

CURRICULUM VITAE

AYDIN BAL

Professor

Department of Rehabilitation Psychology and Special Education

University of Wisconsin-Madison

1000 Bascom Mall, Room 403, Madison, WI 53706-1326

abal@wisc.edu

ORCID ID: <https://orcid.org/0000-0001-7246-5876>

EDUCATION

- Ph.D. Behavioral Disorders & Cultural-Linguistic Diversity
Arizona State University
Dissertation: *Forming learner identity in U.S. schools: A sociocultural study of refugee students' evolving identities*
Advisor: Alfredo J. Artiles
- M.A. Behavioral Disorders
Arizona State University
Thesis: *The aftermath of the Marmara Earthquake: Trauma reactions of Turkish children and adolescents*
Advisor: Robert B. Rutherford
- B.S. Psychology
Hacettepe University, Ankara, Türkiye

HONORS AND AWARDS

- Council for Exceptional Children (CEC) - Division for Research - Distinguished Researcher from Underrepresented Groups Award (2023)
- University of Wisconsin-Madison School of Education - Impact 2030 Faculty Fellow (2022-2027)
- American Educational Research Association (AERA) - Cultural Historical Special Interest Group Early Career Award (2022)
- American Educational Research Association (AERA) - Scholars of Color Early Career Contribution Award (2019)
- Fulbright U.S. Scholar Program - Senior Scholar - The U.S. Department of State Bureau of Educational and Cultural Affairs (2018-2019)
- Ronald E. McNair Post-Baccalaureate Achievement Program - Outstanding Mentor - University of Wisconsin-Madison (2018)

American Educational Research Association (AERA) - Review of Research Award - with Alfredo J. Artiles and Sherman Dorn (2017)

Distinguished Achievement Award for Community-Engaged Scholarship, School of Education, University of Wisconsin-Madison (2016)

Fellow, Committee on Scholars of Color in Education's Research-Mentoring Program, American Educational Research Association (2012)

Fellow, Division of Social Context of Education Early Career Scholar Workshop, American Educational Research Association (2010)

Fellow, Division of Graduate Studies Dissertation Fellowship, Arizona State University (2007-2008)

Fellow, Curriculum and Instruction Department Dissertation Fellowship, Arizona State University (2008)

Fellow, Preparing Future Faculty Program, Arizona State University (2004–2006)

Recognition for Academic Achievement, Republic of Türkiye Ministry of National Education (2004)

Scholarship, Graduate Study Abroad, Republic of Türkiye Ministry of National Education (1999–2006)

PROFESSIONAL EXPERIENCE

Interim Faculty Director, Global Engagement Office, University of Wisconsin-Madison (2022-Present)

Board Member, Health Sciences and Minimal Risk Research Institutional Review Board, University of Wisconsin-Madison (2021-Present)

Interim Chair, Special Education Area, Department of Rehabilitation Psychology and Special Education (RPSE), University of Wisconsin-Madison (2021-2022)

Professor, Department of Rehabilitation Psychology and Special Education (RPSE), University of Wisconsin-Madison (2020-Present)

Visiting Professor, Department of Special Education, Anadolu University, Türkiye (2018-2019)

Associate Professor, Department of Rehabilitation Psychology and Special Education (RPSE), University of Wisconsin-Madison (2017-2020)

Director, Culturally Responsive Positive Behavioral Interventions and Supports Project, University of Wisconsin-Madison (2012-Present)

Fellow, the School Mental Health Collaborative (SMHC), University of Wisconsin-Madison (2019-Present)

Faculty Affiliate, the Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison (2012-2015)

Assistant Professor, Department of Rehabilitation Psychology and Special Education (RPSE), University of Wisconsin-Madison (2009-2017)

Research Associate, National Institute for Urban School Improvement (NIUSI), Arizona State University (2007)

Research Assistant, National Center for Culturally Responsive Educational Systems (NCCRESt), Arizona State University (2006-2007)

Director, Behavioral Health Program, Arizona Sudanese Lost Boys Center, Phoenix, Arizona (2005-2009)

Research Assistant, National Center on Education, Disability, and Juvenile Justice (EDJJ), Arizona State University (2005-2006)

Special Education Teacher, Infant Child Research Programs, Tempe, Arizona (2001-2002)

Teaching Assistant, Department of Psychology, Arizona State University (2001-2002)

Psychologist, Cinar Hospital, Ankara, Türkiye (1999-2000)

Psychologist, Turkish Psychological Association, the Earthquake Special Task Force (1999)

Principal and Psychologist, Bıçırık Preschool, Ankara, Türkiye (1997-1998)

PUBLICATIONS (67)

denotes current and former student collaborators ® denotes practitioner collaborators
Google Scholar citations = 2650; h-index = 24; i10-index = 35

Books and Monographs (2)

1. Lo Bianco, J., & **Bal, A.** (Eds.) (2016). *Learning from difference: Comparative accounts of multicultural education*. Springer.
2. **Bal, A.** (2011). *Culturally responsive school-wide positive behavioral interventions and supports framework*. Wisconsin Department of Public Instruction.

Journal Articles - Peer Reviewed (42)

3. **Bal, A.**, @Jackson, D., Mayes, R., & @Powell, F. (2022). Unicorns and blessings: Supporting culturally diverse twice exceptional learners through Learning Lab. *TEACHING Exceptional Children*. <https://doi.org/10.1177/00400599221107146>
4. #Ko, D., **Bal, A.**, @Bird Bear, A., #Orie, L., & #Mawene, D. (in press). Indigenous learning lab as prefigurative political act to dismantle settler-colonial system of exclusion. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2022.2119488>
5. #Ko, D., **Bal, A.**, @Bird Bear, A., #Mawene, D., & #Orie, L. (in press). Learning Lab as an enacted utopia: Decolonizing knowledge production toward racial justice in school discipline. *Mind, Culture & Activity*.
6. #Cakir, H., **Bal, A.**, Engeström, Y., & Sannino, A. (2022). Facilitating inclusive systemic design at an urban middle school for addressing racial disparities in discipline. *Learning, Culture and Social Interaction*. <https://doi.org/10.1016/j.lcsi.2022.100641>
7. #Ko, D., **Bal, A.**, & Artiles, A. J. (2022). Racial equity by design: Transformative agency toward racial justice in school discipline. *Urban Education*. <https://doi.org/10.1177/00420859221081774>
8. #Ko, D., **Bal, A.**, @Bird Bear, A., Sannino, A., & Engeström, Y. (2022). Transformative agency for justice: Addressing racialization of school discipline with the Indigenous Learning Lab. *Race Ethnicity and Education*, 25(7), 997-1020. <https://doi.org/10.1080/13613324.2021.1969903>
9. **Bal, A.**, #Afacan, K., @Clardy, T. & #Cakir, H. I. (2021). Inclusive future making: Building a culturally responsive behavioral support system at an urban middle school with local stakeholders. *Cognition and Instruction*, 29(3), 275-305. <https://doi.org/10.1080/07370008.2021.1891070>
10. #Ko, D., **Bal, A.**, #Cakir, H.I., & Kim, H. (2021). Expanding transformative agency: Learning Lab as a social change intervention for racial equity in school discipline. *Teacher's College Records*, 123 (2). <https://www.tcrecord.org> ID Number: 23582
11. Curran, C., **Bal, A.**, Goff, P., & #Mitchell, N. (2021). Estimating the relationship between special education de-identification for emotional disturbance and academic and school discipline outcomes: Evidence from Wisconsin's longitudinal data. *Education and Urban Society*, 53(1), 83-112. <https://doi.org/10.1177/0013124520925053>

12. Afacan, K., **Bal, A.**, Artiles, A. J., #Cakir, H. I., #Ko, D., #Mawene, D., & Kim, H. (2021). Inclusive knowledge production at an elementary school through family-school-university partnerships: A formative intervention study. *Learning, Culture and Social Interaction*. <https://doi.org/10.1016/j.lcsi.2021.100569>
13. Afacan, K., **Bal, A.**, & #Cakir, H. (2021). Zihin yetersizliği olan öğrenciler için okuma müdahaleleri: Kültürel tarihsel bir inceleme (Reading interventions for students with cognitive disabilities: A cultural-historical review). *Turkish Journal of Special Education Research and Practice*, 3(1), 47-71. <https://doi.org/10.37233/TRSPED.2021.0112>
14. **Bal, A.**, Cavkaytar, A., #Artar, M. T., & #Uluyol, M. (2021). Suriyeli mülteci öğrencilerin eğitim yaşantılarının incelenmesi (An investigation of Syrian refugee students' educational experiences). *Milli Eğitim Dergisi*, 50 (1), 195-219. <https://doi.org/10.37669/milliegitim.934424>
15. **Bal, A.**, Waitoller, F. R., #Mawene, D., & #Gorham, A. (2020). Culture, context, and dis/ability: A systematic literature review of Cultural-Historical Activity Theory-based studies on the teaching and learning of students with disabilities. *Review of Education, Pedagogy, and Cultural Studies*. <https://doi.org/10.1080/10714413.2020.1829312>
16. #Mawene, D., & **Bal, A.** (2020). Spatial othering: Examining residential areas, school attendance zones, and school discipline in an urbanizing school district. *Educational Policy Analysis Archives*, 28(91). <https://doi.org/10.14507/epaa.28.4676>
17. **Bal, A.**, #Afacan, K., & #Cakir, H.I. (2019). Transforming schools from the ground-up with local stakeholders: Implementing Learning Lab for inclusion and systemic transformation at a middle school. *Interchange: A Quarterly Review of Education*, 50 (3), 359-387. <https://doi.org/10.1007/s10780-019-09353-5>
18. **Bal, A.**, Betters-Bubon, J., & #Fish, R. (2019). A multilevel analysis of statewide disproportionality in exclusionary discipline and the identification of emotional disturbance. *Education and Urban Society*, 51(2), 247-268. <https://doi.org/10.1177/0013124517716260>
19. #Ko, D., & **Bal, A.** (2019). Rhizomatic research design in a smooth space of learning: Rupturing, connecting, and generating. *Critical Education*, 10(17), 1-20. <https://doi.org/10.14288/ce.v10i17.186433>
20. **Bal, A.** (2018). Culturally responsive positive behavioral interventions and supports: A process-oriented framework for systemic transformation. *Review of Education, Pedagogy, and Cultural Studies*, 40(2), 144-174. <https://doi.org/10.1080/10714413.2017.1417579>

21. **Bal, A., Afacan, K., & Cakir, H.** (2018). Culturally responsive school discipline: Implementing Learning Lab at a high school for systemic transformation. *American Educational Research Journal*, 55 (5), 1007–1050. <https://doi.org/10.3102/0002831218768796>
22. **Love, L., Ko, D., & Bal, A.** (2018). Black exceptionalism in academia: A cultural historical re-conceptualization of Black male students identified with learning disabilities in higher education. *Journal of Research Initiatives*, 3(2), 1-13. <https://digitalcommons.uncfsu.edu/jri/vol3/iss2/2>
23. **Mawene, D., & Bal, A.** (2018). Factors influencing parents' selection of schools for children with disabilities: A systematic review of the literature. *International Journal of Special Education*, 33(2), 313-329.
24. **Ruppar, A., Bal, A., & Gonzalez, T., Love, L. & McCabe, K.** (2018). Collaborative research: A new paradigm for systemic change in inclusive education for students with disabilities. *International Journal of Special Education*, 33, 778-795.
25. **Melekoglu, M., Bal, A., & Diken, I. H.** (2017). Implementing school-wide positive behavior intervention and supports (SWPBIS) for early identification and prevention of problem behaviors in Turkey. *International Journal of Early Childhood Special Education*, 9(2), 98-110.
26. **Bal, A.** (2017). System of disability. *Critical Education*, 8(6), 1-27. <https://doi.org/10.14288/ce.v8i6.186166>
27. **Bal, A.** (2016). From intervention to innovation: A cultural-historical approach to the racialization of school discipline. *Interchange: A Quarterly Review of Education*, 47, 409-427. <https://doi.org/10.1007/s10780-016-9280-z>
28. **Artiles, A. J., Dorn, S., & Bal, A.** (2016). Objects of protection, enduring nodes of difference: Disability intersections with “other” differences, 1916–2016. *Review of Research in Education*, 40(1), 777–820. <https://doi.org/10.3102/0091732X16680606>
Received the 2017 American Educational Research Association Review of Research Award
29. **Bal, A., & Trainor, A. A.** (2016). Culturally responsive experimental intervention studies: The development of a rubric for paradigm expansion. *Review of Educational Research*, 86(2), 319-359. <https://doi.org/10.3102/0034654315585004>
Reprinted in:
In J. Allen & A. J. Artiles (Eds.) (2017). *The world yearbook of education 2017: Assessment inequalities* (pp. 237-277). Routledge.

