

Renáta Tichá, PhD

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Education

- **PhD in Educational Psychology**, Special Education Programs, University of Minnesota, 2008
- **MEd in Special education** with specialization in developmental disabilities, Special Education Programs, Educational Psychology, University of Minnesota, 2002
- **BSc in Psychology**, Roehampton Institute London, University of Surrey, UK, 1998
- **Extra Mural Diploma in Psychology**, Birkbeck College, University of London, UK, 1996

Professional Experience

- **Research associate** at the University of Minnesota's Institute on Community Integration (2008-current)
- **Research Director** at the Institute on Community Integration (ICI), Summer 2018 to current
- **Director** of the *Global Resource Center for Inclusive Education* at the Institute on Community Integration, University of Minnesota, Summer 2014 to current
- **Grants and Contracts Coordinator** in the *Office of International Initiatives and Relations* at the College of Education and Human Development (CEHD), University of Minnesota, Fall 2014 to 2016
- **Research fellow** on grants *Research Institute on Progress Monitoring* (RIPM) – significant cognitive disabilities, and *Demonstrating Progress Monitoring* (DPM), Summer 2006 to Fall 2007

Recent Consultation Activities

- Conducting workshops on instructional strategies and assessment for inclusive classroom at the National Institute for Empowerment of Persons with Multiple Disabilities, Chennai, India (May, 2019)
- Conducting workshops in *instrucational strategies for inclusive education* at a Summer School on Inclusive Education in Vyhoda, Ukraine (June, 2018)
- Conducting workshops on different aspect of *inclusive education* at Masaryk University, Brno, Czech Republic (August, 2017)
- Conducting a workshop titled *Research Methods and Data Analysis in Education* and providing technical assistance on inclusive education practices for Armenian State Pedagogical University, Yerevan, Armenia (June-July, 2017)
- Technical assistance for different divisions of the Minnesota Department of Human Services on the *development of outcomes measures* for people with disabilities (July 2016 -)
- Expert input on *inclusive education institutions that support school and early childhood workforce capability* for the Nous Group in Australia (April, 2016)

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- Technical assistance on a *School and Classroom Inclusion Guide* for RTI International and USAID (July-September, 2015)
- Technical assistance on inclusion to *Spero Academy*, a public K-5 elementary charter school in MN that prides itself in being a national model of inclusive and tailored education for all children with an emphasis on individual attention (January-August, 2015)
- Contributing expertise to a national policy brief titled *Home and community-based services: creating systems for success at home, at work and in the community* for the National Council on Disability, Washington, D.C. (September-December, 2014)
- Conducting a workshop titled *Findings and developments in measuring progress of students with significant cognitive disabilities* for the Shawnee Mission School District, Shawnee Mission, KS (September, 2013)
- Conducting a workshop titled *Findings and developments in measuring Progress of "hard-to-measure" student populations* for the Northwestern Illinois Association, Galena, IL (October, 2012)

Honors

- **M.Ed. Award of Recognition** for commitment to profession and community, University of Minnesota, 2002
- **Rising Alumni Award** for early career distinction, emergin leadership and exceptional volunteer service in the community, University of Minnesota, 2018
- **NARRTC Commendation Award** in recognition of your important contributions that have strategically advanced the field of disability, 2019

Language Proficiency

- Czech (5-native)
- English (5- bilingual)
- Russian (3)

Professional Training

- *Learning to Talk by Talking*, Harvard Graduate School of Education, Programs in Professional Education, On-line module, December 10-18, 2015
- *IES Summer Training Institute in Cluster Randomized Trials* sponsored by the National Center for Education Research, Nashville, TN, June 21-July2, 2009
- *Pre-Elementary Educational Longitudinal Study (PEELS) Data Training Seminar* sponsored by the National Center for Special Education Research, Institute of Education Sciences 9 (IES), Washington, DC, January 13-15, 2009

Teaching Experience

- EPSY 5621 - Academic Instruction for Students with Intellectual Disabilities
 - Spring 2010
- EPSY 5613 – Foundations of Special Education I: Working as Collaborative Problems Solvers to Meet the Needs of All Learners
 - Spring 2011
- EPSY 5616 – Applied Behavior Analysis and Classroom Management
 - Fall 2012, Spring 2013

