

**Erik William Carter, Ph.D.**  
*Luther Sweet Endowed Chair in Disabilities*  
Baylor University | One Bear Place #97301 | Waco, TX 76798-7304  
(254) 710-3438 *telephone* | erik\_carter@baylor.edu

### **Areas of Specialization**

Belonging and friendship; school and community inclusion; faith and disability; flourishing lives

### **Positions Held**

<i>Luther Sweet Endowed Chair in Disabilities</i> , Baylor University	2023-present
<i>Executive Director</i> , Baylor Center for Disability and Flourishing	2023-present
<i>Co-Director</i> , Vanderbilt Kennedy Center for Excellence in Developmental Disabilities	2020-2022
<i>Cornelius Vanderbilt Chair</i> in Special Education, Vanderbilt University	2017-2022
<i>Affiliated Faculty</i> , Graduate Department of Religion, Vanderbilt University	2016-2022
<i>Professor</i> , Department of Special Education, Vanderbilt University	2015-2022
<i>Associate Professor</i> , Department of Special Education, Vanderbilt University	2011-2015
<i>Member</i> , Vanderbilt Kennedy Center, Vanderbilt University	2011-2022
<i>Associate Professor</i> , Department of Rehabilitation Psychology and Special Education, University of Wisconsin-Madison, Madison, Wisconsin	2009-2011
<i>Investigator</i> , Waisman Center, University of Wisconsin-Madison	2006-2011
<i>Faculty Affiliate</i> , Prevention Science Program, University of Wisconsin-Madison	2006-2010
<i>Assistant Professor</i> , Department of Rehabilitation Psychology and Special Education, University of Wisconsin-Madison	2004-2009
<i>Project Coordinator</i> , Project ACCESS, Vanderbilt University	2003-2004
<i>Research Assistant</i> , Department of Special Education, Vanderbilt University	2000-2003
<i>Special Educator</i> , North East Independent School District, San Antonio, Texas	1998-2000

### **Formal Education**

<i>Ph.D. in Special Education</i> , Vanderbilt University, Nashville, Tennessee	2000-2004
<i>M.Ed. in Special Education</i> , Vanderbilt University, Nashville, Tennessee	1996-1998
<i>B.A. in Christian Education</i> , Wheaton College, Wheaton, Illinois	1994-1996

### Special Honors or Awards

- *President's Award*, Key Ministry (2023)
- *Champion of Inclusive Community Award*, All Belong (2021)
- *Research Award*, Division on Autism & Developmental Disabilities, Council for Exceptional Children (2016)
- Reviewer of the Year, *Exceptional Children* journal (2016)
- *Fellow of the American Association on Intellectual and Developmental Disabilities* (2015), Appointed
- *Patricia L. Sitlington Research in Transition Award*, Division on Career Development and Transition, Council for Exceptional Children (2012)
- *Young Professional Award*, Association of University Centers on Disabilities (2012)
- Reviewer of the Year, *Research and Practice for Persons with Severe Disabilities* journal (2011)
- *Myrle E. and Verle D. Nietzel Visiting Distinguished Faculty*, University of Kentucky (2010)
- *Distinguished Early Career Research Award*, Division of Research, Council for Exceptional Children (2009)
- *Early Career Award*, American Association for Intellectual and Developmental Disabilities (2009)
- Reviewer of the Year, *Career Development for Exceptional Individuals* journal (2009)
- *Alice H. Hayden Emerging Researcher Award*, TASH (2003)
- *Robert Gaylord-Ross Award for Excellence in Scholarly Writing*, Vanderbilt University (2003)
- *Richard Shores Award for Excellence in Teacher Education*, Vanderbilt University (2002)

