

## **CURRICULUM VITA**

Joanna Cosbey, Ph.D., OTR

### **EDUCATION**

- 2007 Ph.D. Special Education University of Utah  
Emphases: Severe Disabilities; Early Childhood;  
Sensory Processing Disorders  
Dissertation: A Comparison of Social Participation Patterns  
between Children with and without Sensory  
Processing Disorders
- 2004 M.S. Special Education University of Utah  
Emphases: Severe Disabilities; Early Childhood  
Thesis: Increasing the Social Interactions between Students with  
Severe Disabilities and Their Peers in Inclusive Classrooms
- 1999 B.S. Occupational Therapy University of New Mexico

### **EMPLOYMENT**

- 2006-Present Assistant Professor, Department of Educational Specialties,  
Special Education Program  
University of New Mexico, Albuquerque, New Mexico
- 2005 Clinical Instructor, Division of Occupational Therapy  
University of Utah, Salt Lake City, Utah
- 2003-2006 Associate Instructor, Department of Special Education  
University of Utah, Salt Lake City, Utah
- 2000-2006 Occupational Therapist; Related Service Provider Specialist  
Murray City School District, Salt Lake City, Utah
- 2000-2006 Occupational Therapist  
Mountain Land Rehabilitation, Salt Lake City, Utah
- 2001-2003 Occupational Therapist  
Tooele County School District, Tooele, Utah

### **PROFESSIONAL LICENSE/REGISTRATION**

National Board of Certification for Occupational Therapy #1042818

### **PROFESSIONAL AFFILIATIONS**

Council for Exceptional Children  
Council for Exceptional Children-Division of Early Childhood  
Council for Exceptional Children-Council for Educational Diagnostic Services  
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## AWARDS AND HONORS

- 2002 Nomination for Utah Federation's Council for Exceptional Students  
Joanne Gilles Teacher of the Year Award
- 1994 University of New Mexico Regents' Scholarship

## SCHOLARSHIP

### Articles in Peer Reviewed Journals

- Evans-Cosbey, J.** & Johnston, S. (2006). Using a single-switch voice output communication aid to increase social access for children with severe disabilities in inclusive classrooms. *Research and Practice for Persons with Severe Disabilities, 31*, 144-156.
- Johnston, S. & **Evans, J.** (2005). Considering response efficiency as a strategy to prevent assistive technology abandonment. *Journal of Special Education Technology, 20*(3), 45-50.
- Johnston, S., Reichle, J., & **Evans, J.** (2004). Supporting augmentative and alternative communication use by beginning communicators with severe disabilities. *American Journal of Speech-Language Pathology, 13*(1), 31-43.
- Johnston, S., Nelson, C., **Evans, J.**, & Palazollo, K. (2003). The use of visual supports in teaching young children with autism spectrum disorder to initiate interactions. *Augmentative and Alternative Communication, 19*(2), 86-103.

### Articles Currently Submitted for Review or In Progress

- Cosbey, J.**, Johnston, S., & Dunn, M. L. (under review). *The social skills and problem behaviors of children with sensory processing disorders.*
- Cosbey, J.**, Johnston, S., & Dunn, L. (in progress). *Sensory processing disorders and social participation patterns.*
- Cosbey, J.**, Johnston, S., & Dunn, L. (in progress). *Activity preferences of children with sensory processing disorders.*

### Peer Reviewed Presentations at National Conferences

- Cosbey, J.** (2007, October). *An investigation of the social skills and behaviors of children with sensory processing disorders and their typically developing peers.* Poster session presented at the Council for Educational Diagnostic Services (CEDS) National Conference. New Orleans, LA.
- Johnston, S., McDonnell, A., Nelson, C., & **Cosbey, J.** (2006, February). *Enhancing sound-letter correspondence and early phonetic spelling skills in young children who use augmentative and alternative communication (AAC).* Poster session presented at the Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA.
- Evans, J.** & Johnston, S. (2004, February). *Increasing the social interactions of young students with severe disabilities in inclusive classrooms.* Poster session presented at the Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA.

