtade, G., Lee, A., & Zakas, T. (2007, January). *A model for providing literacy instruction for students with significant cognitive disabilities*. Paper presented at the annual meeting of the Developmental Disability Division, Council for Exceptional Children, Keauhou, HI.
- Flowers, C., Ahlgrim-Delzell, L., & Browder, D. M. (2006, April). *Increasing literacy skill instruction in special education classrooms*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. *
- Flowers, C., & Ahlgrim-Delzell, L. (2005, August). *The alignment of standards, assessments and instruction*. Paper presented at the 2005 China - US Education Conference Aligning Assessment with Instruction, Beijing, China. *
- Flowers, C., Ahlgrim-Delzell, L., & Browder, D. M. (2005, April). *An analysis of three states' alignment between Language Arts and Mathematics standards and alternate assessments*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. *
- Ahlgrim-Delzell, L., Spooner, F., & Krahprasert, K. (2004, November). *Survey research findings on the impact of alternate assessment*. Paper presented at the annual meeting of TASH, Reno, NV. *
- Browder, D. M., Flowers, C., & Ahlgrim-Delzell, L. (2004, April). *Teachers' perceptions of alternate assessments*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA*
- Browder, D. M., Spooner, F., & Ahlgrim-Delzell, L. (2003, December). *Curricular philosophies reflected in states' alternate assessment*. Paper presented at the annual meeting of TASH, Chicago, IL. *
- Browder, D. M., Spooner, F., & Ahlgrim-Delzell, L. (2002, December). *Alternate assessments: What are the implications for curricula?* Paper presented at the annual meeting of TASH, Boston, MA. *
- Browder, D. M., Flowers, C. F., Ahlgrim-Delzell, L., & Karvonen, M. (2002, April). *How states define alternate assessments for students with disabilities*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. *
- Ahlgrim-Delzell, L. (2001, June). *Confirmed, unconfirmed, and false allegations of abuse among consumers with developmental disabilities who are members of a class action lawsuit*. Paper presented at the annual meeting of the National American Association on Mental Retardation, Washington, DC. *

State/Regional Presentations

- Ahlgrim-Delzell, L., Preston, A., & Kemp-Inman, A. (2014). Effects of systematic instruction and AAC on phonics skills acquisition of students with moderate or severe disabilities who are nonverbal. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Greensboro, NC. *
- Ahlgrim-Delzell, L., & Rivera, C. J. (2011). Wagons east! Is literacy instruction headed in the right direction for students with intellectual disability? Paper presented at the annual meeting of the North Carolina Association for Research in Education, Charlotte, NC. *
- Ahlgrim-Delzell, L., Baker, J., & Flynn, S. (2010, April). *A longitudinal study of literacy skills Instruction for students with severe intellectual disabilities*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Winston-Salem, NC. *
- Ahlgrim-Delzell, L. (2006, February). *Increasing literacy skill instruction in special education classrooms*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Hickory, NC. *
- Browder, D. M., Ahlgrim-Delzell, L., Wakeman, S. (2005, February). *Administrators' perception of the impact and consequences of alternate assessments*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Raleigh, NC. *
- Ahlgrim-Delzell, L., & Wakeman, S. (2004, February). *Teachers' perceptions of alternate assessments*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Raleigh, NC. *
- Browder, D. M., & Ahlgrim-Delzell, L. (2003, February). *The impact of alternate assessment: Preliminary findings of a teacher survey across six states*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Raleigh, NC. *

Grants and Contracts

National Grants

- Ahlgrim-Delzell, L., Browder, D., & Beach, K. (2015). An evaluation of the Early Reading Skills Builder. U.S. Department of Education, Institute for Education Sciences. (Not Funded)
- Stanger, C., Ahlgrim-Delzell, L., & Browder, D. (2011 – 2013). *GoTalk Phonics: Phonics instruction for individuals with intellectual disability*; U.S. Department of Education, Institute for Education Sciences, Small Business Innovation Research: Phase I (6-30-11 to 12-31-2011) \$42,548, Phase II (1-1-12 to 6-30-14) \$449,317
- Ahlgrim-Delzell, L., & Algozzine, B. (2009). *Development and Validation of the Nonverbal*

Literacy Assessment for Students with Severe Developmental Disabilities. U.S. Department of Education, Institute for Education Sciences. (Not Funded)

Local Grants

McIntyre, E., Petty, T., Ahlgrim-Delzell, L, Hart, L., Kissau, S., & Dack, H. (2017-2018). *Transforming Teacher Education at UNC Charlotte: A Pilot Project.* Belk Foundation. \$230,000.

University Faculty Development Grants

Ahlgrim-Delzell, L. (2008). *Meta-analysis of single subject research: A comparison of methods as applied to instructional interventions for students with significant cognitive disabilities.* \$5,100

Martin, F., Sadaf, A, & Ahlgrim-Delzell, L. (2016). *Student and Faculty Perception of “Quality Matters” Certified Online Courses.* \$8,000.