### Publications

#### Journal Articles

1. **Carter, E. W.**, Escobar, M. V., Hollinger, C., Eshman, S. R., & Mire, S. S. (in press). "It's so tough!": Barriers to respite care for families of children with disabilities. *Intellectual and Developmental Disabilities*.
2. **Carter, E. W.**, Maddox, K., Pettit, M., Eshman, S. R., Escobar, M. V., Casper, G., & Le Shana, J. L. (in press). Barriers to belonging: The church experiences of families impacted by disability. *Review of Religious Research*.
3. **Carter, E. W.**, Pettit, M., Maddox, K., Escobar, M. V., Eshman, S. R., Le Shana, J. L. & Casper, G. (in press). Faithful belonging: Supporting families of children with disabilities in church. *Religious Education*. <https://doi.org/10.1080/00344087.2025.2524976>
4. **Carter, E. W.**, Pettit, M., Maddox, K., Westover, A., Le Shana J. L., & Nelson-Neigum, T. (in press). Advancing accessible worship: Perspectives of disability ministry leaders. *Journal of Disability & Religion*. <https://doi.org/10.1080/23312521.2025.2531800>
5. Escobar, M. V., & **Carter, E. W.** (in press). "Jill's House is our lifeline": The impact of respite and the call for accessible rest. *Practical Theology*. <https://doi.org/10.1080/1756073X.2025.2512292>
6. Maddox, K., **Carter, E. W.**, Pettit, M., Escobar, M. V., & Eshman, S. R. (in press). Faithful inclusion: The hopes held by parents of children with disabilities. *Inclusion*.
7. Paltzer, J., **Carter, E. W.**, Kwon E., Okafor, C. N., Padgett, N., VanderWeele, T. J., & Johnson, B. R. (in press). Demographic variation in health problem-related limitations in life across 22 countries: A cross-national analysis. *BMC Global and Public Health*.
8. Paltzer, J., Kwon E., Okafor, C. N., Padgett, N., **Carter, E. W.**, VanderWeele, T. J., & Johnson, B. R. (in press). Childhood predictors in health limitations in life across 22 countries: A cross-national analysis. *BMC Global and Public Health*.

9. Schutz, M. A., Awsumb, J. M., Burgess, L., Hvartin, J., & **Carter, E. W.** (in press). A portrait of paid employment pathways for high school students with extensive support needs. *Journal of Vocational Rehabilitation*.
  10. Stahl, D., Escobar, M. V., & **Carter, E. W.** (in press). “A gospel choir and an elevator”: The one wishes of disabled Christians. *Journal of Disability & Religion*.  
<https://doi.org/10.1080/23312521.2025.2522662>
  11. Tuttle, M., & **Carter, E. W.** (in press). Assistive technology in the classroom: The voices of students with visual impairments. *The Journal of Special Education*.
  12. Tuttle, M., & **Carter, E. W.** (in press). Classroom experiences of students with visual impairment who use assistive technology. *Journal of Visual Impairment & Blindness*.
  13. **Carter, E. W.** (2025). Haring et al. (1987): Friendship matters then and now. *Research and Practice for Persons with Severe Disabilities*, 50(2), 96-98. <https://doi.org/10.1177/15407969251317413>
  14. Lanchak, E. R., **Carter, E. W.**, & McMillan, E. D. (2025). “A hunt to find anything”: The complexities of finding and sharing disability-related information among state agency staff. *Journal of Disability Policy Studies*, 36(1), 16-28. <https://doi.org/10.1177/10442073241227794>
  15. Schutz, M. A., Awsumb, J. M., **Carter, E. W.**, Burgess, L., & Schwartzman, B. (2025). Connecting youth with significant disabilities to paid work: An innovative school-based intervention. *Intellectual and Developmental Disabilities*, 63(4), 329-343. <https://doi.org/10.1352/1934-9556-63.4.329>
  16. Schwartzman, B. C., Lanchak, E. R., **Carter, E. W.**, Guest, L., McMillan, E. D., & Taylor, J. L. (2025). Family perspectives on promoting paid employment for individuals with intellectual and developmental disabilities. *Rehabilitation Counseling Bulletin*, 68(2), 79-91.  
<https://doi.org/10.1177/00343552231213996>
  17. Awsumb, J. M., & **Carter, E. W.** (2024). Pre-Employment Transition Services: Provider experiences with design and delivery. *Journal of Vocational Rehabilitation*, 60(2), 211-223.  
<https://doi.org/10.3233/JVR-240007>
  18. Awsumb, J., Hrvatin, J., Travers, H., **Carter, E. W.**, & Guest, L. (2024). Connecting students with significant support needs to employment: A tool to structure employment planning meetings. *Inclusive Practices*, 3(1-2), 23-33. <https://doi.org/10.1177/27324745241242090>
  19. **Carter, E. W.** (2024). Spirituality, disability, and quality of life. *Journal of Policy and Practice in Intellectual Disabilities*, 21(1), 1-5. <https://doi.org/10.1111/jppi.12458>
  20. **Carter, E. W.**, Lanchak, E. R., & Morgan, G. B. (2024). Vocational calling, meaningful work, and job satisfaction among disability services providers. *Inclusion*, 12(3), 186-200.  
<https://doi.org/10.1352/2326-6988-12.3.186>
  21. **Carter, E. W.**, Tuttle, M., Asmus, J. A., Moss, C. K., & Lloyd, B. P. (2024). Observations of students with and without severe disabilities in general education classrooms: A portrait of inclusion? *Focus on Autism and Other Developmental Disabilities*, 39(1), 3-13. <https://doi.org/10.1177/10883576231178268>
  22. **Carter, E. W.**, Tuttle, M., Spann, E., Ling, C., & Jones, T. B. (2024). Toward accessible worship: The experiences and insights of Christians with disabilities. *Journal of Disability & Religion*, 28(2), 189-219.  
<https://doi.org/10.1080/23312521.2023.2197435>
-

