

CURRICULUM VITAE**Melissa E. Hudson**

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EDUCATION

Ph.D.	2012	University of North Carolina at Charlotte	Special Education
MA. Ed.	2009	Eastern Kentucky University	Instructional Leadership
Certification	2007	Eastern Kentucky University	Director of Special Education
B.S.	1985	Eastern Kentucky University	Special Education and Elementary Education

Licensure: Elementary 1-8; Exceptional Children K-12

Certification: Director of Special Education

PROFESSIONAL EXPERIENCE

2014 - Current	Assistant Professor of Special Education, Department of Special Education, Foundations, and Research, College of Education, East Carolina University
2012 - 2014	Alternate Assessment Specialist, American Institutes for Research, Washington, DC
2003 – 2009	Teacher of students with moderate and severe intellectual disability, Madison County Public School, Richmond, KY
1999 – 2003	Adult Ministries Coordinator, First United Methodist Church Richmond, KY
1989 – 1991	Associate Project Director, Kentucky Systems Change Project, IHDI, University of Kentucky, Lexington, KY
1987 – 1989	Teacher of students with moderate and severe intellectual disability, Madison County Public Schools, Richmond, KY
1985 – 1987	Teacher of students with moderate and severe intellectual disability, Rockcastle County Public Schools, Mt. Vernon, KY

RESEARCH EXPERIENCE

- 08/01/15 – current **Primary investigator** of a research study to evaluate the effects of multicomponent professional development training on low incidence special education teachers' use of academic curricula with students with severe disabilities or deafblindness. Collaborative effort with North Carolina Deafblind Project.
- 01/15/15-06/10/15 **Primary investigator** of a research study to evaluate the effects of an early numeracy curriculum on early numeracy skills for students with severe multiple disabilities and complex communication needs, Eastern Elementary School, Greenville, NC.
- 04/22/2013 **Primary implementer of a cognitive lab usability study** to investigate the use of the iPad for delivering the Alternate Assessment Based on Alternate Achievement Standards to students with significant cognitive disabilities. American Institutes for Research, Washington, D.C.
- 01/22/2013 **Facilitator** of a Focus Group study with South Carolina special education teachers about their use of whiteboard technology for instruction and assessment. American Institutes for Research, Washington, D.C.
- 1/01/11 - 05/31/12 **Graduate Research Associate, Project LEAAP** (Longitudinal Examination of Alternate Assessment Progression; USDOE, Office of Elementary and Secondary Education), University of North Carolina at Charlotte, Shawnee Wakeman, Principle Investigator.
- 10/15/11 - 02/01/12 **Primary investigator** of a dissertation research study to evaluate the effects of peer-delivered system of least prompts package and adapted academic read-alouds on listening comprehension for students with moderate intellectual disability in a general education elementary classroom, University of North Carolina at Charlotte.
- 8/15/10 - 5/31/11 **Graduate Research Associate, Project Mastery** (Math and Science for Students with Significant Cognitive Disabilities; IES Grant #R324A080014), University of North Carolina at Charlotte, Bree Jimenez and Diane Browder, supervisors.
- 11/15/10 - 5/12/11 **Primary investigator of a research team study** to evaluate the effects of peer-delivered system of least prompts package and adapted academic read-alouds on listening comprehension for students with moderate intellectual disability in an elementary general education classroom, University of North Carolina at Charlotte.
- 10/15/09-1/01/11 **Graduate Research Associate, NSTTAC** (National Secondary Transition Technical Assistance Center; Office of Special Education Programs

Award #H326J050004), University of North Carolina at Charlotte, Catherine Fowler and David Test, supervisors.

- 01/10/10-05/01/10 **Co-investigator of a research study** to evaluate the effects of system of least intrusive prompts package and adapted academic read-alouds on text-dependent listening comprehension for students with severe developmental disabilities, University of North Carolina at Charlotte.
- 5/04/10-6/18/10 **Practicum student, Gastonia TEACCH center** (Treatment and Education of Autistic and related Communication-handicapped Children), University of North Carolina at Chapel Hill, Nancy Dartnall, supervisor.
- 8/17/09-10/15/09 **Graduate Research Associate, NAAC** (National Alternate Assessment Center; OSEP Grant #H324U040001), University of North Carolina at Charlotte, Pam Mims and Diane Browder, supervisors.

GRANT ACTIVITIES

Ahlgren-Delzell, L., Browder, D., Beach, K., Baker, J., Courtade, G., **Hudson, M.**, & Rivera, C. (2015). *An Evaluation of the Early Reading Skills Builder*. U.S. Department of Education, Institute for Education Sciences. (in submission).

Hudson, M. (2014). Division of Research and Graduate Studies. *East Carolina University*, Accepted (\$31,350).

Rivera, C. J., **Hudson, M.** & Middleton, C. (2014). Teaching Grant. *East Carolina University*, Ranked for Funding (\$13,500).

