

CURRICULUM VITAE

Lauren P. Bruno

Date of Preparation: March 2025

PERSONAL INFORMATION

Office: 1122 West Campus Road
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EDUCATION

2018 **Ph.D** Education, Concentration: Special Education and Disability Leadership,
Research to Policy Advocacy Scholar
Virginia Commonwealth University, Richmond, VA

2015 **M.Ed** Special Education with Autism Certificate
Thesis: "Sex Education and Students with Disabilities"
University of Mary Washington, Fredericksburg, VA

2011 **B.S.E.** Elementary Education and Special Education Dual Certification Program
Millersville University of Pennsylvania, Millersville, PA

DISSERTATION

Bruno, L.P. (2018). *The role of professional development on secondary special educators' self-efficacy regarding the use of evidence-based transition practices* [Doctoral dissertation, Virginia Commonwealth University]. VCU Scholars Compass.
<https://scholarscompass.vcu.edu/etd/5578/>

PROFESSIONAL EXPERIENCE

Assistant Research Professor, Kansas University Center on Developmental Disabilities, University of Kansas, June 2023 – present

Assistant Professor of Special Education, Department of Teaching and Learning, Washington State University, August 2020 – June 2023

Postdoctoral Research Scholar, UI REACH, Department of Teaching Learning, University of Iowa, August 2018 – June 2020

Research Assistant, Department of Counseling and Special Education, Virginia Commonwealth University, August 2015 – August 2018

Special Education Teacher, Classroom for Students with Severe and Multiple Disabilities, Mountain View High School, Stafford, VA, March 2012 – June 2015

RESEARCH INTERESTS

- Secondary transition for students with disabilities including improving post-school outcomes of youth with disabilities and increasing inclusive postsecondary education opportunities for students with disabilities.
- Pre-service teacher preparation and in-service educator development to increase use evidence-based transition practices, including the use of the Self-Determined Learning Model of Instruction.
- Using the Universal Design for Learning and Universal Design for Transition frameworks to enhance transition outcomes of youth with disabilities.

SCHOLARSHIP

* = Activity while at WSU

** = Activity while at KU

PUBLICATIONS

Peer-Reviewed Journal Articles

Cain, I., **Bruno, L., Agran, M., Wojcik, A., Achola, E., Thoma, C., Nixon, C., Tamura, R. (in press) Teacher and parent perspectives on extracurricular activities for students with intellectual and developmental disabilities. *Inclusion*.

Didion, L.D., **Bruno, L.P., Marshall, G., Immerfall, J., Kunkel, A., & McGinn, J. (2024). Reaching the Top of Data Mountain: Postsecondary Students with Disabilities Use Data to Improve Reading Performance. Submitted to *Career Development and Transition for Exceptional Individuals*. <https://doi.org/10.1177/21651434241250326>

** Scheef, A. R., **Bruno, L.**, & Whittenburg, H. N. (2024). Supporting positive post-school outcomes for students with disabilities in rural locations. *Rural Special Education Quarterly*. Online first. <https://doi.org/10.1177/87568705231214809>

Abrams, K., McMahon, D., Firestone, J.B., Whittenburg, H. & **Bruno, L. (2024). Using Virtual Reality to Teach Science Vocabulary to Transition-aged Youth with Intellectual and developmental Disabilities. *Journal of Special Education Technology*.

Abrams, K., McMahon, D., Firestone, J.B., Whittenburg, H. & **Bruno, L. (2024). Virtual Reality for teaching science vocabulary to post-secondary education students with intellectual disability and autism. *Journal of Inclusive Post-secondary education*.

*Scott, L.A., Powell, C., Bruno, L., Cormier, C., Hall, K., Brendli, K., Taylor, J. (2023). The other fifty percent: Expressions from special education teachers about why they persist in the profession. *Leadership in Teaching and Learning*.

*Taylor, J. P., Scott, L. A., **Bruno, L. P.**, Frazier, R., Thoma, C. A., & Dayton, M. (2023). We have to stand up for ourselves: Barriers to self-determination experienced by Black youth in the transition to adulthood. *Journal of Intellectual Disabilities*.
<https://doi.org/10.1177/17446295231180660>

*Dunn, M., Elmstrom, L., **Bruno, L.**, & McMahon, D. (2023). Sex differences in behavior and strategies with individuals with Autism: A literature review. *Pathways to Research*.

*Thoma, C. , **Bruno, L.** , Hobson, J. , Taylor, J. , Scott, L. , Grillo, M. , Hicks, M. and Frazier, R. (2022) Development of an Online Professional Development Module to Support Special Educators in Implementing the Universal Design for Transition Framework. *Creative Education*, 13, 2321-2339. doi: 10.4236/ce.2022.137148.

*Scott, L. A., **Bruno, L.**, Gnilka, P., Kozachuk, L. K., Brendli, K., & Vitullo, V. (2021). Comparing Special Education Teachers' Personality Profile with Their Choice to Teach. *Excelsior: Leadership in Teaching and Learning*, 14(1), 20-35.

*Scott, L.A., Thoma, C.A., Gokita, T., **Bruno, L.**, Brown, A., Brendli, K., Taylor, J., & Vitullo, V. (2021). I'm trying to make myself happy: Black students with intellectual and developmental disabilities and families on prompting self-determination during transition. *Inclusion*, 9(3), 170-188.

*Scott, L. A., Taylor, J. P., **Bruno, L.**, Padhye, I., Brendli, K., Wallace, W., & Cormier, C. J. (2021). Why Do They Stay? Factors Associated With Special Education Teachers' Persistence. *Remedial and Special Education*.

*McMahon, D., Hirschfelder, K., Poppen, M., Whittenburg, H., & **Bruno, L.** (2021). WSU ROAR and ROAR Online! Program Description and COVID-19 Response. *Rural Special Education Quarterly*.