23. Lanchak, E. R., **Carter, E. W.**, & McMillan, E. D. (2024). “You don’t know what you don’t know”: Parent perspectives on navigating disability-related information and resources. *Intellectual and Developmental Disabilities*, 62(6), 459-473. <https://doi.org/10.1352/1934-9556-62.6.459>
  24. Lanchak, E. R., **Carter, E. W.**, McMillan, E. D., Guest, L., Taylor, J. L., & Schwartzman, B. C. (2024). Complex employment journeys: Case studies of four families of adults with intellectual disability. *Journal of Vocational Rehabilitation*, 61(1), 1-15. <https://doi.org/10.3233/JVR-240025>
  25. Owen-DeSchryever, J., Ziegler, M., Matthews, A., Mayberry, M., & **Carter, E. W.** (2024). The reciprocity of peer-mediated interventions: Examining outcomes for peers. *School Psychology Review*, 53(3), 223-235. <https://doi.org/10.1080/2372966X.2022.2039959>
  26. Pulido, S., Matthews, A., Owen-DeSchryver, J., Harr-Smith, J., & **Carter, E. W.** (2024). Peer-mediated programs amidst a pandemic: Perspectives on implementation and impact. *Inclusion*, 12(2), 97-110. <https://doi.org/10.1352/2326-6988-12.2.97>
  27. Schutz, M. A., **Carter, E. W.**, & Travers, H. (2024). Rural school staff roles in career development for students with disabilities: A mixed methods study. *Career Development and Transition for Exceptional Individuals*, 47(1), 46-61. <https://doi.org/10.1177/21651434231152822>
  28. Schwartzman, B. C., Schutz, M. A., **Carter, E. W.**, & McMillan, E. D. (2024). Virtual community conversations as catalysts for improving transitions for youth with disabilities. *Intellectual and Developmental Disabilities*, 62(4), 306-322. <https://doi.org/10.1352/1934-9556-62.4.306>
  29. Stewart-Ginsburg, J. H., **Carter, E. W.**, Ault, M. J., Tanner, A., & Becker, C. (2024). A preliminary national survey of accessible features of churches in the United States. *Review of Religious Research*, 66(4), 631-648. <https://doi.org/10.1177/0034673X241268649>
  30. Tuttle, M., & **Carter, E. W.** (2024). Assistive technology use among students with visual impairments in academic classes. *Journal of Special Education Technology*, 39(4), 468-480. <https://doi.org/10.1177/01626434231217050>
  31. **Carter, E. W.** (2023). Research on disability and congregational inclusion: What we know and where we might go. *Journal of Disability & Religion*, 27(2), 179-209. <https://doi.org/10.1080/23312521.2022.2035297>
  32. **Carter, E. W.**, Koehler, A. L., Spann, E. E., & Weber, M. A. (2023). “And then COVID happened...”: The impact on ministry and disability in local churches. *Review of Religious Research*, 65(2), 263-288. <https://doi.org/10.1177/0034673X231202052>
  33. **Carter, E. W.**, Lanchak, E. R., Berry, L. E., McMillan, E. D., Taylor, J. L., Fleming, L. P., & Dao, A. (2023). Family perspectives on the complexities of pursuing integrated employment for adults with intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, 128(3), 219-236. <https://doi.org/10.1352/1944-7558-128.3.219>
  34. **Carter, E. W.**, Lanchak, E. R., Guest, L., McMillan, E. D., Taylor, J. L., Fleming, L. P., & Rowley, H. (2023). “More than a paycheck”: Parent perspectives on meaningful work for individuals with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*, 61(2), 145-157. <https://doi.org/10.1352/1934-9556-61.2.145>
  35. **Carter, E. W.**, Tuttle, M., Spann, E., Ling, C., & Jones, T. (2023). Addressing accessibility within the Church: Perspectives of people with disabilities. *Journal of Religion and Health*, 62(4), 2474-2495. <https://doi.org/10.1007/s10943-022-01508-6>
-

