Martha E. Snell
Professor of Education
Professor Emerita
University of Virginia
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Education

MFA   Vermont College of Fine Arts, Poetry, January, 2015.
Ph.D.   Michigan State University, Special Education with minors in Mental Retardation and Psychology, 1973.
M.Ed.   Michigan State University, Special Education with emphasis in Mental Retardation, 1968.
B.S.   Michigan State University, Social Science (Psychology, Sociology, Philosophy), 1966.

Experience in Higher Education

Professor Emerita, School of Education and Human Development, University of Virginia, 2012-current.
Interim Associate Dean for Research, School of Education and Human Development, University of Virginia, 2007-2008.
Coordinator of Special Education Program, 1999 to 2007.
Professor Emerita, Department of Curriculum, Instruction and Special Education, University of Virginia, 2012 to current.
Professor of Education, Department of Curriculum, Instruction and Special Education, University of Virginia, 1988 to 2012.
Associate Professor of Education, Department of Curriculum, Instruction and Special Education, University of Virginia, 1978-1988.
 Assistant Professor of Education, Department of Special Education, University of Virginia, 1973-1978.
Instructor and Project Coordinator, Department of Elementary and Special Education, Michigan State University, 1972-1973.

Publications

Journal Articles (Refereed Journals)

Walker, V. L., Snell, M. E. (2016). Teaching paraprofessionals to implement function-based interventions. *Focus on Autism and Other Developmental Disabilities, 32*(2) DOI: 10.1177/1088357616673561.

Snell, M. E., Voorhees, M. D., Walker, V., Berlin, R, Jamison, K.R. & Stanton-Chapman, T. L. (2014). A demonstration of the universal problem-solving approach to address children's inappropriate behavior in Head Start classrooms. *Topics in Early Childhood Special Education, 34,* 4-15.

Stanton-Chapman, T.L., Voorhees, M. D., Berlin, R., Snell, M. E., & Forsten, L. D (2014). Results of a survey and follow-up interview with Head Start staff concerning social skills instruction in preschool classrooms. *Dialog, 17,* 36-55.

Stanton-Chapman, T.L., Voorhees, M. D. & Snell, M. E., (2014). Supporting Head Start staff to address children's social skills. *Dialog, 17,* 98-102.

Voorhees, M. D., Walker, V, Snell, M. E. & Smith, C. (2013). A demonstration of individualized positive behavior support interventions by Head Start staff to address

children's challenging behavior. *Research and Practice for Persons with Severe Disabilities, 13,* 173-185.

Walker, V. W., & Snell, M. E. (2013). Effects of augmentative and alternative communication on challenging behavior: A meta analysis. *Augmentative and Alternative Communication, 29*, 117-131.

Snell, M.E., Stanton-Chapman, T.C., Doswell, L.C., & Walker, V. (2012). A review of 20 years of research on professional development interventions for preschool teachers and staff. *Early Childhood Development and Care*. DOI:10.1080/03004430.2012.702112

Snell, M.E., Berlin, R., Voorhees, M.D., Stanton-Chapman, T. L., & Hadden, S. (2012). A survey of preschool staff concerning problem behavior and its prevention in Head Start classrooms. *Journal of Positive Behavior Interventions, 14*, 98-107. http://dx.doi.org/10.1177/1098300711416818

Snell, M.E., Voorhees, M.D., Berlin, R., Stanton-Chapman, T. L., Hadden, S., & McCarty, J. (2012). Use of interview and observation to clarify reported practices of Head Start staff concerning problem behavior: Implications for programs and training. *Journal of Positive Behavior Interventions, 14,* 108-117. http://dx.doi.org/10.1177/1098300711416819

Stanton-Chapman, T. L., & Snell, M. E. (2011). Promoting turn-taking events in preschool children with disabilities: The effects of a peer-based social communication intervention. *Early Childhood Research Quarterly, 26,* 303-319.

Connor, C., Snell, M.E., Gansneder, B.M., & Dexter, S.L. (2010). Special education teachers' use of assistive technology with students who have severe disabilities. *Journal of Technology and Teacher Education, 18*, 369-386.

Snell, M. E., Brady, N., McLean, L., Ogletree, W., Siegel, E., Slyvester, L., Molica, B. M., Paul, D., Romski, M. A., & Sevcik, R. (2010). Twenty years of communication intervention research with individuals who have severe disabilities. *American Journal on Intellectual and Developmental Disabilities, 115,* 364-380.

Shogren, K. A., Bradley, V.J., Bomes, S.C., Yeager, M.H., Schalock, R. L. *with* Borthwick-Duffy, S., Buntix, W., Coulter, D., Craig, E.M., LaChapelle, Y., Luckasson, R., Reeve, A., Snell, M.E., Spreat, S., Tasse, M.J., Thompson, J.R, Verdugo, M.A., & Wehmeyer, M.L. (2009). Public policy and the enhancement of desired outcomes for persons with intellectual disability. *Intellectual and Developmental Disability, 47*, 307-319.

Snell, M.E., & Luckasson, R. *with* Borthwick-Duffy, S., Bradley, V., Buntix, W., Craig, E.M., Coulter, D. L., Gomez, S.C., Lachapelle, Y., Reeve, Schalock, R., A., Spreat, S., Tasse, M.J., Thompson, J.R., Verdugo, M.A., Wehmeyer, M.L., & Yeager, M.H. (2009). The characteristics and needs of people with intellectual disability who have higher IQs. *Intellectual and Developmental Disabilities, 47*, 220-233.

Thompson, J.R., Bradley, R. E., Buntinx, W.H.E., Schalock, R., Shogren, K.A., Snell, M.E., & Wehmeyer, M.L. (2009). Conceptualizing supports and the support needs of people with intellectual disability, *Intellectual and Developmental Disabilities*, 47, 135-146.

Snell, M.E., Chen, L., Allaire, J., & Park, E. (2008). Communication breakdown at home and school in young children with cerebral palsy. *Research and Practice for Persons with Severe Disabilities, 33,* 25-36.

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Wehmeyer, M.L., Buntinx, H.E., Lachapelle, Y., Luckasson, R. A., Schalock, & Verdugo, M.A *With* Borthwick-Duffy, S., Bradley, V., Craig, E.M., Coulter, D. L., Gomez, S.C., Reeve, A., Snell, M.E., Spreat, S., Tasse, M.J., Thompson, J.R., & Yeager, M.H. (2008). The intellectual disability construct and its relation to human functioning. *Intellectual and Developmental Disabilities, 46,* 311-318.

Justice, L.M., & Snell, M.E. (2007). Illustration of a three-step process for identifying the level and quality of empirical support for manualized treatments for children with autism. *Evidence-Based Communication Assessment and Intervention, 1,* 37-47.

Schalock, R.L., Luckasson, R.A., & Schogren, K.A., *With* Borthwick-Duffy, S., Bradley, V., Buntinx, W., Craig, E.M., Coulter, D. L., Gomez, S.C., Lachapelle, Y., Reeve, A., Snell, M.E., Spreat, S., Tasse, M.J., Thompson, J.R., Verdugo, M.A., Wehmeyer, M.L., & Yeager, M.H. (2007). The renaming of mental retardation: Understanding the change to the term intellectual disability. *Intellectual and Developmental Disabilities, 45*, 116-124.

Snell, M.E., Chen, L.Y, & Hoover, K. (2006). Teaching augmentative and alternative communication to students with severe disabilities: A review of intervention research 1997-2003. *Research and Practice for Persons with Severe Disabilities, 31,* 203-214.

Delano, M., & Snell, M.E. (2006). The effects of social stories on the social engagement of children with autism. *Journal of Positive Behavior Interventions, 8,* 29-42.

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Park, E, Snell, M., & Allaire, J. (2004). Development of AAC vocabulary/symbol system for the users with language impairments. *Korean Journal of Communication Disorders, 9*(3), 118-138.

Rimm-Kauffman, S.E., Voorhees, M.D., Snell, M.E, & LaParo, K.M. (2003). Improving pre-service teachers' sensitivity and responsivity toward young children with disabilities. *Topics in Early Childhood Special Education, 23,* 151-163.

Snell, M.E., Caves, K., McLean, L., Mineo Mollica, B., Mirenda, P., Paul-Brown, D., Romski, M.A., Rourk, J., Sevcik, R., & Yoder, D. (2003). Concerns regarding the application of restrictive "eligibility" policies to individuals who need communication services and supports. *Research and Practice for Persons with Severe Disabilities, 28,* 70-78.

Snell, M.E. (2002). Using dynamic assessment with learners who communicate nonsymbolically. *Alternative and Augmentative Communication, 18,* 163-176.

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communication services and supports: Concerns regarding the application of restrictive "eligibility" policies. *Communication Disorders Quarterly, 23*, 145-151. [McLean, L. S., Mirenda, P., Mollica, B.M., Paul-Brown, D., Snell, M.E., Romski, M.A., & Sevcik, R.]

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Reprinted in: Fisher, D., & Ryndak, D.L. (Eds.) (2001). *The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education* (pp. 199-206). Baltimore, MD: TASH.

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Janney, R. E., Snell, M. E., Beers, M. K., & Raynes, M. (1995). Integrating students with moderate and severe disabilities into general education classes. *Exceptional Children, 61*, 425-439.

Janney, R. L., Snell, M. E., Beers, M. K., & Raynes, M. (1995). Integrating students with moderate and severe disabilities: Classroom teachers' beliefs and attitudes about implementing an educational change. *Educational Administration Quarterly, 31* (1), 86-114.

Schalock, R. L., Stark, J. A., Snell, M. E., Coulter, D. L., Polloway, E. A., Luckasson, R., Reiss, S., & Spitalnik, D. M. (1994). The changing conception of mental retardation:

Implications for the field. *Mental Retardation, 32*, 181-193.

Snell, M.E., & Drake, G. (1994). Replacing cascades with supported education. *Journal of Special Education, 27*, 393-409.

Hamilton, B., & Snell, M.E. (1993). Using the milieu approach to increase spontaneous communication book use across environments by an adolescent with autism. *Augmentative and Alternative Communication, 9*, 259-272.

Reese, G. M., & Snell, M. E. (1991). Putting on and removing coats and jackets: The acquisition and maintenance of skills by children with severe multiple disabilities. *Education and Training in Mental Retardation, 26*, 398-410.

Farlow, L. J., Loyd, B. H., & Snell, M. E. (1991). The relationship between students' performance under training conditions and under probe conditions and the implications for interpretation of student performance data. *The Journal of the Association for Persons with Severe Handicaps, 16*, 85-93.

Snell, M. E., & Loyd, B. H. (1991). A study of the effects of trend, variability, frequency, and form of data on teachers' judgments about progress and their decisions about program change. *Research in Developmental Disabilities, 12*, 41-61.

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Grigg, N. C., Snell, M. E., & Loyd, B. H. (1989). Visual analysis of student evaluation data: A qualitative analysis of teacher decision-making. *The Journal of the Association for Persons with Severe Handicaps, 14*, 109-127.

Munger, G. F., Snell, M. E., & Loyd, G. H. (1989). A study of the effects of frequency of probe data collection and graph characteristics on teachers' visual analysis. *Research in Developmental Disabilities, 10*, 109-127.

Caro, P., & Snell, M. E. (1989). Characteristics of teaching communication to people with moderate and severe disabilities. *Education and Training in Mental Retardation, 24*, 63-77.

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Bull, G. L., Cochran, P., & Snell, M. E. (1988). Beyond CAI: Computers, language, and persons with mental retardation. *Topics in Language Disorders, 8*(4), 55-76.

Browder, D. M., Snell, M. E., & Wildonger, B. A. (1988). Simulation and community-based instruction of vending machines with time delay. *Education and Training in Mental Retardation, 23,* 175-185.

Zirpoli, T. J., Snell, M. E., & Loyd, B. H. (1987). Characteristics of persons with mental retardation who have been abused by caregivers. *Journal of Special Education, 21*(2), 31-41.

Snell, M. E., & Browder, D. M. (1986). Community-referenced instruction: Research and issues. The *Journal of the Association for Persons with Severe Handicaps, 11*, 1-11.

Inge, K. J., & Snell, M. E. (1985). Teaching positioning and handling techniques to public

school personnel through inservice training. *The Journal of the Association for Persons with Severe Handicaps, 10*, 105-110.

Snell, M. E., & Beckman-Brindley, S. (1984). Family involvement in intervention with children having severe handicaps. *The Journal of the Association for Persons with Severe Handicaps, 9,* 213-230.

Crittenden, P. M., & Snell, M. E. (1983). Intervention to improve mother-infant interaction and infant development. *Infant Mental Health Journal, 4*, 23-31.

Snell, M. E., et al. (1982). Developing personnel preparation programs to train personnel to teach severely handicapped individuals. *Teacher Education and Special Education, 5*(1), 46-51.