***Bruno, L. P.**, Lewis, A. M., Kaldenberg, E. R., Bahr, P. A., & Immerfall, J. (2020). Direct Instruction of Text-to-Speech Software for Students with Intellectual Disability. *Education and Training in Autism and Developmental Disabilities*, 55(4), 424-437.

Scott, L.A., **Bruno, L.P.**, Willis, C.B. (2019) Alternative route special educators' perceptions of preparation toward Virginia teaching standards. *Journal of the National Association for Alternative Certification*, 14(1).

Scott, L.A., **Bruno, L.**, Gotika, T., Thoma, C.A. (2019). Teacher candidates' ability to develop universal design for learning and universal design for transition lesson plans. *International Journal of Inclusive Education*, 1 – 15.

Scott, L.A. & **Bruno, L.** (2019). Universal Design for Transition: A conceptual framework for blending academics and transition instruction. *Journal of Special Education Apprenticeship*, 7(3), 1-16.

Scott, L.A. & **Puglia, L.** (2018). Special education teachers' perceptions of linking academic and transition goals and the universal design for transition framework. *Journal of Vocational Rehabilitation*, 49(51), 287-298.

Bruno, L. P., Scott, L. A., & Willis, C. (2018). A survey of alternative and traditional special education teachers' perception of preparedness. *International Journal of Special Education*, 33(2), 295-312.

Scott, L.A., Thoma, C.A., **Puglia, L.**, Temple, P.E. (2017). Implementing a UDL Framework: A study of current personnel preparation practices. *Intellectual and Developmental Disabilities*, 55(1), 25-36.

Under Review

Shogren, K. A., Taconet, A. Gerasimova, D., Hicks, T. A., Bruno, L., Klemm, E., Scott, L., Eorio, S., & Allred, B. (2024). *Mentoring for success: Enhancing student engagement and self-determination through Check & Connect and the SDLMI*. [Manuscript submitted for publication].

Shogren, K.A., **Bruno, L.**, Taconet, A., Scott, L., & Mazzotti, V. (under review). Advancing Inclusive Transition Planning: Challenging our Models. Submitted to *International Journal of Disability, Development and Education*.

Alsaheed, A.H., Shogren, K.A, Hicks, T.A., Joo, S., McDonald, A., Lane, K.L., **Bruno, L.**, Kurth, J.A., Townsend, R., & Kiblen, J.C., (under review). Goal Setting and Attainment in Inclusive Secondary Classes: Examining the Role of Self-Determined Learning. Submitted to *Inclusion*.

Shogren, K.A., Mazzotti, V.M., Hicks, T.A., Gerasimova, D., Petcu, S.D., Taconet, A., **Bruno, L.**, & Sinclair, M. (under review). Registered Report: Evaluating the Implementation of Teacher and Technology-Delivered Self-Determination Interventions on Transition Outcomes of Students with Disabilities. Submitted to *Career Development and Transition for Exceptional Individuals*.

Manuscripts and Studies in Progress

***Bruno, L.**, Xue, Y., Bonilla, A., French, B., Whittenburg, H., Poppen, M., & McMahon, D. (in preparation). Validating the TASTT to Enhance Teachers' Use of Transition Practices.

*Alghamadi, A., Whittenburg, H., **Bruno, L.**, & Akmal, T. (in preparation). Inclusion-related Knowledge, Skills, and Dispositions of Early Career Elementary Educators: A Temporal Study.

***Bruno, L.** & Whittenburg, H. N., Kieper, G., Wilds, K., & Brown-Ruiz, A. (in preparation). A scoping review of person-centered planning with transition-aged youth with intellectual and developmental disabilities.

***Bruno, L.P.**, Taylor, J., & Abrams, K. (in preparation). Using video modeling to support students with intellectual and developmental disability in an inclusive online learning environment.

***Bruno, L.P.**, Alghamadi, A., & Immerfall, J. (in preparation). Universal design for learning in postsecondary education programs for students with disabilities.

***Bruno, L.P.** (in preparation). Experiences of pre-service teachers and students with disabilities participation in an integrated teacher preparation course focused on transition.

Bruno, L.P., Asare, J., Bonilla, A., Alghamadi, A., & Sheaffer, B. (in preparation). A community engagement study to determine professional development needs of secondary special educators.

Book Chapters

Shogren, K.A., **Bruno, L., Didion, L., Adams, A., & Edwards, B. (under review). Self-Determination: From Middle to High School. In Wehman, P., Taylor, J., Whittenburg, H., & Avellone, L. (Eds.), *Life Beyond the Classroom: Transition Strategies from Middle School Through High School* (Fourthcoming).

** Kennedy, M. J., Kunemund, R. L., Coleman, O. F., **Bruno, L. B.**, Agiotti, S., Waterfield, D*, & McClain, S*. (under review). How could technology support and enhance how we practice special education? In Lemons, C., Weiss, P., & Hirsch, S. (Eds.), *Enduring Issues in Special Education*. (Forthcoming)

Scott, L.A, Thoma, C.A., Taylor, J.P., **Bruno, L.P., Sheridan-Stiefel, K. (2024). Research and Practice for Transition: Bridging Academics and Transition Goals for Students with Intellectual Disability. In Shogren, K.A. *Research-Based Practices for Educating Students with Intellectual Disability* (fourthcoming).

***Bruno, L.P.** Abrams. K.M., Brendli, K.R., McMahon, D.D. (2023). Culturally responsive and sustaining universal design for transition and postsecondary education. In L.A. Scott & C.A. Thoma, *Universal Design for Transition: The Educators' Guide for Equity Focused Transition Planning*. Brookes Publishing.

*Scott, L.A., Bowman, R.W., Dayton, M., Evans, I., Ruiz, A.B., Thoma, C.A., **Bruno, L.** (2022). Bridging of universal design for transition and culturally responsive and sustaining practices, supports, and services. In L.A. Scott & C.A. Thoma (2022), *Universal Design for Transition: The Educators' Guide for Equity Focused Transition Planning*. Brookes Publishing.