- 
36. Charpentier, K., & **Carter, E. W.** (2023). Romantic relationships and adults with IDD in inclusive supported living: Considerations, complexities, and opportunities. *Sexuality and Disability, 41*, 307-334. <https://doi.org/10.1007/s11195-023-09775-1>
  37. Huber, H. M., & **Carter, E. W.** (2023). Impact and individualization of peer support arrangements for high school students with autism. *Inclusion, 11*(1), 1-22. <https://doi.org/10.1352/2326-6988-11.1.1>
  38. Lawrence, C. E., **Carter, E. W.**, Lanchak, E. R., & McMillan, E. D. (2023). Educator perspectives on accessing disability-related information and resources. *Teacher Education and Special Education, 46*(4), 265-283. <https://doi.org/10.1177/08884064231157804>
  39. Lequia, J. L., Vincent, L. B., Lyons, G. L., Asmus, J. A., & **Carter, E. W.** (2023). Individualized education programs (IEPs) of high school students with significant disabilities. *Education and Training in Autism and Developmental Disabilities, 58*, 22-35.
  40. Lloyd, B. P., **Carter, E. W.**, Hine, M. C., Davis, A. D., Lanchak, E. R., Ferrell, M. A., Axelroth, T. L., Shuster, B. C., Haynes, R. L., Higgs, J., & Chauvin, C. B. (2023). Student perspectives on implementation and impact of Positive Behavioral Interventions and Supports (PBIS) in their middle schools. *Journal of Positive Behavior Interventions, 25*(2), 131-144. <https://doi.org/10.1177/10983007221082961>
  41. Lloyd, B. P., **Carter, E. W.**, Schuster, B., Axelroth, T., Davis, A., Hine, M., Porritt, M., Haynes, R., Fareed, S., & Slaughter, J. (2023). Perspectives on the initial adoption of multi-tiered systems of support for behavior. *Journal of Positive Behavior Interventions, 25*(1), 3-15. <https://doi.org/10.1177/10983007211024378>
  42. Rhoads, C. R., & **Carter, E. W.** (2023). Using e-mail as performance feedback to teach paraprofessionals to implement constant time delay with braille words. *British Journal of Visual Impairment, 41*(1), 169-180. <https://doi.org/10.1177/02646196211029339>
  43. Schutz, M. A., Schwartzman, B., Awsumb, J., M., Burgess, L., **Carter, E. W.**, & Taylor, J. L. (2023). Pathways to paid work for youth with severe disabilities: Perspectives on strategies for success. *Journal of Vocational Rehabilitation, 58*(1), 11-26. <https://doi.org/10.3233/JVR-221221>
  44. Travers, H. E., **Carter, E. W.**, Picard, E. T., & Hauptman, L. (2023). It “goes both ways”: The impact of peer-mediated interventions on peers. *Inclusion, 11*(3), 162-178. <https://doi.org/10.1352/2326-6988-11.3.162>
  45. Tuttle, M., & **Carter, E. W.** (2023). Systematic review of studies addressing computer-assisted instruction for students with visual impairment. *Journal of Special Education Technology, 38*(3), 274-287. <https://doi.org/10.1177/01626434221088026>
  46. Awsumb, J. M., Schutz, M. A., **Carter, E. W.**, Schwartzman, B., Burgess, L., & Taylor, J. L. (2022). Pursuing paid employment for youth with severe disabilities: Multiple perspectives on pressing challenges. *Research and Practice for Persons with Severe Disabilities, 47*(1), 22-39. <https://doi.org/10.1177/15407969221075629>
  47. Bumble, J. L., **Carter, E. W.**, Gajjar, S., Valentini, B., & Brown, B. (2022). Community conversations on independent living: Understanding the perspectives and support needs of persons with disabilities living in the southeast United States. *Disability & Rehabilitation, 44*(19), 5520-5529. <https://doi.org/10.1080/09638288.2021.1938249>
-

