DIANA BAKER

Curriculum Vitae

Hobart and william smith colleges

300 pulteney street, geneva, ny 14456

315.781.4571 • baker@hws.edu

**PROFESSIONAL EXPERIENCE**

2020-present, **Associate Professor Education**, Hobart and William Smith Colleges (HWS), Geneva, NY (2014-2020**,** Assistent Professor),

2015–2018, **BCBA** **Supervisor**, Ithaca, NY

2012–2014, **Research Associate,** Education Development Center (EDC), Waltham, MA

2007–2010, **Teacher and Behavioral Consultant**, Merrimack Special Education Collaborative, Chelmsford, MA

2005–2007, **Teacher**, The May Institute, Randolph, MA

2002–2004, **Assistant Teacher**, Boston Public Schools, Boston, MA

2001–2002, **Teacher**, United States Peace Corps, Tata, Morocco

**EDUCATION**

2014, ***Doctor of Philosophy, Curriculum and Instruction***

Boston College, Lynch School of Education, Chestnut Hill, MA.

* Dissertation topic: intersections of culture, language, and educational decision-making; collaboration between Somali-American families and autism educators in the IEP development process

2008, ***Master of Science, Applied Behavior Analysis (ABA)***

Northeastern University, Boston, MA.

* Thesis topic: establishing tokens as conditioned reinforcers for students with developmental disabilities

2001, ***Bachelor of Arts, Anthropology (major) and French (minor)***

Haverford College,Haverford, PA.

* 1999-2000, Exchange Student at Université Aix-Marseille, Aix-en-Provence, France
* Thesis topic: sociocultural perspectives on Haitian and Jamaican Creoles

**PUBLICATIONS**

*Refereed Journal Articles*

1. **Baker, D.**, McCabe, H., Kelly, M., and Jiang, T. (2020). “’100 Years from Now’: A Cross-Cultural Comparison of Parental Perspectives about Supports for Adults with Autism in the United States and China.” *Advances in Autism* [DOI: 10.1108/AIA-10-2019-0034](https://doi.org/10.1108/AIA-10-2019-0034)
2. **Baker, D.,** Ackerman, L.\*[[1]](#footnote-1), Pohl, P.\*, and Kim, H. (2019). “Somali American Boys with Autism: Examining Three Educational Transitions Through Capital Theory.” *Journal of International Special Needs Education.*
3. **Baker, D.,** Roberson, A., and Kim, H. (2018). “Autism and Dual Immersion: Sorting Through the Questions.” *Advances in Autism* 4(4), 174-183*.* [DOI: 10.1108/AIA-05-2018-0019](https://doi.org/10.1108/AIA-05-2018-0019)
4. **Baker, D.**,& Kim, H. (2018). “Unsettling the resettled: An intersectional analysis of autism in the Somali diaspora.” *Review of Disability Studies: An International Journal* 14 (1)*.*
5. **Baker, D**. (2017). “The language question: Considering three Somali-American students with autism.” *Multiple Voices for Ethnically Diverse Exceptional Learners* 17 (1), 20-38.
6. **Baker, D.**, and Scanlon, D. (2016). “Student perspectives on academic accommodations.” *Exceptionality* 24 (2), 93–108.
7. Higgins-Averill, O., **Baker, D.**,and Rinaldi, C. (2014). “A blueprint for effectively using RTI intervention block time.” *Intervention in School and Clinic* 50 (1), 29–38.
8. **Baker, D.** (2013). “Particular polyglots: Multilingual students and autism.” *Disability & Society* 28 (4), 527–541.
9. Scanlon, D., and **Baker, D.** (2012). “An accommodations model for the secondary inclusive classroom.” *Learning Disability Quarterly* 35 (4), 212–224.
10. Dudley-Marling, C., and **Baker, D.** (2012). “The effects of market-based school reforms on students with disabilities.” *Disability Studies Quarterly* 32 (2).
11. Peck, A., Albrecht, S. F., George, C. L., Mather, S. R., Paget, M., Ryan, J. B., White, R. B., and **Baker, D.** (2012). “Reflections on the future of the Council for Children with Behavioral Disorders: A response to Colvin, Forness, and Nelson.” *Behavioral Disorders* 37 (2) 123–125.
12. Peck, A., Albrecht, S. F., George, C. L., Mather, S. R., Paget, M., Ryan, J. B., White, R. B., and **Baker, D.** (2011). “New directions for CCBD? Three studies examining the future of the organization.”*Behavioral Disorders* 37 (1) 30–41.
13. Kim, H., Ruppar, A., **Baker, D.**, Kim, S., & Yu, B. (Under Review). “Interweaving, Disentangled: Korean American Students Go to College.
14. Kim, H. & **Baker, D.** (Under Review). “Predictive Relationships Between College Expectations and Enrollment Among Students with Autism.
15. Scanlon, D. Nannemann, A., & **Baker, D.** (Under Review). “Lessons From Research for Implementing An Instructional Accommodations Model in Secondary Inclusion.” *Learning Disabilities: A Multidisciplinary Journal*