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- CEHD 3100 - Special Topics in International Education: Global Trends in Youth Leadership Development & Inclusive Service Learning: Developing solutions to current global problems
 - Fall 2013, Spring 2014
- CPSY 4313W - Disabilities and Development
 - Spring 2018, 2019, 2020
- EPSY 5016 - Teaching Students with Special Needs in Inclusive Settings
 - Fall 2018, Spring 2019, Fall 2019

Current Graduate Advising Experience

- Doctoral student in Health Science at the University of Sydney, Australia – 2016 to current
- Doctoral student in Special Education at Avinashilingam University for Women, India - 2017
- MA student in Special Education at the University of Minnesota - 2018
- EDS student in School Psychology at the University of Minnesota – 2018-2019

Research Support: Current and Recent Awarded Grants and Cooperative Agreements

Position	Project Title	FTE	Funding	Date
Principal Investigator	Ecological Momentary Assessment of Leisure Activity Participation Among Adults with Autism Spectrum Disorders	.05	\$25,000	2020-2021
Principal Investigator (subaward)	Improving Self-determination of Students with Intellectual and Developmental disabilities in Wisconsin (Tommy G. Thompson Center on Public Leadership)	.10	\$100,000	2019-2020
Principal Investigator	Developing Leadership Capacity in Inclusive Education: A U.S. - Ukrainian Partnership (US Embassy in Kiev)	.03	\$24,000	2019-2020
Co-Principal Investigator	ESRC-GCRF Inclusive Employment and Social Participation Project in Bhutan	.10	\$500,000	2018-2020
Investigator (PI/co-PI on 3 studies)	Research and Training Center on Community Living: National Core Indicators, Smart Home Technologies (IDD, aging), Workforce	.20	\$875,000/yr.	2018-2022
Co-Principal Investigator	Evaluating the Fidelity of Program Implementation of the MN Special Olympics Three Pillars Unified Program	.10	\$15,000	2019-2020
Principal Investigator	Community Participation and Employment as Strategies for Social Inclusion: U.S.-Russia Dialogue (Eurasia Foundation)	.10	\$ 29,464	2018-2019
Principal Investigator	Developing Systems to Support the Employment and Community Inclusion of Young Adults with Disabilities: A U.S. - Russian Dialogue (US Embassy in Moscow)	.10	\$100,000	2017-2018
Principal Investigator	US Embassy Small Grants Program: Project SPICES: Supporting Practices for Increased Inclusion in the Czech Republic Educational	.05	\$5,000	2017-2018

	System			
Co-Principal Investigator	2016 Americans with Disabilities Act (ADA) Anniversary Program: University of Minnesota's Partnership with India, Kazakhstan, Armenia, & Ukraine (U.S. Department of State)	.15	\$500,000	2016-2017
Co-Principal Investigator	Evaluating the Effectiveness of CareProfiler Post-Hire System for Staff Supporting People with Disabilities and Age-Related Support Needs: Cluster Randomized Control Trial (NIDILRR)	.20	\$600,000	2016-2019
Principal Investigator	Enhancing the inclusion of children and youth with disabilities in Armenia: University of Minnesota - Armenian State Pedagogical University partnership (UNICEF Armenia)	.10	\$184,000	2016-2018
Investigator (PI on 2 studies)	Research and Training Center on Home and Community Based Services Outcome Measurement (NIDILRR): <ul style="list-style-type: none"> • Gap Analysis between HCBS Domains and Subdomains and Existing Measures • Ascertaining the Reliability, Validity and Sensitivity to Change of Measures of Critical Person-Centered HCBS Outcome Measures 	.25	\$875,000/yr.	2015-2019
Principal Investigator	Field Initiated Projects Program: National Core Indicators: Advance Exploration of Factors Affecting Quality of Life Outcomes of Adults with Intellectual Disabilities (NIDILRR)	.31-35	\$200,000/yr.	2015-2018
Investigator (PI on this sub-study)	National Core Indicators (NCI) Study of Community Living Outcomes, Research and Training Center on Community Living (NIDILRR)	.20	\$875,000/yr.	2013-2018
Investigator (co-PI on this sub-study)	Supporting Self-Determination of Adults and Transition-Age Youth within the Family Context, Research and Training Center on Community Living (NIDILRR)	.15		

