

Curriculum Vitae
JAMES SINCLAIR

University of Oregon
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EDUCATION

	IES Postdoctoral Fellow – Educational, School, and Counseling Psychology. <i>Faculty mentor: Wendy Reinke, PhD</i>	University of Missouri	2016 - 2018
PhD	Special Education	University of Oregon	2016
	Dissertation: The effects of a school-based cognitive behavioral therapy curriculum on mental health and academic outcomes for adolescents with disabilities. <i>Chair: John R. Seeley, PhD.</i>		
MA	Mental Health Counseling	Boston College	2011
MA	Applied Developmental & Educational Psychology	Boston College	2009
BA	Psychology & Political Science	University of California, Los Angeles	2007
AA	Psychology	Saddleback College	2005

EMPLOYMENT

2018 – Pres. Research Associate, Center on Human Development, University of Oregon
2023 – Pres. Researcher, National Technical Assistance Center on Transition, Portland State University
2021 Instructor, Mansfield Hall, Collegiate Supports for Students with Disabilities, Eugene, OR

SCHOLARSHIP

Refereed Journal Articles

24. Lambert, M., **Sinclair, J.**, Martin, J. R., & Epstein, M. H. (2022). Validity and reliability evidence for the teacher-rated behavioral and emotional rating scale with transition-aged students. *Career Development and Transition for Exceptional Individuals*. Advanced online publication. DOI:10.1177/21651434221119794
23. Gilson, C. B., **Sinclair, J.**, Whirley, M., Fan, Y., & Blustein, D. (2022). "'More than a Job, It's a Purpose': A Psychology of Working Perspective of the Working Experiences for Individuals with Intellectual and Developmental Disabilities". *Journal of Career Assessment*. Advanced Online Publication. DOI: 10.1177/10690727211048898

22. **Sinclair, J.**, Reardon, K., Bromley, K. W., Knowles, C., Cohen Lissman, D., & Kuntz, M. (2022). Community Conversations: Finding solutions to increase employment for individuals with intellectual and developmental disabilities. *Developmental Disabilities Network Journal*.
21. Stegenga, S. M., **Sinclair, J.**, Knowles, C., Storie, S. O., & Seeley, J. R. (2021). Lived experiences of mental health and substance use in higher education: A comparative analysis of determinants to supports and services. *American Journal of Orthopsychiatry*. 91(6), 738-750.
<https://doi.org/10.1037/ort0000575>
20. **Sinclair, J.** (2021). Finding a common voice: Lessons learned from a pilot mental health literacy intervention. *Exceptionality*. <https://doi.org/10.1080/09362835.2021.1938064>
19. **Sinclair, J.**, Gilson, C. B., Whirley, M., & Li, Y. (2021). "It's an opportunity to get opportunities": A brief report on the working lives of individuals with intellectual and developmental disabilities during the Covid-19 pandemic. *Developmental Disabilities Network Journal*, 1(2), Article 7.
18. Mazzotti, V. L., Rowe, D. A., Kwiatek, S., Voggt, A., Chang, W., Fowler, C. H., Poppen, M., **Sinclair, J.**, & Test, D. W. (2021). Secondary transition predictors of post-school success: An update to the research base. *Career Development and Transition for Exceptional Individuals*, 44(1), 47-64. DOI: 10.1177/2165143420959793
17. **Sinclair, J.**, Unruh, D. K., & Kelly, K. (2020). Relationships matter: The role transition specialists play in a youth's reengagement from the juvenile justice system. *Career Development and Transition for Exceptional Individuals*, 44(1), 4-16. <https://doi.org/10.1177/2165143420948838>
16. **Sinclair, J.**, Herman, K. C., Reinke, W. M., Dong, N., & Stormont, M. (2020). Effects of a Universal Classroom Management Intervention on Middle School Students with or At Risk for Behavior Problems. *Remedial and Special Education*. Advanced online publication.
doi:10.1177/0741932520926610
15. Thompson, A. M., Stinson, A. E., **Sinclair, J.**, Stormont, M., Prewett, S., & Hammons, J. (2019). Changes in disruptive behavior mediated by social competency: A test of the STARS theory of change using a randomized sample of elementary students. *Journal of the Society for Social Work and Research*.
14. **Sinclair, J.**, & Poteat, V. P. (2018). Aspirational differences between students with and without IEPs: Grades earned matter. *Remedial and Special Education*. Advance online publication.
doi:10.1177/0741932518795475
13. Kilgus, S. P., Van Wie, M., **Sinclair, J.**, Riley-Tillman, T. C. & Herman, K. (2018). Developing a direct behavior rating scale for internalizing problems in middle school students. *School Psychology Quarterly*. Advance online publication. <http://dx.doi.org/10.1037/spq0000263>
12. Rowe, D. A., **Sinclair, J.**, Hirano, K. A., & Barbour, J. (2018). Let's talk about sex...education. *American Journal of Sexuality Education*, 13, 205-215 doi: 10.1080/15546128.2018.1457462