PUBLICATIONS

Refereed Journals

Rivera, C. J., **Hudson, M. E.**, Weiss, S. L., & Zambone, A. (2016). Using a multicomponent multimedia shared story intervention with an iPad® to teach content picture vocabulary to students with developmental disabilities. *Education and Treatment of Children*.

Hudson, M. E., Zambone, A., & Brickhouse, J. (2015). Teaching early numeracy skills using single switch voice-output devices to students with severe multiple disabilities. *Journal of Developmental and Physical Disabilities*. Advance online publication. doi: 10.1007/s10882-015-9451-3

Hudson, M. E., & Browder, D. M. (2014). Improving listening comprehension responses for students with moderate intellectual disability during literacy class. *Research and Practice for Persons with Severe Disabilities*, 39, 11-29.

Hudson, M. E., Browder, D. M., & Jimenez, B. A. (2014). Effects of a peer-delivered system of least prompts intervention with adapted science read-alouds on listening comprehension for students with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities, 49*, 60-77.

Hudson, M. E., Browder, D. M., & Wood, L. (2013). Review of experimental research on academic learning by students with moderate and severe intellectual disability in general education. *Research and Practice for Persons with Severe Disabilities, 38*, 17-29.

Hudson, M. E., Browder, D. M., & Wakeman, S. Y. (2013). Helping students with moderate and severe intellectual disability access grade-level text. *Teaching Exceptional Children, 45*(3), 14-23.

Browder, D. M., **Hudson, M. E.**, & Wood, A. L. (2013). Teaching students with moderate intellectual disability who are emergent readers to comprehend passages of text. *Exceptionality, 21*, 191-206, doi: 10.1080/09362835.2013.802236

Browder, D. M., Jimenez, B., Spooner, F., Saunders, A., **Hudson, M. E.**, Bethune, K. (2012). Early numeracy instruction for students with moderate and severe developmental disabilities. *Research and Practice for Persons with Severe Disabilities, 37*, 308-320.

Mims, P. J., **Hudson, M. E.**, & Browder, D. M. (2012). Using read-alouds of grade-level biographies and systematic prompting to promote comprehension for students with moderate and severe developmental disabilities. *Focus on Autism and Other Developmental Disabilities, 27*, 65-78.

Hudson, M. E., & Test, D. W. (2011). Evaluating the evidence base for using shared story reading to promote literacy for students with extensive support needs. *Research and Practice for Persons with Severe Disabilities, 36*, 34-45.

Hudson, M. E., & Warren, S. H. (2015). *A review of the mathematics literature for students with significant cognitive disabilities*. Manuscript in preparation.

Invited Commentary

Hudson, M. E. (Commentary Author). (2015). Alternative explanations for changes in the dependent variables casts doubt on the results of a study evaluating the effects of three communication interventions during a whole-group share-time activity on mean length of utterances for a participant with intellectual disability and an expressive language delay. *Evidence-Based Communication Assessment and Intervention*. Advance online publication. doi:10.1080/17489539.2015.1088233

Editor-Reviewed Publications

Konrad, M., Bartholomew, A., **Hudson, M. E.**, Kelley, K. R., Toms, O., Rowe, D. A., Keesey, S., Fleming, S., & Fishley, K. M. (2010). In other sources [Column]. *Career Development for Exceptional Individuals*. 33, 177-186.

Monograph

Browder, D., Wakeman, S., Ahlgrim-Delzell, L., & **Hudson, M.** (2011). *Utilization of formative assessments within educational programs for students with significant cognitive disabilities: Current practice, current research, and next steps*. Washington, DC: Council of Chief State School Officers, Assessing Special Education Students State Collaborative on Assessment and Student Standards.

Book Chapters

Browder, D. M., **Hudson, M. E.**, & Wood, L. (2014). Using principles of high quality instruction in the general education classroom to provide access to the general education curriculum. In J. McLeskey, N. L. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of research and practice for effective inclusive schools* (pp. 339-351). New York: NY: Routledge.

Spooner, F., McKissick, B. R., **Hudson, M. E.**, & Browder, D. M. (2013). Access to the general curriculum in general education classes. In M. Agran, F. Brown, C. Hughes, C. Quirk, & D. Ryndak (Eds.), *Equity and full participation for individuals with severe disabilities: A vision for the future* (pp. 217-234). Baltimore, MD: Paul H. Brookes.

Uphold, N., & **Hudson, M. E.** (2012). Student focused planning. In D. W. Test (Ed.), *Evidence based instructional strategies for transition* (pp. 55-77). Baltimore: Paul H. Brookes.

Hudson, M. & Beattie, J. (2011). Teaching children with intellectual and developmental disabilities. In C. O'Brien & J. Beattie (Eds.), *Teaching students with special needs: A guide for future educators* (pp. 109-124). Dubuque, IA: Kendall Hunt.

Hudson, M. E. (2015). The primary school years. In V. McGinley & M. Alexander's, *Families of students with disabilities: Collaborating across the lifespan*. Thousand Oaks, CA: Sage. Submitted to editors.