Snell, M. E. (1982). Analysis of time delay procedures in teaching bedmaking skills to retarded adults. *Analysis and Intervention in Developmental Disabilities, 2*, 139-155.

Browder, D. M., Morris, W. W., & Snell, M. E. (1981). Using time delay to teach manual signs to a severely retarded student. *Education and Training of the Mentally Retarded, 16*, 252-258.

Snell, M. E., & Gast, D. L. (1981). Applying time delay procedures to the instruction of the severely handicapped. *The Journal of the Association for the Severely Handicapped, 5*(4), 3-14.

Snell, M. E. (1979). Retarded residents as language trainers of profoundly retarded students. *Education and Training of the Mentally Retarded, 14*, 77-84.

Snell, M. E., Thompson, M. S., & Taylor, K. G. (1979). Providing inservice to educators of the severely handicapped: The Active Response Inservice Training Model. *Education and Training of the Mentally Retarded, 14,25-33*.

Hallahan, D. P., Kauffman, J. M., Kneedler, R. D., Snell, M. E., & Richards, H. C. (1977). Effect of being imitated by an adult on the subsequent imitative behavior of retardates. *American Journal of Mental Deficiency, 81*, 556- 560.

Kauffman, J. M., Snell, M. E., & Hallahan, D. P. (1976). Imitating children during imitation training: Two experimental paradigms. *Education and Training of the Mentally Retarded, 11*, 324-332.

Polloway, E. A., & Snell, M. E. (1975). Efficacy revisited. *Education and Training of the Mentally Retarded, 10*, 276-282.

Invited Articles (Refereed Journals)

Snell, M.E. (2009). Rethinking effective instructional practices: A response to Copeland and Cosby. *Research and Practice for Persons with Severe Disabilities, 33/34*, 228-231.

Snell, M.E. (2006). What's the verdict: Are students with severe disabilities included in school-wide PBS? *Research and Practice for Persons with Severe Disabilities, 31,* 1-4.

Janney, R.E., & Snell, M.E. (2006). Modifying schoolwork in inclusive classrooms. *Theory into Practice, 45*, 215-223.

Snell, M.E. (2005). Fifteen years later: Has positive programming become the expected technology for addressing problem behavior? A commentary on Horner et al. (1990). *Research and Practice for Persons with Severe Disabilities, 30,* 11-14.

Snell, M.E. (2003). Applying research to practice: The more pervasive problem? *Research and Practice for Persons with Severe Disabilities, 28*, 143-147. [Invited]

Snell, M.E., (2002). Strengthening the focus on problem contexts. *Journal of Positive Behavioral Interventions, 4*, 21-24.
<u>Reprinted in</u>: Bambara, L.M., Dunlap, G., & Schwartz, I.S. (2004). *Positive behavior support: Critical articles on improving practice for individuals with severe disabilities* (pp. 63-66). Baltimore, MD: TASH.

Snell, M. E. (1997). Parent-professional partnerships, the critical ingredient: A response to Vaughn et al., and Fox et al. *Journal of the Association for Persons with Severe Handicaps, 22*, 218-220.

Snell, M. E. (1997). Responses to Nietupski et al. *The Journal of Special Education, 31*, 57-58.

Snell, M. E., (1988). Gartner and Lipsky's "Beyond special education: Toward a quality system for all students," Messages for TASH. *The Journal of the Association of Persons with Severe Handicaps, 13*, 137-140.

Snell, M. E. (1987). Response to Axelrod's review of *Alternatives to Punishment* (LaVigna & Donnellan, 1986). *The Behavior Analyst, 10*, 295-297.

Under Review/Revision

Chen, L., Snell, M.E., Allaire, J., & Park, E. (2012). *Communication patterns and needs of children with multiple disabilities: Perspectives of care providers*. University of Virginia: Submitted to *Augmentative and Alternative Communication*. [5/3/12]

Journal Articles (Non-Refereed Journals)

Snell, M.E. (March/April, 2007). Effective instructional practices. *TASH Connections, 33* (3/4), 8-13.

Snell, M.E., & Lowman, S. (Eds.) (March/April, 2007). Issue on Evidence-Based Practices. *TASH Connections, 33* (3/4).

Connor, C., & Snell, Martha E. (2006). Integrating assistive technology into the classroom. *Closing the Gap, 25*(3), 24-25.

Snell, M.E., (2004). What if your child lacks needed communication services and supports? *Exceptional Parent*, *34* (2), 41-44.

Snell, M.E. (April, 1999). Maak plaats voor een samenleiving. *Handiscopp, 54* (3), 3-4. (Article title: Questions often asked about inclusion; published in a Belgium journal)

Snell, M.E. & Raynes, M., with Byrd, J. O., Colley, K. M., Gilley, C., Pityonak, C., Stallings, M. A., Van Dyke, R., Williams, P. S., & Willis, C. J. (1995). Changing roles in inclusive schools: Staff perspectives at Gilbert Linkous Elementary. *Kappa Delta Pi Record, 31*, 104-109.

Raynes, M., Snell, M. E., & Sailor, W. (1991). A fresh look at categorical programs for children with special needs. *Kappan, 73*, 326-331.

Snell, M. E., (1985). Promoting skill generalization in students with severe handicaps. *Special Education Today, 2*(1), 16-17.

Snell, M. E. (1980). Does toilet training belong in the public schools? A review of toilet training research. *Education Unlimited, 2*(3), 53-58.

Snell, M. E., & Renzaglia, A. (1980). Characteristics of services for the severely handicapped. *Education Unlimited, 2*(3), 55-60.

Kraft, S. P., & Snell, M. E. (1980). Parent/teacher conflict: Coping with parental stress. *The*

Pointer, 24(2), 9-38.

Snell, M. E., & Dunkle, M. (1979). A review of established programs for training parents of young handicapped children. *Education Unlimited, 1*(5), 54-58.

Snell, M. E. (1979). Retarded adults in the community: How successful are they? *Education Unlimited, 1*(1), 53-54.

Kauffman, J. M., & Snell, M. E. (1975). The salutary effects of marriage on mental health: A comment by Francis T. Stribling. *The Family Coordinator, 24*, 230.

Books

Brown, F., McDonnell, J., & Snell, M.E. (Eds.) (in press). *Instruction of students with severe disabilities (8th ed.).* Upper Saddle River, NJ: Merrill/Prentice-Hall. [Textbook]

King-Sears, M., Janney, R.E., & Snell, M.E. (2015). *Practices for inclusive schools: Collaborative teaming (3nd ed.).* Baltimore: Paul H. Brookes. [Textbook]

Bambara, L. M., Janney, R.E., & Snell, M.E. (2015). *Teachers' guides to inclusive practices: Behavior support (3rd ed.).* Baltimore: Paul H. Brookes. [Textbook]

Janney, R.E., & Snell, M.E., (2013). *Teachers' guides to inclusive practices: Modifying schoolwork (3nd ed.).* Baltimore: Paul H. Brookes. [Textbook]

Schalock, R., et al. (2012). *User's guide: Intellectual disability definition, classification, and systems of supports (11th edition).* Washington D.C.: American Association on Intellectual and Developmental Disabilities.

Snell, M.E., & Brown, F. (Eds.) (2011). *Instruction of students with severe disabilities* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall. [Textbook]
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Schalock, R.L., Borthwick-Duffy, S., Bradley, V., Buntinx, W., Craig, E.M., Coulter, D. L., Gomez, S.C., Lachapelle, Y., Luckasson, R.A , Reeve, A., Schogren, K.A, Snell, M.E., Spreat, S., Tasse, M.J., Thompson, J.R., Verdugo, M.A., Wehmeyer, M.L., & Yeager, M.H. (2009). *Intellectual disability: Definition, classification, and systems of supports (11th ed.).* Washington, DC: American Association on Intellectual and Developmental Disabilities. [authors listed alphabetically]
Published in Chinese, Japanese, Korean, Spanish, Hebrew, and French (2010-2012)

Janney, R.E., & Snell, M.E. (2008). *Teachers' guides to inclusive practices: Behavior support (2nd ed.).* Baltimore: Paul H. Brookes. [Textbook]
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Odom, S. L., Horner, R. H., Snell, M.E., & Blacher, J. (Eds., 2007). *Handbook on developmental disabilities.* New York: Guilford Press.

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Luckasson, R., Borthwick-Duffy, S., Buntinx, W.H.E., Coulter, D.L., Craig, E.M., Reeve, A., Schalock, R.L., Snell, M.E., Spitalnik, D.M., Spreat, S., & Tasse, M.J. (2002). *Mental retardation: Definition, classification, and systems of supports (10th ed.).* Washington, DC: American Association on Mental Retardation.

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Luckasson, R., Coulter, D., Polloway, E. A., Reiss, S., Schalock, R.L., Snell, M. E., Spitalnik, D. M., & Stark, J. A. (1992). *Mental retardation: Definition, classification and systems of supports* (9th ed.). Washington, D.C.: American Association on Mental Retardation.

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Unpublished Reports and Other Works

Snell, M. E., with Voorhees, M. D., & Berlin, R. (8 October, 2010). *What is Positive Behavior Support (PBS)? How does PBS promote appropriate behavior?* Proceedings of the International Conference on Intellectual Disabilities, Girona, Spain.

Snell, M.E., & Loncke, F. (2005). *Manual for the dynamic assessment of nonsymbolic communication.* Unpublished manuscript, Charlottesville, VA: University of Virginia.
Translated into Spanish (March 2006) by the Department of Participation and Solidarity in Education in Andalucia, Motril/Granada, Spain.

American Speech-Language-Hearing Association. (2002). Admission/discharge criteria in speech-language pathology, Rockville, MD: Author. [Caves, K., Johnson, A., McLean, L., Mineo Mollica, B., Mirenda, P., Paul-Brown, D., Romski, R.A., Rourke, J, Sevcik, R., & Snell, M.] American Speech-Language-Hearing Association Committee on Language Learning Disorders. (2002). Issues in determining eligibility for language intervention. *Asha, 31*, 113-118.

National Joint Committee for the Communication Needs of Persons with Severe Disabilities. (2002). *Access to communication services and supports: Concerns regarding the application of restrictive "eligibility" policies*. Rockville, MD: American Speech-Language-Hearing Association.

Snell, M.E., Pianta, R., & Voorhees, M (2002, April). *Interdisciplinary Training Program for Early Intervention and Preschool Personnel: Final Report* (Grant No. H029G70170-97, U.S. Department of Education, OSERS). Charlottesville, VA: University of Virginia, unpublished report submitted to U.S. Department of Education, OSERS.

Snell, M.E. (Chair), Griffin-Shirley, N., & Sindelar, P. (2001, December). *Report of the External Review Team for the Department of Special Education, University of Utah.* University of Utah, Salt Lake City, UT.

Romski, M. (Chair), Billingsley, F., & Langley, B, & Snell, M.E. (2001, November). *Report on the Transition Plan for Shauna D. and OCPS/UCF Post-High Program*. Orange County Public Schools, Orlando, FL.

Snell, M.E. Chair Legislative and Social Issues Committee of the American Association on Mental Retardation (2001, March). *Annual report of the Legislative and Social Issues Committee of the American Association on Mental Retardation: Statement of Goals, Objectives, and Summary of Major Accomplishments and Activities Under Each Goal.* Report submitted to AAMR.

Zigmond, N.(Chair), Bricker, D., & Snell, M.E. (2000, December). *Report of the External Review Team for the Department of Special Education Peabody College of Vanderbilt University*. Vanderbilt University, Nashville, TN.

Snell, M.E. (2000, December). *A Report on the Planned Diploma Program in Special Education to Prepare Teachers of Students with Learning Problems.* Psychology Department, College of Education, Kuwait University, Kuwait.

The Joseph P. Kennedy, Jr. Foundation (1997, January). *Building partnerships: Preparing special education teachers for the 21st century.* Washington DC: Author with the Office of Special Education Programs,

U.S. Department of Education. [One of many involved in writing this booklet.]

Snell, M. E., Martin, K., & Orelove, F. (1995). *A final report of the Virginia Statewide Program to Endorse Teachers of Students with Severe and Profound Handicaps (The Endorsement Project)*, Grant No. HO29B023793, CFDA 84.029B, US Department of Education, OSERS. Charlottesville, VA: Unpublished report submitted to the U.S. Department of Education, OSERS.

Janney, R.E., Snell, M. E., Beers, M. K., & Raynes, M. (1992). *Advice from teachers and administrators on integrating students with moderate and severe disabilities into general education classes*. Richmond, VA: The Virginia Statewide Systems Change Project and Virginia Institute for Developmental Disabilities.

Fisher, M., & Snell, M. E. (1992). *Putting supports in place: An examination of the effects of a peer support system for middle school students with severe disabilities*, Final Report (NIHR, OSERS, USDOE, USDOE, Grant # H133C90094). Charlottesville, VA: University of Virginia.