## UNIVERSITY INSTRUCTION

### Courses Taught:

#### *Teaching Students with Intensive Communication Needs (SPCD 582)*

- University of New Mexico, Department of Educational Specialties, Special Education Program, Educational Diagnostician Preparation Program: Fall 2008

#### *Clinical Internship in Educational Diagnosis (SPCD 593)*

- University of New Mexico, Department of Educational Specialties, Special Education Program, Educational Diagnostician Preparation Program: Summer 2008

#### *Differential Diagnosis II (SPCD 567L)*

- University of New Mexico, Department of Educational Specialties, Special Education Program, Educational Diagnostician Preparation Program: Spring 2008

#### *Differential Diagnosis I (SPCD 566L)*

- University of New Mexico, Department of Educational Specialties, Special Education Program, Educational Diagnostician Preparation Program: Fall 2007

#### *Diagnosis of Multicultural Exceptional Children (SPCD 568L)*

- University of New Mexico, Department of Educational Specialties, Special Education Program, Educational Diagnostician Preparation Program: Spring 2007

#### *Teaching Students with Mental Retardation and Severe Disabilities (SPCD 452/552)*

- University of New Mexico, Department of Educational Specialties, Special Education Program: Spring 2007, Spring 2008

#### *Methods and Materials for Students with Mild Disabilities (SPCD 303)*

- University of New Mexico, Department of Educational Specialties, Special Education Program: Spring 2007

#### *Assessment for Diverse Exceptional Learners: Mental Retardation and Severe Disabilities (SPCD 527)*

- University of New Mexico, Department of Educational Specialties, Special Education Program: Fall 2006, Fall 2007

#### *Supporting Young Children with Developmental Delays in Natural Environments (SPED 5360/6360)*

- University of Utah, Department of Special Education: Spring 2006

#### *Occupations and Practice--Evaluations I (OCTH 6160)*

- University of Utah, Division of Occupational Therapy: Fall 2005

*Transdisciplinary Teaming for Students with Severe Disabilities (SPED 5260/6260)*

- University of Utah, Department of Special Education: Spring 2004, Spring 2005

*Electronic Communication Aids (SPED 6612/EDPS 6612)*

- University of Utah, Department of Special Education, Summer 2005, Summer 2006

*Augmentative and Alternative Communication Instructional Strategies (SPED 6613/EDPS 6613)*

- University of Utah, Department of Special Education, Summer 2005, Summer 2006

*Functional Communication and Language Development (SPED 5030/6030)*

- University of Utah, Department of Special Education: Summer 2003, Summer 2004, Fall 2004, Summer 2005.
- University of Utah, Department of Special Education Distance Education Program: Spring 2004, Summer 2004.

Guest Presentations in University Courses:

**Cosbey, J.** (Fall 2005). *Let's chat: An introduction to communication disorders and augmentative and alternative communication.* Guest lecture in SPED 3010/5010 (Human Exceptionality) at the University of Utah presenting information related to recognizing and developing interventions for children with communication disorders and children who use AAC systems.

**Cosbey, J.** (Spring 2005). *Feed me, Seymour!* Guest lecture in SPED 5350/6350 (Collaborative Early Intervention for Infants and Toddlers with Developmental Delays) at the University of Utah integrating aspects of typical oral-motor and feeding development, assessment of feeding disorders, and intervention strategies.

**PROFESSIONAL SERVICE**

**Cosbey, J.** (Fall 2008). *Making it work.* An invited presentation on student-centered planning and collaborative teaming for ancillary services providers, including a discussion about writing student centered, educationally relevant goals and promoting participation of all team members. Belen Consolidated School District, Belen, New Mexico.

**Cosbey, J.** (Spring 2008). *A gentle approach to eating.* An invited presentation for teachers and related service providers discussing mealtime issues, including typical development and specific issues related to children with

autism and sensory processing disorders. Albuquerque Public Schools, Albuquerque, New Mexico.

- Cosbey, J.** (Spring 2006). *An overview of the Alert Program*. A two-part in-service presentation for general education teachers and parents presenting the Alert Program, including an introduction to sensory integration and sensory processing, as well as hands-on activities designed to illustrate practical for supporting students' alertness in the general education classroom setting. Murray City School District, Murray, Utah.
- Evans, J.** (Spring 2005). *Sensory processing: Overview for teachers and parents*. Presentation for teachers and parents discussing the theoretical basis of sensory integration and strategies for coping with sensory processing differences at home and in the classroom. Murray City School District, Murray, Utah.
- Evans, J.** (Fall 2004). *Aided language stimulation*. Training and consultation on the use of aided language stimulation for children with severe communication delays in an inclusive early childhood education program. Murray Early Childhood Center, Murray, Utah.
- Evans, J. & Bultman, J.** (Spring and Fall, 2004). *Sensory modulation*. In-service on the theoretical basis of sensory integration and strategies for incorporating sensory modulation activities in the classroom. Murray City School District, Murray, Utah.
- Evans, J.** (Summer 2004). *Using natural environments to promote social initiations of students with severe disabilities*. Poster presentation for student poster session at the Effective Practices Conference. University of Utah, Salt Lake City, Utah.