Book Review

Toms, O. & **Hudson, M. E.** (2011). Book review. [Review of the book *Launching into adulthood: An integrated response to support transition of youth with chronic health conditions and disabilities*, by D. Lollar]. *Research and Practice for Persons with Severe Disabilities*, 36, 34-45.

Professional Development Modules

- Hudson, M. E., Warren, S. H., Blackwood, A., & Brickhouse, J. (2015). Teaching mathematics to elementary students with deafblindness and intellectual disabilities. *Modules Addressing Special Education and Teacher Education (MAST)*. Greenville, NC: East Carolina University. <http://mast.ecu.edu/modules/tmes/>
- Hudson, M. E., Warren, S. H., Blackwood, A., & Brickhouse, J. (2015). Teaching mathematics to secondary students with deafblindness and intellectual disabilities. *Modules Addressing Special Education and Teacher Education (MAST)*. Greenville, NC: East Carolina University. <http://mast.ecu.edu/modules/tmss/>
- Hudson, M. E., Warren, S. H., Blackwood, A., & Brickhouse, J. (2015). Teaching science to elementary and secondary students with deafblindness and intellectual disabilities. *Modules Addressing Special Education and Teacher Education (MAST)*. Greenville, NC: East Carolina University. <http://mast.ecu.edu/modules/tsess/>
- Hudson, M. E., Warren, S. H., Brickhouse, J., & Blackwood, A. (2015). Embedding learning opportunities for literacy, mathematics, science, and communication into daily routines for students with deafblindness and intellectual disabilities. *Modules Addressing Special Education and Teacher Education (MAST)*. Greenville, NC: East Carolina University. <http://mast.ecu.edu/modules/elo/>

Professional Guidelines, Materials, & Reports

- Eberhart, D., **Hudson, M. E.**, & Padilla, O. (2013, November). *Using iPads to administer alternate assessments based on alternate achievement standards, Results of a pilot study*. American Institutes for Research, Washington, D.C.
- Hudson, M. E.**, & Hemberg, B., & Phillips, G. W. (2013, July). *Task difficulty guidelines for the alternate assessment (Draft)*. American Institutes for Research, Washington, D. C.
- Hudson, M. E.**, & Padilla, O. (2013, May). *Using the iPad to administer the alternate assessment based on alternate achievement standards, Results of a cognitive laboratory study*. American Institutes for Research, Washington, D.C.
- Hudson, M. E.** (2013, April). *Writing passages for the alternate assessment: Adapting text and applying sloping guidelines for text complexity*. American Institutes for Research, Washington, D.C.
- Hudson, M. E.**, & Browder, D. M. (2012). *Guidelines for adapting grade-level text for students with significant cognitive disabilities*. Technical report for the National Center and State Collaborative General Supervision Enhancement Grant (NCSC GSEG).
- Test, D. W., Flowers, C., & **Hudson, M.** (2010). *North Carolina data summary for part B indicator 14 NC state performance plan. 2010 post-school outcome data: Results of*

follow-up survey for 2008-2009 leavers. Charlotte, NC: University of North Carolina at Charlotte.

CONSULTATIVE SERVICES

- June, 2015 South Carolina State Department, Division of Assessment - Led special education teachers, general education science teachers, and state professionals through the final review of the Science Support Document for teachers of students with significant cognitive disabilities
- December, 2014 South Carolina State Department, Division of Assessment, SC-Alt – edited the video footage to create finished videos to be used for upcoming teacher trainings in South Carolina
- November, 2014 South Carolina State Department, Division of Assessment, SC-Alt, Worked with a videographer and classroom teachers to shoot video footage of academic instruction and assessment for students with moderate and severe disabilities
- November, 2014 South Carolina State Department, Division of Assessment, SC-Alt – Led group of special education teachers and general education science teachers to review a draft of the Science Support Document for teachers of students with significant cognitive disabilities
- 2011-12 Charlotte Mecklenburg Schools, Extend 1 Summative Assessments for Specialized Academic Curriculum and Autism classrooms

PROFESSIONAL DEVELOPMENT TRAININGS

- Swaffield, S., Mruz, A., Christmus, J. & **Hudson, M.** (2015, January 26-27). *South Carolina Alternate Assessment (SC-Alt) Test Administrator Training*. Full-day face-to-face trainings for test administrators and second raters to prepare them to deliver the SC-Alt. in Columbia, SC.
- Hudson, M. E.** (2014, August 12). Systematic Instructional strategies and data collection for students with severe disabilities. Three-hour, face-to-face professional development training for new teachers in Pitt County, Greenville, NC.
- Hudson, M. E.** (2014, February 5, 10-14, 25, 26). *New Mexico Alternate Performance Assessment (NMAPA) for Test Administrators and Second Raters*. Full day face-to-face trainings for test administrators and second raters to prepare them to deliver the NMAPA. Training sites in New Mexico included Santa Fe, Farmington, Clovis, Hobbs, Las Cruces, and Albuquerque.
- Swaffield, S., Mruz, A., & **Hudson, M.** (2014, January 31). *South Carolina Alternate Assessment (SC-Alt) Regional Test Administrator Training Webinar*.