*Book Chapters*

* **Baker, D.,** Jiang, J., Kim, H., McCabe, H., & Stanley, C. (In Process). “Working with Diverse Languages and Disability.” In Harkins, E. A., Fuller, M.C., & Brusnahan, L. S. (Eds.), *Diversity, Autism, and Developmental Disabilities: Guidance for the Culturally Responsive Educator* (pp.) Arlington, VA: Council for Exceptional Children.
* Carrero, K., **Baker, D**., & Fuller, M. (2019). “Working with Diverse Students.” In Shurr, J. C., Bouck, E. C., & Jimenez, B. A. (Eds.), *Educating Students With Intellectual Disability and Autism Spectrum Disorder, Book 2: Foundational Concepts for Leadership and Collaboration* (97-121)*.* Arlington, VA: Council for Exceptional Children.

*Nonrefereed Articles and Reports*

* Minahan, J., and **Baker, D.** (2015) “The skill-building lens: Helping students with challenging behaviors.” *Educational Leadership* 73 (2), 68–72.
* Rinaldi, C., **Baker, D.**, and Higgins-Averill, O. (2013). “The nexus of response to intervention (RtI) and the identification of specific learning disabilities (SLD).” Waltham, MA:Urban Special Education Leadership Collaborative, commissioned by the Massachusetts Department of Elementary and Secondary Education.
* Parker, C. E., Avery, M. P., **Baker, D.**, Fuxman, S., Lingan, A., Rinaldi, C., Sanchez, M. T., and Schamberg, M. (2012). “English language learners in Massachusetts: Identification, instruction, and challenges.” Waltham, MA: Education Development Center, commissioned by the Massachusetts Department of Elementary and Secondary Education.

*Book Reviews*

* **Baker, D**. (2019). Review of “Have Do Will Travel: A Poet’s Journey,” by Stephen Kuusisto. *Review of Disability Studies an International Journal* 15 (1).
* **Baker D.** (2018). Review of “To Siri with Love: A Mother, Her Autistic Son, and the Kindness of Machines,” by Judith Newman. *Review of Disability Studies: An International Journal* 14 (1)*.*
* **Baker, D.** (2014). Review of “A disability of the soul: An ethnography of schizophrenia and mental illness in contemporary Japan,” by Karen Nakamura. *Disability & Society* 29 (5), 834–836.
* **Baker, D.** (2014). Review of “The autistic brain: Thinking across the Spectrum,” by Temple Grandin and Richard Panek. *Disability & Society* 29 (1), 159–169.
* **Baker, D.** (2010). Review of “IEP and Section 504 Team Meetings…and the Law,” by Miriam Freedman. *Teaching Exceptional Children Plus* 6 (4), article 4.

*Manuscript in Preparation*

* **Baker, D.,** and Kim, H., Hardee, E.\*, Percoski, K.\*, & Ritter, S.\* “Inclusion of students with autism in a dual immersion program: A case study.”

**PRESENTATIONS**

*Papers*

**Baker, D.**, and Mendelson, L.\* (2016). “Serving Mennonite families of children with multiple disabilities,” St. Louis, MO, Council for Exceptional Children.

**Baker, D.**, and Scanlon, D. (2014). “Using accommodations takes ‘courage’: Beliefs and practices of secondary students with disabilities,” Philadelphia, PA, Council for Exceptional Children.

**Baker, D.**, Higgins-Averill, O., Rinaldi, C., and Sallis, K. (2013). “The nexus of MTSS and special education referral/eligibility processes: Comparing across states,” San Antonio, TX, Council for Exceptional Children.

Kim, H., and **Baker, D.** (2013). “Families of Asian children with autism,” San Antonio, TX, Council for Exceptional Children.