*Willis, C.B., **Bruno, L.P.**, Scott, L.A., & Bateman, D.F. (2021). Identifying the least restrictive environment. In J. Rodriguez & W. Murawski, W. (Eds). *Special Education Law and Policy: From Foundation to Application*. Plural Publishing, Inc.

Scott, L.A., Willis, C., **Bruno, L.**, Brendli, K., Walsh, R., Thoma, C.A. (2020). Recruiting, preparing, and retaining a diverse emotional and behavioral disorders educator workforce. In T. Farmer, M. Conroy, B. Farmer, K. Sutherland (Eds.). *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*. New York: Taylor & Francis.

Thoma, C. A., **Bruno, L. P.**, Whittenburg, H. N., D'Aguilar, A., Pelt, R. M., Ligon, K. E., & Wittig, K. M. (2019). Accessing the functional curriculum within a general education setting. In P. Wehman & J. Kregel (Eds.), *Functional Curriculum for Elementary and Secondary Students with Special Needs* (4th ed.). Pro-Ed.

Other Publications

***Bruno, L.** (2021, November 30). Teachers Guide to Common Core Standards. *Study.com*. <https://study.com/resources/teacher-common-core-guide#lauren-bruno>

*Poppen, M., Whittenburg, H., **Bruno, L.**, Sheridan-Stiefel, K., & McMahon, D. (2021). Evaluation of the Coordination and Delivery of Pre-Employment Transition Services in Washington State. Submitted to Washington Division of Vocational Rehabilitation.

***Bruno, L.**, & Whittenburg, H., & NTACT Knowledge Development Team. (2021, January 29). Work study experiences leading to enhanced employment outcomes. *NTACT: the Collaborative*. <https://1539635743964.medium.com/work-study-experiences-leading-to-enhanced-employment-outcomes-cc8afd1eea2d>

Thoma, C.A., **Puglia, L.**, Whittenburg, H., Pickover, G., & Ham, W. (2016). Biological ruptures and their repair: Cultural transitions in development. [Review of the book *Biological ruptures and their repair*, by A.C. Joerchel & G. Benetka]. *Teachers College Record*, 2016, <http://www.tcrecord.org> ID Number: 21026.

PRESENTATIONS

Peer-Reviewed International/National Presentations

Rentschler, L.F., & **Bruno, L. (accepted). *Enhancing use of the Self-Determined Learning Module of Instruction (version 2.0): A review of updates and a look at a new online training system to increase the use of SDLMI in Schools*. American Association on

Intellectual and Developmental Disabilities (AAIDD), Washington, D.C.

****Bruno, L.** & Rentschler, L.F. (accepted). *Empowering educators: Updating training modules for cultural responsiveness and to promote evidence-based teaching*. American Association on Intellectual and Developmental Disabilities (AAIDD), Washington, D.C.

****Bruno, L., Shogren, K., & Rentschler, L.F.** (October, 2024). *The Self-Determined Learning Model of Instruction version 2.0: A Synthesis of Updates and a Preview of a Novel Online Training System to Increase the Use of SDLMI in Schools*. Division on Career Development and Transition (DCDT), Council for Exceptional Children, Chantilly, VA.

****Bruno, L., Wojcik, A., & Brown, K.** (June, 2024). AAIDD Education Interest Network: Emerging Themes from a Year of Conversations. American Association on Intellectual and Developmental Disabilities 2024. Louisville, KY.

****Whittenburg, H., Bruno, L., McMahon, D. & Taylor, J.** (January, 2024). *Work Related Social Skills: Preliminary Findings*. Division on Autism and Developmental Disabilities of Council for Exceptional Children 2024. Honolulu, HI.

****Oswald, G., Taylor, J., Whittenburg, H., Bruno, L., & Kieper, G.** (January, 2024). *Rural Transition: Acknowledge Your Obstacles but Don't Let Them Stop You!* Division on Autism and Developmental Disabilities of Council for Exceptional Children 2024. Honolulu, HI.

****Sheftel, A., Kieper, G., & Bruno, L.** (November, 2023). *"I Want my Spark Back": Using Motivational Interviewing with Pre-Service Teachers*. Teacher Education Division of Council for Exceptional Children Conference 2023, Long Beach, CA.

****Deardorff, M. E., Savage, M., Kucharczyk, S., & Bruno, L.** (October, 2023). *Transition 101 Syllabi Swap*. Division on Career Development and Transition, Reno, NV.

****Xue, Y., Bruno, L., Longfellow, S., Austin, B., & French, B.** (October, 2023). Using the teacher activity survey – Transition and Technology (TASTT) to further understand teachers' use of transition practices. Annual Division on Career Development and Transition Conference 2023, Reno, Nevada, United States.

***Bruno, L., Whittenburg, H., & Ruiz, A.B.** (2023). *Person-Centered Planning and Culturally Responsive Practices: Applying Research to Practice*. Annual International Council for Exceptional Children 2023, Louisville, KY.

***Wilds, K., Bruno, L., & Whittenburg, H.** (2023). *The Hidden Curriculum of Dating: Creating a Sexuality Interests and Sources of Information Survey for Students with Intellectual and Developmental Disabilities*. Annual International Division on Autism and Developmental Disabilities 2023, Clearwater, FL.

*Sheftel, A., Whittenburg, H., **Bruno, L.** Chen, X., Doyle, T., & Poppen, M. (2022). *Development and Implementation of the Washington Transition Program: A Systems-Level Project to Strengthen VR-School Collaboration*. Annual International Division on Career Development and Transition Conference 2022, Little Rock, AR.

***Bruno, L.**, Whittenburg, H., Kieper, G., Wilds, K., & Poppen, M. (2021, October 20-23). *Person-centered planning in inclusive postsecondary education programs: Applying research to practice* [in-person oral presentation]. Annual International Division on Career Development and Transition Conference 2021, Myrtle Beach, SC.