Wolfe, P. with Snell, M. E. (1991, May). *Program packet on the facilitation of social interactions between persons with severe disabilities and their nondisabled peers in school and community settings*. Richmond, VA: Virginia State-Wide Systems Change Project and Virginia Institute for Developmental Disabilities.

Snell, M. E. (1988, December). *Final report for the Effective Use of Student Performance Data by Teachers* (USDOE, OSERS, Grant No. G008530150, 1985-1988).

Commonwealth of Virginia, Department of Education (1988, December). *Handbook on programs for students with moderate mental handicaps in Virginia*.

Snell, M. E. (1988, June). Community integration of persons with developmental disabilities and severe behavior problems: Defining procedures. In R. H. Horner & G. Dunlap (Eds.), *A Symposium on behavior management and community integration for individuals with developmental disabilities and severe behavior problems* (pp. 124-142). USOE, OSERS and Research and Training Center on Community-Referenced Behavior Management, University of Oregon.

Snell, M. E. et al. (1986, April). *What is the least restrictive environment? Questions and answers for administrators, parents and teachers*. Manuscript prepared for the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.

Snell, M. E., Grigg, N., Walters, S., & Zirpoli, T. (1986, March). *Content and item analysis for technical review forms on applications for grants received in 1985 under innovative programs for severely handicapped children, USDOE, OSERS*. (Report written for Special Education Programs, U.S. Department of Education). Charlottesville, VA: University of Virginia.

Carney, I., Miller, J., & Snell, M. E. (1982). A module for teachers on instructional technology for severely handicapped learners: Skill acquisition. In L. M. Voeltz (Ed.), *A series of professional training modules on the education of severely handicapped learners: An update on educational best practices* (pp. 148-271). Minneapolis, MN: Upper Midwest Regional Resource Center, University of Minnesota.

Professional Service

Editorial Activities

Consulting Editor or Editorial Board Member
Special Education Research, a journal published by EWHA Special Education Research Institute, Seoul, Korea. (2007)
Research and Practice for Persons with Severe Disabilities (2003-2012)
Intellectual and Developmental Disabilities (2006 to 2010)
 Mental Retardation (1993 to 2006)
Journal of Positive Behavior Interventions (1998 to 2010)
Journal of Behavioral Education (1992 to 2004)
 Exceptional Children (1984-1987)
 Analysis and Intervention in Developmental Disabilities (1979-1982)
 Behavior Research of Severe Developmental Disabilities (1979-1982)

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The Pointer (1979-1981)
The Journal of the Association for Persons with Severe Handicaps (1978-2003)

Guest Reviewer
Exceptional Children (2006, 2009)
Language, Speech, and Hearing Services in Schools (2004)
Infants and Young Children (2003)
Journal of School Psychology (2000)
Education and Training in Mental Retardation (1989 to 2002)
American Journal on Mental Retardation (1993 to 2005)
Exceptionality (1993, 1994)
Research in Developmental Disabilities (1989, 1992, 1994)
Remedial and Special Education (1984 to 1995)
Exceptional Education Quarterly (1984)
Journal of Applied Behavior Analysis (1983, 1985, 1989, 1991- 1996)

Associate Editor
Research and Practice for Persons with Severe Disabilities (2008 to 2011)
Journal of the Association for Persons with Severe Handicaps (1985-1987)
Education Unlimited, Research Column (1978-1981)

Grants (since 1990)
Current Funding
Stanton-Chapman, T., & Snell, M.E. (Funded August 25, 2008 to 2013). *Early and Responsive Learning Initiative (EARLI)*. CFDA 84.325K (Focus Area A), Personnel Development To Improve Services and Results for Children With Disabilities, Combined Priority for Personnel Preparation, (A) Training Personnel to Serve Infants, Toddlers, and Pre-school Age Children with Disabilities. Submitted to U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation. (Funded at $258,000 for five years) **Role: Co-Principal Investigator**

Snell, M. E., & Stanton-Chapman, T. (June, 2008 to May, 2012). *Building Social Competence for School Success through a Continuum of Positive Behavior Supports.* U.S. Department of Education, Institute of Educational Sciences: Early Intervention, Early Childhood Special Education, and Assessment of Young Children with Disabilities. (Funded 1.5 million or $500,000/year for 4 years). **Role: Co-Principal Investigator**

Behrmann, M., Orelove, F. Snell, M.E., Altieri, E., & Harris, J. (10/1/05-3/11). *Virginia Consortium for Teacher Preparation in Severe Disabilities Statewide Collaboration: George Mason University, University of Virginia, Virginia Commonwealth University, Radford University, and Norfolk State University*. U.S. Department of Education, Office of Special Education Programs. (Funded $200,000; 2009-10 carryover year) **Role: Co-Investigator, Direct Subcontract, training grant**

Behrmann, M., Orelove, F. Snell, M.E., Altieri, E., & Harris, J. (2003-present). *Preparation of special education teachers in Virginia to serve children and youth with severe disabilities: A statewide, inter-university cooperative teacher licensure program in severe disabilities*. A continuing proposal submitted to the Virginia Department of Education. (Funded at $260,000; subcontract from GMU to UVA: 2004 $58,136 year 2; 2005 $64,943 Year3; 2006 $70,727.00 Year 4; 2007 $72,169 Year 5; 2008 $43,552 Year 6; 2009 $43,552 Year 7; 2010 $62,500 Year 8; 2011 $62,500 Year 9) **Role: Co-Investigator, Direct Subcontract, training grant**

Past Funding

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Pullen, P. (2002-2007). *Early childhood and developmental risk: An interdisciplinary teacher preparation program in psychology, early childhood, and early childhood special education*, U.S. Department of Education ($1,500,000). **Role: Co-Investigator, training grant**.

Allaire, J.A., Snell, M.E., & Park, E. (May, 2002-July 2004, extended to July 2005). *A survey of caregivers and educational teams of children with autism and cerebral palsy on functional communication use at home and school.* Children's Medical Center, Department of Pediatrics, CMC Grant-In-Aid Application, University of Virginia. (Funded at $10,000) **Role: Co-PI, research**

Figgins, M., & Snell, M.E. (September 2000- August 2005, carryover ended September 2006), Bridges of understanding to inclusive literary development (Project BUILD), A Model Demonstration Project (CFDA H324T, Grant # H324T000008, OSERS, USDOE. Charlottesville, VA: University of Virginia. (Funding at $149,989 for first two years, $74,989 last two years, carryover) **Role: Co-PI, research**

Snell, M.E. (March, 2001 – May, 2004). *Instructional Consultant Region Ten Community Services Board,* Funding to support a graduate assistant who provides consultation and inservice training to direct care staff at Region Ten Community Services Programs serving clients with mental retardation. Region Ten Community Services Board (Funded at $15,000 for 3 years). **Role: PI, training.**

Behrmann, M., Orelove, F. Snell, M.E., & Tolbert, M. (2002-2003). *Preparation of special education teachers in Virginia to serve children and youth with severe disabilities: A statewide, inter-university cooperative teacher licensure program in severe disabilities*. A continuing proposal submitted to the Virginia Department of Education. (Funded $260,000, $65,000 subcontract from GMU to UVA) **Role: Co-Investigator, Direct Subcontract, training grant**

Snell, M.E. (May, 2002). *Instructional Consultant Region Ten Community Services Board,* Funding to support a graduate assistant who provides consultation and inservice training to direct care staff at Region Ten Community Services Programs serving clients with mental retardation. Region Ten Community Services Board (Funded at $15,000) **Role: PI, training.**

Behrmann, M., Dymond, S., Orelove, F. Snell, M.E., & Tolbert, M. (2000-2002). *Preparation of special education teachers in Virginia to serve children and youth with severe disabilities: A statewide, inter-university cooperative teacher licensure program in severe disabilities*. A proposal submitted to the Virginia Department of Education. (Funded $260,000, $65,000 subcontract to UVA) **Role: Co-Investigator, Direct Subcontract, training grant**

Snell, M.E. (May, 2001). *Instructional Consultant Region Ten Community Services Board,* Funding to support a graduate assistant who provides consultation and inservice training to direct care staff at Region Ten Community Services Programs serving clients with mental retardation. Region Ten Community Services Board (Funded at $15,000). **Role: PI, training.**

Snell, M.E. (May, 2001). *Instructional Consultant Region Ten Community Services Board,* Funding to support a graduate assistant who provides consultation and inservice training to direct care staff at Region Ten Community Services Programs serving clients with mental retardation. Region Ten Community Services Board. (Funded at $15,000) **Role: PI, training.**

Snell, M.E., with Voorhees, M. (April, 1999- April 2002). *Innovative strategies for all young children – conference.* Annual funding to support an annual conference to early childhood special educators. Virginia Department of Education. (Funded at $4,000 each year for 4 years) **Role: Co-PI, training.**

Snell, M.E. (June, 1998). *Best practices for high risk children – conference*. Virginia Department of Education. (Funded at $4,000) **Role: Co-PI, training.**

Snell, M. E., Pianta, R., Voorhees, M., & LaParo, K. (Oct., 1997-October, 2001). *The Interdisciplinary Training Program for Early Intervention and Preschool Personnel.* (CFDA 84.029G, Component 3; OSERS, USDOE). Charlottesville, VA: University of Virginia. (Funding at $129,208 for each of three years) **Role: Co-PI, training.**

James Madison University (Reid Linn), George Mason University (Michael Behrmann), Lynchburg College (Merrill Tolbert), and University of Virginia (Martha E. Snell) (April, 1996). *Western T-TAC Consortium: A grant proposal for a consortium of training and technical assistance centers.* Submitted to the Commonwealth of Virginia, Department of Education. ($1,119,998 for the first of five years; 2/3rds of application funded)

Snell, M.E. & Drake, G., (1991-1992). *Parental perceptions of the integrated placements of their children with severe disabilities* (Award # H023820033, OSERS, USDOE). Charlottesville, VA: University of

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Virginia ($12,780) (Snell served as faculty principal investigator)

Snell, M. E., & Wolfe, P. (1990-1991). *Social validation of instructional techniques for use with students with severe disabilities*. (USDOE, OSERS, Student-Initiated Research). University of Virginia. ($12,305) (Snell served as faculty principal investigator)

Snell, M. E. (1989-1994). *Virginia Statewide Program to endorse teachers in severe and profound handicaps.* A five-year personnel preparation grant from the U.S. Department of Education, OSERS. University of Virginia with subcontracts to Virginia Commonwealth University, George Mason University, and Virginia Polytechnical University (Grant #H029B90237, OSERS, USDOE). ($80,000 annually)

Snell, M. E., Principal Investigator, with Brenda Lloyd and Glenn Bull (1988-1991). *Effective use of data by teachers of students with severe handicaps: Data-Based Decisions Project* University of Virginia, Curry School of Education, USDOE Grant No., G008530150.

Professional Organization Memberships and Service

American Association on Intellectual and Developmental Disabilities (formerly American Association on Mental Retardation)
- Member *Ad hoc* Committee on the Terminology and Classification System, 11th Edition, 2005 to present (Bob Schalock, Chair)
- Member *Ad hoc* Implementation Committee for the 2010 AAIDD Terminology and Classification System, 11th Edition, 2009 to present (Bob Schalock, Chair)
- Member *Ad hoc* Committee on the Implementation of the 2002 AAMR Terminology and Classification System, 10th Edition, 2002-2005 (Bob Schalock, Chair)
- Member *Ad hoc* Committee on the Terminology and Classification System, 9th Edition, 1998 to 2002 (Ruth Luckasson, Chair)
- AAMR Board of Directions, Member at Large, 2001-2003
- LASI Chair Representative on the Arc-AAMR Position Statement Writing Group, 2000-2002
- Chair of the Legislative and Social Issues (LASI) Standing Committee, 2000 to 2001
- Member *Ad hoc* Committee on Terminology and Classification, 9th Edition, 1989 to 1993 (Ruth Luckasson, Chair)
- Editorial Board Member, *Intellectual and Developmental Disabilities*, 1993 to 2012
- Division on Education

Council for Exceptional Children
- Mental Retardation Division
- Division for Early Childhood
- Editorial Board Member, *Exceptional Children*, 1984-1987

Arc-US
- LASI Chair Representative on the Arc-AAMR Position Statement Writing Group (2000-2002)
- Arc-Virginia
- Arc-Charlottesville-Albemarle (Board Member 1974-1982)

The Association for Persons with Severe Handicaps (TASH)
- Associate Editor, *Research and Practice for Persons with Severe Disabilities* (appointed December 2008 - 2012)
- Member Elections Committee (2007-2010)
- Life Member
- Conference Proposals Reviewer (2000-2010)
- Member Communication Committee, 1999-2005; 2009
- TASH representative on the *National Joint Committee for the Communicative Needs of Persons with Severe Disabilities*, 1999 to 2012