- Swaffield, S., Mruz, A., & **Hudson, M.** (2014, January 13-17). *South Carolina Alternate Assessment (SC-Alt) Test Administrator Training*. Full-day face-to-face trainings for test administrators and second raters to prepare them to deliver the SC-Alt. Training sites in South Carolina included Greenville, Florence, Charleston, and Columbia.
- Hudson, M. E.**, & Celestine, S. (2013, September 5, 6, & 25). *Delaware Comprehensive Assessment System Alternate Assessment (DCAS-Alt.1) Test Administrator and Second Rater Training*. Full day face-to-face trainings for test administrators and second raters to prepare them to deliver the DCAS-Alt.1, Dover, Delaware.
- Hudson, M. E.** (2013, September 9-13). *New Mexico Alternate Performance Assessment (NMAPA) for Test Administrators and Second Raters*. Full day face-to-face trainings for test administrators and second raters to prepare them to deliver the NMAPA. Training sites in New Mexico included Las Cruces and Albuquerque.
- Mruz, A., Swaffield, S., **Hudson, M. E.**, Minkoff, K., & Jehangiri, E. (2013, June 10-14). *Social Studies Guidance Document for Teachers of Students who take the South Carolina Alternant Assessment (SC-Alt)*. Facilitated a 4-day meeting of teachers and other professionals to prioritize grade level social studies content for instruction and assessment for the SC-Alt, and then developed sample lesson plans to teach prioritized content.
- Hudson, M. E.** (2013, May 13). *Using Graphic Organizers within Assessment Tasks to Support Students taking the Alternate Assessment*. Presentation to Multistate Alternate Assessment group, Baltimore, Maryland.
- Touchette, B., & **Hudson, M. E.** (2013, April 18). *Delaware Comprehensive Assessment System Alternate Assessment (DCAS-Alt.1) Test Administrator and Second Rater Training*. Full day face-to-face training for test administrators and second raters to prepare them to deliver the DCAS-Alt.1, Dover, Delaware.
- Touchette, B., & **Hudson, M. E.** (2013, March 19). *Delaware Comprehensive Assessment System Alternate Assessment (DCAS-Alt.1) Test Administrator Training*. Full day face-to-face training for test administrators and second raters to prepare them to deliver the DCAS-Alt.1, Dover, Delaware.
- Hudson, M. E.**, & Greathouse, M. (2013, February 6-8, 11-14). *New Mexico Alternate Performance Assessment (NMAPA) for Test Administrators and Second Raters*. Full day face-to-face trainings for test administrators and second raters to prepare them to deliver the NMAPA. Training sites in New Mexico included Las Cruces, Hobbs, Las Vegas, Bloomfield, and Albuquerque.
- Hudson, M. E.** (2013, February 4). *Writing Passages for the Alternate Assessment: Adapting Text and Applying Sloping Guidelines for Text Complexity*. Presentation to Multistate Alternate Assessment group, Atlanta, Georgia.

- Swaffield, S., Mruz, A., & **Hudson, M.** (2013, January 30). *South Carolina Alternate Assessment (SC-Alt) Regional Test Administrator Training Webinar*.
- Swaffield, S., Mruz, A., & **Hudson, M.** (2013, January 14-18). *South Carolina Alternate Assessment (SC-Alt) Test Administrator Training*. Full-day face-to-face trainings for test administrators and second raters to prepare them to deliver the SC-Alt. Training sites in South Carolina included Greenville, Florence, Charleston, and Columbia.
- Hudson, M. E.** (2012, February 17). *Aligning Instruction to Academic Content Standards*. Full-day face-to-face teacher professional development for Anderson District 5, South Carolina.
- Browder, D. M. & **Hudson, M. E.** (2011, October 19). *Building Reading Skills for Students with Disabilities*. Webinar Conference presented for the University of Idaho, Boise.
- Hudson, M. E.**, & Smith, B. (2011, July 25). *Systematic Instruction and General Curriculum Access and Adaptations for Students with Moderate and Severe Disabilities*. Full-day face-to-face training for Special Education Teachers and Paraeducators, Madison County Board of Education, Richmond, Kentucky.
- Hudson, M. E.** & Kerri Stephenson. (2011, July 13). *Going Beyond the Basics: An In-depth Look into Teaching Math to Students with Moderate to Severe disabilities*. Full-day face-to-face training presented to Special Education teachers at the South Carolina Research-to Practice Conference, Columbia, South Carolina.
- Hudson, M. E.** (2011, July 12). *Promoting Literacy Using Adapted Academic Content for Students with Moderate and Severe Disabilities*. Full-day face-to-face training presented to Special Education teachers at the South Carolina Research-to Practice Conference, Columbia, South Carolina.
- Hudson, M. E.** (2011, March 10). *Standards-Based IEPs for Students with Severe Cognitive Disability*. Webinar Conference presented for the Bureau of Exceptional Education and Student Services, Florida Department of Education, Tallahassee.
- Browder, D. M. & **Hudson, M. E.** (2011, February 3). *General Curriculum Access Overview for Students with Severe Cognitive Disability*. Webinar Conference presented for the University of Idaho, Boise.
- Jimenez, B., **Hudson, M. E.**, Saunders, A., Stevenson, K., & Zakas, T. (2010, November). *Inclusive Math Instruction for Students with Significant Cognitive Disabilities: Project Mastery Professional Development for Special Education Elementary Teachers*. Charlotte, NC.
- Jimenez, B., **Hudson, M. E.**, Saunders, A., Stevenson, K., & Zakas, T. (2010, October). *Inclusive Math Instruction for Students with Significant Cognitive Disabilities: Project Mastery Professional Development for Special Education Teaching Assistants*. Charlotte, NC.