*Poppen, M., Whittenburg, H., **Bruno, L.**, Sheridan-Stiefel, K., Chen, X., Sheftel, A., & Doyle, T. (2022). *Pre-Employment Transition Services: From Evaluation to Model Demonstration in Washington State*. Annual International Division on Career Development and Transition Conference 2021, Myrtle Beach, SC [featured session].

*Bruno, L., Hobson, J., Scott, L., Taylor, J., & Thoma, C. (2022). *Universal Design for Transition: Developing Online Modules To Bridge The Gap Between Academics And Transition*. Annual International Division on Career Development and Transition Conference 2021, Myrtle Beach, SC

*Frazier, R., Taylor, J., **Bruno, L.**, & Thoma, C.A. (2022, January). *Universal design for transition: Initial findings of an online teacher education intervention*. Division on Autism and Developmental Disabilities. Clearwater, FL.

***Bruno, L.**, Thoma, C.A., Scott, L.A., Taylor, J., Grillo, M., Hicks, M., & Howard, R. (2021, June). *Universal Design for Transition: Preparing Special Educators to Bridge Academic, Employment and Transition Education*. AAIDD. Virtual Conference.

*Thoma, C.A., **Bruno, L.**, Scott, L.A., Taylor, J. (2021, March). *Self-determination of Black Youth with IDD: What Do They Tell Us About Their Experiences in the Transition from School to Adult Life?* Council for Exceptional Children. Virtual Conference.

*Thoma, C.A., James, W., Pickover, G., West, J., Scott, L.A., **Bruno, L.** (2021, February). *Preparing Doctoral Students to be (Disability) Policy Advocates*. American Association of Colleges for Teacher Education. Virtual Conference.

Bruno, L., Willits, J., Kaldenberg, E., & Immerfall, J. (2020, June). The use of AT to promote inclusion in postsecondary education for students with intellectual disability. Poster to be presented at the American Association on Intellectual and Developmental Disabilities, Pittsburgh, PA. (conference cancelled due to COVID-19).

Bruno, L., Willits, J. & Immerfall, J. (2020, June). The use of technology & supplemental supports to promote the success of students with intellectual disability in traditional college courses. Poster to be presented at the American Association on Intellectual and Developmental Disabilities, Pittsburgh, PA. (conference cancelled due to COVID-19).

Bruno, L., & Cremers, J. (2020, June). Using ONEder to increase workplace independence for students with intellectual disability. Poster to be presented at the American Association on Intellectual and Developmental Disabilities, Pittsburgh, PA. (conference cancelled due to COVID-19).

Bruno, L., Kaldenberg, E., & Willits, J. (2020, February). The use of direct instruction to promote the use of text-to-speech software for students with intellectual disability in postsecondary education settings. Paper presented at Council for Exceptional Children, Portland, OR.

Kaldenberg, E. & **Bruno, L.** (2020, February). Improving employment outcomes for graduates with intellectual disabilities. Paper presented at Council for Exceptional Children, Portland, OR.

Bruno, L. (2019, November). Pre-service teachers and students with disabilities learning alongside one another in an integrated teacher preparation course. Paper presented at Teacher Education Division, Council for Exceptional Children, New Orleans, LA.

Bruno, L. (2019, November). Increasing the use of high leverage practices in comprehensive transition programs for students with disabilities. Paper presented at Teacher Education Division, Council for Exceptional Children, New Orleans, LA.

Bruno, L., Kaldenberg, E., & Kunkel, A. (2019, October). Promoting inclusion in postsecondary education. Paper presented at Division on Career Development and Transition, Seattle, WA.

Bruno, L. & Schafer, B. (2019, October). Secondary special educators' perceptions of transition programming, including the use of the technology. Paper presented at Division on Career Development and Transition, Seattle, WA.

Bruno, L. & Kaldenberg, E. (2019, June). Direct instruction to promote the use of text-to-speech software for students with intellectual disability in postsecondary settings. Paper presented at the American Association on Intellectual and Developmental Disabilities, St. Paul, MN.

Kaldenberg, E. & **Bruno, L.** (2019, June). Adults with ID: Employment outcomes after college. Poster presented at the American Association on Intellectual and Developmental Disabilities, St. Paul, MN.

Bruno, L. (2018). The role of professional development on secondary special educators self-efficacy regarding the use of evidence-based transition practices. Poster presented at the Teacher Education Division, Council for Exceptional Children, Kaleidoscope, Las Vegas, NV.

Bruno, L. Scott, L., Gnilka, P., Vitullo, V., Kozachuk, L., & Brendli, K. (2018, November). The similarities between personality profile and career choice for special education teachers. Paper presented at the Teacher Education Division, Council for Exceptional Children, Las Vegas, NV.

Lombardi, A., **Bruno, L.**, Sinclair, T., Gushanas, C., Bumble, J., & Raley, S. (2018). A research showcase of the 2018 DCDT graduate student scholarship winners. Session presented at Division on Career Development and Transition, Cedar Rapids, IA.

Bruno, L. (2018, October). The role of professional development on secondary special educators self-efficacy regarding the use of evidence-based transition practices. Paper presented at Division on Career Development and Transition, Cedar Rapids, IA.

Bruno, L., Scott, L. Gnilka, P. Kozachuk, L., & Vitullo, V. (2018, June). Investigating the profile of special educators: Who is entering the program and who leaves. Poster presented at the American Association on Intellectual and Developmental Disabilities, St. Louis, MO.

Pelt, R., & **Bruno, L.** (2018, June). Least restrictive environment of students with intellectual disability and transition: A literature review. Poster presented at the American Association on Intellectual and Developmental Disabilities, St. Louis, MO.