- 
48. Bumble, J. L., **Carter, E. W.**, & Kuntz, E. M. (2022). Examining the transition networks of secondary special educators: An explanatory sequential mixed methods study. *Remedial and Special Education, 43*(6), 375-391. <https://doi.org/10.1177/07419325211063485>
  49. **Carter, E. W.** (2022). A place of belonging: Including individuals with significant disabilities in faith communities. *Inclusive Practices, 1*(1), 6-12. <https://doi.org/10.1177/2732474520977482>
  50. **Carter, E. W.** (2022). The changing landscape of disability and ministry in the Church. *Currents in Theology and Mission, 49*(3), 4-9. <https://currentsjournal.org/index.php/currents/issue/view/69>
  51. **Carter, E. W.**, Lanchak, E. R., & McMillan, E. D. (2022). "Too many brick walls": Perspectives on accessing disability information and resources among service providers. *Inclusion, 10*(4), 256-269. <https://doi.org/10.1352/2326-6988-10.4.256>
  52. Ferrell, M., & **Carter, E. W.** (2022). Addressing alcohol awareness with college students with intellectual disability. *Journal of Inclusive Postsecondary Education, 4*(1), 1-24. <https://doi.org/10.13021/jipe.2022.3065>
  53. Kuntz, E. M., **Carter, E. W.**, Cassady, K., & Knight, V. F. (2022). Observing inclusion in STEM classes: Academic and social participation of students with and without intellectual and developmental disabilities. *Inclusion, 10*(1), 1-18. <https://doi.org/10.1352/2326-6988-10.1.1>
  54. Matthews, A., Ziegler, M., Mayberry, M., Owen-DeSchryever, & **Carter, E. W.** (2022). Scaling up a peer-mediated program statewide: Lessons learned though *Peer to Peer. Intellectual and Developmental Disabilities, 60*(4), 334-344. <https://doi.org/10.1352/1934-9556-60.4.334>
  55. McCabe, L., Hall, C., **Carter, E. W.**, Lee, E. B., & Bethune-Dix, L. K. (2022). Faculty perspectives on the appeal and impact of including college students with intellectual disability. *Inclusion, 10*(1), 71-86. <https://doi.org/10.1352/2326-6988-10.1.71>
  56. Schutz, M. A., Awsumb, J., **Carter, E. W.**, & McMillan, E. D. (2022). Parent perspectives on Pre-Employment Transition Services for youth with disabilities. *Rehabilitation Counseling Bulletin, 65*(4), 266-278. <https://doi.org/10.1177/0034355221993542>
  57. Schutz, M. A., & **Carter, E. W.** (2022). Elevating the employment outcomes of transition-age youth with disabilities: Four decades of research. *Journal of Vocational Rehabilitation, 57*(1), 1-21. <https://doi.org/10.3233/JVR-221194>
  58. Schutz, M. A., & **Carter, E. W.** (2022). Employment interventions for youth with disabilities: A review of transition practices and partners. *Career Development and Transition for Exceptional Individuals, 45*(3), 154-169. <https://doi.org/10.1177/21651434221075810>
  59. Travers, H. E., & **Carter, E. W.** (2022). An observational study of lunchroom interactions among secondary students with visual impairments and their peers. *Journal of Visual Impairments and Blindness, 116*(5), 699-710. <https://doi.org/10.1177/0145482X221130365>
  60. Travers, H. E., & **Carter, E. W.** (2022). A portrait of peers within peer-mediated interventions: A literature review. *Focus on Autism and Other Developmental Disabilities, 37*(2), 71-82. <https://doi.org/10.1177/10883576211073698>
  61. Travers, H. E., & **Carter, E. W.** (2022). A systematic review of how peer-mediated interventions impact students without disabilities. *Remedial and Special Education, 43*(1), 40-57.
-