11. **Sinclair, J.**, Hansen, S. G., Machalicek, W., Knowles, C., Hirano, K. A., Dolata, J. K., Blakely, A. W., Seeley, J. R., & Murray, C. (2018). A 16-year review of participant diversity in intervention research across a selection of 12 special education journals. *Exceptional Children*, 84, 312-329. doi:10.1177/0014402918756989
10. **Sinclair, J.**, Kahn, L. G., Rowe, D. A., Mazzotti, V. L., Hirano, K. A., & Knowles, C. (2017) Collaborating to plan and implement a sex education curriculum to individuals with disabilities. *Career Development and Transition for Exceptional Individuals*, 40, 123-128. doi:10.1177/2165143416670136
9. Pham, Y. K., Unruh, D. K., Waintrup, M., **Sinclair, J.**, & Johnson, M. D., Alverson, C. Y. (2017). Taking responsibility: Preparing young offenders to handle disclosure on the job. *Beyond Behavior*, 26, 36-41. doi: 10.1177/1074295617694409
8. **Sinclair, J.**, Wagner Bromley, K., Shogren, K. A., Murray, C., Unruh, D. K., & Harn, B. A. (2017). Motivation and self-determination: A curriculum analysis. *Career Development and Transition for Exceptional Individuals*, 40, 175-185. doi:10.1177/2165143416676081
7. **Sinclair, J.**, Unruh, D. K., Griller Clark, H., & Waintrup, M. G. (2017). School personnel perceptions of youth with disabilities returning to high school from the juvenile justice system. *Journal of Special Education*, 51, 95-105. doi: 10.1177/0022466916676089
6. Poppen, M., **Sinclair, J.**, Hirano, K. A., Lindstrom, L., & Unruh, D. (2016). Perceptions of mental health concerns for secondary students with disabilities during transition to adulthood. *Education and Treatment of Children*, 39(2), 221-246.
5. **Sinclair, J.** & Reece, B. J. (2016). Gay-straight alliances in the battle for rights: A tipping point for progress over prohibition. *Interchange*, 47, 109-120. doi:10.1007/s10780-15-9257-3
4. Mazzotti, V. L., Rowe, D. A., **Sinclair, J.**, Poppen, M., Woods, W. E., & Shearer, M. (2016). Predictors of post-school success: A systematic review of NLTS2 secondary analyses. *Career Development and Transition for Exceptional Individuals*, 39, 196-215. doi: 10.1177/2165143415588047
3. **Sinclair, J.**, Unruh, D., Lindstrom, L., & Scanlon, D. (2015). Barriers to sexuality for individuals with intellectual and developmental disabilities: A literature review. *Education and Training in Autism and Developmental Disabilities*, 50(1), 3-16.
2. Rowe, D. A., Mazzotti, V. L., & **Sinclair, J.** (2015). Strategies for embedding self-determination skill instruction in the common core. *Intervention in School and Clinic*, 50(3), 131-141. doi: 10.1177/105345121452043
1. Rosen-Reynoso, M., Kusminsky, M., Gragoudas, S., Putney, H., Crossman, M. K., **Sinclair, J.**, & Yarde, J. (2010). Youth-based participatory research: Lessons learned from a transition research study. *Pediatrics*. 126, S177-S182. doi: 10.1542/peds.2010-1466N

Manuscripts Under Review

Sinclair, J., Gilson, C. B., & Dulas, H. (revise and resubmit). "I'm going to be a working person": Self-determination in employment settings for individuals with Intellectual and Developmental Disabilities. Submitted to *Career Development and Transition for Exceptional Individuals*.

VanRyzin, M. J., Rochelle, J., **Sinclair, J.**, Porter, L., & Lind, J. (Under Review). Scoping review of mentoring programs for high school boys with disabilities. Submitted to *Career Development and Transition for Exceptional Individuals*.

Sinclair, J., Jez, R., Banks, J. & Kucharczyk, S. Building equity into transition practice and service delivery: A call for systemic changes in the field of transition. (revise and resubmit) Submitted to *Career Development and Transition for Exceptional Individuals*.

Sinclair, J., Hollway, J., Sanford, C., Cameto, R., Arnold, L. E., & Seeley, J. R. (under review). Developing the Diagnostic Interview for Adolescent and Adults with Intellectual Disabilities: An interview schedule of mental disorders (DIAAID). Submitted to Journal of Mental Health Research in Intellectual Disabilities. Submitted to *Journal of Mental Health Research in Intellectual Disabilities*

Knowles, C., Bromley, K. W., **Sinclair, J.**, Lahna, D., Stevens, A., Whitehat, P., Kinavey-Wennerstrom, E., & Seeley, J. R. (under review). A Longitudinal Mixed Methods Investigation of Special Educator Stress. Manuscript in preparation for submission to *Remedial and Special Education*.

Manuscripts in Preparation

Sinclair, J., Murray, C. J., Holmes, S. R., Rodriguez, G., & Bromley, K. W. Including Students with Disabilities within School Based Mental Health Multi-Tiered Systems of Supports. Manuscript in preparation for submission to *Exceptional Children*.

Sinclair, J., Porter, L., Lind, J., VanRyzin, M. J., & Rochelle, J. A concurrent mixed method scoping review on implementation of job preparation programs for students with disabilities. Manuscript in preparation for submission to *Career Development and Transition for Exceptional Individuals*.

Morningstar, M. E., Zagona, A., & **Sinclair, J.** A supports model of college and career readiness for youth with significant disabilities.

Hollway, J. A., Arnold, L. E., Walton, K., Sinclair, J., Sanford, C., Cobranchi, C., & Havercamp, S. M. Adapting a direct-report diagnostic interview of mental disorders for adults with intellectual disabilities.

Book Chapters

Gilson, C. B., **Sinclair, J.**, & Blustein, D. L. (under review). Shifting the paradigm from 'why?' to 'why not?': A psychology of working perspective of vocational development for individuals with intellectual disabilities. *The Dignity of Work: The Value of Employment for People with Disabilities Around the World*.