**Baker, D.**, and Scanlon, D. (2012). “Secondary accommodations: Fostering independent use and self-advocacy,” Denver, CO, Council for Exceptional Children.

**Baker, D.** (2010). “Mother tongue teaching in Africa: Benefits and barriers,” New York, NY, NYU International Education Conference.

**Baker, D.** (2005). “*Ataynee l’visa w l’passport*: Music and the Moroccan migrant myth,” Rabat, Morocco, Fulbright Grant Conference.

*Posters*

**Baker, D.,** McCabe, H., Kelly, M., & Jiang, T. (2019). “Imagining the future for adults with autism: Conversations in the US and China,” Seattle, WA, Council for Exceptional Children (CEC), Division on Career Development and Transition (DCDT).

Kim, H. & **Baker, D.** (2019). “Malleable predictors of college enrollment for students with autism,” Seattle, WA, Council for Exceptional Children (CEC), Division on Career Development and Transition (DCDT).

**Baker, D.** and Scanlon, D. (2018). “Assessing Self-Regulation of Cognitive Skills by Students with Learning Disabilities,” Tampa, FL, Council for Exceptional Children (CEC).

Pohl, P.,\*Ackerman, L.,**\*** and **Baker, D.** (2017). “Cross-Cultural Collaboration Between Mothers and Special Educators,” Atlanta, GA, TASH.

**Baker, D.,** Kelly, M., and McCabe, H. (2017). “Transition of Adults with Autism Spectrum Disorders in the U.S. and China: Lessons Across Cultures,” San Francisco, CA, International Society for Autism Research (INSAR).

**Baker, D.**, Kelly, M., and McCabe, H. (2016). “Cross-cultural case studies of transition for adults with autism: Experiences in the U.S. and China,” Myrtle Beach, SC, Council for Exceptional Children (CEC), Division on Career Development and Transition (DCDT).

**Baker, D.**, and Mendelson, L. (2016). “Dual immersion for students with disabilities,” St. Louis, MO, Council for Exceptional Children.

**Baker. D.** (2015). “Many voices at the table: Collaboration between families and teachers of students with autism,” Salt Lake City, UT, International Society for Autism Research.

Stringer-Keefe, E., Scanlon, D., and **Baker, D.** (2014). “How teachers provide accommodations in the inclusive classroom,” Philadelphia, PA, Council for Exceptional Children.

Scanlon, D., Stringer-Keefe, E., and **Baker, D.** (2013). “Validation of a student self-accommodation strategy,” Boston, MA, International Academy for Research in Learning Disabilities.

Parker, C., Rinaldi, C., and **Baker, D.** (2013). “English language learners with disabilities: A survey of the special education referral process and the role of RTI,” Boston, MA, International Academy for Research in Learning Disabilities.

Scanlon, D., **Baker, D.**, and Stringer-Keefe, E. (2013) “Investigating an accommodation strategy for high school students with high incidence disabilities,” San Francisco, CA, American Educational Research Association.

**Baker, D.** (2012). “Teaching culturally and linguistically diverse students with autism,” Denver, CO, Council for Exceptional Children.

**Baker, D.**, and Scanlon, D. (2011). “Learning how to identify and provide secondary classroom accommodations,” National Harbor, MD, Council for Exceptional Children.

**Baker, D.**, and Bruce, S. (2011). “Discrimination to categorization: Learning and language acquisition in students with severe disabilities,” National Harbor, MD, Council for Exceptional Children.

Stubits, A., **Baker, D.**, and Cochran, M. (2006). “Using a changing criterion design to increase in-seat behavior,” Atlanta, GA, Association for Behavior Analysis.

*Radio*

* “Thinking across the Spectrum Conference” (2015). *Connections with Evan Dawson*, WXXI News. <http://wxxinews.org/post/connections-thinking-across-spectrum-conference?>.

**AWARDS & FUNDING**

1. **Katherine Elliott Faculty Innovation Grant** (2018-2019, grant for exploratory work to design programming for pre-service teachers to connect with HWS alums in NYC and to visit urban public schools)
2. **HWS Faculty Research Grants**, 2017, 2018, & 2019
3. **Lynch School of Education Summer Dissertation Development Grant**  (dissertation research grant), Chestnut Hill, MA, summer 2013.
4. **Lynch School of Education Graduate Assistantship/Teaching Fellowship** (full tuition and annual stipend for doctoral study in Curriculum and Instruction), Chestnut Hill, MA, 2009–2013.
5. **Boston College Center for International Justice and Human Rights Summer Research Grant** (summer research grant), Lewiston, ME, 2011.
6. **Leadership Education in Neurodevelopmental Disabilities (LEND) Fellowship** (grant and 400-hour disabilities training program with a focus on clinical and policy implications), Children’s Hospital, Boston, MA, 2010–2011.
7. **May Institute Graduate Scholarship** (full tuition and annual stipend for master’s degree at Northeastern University), Boston, MA, 2005–2008.