Bruno, L.P. (2017, November). Infusing AT into a teacher preparation program: Promoting access for individuals with disabilities. Poster presented at Teacher Education Division, Council for Exceptional Children, Savannah, GA.

Bruno, L.P., Scott, L., & Gokita, T. (2017, November). Developing UDL & transition: Linking academic and transition goals Paper presented at Teacher Education Division, Council for Exceptional Children, Savannah, GA.

Bruno, L.P., Scott, L., & Willis, C.B. (2017, November). A nationwide investigation of UDL & UDT framework in teacher preparation programs. Paper presented at Teacher Education Division, Council for Exceptional Children, Savannah, GA.

Bruno, L.P. (2017, November). A systematic literature review: Investigating the effects of AT on transition skills. Poster presented at the Coleman Institute, Boulder, CO.

Scott, L., Thoma, C.A. & **Bruno, L.P.** (2017, October). Developing universal design for learning and transition lesson plans: Linking academic and transition goals. Poster

presented at the annual meeting for the Division on Career Development and Transition, Milwaukee, WI.

Temple, P., **Puglia, L.**, Scott, L.A., Thoma, C.A. (2017). Are we practicing what we preach? An analysis of UDL/UDT inclusion in college coursework. Division on Career Development and Transition, Milwaukee, WI.

Bruno, L.P. (2017, October). Assistive technology and transition outcomes: A systematic literature review. Poster presented at the annual meeting for the Division on Career Development and Transition, Milwaukee, WI.

Puglia, L. (2017, June). Evaluating the effects of assistive technology on transition. Poster presented at the annual meeting for the American Association of Intellectual and Developmental Disabilities, Hartford, CT.

Wojcik, A., D'Aguilar, A., **Puglia, L.**, Cain, I., & Thoma, C. (2017, June). Universal design and access to transportation. Poster presented at the annual meeting for the American Association of Intellectual and Developmental Disabilities, Hartford, CT.

Temple, P.E.L., **Puglia, L.**, Scott, LA, & Thoma, CA. (2017). Are teachers being taught to implement a UDL framework? A review of current personnel preparation practices. Poster presented at the Council for Exceptional Children, Boston, MA.

Puglia, L., Moates, M. (2016). Infusing assistive technology into a teacher preparation program: promoting optimal outcomes of individuals with disabilities. Paper presented at Division for Career Development and Transition, Council for Exceptional Children, Myrtle Beach, SC.

Thoma, C. A., Wojcik, A., Cain, I., & **Puglia, L.** (2016). Students with intellectual and developmental disabilities in extracurricular activities. Paper presented at Division for Career Development and Transition, Council for Exceptional Children, Myrtle Beach, SC.

Puglia, L. (2016). Increasing usability of assistive technology. Poster presented at American Association on Intellectual and Developmental Disabilities, Atlanta, GA.

Thoma, C. A., Cain, I., & **Puglia, L.** (2016). Participation of students with intellectual and developmental disabilities in extracurricular activities. Poster presented at American Association on Intellectual and Developmental Disabilities, Atlanta, GA.

Agran, M., Cain, I., Thoma, C., & **Puglia, L.** (2015). Ensuring a well-rounded education: promoting student participation in extracurricular activities. Paper presented at TASH, Portland, OR.

State/Regional Presentations

****Poppen, M., Whittenburg, H., Sheftel, A., & Bruno, L. (2023).** Washington Transition Program: results and Lessons Learned from a WA-DVR Model Demonstration Project. Making Meaning: The Power of Post-School Outcome Data. Virtual Transition Forum.

***Bruno, L., Whittenburg, H., Poppen, M., & McMahon, D. (2023).** *Validating the TASTT to Enhance Teachers' Use of Transition Practices.* Washington State University Annual Showcase, Pullman, WA.

Thoma, C. & **Bruno, L. (2020, June).** Making the Connection: Using universal design for transition framework to meet students' transition & academic needs. **Invited** keynote speaker at *Indiana Secondary Transition Resource Center conference.*

Bruno, L.P., Scott, L.A., Gniska, P., Vitullo, V., Kozachuk, L., & Brendli, K. (2018, March). Profiling special educators: An initial predication of attrition and retention. Paper presented at the Virginia Association of Colleges for Teacher Education, Williamsburg, VA.

Puglia, L., Willis, C., & Scott, L. (2017, March). Implementing a UDL framework: A study of current personnel preparation practices. Paper presented at the Virginia Association of Colleges for Teacher Education, Williamsburg, VA.

Invited Presentations, Webinars, and Webcasts

Bruno, L. & Edwards, B. (2025, September). Power of Choice: Building Self-Determination for Lifelong Impact. Invited speaker for the *Autism Conference, University of Missouri Thompson Center for Autism and Neurodevelopment.*

Bruno, L. & Edwards, B. (2025, March). Fostering Self-Determination in Learning and Leadership. Invited speaker for *University of Connecticut LEND.*

Bruno, L. & Edwards, B. (2024, March). Self-Determination: Connecting the Research to Practice. Invited speaker for *University of Connecticut LEND.*

Bruno, L. (2023). Using Universal Design for Transition to Enhance Employability Skills for Students with Disabilities. Invited speaker for *Zarrow Summer Institute, University of Oklahoma.*

Thoma, C., **Bruno, L., & Brendli, K. (2021, January).** Entering a new decade: Research, policy, and practice related to postsecondary education for youth with IDD. Invited facilitator for *American Association on Intellectual and Developmental Disabilities Crucial Conversations.*

Thoma, C. & **Bruno, L. (2020, June).** Making the Connection: Using universal design for transition framework to meet students' transition & **academic needs.** **Invited keynote** speaker at *Indiana Secondary Transition Resource Center conference.*

Williams-Diehm, K., Lingo, M., Gilson, C., Hester, O., **Bruno, L.**, & Cremers, J. (2020, May). Teaching students with ID/DD college ready skills. Invited online webinar presented by *Sooner Works (University of Oklahoma)*, *Aggie ACHIEVE (Texas A&M University)*, *UI REACH (University of Iowa)*.