Jimenez, B., **Hudson, M. E.**, Saunders, A., Stevenson, K., & Zakas, T. (2010, September). *Inclusive Math Instruction for Students with Significant Cognitive Disabilities: Project Mastery Professional Development for General Education and Special Education Elementary Teachers*. Charlotte, NC.

Jimenez, B., Browder, D. M., Flynn, S., & **Hudson, M. E.** (2010, September). *General Curriculum Access for Students with Significant Cognitive Disabilities: Project Mastery TSTA Research-Based Professional Development*. Orlando, FL.

PROFESSIONAL PRESENTATIONS

National and International

Hudson, M. E. (2016, April). *Teaching early numeracy skills to student with severe multiple disabilities and blindness*. Presentation with Q & A session at the CEC 2016 Convention and Expo, St. Louis, Missouri.

Hudson, M. E. (2015, December). *Teaching early numeracy skills using single switch voice-output devices to student with severe multiple disabilities*. Poster presentation session at the TASH Annual Conference, Portland, OR.

Warren, S. H., & **Hudson, M. E.** (2015). *MAST modules: Electronic support for educators of students with deafblindness*. Breakout session presentation at the TASH Annual Conference, Portland, OR.

Hudson, M. E. (2014, December). *Increasing listening comprehension for students with moderate intellectual disability during literacy class*. Concurrent session presentation at the TASH Annual Conference, Washington, DC, District of Columbia.

Hudson, M. E. (2014, December). *Review of academic learning in general education by students with moderate/severe disabilities*. Poster presentation session at the TASH Annual Conference, Washington, DC, District of Columbia.

Hudson, M. E. (2013, November 5). *Increasing task and item difficulty on the alternate assessment*. Presentation to the South Carolina Alternate Assessment Advisory Group, Columbia, SC.

Hudson, M. E., & Phillips, G. W. (2013, October 21). *Increasing task and item difficulty on the alternate assessment*. Presentation to the Multistate Alternate Assessment group, New Orleans, LA.

Spooner, F., **Hudson, M.**, & Smith, B. (2012, May). *Innovations in teaching literacy and science*. Symposium presentation session at the 2012 Association for Behavior Analysis International Annual Convention, Seattle, Washington.

Hudson, M. E., Browder, D. M., & Jimenez, B. (2012, April). *Using peer-delivered read alouds to promote comprehension for students with significant disabilities*. General session presentation at the CEC Convention and Exposition, Denver, Colorado.

- Wakeman, S., & **Hudson, M. E.** (2012, April). *Change is a good thing! Instructional considerations for students with significant disabilities*. General session presentation at the CEC Convention and Exposition, Denver, Colorado.
- Jimenez, B. A., Browder, D. M., Spooner, F., & **Hudson, M. E.** (2012, April). *Building early numeracy skills in elementary students with severe disabilities*. General session presentation at the CEC Convention and Exposition, Denver, Colorado.
- Hudson, M. E.**, & Mims, P. J. (2012, January). *Using read alouds of adapted grade-level biographies to promote comprehension for students with severe developmental disabilities*. General session presentation at the 13th International Conference on Autism, Intellectual Disabilities, & Developmental Disabilities, Miami, Florida.
- Hudson, M. E.**, Browder, D. M., & Jimenez, B. (2012, January). *Using peer-delivered read-alouds to promote comprehension for students with significant disabilities*. Poster session presentation at the 13th International Conference on Autism, Intellectual Disabilities, & Developmental Disabilities, Miami, Florida.
- Hudson, M. E.**, Browder, D. M., & Jimenez, B. (2011, November). *Using peer-delivered read-alouds to promote comprehension for students with significant disabilities*. General session presentation at the TASH 36th Annual Conference, Atlanta, Georgia.
- Jimenez, B., Browder, D. M., Saunders, A., Spooner, F., & **Hudson, M. E.** (2011, November). *Building early numeracy skills in elementary students with severe disabilities*. Poster session presentation at the TASH 36th Annual Conference, Atlanta, Georgia.
- Hudson, M. E.** (2011, November). *Using peer-delivered read-alouds to promote comprehension for students with severe disabilities*. Poster Kaleidoscope session presentation at the Teacher Education Division's 34th Annual Conference, Austin, TX.
- Wakeman, S., & **Hudson, M. E.** (2011, November). *Modeling formative assessment for preservice teachers through face-to-face and online instruction*. Concurrent session presentation at the Teacher Education Division's 34th Annual Conference, Austin, TX.
- Browder, D. M., **Hudson, M. E.**, & Scroggins, L. (2011, July). *University of North Carolina at Charlotte's Ph.D. program in special education*. Poster session presentation at the Office of Special Education Program's Project Directors Meeting, Washington, D.C.
- Hudson, M. E.**, Mims, P. J., & Browder, D. M. (2011, April). *Using middle school biographies to increase comprehension in students with significant intellectual disability and autism*. General session presentation at the CEC Convention and Exposition, National Harbor, MD.
- Wakeman, S., Ahlgrim-DeLzell, L., & **Hudson, M. E.** (2011, April). *How to conduct formative assessments with students with severe intellectual disability*. General session presentation at the CEC Convention and Exposition, National Harbor, MD.