Selected Recent Peer-Reviewed Publications

- Houseworth, J., Stancliffe, R., & Tichá, R. (2019). Examining the National Core Indicators' Potential to Monitor Rights of People with Intellectual and Developmental Disabilities According to the CRPD. *Journal of Policy and Practice in Intellectual Disabilities, 16(4)*, 342-351.
- Qian, X., Larson, S. A., Tichá, R., Stancliffe, R.J., Pettingell, S. (2019). Active Support Training, Staff Assistance, and Engagement of Individuals with Intellectual and Developmental Disabilities in the U.S.: Randomized Controlled Trial. *American Journal on Intellectual and Developmental Disabilities, 124(2)*, 157-173.
- Tichá, R., Qian, X., Stancliffe, R.J., Larson, S., & Bonardi, A. (2018). Alignment between the Convention on the Rights of Persons with Disabilities and the

- National Core Indicators. *Journal of Policy and Practice in Intellectual Disabilities*, 15(3), 247-255.
- Tichá, R., Abery, B., & Kincade, L. (2018). Educational Practices and Strategies that Promote Inclusion: Examples from the U.S. *Social Education*, 6(2), 43–62.
 - Houseworth, J., Stancliffe, R.J., & Tichá, R. (2018). Individual and state factors in predicting choice for people with IDD using NCI data. *Research in Developmental Disabilities*, 83, 77-90.
 - Cardona, C.M., Tichá, R., & Abery, B. (2018). Exploring Education for Diversity in Initial Teacher Preparation Programs: A Comparative International Study. *Journal of e-Learning and Knowledge Society*, 14(2).
 - Abery, B., Tichá, R., & Kincade, L. (2017). Moving toward an inclusive education system: Lessons from the U.S. and their potential application in the Czech Republic and other Central and Eastern European countries. *Social Education*, 5(1), 48-62.
 - Quian, X., Tichá, R., & Stancliffe, R. (2017). Contextual Factors Associated with Implementing Active Support in Community Group Homes in the United States: A Qualitative Investigation. *Journal of Policy and Practice in Intellectual Disabilities*, 14(4), 332-340.
 - Stancliffe, R. J., Tichá, R., Larson, S. A., Hewitt, A. S., & Nord, D. (2015). Responsiveness to self-report interview questions by adults with intellectual and developmental disability. *Intellectual and Developmental Disabilities*, 53(3), 163–181.
 - Quian, X., Tichá, R., Larson, S., Stancliffe, R., Wuorio, A., (2014). The impact of individual and organizational factors on engagement of individuals with intellectual disability living in community group homes: a multilevel model. *Journal of Intellectual Disability Research*, 59(6), 493-587.
 - Tichá, R., Hewitt, A., Nord, D., & Larson, S. (2013). System and individual outcomes in services and support for people with IDD and their predictors. *Intellectual and Developmental Disabilities*, 51(5), 298-315.
 - Tichá, R., Lakin, K.C., Larson, S., & Stancliffe, R., Taub, S., Engler, J., Bershady, J., & Moseley, C. (2012). Correlates of everyday choice and support-related choice for 8,892 randomly sampled adults with intellectual and developmental disabilities in 19 states. *Intellectual and Developmental Disabilities*, 50(6), 486-504.
 - Bershady, J., Taub, S., Engler, J., Moseley, C.R., Lakin, K.C., Stancliffe, R.J., Larson, S., Tichá, R., Bailey, C., & Bradley, V. (2012). Place of residence and preventive health care for intellectual and developmental disabilities services recipients in 20 states. *Public Health Reports*, 127, 475-485.
 - Wallace, T., Tichá, R., & Gustafson, K. (2010). Technical characteristics of general outcome measures (GOMs) in reading for students with significant cognitive disabilities. *Reading & Writing Quarterly*, 26(4), 333-360.

Abstracts in Peer Reviewed Publications

- Tichá, R. & Abery, B. (2012). An eco-behavioral approach to understanding factors associated with the exercise of self-determination [Abstract]. *Journal of Intellectual Disability Research*, 56(7-8), 812.
- Abery, B. & Tichá, R. (2012). Direct support professionals: core competencies and their impact on self-determination [Abstract]. *Journal of Intellectual Disability Research*, 56(7-8), 772.