Bruno, L. (2019, October). Types of postdoctoral positions. **Invited** roundtable presentation at *Division on Career Developmental and Transition Student and Early Career Scholar Session*.

Bruno, L., & McGinn, J. (2019). Using the Positive Choices Curriculum in a Postsecondary Education Setting for Students with Intellectual and Developmental Disabilities. **Invited** presentation for *American Association on Intellectual and Developmental Disabilities Sexual and Social Interest Network Web Roundtable*.

Bruno, L., Chmielewski, K., Ecker, K., Janecheck, J., Maunz-Breese, L., Tubbs, A., & Woods, J.M. (2019). Early career scholars roundtable: The future of critical disability studies. **Invited** presenter at *Misfitting Disability Broadly Considered Symposium*.

Bruno, L., & Willis, C.B. (2018, October). A survey of alternative and traditional special education teachers' perception of preparedness. **Invited** paper presented at the Virtual Ability's 2018 International Disability Rights Affirmation Conference, Online.

University Presentations

Bruno, L., & Whittenburg, H. (2021, July 16). *CEC SELS summer chill and chat session* [Training session]. Washington State University special education doctoral student virtual training session.

***Bruno, L.**, Poppen, M., & Whittenburg, H. (2020, October). *Person-centered planning: Putting it into practice* [Training session]. Washington State University ROAR program virtual training sessions.

*Whittenburg, H., **Bruno, L.**, & Poppen, M. (2020, October). *Building relationships and expertise: Strategies to expand opportunities for ROAR students* [Training session]. Washington State University ROAR program virtual training session.

*Poppen, M., **Bruno, L.**, & Whittenburg, H. (2020, September). *Person-centered planning* [Training session]. Washington State University ROAR program virtual training session.

Puglia, L. (2016). Infusing assistive technology into a teacher preparation program. *VCU Doctoral Student Seminar*, Richmond, VA.

Puglia, L. (2015). Assistive technology usability. *Virginia Commonwealth University Graduate Student Colloquium*. Richmond, VA.

GRANTS AND CONTRACTS

Funded Grants and Contracts

***Bruno, L.**, Whittenburg, H., Poppen, M., & McMahon, D. (2021-2022). Validating the TASTT to Enhance Teacher's Use of Transition Practices. 2021-2022, Washington State University, New Faculty Seed Grant: \$22,641.

*Whittenburg, H., **Bruno, L.**, Poppen, M., McMahon, D., & Thoma, C. (2021-2022). Evaluating the Work-Related Social Skills Perspectives and Practices of Businesses Supporting Transition-Aged Youth with Intellectual and Developmental Disabilities. 2021-2022, WSU, College of Education, Faculty Funding Awards: \$7,566.

*Poppen, M., McMahon, D., Bruno, L., Whittenburg, H., & Carbonneau, K. (2020-2025). WSU ROAR CTP + TPSID: A Comprehensive Transition Program for Students with Intellectual Disabilities at Washington State University. *Office of Postsecondary Education, U.S. Department of Education*, 2020, CFDA: 84.407A. (\$2,342,242).

Bruno, L.P. (December 2017 - funded). Investigating Secondary Special Educator Transition Competencies and Attrition. Graduate Research Scholarships, Division on Career Development and Transition. Funded \$1,000.

Contracts

*Poppen, M., Whittenburg, H., **Bruno, L.**, & McMahon, D. (2020-2022). *Washington Transition Program, Model Demonstration Project*. Washington State Department of Social & Health Services, Division of Vocational Rehabilitation: \$324,484.

Other Grant Affiliations

***Evaluator** (2020 – 2021). Universal design intervention for effective transition outcomes for students with disabilities. Granted by the Presidential Research Quest Fund, Virginia Commonwealth University. Funded \$35,400.

Submitted Grants (Under Review)

**Bruno, L.P., Rentschler, L.F., Edwards, B., Shogren, K.A., & Dean, E. (2025). Promoting School and Pre-ETS Collaboration: Self-determination Partnerships Enhancing Employment Directions. Submitted to the National Institute on Disability, Independent Living, and Rehabilitation Research, Disability and Rehabilitation Research Projects Program, Administration of Community Living (\$1,250,000). Role: Principal Investigator

**Bruno, L.P. & Rentschler, L.F. (2024). Empowering Educators: Updating Training Modules for Cultural Responsivity and to Promote Evidence-Based Teaching. Racial Equity Grant submitted to the University of Kansas Office of Research (\$20,000). Role: Principal Investigator

****Shogren, K.A., Hugh, M., Hicks, T., Rentschler, L., Bruno, L., & Edwards, B. (2025).** Building Implementation Supports for Peer-Led Community Delivery of the SDLMI: Autism. Submitted to National Institute of Mental Health, U.S. Department of Health and Human Services (\$450,000). Role: Co-Investigator

Grants Non-Funded

****Shogren, K.A., Sailor, W., Hicks, T., & Bruno, L. (2024).** Embedding SDLMI within High School MTSS to Enhance Student Outcomes. Institute for Education Sciences, U.S. Department of Education. Role: Co-Investigator

****Shogren, K.A., Mazzotti, V.M, Hicks, T.A., Dean, E., & Bruno, L., (2024).** SDLMI for Career. Disability Innovation Fund Program, U.S. Department of Education

****Shogren, K., Hugh, M., Hicks, T., & Bruno, L. (2023).** Developing the e-SDLMI for Sustained Implementation to Improve Transition Outcomes for Students with Disabilities. Education Innovation and Research, U.S. Department of Education.