Sinclair, T., **Sinclair, J.**, & Pulos, J. (2023). Teaching sex education in special education: What teachers need to know and classroom tools. R. N. Carr (Ed.). *Effective Use of ABA for Teachers*. Slack Publishing.

Sinclair, J., Unruh, D. K., & Carter, E. W. (2020). Transition Planning and Services for Youth with Emotional and Behavioral Disorders. In K. A. Shogren & M. L. Wehmeyer (Eds). *Handbook of Adolescent Transition Education for Youth with Disabilities* (pp. 480-496). Routledge.

Technical Reports, Program Evaluation, & Curricula

Sinclair, J., Fulton-Mathis, K., Thomas, R., Barney, N., Mueller, M., Hval, L., Aubrey, G., & Seeley, J. (2021). Governor's Report on Climate Change and Youth Mental Health. [A report submitted to the Oregon Health Authority]

Seeley, J. R., Knowles, C., Stegenga, S., Storie, S., & Sinclair, J. (2018). Task Force on Student Mental Health Support. [A report submitted to Oregon's Higher Education Coordinating Commission regarding Mental Health and Substance Use on Oregon's Public Higher Education Institutions]

Sinclair, J. (2016). Think, Be, Do: A mental health curriculum for high school students with disabilities.

Sinclair, J., Poppen, M., Hirano, K. A., & Rowe, D. A. (2014). Report: Behavioral health needs assessment of high school students in Rhode Island: Promoting academic, social and emotional supports for student health and well-being.

Johnson, M., Unruh, D. K., Waintrup, M., Sinclair, J., & Seeley, J. (2014). READY for WAGES Curriculum: Teaching employment skills to youth in the juvenile justice system.

Sinclair, J., Fritz, R., & Pinkelman, S. (2013). Report: Beyond brick and mortar: Online education at the University of Oregon.

EXTERNAL FUNDING

Funded Awards as an Investigator

2021 **Sinclair, J.** – Principal Investigator, Bromley, K. W. (Co-PI), Rodriguez, G. (Co-PI), Knowles, C., (Co-I), Murray, C. (Co-I), Seeley, J. R. (Co-I). Project SIMPLE: School-Wide Inclusive Mental Health Promotion for Learning and Coordinated Community Engagement. U.S. Department of Education, Office of Special Education Programs Model Demonstration (\$1,600,000). (H326M210009). Project Website: <https://blogs.uoregon.edu/simple/>

2015 Seeley, J. R., Cameto, R., & Benson, B., Principal Investigators. **Sinclair, J.** – Co-Investigator. Development and Validation of a Diagnostic Interview Schedule to Assess Psychopathology in Youth with Intellectual Disabilities. National Institutes of Health, National Institute of Mental Health (\$3,319,107). (R01 MH108869-01).

Support Provided to Funded Awards

2019 Lind, J. Principal Investigator. (2019-2023) *Paths to the Future for Young Men*. Institute of Education Sciences (R324A190104-20). **Project Role:** Curriculum developer and transition-related content expert for this four-year development grant.

- 2019 Seeley, J. Principal Investigator. (2019-2024) *Adapting Treatments for Suicidal College Students: A Multi-site trial*. National Institute on Mental Health (R01 MH116050-01A1). **Project Role:** Provide project coordination for this four-year SMART design trial to treat college students with suicidal ideation.
- 2012 Unruh, D., Principal Investigator. (2012-2016) *Strategies Teaching Adolescent Young Offenders to Use Transition Skills*. U.S. Department of Education, Office of Special Education Programs (H326M120007) model demonstration project. **Project Role:** Provided qualitative data analysis for this project.

Submitted for Review

- 2022 **Sinclair, J.** – Principal Investigator, Bromley, K. W. (Co-PI), Hirano, K. A. (Co-PI), & Gilson, C. B. (Co-PI). *Defining Accessible Assessment for Youth with Severe Disabilities (DAAYSD)*. Administration for Community Living. National Institute on Disability, Independent Living and Rehabilitation Research Field Initiated Projects Program – Research.
- 2023 Gilson, C. & Plasman, J. – Principal Investigators. **Sinclair, J.** (Co-PI). *The ASPIRE Center: Academic Success and Postsecondary Inclusion through Research and Education*. Institute of Education Sciences.
- 2023 Knowles, C. (PI), Murray, C. J. (Co-PI), **Sinclair, J.** (Co-I). *Transition Academy for Paraeducators (TAP)*. National Institute on Disability, Independent Living and Rehabilitation Research Field Initiated Projects Program – Development.

To Be Resubmitted

- 2022 **Sinclair, J.** – Principal Investigator, Irvin, P. S., (Co-PI), and Bromley, K. W. (Co-I). *The Accessible Career Employment Survey for Transition Age Youth*. Institute of Education Sciences, National Center on Special Education Research.
- 2022 **Sinclair, J.** – Principal Investigator, Rodriguez, G. (Co-PI), and Bromley, K. W. (Co-PI). *Strong Advocates: A mental health literacy curriculum for students with disabilities*. Institute of Education Sciences, National Center on Special Education Research

PROFESSIONAL DEVELOPMENT TRAININGS

5. Knowles, C., & Sinclair, J. (June 2021). *Promoting Inclusive Workspaces for individuals with intellectual and developmental disabilities*. Training in collaboration with Lane County Human Resources. Eugene, OR.
4. Sinclair, J. (March 2021). *The development of the Diagnostic Interview for Adolescents and Adults with Intellectual Disabilities Georgia LEND Fellows*.
3. Sinclair, J. (April 2020). *The development of the Diagnostic Interview for Adolescents and Adults with Intellectual Disabilities: Design, implementation, and preliminary findings*. Georgia LEND Fellows.
2. Sinclair, J. (April 2020). *YTP Community of Practice: A focus on LGBTQ youth*. Youth Transition Program: Eugene, OR.

