

Heidi Bussey

3153 Navajo Ln, Provo, UT 84604 | (206) 369-0708 | hcbussey@gmail.com

Education:

PH.D. | 06/2018-12/2020 (IN PROCESS) | BRIGHAM YOUNG UNIVERSITY (BYU)

- Major: Educational Inquiry, Measurement and Evaluation (EIME)
- Minor: Social-Emotional Learning (Board Certified Behavior Analysis [BCBA] Verified Coursework Sequence)

M.ED. | 06/2008-06/2009 | UNIVERISTY OF WASHINGTON (UW)

- Major: Special Education
- Minor: Low-Incidence
- Related coursework: Behavior Analysis

BA | 09/2004-06/2008 | CENTRAL WASHINGTON UNIVSERSITY (CWU)

- Major: Elementary Education
- Minor: Teaching English to Speakers of Other Languages (TESOL)

Teaching Certifications:

- Utah State (Expiration 6/30/22)
 - Elementary Education 1-8
 - Special Education: Severe Disabilities K-12
 - English as a Second Language K-12
- Washington State (Expiration 6/30/25)
 - Elementary Education K-8
 - Special Education K-12
 - Teaching English to Speakers of Other Languages (TESOL) K-12

Publications:

Charlton, C. T., Kellems, R. O., Black, B., **Bussey, H. C.**, Ferguson, R., Goncalves, B., & Vallejo, S. (2020). Effectiveness of avatar-delivered instruction on social initiations by children with Autism Spectrum Disorder. *Research in Autism Spectrum Disorders, 71*.
<https://doi.org/10.1016/j.rasd.2019.101494>

Kellems, R. O., Cacciatore, G., Hansen, B. D., Sabey, C. V., **Bussey, H. C.**, & Morris, J. R. (2020). Effectiveness of video prompting delivered via augmented reality for teaching transition-related math skills to adults with intellectual disabilities. *Journal of Special Education Technology*.
<https://doi.org/10.1177/0162643420916879>

Skogly Kversøy, K., Kellems, R. O., Kuyini Alhassan, A. R., **Bussey, H. C.**, & Daae Kversøy, S. (2020). The emerging promise of touchscreen devices for individuals with intellectual

disabilities. *Multimodal Technologies and Interaction*, 4(4), 70.
<https://doi.org/10.3390/mti4040070>

Presentations:

Bussey, H. C., Kellems, R. O. (2018) *Push-in Model*. Webinar presented to the Utah School of Deaf and Blind, Provo, UT.

University Teaching Experience:

CPSE 300 EXCEPTIONAL STUDENTS: PRINCIPLES OF COLLABORATION | BYU | SPRING '19

- Student Rating: 4.7/5 (*out of 19/20 respondents*)

CPSE 453 CURRICULUM AND INSTRUCTION: SEVERE DISABILITIES | BYU | FALL '20

- Student Rating: 4.9/5 (*out of 14/15 respondents*)

CPSE 467 MENTORED FIELD EXPERIENCE: TEACHING STUDENTS WITH SEVERE DISABILITIES-ELEMENTARY | BYU | FALL '19

- Student Rating: 4.9/5 (*out of 14/15 respondents*)

CPSE 440 CURRICULUM AND INSTRUCTION: SECONDARY STUDENTS W/ DISABILITIES | BYU | WINTER '21

CPSE 447 MENTORED FIELD EXPERIENCE: TEACHING STUDENTS WITH SEVERE DISABILITIES-SECONDARY | BYU | WINTER '21

Professional Experience:

RESEARCH ASSISTANTSHIP | EDUCATOR PREPARATION PROGRAM (EPP) | 01/2010-6/2020

- Council for the Accreditation of Educator Program (CAEP) report statistics
- End-of-the-year BYU program statistics (program specific)

RESEARCH ASSISTANTSHIP | NEBO SCHOOL DISTRICT | 09/2019-12/2019

- Psychometric Analysis of Term 1 Benchmark Assessments (Grades 1-12: Math and Social Studies)
 - Item Response Theory (IRT)
 - Aligning Student Learning Objectives (SLO) to the Utah Core Standards

RESEARCH ASSISTANTSHIP | BYU CPSE DEPARTMENT | 09/2018-12/2019

- Member of Research Committee.
- Pilot study on teaching emotions to students who have ASD using live animation/an avatar
- Peer-reviewed article critiques

Certificated Teaching Experience:

SPECIAL EDUCATION COORDINATOR | BELLEVUE SCHOOL DISTRICT | 09/2014-06/2017

- Member of the Leadership Advisory Team (15 total members)
- Mentored and supervised new teachers (first-year teachers or new to the district)

- Coached teachers in aligning IEP (Individualized Education Program) goals to Common Core Standards
- Led IEP monthly writing workshops
- Reviewed IEP compliance
- Calculated/developed Safety Net grant award (\$2.3 million in 2016)
- Developed Alternative Assessment Graduation Requirement training for teachers (Off-level assessments and/or Developmentally Appropriate Proficiency Exam [DAPE])
- Case Manager for students in private placement (DHH [Deaf or Hard-of-Hearing] and/or EBD [Emotional and Behavior Disorders])
- Collaborated with MDT (multidisciplinary team)/IEP teams to plan short and/or long-term special education services
- Oversaw entire WA-AIM (WA-Access to Instruction & Measurement) process (low-incidence special ed. portfolio), including, but not limited to: Developing training, coaching, aligning goals/objectives to Common Core State Standards (CCSS), assessing students, reviewing/editing portfolios for compliance, and submitting portfolios to Washington state
- Developed budget proposals