- Stancliffe, R. J., Lakin, K.C., Larson, S., Engler, J., Taub, S., Fortune, J., & Tichá, R. (2010). Adults with Down syndrome who use US developmental disabilities service systems [Abstract]. *Journal of Applied Research in Intellectual Disabilities*, 23(5), 482.

Books

- Tichá, R. (Ed.). *Handbook on Community Living and Employment* [with Russia]. Minneapolis, MN, USA: University of Minnesota; Moscow, Russian Federation: Life Route Foundation.
- Tichá, R., Abery, B., Johnstone, C., Poghosyan, A., & Hunt, P. (Eds.) (2018). *Inclusive Education Strategies: A Textbook*. Minneapolis, MN, USA: University of Minnesota; Yerevan, Armenia: UNICEF Armenia & Armenian State Pedagogical University.

Book Chapters

- Tichá, R., Telna, O., Šiška, J., Klapko, D., & Kincade, L. (2020). Choices, Preferences and Disability: A View from Central and Eastern Europe. In Stancliffe, R.J., Wehmeyer, M.L., Shogren, K.A., & Abery, B.H. (Eds.). *Choice, Preference, and Disability: Promoting Self-Determination Across the Lifespan*. New York: Springer.
- Tichá, R., Goodnight, B., Wilson, E., & Hewitt, A.S. (2019). Outcomes for Quality of Life: Practices that Promote Quality Outcomes. In Hewitt, A.S., & Nye-Lengerman, K.M. (Eds.). *Community Living and Participation for People With Intellectual and Developmental Disabilities*. AAIDD.
- Abery, B., & Tichá, R. (2018). Development of a Formative Assessment System within a Cross-Cultural Context. In Hamre, B., Morin, A., & Ydesen, C. (Eds.). *Testing Technologies and Practices as Part of a Democratic and Inclusive School: International Challenges and Opportunities*. New York: Routledge.
- Tichá, R., & Abery, B. (2015). Beyond the large-scale testing of basic skills: using formative assessment to facilitate learning. In Smith, W.C. (Ed.), *The Global Testing Culture: Shaping Education Policy, Perceptions, and Practice*. Oxford: Symposium Books.
- Wallace, T. & Tichá, R. (2012). Extending curriculum-based measurement to assess performance of students with significant cognitive disabilities. Measure of Success. In Espin, C., Rose, S., McMaster, K., & Wayman, M.M. (Eds.). *A Measure of Success: How Curriculum-Based Measurement has Influenced Education and Learning*. Minneapolis, University of Minnesota Press.
- Wallace, T., Marston, D., Tichá, R., Lau, M., & Muyskens, P. (2011). Evaluation of Implementation (Chapter 10). In Shapiro, E., Zigmund, N., Wallace, T., & Marston, D. (Eds.), *Models for Implementing Response to Intervention: Tools, Outcomes, and Implications*. New York: The Guilford Press.

Recent Technical Reports

- Tichá, R., Houseworth, J., & Stokes, K. (2018). *NCI-ACS background study*. University of Minnesota, Minneapolis: Institute on Community Integration.
- Tichá, R. & Wallace, T. (2010). *Technical Characteristics of General Outcome Measures (GOMs) in Mathematics for Students with Significant Cognitive Disabilities* (Report No. 37). University of Minnesota, Minneapolis: Research Institute on Progress Monitoring.

