

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
Foundations and Social Advocacy Department
Cortland, NY

Associate Professor January 2018- present
Assistant Professor January 2013 – December 2017

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. Research agenda includes access to academic curricula for students with significant disabilities k-12, issues of disclosure and access for disabled students in higher education, and the intersections of access, aging and disability. Advise 30 undergraduates and advise/mentor 10 graduate students in completing Master's project. Serve as chair of The Chancellor's Award for Excellence in Teaching committee, department and School of Education Curriculum committees and serve college-wide on the Undergraduate Research

Council, Center for Teaching Innovation and College Technology Accessibility Committees.

Courses taught:

Undergraduate: FSA 210 & 211 Introduction to Inclusive Education; FSA 411 Inclusive Education Pedagogy, SPE 270 Intro to Special Education.
INT 290 Interdisciplinary seminar for Honors program.

Graduate:

FSA 530 Augmentative and Alternative Communication
FSA 600 & FSA 625 Inclusive Education Pedagogy Grades 1-7; 7-12.
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. 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, eating and self-care; neurological functioning, accommodations for sensory impairments, and translating medical reports in to classroom practice.

SED 509 Curriculum Methods for Students with Severe Disabilities. 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

January 2004 – June 2005

Adjunct Instructor

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; 2011-13

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; provided recommendation to project director.

School administrative District #49,
Clinton Elementary School
Clinton, Maine

September 1991 – June 1994

Special Education Teacher/Inclusion Facilitator

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

September 1989 – May 1990

Integration Consultant

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

Timberlake, M.T., MacDonald, C. & Zhe-Heimerman, J. (in preparation). *Creating a welcoming campus climate for disabled undergraduates: learning from student perspectives.*

Ashton, J. & Timberlake, M. T. (under review). *Stories From the Cafe: Excavating Ableism in Higher Education.*

Timberlake, M. (2020). Recognizing ableism in educational initiatives: Reading between the lines. *Research in Educational Policy and Management*, 2(1), 84-100.
<https://doi.org/10.46303/repam.02.01.5>

Timberlake, M. T. (2017): Nice, but we can't afford it: challenging austerity and finding abundance in inclusive education, *International Journal of Inclusive Education*, <https://doi.org/10.1080/13603116.2017.1412518>

Timberlake, M. Burns-Thomas, A., & Barrett, B. (2017) The allure of simplicity: scripted curricula and equity. *Teaching and Teacher Education*. 67, 46-52.
<https://doi.org/10.1016/j.tate.2017.05.017>

Timberlake, M. (2016). The path to academic access. *The Journal of Special Education*. 49,(4) 199-208. <https://doi.org/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.
<https://doi.org/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, DOI: [10.1007/s10803-013-1942-4](https://doi.org/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

- Jung, E. & Timberlake, M. (in preparation) *Reframing "Slackers and Troublemakers": Project Based learning and preparation for life*. Expected submission Aug 2021.
- Timberlake, M. (2015). Editorial: 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

Book Chapters

- Miller, A., Stinson, C., & Timberlake, M. (2021) Grappling with the Tensions: Cultivating Justice-oriented Praxis and Practice through Collaborative Autoethnographic Poetry. In D. Hernandez-Saca, C. Voulgarides, & H. Pearson (Eds.). *Understanding the boundary between disability studies and special education through consilience, self-study and radical love*.
- Timberlake, M. (2020) "PAAP Season": A New Rationale for Segregating Students with Significant Cognitive Disabilities. In G. Q. Conchas, B.M. Hinga, M.N. Abad, & K. D. Gutierrez, (Eds.), *The Complex web of inequality in North American schools*:

Investigating educational policies for social justice. (pp. 202-216).
<https://doi.org/10.4324/9781315170152>

Timberlake, M. (2019) An Unexpected Journey with My Mother. In P. Lalvani (Ed.) *Constructing the (M)other: Narratives of Resistance at the Intersection of Motherhood and the Politics of Normal.* (pp. 67-81) Peter Lang Publishing.
<https://doi.org/10.3726/b15664>

Barrett, B., Burns Thomas, A., & Timberlake, M. (2017). Flipping the script: Teachers' perceptions of tensions and possibilities within a scripted curriculum. In B. Barrett, U. Hoadley and J. Morgan (Eds). *Knowledge, curriculum and equity: Social realist perspectives.* (pp. 167-181) London: Routledge

IV. PROFESSIONAL PRESENTATIONS

Academic Papers:

San Francisco, CA (2020). American Educational Research Association (AERA)
Navigating Ableism Together (accepted but not presented due to covid-19).