***Bruno, L.P,** Whittenburg, H., Thoma, C.A., & Sheftel, A. (2022). Policy and Inclusion Leadership on Transition Scholarship (PILOTS). Doctoral Leadership Preparation in Special Education, Office of Special Education Programs, U.S. Department of Education. Proposed Budget: \$2,426,104. Role on grant: Principal Investigator

***Whittenburg, H., Poppen, M., Bruno, L., McMahon, D., & Carbonneau, K. (2022).** NSF INCLUDES alliance: Work IN-STEM: INclusive STEM career pathways for individuals with intellectual and developmental disabilities. National Science Foundation. July 1, 2022 – June 30, 2027. Subaward - \$947,667. Role on grant: Co-Principal Investigator.

Bruno, L.P. & Barron, S. (November 2019 – not funded). Validating the TASTT to improve the use of transition practices and assistive technology. Iowa Measurement Research Foundation. Proposed Budget: \$40,000.

Bruno, L. & Kaldenberg, E. (October 2019). Exploration of current business needs across Iowa to support employment outcomes for people with disabilities. Community Impact Grant, University of Iowa Office of Outreach and Engagement. Proposed Budget: \$9,800.
Grant competition cancelled.

Bruno, L. & Kunkel, A. (March 2019). Using professional development to increase staff use of universal design for learning and assistive technology for students with ID in postsecondary education settings. Max and Victoria Dreyfus Foundation. \$1000 – not funded.

TEACHING

COURSES TAUGHT

University of Kansas

Graduate

- SPED 775: Practicum with Children and Youth with Disabilities: Low Incidence FLD Fall 2024
- SPED 875: Practicum with Children and Youth with Disabilities: Low Incidence FLD Fall 2024

Washington State University

Graduate

- SPEC_ED 522: Grant Writing Spring 2023
- SPEC_ED 588: Teachers as Researchers Spring 2022
- SPEC_ED 522: Topics in Special Education Spring 2022
- SPED_ED 503: Secondary Education for Students with Disabilities Spring 2022
- TCH_LRN 700: Masters Research, Thesis Fall 2021
- TCH_LRN 600: Independent Study Spring 2021
- SPEC_ED 590: Practicum in Special Education Spring 2021
- SPEC_ED 501: Education of Exceptional Children Spring 2021

Undergraduate

- TCH_LRN 470: Special Education, Transition, and Classroom Management for Secondary General Education Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022, Spring 2023
- SPED_ED 403: Secondary Education for Students with Disabilities Spring 2022
- SPEC_ED 301: Education of Exceptional Children Fall 2020, Spring 2021

University of Iowa

- EDTL 4940: Characteristics of Disability Fall 2018, Fall 2019
- EDTL 4921: Transition and Other Related Issues Spring 2019 (integrated course)

Virginia Commonwealth University

- SEDP 330: Survey of Special Education Fall 2017

ADVISING

Washington State University

Graduated Masters and PhD Students

Chair

2020 – 2022 Jennifer Cortez: Special Education, Ed.M

Co-Chair

2020 – 2022 Kelley Wilds: Curriculum and Instruction, MA

Committee Member

2020 – 2021 Lyssa Elmstrom: Special Education, Ed.M

Current Masters and PhD Students

Chair

2022 – 2023 Audrey Morgan: Special Education, Ed.M

2021 – 2022 Janelle Heinig: Special Education, Ed.M

Co-Chair

2022 – Present Kelley Wilds: Special Education, Ph.D.

Committee Member

2022 – 2023 James Asare: Math and Science Education, Ph.D.

2022 – 2023 Yu Xue: Special Education, Ph.D.

2021 – Present Kathryn Sheridan-Stiefel: Special Education, Ph.D.

2020 – 2022 Elizabeth Vallaire: Special Education, Ed.M.

2020 – 2022 Kathryn Abrams: Special Education, Ph.D.

2021 – 2022 Abdulaziz Alghamadi: Special Education, Ph.D.

External Committee Member

2022 – 2023 Christine Powell: Special Education, Ph.D., Virginia Commonwealth University

University of Iowa

Supervisor

2019 - 2020 Mary Ball, LEND Fellow

Comprehensive Exam Reviewer, M.A. Program

2020 Kelsey Wrobel: Special Education

2019 Michael Sabers: Special Education

SERVICE

PROFESSIONAL

- Grant Reviewer, Field Initiated Projects Program (Research/Development), *National Institute on Disability, Independent Living, and Rehabilitation Research*, Spring 2025
- Grant Reviewer, Field Initiated Projects Program (Research/Development), *National Institute on Disability, Independent Living, and Rehabilitation Research*, Spring 2024
- Grant Reviewer, Field Initiated Projects Program (Research/Development), *National Institute on Disability, Independent Living, and Rehabilitation Research*, Spring 2023

- Grant Reviewer, Field Initiated Projects Program (Research/Development), *National Institute on Disability, Independent Living, and Rehabilitation Research*, April 2022
- Vice Chair, *American Association Intellectual and Developmental Disabilities Education Interest Network*, Summer 2022 – Present
- Secretary, *American Association Intellectual and Developmental Disabilities Education Interest Network*, Fall 2021 – Spring 2022
- Grant Reviewer, Field Initiated Projects Program (Research/Development), *National Institute on Disability, Independent Living, and Rehabilitation Research*, April 2021
- Grant Reviewer, Field Initiated Projects Program (Research/Development), *National Institute on Disability, Independent Living, and Rehabilitation Research*, May 2020
- Non-VCU Affiliated Member, *Special Education Teacher Shortage & Transition Lab*, Virginia Commonwealth University, 2019 – Present
- Publications Committee Member, *Division on Career Development and Transition*, 2019 – Present
- Vice President, *Iowa Council for Exceptional Children*, 2019 – 2020
- Student and Early Career Professional Committee Member, *American Association on Intellectual and Developmental Disabilities*, 2018 – Present
- Board Member, *Virginia Teacher Education Division*, 2018 – 2019
- Social Media Co-Chair, *Division on Career Development and Transition Early Career Scholar and Graduate Student Subcommittee*, 2016 - 2018