SERVICE/OUTREACH/ENGAGEMENT

Service to the University

Institutional Review Board, 2008 - present, Vice Chair 2014-2015
 COED Internationalization Committee 2015-2017
 Faculty Welfare Committee, 2014-2015
 Faculty Workload Committee, COED 2014-2015
 University Faculty Research Grants committee 2013-2015
 University Faculty Council, 2015-2016, 2016-2017
 Legacy for Leadership committee, Dept. of Educational Leadership 2010 - 2015, 2017
 Freshman Engagement Project (FEP), College of Education 2012 - 2015
 COED Professional Development School (PDS) grant application reviewer March 2010
 Judge for the Graduate Research Fair 2010, 2011
 College Library Committee 2008-2010
 Conduct surveys for program evaluation within the College of Education
 EDLD Program Improvement Survey 2016
 Program Evaluation Survey for TESL 2013
 Freshman Engagement Survey for FEP 2012, 2013, 2014, 2015
 Model Teacher Education Consortium (MTEC) program evaluation, 2012
 Survey of EdD graduates for the Educational Leadership Dept., 2011
 Survey of PhD graduates for Curriculum & Instruction Program, 2011
 Principal Mentor Survey for the MSA program, 2010
 Teacher Education Initial Licensure Alumni Survey, Spring 2009

Service to the Profession

Editorial service

Editorial Board, Remedial and Special Education 2013-present
 Editorial Board, Physical Disabilities: Education and Related Services 2013-present

Professional leadership positions

American Association on Intellectual and Developmental Disabilities (AAIDD)
 Nominations and Elections Committee 2015
 National Conference Proposal Reviewer 2013-2017
 Co-Chair of the National Conference Local Arrangements Committee 2011-2012
 Executive Board for the North Carolina Chapter 2000 - present
 Acting President 2010 - present
 Web page and Newsletter Editor 2006 - present
 Immediate Past President 2005
 President 2004
 First Vice President & Conference Chair 2003
 Second Vice-President 2002
 Member-At-Large 2000 & 2001

Professional consultation

National Advisory Board Committee, IES-funded *Project Intensity: The Development of a Supplemental Literacy Program Designed to Provide Extensive Practice with Multiple-Criteria Text for Students with Intellectual Disabilities*. Jill Allor, Principal Investigator, Southern Methodist University 2013-2018

Literacy Assessment Consultant, IES funded *Implementing an Emergent Literacy Curriculum for Students with Intellectual Disabilities and Autism in General Education Classrooms*. Pam Hunt San Francisco State University and Elizabeth Kozleski, University of Kansas, 2015-2018

Evidence-Based Practice Committee, Council for Exceptional Children, 2007

Manuscript reviewer

Focus on Autism and Other Developmental Disabilities 2014 to present
 Journal of Intellectual Disability Research 2015 to present
 Review of Research in Education 2015

Policy and Practice in Intellectual Disabilities 2012 to present
 Remedial and Special Education, 2008 to present
 Journal of Special Education, 2008 to present
 Review of Research in Education 2015
 Autism Journal 2012 to 2015
 Applied Psychological Measurement, 2007 to 2010

Conference presentation reviewer

American Association on Intellectual and Developmental Disabilities 2013 - 2015
American Educational Research Association
Research in Reading and Literacy SIG 2011
Survey Research SIG 2009, 2011, 2012
Special Education SIG 2010, 2011

Service to the Community and Practitioners

Community leadership positions

Human Rights Committee for EduCare of North Carolina, 1994 - 1998
Mecklenburg County Adult Care Home Committee, 1995 - 1998
Human Rights Committee VOCA of NC, 1993 - 1994, Chairperson 1995 - 1996
Board of Directors for Supported Employment Training, Inc., 1991 - 1995

Community workshops and presentations

GoTalk Phonics provided service to Charlotte-Mecklenburg and Gaston County Schools through training, consultation, and materials on teaching phonics for teachers of students who are nonverbal 2011 - 2014

RAISE grant activities provided service to Charlotte-Mecklenburg Schools in monitoring scale-up activities for the Early Literacy Skills Builder in special education classrooms of students with moderate-to-severe disability 2010

RAISE grant activities provided assistance to teachers to implement and assess literacy instruction for students with moderate-to-severe disability in special education classrooms in Charlotte-Mecklenburg Schools 2005 - 2008

Model demonstration grants activities provided assistance to teachers to implement and assess reading, writing, math and science instruction for students with moderate-to-severe disability in special education classrooms in Charlotte-Mecklenburg Schools 2003 - 2005

Alternate assessment grant activities provided service to Charlotte-Mecklenburg Schools and NC Department of Public Instruction on development of alternate assessment protocols 2001 - 2005

HONORS AND AWARDS

Cato College of Education Excellence in Research Award 2017

The *Early Reading Skills Builder* (ERSB) won the 2015 Digital Innovation in Learning (DILA),

award for “Research @ Work” from DigitalPromise.org

Fellow of the American Association on Intellectual and Developmental Disabilities, 2014

PROFESSIONAL MEMBERSHIPS

National Association for School Psychologists 2009 to present

Council for Exceptional Children 2009 to present

North Carolina Association for Research in Education (NCARE) 2002 - present

American Educational Research Association (AERA) 1996 - present

 Research Division 2008 - present

 Survey Research SIG 2008 - present

American Association on Intellectual and Developmental Disabilities (AAIDD) 1994 - present