

## I. EDUCATION

- PhD in Social Policy** May 2013  
Lurie Fellow in Disability Policy  
**Brandeis University, Heller School for Social Policy and Management**  
Waltham, Massachusetts
- Certificate of Advanced Graduate Study in Special Education** May 2008  
**University of Maine**  
Orono, Maine
- Certificate in Brain Research in Education** June 2006  
**University of Washington**  
Seattle, Washington
- M.Ed in Special Education** August 1986  
Concentration: Students with Severe and Multiple Disabilities  
**University of Maine**  
Orono, Maine
- B.S. in Elementary Education** June 1985  
**Northeastern University**  
Boston, Massachusetts

## II. TEACHING

**State University of New York College at Cortland** Jan 2013 - present  
Foundations and Social Advocacy Department  
Cortland, NY

### *Assistant Professor*

Teaching graduate and undergraduate courses in educational research, inclusive education pedagogy, and positive behavior support; created a new course on supporting students with significant support needs and families (FSA 340) integrating three that were phased out. Currently researching teacher implementation of EngageNY modules. Advise 30 undergraduates and advise/mentor 10 graduate students in completing Master's project. Serve as chair of department curriculum committee and serve college-wide on the Teacher Education Candidate Review Committee, Undergraduate Research Council, Education Policy and College Technology Accessibility Committees.

### Courses taught:

Undergraduate: FSA 210 & 211 Introduction to Inclusive Education; FSA 410 Inclusive Education pedagogy

Graduate:

FSA 530 Augmentative and Alternative Communication  
FSA 600 Inclusive Education Pedagogy  
FSA 620 Discipline and Social Skills Development  
FSA 651 Understanding and Conducting Educational Research  
FSA 652 Master's Project

**Heller School for Social Policy and Management**

Jan 2010 – Dec 2012

Brandeis University  
Waltham, Massachusetts

*Research Assistant*

Conducted quantitative and qualitative analysis for an evaluation of a Massachusetts state project providing participant-directed services to low income children with autism and their families. Created interview protocols to explore family and professionals' perceptions of choice and participant direction, conducted interviews with families and providers, facilitated focus groups, developed a standardized measure of child progress from early childhood providers' narrative reports and summarized findings into reports for state personnel and academic journals.

**Center for Community Inclusion & Disability Studies**

July 1994 – July 2008

Maine's University Center for Excellence in  
Developmental Disabilities Education, Research, and Service (UCEDD)  
Orono, Maine

*Research Associate in Inclusive Education*

Designed professional development, provided technical assistance and facilitated administrative planning in general and special education, universal design and school reform. Conducted workshops for early childhood providers, K-12 educators and administrators, and post-secondary audiences in inclusive practices. Sample topics included: creating access to state and local standards for students with disabilities, positive behavior supports, classroom climate and community building, strategies for teaching heterogeneous groups of learners, the classroom application of neurological and psychological research, and supporting and supervising paraprofessionals. Consulted on individual students with complex or low-incidence disabilities by reviewing data, conducting classroom observations and writing educational recommendations; collaborated with Maine Department of Education to include students with disabilities in education reform efforts including Maine's Comprehensive Assessment System and other state policy initiatives.

**College of Education**

June 1997 – July 2008

University of Maine  
Orono, Maine

*Adjunct Instructor*

Taught two graduate courses for students working on a Masters degree in Special Education:

SED 572 Educational Needs of Students with Medical/Physical Disabilities. This course examined the complex educational issues related to students with healthcare concerns and/or low incidence disabilities. Topics included legal precedents, the sensorimotor system, considerations for positioning, feeding and self-care; neurological functioning, creating classroom accommodations for sensory impairments, and translating medical reports in to classroom practice.

SED 509 Curriculum Methods for Students with Severe Disabilities. This courses focused on designing access to the general education curriculum, aligning instruction with state and local standards, supporting students in general education classrooms, utilizing systematic instruction methods, creating accommodations and modifications, and the participation of students with disabilities in state and local assessment systems.

