University of Washington

Eduga

Provided specialized lectures to students in graduate and undergraduate classes on topics including:

Inclusion for Secondary Students with Severe Disabilities

Inclusion for the Non-Verbal Student in Academic Classes

- Implementing Assistive Technology in General Education for Students with Severe Disabilities
- Augmentative and Alternative Communication: Practical Applications in General Education and Special Education Settings
- Augmentative and Alternative Communication (AAC): An Introduction for Early Childhood Educators

Supervised graduate students enrolled in the severe/low incidence program Worked with local school districts to establish practicum placement settings for graduate students and maintained long term professional relationships with school district personnel

Observed and evaluated student teacher performance in field work and practicum seminar

Developed instructional topics and led seminar classes

Developed the first program in the district designed specifically for secondary students who use AAC

Taught high school students to become independent communicators using different AAC technologies

Supervised, trained, and evaluated paraprofessionals (  $\mathfrak{B}$   $\dot{\mathfrak{P}}_{i}$   $\ddot{\mathfrak{P}}^{-\circ} \pm \ddot{\mathfrak{P}}_{i}$   $a^{\circ-} \mathfrak{G} \mathfrak{G} \dot{\mathfrak{P}}_{i}$   $a^{\circ-} \mathfrak{G} \mathfrak{G} \dot{\mathfrak{P}}_{i}$   $a^{\circ-} \mathfrak{G} \mathfrak{G} \dot{\mathfrak{P}}_{i}$ 

teachers; develop online and in-person training on co-teaching in special education and co-teaching in inclusive settings

Kemper, T., & Fleury, V. P.

Kemper, T., Delport, J., & Slemrod, T.

Kemper, T., & McCollow, M.

Kemper, T., & Fleury, V.P.

Kemper, T.

## **CATEGORY C: PRESENTATIONS**

- Kemper, T. (2017, December). Maximizing the benefit of storybook reading to increase communication for individuals with complex communication needs with severe disabilities.
- Kemper, T. (2017, May). A Modified Book Reading Intervention for Students with Complex Communication Needs Who Are English Learners and Have a Severe Intellectual Delay. Poster Presentation at the annual International Society of Autism Research.

Kemper, T. (2016, December).

. Presented at the TASH annual conference,

Kemper, T. (2016, January).

CSU East Bay
CSU East Bay
CSU East Bay
California Council on Teacher Education
California State University, Chico
California Faculty Association

Represented the College of Education in the area of Special Education Addressed matters that affected graduate students

Mentored and evaluated special education student teachers Provided a classroom-based training site for implementing instructional and behavioral plans with students Collaborated with university supervisor to monitor the progress of student teachers and create development opportunities

Advisor for 15 MA in Education students specializ0 GaS

Collaborate with Executive Director and staff to assure alignment to organization mission to secure for all people with developmental disabilities the opportunity to choose and realize their goals of where and how they learn, live, work, and play.

Review annual budget and asses spending priorities

Support the management of respite programs, work programs, and retail stores Support training, community outreach, and fundraising events

Work with a collaborative team to improve adult services for individuals with autism spectrum disorder

Advise the Work Training Center in how to support their clients who have complex communication needs

Review and make recommendations for curriculum and program goals

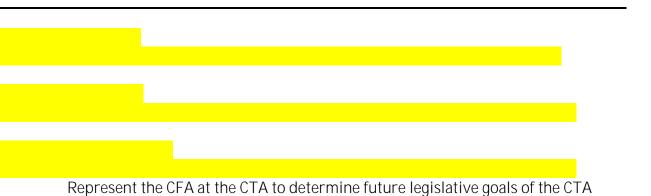
Collaborated with Executive Director to assure alignment to organization mission to reduce intimate partner violence through crisis intervention services, community education, and the promotion of healthy relationships Supported training, community outreach, and fundraising events

Provided consultation services to Puget Sound area schools seeking to include students with severe disabilities

Provided professional development sessions for school teachers on topics including: inclusion, modification of instructional materials, team teaching, high tech communication systems, and incorporating AAC into academics Provided professional support to structured social groups for students with autism spectrum disorder

Review special education programs from universities across the state Review institutions to ensure compliance with the CTC standards and provide feedback Review institutions to ensure compliance with the CTC standards Participate in site visits and contribute to written reports to provide institutions feedback on program standards

Review the education specialist credential for upcoming statewide revisions Make recommendations for changes to the education specialist credentials, program standards, and Teacher Performance Expectations



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