30. **Bal, A.**, @Schrader, E. M., #Afacan, K., & #Mawene, D. (2016). Using Learning Labs for culturally responsive positive behavioral supports and interventions. *Intervention in School and Clinic*, 52(2), 122–128. <https://doi.org/10.1177/1053451216636057>
31. **Bal, A.**, Kozleski, E. B., #Schrader, E. M., #Rodriguez, E. M., & #Pelton, S. (2014). Systemic transformation from the ground–up: Using learning lab to design culturally responsive schoolwide positive behavioral supports. *Remedial and Special Education*, 35(6), 327–339. <https://doi.org/10.1177/0741932514536995>
32. **Bal, A.**, Sullivan, A., & @Harper, J. (2014). A situated analysis of special education disproportionality for systemic transformation in an urban school district. *Remedial and Special Education*, 35(1), 3-14. <https://doi.org/10.1177/0741932513507754>
33. **Bal, A.**, & Arzubiaga, A. (2014). Ahiska refugee students’ configuration of resettlement and academic success in U.S. schools. *Urban Education*, 49, 635–665. <https://doi.org/10.1177/0042085913481363>
34. **Bal, A.** (2014). Becoming in/competent learners in the United States: Refugee students’ academic identities in figured worlds of difference. *International Multilingual Research Journal*, 8(2), 271–290. <https://doi.org/10.1080/19313152.2014.952056>
35. Trainor, A. A., & **Bal, A.** (2014). Development and preliminary analysis of a rubric for culturally responsive research. *The Journal of Special Education*, 47(4), 203–216. <https://doi.org/10.1177/0022466912436397>
36. **Bal, A.**, & #Perzigian, A. (2013). Evidence-based interventions for immigrant students experiencing behavioral and academic problems: A systematic review of the literature. *Education and Treatment of Children*, 36(4), 5-28. [10.1353/etc.2013.0044](https://doi.org/10.1353/etc.2013.0044)
37. Sullivan, A., & **Bal, A.** (2013). Disproportionality in special education: Effects of individual and school variables on disability risk. *Exceptional Children*, 79(4), 475-494. <https://doi.org/10.1177/001440291307900406>
38. **Bal, A.**, & #Radke, T. E. (2013). Diverse perspectives on social-interactional strengths in children with disabilities: A socioecological study. *International Journal of Early Childhood Special Education*, 5(1), 15-29.
39. Artiles, A. J., King Thorius, K., **Bal, A.**, #Waitoller, F., #Neal, R., & #Hernandez Saca, D. (2011). Beyond culture as group traits: Future learning disabilities ontology, epistemology, and inquiry on research knowledge use. *Learning Disability Quarterly*, 34(3), 167-179. <https://doi.org/10.1177/0731948711417552>

40. Artiles, A. J., **Bal, A.**, & #King Thorius, K. (2010). Back to the future: A critique of response to intervention's social justice views. *Theory into Practice*, 49, 250-257. <https://doi.org/10.1080/00405841.2010.510447>
41. #Harris, P., #Baltodano, H., **Bal, A.**, Jolivet, K., & Mulcahy, C. (2009). Reading achievement of incarcerated youth in three regions. *The Journal of Correctional Education*, 60(2), 120-145. <https://www.jstor.org/stable/23282721>
42. Artiles, A. J., & **Bal, A.** (2008). The next generation of disproportionality research: Toward a comparative model in the study of equity in ability differences. *The Journal of Special Education*, 42(1), 4-14. <https://doi.org/10.1177/0022466907313603>
43. **Bal, A.** (2008). Posttraumatic stress disorder in Turkish child and adolescent survivors three years after the Marmara Earthquake. *Child and Adolescent Mental Health*, 13(3), 134-139. <https://doi.org/10.1111/j.1475-3588.2007.00469.x>
44. **Bal, A.**, & #Jensen, B. (2007). Post-traumatic stress disorder symptom clusters in Turkish child and adolescent trauma survivors. *European Child and Adolescent Psychiatry*, 16(7), 449-457. <https://doi.org/10.1007/s00787-007-0618-z>

Edited Journal Issues (1)

45. Artiles, A. J., & **Bal, A.** (Eds.). (2008). Dilemmas of difference: Research on minority groups in special education in four continents. *The Journal of Special Education*, 42(1), 4-64.

Book Chapters (8)

46. #Mawene, D., **Bal, A.**, #Candida Ferreira Dodge, S., & #Mayer-Jochimsen, M. (2023). Culturally responsive positive behavioral interventions and supports for all youth: Practitioner framework and introduction to Learning Lab. In A. Perzigian & N. Aziz (Eds.), *Multicultural special education for inclusive classrooms* (pp.57-75). Routledge. <https://doi.org/10.4324/9781003127833>
47. **Bal, A.**, @Bird Bear, A., Ko, D., & #Orie, L. (2021). Indigenous Learning Lab: Inclusive knowledge-production and systemic design toward indigenous prolepsis. In W. Cavendish & J. F. Samson (Eds.), *Intersectionality in education: Toward more equitable policy, research, and practice*. Teachers College Press.
48. Artiles, A. J., Rose, D. H., Gonzalez, T., & **Bal, A.** (2020). Culture and biology in learning disabilities research: Legacies and possible futures. In N. S. Nasir, C. Lee, R. Pea, & M. McKinney de Royston (Eds.), *The handbook of the cultural foundations of learning* (pp.168-177). Routledge.

49. **Bal, A.** (2016). From deficit to expansive learning: Policies, outcomes, and possibilities for multicultural education and systemic transformation in the United States. In J. Lo Bianco, & A. Bal (Eds.), *Learning from difference: Comparative accounts of multicultural education* (pp.171-190). Springer.
50. **Bal, A., & Lo Bianco, J.** (2016). Difference: Its expansion and consequences. In Lo Bianco, J., & A. Bal (Eds.), *Learning from difference: Comparative accounts of multicultural education* (pp.1-14). Springer.
51. **Bal, A.** (2012). Participatory social justice for all. In L. G. Denti & P. A. Whang (Eds.), *Rattling chains: Exploring social justice in education* (pp. 99-110). Sense Publishers.
52. Waitoller, F., & **Bal, A.** (2012). Intersections of race, ability, and language in education. In J. A. Banks (Ed.), *Encyclopedia of diversity in education* (pp. 1731-1734). Sage.
53. Artiles, A. J., **Bal, A.**, Trent, S. C., & King Thorius, K. (2012). Placement of culturally and linguistically diverse students in programs for students with emotional and behavioral disorders: Contemporary trends and research needs. In J. P. Bakken, F. E. Obiakor, & T. Rotatori (Eds.), *Behavioral disorders: Identification, assessment, and instruction of students with EBD* (pp. 107-127). Emerald. DOI: [10.1108/S0270-4013\(2012\)0000022008](https://doi.org/10.1108/S0270-4013(2012)0000022008)

Conference Proceedings - Peer Reviewed (6)

54. **Bal., A.** (2022). Inclusive future making to address the racialization of behavioral problems in schools. In Chinn, C., Tan, E., Chan, C., & Kali, Y. (Eds.), *Proceedings of the International Conference of the Learning Sciences (ICLS) 2022* (1732-1733). Japan: ISLS.
55. **Bal., A.**, Bird Bear, A., Ko, D., & Orié, L. (2022). Indigenous learning lab: Inclusive knowledge-production and enacted utopias toward decolonizing school systems. In Chinn, C., Tan, E., Chan, C., & Kali, Y. (Eds.), *Proceedings of the International Conference of the Learning Sciences (ICLS) 2022* (pp.1317- 1320). Japan: ISLS.
56. Bravo, F., & **Bal., A.** (2022). Learning Lab methodology for expansive learning and inclusive education during the Covid-19 Pandemic in Brazil. In Chinn, C., Tan, E., Chan, C., & Kali, Y. (Eds.), *Proceedings of the International Conference of the Learning Sciences (ICLS) 2022* (pp.1441-1444). Japan: ISLS.
57. Engeström, Y., **Bal, A.**, Sannino, A., Morgado, L. P... Mukute, M. (2022). Expansive learning and transformative agency for equity and sustainability: Formative interventions in six continents. In Chinn, C., Tan, E., Chan, C., & Kali, Y. (Eds.), *Proceedings of the International Conference of the Learning Sciences (ICLS) 2022* (pp. 1731-1738). Japan: ISLS.

58. **Bal, A.** (2016). Toward ecological validity and sustainability: Transforming schools from the ground-up. In C.-K. Looi, J. Polman, U. Cress & P. Reimann (Eds.), *Proceedings of the International Conference of the Learning Sciences (ICLS) 2016* (Vol. 2, pp. 1051-1053). Singapore: ISLS.
59. Engeström, Y., Sannino, A., **Bal, A.**, Lotz-Sisitka, H., Pesanayi, T., #Chikunda, C., ... & Lee, Y. J. (2016). Agentive learning for sustainability and equity: Communities, cooperatives and social movements as emerging foci of the learning sciences. In C.-K. Looi, J. Polman, U. Cress & P. Reimann (Eds.), *Proceedings of the International Conference of the Learning Sciences (ICLS) 2016* (Vol. 2, pp. 1048-1054). Singapore: ISLS.

Practitioner-oriented Publications (7)

60. **Bal, A.** (2015). Beyond the color of discipline: Radical possibilities for culturally responsive school discipline. The Equity Alliance Blog Series. Arizona State University, Tempe, Arizona. Retrieved from <https://equityallianceblog.org/content/beyond-color-discipline-radical-possibilities-culturally-responsive-school-discipline-aydin>
61. **Bal, A.** (2015). Culturally responsive positive behavioral interventions and supports (WCER Working Paper No. 2015-9). Madison, WI: Wisconsin Center for Education Research. Retrieved from <https://wcer.wisc.edu/publications/year/2015>
62. **Bal, A.**, #Mawene, D., @Schrader, E. M., & @Pelton, S. (2014). Using data maps to examine racialization of behavioral problems and transform schools from the ground-up. Madison, WI: Culturally Responsive Positive Behavior Interventions and Supports Project. Retrieved from http://crpbis.org/documents/CRPBIS%20Practitioner%20Brief-Data%20Maps_2014.pdf
63. Thorius, K., #Rodriguez, E., & **Bal, A.** (2013). Re-mediating the role of school-family partnerships in systemic change within Culturally Responsive Positive Behavioral Interventions and Supports. Madison, WI: Culturally Responsive Positive Behavior Interventions and Supports Project. Retrieved from http://crpbis.org/documents/2013_CRPBIS_Brief_FINAL.pdf
64. **Bal, A.**, King-Thorius, K., & Kozleski, E. B. (2012). Culturally responsive positive behavioral support matters. Tempe, AZ: The Equity Alliance. Retrieved from http://crpbis.org/documents/CRPBIS%20Brief_Bal%20et%20al_2012.pdf
65. **Bal, A.**, #Khang, H. J., #Kulkarni, S., & #Mbeseha, M. (2011). Promising practices for English language learners with learning disabilities. *AcELerate: The quarterly review of the National Clearinghouse for English Language Acquisition*, 3, 13.