1. Knowles, C., & Sinclair, J. (Jan. 2020). Supporting adults with Intellectual Disabilities and Autism Spectrum Disorders in work and community settings. Pearl Buck Center: Eugene, OR.

KEYNOTE & INVITED PRESENTATIONS

4. Sinclair, J. (Feb. 2022 - Keynote). There's a first time for everything: Promoting healthy relationships for students with disabilities. Texas Transition Conference. Denton, TX.
3. Sinclair, J. (Nov. 2021 & 2022 - Invited). Self-determination, Disability, and Mental Health – An intersectionality perspective. University Nevada Reno Special Education Guest Lecture for Mild to Moderate Disabilities
2. Knowles, C., & Sinclair, J. (Jan. 2019 - Invited). Equity, Mental Health, and Substance Abuse on Oregon's public higher education institutions. Higher Education Coordinating Committee, Salem, OR.
1. Sinclair, J., & Kahn, L. G. (Apr. 2015 - Invited). Exploring multiple identities: A discussion of youth with disabilities who identify as LGBTQ. Council for Exceptional Children. San Diego, CA.

NATIONAL PRESENTATIONS

33. Sinclair, J., Banks, J. Jez, R., & Kucharczyk, S. (2022). An equity-based review of DCDT's Transition Standards. Division on Career Development and Transition. Little Rock, AR.
32. Sinclair, J., Landmark, L., & Sinclair, T. (2022). Utilizing the Culture Sketch as an informal assessment for transition age students with disabilities. Virtual presentation – Division on Career Development and Transition. Myrtle Beach, SC.
31. Gilson, C. B., Sinclair, J., & Blustein, D. (2021). Work as a Means to Thrive, Survive, and Feel Alive. The Dignity to Work: ICI International Forum. Virtual Conference – University of Minnesota Institute of Community Inclusion.
30. Morningstar, M. E. & Sinclair, J. (2020). College and career readiness for youth with severe disabilities: Strategies and resources. Division on Career Development and Transition Virtual Conference.
29. Gilson, C. & Sinclair, J. (Oct. 2020). Work as a means to survive, thrive, and feel alive. The employment experiences of adults with intellectual disabilities. Division on Career Development and Transition Virtual Conference.
28. Sinclair, J. (Oct. 2020). One size does not fit all: What's the research on mental health in a tiered system? Division on Career Development and Transition Virtual Conference.
27. Sinclair, J. & Knowles, C. (Feb. 2020). Diversity in special education classrooms. Is research keeping up? Council for Exceptional Children. Portland. OR.
26. Knowles, C., & Sinclair, J., Lahna, D. (Feb. 2020). Practices for educational professionals to prevent job-related stress: Extinguishing the burn-out cascade. Council for Exceptional Children. Portland. OR.

25. Sinclair, J. (Nov. 2019). Development of a diagnostic interview for youth and young adults with intellectual disabilities. Annual Conference on Advancing School Mental Health. Austin, TX.
24. Sinclair, J. & Knowles, C. (Oct. 2019). Mental health: From high school to college, what you can do. Division on Career Development and Transition. Seattle, WA.
23. Gilson, C. B., Sinclair, J., Whirley, M., Li, Yi-Fan, & Blustein, D. (Oct. 2019). Understanding the meaning of work for adults with intellectual and developmental disabilities. Division on Career Development and Transition. Seattle, WA.
22. Reardon, K., Sinclair, J., & Bromley, K. (Oct. 2019). Postsecondary success for students with disabilities: The critical importance of self-determination. Division on Career Development and Transition. Seattle, WA.
21. Smith, T. E., Sinclair, J., & Holmes, S. R. (May 2018). Teacher attitudes toward and implementation of evidence-based practices with the classroom check-up. Society for Prevention Research. Washington, DC.
20. Lombardi, A., Ju, S., Hirano, K., McConnell, A., Poppen, M., & Sinclair, J. (Oct. 2017). Developing a research agenda: Strategies for early career scholars. Division of Career Development and Transition. Milwaukee, WI.
19. Sinclair, J. & Unruh, D. K. (Oct. 2017). Voices and partnerships between transition specialist and youth offenders involved in a reentry project. Division of Career Development and Transition. Milwaukee, WI.
18. Sinclair, J. (Oct. 2017). The Think, Be, Do curriculum for adolescents with disabilities: Implementation results and implications. [Poster Presentation]. Division of Career Development and Transition. Milwaukee, WI.
17. Sinclair, J. (Apr. 2017). Implementing a mental health curriculum in your classroom with students with disabilities. [Poster Presentation]. Council for Exceptional Children, Boston, MA.
16. Sinclair, J. (Nov. 2016). Feasibility, acceptability, and potential efficacy of implementing a mental health curriculum in transition age special education classrooms. [Poster Presentation] Division of Career Development and Transition. Myrtle Beach, SC.
15. Unruh, D. K., & Sinclair, J. (Nov. 2016). Lessons learned building school and community capacity when working with returning juvenile offenders. Division of Career Development and Transition. Myrtle Beach, SC.
14. Lombardi, A., Sinclair, J., Mazzotti, V. L., Kellems, R., Pham, Y. K., Simonsen, M., & Landmark, L. (Nov. 2015). Developing a research agenda: Strategies for early career scholars. Division of Career Development and Transition. Portland, OR.
13. Unruh, D. K., Waintrup, M., Vanderpyl, T., & Sinclair, J. (Nov. 2015). Teaching employment readiness skills to young offenders in the classroom or community. Division of Career Development and Transition. Portland, OR.