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- Membership Operating Committee, 1997 to 1999
- Personnel Preparation Committee, 1990 to 1996
- Member Publications Committee, 1990 to 2010
- President, 1987 to 1990
- President-Elect, 1986 to 1987
- Vice President, 1984 to 1986
- Associate Editor, *Journal of the Association for Persons with Severe Handicaps* (1985-1987)
- Treasurer, 1980-1981, 1983-1988
- Executive Board Member, 1979 to 1991
- Editorial Board Member *Research and Practice for Persons with Severe Disabilities* (1978-present)
- Member Virginia TASH

National Joint Committee for the Communicative Needs of Persons with Severe Disabilities
- Organization Representative for TASH, Appointed September, 1999-2012
- Chair Evidence Based Practices work group (2007- 2012)

Association for Positive Behavior Support
- Reviewer of conference proposals (2005-2012)

American Educational Research Association
The Academy on Mental Retardation

Service in Local Agencies
- Advisory Board, St. John the Baptist of the Woods Foundation, and Club Yancey, Charlottesville, VA. (2004-2005)
- University of Virginia Representative on the Charlottesville/Albemarle Commission on Children and Families (1999-2003)
  - Member Work Group on Children Needing Extensive Services (2001-2004)
- Faculty Advisor to Best Buddies College, University of Virginia Chapter (1996 to 2002)
- Member, Arc Advisory Committee on Community Living Options (1998 to 2001)
- Member, Arc Ad Hoc Committee on Housing (1996 to 1998)
- Member, Community and Family Partnership Advisory Committee for Head Start, Monticello Area Community Action Agency (MACAA), 1996 to 2001.
- Member, Walton Improvement Committee (WIN), Walton Middle School, Albemarle County Schools, Charlottesville, VA. (1995-6)
- Member of Executive Board for Worksource Enterprises, Charlottesville, VA, 1990 to August 1999.
- Member, Albemarle County Special Education Advisory Board, 1979 to 1985; 1992 to 1996.
- Member of the Community Residential Program Committee, Region X Mental Retardation Services, Charlottesville, Virginia, 1979 to 1984.

International and National Conference Papers (since 1991)

Walker, V.L. & Snell, M.E. (June 5, 2013). *Effects of augmentative and alternative communication on challenging behavior: A meta-analysis.* A paper presented at the 137th annual meeting of the American Association on Intellectual and Developmental Disabilities, Pittsburgh, PN.

Snell, M.E. (May, 2012). *Improving quality of life for people with intellectual disabilities: Evidence-based strategies for communication intervention.* Annual Italian Conference on Quality of Life for people with IDD, Milan, Italy. [Invited]

Snell, M.E. (May, 2012). *Applying Positive Behavior intervention and Support (PBIS) in schools and communities*

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with individuals who have disabilities. Annual Italian Conference on Quality of Life for people with IDD, Milan, Italy. [Invited]

Voorhees, M. D., Smith, C., Stanton-Chapman, T. L., & Snell, M. E. (April, 2012). *Coaching Head Start staff to implement positive behavior support methods to address children's challenging behavior.* A presentation at the 39th annual Head Start Conference, Nashville, TN.

Snell, M.E., Voorhees, M. D., Walker, V., Smith, C. (March, 2012). *Findings from implementation of a three-tiered PBS intervention in Head Start classrooms.* A presentation at the annual meeting of the Association of Positive Behavior Support, Atlanta, GA.

Walker, V.L. & Snell, M.E. (March, 2012). *Effects of augmentative and alternative communication on challenging behavior: A meta-analysis.* A poster presented at the annual meeting of the Association of Positive Behavior Support, Atlanta, GA.

Walker, V.L. & Snell, M.E. (December, 2011). *Effects of augmentative and alternative communication on challenging behavior: A meta-analysis.* A poster presented at the annual meeting of TASH, Atlanta, GA.

Snell. M.E., & Brady, N., (2011, June). What is the state of the evidence: Twenty years of communication intervention research with individuals who have severe intellectual and developmental disabilities. Invited presentation at the Research Conference of the National Joint Committee, Atlanta, GA.

Snell, M.E., Stanton-Chapman, T.L., Doswell, L.C., Walker, V., & Sweeney, B. (2011, June). *Inservice training of early childhood teachers: A review of 22 years of intervention research.* A poster presented at the 135th annual meeting of the American Association on Intellectual and Developmental Disabilities, St. Paul, MN.

Denning, C. B., Stanton-Chapman, T. L., & Snell, M. E. (April, 2011). *Effects on at-risk children's interactive play during a social communication intervention.* Pecha Kucha session invited for presentation at the Annual Conference of the Council for Exceptional Children (CEC), National Harbor, MD.

Snell, M.E. (2010, October 14). *What is Positive Behavior Support (PBS)? How does PBS promote appropriate behavior?* A keynote address at the International Conference on Intellectual Disabilities, Girona, Spain.

Snell, M.E., Stanton-Chapman, T.L., Voorhees, M.D, Berlin, R., & Hadden, S. (2010, June). *Integrating Head Start staff beliefs and practices with in-service training on evidence-based practices.* A poster presented at the IES Research Conference, National Harbor, MD.

Snell, M.E., Stanton-Chapman, T., Hadden, S., Berlin, R., & Voorhees, M. (2010, March). *Getting from beliefs about discipline to effective PBS interventions in Head Start classrooms.* Invited presentation at the Association for Positive Behavior Support conference in St. Louis, MO.

Stanton-Chapman, T. L., Snell, M.E., Doswell, L. C., & Voorhees, M.D. (2010, February). *Preschool teachers' beliefs about social skills instruction in Head Start classrooms.* A poster presented at the bi-annual meeting of the Conference on Research Innovations in Early Intervention, San Diego.

Hemmeter, M.L., Synder, P., Snell, M.E. & Fox, L, (2010, February). Issues in designing coaching models and conducting research on the outcomes. A paper presented at the bi-annual meeting of the Conference on Research Innovations in Early Intervention, San Diego.

Agran, M. (Chair), Hughes, C., Snell, M., Spooner, F., and others (2009, December). *Getting published: Tips for writing quality manuscripts.* A panel presentation at the TASH Annual Conference, Pittsburgh, PN.

Snell, M. & Siegel, E. with Brady, N., McLean, L., Slyvester, L., & Ogletree, B. and the National Joint Committee for the Communication Needs of Persons with Severe Disabilities (2009, December). *Twenty Years of Intervention Research on the Communication Interaction of Individuals who Have Severe Disabilities.* A paper presented at the TASH Annual Conference, Pittsburgh, PN.

Snell, M.E., Hadden, S., Berlin, R., Stanton-Chapman, T., Voorhees, M., Sweeney, B., & McCarty, J. (2009, June). *Social competence in preschool: Head Start teachers' practices and beliefs about addressing children's behavior in the classroom*. A poster presented at the annual IES Research Conference in Washington DC.

Schalock, R. L. (Chair), and members of the ad hoc Committee on Terminology and Classification (2009, June 10). *Intellectual disability: Definition, classification and systems of support.* A panel presentation at the 133rd Annual Meeting of the American Association on Intellectual and Developmental Disabilities in New Orleans.

Snell, M. with Siegel, E., Brady, N., McLean, L., Slyvester, L., & Ogletree, B. and the National Joint Committee for the Communication Needs of Persons with Severe Disabilities (2008, December 11). *A Review of Communication Interventions for Persons with Severe Disabilities: Preliminary Findings.* A keynote

address presented at the Symposium on Good Practice Examples with Persons with Cognitive, Auditory, and Communicative Limitations, Viataal te Sint-Michielsgestel, the Netherlands.

Snell, M., Siegel, E., Brady, N., McLean, L., Slyvester, L., & Ogletree, B. and the National Joint Committee for the Communication Needs of Persons with Severe Disabilities (2008, December). *A Review of Communication Interventions for Persons with Severe Disabilities: Preliminary Findings.* A paper presented at the TASH Annual Conference, Nashville, TN.

Snell, M.E for the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities (2008, March). *Evidence-Based Communication Interventions for Persons with Severe Disabilities: A Preliminary Literature Review,* Poster given at the annual Association for Positive Behavior Support conference in Chicago.

Snell, M.E for the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities (2007, December). *Evidence-Based Communication Interventions for Persons with Severe Disabilities: A Preliminary Literature Review,* Poster given at the annual TASH conference, Seattle.

Snell, M.E, Chen, L., & Allaire, J. (2007, March). *Communication Breakdown in Young Children with Autism & Cerebral Palsy: Perceptions of Their Care Providers, Teachers, and Speech and Language Pathologists.* A paper presented at the 4th International Conference on Positive Behavior Support, Boston.

Snell. M.E., (2006, December). *Effective teaching practices for individuals with developmental disabilities.* A talk presented at National Chiayi University, Chiayi, Taiwan, National Changhua University of Education, Changhua, Taiwan, and National University of Taiwan, Tainan, Taiwan.

Snell, M.E. (2006, December). *Key factors that influence the success of inclusive school programs.* A talk presented at National Chiayi University, Chiayi, Taiwan.

Kinas Jerome, M., Behrmann, M., Snell, M., Orelove, F., Altieri, E., Harris, J., & Schofield, D. (2006, November). *The Virginia Severe disabilities consortium: Statewide collaboration through innovative distance education.* A session presented at the annual TASH conference, Baltimore.

Lohrmann, S., Oliva, C., Snell, M.E., & Woolf, S. (2006, November*). Positive behavior support: Providing behavioral support in general education settings. .* A workshop presented at the annual TASH conference, Baltimore.

Figgins, M. A., DeGroat, D., Lundgren, M. L., & Snell, M.E. (2006, May*). Standing on their own, but not alone! How one school empowers at-risk students toward conscious community membership in a full-inclusion model.* A paper presented at the 27th Annual YAI Conference sponsored by the National Institute for People with Disabilities, New York City.

Snell, M.E. (2005, March). *Identifying what to teach through environmental assessment.* Keynote speaker at the First Annual Conference on Inclusion, Seville, Spain.

Snell, M.E. (2005, March). *Identifying what to teach through environmental assessment.* Keynote speaker at The Third Conference of the Special School, Department of Participation and Solidarity in Education in Andalucia, Motril/Granada, Spain.

Snell, M.E, Park, E., & Chen, L. (2005, November). AAC Communication of young children with autism and cerebral palsy: Preliminary findings from a survey of careproviders. TASH annual conference, Milwaukee, WI.

Siegel, E., & Snell, M.E. (2005, November). *Communication Services for Students with Severe Disabilities: Frequently Asked Questions and Answers.* A poster presented at the TASH annual conference, Milwaukee, WI.

Snell, M.E. (2005, June). *Effective collaborative teaming skills.* Arizona TASH Inclusion Symposium, Flagstaff, AZ.

Snell, M.E. (2005, June).*Evidence-based methods for teaching beginning functional communication.* Arizona TASH Inclusion Symposium, Flagstaff, AZ.

Snell, M.E. (2005, June). *Team approaches to positive behavior support for students with problem behaviors.* An invited presentation to the community and parents and staff at Centro Ann Sullivan School, Lima, Peru.

Figgins, M., DeGroat, D., Faith, A., & Snell, M. (2005, May). *With literacy and justice for all: A dynamic professional development model for creating literacy equity through shared community practices.* A paper presented at the 26th Annual YAI Conference sponsored by the National Institute for People with Disabilities, New York City.

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Snell, M.E., Chen, L.Y., & Hoover, K.A. (2004, November). *A review of intervention research on nonsymbolic and symbolic augmentative and alternative communication with others by students who have severe disabilities.* A paper presented at the TASH annual conference, Reno, NV.

Janney, R. E., Fisher, D., & Snell, M.E. (2004, November). *Social relationships and peer supports: Making inclusion work.* A paper presented at the TASH annual conference, Reno, NV.

Snell, M.E., Rochelle, G., & Figgins, M. (2004, May). *One teacher's role in a community of practice and her ways of teaching a diverse group of children.* A paper presented at the 25th Annual YAI Conference sponsored by the National Institute for People with Disabilities, New York City.

Snell, M.E. & Siegel, E. (2003, December). *There are no prerequisites for communication.* Poster session held for the TASH Annual Conference, Chicago.

Snell, M.E. (2003, December). *How collaborative is the design and implementation of positive behavior support plans? A review of research since 1997.* A paper presented at the TASH Annual Conference, Chicago.

Snell, M. E. (2003, October). *Proven methods for teaching alternative modes of communication to people with severe disabilities.* A keynote presentation at the International Seminar on Strategies to Enhance Communicative Abilities of Students with Disabilities, Korean Institute for Special Education, Ansan, South Korea.

Snell, M.E. (2003, October). *Collaborative teaming: The Basics*. An invited presentation for faculty and students at Ewha Woman's University, Seoul, South Korea.