Hudson, M. E., & Mims, P. J. (2010, December). *Increasing listening comprehension with shared story reading and middle school biographies*. General session presentation at the TASH 35th Annual Conference, Denver, CO.

Hudson, M. E. (2010, December). *Student progress monitoring for teachers of students with severe developmental disabilities*. Poster session presentation at the TASH 35th Annual Conference, Denver, CO.

Hudson, M. E. (2010, November). *Using shared story reading and middle school biographies to increase the listening comprehension of students with severe developmental disabilities*. Poster Kaleidoscope session presentation at the Teacher Education Division's 33rd Annual Conference, St. Louis, Missouri.

Spooner, F., & **Hudson, M. E.** (2010, November). *A decade of preparing special education leaders: Reflecting on the PhD program at the University of North Carolina at Charlotte*. General session presentation at the Teacher Education Division's 33rd Annual Conference, St. Louis, Missouri.

Kelley, K., & **Hudson, M. E.** (2010, October). *Evidence-based academic interventions at the secondary level*. Round table session presentation at the 32nd International Conference on Learning Disabilities, Myrtle Beach, SC.

State and Regional

Hudson, M. E. and Brickhouse, J. (2016, January). *Adapting early numeracy curriculum for students with severe multiple disabilities*. General session presentation at the North Carolina Council for Exceptional Children 29th Annual State Conference, Pinehurst, NC.

Hudson, M. E. (2015, January 30). *Differentiating Instruction for All Learners – Really?* General session presentation at the North Carolina Council for Exceptional Children 28th Annual State Conference, Pinehurst, NC.

Smith-Canter, L. L., & **Hudson, M. E.** (2014, October 9). *Activating authentic assessment through student engagement*. General session presentation at the Clinical Teacher and Mary Lois Reading & Language Arts Conference, Greenville, NC.

Hudson, M. E., Browder, D. M., & Wood, A. L. (2012, February). *Using adapted academic read-alouds to teach higher level comprehension for students with moderate and severe intellectual disability*. General session presentation at the North Carolina Council for Exceptional Children State Conference, Winston-Salem, NC.

Hudson, M. E. (2011, February). *Increasing the listening comprehension of middle school students with significant development disabilities using shared story reading and grade-level biographies*. General session presentation at the North Carolina Council for Exceptional Children State Conference, Winston-Salem, NC.

Toms, O., & **Hudson, M.** (2011, February). *Unlocking the mysteries of the NSTTAC website: An interactive session for educators*. General session presentation at the North Carolina Council for Exceptional Children State Conference, Winston-Salem, NC.

Test, D. W., Fowler, C., & **Hudson, M. E.** (2010, October). *Using transition assessment to guide IEP development*. General session presentation at the Division on Career Development and Transition Regional Conference, Mystic, CT.

Rowe, D. A., Mazzotti, V. L., & **Hudson, M. E.** (2010, January). *Bridging the research to practice gap: Evidence-based practice in secondary transition*. General session presentation at the North Carolina Council for Exceptional Children 2010 State Conference, Wilmington, NC.

University

Hudson, M. E. (2016, April 6). *Teaching early numeracy skills using single switch voice-output devices to students with severe multiple disabilities*. Roundtable presentation at the 7th Annual Faculty Research Showcase, Research and Creative Achievement Week, East Carolina University, Greenville, NC.

Hudson, M. E. (2014, November 20). *Review of academic learning in general education by students with moderate and severe disabilities*. Poster session presentation before the College of Education faculty meeting, East Carolina University, Greenville, NC.

Hudson, M. E. (2012, February). *Using peer-delivered system of least prompts intervention package and adapted academic read-alouds to teach comprehension*. Paper presentation at the 12th Annual Graduate Research Fair. University of North Carolina at Charlotte, Charlotte, North Carolina.