Editorial Activities

- Editorial Assistant, *Inclusion*, 2022 - Present
- Editorial Board Member, *Inclusion*, 2020 – Present
- Editorial Board Member, *Journal of Disability Law and Policy in Education*, 2020 – Present
- Guest Reviewer, *Journal of Vocational Rehabilitation*, 2020 – Present
- Guest Reviewer, *Career Development and Transition for Exceptional Individuals*, 2020 – Present
- Guest Reviewer, *International Journal of Inclusive Education*, 2020 – Present
- Guest Reviewer, *Journal of Inclusive Postsecondary Education*, 2019 – Present
- Guest Reviewer, *Education and Training in Autism and Developmental Disabilities*, 2018 - Present
- Conference Proposal Reviewer, *American Association Intellectual and Developmental Disabilities*, 2021 – Present
- Conference Proposal Reviewer, *Teacher Education Division, Council for Exceptional Children*, 2018 – Present
- Conference Proposal Reviewer, *Division of Autism and Developmental Disabilities, Council for Exceptional Children*, 2018 – Present
- Conference Proposal Reviewer, *Division on Career Development and Transition, Council for Exceptional Children*, 2017 – Present

UNIVERSITY OF KANSAS

- Community Connections Committee, Kansas University Center on Disabilities, 2023 – Present

WASHINGTON STATE UNIVERSITY

University

- Reviewer, New Faculty Seed Grant Competition, February-March 2022

College of Education

- Member, WSU ROAR Search Committee, Spring 2025
- Member, WSU ROAR Search Committee, Summer 2024
- Member, WSU ROAR Advisory Board, 2021 – Present
- Member, Assistant Professor Special Education Search Committee, Fall 2022 - Spring 2023
- Member, WSU ROAR Postdoctoral Search Committee, Spring 2021
- Member, WSU ROAR Leadership Team, 2020 – Present
- Faculty Mentor, WSU ROAR, 2020 – Present

Department of Teaching and Learning

- Member, Special Education Program Committee, 2020 – Present
- Member, Secondary Education Program Committee, 2020 – Present
- Member, SPEC ED 440/540 Course Redesign Committee, 2020
- Reviewer, Special Education Graduate Applications, 2020 – Present
- Interviewer, Teacher Education Interviews, October 2020 – Present

GUEST LECTURES

- | | |
|-------------|---|
| Spring 2022 | Postsecondary Education for Students with Disabilities. <i>SEDP 495 – Universal Design for Learning and Transition</i> . Virginia Commonwealth University. |
| Spring 2021 | Universal Design and Culturally Responsive Practices. <i>SEDP 651 – Special Topics Seminar for School Counselors as Related Service Providers</i> . Virginia Commonwealth University. |
| Spring 2021 | Universal Design for Learning (online). <i>TCH_LRN 464 (Block I) – Curriculum, Instruction, and Content Literacy Methods</i> . Washington State University. |
| Fall 2020 | Job Search Talk (online). <i>SPEC_ED 596 – Seminar in Quality Indicators for Research in Special Education</i> , Washington State University. |

Fall 2020	Universal Design for Learning (online). <i>TCH_LRN 464 (Block I) – Curriculum, Instruction, and Content Literacy Methods</i> . Washington State University.
Fall 2020	Connecting Research to Practice (online). SEDP 707 – Critical Issues in Special Education (online). Virginia Commonwealth University.
Spring 2020	Research in personnel preparation programs and the community (online). <i>SEDP 706 – Personnel Development in Special Education</i> . Virginia Commonwealth University.
Spring 2020	Transition Planning: K-12 Education. <i>EDTL 4900 – Foundations of Special Education</i> . University of Iowa.
Fall 2019	Postsecondary Education for Students with ID. <i>EDTL 4967 – Integrated Disability Studies Practicum</i> . University of Iowa.
Fall 2019	UI REACH and Future Careers in Special Education. <i>Kirkwood Pre-Education Academy: Topics in Education</i> . Kirkwood Community College, Iowa City Community School District, and University of Iowa College of Education.
Fall 2019	Teacher Shortages: A Need to Increase Teacher Retention (online). <i>Positive Behavior Intervention Supports</i> . Master of Education Program, Southeastern Oklahoma State University.
Spring 2019	Self-determination for Students with Intellectual and Developmental Disabilities. <i>SPED 5030 – Educating Exceptional Children</i> . College of Education and Human Development, Southern Utah University.

HONORS, CERTIFICATIONS/LICENSURE, MEMBERSHIPS

SPECIAL AWARDS, FELLOWSHIPS, AND OTHER HONORS

2020	Postdoctoral Research Excellence Award Finalist, Office of Vice President for Research, University of Iowa
2019	Graduate Student Award and Scholarship Recipient, Division on Career Development and Transition
2015 – 2018	Research to Policy Advocacy (RTPA) Doctoral Fellowship, Virginia Commonwealth University, U.S. Department of Education Office of Special Education Programs

2013 First Class New Teacher of the Year, Stafford County Public Schools,
Stafford, VA

LICENSURE/CERTIFICATIONS

2015 - Current Collaborative Institutional Training Initiative (CITI) Program Certified
Human Subjects Research

2012 - Current VA Teaching Certification, Elementary (K-6) and Special Education (K-
12)

2011 - 2016 PA Teaching Certification, Elementary (K-6) and Special Education (K-
12)

PROFESSIONAL MEMBERSHIPS

- Council for Exceptional Children
 - Division on Career Development and Transition (DCDT)
 - Innovation in Special Education Technology (ISET)
 - Council of Administrators of Special Education (CASE)
 - Teacher Education Division (TED)
 - Division on Autism and Developmental Disabilities (DADD)
- American Association on Intellectual and Developmental Disabilities (AAIDD)
- American Education Research Association (AERA)