66. Stambach, A., & Bal, A. (2010). *Multicultural education research in the United States*. The International Alliance of Leading Educational Institutes (IALEI), Singapore. Retrieved from <https://intlalliance.org/ialei-themes/>

Book Reviews (1)

67. Bal, A. (2006). The handbook of EBD. [Review of the book, *Handbook of research in emotional and behavioral disorders*]. *Beyond Behavior*, 15, 36-39.

FUNDED RESEARCH GRANTS (21) (Total: \$1,413,528)

Principal Investigator. *Implementing culturally responsive behavioral support systems to address racial disproportionality in school discipline*. The Spencer Foundation. 2020-2021. Amount: \$49,951

Principal Investigator. *Indigenous Learning Lab Phase 2: Implementation and sustainability of a culturally responsive behavioral support System to address the racialization of school discipline*. The Morgridge Center Public Service Community-based Research Grant Award. 2021-2022. Amount. \$5,000

Principal Investigator. *Building capacity for community-school-university partnerships for systemic transformation*. The Morgridge Center Public Service Community-based Research Grant Award. 2020-2021. Amount. \$4,983

Co-Principal Investigator. *Tikuyendadi: Supporting expansive education for children with disabilities in Malawi*. Grand Challenges Engage Grant. Principal Investigator: Nancy Kendall, University of Wisconsin-Madison. 2019-2020. Amount: \$15,000

Principal Investigator. *Culturally responsive schoolwide behavioral support systems: Working with Syrian refugee families in Turkey*. The U.S. Department of State Bureau of Educational and Cultural Affairs Fulbright Scholars Program. 2018-2019. Amount: \$34,700

Co-Principal Investigator. *An investigation of Syrian refugee students' educational experiences (Suriyeli mülteci öğrencilerin eğitim yaşantılarının incelenmesi)*. Anadolu University Scientific Research Commission. Co-Principal Investigator: Atilla Cavkaytar, Anadolu University. 2018-2019. Amount: \$1,705 (9,766 Turkish Lira)

Principal Investigator. *Building a community-school-university partnership for systemic transformation: Toward a culturally responsive Indigenous Learning Lab*. Grand Challenges Transform Grant. Co-Principal Investigator: Aaron Bird Bear, University of Wisconsin-Madison. 2018-2021. Amount: \$254,656

Co-Principal Investigator. *Developing a health promotion program for El Salvadorans with chronic illness and disability.* Grand Challenges Engage Grant. Other Co-Principal Investigator: David Rosenthal. University of Wisconsin-Madison. 2018-2019. Amount: \$24,990

Principal Investigator. *Forming a global partnership for transformative agency and equity.* The University of Wisconsin-Madison School of Education Seed Funding. 2017-2018. Amount: \$2,272

Principal Investigator. *Designing the future: Culturally responsive schools with Native American communities.* Grand Challenges Transform Grant Seed Funding. Co-Principal Investigator: Aaron Bird Bear, University of Wisconsin-Madison. 2017. Amount: \$1,000

Principal Investigator. *Forming an international research partnership for culturally responsive systemic transformation in schools.* The Wisconsin Center for Educational Research (WCER) Seed Funding for International Education Research. 2015-2016. Amount: \$3,889

Principal Investigator. *Implementing Learning Labs in Madison Metropolitan School District.* Partner School Network-University of Wisconsin-Madison. 2015-2016. Amount: \$12,077

Principal Investigator. *Culturally responsive positive behavioral interventions and supports (CRPBIS) implementation.* Wisconsin Department of Public Instruction. CFDA # 84.027. 2013-2014. Amount: \$123,688

Principal Investigator. *Culturally responsive positive behavioral interventions and supports (CRPBIS) implementation: An Equity-oriented systemic transformation.* Wisconsin Department of Public Instruction. CFDA # 84.027. 2012-2013. Amount: \$453,216

Principal Investigator. *Wisconsin culturally responsive positive behavioral interventions and supports (CRSWPBIS) framework implementation.* Wisconsin Alumni Research Foundation (WARF). 2012-2013. Amount: \$26,343

Principal Investigator. *Culturally responsive positive behavioral interventions and supports (CRPBIS) framework development and research design.* Culturally Responsive Education for All: Training and Enhancement Center (CREATE). 2011. Amount: \$53,334

Principal Investigator. *Madison Metropolitan School District disproportionality project - Phase II.* Wisconsin Department of Public Instruction. 2011-2012. MSN#150552. Amount: \$11,000

Principal Investigator. *Disproportionality: Understanding multiple perspectives of families and educators for a systemic change effort.* Wisconsin Alumni Research Foundation (WARF). 2011-2012. Amount: \$13,335

Principal Investigator. *Disproportionality demonstration project.* Madison Metropolitan School District. CFDA #84.027. 2010-2011. Amount: \$76,000

Principal Investigator. *The Arizona Lost Boys center behavioral health program for African refugees.* Aetna Foundation & St. Joseph's Hospital and Medical Center. 2008-2010. Amount: \$50,000

Principal Investigator. *Culturally relevant behavioral health program for Sudanese refugees.* Gila River Indian Community State-Shared Revenue Program & St. Luke's Health Initiative. 2007-2009. Amount: \$225,000

TEACHING, SCHOLARSHIP AND OTHER GRANTS (6)

Core Faculty. *Culturally responsive positive behavioral interventions and supports.* Fulbright Finland Foundation. 2019. Other core faculty: Joseph C. Gagnon – University of Helsinki, Finland. Amount: \$462

Core Faculty. *Systemic Transformation through Learning Lab in Brazil.* 2019. Wisconsin Center for Education Research (WCER) Grant. Amount: \$2,000

Core Faculty. *Language education policies, bilingualism & eLearning: The Shanghai seminar series.* East Asian Studies. 2012- 2013. Other core faculty: François Victor Tochon, Catherine Compton-Lilly, and Erica Halverson. Amount: \$18,000

Core Faculty. *System-wide tiered prevention model for behavioral support.* The Scientific and Technological Research Council of Türkiye. 2012. Other core faculty: Ibrahim H. Diken- Anadolu University, Türkiye. Amount: \$2,000

Core Faculty. *Globalizing education research and practice for youth with disabilities.* The International Institute & Global Studies Program, University of Wisconsin-Madison. 2010-2011. Other core faculty: Nancy Kendall, Mark Johnson, and Audrey Trainor. Amount: \$5,000

Arizona State University Dissertation Completion Grant. Arizona State University-Graduate College. 2008-2009. Amount: \$9,500

PRESENTATIONS

Keynotes (13)

- Bal, A.** (2021, December). *Aprendizagem expansiva, justiça e alegria: a metodologia do laboratório de aprendizagem em prol de uma transformação sistêmica para lidar com disparidades raciais nas escolas* [Expansive learning, justice, and joy: Systemic transformation for addressing racial disparities in schools]. Keynote delivered at the Primeiro Seminário de Educação Inclusiva – Metodologias, Teorias & Práticas, Centro Universitário Carioca (Unicarioca), Rio de Janeiro, Brazil.
- Bal, A.** (2019, May). *Olumlu davranış destek sistemi (Positive behavioral support systems)*. Keynote delivered at the Özel Eğitim Hizmetleri Uygulama ve Araştırma Merkezi (OZHUAM) at Osmangazi University, Eskişehir, Türkiye.
- Bal, A.** (2019, March). *Tuhaf zamanlarda psikoloji: Sistem geliştirme ve gelecek inşaası için kültürel psikoloji* (Psychology in interesting times: Cultural psychology for collective systemic design and future making). Keynote delivered at Hacettepe University, Ankara, Türkiye.
- Bal, A.** (2019, March). *Okul-caplı olumlu davranış destek sistemi geliştirmede aile-okul-toplum işbirliği* (Family-school-community partnership in developing school-wide positive behavioral support systems). Keynote delivered at Ankara University, Ankara, Türkiye.
- Bal, A.** (2019, February). *Construindo coalisões universidade/escola/comunidade sob a perspectiva da justiça social nos Estados Unidos (Building university-school-community coalitions for social justice in the United States)*. Keynote delivered at the XII Diálogos desde el Sur at the Federal University of the State of Rio de Janeiro (UNIRIO), Rio de Janeiro, Brazil.
- Bal, A.** (2018, March). *Designing school-wide behavioral support systems with families, students, and community members*. Keynote delivered at the International Congress on Early Childhood Intervention (ICECI), Antalya, Türkiye.
- Bal, A.** (2017, October). *Educational equity and participatory social justice*. Keynote delivered at the 10th Foro de Lenguas, the National Administration of Public Education (ANEP), Montevideo, Uruguay.
- Bal, A.** (2016, April). *Implementing a multitier system of academic and behavioral support*. Keynote delivered at the 4th meeting of Kuwait Association for Learning Differences (KALD), American University of Kuwait, Kuwait City, Kuwait.
- Bal, A.** (2016, March). *Learning Lab: Building culturally responsive behavioral support systems*. Keynote delivered at the Cooperative Educational Service Agency (CESA) 12 Conference, Ashland, WI.

- Bal, A.** (2015, June). *Culturally responsive positive behavioral interventions and supports*. Keynote delivered at the University of Arizona Safe and Supportive Schools Conference, Phoenix, AZ.
- Bal, A.** (2014, April). *Culturally responsive positive behavioral interventions and supports*. Keynote delivered at the Minority Student Achievement Network (MSAN) Conference, Madison, WI.
- Bal, A.** (2013, March). *Beyond cultural awareness: How can school districts lead culturally responsive, sustainable systemic transformation to address disproportionality?* Keynote delivered at the Minority Student Achievement Network (MSAN) Conference, Chicago, IL.
- Bal, A.** (2012, April). *Using district disproportionality data in improvement planning to support change*. Keynote delivered at the Wisconsin Culturally Responsive Education for All: Training and Enhancement Center (CREATE) Conference, Green Bay, WI.