ESY (EXTENDED SCHOOL YEAR) COORDINATOR | BELLEVUE SCHOOL DISTRICT | 06/2016-08/2016

- Determined student placement in classrooms for ESY
- Interviewed potential teacher/support staff candidates
- Assisted teachers/support staff as needed
- Reviewed ESY progress reports for accuracy

CLINICAL SUPERVISOR| APPLE CONSULTING | 06/2011-06/2014

- Coached, mentored and supervised program managers/therapists
- Conducted field observations and hands-on training with program managers/therapists
- Quarterly formal evaluations to program managers/therapists and provided constructive feedback
- Developed technical ABA programs, oversaw implementation and monitored progress of programs
- Analyzed data and overall progress—made data-based decisions/modifications to promote maintenance and generalization of skills
- Developed treatment plans (Assessment of Basic Language and Learning Skills-Revised [ABLLS-R]) and submitted necessary documents to insurance authorization
- Conducted functional behavior assessments (FBA) for problem behaviors
- Developed behavior intervention plans (BIP) to decrease problem behaviors while implementing protocols to increase skill acquisition
- Set up token economies as a system for providing positive reinforcement (with fading schedule of reinforcement)
- Provided parent training and consultation
- Led weekly check-ins and monthly team meeting
- Partnered with IEP teams/private therapists to ensure comprehensive care
- Ensured consistent implementation of clinical programs, objectives, standards, policies, procedures and practices

- Provider under the Microsoft Autism Benefit

LOW-INCIDENCE SPECIAL EDUCATION TEACHER| NORTSHORE SCHOOL DISTRICT | 09/2008-06/2011

- Taught Intermediate (3rd-4th grade), Low-Incidence Special Education
- Demonstrated knowledge of special education regulations and participated in MDT meetings for three-year reevaluation
- Developed compliant IEPs
- Made data-based decisions to promote maintenance and generalization of learned goals
- Implemented appropriate IEPs with goals/objectives connected to the CCSS
- Coordinated with support staff, parents, general education teachers, community resources and special services in the development of IEPs
- Assisted general education teachers with techniques of instructional programming and adapting materials for students of varying abilities
- Became familiar with a wide variety of techniques/curriculum including, but not limited to, behavior analysis, direct instruction, co-teaching, individualized curriculum and materials, social skills, and self-help
- Instructed students in adaptive and life skills using natural environments
- Planned instructional programming designed to meet individual student needs, prepared lesson plans, and fostered an educational environment conducive to the learning of diverse students
- Trained in de-escalation strategies (Right Response)
- Compiled portfolios for Washington State Alternative Assessment System (WAAS)

ESY LOW-INCIDENCE SPECIAL EDUCATION TEACHER| NORTSHORE SCHOOL DISTRICT | SUMMER 2008 AND 2009

- Assisted student in retaining IEP goals/objectives throughout the summer
- Implemented curriculum, instruction and assessment with appropriate materials
- Made data-based decisions
- Collaborated with parents and staff about student achievement

LOW-INCIDENCE SPECIAL EDUCATION PARAEDUCATOR| NORTSHORE SCHOOL DISTRICT | 06/2005-12/2007

- Assisted in a Primary (K-1st grade), Low-Incidence, Special Education Classroom
- Worked collaboratively as part of a classroom team (1 teacher, 2 paraeducators, 8-10 students)
- Worked 1:1/small groups with students to achieve IEP progress
- Supported special education students while in the general education setting (mainstreaming and push-in)

Practicum Experience:

SPECIAL EDUCATION STUDENT TEACHING | NORTSHORE SCHOOL DISTRICT | 03/2009-06/2009

- Primary (1st-2nd grade), Low-Incidence, Special Education Classroom

SPECIAL EDUCATION PRACTICUM| NORTSHORE SCHOOL DISTRICT | 01/2009-03/2009

- High School (10th-11th grade), Moderate/Low-Incidence, Special Education Classroom

SPECIAL EDUCATION PRACTICUM | SEATTLE PUBLIC SCHOOL DISTRICT | 01/2009-03/2009

- EEU (Experimental Education Unit), Blended Preschool Classroom

SPECIAL EDUCATION PRACTICUM | NORTSHORE SCHOOL DISTRICT | 09/2008-12/2008

- Intermediate (5th-6th Grade), Low-Incidence, Special Education Classroom

GENERAL EDUCATION STUDENT TEACHING | NORTSHORE SCHOOL DISTRICT | 09/2008-12/2008

- Intermediate (5th Grade), General Education Classroom

TESOL PRACTICUM | EDMONDS SCHOOL DISTRICT | 09/2008-12/2008

- Intermediate (3rd Grade), General Education Classroom