12. Sinclair, J., Barbour, J., Hirano, K. A., & Rowe, D. A. (Nov. 2015). Healthy relationships: Student outcomes and perspectives after participating in a sex education and relationship building course. Division of Career Development and Transition. Portland, OR.
11. Sinclair, J., Wagner, K., Murray, C., Unruh, D. K., & Harn, B. (Nov. 2015). Self-determination and motivational theory: A theoretical discussion about fostering student autonomy and engagement [Poster Presentation]. Division of Career Development and Transition. Portland, OR.
10. Mazzotti, V. L., Rowe, D. A., & Sinclair, J. (Apr. 2015). Predictors of post-school success: A systematic review of NLTS-2 secondary analysis. Council for Exceptional Children. San Diego, CA.
9. Mazzotti, V. L., Rowe, D. A., Sinclair, J., & Poppen, M. (Nov. 2014). Predictors of post-school success: A systematic review of NLTS-2 secondary analysis [Poster Presentation]. Division of Career Development and Transition. Cleveland, OH.
8. Sinclair, J. Unruh, D. K. (Nov. 2014). School personnel perceptions of youth returning to high school from the juvenile justice system. Division of Career Development and Transition. Cleveland, OH.
7. Poppen, M., Hirano, K. A., & Sinclair, J. (Nov. 2013). Mental health matters: Current practices and strategies for serving students with disabilities who experience mental health issues [Poster Presentation]. Division of Career Development and Transition International Conference. Williamsburg, VA.
6. Sinclair, J. (Nov. 2013). School personnel's perceptions of youth with disabilities returning to high school from the juvenile justice system [Poster Presentation]. Division of Career Development and Transition International Conference. Williamsburg, VA.
5. Unruh, D. K., Waintrup, M., & Sinclair, J. (Nov. 2013). Strengths, Weaknesses, Opportunities, and Challenges (SWOC) for a young offender with disabilities' community re-entry. Division of Career Development and Transition International Conference. Williamsburg, VA.
4. Rosser, M., Cashman, J., Flor, M., Sinclair, J., & Poppen, M. (May 2013). Mental Health and Transition: Interconnected Systems Framework. National Secondary Transition Technical Center Capacity Building Institute. Charlotte, NC.
3. Sinclair, J., & Kahn, L. (May 2013). Accessing Sexuality and Sexuality Education for Young Adults with Intellectual and Developmental Disabilities. Pacific Rim International Conference on Disability. Honolulu, HI.
2. Kahn, L., & Sinclair, J. (May 2013). Empowering LGBTQI Youth with Disabilities: Identity and Beliefs About the Future. Pacific Rim International Conference on Disability. Honolulu, HI.
1. Unruh, D. K., Pham, Y., & Sinclair, J. (Apr. 2012). Disclosure of a Youth's Involvement in the Juvenile Justice System. Council for Exceptional Children. Denver, CO.

LOCAL PRESENTATIONS

27. Lind, J. & Sinclair, J. (Oct. 2022). Paths to the Future for Young Men: Developing a transition curriculum for high school young men with a disability. Coalition of Oregon School Administrators (COSA): Eugene, OR.
26. Sinclair, J. (Feb. 2022). When people stop being polite and start getting real: The real world of sex education. Texas Transition Conference: Denton, TX.
25. Sinclair, J. (Apr. 2021). Mental health across the tiers: Considerations for special educators. Oregon Statewide Transition Conference: Eugene, OR.
24. Reardon, K., & Sinclair, J. (Mar. 2019). Self-Determination in Postsecondary Education: Strategies to Support Students with Disabilities. Oregon Statewide Transition Conference: Eugene, OR.
23. Sinclair, J., Knowles, C. K., Stegenga, S., & Storie, S. (Mar. 2019). Mental Health and College Readiness: Removing personal and institutional barriers. Oregon Statewide Transition Conference. Eugene, OR.
22. Knowles, C. K., Sinclair, J., Storie, S., & Stegenga, S. (Dec. 2018). Mental health and substance abuse needs assessment on Oregon's public higher education institutions. Higher Education Coordinating Commission. Salem, OR.
21. Sinclair, J., Thompson, A., Stinson, A., Stormont, M., Prewett, S. Hammons, J., & Savala, A. (Nov. 2017). Changes in disruptive behavior mediated by social competency: A test of the STARS theory of change using a randomized sample of elementary students. [Poster Presentation]. University of Missouri – College of Education Research Day.
20. Sinclair, J. (Nov. 2016). Feasibility, acceptability, and potential efficacy of implementing a mental health curriculum in transition age special education classrooms. [Poster Presentation]. University of Missouri – College of Education Research Day.
19. Sinclair, J., Barbour, J. (Feb. 2016). Healthy relationships: Student outcomes and perspectives after participating in a sex education and relationship building course. Oregon Association for Vocational Special Needs Personnel. Hood River, OR.
18. Sinclair, J. (July 2015). Mental Health in Schools: Strategies for Youth Transition Specialists in Oregon High Schools. Youth Transition Specialist Summer Academy. Silver Falls, OR.
17. Kahn, L. & Sinclair, J. (Feb. 2015). Exploring multiple identities: A discussion of youth with disabilities who identify as LGBTQ. Oregon Association of Vocational Special Needs Personnel. Hood River, OR.
16. Sinclair, J, Poppen, M., Mazzotti, V. L., Rowe, D. A. (Sep. 2014). Predictors of post-school success: A systematic review of NLTS2 secondary analysis. Invited Webinar for the National Longitudinal Transition Survey Community of Practice.
15. Sinclair, J., Poppen, M., Hirano, K. A., & Rowe, D. A. (Apr. 2014). Behavioral health needs assessment of high school students in Rhode Island: Promoting academic, social and emotional supports for student health and well-being. Webinar.