Policy Briefs and Reports

- Martinis, J., Shogren, K., Tichá, R., & Abery, B.H. (2019). Feature Issue on Self-Determination and Supported Decision-Making for People with Intellectual, Developmental, and Other Disabilities. *Impact*, 32(1): Minneapolis: University of Minnesota, Institute on Community Integration.
- Smith, J., Houseworth, J. Ajaj, R. & Tichá, R. (2018). *Where people live and the choices they make. Infographic.* University of Minnesota, Institute on Community Integration.
- Houseworth, J., Tichá, R., Smith, J., & Ajaj, R. (2018). Developments in living arrangements and choice for persons with intellectual and developmental disabilities. *Policy research brief*, 27(1). Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- Anderson, L., Stancliffe, R., & Tichá, R. (2018). *People with Intellectual Disabilities and Obesity. Infographic.* Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- Bulat, J., Hayes, A. M., Macon, W., Tichá, R., & Abery, B. H. (2017). *School and classroom disabilities inclusion guide for low- and middle-income countries.* In RTI Press Publication. (Report No. OP-0031-1701). Research Triangle Park, NC: RTI Press.
- Bradley, V., Fay, M.L., Giordano, S., Melda, K., Smith, D., Ficker-Terrill, C., & Tichá, R. (2015). 25 years after ADA: what story does the data tell? *Impact: Feature Issue on the ADA and People with Intellectual and Developmental Disabilities*, 28(1). Minneapolis, MN: Institute on Community Integration, University of Minnesota.
- Moseley, C., Walker, P., Cichocki, B., Tichá, R., Taylor, S., & Sowers, M., (2015). Home and community-based services: creating systems for success at home, at work and in the community. *Final Report.* Washington, D.C.: National Council on Disability.
- Nord, D., Kang, Y., Tichá, R., Hamre, K., Fay, M., & Mosley, C. (2014). Residential size and individual outcomes: An assessment of existing National Core Indicators research. *Policy Research Brief*, 24(3). Minneapolis, MN: Research and Training Center on Community Living, University of Minnesota.

Manuscripts Accepted for Publication

- Cherry, E., Stancliffe, R.J., Emerson, E., & Tichá, R. (2020). *Policy implications, eligibility and demographic characteristics of people with intellectual disability who access self-directed funding in the United States.* Journal of Intellectual Disability. Manuscript accepted for publication.

Recent Selected Paper Presentations

- Abery, B., Tichá, R., Rizzolo, M.K., & Bourne, M.L. (2019). *Recent Advancements in HCBS Quality Measure Development.* Paper presented at the HCBS Conference, Baltimore, Maryland.
- Tichá, R. & Abery, B. (2019). *Findings and Developments in Measuring Progress of Students with Significant Cognitive Disabilities.* Paper presented at a meeting of the IASSID Conference, Glasgow, Scotland.

- Abety, B., Tichá, R. & Bonardi, A. (2019). *Outcome Measurement in the U.S. for persons with IDD: Current Status and Development of Person-Centered Measures*. Paper presented at a meeting of the IASSID Conference, Glasgow, Scotland.
- Abery, B. & Tichá, R. (2019, May). *Employment: Important Outcome of Community Living*. Paper presented at a Summit on Employment for People with Disabilities in Bhutan, Thimphu, Bhutan.
- Tichá, R. & Abery, B. (2019, June). *Challenges and Opportunities for People with IDD in Post-Soviet Countries*. Paper presented at the AAIDD conference, Minneapolis, MN.
- Tichá, R. & Abery, B.H. (2018, November). *Resources to Support inclusive Education Response to Intervention*. Paper presented at the Promoting Inclusion in Ukraine: An International Conference. Ivano-Frankivsk, Ukraine.
- Tichá, R. & Abery, B. (2019, January). *Advances in Community Living: A U.S. Model*. Paper presented at "From Birth to Adulthood" Anniversary International Conference of Center for Curative Pedagogics, Moscow, Russian Federation.
- Abery, B. & Tichá, R. (2019, January). *Supporting Social and Community Inclusion*. Paper presented at "From Birth to Adulthood" Anniversary International Conference of Center for Curative Pedagogics, Moscow, Russian Federation.
- Tichá, R. & Abery, B. (2018, October). *Findings and Developments in Measuring Progress of Students with Significant Cognitive Disabilities*. Paper presented at the Summit on Inclusion, Aalborg, Denmark.
- Abery, B. & Tichá, R. (2018, November). *The Rewards and Challenges of International Work: A Focus on Supporting Inclusion*. Paper presented at the AUCD conference, Washington, DC.
- Tichá, R. & Abery, B. (2018, August). *Next Steps in Quality Measurement*. Paper presented at the Reinventing Quality Conference, Baltimore, MA.
- Tichá, R. & Abery, B. (2018, June). *Instructional Strategies for Inclusive Education*. Paper presented at a Summer School on Inclusive Education, Vyhoda, Ukraine.
- Abery, B. & Tichá, R. (2017, July). *Self-Determination as a Guiding Principle for the Delivery of Services to Persons with Disabilities*. Paper presented at Talks on citizenship, inclusion and self-determination of persons with disabilities, Jerusalem, Israel.
- Tichá, R. & Abery, B. (2017, June). *RTI implementation in South Indian schools: What do the data show?* Paper presented at the European Educational Research Association (EERA), Copenhagen, Denmark.
- Tichá, R. (2017, August). *National Core Indicators (NCI) Background Study - Update*. Paper presented at the NCI Annual Meeting, Scottsdale, AZ.
- Tichá, R. & Abery, B. (2017, February). *Findings and Developments in Measuring Progress of Students with Significant Cognitive Disabilities in the US*. Paper presented at the The U.S.-Russia Social Expertise Exchange (SEE) Special Initiative on Disabilities Festival, New York.
- Tichá, R. & Abery, B. (2016, June). *RTI implementation in Coimbatore model schools: What do the data show?* Paper presented at the International Summit on Inclusion and Response to Intervention, Coimbatore, Tamil Nadu, India.
- Tichá, R. (2016, August). *National Core Indicators (NCI) Background Study*. Paper presented at the NCI Annual Meeting, Baltimore, MD.