Toronto, Canada (2019). American Educational Research Association (AERA)
(1) *Curricular Access: The Quest for the Holy Grail*
(2) *When the Curriculum Triggers: An Autoethnography of Teacher Educator Growth* with Jennifer Ashton, College at Brockport,

New York, NY (2018). American Educational Research Association (AERA)
(1) *Breaking the Special Education/DSE Impasse: Using Legitimacy Theory in Introductory Courses to Foster Transformation* with Jennifer Ashton, College at Brockport.

(2) *DSE Meets Elder Care: An Autoethnography of Navigating a Nursing Home*

Washington DC (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)

Ithaca, NY (2019 & 2020). *This is Us: Invisible Disabilities at Work.* Cornell University,

Human Resources Department 2019; College of Veterinary Medicine 2020.

St. Louis, MO (2016) TASH Conference *Compliance and Resistance: A Professional Learns to Navigate a Nursing Home*.

Washington DC (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)

Binghamton, NY (2017) Council for Exceptional Children (CEC-NYS) (1) *Preparing
Transformative Inclusive Educators* and (2) *The Allure of Simplicity: Scripted
Curricula and Students with Disabilities*.

Brockport NY (2017) Disability Studies: An Interdisciplinary Conversation. *Compliance and*

Resistance: A Professional Learns to Navigate a Nursing Home.

Buffalo NY: Council for Exceptional Children (CEC-NYS 2016) *Weighing Costs & Benefits: Access to the General Education Curriculum.*

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

<i>Rozanne Brooks Internationalized Curricular Development Award</i> SUNY Cortland	2020-2021
<i>Faculty Research Program –funded proposals</i> SUNY Cortland	June 2017 & 2020
<i>Tenure Track Excellence in Teaching Award</i> SUNY Cortland	April 2016
<i>Fine Teaching Development Award</i> SUNY Cortland	April 2016
<i>2015 Daring to Dream Award for Social Change,</i> Center for Community Inclusion & Disability Studies University of Maine	June 2015
<i>AAIDD 2013 Researcher Hero Among Us Award</i> (American Association on Intellectual & Developmental Disabilities)	October 2013
Recipient of the Lurie Fellowship in Disability Policy, Brandeis University	2008-2011

Invited Guest Speaker

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

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

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

VI. SERVICE

- Associate Editor, *Review of Disability Studies: An International Journal* 2014-2019
- Invited Reviewer: Journal of Autism and Developmental Disorders; Education Policy; Child & Youth Policy Journal; Journal of Policy and Practice in Intellectual Disabilities; Maternal & Child Health Bureau Journal; and Research and Practice in Severe Disabilities.
- Reviewer: American Educational Research Association (AERA) conference submissions: 2020 DSE, 2019 DSE; 2018 DSE; 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

- Director, Undergraduate Research Council.
- Chair, Chancellor’s Award for Excellence in Teaching Committee

- Chair, School of Education Curriculum Committee
- Chair, FSA Department Curriculum Committee
- Past committee member: Education Policy Committee 2014-2016; Project based Learning Committee 2015-2019, Teacher Education Candidate Review Committee 2014-2018. Professional Development Schools (PDS) Partnership Advisory Council, 2015-2019. Center for Teaching Innovation Advisory Committee.
- Disability Resources Advisory Committee, Technology Accessibility Committee and Undergraduate Research Council.

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.
- Disabled students' experiences of "disclosure" in higher education
- Commonalities between special education for children and disability services for elders and aging.

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