Peer-reviewed Presentations (96)

- Cole, M., **Bal, A.**, Lee, C., Perret-Clermont, A-N., Engeström, Y., Artiles, A. J., & Bird Bear, A. (accepted). Future of education. Panel will be held at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Bal, A.**, & Bird Bear, A. (accepted). *Decolonizing agency: Enacted utopias for sovereignty and futurity*. Paper will be presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Bal, A.** (accepted). *Formative interventions for justice, futurity, and sustainability*. Paper will be presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Bal, A.**, & Artiles, A. (accepted). *Toward equity-oriented special education through empowering minoritized communities*. Panel will be held presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Orie, L., Bird Bear, A., **Bal, A.**, Ko, D., Mawene, D., Mayer-Jochimsen, M., Krichevsky, B., Yoo, J. (accepted). *Indigenous insights driving systemic change at Northwoods High School*. Paper will be presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Mawene, M., Mayer-Jochimsen, M., **Bal, A.**, Ko, D., Bird Bear, A., Orie, L., & Yoo, J. (accepted). Learning Lab methodology: Materializing critical policy analysis. Paper will be presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

- Ko, D., **Bal, A.**, & Lim, S. (accepted). Fugitive future making: Empowering voices, amplifying sociopolitical imaginations, and designing transformative futures. Paper will be presented at the annual meeting of the Council for Exceptional Children (CEC), Louisville, KY.
- Mathur, S., Kern, L., Lloyd, J., Therrien, B., **Bal, A.**, & Carrero, K. (2022, November). *Disproportionality in special education: Core issues and future directions*. Panel held at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A.** (2022, June). *Inclusive future making to address the racialization of behavioral problems in schools*. The annual meeting of the International Society of the Learning Sciences, Tokyo, Japan.
- Bal, A.**, Bird Bear, A., Ko, D., & Orie, L. (2022, June). *Indigenous learning lab: Inclusive knowledge-production and enacted utopias toward decolonizing school systems*. The annual meeting of the International Society of the Learning Sciences, Tokyo, Japan.
- Engeström, Y. & **Bal, A.** (2022, June). *Expansive learning and transformative agency for equity and sustainability: Formative interventions in six continents*. The annual meeting of the International Society of the Learning Sciences, Tokyo, Japan.
- Bravo, F., & **Bal, A.** (2022, June). *Learning Lab methodology for expansive learning and inclusive education during the Covid-19 Pandemic in Brazil*. The annual meeting of the International Society of the Learning Sciences, Tokyo, Japan.
- Bal, A.**, Bird Bear, A., Bravo, Ko, D., Orie, L., & Waitoller, F. (2022, April). *Researching culturally responsive innovations in schools*. Panel presentation held at the annual meeting of the Council for Exceptional Children (CEC), Orlando, FL.
- Bal, A.** (2022, April). *Making decolonizing futures for justice and sustainability*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Mawene, D., **Bal, A.**, Bird Bear, A., Orie, L., Ko, D., & Mayer-Jochimsen, M. (2022, April). *Creating thirdspace through Indigenous Learning Lab*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Ko, D., **Bal, A.**, Bird Bear, A., Orie, L., & Mawene, D. (2022, April). *Addressing racial injustice in the settler-colonial school system: Learning Lab as Utopian future-making*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

- Ko, D., **Bal, A.**, Bird Bear, A., Orié, L., & Mawene, D. (2022, April). *Facilitating a collective prefigurative political act to restructure settler-colonial system of exclusion*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Schneider, J., **Bal, A.**, Collins, T., Horsford, S., Lopez, R., & McEachin, A. (2022, April). *Student learning during COVID: What was lost and what was found?* Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Engeström, J., **Bal, A.**, Lotz-Sisitka, H., & Sannino, A. (2021, August). *Fourth generation activity theory in the making: Formative interventions for equity, justice, and sustainability*. Paper presented at the International Society for Cultural and Activity Research (ISCAR) International Congress, Natal, Brazil.
- Bal, A.**, & Bird Bear, A. (2021, August). *Indigenous Learning Lab: Building culturally responsive behavioral support systems in the United States*. Paper presented at the International Society for Cultural and Activity Research (ISCAR) International Congress, Natal, Brazil.
- Bal, A.** (2021, April). *Learning Lab: An enacted utopia through the fourth-generation activity theory*. Paper presented at the annual meeting of the American Educational Research Association (AERA).
- Bal, A.**, Bird Bear, A., Ko, & Mawene, D. (2021, April). *Indigenous Learning Lab: Inclusive systemic design toward indigenous praxis*. Paper presented at the annual meeting of the American Educational Research Association (AERA).
- Artiles, A.J., Cavendish, W., Trent, S. C., **Bal, A.**, Kalyanpur, M., & Harry, B. (2021, April). *Challenging the abstract subject: Beth Harry's contribution to disability research*. Paper presented at the annual meeting of the American Educational Research Association (AERA).
- Nasir, N., Lee, C., Pea, R, McKinney deRoyston, M.....**Bal, A.** (2021, April). *The Presidential session - Creating expansive and equitable learning environments: Elaborating the RISE Learning principles*. Paper presented at the annual meeting of the American Educational Research Association (AERA).
- Afacan, K., **Bal, A.**, Cakir, H. I., Ko, D., Mawene, D., & Kim, H. (2021, April). *Toward the fourth generation cultural-historical activity theory: A formative intervention at an elementary school*. Paper presented at the annual meeting of the American Educational Research Association (AERA).

- Ko, D., **Bal, A.**, Cakir, H., & Kim, H. (2021, April). *Promoting transformative agency: Learning Lab as a social change intervention for racial equity in school discipline*. Paper presented at the annual meeting of the American Educational Research Association (AERA).
- Larson, K. E., Bradshaw, C. P., Green, A. L. & **Bal, A.** (2021, March). *Reducing disproportionality in special education and exclusionary discipline*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Baltimore, MA.
- Bal, A.** (2020, December). *Learning Lab: An enacted utopia for racial justice and inclusive future-making in strange times*. Paper presented at the Finnish Educational Research Association Annual Conference, Helsinki, Finland.
- Mawene, D. & **Bal, A.** (2020, Apr 17 - 21) *School rezoning: Exploring the significance of demographic changes on disproportionality* [Paper Session]. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. <http://tinyurl.com/sgadzfz> (Conference Canceled).
- Bal, A.**, Afacan, K., & Cakir, H. (2019, July). *A multi-site formative intervention study for inclusive organizational design in the United States*. Paper presented at the 35th European Group for Organizational Studies (EGOS) Colloquium. Edinburgh, United Kingdom.
- Bal, A.** (2018, April). *What's Marx got to do with the racialization of disability?* Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Bal, A.**, Afacan, K., Cakir, H., Clardy, T., Love, L., & Ko, D. (2018, April). *Radical possibilities of transforming schools with local stakeholders: A formative intervention study for expansive learning*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Bal, A.** & Waitoller, F. (2018, April). *Culture, context, and dis/ability: A systematic literature review of cultural-historical activity theory studies on individuals with disabilities, 1975-2016*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Mawene, D. & **Bal, A.** (2018, April). *Factors influencing parents' selection of schools for children with disabilities*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Bal, A.**, & Harper, J. (2017, April). *Madison Learning Lab: A collaborative systemic transformation project to address the racialization of behavioral problems*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.

- Bal, A.**, Afacan, K., Cakir, H., & Clardy, T. (2017, April). *Disrupting the racialization of discipline: Culturally responsive behavioral support at an urban middle school*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Curran, C., **Bal, A.**, Goff, P. & Mitchell, N. (2017, March). *Estimating the relationship between emotional/behavioral disorder de-identification and academic achievement: Evidence from state longitudinal data*. Paper presented at the annual meeting of the Association for Education Finance and Policy (AEEP), Washington, DC.
- Engeström, Y., Sannino, A., **Bal, A.**, Lotz-Sisitka, H., Pesanayi, T., Chikunda, C., ... & Lee, Y. J. (2016, June). *Agentive learning for sustainability and equity: Communities, cooperatives and social movements as emerging foci of the learning sciences*. Paper presented at the 12th International Conference of the Learning Sciences (ICLS), Singapore.
- Bal, A.**, Harper, J., Sloan, K., & Dugas, T. (2016, April). *CRPBIS: Building culturally responsive behavioral support systems with local stakeholders*. Paper presented at the meeting of the Minority Student Achievement Network (MSAN) Institute, Madison, WI.
- Bal, A.**, Afacan, K., Olsen, R., Cakir, H., & Mawene, D. (2016, April). *Learning Lab: A culturally responsive systemic intervention methodology for addressing the racialization of school discipline*. Paper presented at the annual meeting of the Center for Culturally Responsive Evaluation and Assessment (CREA), Chicago, IL.
- Bal, A.**, Afacan, K., Olsen, R., Harper, J., Clardy, T., Cakir, H., Mawene, D., & Schrader, E., (2016, April). *Building democratic schools from the ground-up with local stakeholders*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, DC.
- Bal, A.**, Goff, P., & Park, S. (2016, April). *Racial disproportionality in identification of behavioral disorders: A longitudinal analysis of contextual factors*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, DC.
- Bal, A.** (2015, October). *Conducting culturally responsive experimental interventions for ecologically valid systemic transformation*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A.**, Clardy, T., Lowery, K., & Jenkins, C., (2015, April). *Re-mediating school cultures with local stakeholders: A formative intervention study for systemic transformation at a middle school*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

- Bal, A.,** Schrader, E., Thiel, M., Pryor, E., Afacan, K., Mawene, D., Cakir, H., Olsen, R., & Thiel, M., & Pryor, E. (2015, April). *Transforming schools from the ground-up with local stakeholders: Implementation of Learning Lab at an urban high school*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Miller, P., & **Bal, A.** (2015, April). *Embracing complexity, resistance, and vulnerability in educational change*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Bal, A.,** Betters-Bubon, J., & Fish, R. E. (2014, April). *A longitudinal analysis of disproportionality in emotional/behavioral disorders and school disciplinary actions*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Philadelphia, PA.
- Bal, A.,** Kozleski, E., Thorius, K., Artiles, A., Schrader, E., Rodriguez, E., Kim, H., & Pelton, S. (2014, April). *Culturally responsive behavioral support: Implementation of Learning Lab intervention for systemic expansion*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- Bal, A.,** Betters-Bubon, J., & Fish, R. E. (2013, April). *Predicting disproportionality in identification of emotional/behavioral disorders and in school disciplinary actions*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Bal, A.,** King-Thorius, K., Kozleski, E., Fish, R., Rodriguez, E., Kim, H., Schrader, E., & Pelton, S. (2013, April). *An equity-oriented systemic transformation inquiry: Wisconsin culturally responsive positive behavioral interventions and supports*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Bal, A.,** King-Thorius, K., Kozleski, E. B., Artiles, A. J., Fish, R., Schrader, E., Pelton, S., Kim, H., & Rodriguez, E. (2013, April). *Local to global justice for systems change*. Paper presented at the meeting of the Center for Culturally Responsive Evaluation and Assessment (CREA) Conference, Chicago, IL.
- Bal, A.** (2012, October). *Classification, standardization, and systemic transformation in special education*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A.,** Betters-Bubon, J., & Fish, R. (2012, October). *Disproportionate representation of minority students in emotional/behavioral disorders and in expulsions and suspensions*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.

- Bal, A.** (2012, April). *Culturally responsive school-wide positive behavioral supports: An equity-oriented systemic change model to address minority disproportionality*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, Canada.
- Bal, A.** (2011, July). *Cultural psychology: Understanding mind in culture in a diverse world*. Pre-congress workshop conducted at the annual meeting of European Congress of Psychology (ECP), Istanbul, Türkiye.
- Bal, A.** (2011 July). *Why are so many cultural minority students with behavioral disorders and learning disabilities in US schools?* Paper presented at annual the meeting of European Congress of Psychology (ECP), Istanbul, Türkiye.
- Bal, A., Sullivan, A., & Harper, J.** (2011, April). *Understanding a complex issue through a comprehensive analysis*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Trainor, A., & **Bal, A.** (2011, April). *Examining the evidence we generate: Are special education research experiments culturally responsive?* Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Connor, D. J., Ferri, B. A., Sleeter, C., Artiles, A. J., King Thorius, K. A., **Bal, A.**, Waitoller, F., Neal, R., & Hernandez Saca, D., Dudley-Marling, C., Gallagher, D., & Ware, L. (2011, April). *Valuing a plurality of research methodologies in the field of learning disabilities*. Panel held at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Bal, A., Sullivan, A., & Harper, J.** (2011, April). *Understanding disproportionality through a comprehensive analysis in one Midwestern district*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC), National Harbor, MD.
- Trainor, A., & **Bal, A.** (2011, April). *Evidence-based practices in special education: Are they culturally responsive?* Paper presented at the annual meeting of the Council for Exceptional Children (CEC), National Harbor, MD.
- Bal, A., & Artiles, A. J.** (2010, May). *Muslim refugee families' figured worlds of adaptation and academic success in U.S. schools*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.
- Bal, A., & Artiles, A. J.** (2010, May). *Positioning refugee learners at an urban school: A sociocultural investigation of Muslim refugee students' orchestration of social positions and formation of academic identities*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.