Snell, M.E. & Voorhees, M. D. (2003, May). *Team collaboration in the development of positive behavior support interventions: A review from 1999-2002.* In M.E. Snell (Chair). *The role team members play in the design and implementation of positive behavior support plans.* Symposium conducted at the annual conference of the American Association on Mental Retardation. Chicago, IL. (Panel members: Rob Horner, U. of Oregon, Mian Wang, U. Kansas, Marti Snell, U. Virginia)

Snell, M.E. (chair) (2003, May). *Renewing the revolution for the enhancement of personally satisfying lives through technologies, effective schooling, and family support.* Panel presentation at the annual conference of the American Association on Mental Retardation. Chicago, IL. (Panel members: Sharon Borthwick-Duffy, U.C. Riverside, Marti Snell, U. Virginia, David Braddock & Mary Kay Rizzolo, U. Colorado, Rud Turnbull, U. Kansas)

Snell, M.E., & Borthwick-Duffy, S. (2003, May). *Effective Schooling in the least restrictive environment*. Presentation at the annual conference of the American Association on Mental Retardation. Chicago, IL.

Luckasson, R. (Chair). (2003, May). *Critical implications of the new AAMR definition of mental retardation. Panel presentation at the annual conference of the American Association on Mental Retardation.* Chicago, IL. (Panel members: Ruth Luckasson, UNM, Robert Schalock, Hastings College, Wil Buntinx, U Maastricht, Netherlands, Marc Tasse, UNC-Chapel Hill, Alya Reeve, UNM, Pat Criuag, TX Department of Mental Health and Mental Retardation, Marti Snell, UVA)

Snell, M.E. (2003, May). *How the field changed the definition*. Presentation at the annual conference of the American Association on Mental Retardation. Chicago, IL.

Spooner, F., Agran, M., Keifer-O'Donnell, R., Snell, M.E., & Behrmann, M. (2002, December). *Co-teaching in a Virtual environment: Techniques, interaction, and limitations from lessons learned.* Panel presentation at the annual conference of TASH, Boston, MA.

Snell, M.E. (2002, December). *Guiding pre-service teachers' relationships with children: A program to facilitate responsive teacher-child interaction.* Paper presented at the annual conference of TASH, Boston, MA.

McDonnell, J., Ruppmann, Sailor, W., Smith, A., Snell, M., & Spooner, F. (2002, December). *A threat to progressive research? The impact of new federal legislation on the educational research that will be valued and funded.* Panel presentation at the annual conference of TASH, Boston, MA.

Snell, M.E. (2002, December). *Teaching in ways that promote success and learning: Prompting and fading.* Research to Educational Practice: A conference with the Conference, A training session presented at the annual conference of TASH, Boston, MA.

Luckasson, R., Buntinx, W.H.E., Coulter, D.L., Craig, E.M., Reeve, A., Schalock, R.L., Snell, M.E., & Tasse, M.J. (2002, May). *Open forum on the 10th Edition of Mental retardation: Definition, classification, and systems of supports*. Open forum at the annual meeting of the American Association on Mental Retardation, Orlando, FL.

Snell, M.E.(2002, May). *Inclusion of children with high and low support needs in upper elementary classrooms.*

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Paper presented at the meeting of the American Association on Mental Retardation, Orlando, FL.

Snell, M.E., Sevcik, R. & Romski, M.A. (2002, May). *Access to communication services and supports for persons with severe disabilities.* Paper presented at the meeting of the American Association on Mental Retardation, Orlando, FL.

Snell, M. E., & Macfarland, C. A. (2001, November). *Inclusion in upper elementary classrooms: "A lot of it falls apart without the planning."* Paper presented at the meeting of The Association for Persons with Severe Handicaps, Anaheim, CA.

Snell, M. E. (2001, November). *Access to communication services and supports: Refuting restrictive eligibility policies and practices.* Paper presented at the meeting of The Association for Persons with Severe Handicaps, Anaheim, CA.

Snell, M.E. (2001, July). *Strategies for successful inclusion: Collaboration to modify schoolwork for students in general education classrooms.* A pre-conference workshop presented at the annual meeting of the Autism Society of America, San Diego, CA

Luckasson, R. (Chair of the Committee on Terminology and Classification) (with Borthwick-Duffy, S., Buntinx, W., Coulter, D., Reeve, A., Schalock, R., Snell, M., Spitalnik, D., & Tasse, M.) (2001, May). *Open forum: Committee on Terminology and Classification.* Discussion at the annual meeting of the American Association on Mental Retardation, Denver, CO. [Snell discussant]

Snell, M. (Chair) & panel members. (2001, May). *The Legislative and Social Issues Committee Open Forum.* A panel presentation at the annual meeting of the American Association on Mental Retardation, Denver, CO. [Snell moderator/chair]

Romski, M., McLean, L. S., Mirenda, P., Mollica, B.M., Paul-Brown, D., Snell, M.E., & Sevcik, R (2000, June). *Communication services and supports for persons with severe disabilities*. Paper presented at the annual meeting of the American Association on Mental Retardation. Washington D.C.

Loncke, F & Snell, M.E. (2000, August). *A procedure for dynamic assessment of nonsymbolic and prelinguistic communication*. Paper presented at the bi-annual meeting of the International Society for Augmentative and Alternative Communication. Crystal City, VA.

Romski, M., Mollica, B.M., Paul-Brown, D., Snell, M.E., Sevcik, R, & Yoder, D. (2000, August). C*ommunication services and supports for persons with severe disabilities*. Paper presented at the bi-annual meeting of the International Society of Augmentative and Alternative Communication. Crystal City, VA.

Luckasson, R. (Chair of the Committee on Terminology and Classification) (with Borthwick-Duffy, S., Buntinx, W., Coulter, D., Greenspan, S., Reeve, A., Schalock, R., Snell, M., Spitalnik, D., & Tasse, M.)] (2000, May). *Open forum: Committee on Terminology and Classification.* Session at the annual meeting of the American Association on Mental Retardation, Washington, DC.

Snell, M.E. (1999, September). *Collaborative teaming and the three C's: Communication, choice, and control.* Keynote address presented at the second annual conference on Autism, Developmental Disabilities Institute, Smithtown, NY.

Snell, M.E., & Loncke, F. (1999, December). *An interactive process for assessing nonsymbolic communication: Pilot findings.* Paper presented at the annual meeting of The Association for Persons with Severe Handicaps, Chicago.

Snell, M.E., Colley, K., & Janney, R.E. (1998, December). *Fostering social relationships and building peer supports*. A workshop presented at the annual meeting of The Association for Persons with Severe Handicaps in Seattle.

Snell, M. E., & Macfarland, C. (1996, December). *Data collection in the inclusive classroom*. The annual meeting of the Association for Persons with Severe Handicaps, New Orleans, LA.

Janney, R.J., Elliott, J., Pitonyak, C., & Snell, M.E. (1996, November). *Modifying school work for diverse classrooms: Tactics and practices*. Paper presented at the annual meeting of The Association for Persons with Severe Handicaps, New Orleans, LA.

Janney, R.J., & Snell, M.E. (1996, November). *Teachers' modifications to include students with severe disabilities in inclusive elementary classrooms.* Paper presented at the annual meeting of The Association for Persons with Severe Handicaps, New Orleans, LA.

Snell, M.E. & Macfarlane, C. (1996, November). *Data collection in the inclusive classroom.* Paper presented at the annual meeting of The Association for Persons with Severe Handicaps, New Orleans, LA.

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Snell, M.E. (1996, June). *Including children with extensive support needs in elementary school classrooms: Some qualitative research findings.* A paper presented at the annual meeting of the American Association on Mental Retardation, San Antonio, TX.

Snell, M.E. (1995, December). A focus on teachers and teaming. In C. Peck (Chair). *Future research on inclusion: Linking pictures with numbers.* A panel presentation at the meeting of The Association for Persons with Severe Handicaps, San Francisco, CA. [Panel members: C. Peck, M. Giangreco, D. Hadeen, K. Logan, C. Salisbury, & M. Snell]

Snell, M.E. (1995, November) (Chair). *Qualitative research on school inclusion: What do we know? What do we need to find out?* A panel presentation at the meeting of The Association for Persons with Severe Handicaps, San Francisco, CA. [Panel members: M. Snell, E. Kozleski, R. Schnorr, D. Staub, & C. Sutton]

Snell, M.E., & Janney, R. (1994, December). *What teachers do to make inclusion work.* Paper presented at the meeting of The Association for Persons with Severe Handicaps, Atlanta, GA.

Snell, M.E. (Chair), Martin, K., Orelove, F., & VanDerwerker, M. (1994, December). *Preparation of teachers as they teach: A description and evaluation of a five year state wide program in Virginia.* Paper presented at the meeting of The Association for Persons with Severe Handicaps, Atlanta, GA.

Snell, M.S. (1994, July). *Using the AAMR definition and system of supports.* Paper presented at the First International Conference on Mental Retardation, Santiago, Chile.

Snell, M.S. (1994, July). *Inclusion of persons with mental retardation in schools alongside their peers without disabilities.* Paper presented at the First International Conference on Mental Retardation, Santiago, Chile.

Snell, M.S. (1994, July). *A new way of thinking about mental retardation and a new AAMR definition.* Paper presented at the First International Conference on Mental Retardation, Santiago, Chile.

Snell, M.E., (1994, June). The changes in roles and responsibilities in inclusive schools. In F.R. Rusch (Chair), *Choice, options, and inclusion in our schools.* A presentation at the annual conference of the American Association on Mental Retardation, Boston.

Snell, M.E. (1994, April). *Inclusive schools and classroom environments: Comments on changes in their structure and culture*. Paper discussed the conference Inclusion of students with disabilities: Barriers and strategies to address them. (April 28-May 1, 1994), Wingspread Conference Center, Racine, Wisconsin.

Snell, M. E. (1993, November). *A study of inclusive elementary classrooms.* A presentation at the annual conference of The Association for Persons with Severe Handicaps, Chicago.

Luckasson, R., Coulter, D., & Snell, M.E. (1993, June). *The new definition of mental retardation.* A full-day presentation at the annual conference of the American Association on Mental Retardation, Washington, D.C.

Snell, M.E. (1992, November). Discussant of papers by Lilly and Schrag. In M.L.Hardman (Chair), *The national education goals.* A session at the annual conference of The Association for Persons with Severe Handicaps, San Francisco.

Janney, R., & Snell, M.E.(1992, November). *Structural and cultural changes in classrooms including learners with severe disabilities.* Paper presented at the annual conference of The Association for Persons with Severe Handicaps, San Francisco.

Luckasson, R., Coulter, D., Schalock, R., Snell, M.E., & Stark, J.(1992, May). *The new definition of mental retardation.* A full-day presentation at the annual conference of the American Association on Mental Retardation, New Orleans.

Snell, M. E. (1991, November). Getting closer to truth through qualitative research: Implications for social action. In C. A. Peck (Chair), *Scientific knowledge and social action: Exploring some relationships between objectivist and interpretivist research in the context of TASH agendas for social change.* A crackerbarrel session at the annual meeting of The Association for Persons with Severe Handicaps, Washington, D.C.

Snell, M. E. (1991, November) (Chair). *The perceptions of teachers and administrators involved in the integration of students with moderate and severe disabilities.* A panel session at the annual meeting of The Association for Persons with Severe Handicaps, Washington, D.C.

Snell, M. E. et al. (1991, May). Comments on the new AAMR definition. In R. Luckasson (Chair), *Open forum on a new definition of mental retardation and its classification system.* A session at the annual meeting of

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the American Association on Mental Retardation, Washington, D.C.