<https://doi.org/10.1177/0741932521989414>

62. Travers, H. E., & **Carter, E. W.** (2022). How do peers benefit from peer-mediated interventions? Examining impact within secondary and postsecondary programs. *Research and Practice for Persons with Severe Disabilities, 47*(2), 72-89. <https://doi.org/10.1177/15407969221093380>
  63. Tuttle, M., & **Carter, E. W.** (2022). Examining high-tech assistive technology use among students with visual impairments. *Journal of Visual Impairments and Blindness, 116*(4), 473-484. <https://doi.org/10.1177/0145482X221120265>
  64. Tuttle, M., & **Carter, E. W.** (2022). Examining peer support arrangements for students with visual impairment. *British Journal of Visual Impairments, 40*(2), 222-239. <https://doi.org/10.1177/0264619620972150>
  65. Tuttle, M., & **Carter, E. W.** (2022). A review of computer-assisted instruction for students with visual impairment. *The Journal of Special Education, 56*(3), 132-145. <https://doi.org/10.1177/00224669211050915>
  66. Bumble, J. L., & **Carter, E. W.** (2021). Application of the World Café to disability issues: A systematic review. *Journal of Disability Policy Studies, 32*(3), 193-203. <https://doi.org/10.1177/1044207320949962>
  67. **Carter, E. W.** (2021). Equipped for inclusion: Western Theological Seminary's Graduate Certificate in Disability and Ministry. *Journal of Disability & Religion, 25*(3), 261-278. <https://doi.org/10.1080/23312521.2021.1895022>
  68. **Carter, E. W.** (2021). Incomplete without you: Research on disability, inclusion, and the church. *Cultural Encounters, 16*(2), 21-34.
  69. **Carter, E. W.**, Awsumb, J. M., Schutz, M. A., & McMillan, E. D. (2021). Preparing youth for the world of work: Educator perspectives on pre-employment transition services. *Career Development and Transition for Exceptional Individuals, 44*(3), 161-173. <https://doi.org/10.1177/2165143420938663>
  70. **Carter, E. W.**, & McCabe, L. (2021). Peer perspectives within the inclusive postsecondary education movement: A systematic review. *Behavior Modification, 45*(2), 215-250. <https://doi.org/10.1177/0145445520979789>
  71. **Carter, E. W.**, Schutz, M. A., Gajjar, S., Maves, E., Bumble, J., & McMillan, E. D. (2021). Using community conversations to inform transition education in rural communities. *The Journal of Special Education, 55*(3), 131-142. <https://doi.org/10.1177/0022466920950331>
  72. Hall, C., McCabe, L., **Carter, E. W.**, Lee, E. B., & Bethune-Dix, L. K. (2021). Teaching college students with intellectual disability: Faculty experiences with inclusive higher education. *Journal of Inclusive Postsecondary Education, 3*(1), 1-26. <https://doi.org/10.13021/jipe.2021.2730>
  73. Kuntz, E. M., & **Carter, E. W.** (2021). Effects of a collaborative planning and consultation framework to increase participation of students with severe disabilities in general education classes. *Research and Practice for Persons with Severe Disabilities, 46*(1), 35-52. <https://doi.org/10.1177/1540796921992518>
  74. Kuntz, E. M., & **Carter, E. W.** (2021). General educators' involvement in interventions for students with intellectual disability. *Inclusion, 9*(2), 134-150. <https://doi.org/10.1352/2326-6988-9.2.134>
-