- Bal, A., & Artiles, A.J.** (2010, May). *Immigrant and refugee students and families navigating multiple cultural worlds: Global perspectives*. Paper presented at the meeting of the Sixth International Congress of Qualitative Inquiry (QI2010), Urbana-Champaign, IL.
- Bal, A.** (2009, April). *Becoming learners in U.S. Schools: A sociocultural study of refugee students' evolving identities*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Bal, A., & Waitoller, F.** (2009, April). *Refugee students' academic identity development and its implications for special educators*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC) Convention and Expo, Seattle, WA.
- Bal, A., & Awan, K.** (2009, May). *Arizona Lost Boys Center's culturally responsive behavioral health program*. Paper presented at the meeting of Ethiopian Development Council's (ECDC) 15th National Conference, Arlington, VA.
- Schoenfeld, N., & **Bal, A.** (2008, April). *Effects of anxiety on the school performance of students with emotional/behavioral disorders*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC) Convention and Expo, Boston, MA.
- Bal, A., & Turton, A.** (2007, November). *Immigrant/refugee student identities: Implications for student learning and behavior*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A., & Artiles, A. J.** (2007, April). *A systematic research synthesis on the international intervention studies for child and adolescent refugees*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Bal, A., King, K. A., Artiles, A. J., Murri, N., & Urso, A.** (2006, November). *Locating culture in emotional and behavioral disorders*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- King, K. A., Murri, N., Urso, A., Artiles, A., & **Bal, A.** (2006, November). *Making positive behavior interventions and supports culturally responsive*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A., Ball, L., & Turton, A.** (2006, October). *Addressing disproportionate representation of culturally and linguistically diverse students with emotional and behavioral disorders in special education through the creation of the culturally responsive educational practices*. Paper presented at the meeting of the International Child and Adolescent Conference XIII, Minneapolis, MN.

- Baltodano, H. M., Harris, P., **Bal, A.**, Mathur, S. R., & Rutherford, R. B. (2006, May). *Reading interventions for youth in juvenile corrections*. Paper presented at the meeting of the 4th Annual Professional Development Symposium of the Arizona Correctional Educators and Administrative Office of the Courts Project LEARN, Scottsdale, AZ.
- Bal, A.**, Gulchak, D. J., & Schoenfeld, N. (2006, April). *“People of nowhere:” Cultural adaptations and trauma reactions of Lost Boys of Sudan*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC) International Convention and Expo, Salt Lake City, UT.
- Baltodano, H. M., Harris, P. J., **Bal, A.**, Mathur, S. R., & Rutherford, R. B. (2006, April). *An intensive reading intervention for youth in corrections*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC) International Convention and Expo, Salt Lake City, UT.
- Bal, A.** (2005, November). *Mental health issues and alternative programs for juvenile offenders with emotional behavioral disorders*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Diken, I., Lopes, J. A., Thomas, R., Mathur, S. R., & **Bal, A.** (2005, November). *International forum on issues related to emotional and behavioral disorders*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Baltodano, H. M., Harris, P. J., **Bal, A.**, Rutherford, R. B., Leone, P. E., Krezmien, M., Mulcahy, C., Houchins, D., & Jolivet, K. (2005, November). *An intensive reading intervention for youth in corrections*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A.** (2005, November). *Arizona Lost Boys Center behavioral health project*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A.** (2005, October). *International trauma interventions for refugee children and adolescents*. Paper presented at the annual meeting of the Arizona Educational Research Organization (AERO) Conference, Phoenix, AZ.
- Bal, A.** (2005, September). *Psychological and educational interventions for refugee students with posttraumatic stress disorder (PTSD)*. Paper presented at the meeting of the Council for Children with Behavioral Disorders (CCBD) 6th International Conference on Children and Youth with Behavioral Disorders, Dallas (Irving), TX.

- Baltodano, H. M., Harris, P. J., Rutherford, R. B., & **Bal, A.** (2005, September). *Initial findings from a state-wide academic assessment and intensive reading intervention for youth in juvenile corrections*. Paper presented at the meeting of the Council for Children with Behavioral Disorders (CCBD) International Conference on Children and Youth with Behavioral Disorders, Dallas (Irving), TX.
- Mathur, S. R., & **Bal, A.** (2005, April). *Teacher effectiveness: A positive outcome of professional development*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC) International Convention, Baltimore, MD.
- Platt, D. E., **Bal, A.**, Baltodano, H. M. & Harris, P. J. (2005, April). *Engaging youth with disabilities in correction in reading*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC) International Convention, Baltimore, MD.
- Bal, A.** (2004, November). *The Lost Boys: Traumatic experiences of young Sudanese refugees*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A.** (2004, October). *Youth with mental health disorders in the juvenile justice system: Issues and needs*. Paper presented at the annual meeting of the Arizona Educational Research Organization (AERO) Conference, Tempe, AZ.
- Bal, A.** (2004, October). *Trauma reactions of young Sudanese refugees*. Paper presented at the International Child and Adolescent Conference XII, Minneapolis, MN.
- Hoskovec, M. K., Rutherford, R. B., Platt, D. E., Baltodano, H. M., Harris, P. J., & **Bal, A.** (2004, October). *Secure care transition: Issues and solutions*. Paper presented at the International Child and Adolescent Conference, Minneapolis, MN.
- Rutherford, R. B., **Bal, A.**, Baltodano, H. M., Barclay, K., Harris, P. J., Hoskovec, M. K., Platt, D. E., & Unger, S. (2004, September). *Effective components of secure care transition programming*. Paper presented at the meeting of the Arizona Department of Education Transition Conference, Litchfield Park, AZ.
- Barclay, K., & **Bal, A.** (2004, April). *Addressing the gender specific needs of young female offenders with disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC) International Convention, New Orleans, LA.
- Bal, A.** (2003, November). *PTSD symptom clusters in different ages and a different culture*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A.** (2003, November). *International perspectives on emotional and behavioral disorders*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.

Diken, I. H., & **Bal, A.** (2003, October). *Teachers' sense of efficacy: A Turkish perspective*. Paper presented at the annual meeting of the Arizona Educational Research Organization (AERO) Conference, Tempe, AZ.

Bal, A. (2002, November). *The aftermath of Marmara earthquake*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.

Diken, I. H., & **Bal, A.** (2002, November). *An examination of self-efficacy of Turkish teachers who work with students with EBD*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.

Bal, A. (2002, November). *International perspectives on emotional and behavioral disorders*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.

Invited Presentations, Workshops, and Webinars (60)

Bal, A. (2022, November). Justice, joy, and expansive learning through Learning Lab. Project INCLUDE - Inclusive Consortium of Leaders in Urban Disabilities Education. Arizona State University, Florida International University, and Syracuse University, Tempe, AZ.

Bal, A. (2022, September). *Dismantling inequities*. The Council for Exceptional Children Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) Webinar, Washington, DC.

Bal, A. (2022, September). *Sociocultural theory and its applications in education*. The seminar conducted in the UYEP Research and Practice Center at Anadolu University, Eskisehir, Türkiye.

Bal, A. (2022, June). *The diversity, equity, and inclusion (DEI) workshop*. The workshop conducted at the National Center for Leadership in Intensive Intervention-2 (NCLII-2) meeting, Vanderbilt University, Nashville, TN.

Bal, A. (2022, June). *Learning Lab as a strategy for engaging with stakeholders*. The paper presented at the meeting of the Texas Education Agency (TEA) Leaders and Educators Addressing Disproportionality in Special Education, Austin, TX.

Schneider, J., **Bal, A.**, Collins, T., Horsford, S., Lopez, R., & McEachin, A. (2022, April). *Student learning during COVID: What was lost and what was found*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

- Bal, A.** (2021, November). *Culturally responsive positive behavioral interventions and supports (CRPBIS) and the Learning Lab methodology*. Pre-congress workshop conducted at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A.** (2021, March). *Learning Lab: Building school-family-community partnerships for culturally responsive behavioral support systems*. The presentation conducted at the University of Minnesota, Minneapolis, MN.
- Bal, A.** (2021, March). *Learning Lab: Building justice-oriented family-school-community-university coalitions for systemic transformation*. The webinar conducted at the Morgridge Center for Public Service, Madison, WI.
- Bal, A. & Bird Bear, A.** (2020, November). *Decolonizing agency: Future-making with indigenous communities*. The webinar conducted at Tampere University and the University of Helsinki, Finland.
- Bal, A.** (2020, June). *Using Learning Labs to develop culturally responsive systems and processes*. The workshop conducted in the Delsea Regional, Elk Township, Logan Township, and the Lumberton School Districts, Glassboro, NJ.
- Bal, A.** (2020, February). *Culturally responsive positive behavioral interventions and supports: Learning Labs*. The workshop conducted in the Pinellas County Schools District, Largo, FL.
- Bal, A.** (2019, October). *Building culturally responsive systems with refugee and immigrant students with disabilities*. The webinar conducted at the American Psychological Association (APA) Webinar Series.
- Bal, A.** (2019, April). *ABD’de özel eğitim, lisansüstü eğitim, akademisyenlik ve post doktora süreci*. The workshop conducted at the Scientific Exchange Meeting at Anadolu University Special Education Department, Eskisehir, Türkiye.
- Bal, A., & Cavendish, W.** (2018, April). *Advancing equity through intersectionality-based policy analysis workshop*. The workshop conducted at Roosevelt House Public Policy Institute at Hunter College, New York, NY.
- Bal, A.** (2017, March). *Building culturally responsive family-school-community coalitions for systemic transformation*. The workshop conducted at the Cooperative Educational Service Agency (CESA) 1, Pewaukee, WI.
- Wilfrid, J., Castro, M., & **Bal, A.** (2016, August). *Cultural historical activity theory*. Paper presented at a meeting of the World-Class Instructional Design and Assessment (WIDA), Madison, WI.

- Bal, A.** (2016, July). *Serving youth with disabilities at the intersection of race, class, and disability*. Paper presented at the meeting of the Young African Leaders Initiative (YALI), Madison, WI.
- Bal, A.** (2016, April). *Addressing the racialization of school discipline: Learning Lab methodology for designing culturally responsive school discipline systems*. The workshop conducted at the Cooperative Educational Service Agency (CESA) 1, Pewaukee, WI.
- Bal, A.** (2016, April). *Response to intervention: Improving school systems for the early intervention and support of students with learning and academic difficulties*. The workshop conducted at the 4th meeting of Kuwait Association for Learning Differences (KALD), American University of Kuwait, Kuwait City, Kuwait.
- Bal, A.** (2016, April). *Implementing RTI in Kuwait: Challenges and possibilities*. The workshop conducted at the 4th meeting of Kuwait Association for Learning Differences (KALD), American University of Kuwait, Kuwait City, Kuwait.
- Bal, A.** (2016, March). *Learning Lab: Designing culturally responsive behavioral support systems in Wisconsin schools with local stakeholders*. Paper presented at the Morgridge Center for Public Service Roundtable, Madison, WI.
- Bal, A.** (2015, December). *How inclusive problem-solving teams learn and innovate in Learning Lab*. Paper presented at the University of Wisconsin-Madison Department of Surgery Collaboration Event, Madison, WI.
- Bal, A.** (2015, October). *The racialization of psychological problems*. Paper presented at the National Alliance on Mental Illness meeting, Madison, WI.
- Bal, A.** (2015, June). *Using Learning lab methodology for culturally responsive positive behavioral interventions and supports*. Paper presented at the University of Arizona Safe and Supportive Schools Conference, Phoenix, AZ.
- Bal, A., & Poulos, J.** (2015, May). *Culturally responsive systemic change: Schoolwide positive behavioral interventions and supports in Wisconsin*. Paper presented at the Wisconsin CESA Statewide Network (CSN) Conference, Madison, WI.
- Bal, A., Afacan, K., Mawene, D., Cakir, H., Schrader, E., & Olsen, R.** (2015, March). *Culturally responsive behavioral supports: Implementation of Learning Lab at an elementary school*. Paper presented at the UW-Madison Education Research Poster Fair, Madison, WI.
- Bal, A., Afacan, K., & Mawene, D.** (2015, March). *Data mapping to examine racialization of behavioral problems and transform Wisconsin schools from the ground-up*. Paper presented at the 2015 Wisconsin RtI Summit, Green Bay, WI.