Regional and State Conference Papers (since 1991)

- Snell, M.E., & Voorhees, M. (2009, April 17). Positive behavior support and individuals with autism. Part of a panel discussion on autism for community programs, Charlottesville, VA: T.J. Memorial Unitarian Church.
- Snell,M.E. (2009, May 6). *Antecedent and Setting Event Interventions*. A Webinar in a series on Positive Behavior Support for TASH.
- Snell, M.E., & Sturtz, T. (2007, August 9). *Collaborative teaching: A process for meaningful inclusion of students with disabilities.* Prince William County Schools Conference on Collaborative Teaching.
- Member Panel on School-Aged Children with Disabilities, *Tools for Success: Nuts and bolts, how does it all fit?* Conference, Charlottesville, VA (2007, March 31)
- Schofield, D., & Snell, M.E. (2006, October). *Contextual fit and behavior intervention plans: Getting all team members to buy in.* Presented at the Virginia council for Exceptional Children Conference, Charlottesville, VA.
- Snell, M.E. (2003, June). *Definition of mental retardation.* (As part of a panel on Virginia's implementation of the Atkins Ruling) Advanced Adult Education, Institute of Law, Psychiatry, and Public Policy, University of Virginia, Charlottesville, VA.
- Snell, M.E. (2002, June). *Key factors influencing the quality of inclusion*. A presentation at the Access for All conference, Williamsburg, VA.
- Snell, M.E. (2002, June). *Teaching in ways that promote success and learning: Prompting and fading strategies.* A presentation at the Access for All conference, Williamsburg, VA.
- Snell, M.E. (2002, April). *Keynote Address: Critical characteristics of meaningful inclusion*. A presentation at the Core Curriculum Content Standards in Special Education. Glassboro, NJ: Rowan University.
- Snell, M.E. (2002, April). *Collaborative teaming: The basics for forming and using teaming to support inclusion.* A presentation at the Core Curriculum Content Standards in Special Education. Glassboro, NJ: Rowan University.
- Snell, M.E. (2001, October). *Effective instructional strategies and data collection for student with significant learning challenges.* T-TAC at James Madison University, Charlottesville, VA.
- Snell, M.E. (2001, March). *Modifying schoolwork to promote inclusion of students with mental retardation.* Pre-conference workshop presented at the annual meeting of the VA AAMR/CLAMR/VARC, Virginia Beach, VA.
- Snell, M.E. & Janney, R.E (2001, March). *Modifying schoolwork in inclusive classrooms.* Workshop presented at the annual meeting of the Massachusetts Down Syndrome Congress, Worcester, MA.
- Snell, M.E., & Voorhees, M. (2001, May). *Tired of time out? Alternative positive behavior support strategies.* A workshop presented at the Fourth annual UVA ECSE conference (Innovative Strategies for *All* Young Children), Charlottesville, VA.
- Snell, M.E., & Christensen, N. (2000, May). *Tired of time out? Alternative positive behavioral support strategies.* A workshop presented at the Third annual UVA ECSE conference (Innovative Strategies for *All* Young Children), Charlottesville, VA.
- Snell, M.E., (2000, May). *Can collaborative teaming improve your teaching?* An invited presentation at the annual conference of the Arc of New Mexico and SUN-TASH, Albuquerque, NM.
- Snell, M.E., (2000, May). *The steps to meaningful inclusion.* Keynote address presented at the annual conference of the Arc of New Mexico and SUN-TASH, Albuquerque, NM.
- Snell, M.E. (2000, February). *Why be an expert witness?* An invited presentation to the faculty in the School of Education at the University of Northern Iowa, Cedar Falls, Iowa.
- Snell, M.E. (2000, February). Can collaborative teaming improve your teaching? An invited presentation to the faculty and students in the Special Education Program at the University of Northern Iowa, Cedar Falls, Iowa.

- Snell, M.E. (1999, October). <u>Creating inclusive environments</u>. An invited workshop presented to parents at the Arc of Maryland Partners in Policymaking training series, Princess Anne, MD.
- Snell, M.E. (1999, September). *Dynamic assessment of nonsymbolic communication in individuals with disabilities.* Invited presentation at the monthly Developmental Lunch, Department of Psychology, University of Virginia.
- Snell, M.E., Delano, M., & McCarty, J. (1999, May). *Tired of time out? Try positive behavior support programs.* Second annual UVA ECSE conference (Innovative Strategies for All Young Children), Charlottesville, VA.
- Snell, M.E., & Raynes, M. (1999, March). *Curriculum issues for students with severe disabilities.* A conference for professionals serving students with severe disabilities, Region 5 T/TAC at JMU, Massanutten, VA.
- Snell, M.E. (1999, March). *What challenges do we face?* Keynote address presented at a conference for professionals serving students with severe disabilities, Region 5 T/TAC at JMU, Massanutten, VA.
- Janney, R.E., & Snell, M.E. (1998, September). *Providing accommodations and modifications for inclusive classrooms.* Paper presented at the Virginia TASH conference on Building Community, Charlottesville, VA.
- Snell, M.E. (July, 1998). *Behavior assessment and the design of positive behavior supports.* First annual UVA ECSE conference (Best Practices for High-Risk Kids), Charlottesville, VA.
- Snell, M.E. (February, 1998)*. Social skills of students with disabilities and interactions with nondisabled peers.* A presentation for medical staff of Kluge Children's Rehabilitation Center, Department of Pediatrics, UVA.
- Snell, M.E., & Lloyd, J. (1998, March). *Impact of inclusion on students with more extensive support needs.* Talk at Grand Rounds for Professional Staff at Kluge Children's Rehabilitation Center, University of Virginia Medical Center.
- Snell, M. E. (1998, February). *Children with disabilities: Social skills, communication, and peer support.* An informal talk for pediatricians at Kluge Children's Rehabilitation Center, University of Virginia Medical Center.
- Snell, M.E., & Brigham, R. (1997, September). <u>Collaborative teaming and transition</u>. Annual meeting of the Community Living Conference, Charlottesville, VA.
- Snell, M.E. (July, 1997). *Learning styles and naturalistic teaching.* Presentation for the Howard County, Anne Arundel County, Montgomery County, Prince Georges County, and Baltimore-Chesapeake Chapters of the Autism Society of America in Columbia, MD.
- Snell, M.E. (1997, March). *Inclusion: What is it? Why do it? How to get started.* A presentation at the Phi Delta Kappa Leadership Skill Institute on Inclusion, Charlottesville, VA.
- Snell, M.E. (1997, March). *Problem-solving in teams: A study of collaboration in an inclusive elementary school and its implications for schools*. A presentation at the Phi Delta Kappa Leadership Skill Institute on Inclusion, Charlottesville, VA.
- Snell, M.E. (November, 1995). *Inclusion of students with more extensive support needs: What does research tell us?* A invited presentation at the sixth annual Resource/Collaborating Teacher Symposium, The College of William and Mary, Williamsburg, VA.
- Snell, M. E., & Malatchi, A. (April, 1994). *Assessment options for students in inclusive classrooms.* A presentation at the third annual On Common Ground Conference, Richmond, VA.
- Snell, M.E. (1992, November). Discussant of research and evaluation issues. In V.L. McLaughlin (Moderator), *Research and evaluation issues in collaborative service delivery.* An invited presentation at the fifth annual Resource/Collaborating Teaching Symposium, The College of William and Mary, Williamsburg, VA.
- Snell, M.E., & Raynes, M. (1992), April). *Inclusive education.* Session presented at annual state conference on ARC/Virginia, Staunton, VA.
- Snell, M. E. (1991, February). The perspective of the past TASH president. In C. Heuchert (Chair). *Statespersons' Roundtable.* A panel session at the annual meeting of the Virginia State Council for Exceptional Children, Charlottesville, Va.

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Invited Addresses, Workshops, Inservice Training, and Consultations (since 1991)

- Snell, M.E., & Talarico-Cavanaugh, D. (2011, September 28). Using Visual Structure to Support Children for Assessment in an Autism Clinic. An invited workshop for Curry students and faculty interested in autism, University of Virginia.
- Snell, M.E., & Talarico-Cavanaugh, D. (2011, September 20). Using Visual Structure to Support Children for Assessment in an Autism Clinic. An invited colloquium for the Centre for Interdisciplinary Research and Collaboration, University of British Columbia, Vancouver, BC.
- Snell, M.E. (2011, March 25). *Things I have learned about communication from people with severe disabilities: Assessment, effective teaching strategies, and communication breakdown.* Keynote address for the Cullowhee Conference on Communication, Cullowhee, NC: Western Carolina University.
- Snell, M.E. (2010, October 8). *What is Positive Behavior Support (PBS)? How does PBS promote appropriate behavior?* A paper presented at the International Conference on Intellectual Disabilities. A presentation for faculty and students at the Universidad de Salamanca. Spain. [Invited, paid]
- Snell, M.E., with Siegel, E., Brady, N., McLean, L., Slyvester, L., & Ogletree, B. and the National Joint Committee for the Communication Needs of Persons with Severe Disabilities (2010, October 8). *Twenty Years of Intervention Research on the Communication Interaction of Individuals who Have Severe Disabilities.* A presentation for faculty and students at the Universidad de Salamanca. Spain. [Invited, paid]
- Snell, M. E. (2010, October 14). *Instructional Strategies for Teaching Students with Severe Disabilities in Inclusive Settings.* A presentation for faculty, students, and the community of the Universidad de Salamanca, Spain. [Invited, paid]
- Shogren, K., Snell, M.E., & Fallon, P., (2010, September 27). *Individualized Supports Planning in Special Education: Applications to Students with Intellectual Disability*, a Webinar presented for the American Association On Intellectual and Developmental Disabilities (569 attendees).
- Presentation in the TASH Positive Behavior Support Webinar series on the topic of Antecedent and Setting Event Interventions (2009, May 6)
- Panel presentation on positive behavior support for community program directors, Thomas Jefferson Memorial Church, Charlottesville, VA (2009, April 17)
- Participation in a live radio interview on the topic of children with Down syndrome with Tom Graham on Virginia Insight, NPR station WMRA (2008, October 13)
- Panel presentation on autism for the on Autism Awareness Panel, Madison House, University of Virginia (2007, April 18).
- Janney, R. E., & Snell, M.E.(2007, February). *Practices for inclusive schools: Modifying schoolwork.* TASH 2007 Teleconference Series.
- Snell, M.E., (2005, October). *Team approaches to Positive Behavior Support for students with Problem behaviors.* Workshop for Educational Staff of the Piedmont Regional Education Program, Charlottesville, VA.
- Snell, M.E. (2005, June). *Evidence-based methods for teaching beginning functional communication.* An invited presentation to the staff at Centro Ann Sullivan School , Lima, Peru.
- Snell, M.E. (2005, March). Figuring out the why of problem behavior: Functional behavioral assessment. An invited presentation to the Wesley Community Child Care Center, Charlottesville, VA.
- Snell, M.E. (2002, February). *Inclusion of students with severe disabilities in general education.* An invited presentation at the Kluge Children's Rehabilitation Center: Grand Round Series, Charlottesville, VA: University of Virginia.
- Snell, M.E. (2001, February, March). *Modifying schoolwork in inclusive classrooms.* Two distance education classes offered through Project UPLIFT to teachers in Utah, Colorado, and Alaska.
- Janney, R.E. & Snell, M.E. (2001, February). *Modifying schoolwork in inclusive classrooms.* Workshop presented to teachers in the Albuquerque Public Schools, Albuquerque, NM.
- Snell, M.E. (2000, February). *Can collaborative teaming improve your teaching?* An invited presentation to the faculty and students in the Special Education Program at the University of Northern Iowa, Cedar Falls, Iowa.

- Snell, M.E. (2000, February). *Why be an expert witness?* An invited presentation to the faculty in the School of Education at the University of Northern Iowa, Cedar Falls, Iowa.
- Snell, M.E. (1999, October). *Creating inclusive environments*. An invited workshop presented to parents at the Arc of Maryland Partners in Policymaking training series, Princess Anne, MD.
- Snell, M.E., & Raynes, M. (1999, March). *Curriculum issues for students with severe disabilities.* A conference for professionals serving students with severe disabilities, Region 5 T/TAC at JMU, Massanutten, VA.
- Snell, M.E. (1999, March). *Keynote address: What challenges do we face?* A conference for professionals serving students with severe disabilities, Region 5 T/TAC at JMU, Massanutten, VA.
- Snell, M.E. (1997, October). *Characteristics of elementary school classrooms where children with moderate and severe disabilities are included: A compilation of findings.* Eleventh Rutgers Invitational Symposium on Education, Inclusive Schooling: National and International Perspectives. New Brunswick, NJ: Rutgers University. [Invited address]
- Member of a national panel of faculty in severe disabilities as part of a federal grant, Utah Consortium Project for Low Incidence Faculty and Teachers (UPLIFT), Utah State University, July 1997 to current.
- Snell, M.E., (1997, July). *Learning styles and naturalistic teaching.* Howard County, MD Chapter of the Autism Society of America, Columbia, MD.
- Snell, M. E., (1997, June). *Inclusive classrooms: Finding from several qualitative studies in elementary schools with implications for practitioners.* Annual conference of Behavioral Interventions in Special Education, Utah State University, Logan, UT. [Invited presenter}
- Consultation on a child at Children's Rehabilitation Center, Department of Pediatrics, University of Virginia, October 2, 16, 1986.
- Panel member (1997, May). *Housing forum: An open session for family members interested in community services adults with disabilities.* Charlottesville, VA: County Office Building, Sponsored by the Charlottesville-Albemarle Arc.
- Snell, M.E. (1997, February). *The AAMR definition of mental retardation.* A presentation for professional staff at Central Virginia Training Center, Lynchburg VA.
- Snell, M. E. (1996, December). *Identifying and teaching functional skills in children having autism.* A presentation for parents, teachers, and other service-providers, sponsored by Future Horizons, Inc. in Dallas, TX.
- Snell, M. E. (1996, October). *Ways to improve a community-based program for middle to post-high school students with moderate and severe disabilities.* A workshop for teachers of students with moderate and severe disabilities in Albemarle County, Charlottesville VA.
- Snell, M. E., (1996, August). *In-service training on inclusion in elementary schools.* A day workshop for teachers and staff at McArthur Elementary School in Alexandria, VA.
- Snell, M.E. (1995, November). *Integrated therapy and collaborative teaming.* A workshop for special education teachers, speech therapists, and administrators of Orange County Schools, Orange Middle School.
- Snell, M.E. (1995, October). *Inclusion in schools.* A presentation in the Curry Forum, Curry School of Education, University of Virginia.
- Snell, M.E. (1995, October). *Teleconference seminar on inclusion.* Guest faculty member for the 1995 Teleconference on applied Behavior Analysis and Special Education, The Ohio State University, Department of Educational Services and Research.
- Snell, M.E. (1995, June). *Current issues in special education: Inclusion.* A talk for area superintendents and special education administrators, Virginia School-University Partnership, University of Virginia, Charlottesville.
- Panel member in McGuffey Reading Center Roundtable Discussion: *The schools we have, the schools we need.* (March, 1995)
- Snell, M.E. (1995, February). *Facilitating collaborative teams.* A day-long seminar for teachers and the principal of Brownsville Elementary School, Albemarle County Schools, Crozet, VA.
- Snell, M.E. (1994, October). *Inclusion: What? Why? and How?* A talk presented to the Association for Retarded Citizens of Harrisonburg, Harrisonburg, VA.