- Abery, B., Vijayan, P., Tichá, R., & Naomi, V. (2016, June). *Response to Intervention (RTI) in India: Implementing RTI in Schools with Limited Resources*. Paper presented at the International Summit on Inclusion and Response to Intervention, Coimbatore, Tamil Nadu, India.
- Tichá, R. & Abery, B. (2016, March). *Beyond The Large-Scale Testing of Basic Skills: Using Formative Assessment to Facilitate Student Learning*. Paper presented at the 60th Annual Conference of the Comparative and International Education Society, Washington, DC.
- Abery, B. & Tichá, R. (2016, March). *Progress Monitoring for Students with Significant Cognitive Disabilities (SCD) in the US and the Russian Federation*. Paper presented at the 60th Annual Conference of the Comparative and International Education Society, Washington, DC.
- Tichá, R., Abery, B., & Janebová, E. (2016, February). *Building a Community of Learning on Inclusive Education*. Paper presented at the XVII. International conference of Issues Related to Persons with Disabilities, Olomouc, Czech Republic.
- Mamaeva, A., Tichá, R., & Abery, B. (2015, October). *Monitoring of Students with Moderate and Severe Disabilities: Example of Reading and Pre-Reading*. Paper presented at the All Russian Summit of Defectologists, Moscow, Russia.
- Mamaeva, A., Tichá, R., & Abery, B. (2015, November). *Progress Monitoring of Students with Moderate and Severe Disabilities: Russian and US Approaches*. Paper presented at the VIII. International Conference on Comprehensive Support for People with ASD, Krasnoyarsk, Russia.
- Abery, B.H. & Tichá, R. (2015, June). *International Inclusive Service Learning to Support Positive Outcomes for Students with Disabilities*. Paper presented at the 14th Biennial Conference of the International Association of Special Education Wroclaw, Poland.
- Tichá, R. & Abery, B.H. (2015, June). *Implementing Response to Intervention in Elementary Schools in Tamil Nadu, India*. Paper presented at the 14th Biennial Conference of the International Association of Special Education Wroclaw, Poland.
- Bulat, J., Randolph, E., Tichá, R., & Abery, B.H. (2015, June). *Inclusiveness in Teaching and Learning Materials in the Global Context*. Paper presented at the 14th Biennial Conference of the International Association of Special Education, Wroclaw, Poland.
- Abery, B.H. & Tichá, R. (2015, July). *National Workshop on Implementing Response to Intervention: Multi-Tiered Support System for Learners*. Obama-Singh 21st Century Knowledge Initiative, Avinashilingam University, Coimbatore, India.
- Tichá, R., & Abery, B. (2015, June). *Research Methodology and Data Analysis Workshop for Members of Faculty of Education*. Avinashilingam University, Coimbatore, India.
- Tichá, R., & Abery, B. (2015, March). *Implementing Response to Intervention (RTI) in Elementary Schools in Tamil Nadu, India*. Paper presented at the 59th Annual Conference of the Comparative and International Education Society, Washington, DC.
- Tichá, R., & Abery, B. (2015, January). *Phonetic Approach to Teaching Reading in US Schools*. Paper presented at a Stakeholders' Meet of the Obama-Singh 21st Century Knowledge Initiative, at Avinashilingam University, Coimbatore, India.