**Fulbright Grant** (yearlong research grant), Rabat, Morocco, 2004–2005.

COURSES TAUGHT

*Hobart and William Smith Colleges, Geneva, NY.*

* EDUC 072: Teaching Students with Disabilities
* EDUC 074: Collaboration and Management
* FSEM 162: Narratives of Disability
* EDCU 203: Children with Disabilities
* EDUC 221: Understanding Autism
* EDUC 336: Understanding Learning Disabilities
* EDUC 377: Education and Diversity in US & NZ
* EDUC 420: Educational Research

*MAT Thesis Faculty Reader.*

* Ramistella, Jessica (2015)

*Lasell College, Newton, MA.*

SPED 721: Creating and Maintaining an Inclusive Classroom (hybrid: online/face-to-face course)

*Boston College Lynch School of Education, Chestnut Hill, MA.*

* ED 432: Graduate Inquiry Seminar, Two
* ED 431: Graduate Inquiry Seminar, One
* ED 374: Management of Behavior for Students with Severe Special Needs
* ED 373: Classroom Management

**PROFESSIONAL DEVELOPMENT WORKSHOPS (SELECTED)**

* Autism and Applied Behavior Analysis (ABA) training and support (The FIVE project, Shenyang and Anshan, China, June 2016)
* “Introduction to ABA” (Happiness House, Geneva, October 2015; November 2016)
* “Peer Assisted Learning Strategies (PALS), Supported Cloze Procedure, and Collaborative Strategic Reading (CSR): Training for K–8 Implementation” (Boston Public Schools Summer Professional Development Institute, August 2013)
* “We Teach Them to Read. We Teach Them to Write. Why Don’t We Teach Them How to Behave? The Direct Instruction of Social and Learning Behaviors” (Boston Public Schools Summer Professional Development Institute, August 2013)
* “Creating an Inclusive Educational Environment” (three-part series for Haynes Early Education Center, Boston Public Schools, June 2013)

**SERVICE TO THE UNIVERSITY & DEPARTMENT**

* Director of HWS Masters of Arts in Teaching (MAT) program (2018 – present)
* Member, Committee on Global Education (CoGE) (spring 2019)
* Chair, Child Advocacy Minor Committee, Hobart and William Smith Colleges (2017–2019); Member (2014–)
* Member, Education Department review III committee (2018)
* Mock Interviewer, HWS Fulbright practice sessions (2018)
* Panelist, Peace Corps recruitment evening
* Co-leader faculty development workshop on neurodiversity (2016)
* Consultant for inclusion and neurodiversity at HWS (2015- present)
* Education Department Representative, admitted students events (2015 – present)

Leader for Teacher Education Program (TEP) information sessions (2015 – present)SERVICE TO THE PROFESSION

* Treasurer of the Council for Exceptional Children’s (CEC’s) Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) (2016–2019)
* Reviewer for the International Society for Autism Research (INSAR) cultural diversity committee summer internship (2018)
* Member of the board of directorsof the Autism Center at Ontario ARC (2014–)
* Reviewer for manuscripts (*Exceptionality, Teaching Exceptional Children*, *International Journal of Disability, Development, and* Education, and *Journal of International Special Needs Education [JISNE], Advances in Autism*). Ongoing/intermittent.
* Reviewer for conference proposals (Council for Children with Behavior Disorders [*CCBD*], American Educational Research Association [*AERA*], and TASH). On-going/intermittent.

**CERTIFICATIONS & AFFILIATIONS**

* **Board Certified Behavior Analyst (BCBA),** since 2008
* **CEC,** member since 2009, including in these special interest divisions: Division on Autism and Developmental Disabilities (DADD) and Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)

**LANGUAGES**

* **French** (advanced speaking, reading, and writing)
* **Spanish** (intermediate speaking, reading, and writing)
* **Moroccan Arabic and Tashelheet [Berber]** (conversational)

1. \* denotes HWS student collaborator [↑](#footnote-ref-1)