- 
75. Lee, C. E., Day, T. L., **Carter, E. W.**, & Taylor, J. L. (2021). Examining growth among college students with intellectual and developmental disability: A longitudinal study. *Behavior Modification*, *45*(2), 324-348. <https://doi.org/10.1177/0145445520982968>
  76. Schroeder, E. T., **Carter, E. W.**, & Simplican, S. C. (2021). First-year orientation programs involving undergraduates with intellectual disability: Exploring barriers and belonging. *Journal of Postsecondary Education and Disability*, *34*(3), 239-252.
  77. Schutz, M. A., **Carter, E. W.**, Gajjar, S. A., & Maves, E. A. (2021). Strengthening transition partnerships through community conversation events. *TEACHING Exceptional Children*, *53*(5), 359-368. <https://doi.org/10.1177/0040059920987877>
  78. Schutz, M. A., **Carter, E. W.**, Maves, E. A., Gajjar, S. A., & McMillan, E. D. (2021). Examining school-community transition partnerships using community conversations. *Journal of Vocational Rehabilitation*, *55*(2), 131-145. <https://doi.org/10.3233/JVR-211152>
  79. Skillern, S., & **Carter, E. W.** (2021). La transición: Parent perspectives on transition for Latino youth with severe disabilities. *Journal of Research in Special Educational Needs*, *21*(4), 323-333. <http://doi.org/10.1111/1471-3802.12530>
  80. Spruit, S., & **Carter, E. W.** (2021). Friendships through inclusive postsecondary education programs: Perspectives of current and former students with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*, *59*(6), 487-501. <https://doi.org/10.1352/1934-9556-59.6.487>
  81. Awsumb, J. M., **Carter, E. W.**, Schutz, M. A., & McMillan, E. D. (2020). Perspectives of pre-employment transition services providers on preparing youth with disabilities for employment. *Journal of Vocational Rehabilitation*, *53*(2), 205-218. <https://doi.org/10.3233/JVR-201097>
  82. Bumble, J. L., & **Carter, E. W.** (2020). The World Café as a methodology for examining disability issues: Review and recommendations. *International Review of Research in Developmental Disabilities*, *58*, 107-155. <https://doi.org/10.1016/bs.irrdd.2020.08.001>
  83. **Carter, E. W.** (2020). The absence of asterisks: The inclusive church and children with disabilities. *Journal of Catholic Education*, *23*(2), 168-188. <http://dx.doi.org/10.15365/joce.2302142020>
  84. **Carter, E. W.**, Carlton, M. B., & Travers, H. E. (2020). Seeing strengths: Young adults and their siblings with intellectual and developmental disabilities. *Journal of Applied Research in Intellectual Disabilities*, *33*(3), 574-583. <https://doi.org/10.1111/jar.12701>
  85. Rowe, D., **Carter, E. W.**, Gajjar, S., Maves, E., & Wall, J. (2020). Supporting strong transitions remotely: Considerations and complexities for rural communities. *Rural Special Education Quarterly*, *39*(4), 220-232. <https://doi.org/10.1177/8756870520958199>
  86. Test, D. W., **Carter, E. W.**, Coyle, J., Seaman-Tullis, R., Rusher, D., & Odom, S. L. (2020). Secondary transition of students with autism spectrum disorder: Recommendations for researchers. *Education and Training in Autism and Developmental Disabilities*, *55*(3), 247-263. <https://www.jstor.org/stable/27077918>
  87. Trainor, A. A., **Carter, E. W.**, Karpur, A., Martin, J. E., Mazzotti, V., Morningstar, M. E., Newman, L., & Rojewski, J. W. (2020). A framework for research in transition: Identifying important areas and intersections for future study. *Career Development and Transition for Exceptional Individuals*, *43*(1), 5-17. <https://doi.org/10.1177/2165143419864551>
-