- Tichá, R., & Abery, B. (2014, March). *Response to Intervention (RTI): Assessment, Progress Monitoring and Data Literacy*. Paper presented for participants of the Obama-Singh 21st Century Knowledge Initiative, at Avinashilingam University, Coimbatore, India.
- Tichá, R. (2013, November). *Promoting Quality in an Inclusive and Diverse World*. Paper presented at a meeting of the Association of University Centers on Disabilities, Washington, DC.
- Tichá, R., & Abery, B. (2013, November). *Findings and Developments in Measuring Progress of Students with Significant Cognitive Disabilities*. Paper presented at a meeting of the Krasnoyarsk State Pedagogical University, Krasnoyarsk, Russia.
- Abery, B., & Tichá, R. (2013, November). *Inclusive Service Learning: The Together We Make a Difference ISL Program*. Paper presented at a meeting of the Krasnoyarsk State Pedagogical University, Krasnoyarsk, Russia.
- Tichá, R. & Abery, B. (2013, July). *Progress monitoring for students with significant cognitive disabilities*. Paper presented at the meeting of the 13th Biennial Conference of the International Association of Special Education, Vancouver, British Columbia, Canada.
- Abery, B. & Tichá, R. (2013, July). *An inclusive Service Learning Program for high-school youth with and without disabilities*. Paper presented at the meeting of the 13th Biennial Conference of the International Association of Special Education, Vancouver, British Columbia, Canada.
- Tichá, R., Larson, S., & Qian, X. (2013, June). *Levels of engagement of individuals with intellectual and developmental disabilities living in community group homes*. Paper presented at the annual meeting of the Minnesota Age & Disabilities Odyssey, Duluth, MN.
- Tichá, R. & Therrien, B. (2011, July). *Learning in the Field: Experiences of Leadership Trainees*. A panel discussion presented at the project directors' meeting of the Office of Special Education Programs, Washington, D.C.
- Abery, B. & Tichá, R. (2011, June). *Developing the Capacity to Effectively Support Self-Determination Within Community-Based Residential Settings: DSPs and Consumers Speak Out*. Paper presented at the meeting of the American Association on Intellectual and Developmental Disabilities, St. Paul, MN.
- Tichá, R. & Wallace, T. (2011, April). *General outcome measures for students with significant cognitive disabilities in mathematics: Two-year study*. Paper presented at the meeting of the Council for Exceptional Children, National Harbor, MD.
- Tichá, R. & Wayman, M.M. (2010, October). *Reading Progress Monitoring for Secondary School Students: CBM Reading Aloud and Maze*. Paper presented at the meeting of the Division for Learning Disabilities Conference, Baltimore, MD.

Recent Selected Poster Presentations

- Nye-Lengerman, K., Ticha, R., & Hewitt, A. (2018, October). *Engaging families in research: Experiences and lessons working in youth adults and adults in family home settings*. Poster session presented at the NIDILRR 40th Anniversary Gala. Washington DC.
- Cardona, M.C., Tichá, R. & Abery, B. (2017)