- Bal, A.** (2014, November). *Culturally responsive behavioral supports: Implementing Learning Labs and renovating schools from the ground-up*. Workshop conducted in Miami-Dade County Public School District, Miami, FL.
- Bal, A.** (2014, October). *Culturally responsive behavior supports and Learning Labs*. Pre-conference workshop conducted at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A.** (2014, October). *Transforming schools with local stakeholders: Learning Lab methodology for culturally responsive behavioral supports in Wisconsin schools*. Paper presented at the Wisconsin Center for Educational Research (WCER) 50th Anniversary Conference, Madison, WI.
- Ladson-Billings, G., & **Bal, A.** (2014, May). *Educational challenges in Wisconsin*. Paper presented at the Wisconsin Idea Seminar, Milwaukee, WI.
- Klingner, J., Ochoa, S. H., & **Bal, A.** (2014, April). *Disproportionate representation: What, why, how, when?* Program Chair Featured session conducted at the annual meeting of the Council for Exceptional Children (CEC), Philadelphia, PA.
- Bal, A.** (2014, April). *Learning Labs: Building school capacity to address disproportionality*. Session conducted at the Minority Student Achievement Network (MSAN) Conference, Madison, WI.
- Bal, A.** (2013, March). *The intersection of language policy and disability*. Paper presented at the International Conference on Language Education Policy, Shanghai International Studies University (SISU), Shanghai, China.
- Bal, A.** (2013, March). *Using data, understanding practice, and transforming schools from the ground-up*. Workshop conducted at the Minority Student Achievement Network (MSAN) Conference, Chicago, IL.
- Bal, A.** (2012, July). *Schoolwide positive behavioral interventions and supports: Possibilities and challenges*. Colloquium lead at the Anadolu University Special Education Seminar, Eskisehir, Türkiye.
- Bal, A.** (2012, July). *Positive behavioral interventions and supports for systemic change*. Paper presented at the Anadolu University Special Education Seminar, Eskisehir, Türkiye.
- Bal, A.,** Schrader, E., & Gaskew, A. (2012, May). *Preparing teachers to lead culturally responsive and socially just systemic transformations in schools*. Paper presented at the Wisconsin Department of Public Instruction Summer Institute, Stevens Point, WI.
- Bal, A.** (2012, March). *Developing a culturally responsive system-wide prevention model*. Workshop conducted at the Wisconsin RTI Summit, Green Bay, WI.

- Bal, A.** (2011, October). *Culturally responsive school-wide positive behavior support*. Pre-conference workshop conducted at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A.** (2011, November). *Developing culturally responsive system-wide positive behavioral interventions and supports models in Wisconsin schools*. Workshop conducted at the annual meeting of the Wisconsin Department of Public Instruction Leadership Conference, Madison, WI.
- Bal, A.** (2011, April). *Systems of (dis)ability: Social sorting, governmentality, and equity*. Paper presented at the University of Wisconsin/Swedish/Danish Seminar on Governmentality, Madison, WI.
- Bal, A.** (2011, March). *Cultural responsiveness in learning disabilities identification and intervention*. Workshop conducted at the meeting of Cooperative Educational Service Agency (CESA) 1 Regional Service Network Conference, Pewaukee, WI.
- Bal, A.** (2011, February). *An activity theory-oriented systemic change effort*. Paper presented at the 14th Annual Wisconsin Center for Educational Research (WCER) Conference for Cooperative Educational Service Agencies, Madison, WI.
- Bal, A.** (2011, February). *Activity systems and boundary objects: Systems of disability*. Paper presented at the University of Wisconsin Boundaries of Disability Symposium, Madison, WI.
- Bal, A.** (2010, October). *Socio-cultural construction of difference: Color of Disability*. Paper presented at the meeting of the University of Wisconsin International Institute Global Studies Seminars on Disability, Madison, WI.
- Bal, A.** (2010, December). *Response to culture: Culturally responsive RTI in Wisconsin schools*. Paper presented at the meeting of Cooperative Educational Service Agency (CESA) 1 5th Annual Learning Conference on RTI, Oconomowoc, WI.
- Bal, A.** (2010, December). *Academic identity formation in newly arrived refugee students*. Paper presented at the meeting of University of Wisconsin Doctoral Research Program Lecture Series, Madison, WI.
- Stambach, A. & **Bal, A.** (2010, October). *Culture in education: Multicultural education policy and research in the United States*. Paper presented at the annual meeting of the International Alliance of Leading Education Institutes Conference, Singapore.
- Bal, A.** (2010, July). *Diversity, disability, and educational equity*. Paper presented at the meeting of the Anadolu University Diversity and Special Education Seminar, Eskisehir, Türkiye.

- Trainor, A., **Bal, A.**, & Kulkarni, S. (2010, January). *Internationalizing the curriculum in special education*. Panel held at the University of Wisconsin Teaching Academy Winter Retreat. Madison, WI.
- Bal, A.** (2009, October). *Culture, learning, and diversity*. Paper presented at the University of Wisconsin Project Grow Training Workshop, Madison, WI.
- King, A. K., Artiles, A. J., Sullivan, A., **Bal, A.**, & Waitoller, F. (2007, October). *Language, culture and learning*. Workshop held at the meeting of Special Education Directors' Institute of Arizona Department of Education (ADE), Phoenix, AZ.
- Bal, A.** & King, K. A. (2007, June). *Culture and behavior connections for classroom management*. Paper presented at the meeting of the Second Classroom Behavior Management Institute, Tempe, AZ.
- Bal, A.** & Schoenfeld, N. A. (2007, June). *Classroom interventions for students with internalizing behavior difficulties*. Paper presented at the meeting of the Second Classroom Behavior Management Institute, Tempe, AZ.
- Harris- Murry, J. N., King, A. K., **Bal, A.**, & Urso, A. (2007, January). *Disproportionality in special education*. Paper presented at the meeting of Professional Development Seminar for School Psychologists organized by Mesa School District, Mesa, AZ.
- Bal, A.** (2006, February). *Culturally responsive treatments for refugees with PTSD*. Paper presented at the meeting of the Arizona Lost Boys Center, Phoenix, AZ.
- Artiles, A. J., King, K. A., & **Bal, A.** (2006, June). *Culture, learning, and equity*. Paper presented at the meeting of the Verano en Mexico Program. Guanajuato, Mexico.
- Stafford, M., & **Bal, A.** (2005, June). *Classroom interventions for children and adolescents with internalizing behavior problems*. Paper presented at the meeting of the Classroom Behavior Management Institute, Tempe, AZ.

Invited Panels and Strands (19)

- Adiguzel, O., **Bal, A.**, Benimmas, A., & Yetis, V. A. (2019, May). *Goc olgusu ve egitim sorunu: Turkiye, Amerika Birlesik Devletleri, ve Kanada Ornegi (Immigration and education: The cases of Turkey, United States of America, and Canada)*. Anadolu University School of Education, Eskisehir, Türkiye.
- Bal, A.** (2019, February). *Pensando a relação escola/commuidade em tempos de autoritarismo (Dialogues from the South: Thinking of School-community relationships in the times of authoritarianism)*. The XII Diálogos desde el Sur at the Federal University of the State of Rio de Janeiro (UNIRIO), Rio de Janeiro, Brazil.

- Bal, A., Habersham, M., Moorthy, S., Sinisgalli, Y., & Trainor, A. (2018, May).** *Re-envisioning partnerships: Bridging research, practice, and parent advocacy to address disproportionality.* New York University Steinhardt Technical Assistance Center on Disproportionality (TAC-D), New York, NY.
- Bal, A., Kartzman, L., & Spring, L. (2018, May).** *Disrupting disproportionality.* New York University Steinhardt Technical Assistance Center on Disproportionality (TAC-D), New York, NY.
- Bal, A., & Posey-Maddox, L. (2018, April).** *Incorporating engaged scholarship into your tenure package.* The University of Wisconsin-Madison Morgridge Center for Public Service, Madison, WI.
- Bal, A., Barlett, L., McKinney De Royston, M., Lee, S., & Winkle-Wagner, R. (2017, October).** *The ins and outs of insider research.* Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE), Madison, WI.
- Bal, A. (2017, May).** *From humanitarian research to emancipatory possibilities: Transforming school systems with refugee students and families.* The International Network for Language Education Policy Studies (INLEPS) Conference, Université Sorbonne Nouvelle, Paris, France.
- Bal, A., Cavendish, W., & Gonzalez (2016, May).** *Racial disproportionality.* The Technical Assistance Center on Disproportionality (TAC-D) Summer Institute, New York, NY.
- Apple, M., **Bal, A., Barlett, L., Dugas, T, Mirilli, A., Goldrick-Rab, S., & Mitchell, E. (2015, May).** *Possibilities for change spotlighting local practice.* The Annual Educational Policy Studies Conference, Madison, WI.
- Bal, A. (2012, October).** Strand Leader: *Cultural responsiveness in emotional/behavioral disorders.* The annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A. (2008, November).** Strand Leader: *Cultural and linguistic diversity and immigration issues in emotional/behavioral disorders.* The annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A., & Turton, A. (2007, November).** Strand Leader: *Diversity, gender, identity in emotional/behavioral disorders.* The annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.
- Bal, A. (2007, November).** Strand Leader: *International issues in emotional/behavioral disorders.* The annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.

Bal, A., King, K. A., & Lansdowne, K. (2006, November). Strand Leader: *Culture and diversity*. The annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.

Bal, A. (2006, April). Strand Leader: *Identity: Higher education*. Relevance of Assessment and Culture in Education (RACE): Indigenous Issues and Voices in Educational Research and Assessment, Tempe, AZ.

Blair, K. S., Lopes, J., Mathur, S., Huang, B., **Bal, A.**, Cavkaytar, A., & Diken, I. H. (2006, November). *Special education and services for individuals with EBD around the world*. Panel held at the annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.

Baltodano, H. M., **Bal, A.**, Platt, D. E., & Harris, P. J. (2005, November). Strand Leader: *The National Center on Education, Disability and Juvenile Justice*. The annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference, Tempe, AZ.

Seeman, H., Hart, A., Wosinski, M., & **Bal, A.** (2005, April). *Inappropriate teacher responses: Miscalling “discipline problems” and “incongruence.”* Panel held by the Arizona Teaching, Learning, and Assessment Consortium, Arizona State University, and Arizona Department of Education, Tempe, AZ.

Rutherford, R. B., Hart, A., Seeman, H., Wosinski, M. & **Bal, A.** (2005, April). *The sources of disruptive behaviors*. Panel held by the Arizona Teaching, Learning, and Assessment Consortium, Arizona State University, and Arizona Department of Education, Tempe, AZ.

Invited Lectures/Presentations at University of Wisconsin-Madison (17)

Bal, A. (2020, March). *The intersection of race, class, and gender in special education*. In Professor Jerry Jordan’s Contemporary Issues in Education (C&I 276) class in the School of Education, Madison, WI.

Bal, A. (2019, December). *My journey in education*. At School of Education the Men in Education seminar, Madison, WI.

Bal, A. (2019, November). *Equity and justice though special education*. Tarsha Herelle’s School and Society (EPS 300) class in the School of Education, Madison, WI.

Bal, A. (2019, November). *The racialization of psychological disorders*. In Professors Andy Garbacz, Steve Kilgus, and Katie Eklund’s seminar on mental health in the Department of Educational Psychology, Madison, WI.