14. Unruh, D. K., Waintrup, M., Sinclair, J., High, C. J., & Kjargaard, R. (Feb. 2014). Using motivational interviewing with young offenders with disabilities: Conversations with transition specialist in project STAY OUT. Oregon Association of Vocational Special Needs Personnel. Hood River, OR.
13. Poppen, M., Sinclair, J., Hirano, K. A. (Feb. 2014). Mental health matters: Strategies for school wide collaboration to promote positive post-school outcomes for students with disabilities and mental health concerns. Oregon Association of Vocational Special Needs Personnel. Hood River, OR.
12. Unruh, D. K., Waintrup, M., & Sinclair, J. (Feb. 2014). Teaching employment readiness skills to young offenders. Oregon Youth Transition Program. Hood River, OR.
11. Poppen, M., Sinclair, J., & Hirano, K. A. (Feb. 2014). Mental health matters: Strategies for transition specialist and paraprofessionals working with individuals with disabilities who experience mental health concerns. Oregon Youth Transition Program. Hood River, OR.
10. Sinclair, J. (Oct. 2013). Administering the Social Skills Improvement System. A Training for Transition Specialist. Eugene, OR.
9. Sinclair, J. (Sep. 2013) Invited guest panelist for the University of Oregon Orientation session on Research Opportunities in the College of Education.
8. Poppen, M., Sinclair, J., Hirano, K. A. (2013). Mental Health Matters: Disability, Mental Health, and Transition. Oregon MEGA Conference, Salem, OR.
7. Sinclair, J., Fritz, R., & Pinkelman, S. (June 2013). Beyond the Brick and Mortar: Online Education at the University of Oregon. University of Oregon Education Technology Steering Committee. Eugene, OR.
6. Sinclair, J., Hirano, K. A., & Poppen, M. (Feb. 2013). Mental health and special education for transition aged youth focus group. Youth Transition Program Annual Conference. Hood River, OR.
5. Kahn, L., & Sinclair, J. (July 2012). Special education students who identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex. Youth Transition Program Summer Academy. Silver Falls, OR.
4. Unruh, D. K., Johnson, M., Sinclair, J., Alverson, C., & Waintrup, M. (Feb. 2012). Teaching Employment Readiness Skills to Young Offenders. Oregon Association for Vocational Special Needs Personnel. Hood River, OR.
3. Sinclair, J. (2011). Women's Bisexual Experience: A Discussion on the Fluidity of Sexuality. MetroWest Medical Center Internship Training Symposium. Natick, MA.
2. Sinclair, J. & Ludgate, I. (2011). No Child Left Behind: A Focus on Learning Disabilities. Children's Hospital Boston. Boston, MA.
1. Crossman, M.K., Kusminsky, M., Sinclair, J. (2010). OPT4College: An On-Line Educational Transition Curriculum for Youth with Disabilities and Special Health Care Needs. Children's Hospital Boston. Boston, MA

MEDIA

Collaborative for Effective Educator Development, Accountability, and Reform (CEEDAR) center's Critical Collaboration Workshop Series. *Episode 3: Envisioning Critical Collaboration Practices to Support Youth with the Transition to Adulthood*. <https://anchor.fm/criticalcollabseries/episodes/Episode-3-Envisioning-Critical-Collaboration-Practices-to-Support-Youth-with-the-Transition-to-Adulthood-e1s16k8>

The Register Guard - <https://www.registerguard.com/story/news/education/2022/07/29/uo-researchers-focus-on-mental-health-resources-for-disabled-students-with-springfield-schools/65378270007/>

Oregon Transition Podcast – Season 2 Episode 3: Well-being (<https://www.podbean.com/eu/pb-9b6hd-db596d>)

INSTRUCTION

University of Oregon

Spring 2019 - 2023	Transition Planning and Instruction 2 – SPED 634 (Masters) – in person/synchronous
Winter 2019 -2023	Transition Planning and Instruction 1 – SPED 633 (Masters) – in person/ synchronous
F/W/Sp. 2022 -2023	School Psychology Research Seminar – SPY 790 (Undergrad, Master's, Doctoral) Co-instructor with Dr. Geovanna Rodridguez
Winter 2022	Implementation Science – Co-instructor with Dr. John Seeley (Masters/Doctoral)
Fall 2021	Behavior and Classroom Management (Undergraduate/Masters) - asynchronous
Spring 2021	Mental Health and Disability Seminar (Doctoral) – synchronous
Winter 2021	Seminar on Qualitative Methodology – Co-instructor with Dr. John Seeley (Doctoral)
Fall 2019	Foundations in Disability I – SPED 411/511 (Masters)
Fall 2018	Grant Writing SPED 626 – Co-instructor with Dr. John Seeley (Masters and Doctoral)