**Kennebec Valley Community College**  
Department of Humanities and Social Sciences  
Fairfield, Maine  
*Adjunct Instructor*

January 2004 – June 2005

Designed and taught an introductory course for paraprofessionals in general and special education: EDU 102 Strategies for Teaching Students with Disabilities; supported adult learners who were going back to school after an extended time away.

**Private Practice**  
*Consultant*

1992 –1994; 2011-

Evaluated students considered to have low-incidence disabilities, created informal assessment activities and produced recommendations for academic and social participation. In 2011 I evaluated the first year implementation of a federal grant project to enroll seasonal and migrant farmworkers into GED and post secondary education and employment in Maine, interviewed project staff, partner agency representatives, and students enrolled in the program; reviewed student personal learning plans and provided recommendation to the project director.

**School administrative District # 49,**  
Clinton Elementary School  
Clinton, Maine  
*Special Education Teacher/Inclusion Facilitator*

September 1991 – June 1994

Adapted regular classroom work and routines to allow successful participation of children with high and low incidence disabilities. Co-taught language arts with general education teachers, conducted assessments, wrote IEPs, integrated therapy objectives into classroom activities, supervised and trained paraprofessionals, and provided individual and small group direct instruction for students with and without disabilities.

**Lawrence High School**  
Fairfield, Maine  
*Integration Consultant*

September 1989 – May 1990

A one-year position to train staff and prepare district schools for the return of 12 students with multiple disabilities from a specialized nursing home facility. Worked with educators and community members to frame the initiative as a positive and important civil rights advance to dispel the anxiety and resistance some were experiencing. Compiled resources on inclusive education, designed and presented training for gr. 7-12 staff.

**Knowlton Elementary School**  
Ellsworth, Maine  
*Teacher*

September 1986 – June 1989

Taught a self-contained classroom for students with disabilities. Created a preschool transition process, parent support system, and wrote & received two Department of Education innovative education grants.

### III. RESEARCH & PUBLICATIONS

#### Peer-reviewed academic journals

Burns-Thomas, A., Timberlake, M. & Barrett, B. (in preparation) *Room for improvisation, scripted curricular modules and social justice*. Expected submission February 2016.

Barrett, B., Burns-Thomas, A., Timberlake, M. (under review) *Flipping the script: Exploring the impact of curriculum modules on access to knowledge*. Submitted Jan 2016.

Timberlake, M. (2016). The path to academic access. *The Journal of Special Education*. 49,(4) 199-208. Doi:10.1177/0022466914554296.

Leutz, W., Warfield, M. Timberlake, M., & Chiri, G. (2015). The infrastructure of participant-direction for Medicaid-funded in-home autism services for children in Massachusetts. *Journal of Policy and Practice in Intellectual Disabilities*, 12, 27-36. Doi: 10.1111/jppi.12103

Timberlake, M. T. (2014). Weighing costs and benefits: Teacher interpretation and implementation of access to the general education curriculum. *Research and Practice for Persons with Severe Disabilities*. 39, (2) 83-99. doi: 10.1177/1540796914544547.

Timberlake, M.T., Leutz, W. N., Warfield, M. E. & Chiri, G. (2014). "In the driver's seat": Parent perceptions of choice in a participant-directed Medicaid waiver program for young children with autism. *Journal of Autism and Developmental Disorders*. 44, 903-914 Doi:10.1007/s10803-013-1942-4.

Warfield, M. E., Chiri, G., Leutz, W.N. & Timberlake, M. (2014). Family well-being in a participant-directed autism waiver program: the role of relational coordination. *Journal of Intellectual Disability Research*, 58, (12), 1091-1104. doi: 10.1111/jir.12102

Parish, S.L., Magana, S., Rose, R., Timberlake, M. & Swaine, J.G. (2012) Inadequate Health care of Latino Children with Autism and other Developmental Disabilities. *American Journal on Intellectual and Developmental Disabilities* 117(4) 304-315.

Magana, S., Parish, S.L., Rose, R., Timberlake, M. & Swaine, J.G. (2012) Racial and Ethnic Disparities in Quality of Health Care among Children with Autism and Other Developmental Disabilities. *Intellectual and Developmental Disabilities* 50(4) 287-299.