- Snell, M.E. (1994, August). *Inclusion in schools.* A talk presented to principals and other school administrators of Augusta County Public Schools, Fishersville, VA.
- Snell, M.E. (1994, May). *Workshop on the AAMR definition of mental retardation* Regional training sessions for Community Services Board Staff in the western and central regions of Virginia, Staunton, VA.
- Snell, M.E. (1994, May). *Workshop on the AAMR definition of mental retardation.* Regional training sessions for Community Services Board Staff in the southeastern region of Virginia, Petersburg, VA.
- Snell, M.E. (1994, May). *Keynote address: The new definition of mental retardation: A framework for support.* The annual meeting and conference of the ARC of Virginia, Roanoke, VA.
- Snell, M. E., & Malatchi, A. (1994, April). *Assessment options for students in inclusive classrooms.* A presentation at the third annual On Common Ground Conference, Richmond, VA.
- Snell, M.E. (1994, March). *Inclusion: What? Why? and How?,* A talk presented to staff of Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services.
- Snell, M.E. (1994, March). I*nclusion: What? Why? and How?,* A talk presented to Chesterfield Citizens for People with Mental Retardation, Richmond, VA.
- Snell, M.E. (1993, October). *Inclusive schools: Policy and best practice.* Presentation during conference at the University of Mississippi, Oxford, MS.
- Luckasson, R., Coulter, D. Schalock, R., & Snell, M.E., & Stark, J. (1993, June). *The new definition of mental retardation.* Workshop session presented at the annual meeting of the American Association on Mental Retardation, Washington, D.C.
- Luckasson, R., Coulter, D. Schalock, R., & Snell, M.E., & Stark, J. (1993, April). *The new definition of mental retardation.* Workshop session presented for the American Association on Mental Retardation, Reno, NV.
- Luckasson, R., Coulter, D. Schalock, R., & Snell, M.E. (1993, April). *The new definition of mental retardation.* Workshop session presented for the American Association on Mental Retardation, Anaheim, CA.
- Snell, M.E. (1993, April). *The AAMR new definition of mental retardation.* presentation at the annual conference of the Virginia Chapter of the American Association on Mental Retardation, the Community Living Association for the Mentally Retarded, and the Virginia Autism Resource Center, Virginia Beach.
- Snell, M.E. (1992, June). *Meaningful inclusion of students with disabilities in neighborhood schools.* Session presented at the fourth annual Summer Institute on Best Practices in Early Intervention for Preschool Children with Special Needs, Northeast Louisiana University, Monroe, LA.
- Snell, M. E., Aldrich, R., & Robertson, F. (1991, May). *Inclusion for preschoolers with disabilities.* A session presented at the Kluge Children's Rehabilitation Center conference on Programming for Infants and Toddlers, Charlottesville, VA.
- Snell, M. E. (1991, April). Keynote Address: *The power and process of inclusion.* A presentation at the annual meeting of Montana's Conference on Special Education: School integration -- Working for Full Inclusion, Billings, Montana.
- Snell, M. E. (1991, March). *The power and process of inclusion.* A presentation at the 5th Annual Conference of the Virginia Chapter of the American Association on Mental Retardation, the Community Living Association for the Mentally Retarded, and the Virginia Autism Resource Center, Virginia Beach.

International Invited Talks and Consultancies

Milan Italy (May, 2012) Annual Italian Conference on Quality of Life for people with IDD
- Things I have learned about communication intervention with people who have severe disabilities.
- Applying Positive Behavior intervention and Support (PBIS) in schools and communities with individuals who have disabilities.

Taiwan, Macau, China (October-November, 2011)

Taipei, Taiwan: National Taiwan Normal University, Department of Special Education
- What is Positive Behavior Support?
- Effective teaching strategies and communication breakdown

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Taipei, Taiwan: Diyi Institute
- What is Positive Behavior Support?

Chiayi, Taiwan: National Chiayi University
- What is Positive Behavior Support?
- Effective teaching strategies and communication breakdown

Macau: University of Macau
- What is Positive Behavior Support?
- Supported Inclusion of students with disabilities in public schools

Chongqing, China: Chongqing Normal University, Special Education Program andLaboratory of Psychology Diagnosis and Educational Technology
- What is Positive Behavior Support?
- Effective teaching strategies and communication breakdown
- Instructional strategies for individuals with severe disabilities in inclusive settings
- Characteristics of students with high support needs
- Supported Inclusion of students with disabilities in public schools

Spain (October, 2010)

Snell, M.E. (2010, October 14). *What is Positive Behavior Support (PBS)? How does PBS promote appropriate behavior?* A paper presented at the International Conference on Intellectual Disabilities, Girona, Spain.

Snell, M.E. (2010, October 8). *What is Positive Behavior Support (PBS)? How does PBS promote appropriate behavior?* A paper presented at the International Conference on Intellectual Disabilities. A presentation for faculty and students at the Universidad de Salamanca. Salamanca, Spain.

Snell, M.E., with Siegel, E., Brady, N., McLean, L., Slyvester, L., & Ogletree, B. and the National Joint Committee for the Communication Needs of Persons with Severe Disabilities (2010, October 14). *Twenty Years of Intervention Research on the Communication Interaction of Individuals who Have Severe Disabilities.* A presentation for faculty and students at the Universidad de Salamanca. Salamanca, Spain.

Snell, M. E. (2010, October 14). *Instructional Strategies for Teaching Students with Severe Disabilities in Inclusive Settings.* A presentation for faculty, students, and the community of the Universidad de Salamanca, Salamanca, Spain.

The Netherlands (December, 2008)

Snell, M. with Siegel, E., Brady, N., McLean, L., Slyvester, L., & Ogletree, B. and the National Joint Committee for the Communication Needs of Persons with Severe Disabilities (2008, December 11). *A Review of Communication Interventions for Persons with Severe Disabilities: Preliminary Findings.* A keynote address presented at the Symposium on Good Practice Examples with Persons with Cognitive, Auditory, and Communicative Limitations, Viataal te Sint-Michielsgestel, the Netherlands.

Taiwan (December 2006)

Snell. M.E., (2006, December). *Effective teaching practices for individuals with developmental disabilities.* A talk presented at National Chiayi University, Chiayi, Taiwan, National Changhua University of Education, Changhua, Taiwan, and National University of Taiwan, Tainan, Taiwan.

Snell, M.E. (2006, December). *Key factors that influence the success of inclusive school programs.* A talk presented at National Chiayi University, Chiayi, Taiwan.

Andalucia Region of Spain (March 2005)

Snell, M.E. (2005, March). *Identifying what to teach through environmental assessment.* Keynote speaker at the First Annual Conference on Inclusion, Seville, Spain.

Snell, M.E. (2005, March). *Identifying what to teach through environmental assessment.* Keynote speaker at The Third Conference of the Special School, Department of Participation and Solidarity in Education in Andalucia, Motril/Granada, Spain.

Lima Peru (May-June 2005)

Snell, M.E. (2005, June). *Team approaches to positive behavior support for students with problem behaviors.* An invited presentation to the community and parents and staff at Centro Ann Sullivan School , Lima,

Snell, M.E. (2005, June). *Evidence-based methods for teaching beginning functional communication.* An invited presentation to the staff at Centro Ann Sullivan School , Lima, Peru.

South Korea (October 2003)

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Snell, M. E. (2003, October). *Proven methods for teaching alternative modes of communication to people with severe disabilities.* A keynote presentation at the International Seminar on Strategies to Enhance Communicative Abilities of Students with Disabilities, Korean Institute for Special Education, Ansan, South Korea.

Snell, M.E. (2003, October). *Collaborative teaming: The Basics*. An invited presentation for faculty and students at Ewha Woman's University, Seoul, South Korea.

Kuwait (November 2000)

Snell, M.E. (2000, December). *A Report on the Planned Diploma Program in Special Education to Prepare Teachers of Students with Learning Problems.* Psychology Department, College of Education, Kuwait University, Kuwait.

Santiago, Chile (July 1994)

Snell, M.S. (1994, July). *Using the AAMR definition and system of supports.* Paper presented at the First International Conference on Mental Retardation, Santiago, Chile.

Snell, M.S. (1994, July). *Inclusion of persons with mental retardation in schools alongside their peers without disabilities.* Paper presented at the First International Conference on Mental Retardation, Santiago, Chile.

Snell, M.S. (1994, July). *A new way of thinking about mental retardation and a new AAMR definition.* Paper presented at the First International Conference on Mental Retardation, Santiago, Chile.

Program, Grant Review, Advisory Panels, Search & Development Committees (since 1991)

- o   Invited participant on the planning group for the math strand for the Academy for Teachers of Students with Significant Cognitive Disabilities, April -June 2006
- o   Invited participant on the Committee on Alternate Assessment and NCLB, Virginia Department of Education, Richmond, September, 2004.
- o   Member of the Board of Directors for St. John Foundation (Chairwoman, Patricia Kluge) (2004-present)
- o   Appointed a member of the Clinical Advisory Group to serve the Joint Subcommittee on the Death Penalty and Defendants with Mental Retardation of the Virginia State Crime Commission of the Virginia General Assembly, Commonwealth of Virginia, August 2002-2004.
- o   Member of the Statewide Autism Planning Council, a group of professionals and parents who are involved in personnel preparation and the provision of services to individuals with autism (2001 to 2003; inactive member presently)
- o   Between May 1999 and June 2000, the faculty in severe disabilities from UVA, VCU, and GMU met with representatives in special education from the VA DOE to design a cooperative teacher preparation program under the State Improvement Program. This proposed program will involve distance education and supervision between the three universities to fully endorse teachers of students with severe disabilities in Virginia.
- o   Met with the school administrators for the Albuquerque Public Schools to explain program needs for their program serving students with severe disabilities (May 5, 2000)
- o   With Rachel Janney of Radford University, provided a three-day workshop on functional curriculum and best practices to most of the teachers and professional staff serving students with severe disabilities in the Albuquerque Public Schools (February 23-25, 2000)
- o   Assisted with future planning for the Albemarle County Schools Post High School Program, January, 2000. Outside reviewer of Associate Trustee Proposals for the Joseph P. Kennedy, Jr. Foundation, Washington, D.C., October, 1998, November, 1999.
- o   Faculty Advisor for the Best Buddies College chapter at the University of Virginia (1995 to current). [Best Buddies is an organization that matched college students with adults in the community who have mental retardation for the purpose of friendship and is sponsored by the Joseph P. Kennedy, Jr. Foundation.]
- o   Invited by Eunice Kennedy Shriver of the Joseph P. Kennedy, Jr. Foundation to serve on a panel of experts to make recommendations to the U.S. Department of Education regarding the changing roles of special education teachers in the next century (February 20, 1996).
- o   Advised the Virginia Department of Education on the proposed changes in the endorsements in special education for teachers in Virginia:

- o Member of Ad Hoc Committee on Housing for Individuals with Mental Retardation for the Arc, Charlottesville, VA.
  - Recruited support from faculty at other Virginia universities with programs in special education to make recommendations to the Department of Education regarding the recommendation of ABTEL (Advisory Board on Teacher Education and Licensure) on the endorsements in mental retardation and severe disabilities (August and October, 1996).
  - Served on a workgroup on special education teacher licensure and competencies in mental retardation and severe disabilities headed by the Chair of the State Special Education Advisory Committee with the Virginia Department of Education and faculty from other state universities (November 7-8, 1996)
  - Served on an advisory group to the Virginia Department of Education regarding the proposed modifications in the endorsements for teachers in special education (February 13, 1996).
- o Member of the Advisory Committee for Head Start, MACAA, Charlottesville, VA (1996 to current.)
- o Board member for Worksource Enterprises, Charlottesville, VA., a nonprofit agency serving high school students and adults with disabilities in job training, ongoing job support, and vocational assessment with regular participation in monthly board meetings and annual retreat (1990-August, 1999).
- o Member of a Parent and Professional member of Walton Improvement Committee (WIN), Walton Middle School, Albemarle Public Schools, Charlottesville, VA. (1994-May, 1996).
- o Served as Member of the Albemarle County Schools Special Education Advisory Committee and participated intermittently in monthly meetings (1979-1985; 1992 to present).
- o Panel member with the Joseph P. Kennedy, Jr. Foundation: Building Teacher Partnerships - A vision for the preparation of special and general education teachers in the 21st century, February 20, 1996.
- o Evaluation of a rape victim with disabilities for the Charlottesville Circuit Court, April, 1995.
- o Member of the Search Committee for agency president, Worksource Enterprises, Charlottesville, VA., 1995.
- o Participation in the development of a videotape and train-the-trainer materials with the AAMR Committee on Definition and Terminology. (Fall 1994 to Spring 1995)
- o Evaluation of a child's inclusive school program, Cassell Elementary School, Augusta County Schools; observations, meetings with school staff and parent, and written report. (October and November, 1995)
- o Evaluation of doctoral program modifications, the Special Education Rating Committee, The State Department of Education, The University of the State of New York, Doctoral Evaluation Project (with James Gallagher and Frank Wood). (March, 1995)
- o Member of a Blue Ribbon Panel to evaluate proposals the Kennedy Foundation's Career Development Awards in Education, February, 16, 1994, Washington, D.C.