Mansfield Hall

Summer 2021 College Preparation Seminar (Undergraduate)

University of Oregon, Courses Taught (As a Graduate Student)

2011 – 2012	College to Career CPSY 408 – 3 sections (Undergraduate)
2011 – 2012	College to Career Success CPSY 199 – 3 sections (Undergraduate)

University of Oregon, Courses Co-Taught (As a Graduate Student)

Winter 2015	Intermediate Literacy for Diverse Learners SPED 541 (Master's; Instructor – Dr. Valerie Mazzotti)
Spring 2014	Introduction to Learning Disabilities: SPED 431/531 (Undergraduate & Master's; Instructor – Dr. Beth Harn)

University of Oregon, Graduate Teaching Assistant

Spring 2014	Transition Planning and Instruction for Students with Disabilities II: SPED 610 (Master's; Instructors – Dr. Brigid Flannery & Dr. Dawn Rowe)
Winter 2014	Transition Planning and Instruction for Students with Disabilities I: SPED 610 (Master's; Instructors – Dr. Brigid Flannery & Dr. Dawn Rowe)
Fall 2013	Historical and Contemporary Issues in Special Education SPED 622 (Doctoral; Instructor – Dr. Beth Harn)

Spring 2013 Foundations of Disabilities SPED 511 (Master's; Instructor - Dr. Chris Murray)

University of Oregon, Invited Guest Lecture

Apr. 2021 Schools and Juveniles: Systems that exclude, oppress, and perpetuate systemic racism and mass incarceration (Undergraduate & Graduate)

Apr. 2021 Qualitative Thematic Analysis for Implementation Science Seminar (Doctoral)

Apr. 2019 Systematic Literature Reviews-Considerations for Single Case Designs; EDUC 652 (Doctoral)

July 2015 Quantitative Research Methods for Teachers I & II – Survey of Educational Research Methods: EDUC 611 (Master's)

Mar. 2015 Transition Programming in Adolescence and Adulthood – Introduction to Learning Disabilities: SPED 431/531 (Undergraduate/Master's)

Jan. 2015 Understanding families with children who have a learning disability – Introduction to Learning Disabilities: SPED 431/531 (Undergraduate/Master's)

May 2014 Sexuality education and creating safe spaces for LGBTQI students – Transition Planning and Instruction for Students with Disabilities (Master's)

May 2014 Safety & Sexuality: Boundaries, sexuality, intimate relationships - Transition Planning and Instruction for Students with Disabilities (Master's)

May 2014 Transition Programming in Adolescence and Adulthood – Introduction to Learning Disabilities: SPED 431/531 (Undergraduate/Master's)

Feb. 2014 Introduction to Transition - Special Education Minor Seminar: SPED 407. (Undergraduate)

Mar. 2013 Transition for Individuals with Learning Disabilities. Introduction to Learning Disabilities: SPED 431/531 – (Undergraduate/Master's)

South Eugene High School

2012 – 2015 Classroom instructor, aid, and volunteer to the Special Education Director at South Eugene High School who taught transition, vocational education, and science courses to adolescents in special education.

APPLIED EXPERIENCE & TRAININGS

2020 – 2023	Technical Assistance Provider	Kansas Department of Education for statewide, interagency transition planning
2021	Facilitator	Florida Center for Students with Unique Abilities – Florida Postsecondary Education Program Planning Institute
2012 – 2021	Facilitator	National Technical Assistance Center on Transition state planning facilitator. Assisted the states of Florida, Indiana, Kansas, Kentucky, Missouri, Oregon, South Carolina & Washington D. C. to plan annual goals to support transition services for students with disabilities that were in compliance for IDEA indicators 1, 2, 13, & 14.
2021	Trainee	Dialectical Behavior Therapy
2021	Trainee	Collaborative Assessment & Management of Suicidality
2020 – 2021	External Consultant and Evaluator	Implementation for a sex education curriculum for special populations. Amplify, Tulsa, OK.
2019 – 2020	Member	Eugene/Springfield Community Conversation planning committee to increase employment outcomes for young adults with intellectual disabilities

2019	Training Participant	Institute of Education Sciences Summer Research Training Institute: Cluster Randomized Trials Attendee. Northwestern University, Chicago, IL.
2018	Facilitation Team	Oregon State Task Force on Campus Mental Health, Substance Use, and Suicide Prevention
2017	Training Participant	Unpacking Teacher Effectiveness in the Context of IES Funded Proposals. Center for Advanced Study of Teaching and Learning. University of Virginia, Charlottesville, VA.
2015	Field Study	Connections (18-21-year-old program) in 4J School District, assisted lead teacher in the implementation of a healthy relationships and sex education course to students with disabilities
2014	Research Assistant	Consultant team member to the Iowa Department of Education. Evaluated IEPs for compliance of IDEA indicator 13 regarding individual transition planning.
2013 – 2014	External Consultant and Evaluator	Rhode Island Regional Technical Assistance Centers on Behavioral Health. Implemented needs assessment regarding behavioral/mental health concerns in Rhode Island High Schools.
2012	Facilitator	Dependable strengths workshop (Feb.) Worked with undergraduate students to identify skills that would transfer from school to work. University of Oregon, Eugene, OR.
2010 – 2011	Fellow	Leadership Education in Neurodevelopmental Disabilities (LEND). University Center of Excellence in Developmental Disabilities (UCEDD), Children’s Hospital, Boston, MA.
2010 – 2011	Intern	Emergency Room Triage Clinician. Conducted psychiatric evaluations and consulted attending psychiatrists on mental health diagnosis. MetroWest Medical Center, Natick, MA.
2008 – 2011	Graduate Research Assistant	Assistant to Anne Homza, Ed.D. Boston College, Chestnut Hill, MA.