Hudson, M. E. (2011, February). *Increasing listening comprehension for middle school students with significant developmental disabilities using adapted grade-level biographies*. Poster session presentation at the 11th Annual Graduate Research Fair. University of North Carolina at Charlotte, Charlotte, North Carolina.

Spooner, F., & **Hudson, M. E.** (2010, November). *A decade of preparing special education leaders: Reflecting on the PhD program at the University of North Carolina at Charlotte*. Presentation at UNC Charlotte Special Education faculty meeting. University of North Carolina at Charlotte, Charlotte, North Carolina.

UNIVERSITY TEACHING EXPERIENCE

College Teaching

Spring, 2016	SPED 3001	Assessing Students with Disabilities in the General Curriculum (face-to-face format; undergraduate students)
	SPED 3006	Augmentative and Alternative Communication for Students with Disabilities (face-to-face format; undergraduate students)
	HNRS 4500	Honors research mentor for Honors College student.

Fall, 2015	SPED 2200	Introduction to Students with Disabilities in the Adapted Curriculum (face-to-face format; undergraduate students)
	SPED 2209	Introduction to Student with Disabilities in Adapted Curriculum Practicum
	SPED 3007	Managing the Physical Needs of Learners with Disabilities (face-to-face format; undergraduate students)
Spring, 2015	SPED 3001	Assessing Students with Disabilities in the General Curriculum (face-to-face format; undergraduate students)
	SPED 3006	Augmentative and Alternative Communication for Students with Disabilities (face-to-face format; undergraduate students)
Fall, 2014	SPED 2200	Introduction to Students with Disabilities in the Adapted Curriculum (face-to-face format; undergraduate students)
	SPED 2209	Introduction to Student with Disabilities in Adapted Curriculum Practicum
	SPED 3007	Managing the Physical Needs of Learners with Disabilities (face-to-face format; undergraduate students)
Spring, 2012	SPED 4274	General Curriculum Access and Adaptations (face-to-face format; undergraduate students)
Summer, 2011	SPED 5274	General Curriculum Access and Adaptations (100% online format, graduate students)
Coteaching		
Fall, 2011	SPED 8671	Doctoral Seminar in Special Education Research (Diane Browder, face-to-face format; doctoral students)
Spring, 2011	SPED 5274	General Curriculum Access and Adaptations (Bree Jimenez, 100% online format; graduate students)
Fall, 2010	EDUC 4291	Modifying Instruction for Middle/Secondary Learners with Diverse Needs (Chris O'Brien, hybrid format; senior Undergraduate students who were student teaching)
Fall, 2009	SPED 2100	Introduction to Special Education (Chris O'Brien, hybrid format; undergraduate students)
Guest Lecturer		
Summer, 2012	SPED 8699	Dissertation Seminar <i>Topic: Keeping On-track With Your Dissertation</i>

Fall, 2011	SPED 4279	Content Area Instruction for Students with Special Needs. <i>Topic: Adapting General Education Unit Plans for Students with Moderate and Severe Disabilities</i>
Summer, 2011	SPED 5271	Systematic Instruction in Special Education <i>Topic: Peer-Delivered Instruction</i>
Spring, 2011	SPED 8474	Supervision of Student Teachers <i>Topic: Legal Issues in Special Education</i>
Fall, 2010	SPED 8472	Professional Writing in Special Education <i>Topic: Strategies for Conducting Literature Searches</i>

HONORS AND AWARDS

April 14, 2016	Selected to participate in the Beginning Career Researchers Workshop at the Annual CEC meeting in St. Louis, MO, hosted by the Division for Research, Council for Exceptional Children.	
December, 2011	2012 Council for Exceptional Children, Division of Research Student Research Award for Single Subject Design	
December, 2011	2012 Council for Exceptional Children, Division of Research Doctoral Student Scholar	
May, 2011	Portfolio Two Review - Passed with Distinction	
April, 2011	Snyder Distinguished Doctoral Fellow in Special Education, University of North Carolina at Charlotte	
2011	Department of Special Education and Child Development Research Award	

EDITORIAL SERVICE

Evidence-Based Practice Review

January, 2012	Reviewer for the National Professional Development Center on Autism Spectrum Disorders Autism Evidence-Based Practice Update Group
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Proposal Review

August, 2015	Division on Autism and Developmental Disabilities strand, 2015 CEC Expo and Convention, St. Louis, MO
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June, 2014	Division on Autism and Developmental Disabilities strand, 2015 CEC Expo and Convention, San Diego, CA
July, 2012	2013 CEC Expo and Convention, San Antonio, Texas
June, 2011	Division on Autism and Developmental Disabilities strand, 2012 CEC Expo and Convention, Denver, Colorado
June, 2010	Division on Autism and Developmental Disabilities strand, 2011 CEC Expo and Convention, National Harbor, Maryland