Expert Witness Experience
- o Expert witness in Commonwealth V. Christopher J. Artis, Office of the Capital Defender, Southeast Region, Norfolk, VA (August, 2011 to February, 2012)
- o Expert witness in Alfredo Prieto V. Fairfax County Circuit Court f Virginia (June, 2007; January, 2008).
- o Expert witness in Daryl Atkins V. The Commonwealth of Virginia (July, 2005).
- o Consultant in Daryl Atkins V. The Commonwealth of Virginia (February, 2005-2008)
- o Consultant and Expert witness for the Commonwealth of Virginia, Department for Rights of Virginians with Disabilities, October, 1999 to 2001; 2002.
- o Expert witness in Dugan V. The School Board of Orange County, FL (April 1997-1999). Case settled by panel of expert witnesses, with panel recommendations implemented by parents and school system, March, 1997-2001.
- o Participated in pre-trial discussions with the plaintiff's parent, teacher, and the lawyer for Hunter v. Mt. Lebanon School District, et al., Philadelphia Public Interest Law Center. (December, 1994)
- o Expert Witness in Austin V. Botetourt County School Board, May, 1994-June, 1994.
- o Served as an unpaid expert witness and consultant for the plaintiff in a criminal rape case involving a victim with mental retardation, Charlottesville, VA., June, 1993.
- o Served as an unpaid consultant to lawyers for the plaintiff in Merry vs. Parkway School District, U.S. District Court Eastern District of Missouri, Eastern Division, 1992, August-November.

- Expert Witness in <u>ACE</u> (Alabama Coalition for Equity, Inc.), <u>ADAP</u> (Alabama Disabilities Advocacy Program), <u>and John Doe vs. Guy Hunt</u>, 1992, May-August).
- Expert witness in <u>Cullum v. Faith Mission Home, Inc.</u> (County Court of Albemarle, Charlottesville, Virginia) Chancery No. 5337-C, June - December, 1986.
- Expert witness in <u>St. Louis DDTC Parent's Association, et al. v. Mallory et al.</u> (U.S. District Court for the Western District of Missouri, Central Division), No. 80-4012-CV-C-H, 1982, 1983.
- Expert witness in <u>Davis, et al. v. Buckley, et al.</u> (U.S. District Court for the Eastern District of Virginia, Richmond Division), Civil Action No. 80-0569-R, 1982, 1983.
- Meeting of the Professional Advisory Group, for the enforcement of PARC settlement, Philadelphia, Pennsylvania, October, 1982; May, 1983.
- Expert witness in <u>PARC v. The Commonwealth of Pennsylvania Enforcement Case</u> (U.S. District Court for the Eastern District of Pennsylvania) April, 1980 and June, 1981.
- Expert witness in <u>Medley et al. v. Ginsberg et al.</u> (U.S. District Court, Southern District of West Virginia), 1980.
- A member of a court-appointed panel of experts for the <u>Matthews v. W.E. Campbell, at al.</u> case (U.S. District Court for the Eastern District of Virginia) and a consultant for the Chesterfield County Public Schools, January, 1979 to 1980.

Courses Currently and Recently Taught

EDIS 5132 Teaching Strategies in Severe Disabilities (Distance education course to 5 universities)
EDIS 5015 Collaborative Teaming (Distance education course to 3 universities)
EDIS 5700 Positive Behavior Support (Distance education course to 4-5 universities)
EDIS 512 Characteristics of Mental Retardation
EDIS 513 Characteristics of Severe Disabilities
EDIS 5015 Seminar on Collaborative Teaming
EDIS 711 Vocal and Non-vocal Communication
EDIS 3132 Positioning, Handling, and Self Care Skills
EDIS 713 Secondary, Vocational, and Transition to Adulthood
EDIS 715 Advanced Behavior Support
EDIS 789 Practicum in Special Education: Severe Disabilities
EDIS 789 Practicum in Special Education: Early Childhood Special Education
EDIS 789 Family Practicum
EDIS 789 In-service Practicum
EDIS 589 Inclusive Education (Distance Education through Continuing Education, UVA)

Faculty Service

University

- Member Faculty Senate (2006-2010)
  - Faculty Consultation Group to the Rector and Chair of the Committee on the Nomination of the President of the University of Virginia (August 2009-2010)
  - Faculty Senate Executive Committee (2008-2010)
  - Academic Affairs Committee (2007- 2010)
  - Faculty Senate's Dissertation Year Fellowship Committee (2007 to 2010)
- Chair Provost's Search Committee for Dean of the Curry School of Education (March-May, 2007)
- Thomas Jefferson Award Committee (2006 -2010)
- Faculty Senate representative for the Curry School of Education (2006-2010)
- Member, Faculty Senate Faculty Affairs Committee (2006-2008)
- Member, Provost's Search Committee for Dean of the Curry School of Education, 2006-2007
- Member, Faculty Senate, 1996 to 2000
  - Member of an ad hoc hearing committee by the Grievance Committee, June, 1999-September, 1999

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- o   Member of the Committee on Research and Scholarship, Fall 1997 -2000
- Faculty Advisor for the University of Virginia Best Buddies Chapter (Joseph P. Kennedy, Jr. Foundation), 1995-2002 (less active role 2002-2005)
- Member, Provost's Promotion and Tenure Review Committee, 1991, 1992
- Member, University Committee on Interests of Persons with Disabilities, 1989 to 1991; Chair, 1990; 1994 to 1996
- Member, University Human Subjects Review Committee, 1988 to 1996
- Member, University Committee on Scholarships, Grant-in-Aid, Loans, and Employment, University of Virginia, 1982 to 1989
- Member, University Committee on Student Rights and Responsibilities, 1977 to 1982

School

- Chair of the Promotions and Tenure Committee (2010-2011)
- Member of the Promotions Committee (2009-2011)
- Chair Initial Review Committee for Faculty member (2009-2010)
- Interim Associate Dean for Research, Curry School of Education, University of Virginia, 2007-2008.
- Ad hoc member of the Promotions Committee (2007-2008)
- Ad hoc member of the Ph.D. Committee (2007-2010)
- Chair Initial Review Committees for individual faculty members, Fall 2003, Fall, 2004, Fall, 2005, Fall 2006
- Member of third-year review Committee for Leadership Department faculty member, Spring 2007
- Member of the Promotion and Tenure Committee, 1999-2006
- Member of the Faculty Council, Representative for the Curriculum, Instruction, and Special Education Department, March, 2004 to 2007
- Chair Faculty Council (August, 2004-August, 2006)
- Chair of the ad hoc committee on classroom assignment procedures (April, 2005 to 2007)
- Chair of the Faculty Issues Committee, Faculty Council (2004)
- Member of third-year review Committee for CISE faculty member, February, 2004
- Member of the Risk Committee under the leadership of Bob Pianta (Fall 2001 to 2004)
- Member of the Initial Review Committee for Faculty member, December 2000 – 2001
- Member of the Dean's Advisory Committee on Research and Grants (Weltman, Chair; members: Callahan, Snell, Unsworth), September 2000-current
- Faculty mentor, 1996, 1998, 2004, 2005, 2006
- Member of the Curry Conversations seminar planning committee, Spring 1996 to 2000
- Member of the Talbott Chair Selection Committee, 1994 to 1995
- Completion of American With Disabilities Act Compliance Self-Report for Curry School of Education, 1994
- Member, School of Education Sesqui-Centennial Review Committee, University of Virginia, 1981-1992
- Member, Third Professional Year Committee, 1986 to 1987

Departmental

- PhD Program Committee for CISE (2008 - 2011)
- CISE representative to the Faculty Council (2004-2006)
- Coordinator, Special Education Program, Department of Curriculum, Instruction, and Special Education (1999-October, 2007)
  - o   Member Teacher Education Advisory Committee
  - o   Member CISE Coordinators Committee
- Member, 3rd year Review Committee, Spring 2004-2005

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- Member, Elementary Education Graduate Student Selection Committee (Fall, 2002)
- Chair of the Departmental Three-Year Review Committee (Spring, 2002)
- Member Search Committee for CISE Jewell Reading Position (2001-present)
- Chair of the Search Committee for CISE position in Early Childhood-Developmental Risk (2000-2001)
- Faculty Planning Group for the 5-Year Program in Early Childhood and Developmental Risk (1998 to present)
- Member, Department Committee to award student travel stipends (1998-1999)
- Chair, Department Promotion Committee for an individual faculty member (1997)
- Faculty Mentor of three faculty members (1990s to 2011)
- Member Departmental Position Search Committee (1996)
- Member Departmental Promotion Review Committee for an individual faculty member (1992).
- Member, Special Education Doctoral and Masters Selection Committee, Department of Curriculum, Instruction, and Special Education (1989 to 2011)
- Member, Special Education Doctoral Selection Committee, Department of Special Education, University of Virginia (1983 to 1987)
- Member, Special Education Masters Selection Committee, Department of Special Education, University of Virginia (1978 to 1984)
- Director of the graduate program in Early Childhood Special Education (1990s -2000)
- Director of the graduate program in Severe Disabilities (1980s – 2011)

Honors and Awards

- April, 2014 Recipient of the 2013 AAC Editors' Best Student Paper Award at the biennial conference of the *International Society for Augmentative and Alternative Communication* in Lisbon Portugal in July 2014:
  Walker, V. W., & Snell, M. E. (2013). Effects of augmentative and alternative communication on challenging behavior: A meta analysis. *Augmentative and Alternative Communication, 29*, 117-131.
- 2011 Career Award for commitment to improving the quality of life and full inclusion of persons with severe disabilities, TASH, Atlanta, 12/1/2011
- 2011 recipient of award for contributions as Associate Editor of *Research and Practice for Persons with Severe Disabilities*, TASH, Atlanta, 12/1/2011
- 2009 Recipient of the Service Award American Association on Intellectual and Developmental Disabilities for work on the Ad Hoc Committee on Terminology and Classification, 1989-2009, June 2009
- 2004 Recipient of the Education Award from the American Association on Intellectual and Developmental Disabilities
- 2001 Recognized as a Life Member of the American Association on Intellectual and Developmental Disabilities
- Visiting Distinguished Scholar, University of Northern Iowa, Department of Special Education, February, 2000
- Faculty Senate Teaching Initiative Award for the 1999-2000 academic year
- Sesquicentennial Associate of the Center for Advanced Studies for spring semester, 2000
- Distinguished Reviewer of the Year for 1997, *Journal of the Association for Persons with Severe Handicaps*
- Sesquicentennial Associate of the Center for Advanced Studies for August, 1993, through December, 1993
- Certificate of Award for Outstanding Research, Virginia Educational Research Association for "A study of the effects of frequency of probe data collection and graph characteristics on teachers' visual analysis" (Munger, Snell, & Loyd), May, 1988
- Sesquicentennial Associate of the Center for Advanced Studies for January, 1987 through December, 1987
- Sesquicentennial Associate of the Center for Advanced Studies for the 1979-1980 session

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