Bal, A. (2019, October). *Culturally responsive behavioral supports and interventions*. At the Psi Chi Honor Society Brown Bag seminar, Department of Psychology, Madison, WI.

- Bal, A.** (2018, April). *Culturally responsive research and systemic transformation*. The Wisconsin Center for Education Research (WCER) Fellows Program, Madison, WI.
- Bal, A.** (2017, November). *Racial disparities, assessment, and multitier systems of support in special education*. In Professor Julie Underwood's Legal Foundations of Special Education and Pupil Services (ELPA 842) class in the School of Education, Madison, WI.
- Bal, A., Afacan, K., & Cakir, H.** (2017, February). *Collective mapping in family-school partnership: A Learning Lab innovation*. At the Rehabilitation Psychology and Special Education Department Spring Brown Bag Series, Madison, WI.
- Bal, A.** (2016, November). *The CRPBIS project*. In the Brauer Group Lab in the Department of Psychology, Madison, WI.
- Bal, A.** (2016, March). *Understanding and addressing racial disparities in special education in Wisconsin*. In Professors Jerry Jordan and Aaron Bird Bear's Contemporary Issues in Education (C&I 375) class in the School of Education, Madison, WI.
- Bal, A.** (2015, October). *You cannot change systemic problems with individual solutions: Racialization of educational opportunities and racial disproportionality in special education*. In Professors Jerry Jordan and Aaron Bird Bear's Contemporary Issues in Education (C&I 375) class in the School of Education, Madison, WI.
- Bal, A.** (2015, March). *Overrepresentation in special education and disciplinary referrals*. In Professor Ruttanatip (Dang) Chonwerawong's Contemporary Issues in Education (C&I 375) class in the School of Education, Madison, WI.
- Bal, A.** (2014, June). *Racial disparities in school discipline in Wisconsin schools*. At the University of Wisconsin-Madison Law School Remington Center, Madison, WI.
- Bal, A.** (2013, November). *Cultural-historical activity theory for systemic transformation*. In Professor Mariana Pacheco's doctoral seminar in the School of Education on Cultural-Historical Activity Theory, Madison, WI.
- Bal, A.** (2013, April). *Tenure track career*. In the School of Education Graduate Research Scholars Panel, Madison, WI.
- Bal, A.** (2012, March). *Multi-tiered behavioral support and interventions and equity-oriented systemic transformations in schools*. In the School of Education Doctoral Research Program (DRP) seminar, Madison, WI.

- Bal, A.** (2011, November). *Racialization of discipline, disproportionality, and tiered interventions and supports*. In Professor Mariana Pacheco's Bilingüismo y Bialfabetización en Las Escuelas (C&I 676) class in the School of Education, Madison, WI.
- Bal, A.** (2011, November). *Equity and disproportionality in special education*. In Professor Mary Louise Gomez's Introduction in the School of Education to Education (C&I 375) class, Madison, WI.
- Bal, A.** (2010, March). *Culture and research methodology*. In Professor Audrey Trainor's Multicultural Issues in Special Education (RPSE 660) class in the School of Education, Madison, WI.
- Bal, A.** (2010, April). *Academic identity formation of refugee students in US schools*. In Professor Audrey Trainor's Qualitative Field Methods II: Data Analysis (RPSE 660) class in the School of Education, Madison, WI.

Invited Lectures/Presentations at Other Universities and PreK-12 Schools (16)

- Bal, A.** (2022, February). *Introducing Learning Lab: Developing formative intervention studies to address racial disproportionalities in disciplinary school exclusion*. Edge Hill University, Lancashire, United Kingdom.
- Bal, A.** (2022, February). *Learning Lab*. Florida International University, Miami, FL.
- Bal, A.** (2021, November). *Organizational innovations for expansive learning, justice, and joy*. The University of Miami, Miami, FL.
- Bal, A.** (2020, January). *Toward Culturally Responsive MTSS: The promise of school-community-university partnerships for systemic transformation and equity*. The University of Texas-Austin, Austin, TX.
- Bal, A.** (2019, June). *School-community partnership for fostering participatory democracy, educational equity, and social justice*. Paper will be presented in Dr. Celco Sanchez' seminar, Educacao Ambiental De Base Comunitaria E Ecologia Politica na America Latina, at the Federal University of the State of Rio de Janeiro (UNIRIO), Rio, Brazil.
- Bal, A.** (2018, December). *Services and interventions for students with emotional or behavioral disorders in the United States*. In Professor Gazi Acar's Introduction to Special Education class in the School of Education, Anadolu University, Eskisehir, Türkiye.
- Bal, A.** (2019, May). *Culturally responsive positive behavioral interventions and supports*. Paper presented in Dr. Joseph C. Gagnon's research seminar at the University of Helsinki, Helsinki, Finland.

- Bal, A.** (2017, October). *Learning Lab and working with historically marginalized communities*. The workshop conducted at Utu Arroyo Seco, Montevideo, Uruguay.
- Bal, A.** (2017, November). *Learning Lab methodology*. Paper presented in Dr. Joseph Valente's Culture & Disability class at the Pennsylvania State University, University Park, PA.
- Bal, A.** (2017, September). *System of disability*. Paper presented in Dr. Alfredo Artiles's Sociocultural Research Seminar at Arizona State University, Tempe, AZ
- Bal, A.** (2016, August). *Culturally responsive positive behavioral interventions and supports: A statewide formative intervention study of expansive learning*. Paper presented in Professor Yrjö Engeström's research seminar at the University of Helsinki Center for Research on Activity, Development and Learning, Helsinki, Finland.
- Bal, A.** (2015, November). *The racialization of crime and punishment*. Paper presented in Ms. Jada Callahan's social studies class. Middleton High School, Middleton, WI.
- Bal, A.** (2014, March). *From intervention to innovation: Development of the Learning Lab methodology*. Paper presented at University of Miami, Coral Gables, FL.
- Bal, A.** (2014, March). *Culturally responsive positive behavioral support and Learning Lab intervention*. Lecture given at the University of Miami, Coral Gables, FL.
- Bal, A.** (2011, October). *Cultural responsiveness in tiered-educational interventions*. In Dr. Elizabeth Kozleski's Culture and Disability Research seminar, Arizona State University, Tempe, AZ.
- Bal, A., & Stambach, A.** (2010, February). *Multicultural education in the United States: Historical legacies and future trajectories*. Paper presented at Seoul National University, Seoul, South Korea.

PROFESSIONAL SERVICE

Journals

Editorial Board (12)

- Editorial Board Member - *Learning Disabilities Research & Practice* (2022-Present)
- Associate Editor – *Anthropology and Education Quarterly* (2021-Present)
- Editorial Board Member - *American Educational Research Journal* (2020-Present)
- Contributing Editor - *Review of Education, Pedagogy, and Cultural Studies* (2019-2022)
- Consulting Editor - *Remedial and Special Education* (2012–2015 & 2015–Present)
- Consulting Editor - *Preventing School Failure* (2015-Present)
- Consulting Editor - *Journal of Positive Behavior Interventions* (2014-Present)
- Editorial Board Member - *International Multilingual Research Journal* (2012-2018)
- Associate Editor - *International Journal of Early Childhood Special Education* (2009-2012)

Guest Co-Editor (with Alfredo J. Artiles) - *The Journal of Special Education* (2008)
Assistant Editor - *Education and Treatment of Children* (2006)
Associate Editor - *Current Issues in Education* (2004–2005)

Ad hoc or Guest Reviewer (17)

Review of Educational Research (2019)
Pedagogy, Culture, and Society (2019)
Education and Urban Society (2017-Present)
Preventing School Failure (2015)
Journal of Positive Behavior Interventions (2014)
Educational Researcher (2011-2012)
Teachers College Records (2012-2016)
Urban Education (2012)
International Multilingual Research Journal (2011)
American Educational Research Journal (2010-Present)
Psychiatric Research (2008-2010)
Anxiety, Stress, & Coping (2009)
The Journal of Special Education (2008-Present)
European Child & Adolescent Psychiatry (2007-2008)
Exceptionality (2005)
Exceptional Children (2005-Present)
Education and Treatment of Children (2002–Present)

Professional Associations (9)

The International Society of the Learning Sciences (ISLS), *Senior Reviewer*, the Program Committee of the Annual Meeting (2021- 2022)
The Spencer Foundation Grant Review Panel, *Reviewer* (2019 - Present)
Council for Children with Behavioral Disorders (CCBD) Awards Committee (2015) - *Member*
Social Context of Multiple Languages and Literacies - American Educational Research Association (AERA) Annual Meeting (2011-2012) - *Section Co-chair*
American Educational Research Association (AERA) Annual Meeting (2009-2010) - *Reviewer*
International Council for Exceptional Children (CEC) Annual International Convention and Expo (2005-2012) - *Reviewer*
Teacher Educators for Children with Behavior Disorders (TECBD) Conference (2004–2008) - *Organization Committee Member*
International Conference on Special Education (ICOSE), Türkiye (2007) - *Organization Committee Member*
Disproportionality and overidentification. U.S. Department of Education Office of Special Education Programs (OSEP) and IDEA Partnership (2007) - *Stakeholder/Guide Developer*

Advisory Board Membership and Consultancy in Research Grants and Technical Assistance Centers (10)

School Mental Health Collaborative: Postdoctoral Research and Training Program. School Mental Health Collaborative (SMHC), University of Wisconsin-Madison. (2022-2027).

The Equity Transparency Tool Project. The SWIFT Technical Assistance and Research Center at the University of Kansas. 2022.

Texas special education equity initiative. American Institutes for Research (AIR) and the Texas Education Agency (TEA). 2020-2022.

Culturally responsive systemic transformation. The School Climate Transformation Grant in Pinellas County Schools School District, FL. Principal Investigators: Dywayne Hinds and Johnetta Haugabrook. 2019-2023.

The case for voice as a change agent in school: A focus on culturally responsive climate, equity, and discipline. The School Climate Transformation Grant at the Rowan University and the Delsea Regional, Elk Township, Logan Township, and the Lumberton School Districts. Principal Investigator: Shelley Zion. 2019-2023. Amount: \$2.4 million.

Addressing the integrity of the problem-solving process: An empirical analysis of problem-solving teams to improve team functioning and student outcomes. Institute of Education Sciences, U.S. Department of Education Jennifer Asmus PI; Thomas R. Kratochwill Co-PI (R324A190198). 2019-2023. Amount: \$1.4 million.

Technical Assistance Center on Disproportionality (TAC-D) at the New York University Steinhardt School of Culture, Education, and Human Development. Principal Investigators: Pedro Noguera & Patrick Jean-Pierre. 2016-Present.

World-Class Instructional Design and Assessment (WIDA) Consortium at the University of Wisconsin-Madison. 2016.