Journal Review

March, 2016	Guest reviewer for the <i>Journal of Developmental and Physical Disabilities</i>
February, 2016	Reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
January, 2016	Reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
August, 2015	Guest reviewer for special issue on Alternative and Augmentative Communication for the <i>Journal of Developmental and Physical Disabilities</i>
August, 2015	Reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
May, 2015	Guest reviewer for <i>The Journal of Special Education</i>
April, 2015	Reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
March, 2015	Reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
September, 2014	Guest reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
July, 2014	Guest reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
January, 2014	Guest reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
December, 2013	Guest reviewer for <i>The Journal of Special Education</i>
October, 2013	Guest reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>

July, 2013	Guest reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
May, 2013	Guest reviewer for Kentucky <i>Teacher Education Division</i> online journal
November, 2012	Guest reviewer for <i>The Journal of Special Education</i>
August, 2012	Guest reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
August, 2012	Guest reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
June, 2012	Guest reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
May, 2012	Guest reviewer for <i>The Journal of Special Education</i>
December, 2011	Guest reviewer for <i>The Journal of Special Education</i>
August, 2011	Guest reviewer for Kentucky <i>Teacher Education Division</i> online journal
May, 2011	Guest reviewer for <i>Assessment for Effective Intervention</i> special issue on "Effective Decision Making"
May, 2011	Guest reviewer for <i>Research and Practice for Persons with Severe Disabilities</i> special issue on "Literacy"
January, 2011	Guest reviewer for <i>The Journal of Special Education</i>
October, 2010	Guest reviewer for <i>Research and Practice for Persons with Severe Disabilities</i>
June, 2010	Guest reviewer for <i>The Journal of Special Education</i>

Grant Review

February, 2010	Grant proposal reviewer for the Arc of the United States/Wal-Mart Foundation School-to-Work Community Transition Project
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Textbook Review

2010	Text manuscript reviewer/editor for Drs. Chris O'Brien and John Beattie, Special Education Program, <i>Teaching students with special needs: A guide for future educators.</i>
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SERVICE

February, 2016	External Reviewer for the University of North Carolina at Charlotte's Special Education PhD Program Content Validity Study.
2014 – current	NC-CEC Board Member
2015 - current	Editorial Board Member for the professional journal <i>Research and Practice for Persons with Severe Disabilities</i>
2015 – 2016	Co-chair of the Special Education, Research, and Foundations Social Committee
2015 – 2016	Member, CEC-SPA Accreditation Workgroup
2015 – 2016	Member, Adapted Curriculum Workgroup
2015 – 2016	Member, Exceptional Children Director Certification Workgroup
2015 – 2016	Member, Special Education, Research, and Foundations Curriculum Committee
2015 – 2016	edTPA scorer for Department of Special Education, Research, and Foundations
2015 – 2016	College of Education Scholarship committee
2015 – current	Optimist Club Member
2015 – current	Volunteer for Homework Helps, Shepherd Library, Greenville, NC
2014 - current	North Carolina DADD State Co-President (2014-Current)
2014 - current	Interviewer for Special Education Upper Division student interviews, Department of Special Education, Foundations, and Research, College of Education, ECU.
2011-2012	Volunteer Subcommittee Co-chair, 2012 AAIDD Conference, Charlotte, North Carolina
2011	Parent representative for Madison County District Review Team, Kentucky Continuous Monitoring Process (KCMP), Richmond, Kentucky
April 25-28, 2011	Volunteer, NSTTAC Booth at CEC Convention and Exposition in National Harbor, MD
Spring, 2011	Developed, implemented, analyzed, and synthesized the results of a survey of Ph.D. Curriculum and Instruction Program graduates, UNC Charlotte
2011	Student Representative, North Carolina American Association for Individuals with Developmental Disabilities (NC-AAIDD) Board

October 13 & 15, 2010	Facilitator, National Secondary Transition State Teams Mid-year Check and Connect Meeting, Mystic, CT
May 18-21, 2010	Co-Facilitator, National Secondary Transition State Planning Institute
February 5, 2010	Host for Ph.D. Applicants, University of North Carolina at Charlotte
2010	Contributor, UNC Charlotte's PhD. Leadership Grant Annual Performance Report
April 22-23, 2010	Volunteer, Division for Research (DR) information table, Council for Exceptional Children's Conference and Expo, Nashville, TN
2010	Student Representative, North Carolina American Association for Individuals with Developmental Disabilities (NC-AAIDD) Board
November 11, 2009	Volunteer, Teacher Education Division (TED) of the Council for Exceptional Children (CEC) National Conference in Charlotte, NC
2009	Student Representative, North Carolina American Association for Individuals with Developmental Disabilities (NC-AAIDD) Board

PROFESSIONAL AFFILIATIONS

1985 - current	Council for Exceptional Children
2010 - current	TASH
2010 - current	North Carolina Division on Autism and Developmental Disabilities (NCDADD)
2007 - current	The Honor Society of Phi Kappa Phi