SERVICE

Doctoral Committees

2022 – 2023 Mavis Gallo – Prevention Science

Program Plan Committees

2023 Jason Smalls – Special Education

2023 Tony Daza – Special Education

Student Supervision

2021 – pres. Suzie Stadelman – (PhD Student in Prevention Science) on two federal grants

2020 Institute of Education Sciences Postdoctoral Fellow Mentor

2019 Kyle Reardon – (PhD student in Special Education) - Supervised college teaching.

2014 Teacher supervision with a licensed teacher in the state of Oregon to master’s level students during their special education training in secondary education.

National and University Level Committee Service

2023	Member	University of Oregon, College of Education, Career Non-Tenure Track Faculty Personnel Committee
2022 – pres.	Member	Special Education Masters Committee – University of Oregon College of Education
2022 – pres.	Member	Special Education Doctoral Committee – University of Oregon College of Education
2021 – pres.	Co-Chair	Diversity, Equity, and Inclusion Committee - University of Oregon College of Education
2019 – pres.	Member	Interdisciplinary Disability Research Council – University of Oregon
2020 – 2023	Chair	Human Rights and Diversity Committee of the Division on Career Development and Transition – Council for Exceptional Children
2020 – 2022	Ex-officio member	Curriculum Committee - University of Oregon College of Education
2020 – 2021	Member	Diversity, Equity, and Inclusion Committee - University of Oregon College of Education
2019 – 2022	Faculty advisor	Best Buddies Club - University of Oregon
2019 – 2020	Member	Equity, Diversity and Inclusion group - University of Oregon College of Education
2019 – 2020	Member	Local Action Committee – CEC International Conference Portland, Oregon 2020
2018 – 2020	Representative assembly member	Division on Career Development and Transition
2013 – 2014	Student representative	Special Education Doctoral Committee – University of Oregon College of Education
2012 – 2014	Member	Online Education Initiative Steering Committee - University of Oregon
2009	Co-Chair – Diversity committee	Graduate Education Association – Boston College School of Education

Special Series Guest Editor

2023 *Career Development and Transition for Exceptional Individuals* with Dr. Suzanne Kucharczyk

Journal Editorial Board

2020 – 2023 Career Development and Transition for Exceptional Individuals

2022 – 2025 Learning Disabilities Research and Practice

Ad-hoc Journal Reviewer

2022 – pres. Developmental Neurorehabilitation
 2022 – pres. Journal of School Leadership
 2022 – pres. Exceptional Children
 2021 – pres. Learning Disabilities Quarterly
 2021 – pres. Review Journal of Autism and Developmental Disorders
 2020 – pres. Developmental Disabilities Network Journal
 2020 – pres. Children and Youth Services Review
 2018 – pres. American Journal of Sexuality Education
 2018 School Psychology Quarterly – Special Issue Reviewer
 2016 – pres. Remedial and Special Education

2014 – pres. Career Development and Transition for Exceptional Individuals
2015 Journal of Developmental and Physical Disabilities
2014 Education and Treatment of Children – Special Issue Reviewer
2013 International Journal of Disability, Development, and Education
2012 Preventing School Failure

Conference Reviewer

Division on Career Development and Transition
Council for Exceptional Children
Oregon Statewide Transition Conference

AWARDS & RECOGNITIONS

- 2023 ● Reviewer of the Year – Career Development and Transition for Exceptional Individuals (CDTEI)
Shared with Dr. Marcus Poppen at Washington State University
- 2016 ● Pat Sitlington Emerging Researcher Award Winner - Division on Career Development &
Transition Conference, Myrtle Beach, SC
 - College of Education Doctoral Research Award - University of Oregon, Eugene, OR
- 2014 ● Florence Wolfard Scholarship - University of Oregon, Eugene, OR
- 2013 ● Pat Sitlington Emerging Research Award Finalist - Division on Career Development &
Transition Conference, Williamsburg, VA
- 2012 ● OSEP Leadership Training Grant Awardee – (Contract No. H325D110045-11A) – Research and
Instruction in Special Education (2012 – 2016) - University of Oregon, Eugene, OR
 - Rose Gross Scholarship - University of Oregon, Eugene, OR
- 2011 ● Graduate Teaching Fellowship, Department of Counseling Psychology - University of Oregon,
Eugene, OR
- 2010 ● LEND Fellowship, Department of Developmental Medicine - Children’s Hospital Boston,
Boston, MA
- 2008 ● Recipient, Dean’s Award Scholarship - Boston College, Chestnut Hill, MA
- 2005 ● Academic Dean’s List & Alpha Gamma Sigma Honors Society member
 - Recipient, Outstanding Student of the Year Scholarship
 - Recipient, Track & Field Scholar Athlete of the Year
 - Chair, Student Budget Committee - Saddleback College, Mission Viejo, CA

PROFESSIONAL MEMBERSHIP

Current Membership:

Special Education Research Accelerator Partner (<https://edresearchaccelerator.org>)
Council for Exceptional Children (2009 – Present)
CEC Division on Career Development and Transition (DCDT)
Human Rights and Diversity Chair for DCDT 2020 – 2022
Representative Assembly Member for DCDT 2018 – 2020
Oregon Council for Exceptional Children (2012 to pres.)