### **Practitioner Publications**

Timberlake, M. (in preparation) *Reframing "Slackers and Troublemakers": Project based learning and preparation for life*. Expected submission April 2016.

Timberlake, M. (2015). Inclusion and the Gifts of Art. *Review of Disability Studies: An international journal*. 11 (3) 2-4.

Timberlake, M. (2011) Policy Fact and Policy Fiction: Assessment, Accountability and Students with Disabilities. *Journal of Maine Education*. xxvii, 31-33.

Latest Brain Research Informs Best Practices *Centerpoint* v.1 n.2 Fall/Winter 2005 The Newsletter of CCIDS, University of Maine.

Noisy Hallways and Neurotransmitters *MADSEC Newsletter* (Maine Administrators of Services for Children with Disabilities Issue n. 3 Spring 2004.

Access to the General Education Curriculum: Academics as Life Skills *FACTS* (Fostering Achievement, Creating Community Together for All Our Students) Vol.3 No.2 Summer 2000

*Foundations of Inclusive Education: A Staff Development Guide*, University of Maine 1999

Including Students with Complex Healthcare Needs *FACTS* Vol.2 No.2 Spring 1999

Including Students who are Deafblind, *FACTS* Vol.2, No.1 Winter 1999

### **Book Chapters**

Barrett, B., Burns-Thomas A., & Timberlake M. (under review) Flipping the script: the impact of curriculum modules on access to knowledge. *Knowledge, curriculum and equity: Social realist perspectives*. Brian Barrett, Ursula Hoadley and John Morgan (Eds). Forthcoming London: Routledge

## **IV. PROFESSIONAL PRESENTATIONS**

### **Academic Papers:**

Washington DC (upcoming 2016) American Educational Research Association (AERA) *Room for improvisation, teacher responses to scripted curricular modules*. Div L Policy & Praxis

Chicago IL American Educational Research Association (2015) *Knowledge as privilege: Special educator perceptions of curricular access*. Disability Studies in Education SIG

Washington DC TASH Talk (2014). *Academics as luxuries: Nice but we can't afford it*.

Atlanta, GA: Society for the Study of Social Problems (August 2010) *"Who Gets What?" Equity & justice in distributing support to individuals with developmental disabilities.*

**Conference Session Presentations** (Comprehensive list available upon request)

Washington DC (upcoming April 2016) Session Chair for Disability Studies in Education SIG Roundtable *"Understanding the Construction of the Dis/abled Child Through Literacy, Literature and Schooling: Critiques and Ways Forward"*

Chicago, IL *The Relevance of access: Teacher and administrator perceptions of the general education curriculum.* December 2013

Baltimore, MD: TASH Conference (formerly The Association for Persons with Severe Handicaps,) *Behavior support strategies: The frosting on the cake.* November 2006

San Diego CA: Winter Learning Brain Expo *Effective Staff Development Can Be Fun!* January 2006

Milwaukee WI: TASH Conference *Insights into Challenging Behavior: Positive Response & Support.* November 2005

Honolulu HI: Pacific Rim Conference on Disabilities. *Building on Strengths: A Key to Student Success.* February 2005

Toronto Canada: World Conference on Deafblindness *General Education Strategies that Empower Students with Deafblindness.* August 2003

Chicago IL Learning Brain Expo 2003: *Brain-based Strategies: Supporting Students with Challenging Behavior in the Classroom.* July 2003

Boston, MA ASCD (Association for Supervision and Curriculum Development) Conference: *Classrooms for All: High Standards, Accountability & Inclusive Practice.* March 2001

Miami, FL TASH Conference: *Promising Futures: Improving Learning and Outcomes for All Secondary Students.* December 2000

New Orleans, LA ASCD Conference: *The Evolution of Student-Centered Classrooms.* March 2000

Seattle WA TASH Conference: *High Standards for All, Students with Disabilities in Educational Reform.* December 1998

**State Level Workshops (Representative Sample)**

Maine Department of Education (2005-2008) *Linking Instruction and Assessment through*

*Universal Design* Maine Alternate Assessment State-wide Training Bangor, Portland.