Vocational Rehabilitation Technical Assistance Center for Targeted Communities: Educate, Empower, and Employ (E3TC) at the University of Wisconsin-Madison. Principal Investigators: Tim Tansey & Fong Chang. 2016. Amount: \$2.5 million

Great Lakes Equity Center: Civil Rights Training and Advisory Services at Indiana University–Purdue University (IUPU)- Indianapolis. Principal Investigators: King-Thorius, K.A., Maxcy, B., & Nguyen, T. S. T. 2012-2014. Amount: \$2.2 million

UNIVERSITY TEACHING AND MENTORING EXPERIENCE

University of Wisconsin-Madison (15)

Research in Special Education (RPSE 872) (2020)
Independent Reading – Learning Lab Methodology (RPSE 690) (2020)
Cultural-Historical Activity Theory (RPSE 660) (2019)
Cultural Psychology (RPSE 660) (2016)
Multicultural Issues in Special Education (RPSE 710) (2011–Present)
Independent Reading – Mental Health Issues among Native Youth (RPSE 999) (2018)
Independent Reading – Disproportionality (RPSE 699) (2012–Present)
Independent Reading – Diversity in Special Education (RPSE 999) (2016)
Diversity in Special Education (RPSE 466) (2015 – Present)
Independent Reading – Culturally Responsive PBIS (RPSE 699) (2015)
Independent Reading – Cultural-Historical Activity Theory (RPSE 699) (2012–2015)
Culture, Learning, and Disability (RPSE 660) (2011)
Academic Instruction: Learning and Behavioral Disabilities (RPSE 469) (2010)
Individuals with Learning and Behavioral Disabilities (RPSE 470) (2010–2011)
Individuals with Disabilities (RPSE 300) (2009–Present)

Arizona State University (2)

Orientation to Education of Exceptional Children (Online & In-class) (200–2009)
Managing Classroom Behavior (Online & In-class) (2005–2008)

GRADUATE ADVISING

PhD Advisees (5)

Dosun Ko – *Completed* - Assistant Professor at Santa Clara University, USA
Halil Ibrahim Cakir – *Completed* - Assistant Professor at Giresun University, Türkiye
Dian Mawene – *Completed* - Assistant Professor at the University of Wisconsin-Madison, USA
Fabiane Bravo – *Completed* - Assistant Professor at Instituto Benjamin Constant, Rio, Brazil
Jahyun Yoo

PhD Advisees from Other Departments for Special Education Minor (1)

Deonte Iverson – Department of Educational Leadership and Policy Analysis

Master's Advisees (9)

Amany M K Khafagy; Ryan Cray (**Completed**); Elizabeth Schrader (**Completed**); Scott Pelton (**Completed**); Laurel Gourrier (**Completed**); Jerin Kim (**Completed**); Timothy Radke (**Completed**); Dian Mawene (**Completed**); Larry Love (**Completed**)

Project Assistants and Research Interns (25)

Madeline Anna Beeders (Educational Psychology)-MS; Sophia Candida Ferreira Dodge (Educational Psychology)-PhD; Linda Orié (Curriculum and Instruction)-MS; Morgan Mayer-Jochimsen (Educational Policy Studies) -MS; Sophia Grace Butterfass (Rehabilitation Psychology)-BS; Kathleen Saydi Monmany (Psychology)-BS; Sarah Ismael (Curriculum and

Instruction)-PhD; Erin Quast (Curriculum and Instruction)- PhD; Stephanie Shedrow (Curriculum and Instruction)-PhD; Hyejung Kim (Special Education)-PhD; Kemal Afacan (Special Education)-PhD; Rebekka Olsen (Special Education)-PhD; Jennifer Betters-Bubon (Educational Psychology)-PhD; So Jung Park (Educational Leadership and Policy Analysis)-PhD; Rachel Fish (Sociology)-PhD; Esmeralda Rodriguez (Curriculum and Instruction)-PhD; Halil Cakir (Special Education)-MS; Dian Mawene (Special Education)-MS; Larry Love (Special Education)-MS; Scott Pelton (Special Education)-MS; Elizabeth Schrader (Special Education)-MS; Alexandra Weiss (Curriculum and Instruction)-MS; Ashley Gaskew (Curriculum and Instruction)-MS; Janet Smith Eisenhauer (Special Education)-BS; Amanda Frederick (Special Education)-BS

Research Supervisees and Mentees (3)

Yalanda Lawson (Psychology) – Stillman College– Summer Education Research Program (SERP)

Chetachukwu U. Agwoeme (Rehabilitation Psychology) – University of Wisconsin-Madison – McNair Scholars Program

Wren King (Anthropology, Women's and Gender Studies, Geography) –West Virginia University -Morgantow - Summer Education Research Program (SERP)

Teaching Interns and Supervisees (4)

Jennifer Dalsen (Special Education)-PhD; Kahlen Joy Spaulding (Special Education)-PhD; Margaret Khumbah Mbeseha (Special Education)-PhD; Cheryl Funmaker (Special Education)-PhD

Dissertation Committee Membership at University of Wisconsin-Madison (31)

Rehabilitation Psychology and Special Education Department

Kemal Afacan (**Defended**); Hyejung Kim (**Defended**); Aaron Perzigian (**Defended**); Sunyoung Kim (**Defended**); Carly Roberts (**Defended**); Janette Ferrer (**Defended**); Meng-Chuan Lin (**Defended**); Malinda Forsberg

Educational Psychology Department

Bri Collins; Ryann Morrison; Dana Sorensen; Lana Mahgoub (**Defended**); Patrice Leverett (**Defended**); Jennifer Betters-Bubon (**Defended**); Sophia Candida Ferreira Dodge (**Defended**); Alexandra Barber (**Defended**)

Curriculum and Instruction Department

Asmahan H. Sandokji (**Defended**); Esmeralda Rodriguez (**Defended**); Lisa Hoon (**Defended**); Kathryn Boonstra (**Defended**); Betzaida Vera-Heredia (**Defended**); Michael Fish (**Defended**); Sabiha Bilgi (**Defended**); Jennifer Dalsen (**Defended**)

Educational Leadership and Policy Analysis Department

Connie Negaard (**Defended**); Al Barnicle; Angela Marie Montpas (**Defended**); Lydia Gandy-Fastovich (**Defended**)

Educational Policy Studies Department

Joan J. Hong

Counseling Psychology Department

Numan Turan (**Defended**)

Department of Sociology

Rachel Fish (**Defended**)

Dissertation Committee Membership at Other Universities (3)

The Graduate School of Education –University of Melbourne, Australia

Jayne Lysk (**Defended**)

The Faculty of Education and Culture - Tampere University, Finland

Sümeyye Kuzu

The Department of Computer Education and Educational Technology - Bogazici University, Istanbul, Türkiye

Yeliz Günal Aggöl

The Public Examination of Doctoral Dissertation – Opponent (1)

The Faculty of Educational Sciences - University of Helsinki, Finland

Monica Lemos (**Defended**)

Master’s Thesis Committee Membership (1)

Curriculum and Instruction Department

Aysegul Mester

Doctorate Qualifying and Preliminary Exam Committee Membership (32)

Gabbie Puma (2023); Julie Clark (2023); Claire Stelter (2022); Melinda Fosberg (2022); Derya Gok (2021); Elizabeth Sikora (2021); Aloura Pearson (2021); Kate Roberts (2021); Jessica McQueston (2018) - Katie M. McCabe (2018) - Jessica McQueston (2017) - Kemal Afacan (2016) - Victoria Whitish (2016) - Jennifer Dalsen (2016) - Andrea Truitt (2015) - Nutullah Kisa (2014)- Husseyin Almaky (2014)- Hyun-Ju Kang; Sujata Datar (2013)- Saili Kulkarni; Amy Olson; Aaron Perzigian; Hye-Jung Kim (2012) - Cheryl Funmaker; Aaron Perzigian; Meng-Chuan Lin; Ming-Chi Yan; Nancy Farnon-Molfenter (2011) - Tida Tubpun; Shane Smith (2010) - Yun-Ching Chun; Kim Streit (2009)

Master’s Comprehensive Exam Committee Membership (15)

Perpetua Anne Owese (2020) - Antony J. Dahl (2017) - Jill Jaworski (2016) - Leigh Ann (2015) - Kelly Pickett; Ray Yang; Tiffany Mason (2014)- Jihyun Lee; Jenna Mueller (2013)- Julie Clark (2011) - Aaron Perzigian; Saili Kulkarni; Jenna Leque; Allison Milley; Tessa Marsh (2010)

SPONSORED VISITING SCHOLARS (4)

Ali Musleh Alodat, PhD – Yarmouk University, Jordan (2020 -2021)

Meral Melekoglu, PhD – Osmangazi University, Türkiye (2015 & 2017)

Olli-Pekka Malinen, PhD – University of Jyväskylä, Finland (2014 – 2015)

Sezgin Vuran, PhD – Anadolu University, Türkiye (2013)

POST-DOCTORAL MENTEES (1)

Boris Krichevsky, PhD – University of Washington-Seattle (2021-2022)

UNIVERSITY SERVICE – UNIVERSITY OF WISCONSIN-MADISON

Department (9)

Faculty Annual Progress Review Revision Committee - *Member* (2019)
Faculty Search Committee – *Chair* (2017-2018)
Faculty Annual Review Committee – *Member* (2017)
Special Education Area Scholarship Committee – *Member* (2015-2018)
Departmental Scholarship Committee – *Member* (2014-2018)
Ten-Year Review and Self Study Committee – *Member* (2012-2014)
Faculty Search Committee – *Member* (2010-2011, 2012-2013, 2014-2015, 2016-2017 & 2019-2020)
Graduate Program Emphasis Sub-Committee – *Member* (2010-2013)
Graduate Studies Committee – *Chair, Co-chair, & Member* (2009-Present)

School of Education (14)

Global Education Committee – *Chair* (2010-Present)
Equity, Diversity, and Inclusion Committee (EDIC) – *Member* (2022)
Program Review Committee for Education Studies and Certificate in Educational Policy Studies – *Member* (2022)
Senior Staff Committee – *Member* (2022)
Teaching Abroad Certificate Program – *Advisor* (2021-Present)
Wisconsin Center for Education Research Strategic Planning Committee – *Member* (2021)
WIDA Research Center Director Search Committee – *Member* (2019-2020)
Our Shared Future Indigenous Education Committee – *Member* (2019-2020)
Faculty & Staff Distinguished Achievement Awards Selection Committee – *Member* (2017)
Committee on Students of Color in Elementary Education – *Member* (2017 – Present)
Committee on Inequalities in Education – *Member* (2017– Present)
International Network of Education Institutes Conference – *Organizing Committee Member* (2016)
Information Technology Policy Advisory Committee – *Member* (2009-2011)
International Alliance of Leading Education Institutions – *UW-Madison Representative* (2009-2010)

University (6)

International Academic Programs Faculty Committee – *Member* (2022 – Present)
International Division Academic Programs Committee – *Member* (2022 – Present)
UniverCity Alliance Advisory Board – *Member* (2021– Present)
Education Graduate Research Scholars (Ed-GRS) Program Committee – *Member* (2021- Present)
Prevention Science Program Steering Committee – *Member* (2010 – 2011)
Coalition for International Special Education – *Academic Advisor* (2009 – 2010)

PUBLIC SERVICE

The U.S. Fulbright National Screening Committee - *Member* (2022-2025)
The INclusive Consortium of Leaders in Urban Disabilities Education – *Mentor* (2022)
The Council for Exceptional Children Teacher Education Division's Research Committee
Research Mentorship Roundtables -*Mentor* (2022)
Teacher Educators for Children with Behavior Disorders (TECBD) Conference Advisory
Board - *Member* (2020)

Wisconsin Family Impact – Campus Connect – *Consultant* (2018)
Madison Metropolitan School District (MMSD) – Development of 2016-2019 Special Education Action Plan–*Advisor* (2015-2016)
Madison Metropolitan School District (MMSD) – Implementation of Learning Labs–*Consultant* (2015-2016)
Madison Metropolitan School District (MMSD) – School Climate Survey Advisory Committee–*Member* (2014)
Arizona St. Luke’s Health Initiatives – Governor’s Behavioral Health Advisory Board–*Member* (2006)
Sudanese Lost Boys Center - Board of Directors – *Member* (2005–2007)
Teacher Educators for Children with Behavior Disorders (TECBD) – *President* (2004–2005)

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
American Psychological Association (APA)
Council for Exceptional Children (CEC)
European Group for Organizational Studies (EGOS)
International Society of the Learning Sciences (ISLS)
International Society for Cultural and Activity Research (ISCAR)
Teacher Educators for Children with Behavior Disorders (TECBD)

LANGUAGES

English
Turkish
Spanish (Intermediate)

Last updated: March 20, 2023