- Bonardi, A., Tichá, R., Hiersteiner, D., & Bradley, V. (2015, November). *Outcomes measurement in the context of the UN Convention on Rights of People with Disability (CRPD)*. Poster session presented at the meeting of the Association of University Centers on Disabilities, Washington, DC.
- Tichá, R. & Olson, M. (2013, November). *Active Support Intervention and its Potential Effect on Increased Engagement of Persons with Intellectual and Developmental Disabilities*. Poster session presented at the meeting of the Association of University Centers on Disabilities, Washington, DC.
- Tichá, R., Abery, B, Smith, J., Welshons, K., Berlin, S., & Platt, M. (2012, July). *An Ecobehavioral Approach to Understanding Factors Associated with the Exercise of Self-determination*. Poster session presented at the meeting of the 14th World Congress of the International Association for the Scientific Study of Intellectual Disabilities, Halifax, Nova Scotia, Canada.
- Tichá, R., Lakin, K.C., Larson, S., Stancliffe, R., Taub, S., Engler, J., & Bershady, J. (2011, June). *Everyday and Support-Related Choice by Residence Type and Size: 2008-2009 NCI*. Poster session presented at the American Association of Intellectual and Developmental Disabilities Annual Conference, St. Paul, MN.
- Tichá, R. & Abery, B. (2011, June). *Development of an Observation System for Monitoring Staff – Consumer Interaction Related to Self-Determination*. Poster session presented at the American Association of Intellectual and Developmental Disabilities Annual Conference, St. Paul, MN.
- Larson, S., Tichá, R., Qian, X., & Wurio, A. (2011, June). *A Randomized Control Trial Study of Active Support in the United States: Observational Methodologies and Preliminary Results*. Poster session presented at the American Association of Intellectual and Developmental Disabilities Annual Conference, St. Paul, MN.
- Wallace, T., & Tichá, R. (2010, February). *General Outcome Measures for Students with Significant Cognitive Disabilities in Mathematics*. Poster session presented at the Pacific Coast Research Conference, San Diego, CA.

Service

- Serving as the Editor of The Journal of the International Association of Special Education, 2015 -
- Serving as a reviewer for the:
 - Journal of Intellectual Disability Research, 2015 -
 - Journal of Remedial and Special Education, 2013 -
 - Journal of Applied Research in Intellectual Disabilities, 2015 –
 - Electronic Journal of Research in Educational Psychology, 2011
 - Journal of International Special Needs Education, 2015-
 - Research in Developmental Disabilities, 2015-
 - Journal of Policy and Practice in Intellectual Disabilities, 2018 -
- Serving as a reviewer of grant proposals for the:
 - Polish Institute of Sciences, 2015-
 - National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), November 2014 –
 - Office of Special Education Programs (OSEP): Preparation of Leadership Personnel grants, 2010, 2011, 2012
 - i3 (Investing in Innovation – Tier 2: development), U.S. Department of Education grants, July 2010

- i3 (Investing in Innovation – Tier 1: validation), U.S. Department of Education grants, June 2010.
- Serving as a reviewer of presentation proposals for:
 - Comparative and International Education Society (CIES), December 2014
 - Council for Exceptional Children in the Response to Intervention (RTI) topic area, 2009, 2010, 2011, 2014
- Serving:
 - on Professional & Academic University of Minnesota Senate, 2019-
 - on an advisory committee for the Spero Academy, a public elementary charter school in Minneapolis, MN, that serves as a national model of inclusive education, 2015-2016
 - as a co-chair on the CEHD Governance Council, University of Minnesota, 2012-13
 - on the board of the International Association of Special Education Newsletter, 2010-2016
 - on the P&A Professional Development Leave Committee for CEHD at the University of Minnesota, 2009-2010.

Professional Organization Membership

- American Association of Intellectual and Developmental Disabilities (AAIDD)
- Council for Exceptional Children (CEC) – Research Division and Division for International Special Education
- International Association of Special Education (IASE)
- International Association for the Scientific Study of Intellectual Disabilities (IASSID)
- Comparative and International Education Society (CIES)

Current Research Interests

My current research interests include (1) investigating the technical adequacy and effectiveness of progress monitoring measures special educators can use with students with significant cognitive disabilities in academic areas, such as reading or math, (2) the decision-making process teachers apply to make instructional decisions based on assessment data for students who are at risk for failure or for students in special education, (3) examining the quality of life outcomes for adults with intellectual and developmental disabilities, such as self-determination and rights, using existing large secondary datasets as well as intervention research, (4) evaluating the involvement of children and young adults with and without disabilities in inclusive service learning.

Goals

I would like to dedicate my professional life to helping in the advancement and implementation of research findings to contribute to meaningful lives of children and adults with disabilities in the US and internationally.

Cultural Engagement

- President of the Czech and Slovak Cultural Center of MN (2012-current)