Maine Governor's Children's Cabinet: *Don't Lose Your Mind, Gain Brain-based Behavior Strategies*. Communities for Children Conference. October 2005

Maine Department of Education Student Assistance Team Unit *Infusing Brain Research into your SAT Process*. May 2005

Maine Support Network Winter Retreat *Using Your Brain & Heart: New Responses to Challenging Behavior*. February 2004

Maine Association of Middle Level Educators Conference Sugarloaf Resort *Universal Design for Learning*. October 2002

Maine Department of Education *Maine's Personalized Alternate Assessment Portfolio*. Orono, Ellsworth, Lewiston & Portland, ME October 2001

University of Maine Adult Education Conference, *Practices that Support Learning for All Students*. June 2001

CHOICES Foster Family Association *IEPs and Student Learning: What Foster Parents Might Like to Know!* September 2000

Maine Department of Education Promising Futures Academy on Secondary Education Reform, Sunday River Conference Center, Bethel. *Teaching and Assessment in Heterogeneous Classrooms*. July 2000.

## **V. AWARDS**

Nominee <i>Tenure Track Excellence in Teaching Award</i> SUNY Cortland	TBA April 2016
Recipient of the 2015 Daring to Dream Award for Social Change, Center for Community Inclusion & Disability Studies University of Maine	2015
Recipient of the AAIDD 2013 Researcher Hero Among Us Award	2013
Recipient of the Lurie Fellowship in Disability Policy, Brandeis University	2008-2011
Recipient Heller Alumni Fund Annual Dissertation Award	2012

### **Invited Guest Speaker**

Colby College, Waterville ME  
ED374a Teaching Students with Special Needs in Regular Classrooms  
April 2011

Brandeis University, Waltham MA  
November 2010  
HS339a Disability Policy  
*An Overview of U.S. Education Policy and Students with Disabilities*

TASH NE College of the Holy Cross, Worcester, MA  
April 2008  
*Inclusion 2008: A new look at an old friend.*

## **VI. SERVICE**

- Associate Editor for Creative Works, *Review of Disability Studies: An international Journal*. Oversee solicitation and reviews of submissions of art, poetry and fiction.
- Invited Reviewer: Journal of Autism and Developmental Disorders, Child & Youth Policy Journal, Maternal & Child Health Bureau Journal and Journal of Policy and Practice in Intellectual Disabilities
- Reviewer: American Educational Research Association (AERA) conference submissions: 2016 Special Education Research SIG (special interest group), 2016 Disability Studies in Education SIG, 2015 Special Education Research SIG and 2012 Division G Social Context of Education: Educational Policy, Politics and Praxis
- Reviewer: conference submissions for the Society for the Study of Social Problems, Disabilities Division 2011
- Board Member WCI, Work, Community and Independence, a non-profit organization providing residential, employment and other supports for adults with intellectual developmental disabilities.
- Advisory Board Member *Community Drop-In Childcare* Southside Community Center, Ithaca NY
- Maine AfterSchool Network Committee Member
- Maine Department of Education Alternate Assessment Advisory Committee Member

## **College-level Service**

- Professional Development Schools (PDS) Partnership Advisory Council, SUNY Cortland
- Chair, School of Education Curriculum Committee
- Chair, FSA Department Curriculum Committee
- Committee member: Education Policy, Technology Accessibility and Teacher Education Candidate Review Committees.
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## **VII. RESEARCH INTERESTS**

- Educational experiences and quality of life for individuals with low-incidence and/or multiple disabilities.
- Teacher decision-making and professionalism.
- The impact of educational assessment and accountability policies and practices on students with disabilities.

## **VIII. PROFESSIONAL AFFILIATIONS**

- American Educational Research Association (AERA)

- Association for Persons with Severe Handicaps (TASH)
- Council for Exceptional Children (CEC)
- Society for the Study of Social Problems (SSSP)

## **IX. TEACHER CERTIFICATION**

Massachusetts General Education k-8

Maine General Education Teacher 1-6

Maine Special Education Teacher 280 Mild/Moderate Disabilities k-12

Maine Special Education Teacher 282 Severe Disabilities k-12

Maine Special Education Consultant 079