- 
88. Travers, H. E., Carlton, M. B., & **Carter, E. W.** (2020). Social connections among siblings with and without intellectual disability or autism. *Intellectual and Developmental Disabilities, 58*(1), 19-33. <https://doi.org/10.1352/1934-9556-58.1.19>
89. Ziegler, M., Matthews, A., Mayberry, M., Owen-De Schryver, J., & **Carter, E. W.** (2020). From barriers to belonging: Promoting inclusion and relationships through *Peer to Peer* programs. *TEACHING Exceptional Children, 52*(6), 426-434. <https://doi.org/10.1177/0040059920906519>
90. Biggs, E. E., **Carter, E. W.**, & Gilson, C. B. (2019). A scoping review of the involvement of children's communication partners in aided AAC modeling interventions. *American Journal of Speech Language Pathology, 28*(2), 743-758. [https://doi.org/10.1044/2018\\_AJSLP-18-0024](https://doi.org/10.1044/2018_AJSLP-18-0024)
91. Biggs, E. E., Gilson, C. B., & **Carter, E. W.** (2019). "Developing that balance": Preparing and supporting special education teachers to work with paraprofessionals. *Teacher Education and Special Education, 42*(2), 117-131. <https://doi.org/10.1177/0888406418765611>
92. Boehm, T. L., & **Carter, E. W.** (2019). Facets of faith: Spirituality, religiosity, and parents of individuals with intellectual disability. *Intellectual and Developmental Disabilities, 57*(6), 512-526. <https://doi.org/10.1352/1934-9556-57.6.512>
93. Boehm, T. L., & **Carter, E. W.** (2019). Family quality of life and its correlates among parents of children and adults with intellectual disability. *American Journal on Intellectual and Developmental Disabilities, 124*(2), 99-115. <https://doi.org/10.1352/1944-7558-124.2.99>
94. Bumble, J. L., **Carter, E. W.**, Bethune, L., Day, T., & McMillan, E. D. (2019). Community conversations on inclusive higher education for students with intellectual disability. *Career Development and Transition for Exceptional Individuals, 42*(1), 29-42. <https://doi.org/10.1177/2165143418781303>
95. **Carter, E. W.**, & Boehm, T. L. (2019). Religious and spiritual expressions of young people with intellectual and developmental disabilities. *Research and Practice for Persons with Severe Disabilities, 44*(1), 37-52. <https://doi.org/10.1177/1540796919828082>
96. **Carter, E. W.**, Dykstra Steinbrenner, J. R., & Hall, L. J. (2019). Exploring feasibility and fit: Peer-mediated interventions for high school students with autism spectrum disorder. *School Psychology Review, 48*(2), 157-169. <https://doi.org/10.17105/SPR-2017-0112.V48-2>
97. **Carter, E. W.**, Gustafson, J. R., Mackay, M. M., Martin, K., Parley, M., Graves, J., Day, T., McCabe, L., Lazarz, H., McMillan, E. D., Beeson, T., Schiro-Geist, C., Williams, M., & Cayton, J. (2019). Motivations and expectations of peer mentors within inclusive higher education programs for students with intellectual disability. *Career Development and Transition for Exceptional Individuals, 42*(3), 168-178. <https://doi.org/10.1177/2165143418779989>
98. Knight, V., Huber, H. B., Kuntz, E., **Carter, E. W.**, & Juárez, P. (2019). Instructional practices, priorities, and preparedness for educating students with autism and intellectual disability. *Focus on Autism and Other Developmental Disabilities, 34*(1), 3-14. <https://doi.org/10.1177/1088357618755694>
99. Kuntz, E., & **Carter, E. W.** (2019). Review of interventions supporting secondary students with intellectual disability in general education classrooms. *Research and Practice for Persons with Severe Disabilities, 44*(2), 103-121. <https://doi.org/10.1177/1540796919847483>
100. Valentini, B., **Carter, E. W.**, Bumble, J. L., & Hill, E. (2019). Employer views on school-business partnerships involving students with severe disabilities. *Journal of Vocational Rehabilitation, 50*(3), 365-377. <https://doi.org/10.3233/JVR-191019>
-

- 
101. Biggs, E. E., **Carter, E. W.**, & Gilson, C. B. (2018). Systematic review of interventions involving aided AAC modeling for children with complex communication needs. *American Journal on Intellectual and Developmental Disabilities, 123*(5), 443-473. <https://doi.org/10.1352/1944-7558-123.5.443>
102. Biggs, E. E., **Carter, E. W.**, Mazur, E., Barnes, K., & Bumble, J. L. (2018). Enhancing peer network interventions for students with complex communication needs. *Exceptional Children, 85*(1), 66-85. <https://doi.org/10.1177/0014402918792899>
103. Bumble, J. L., **Carter, E. W.**, McMillan, E. D., Manikas, A., & Bethune, L. (2018). Community conversations on integrated employment: Examining individualization, influential factors, and impact. *Journal of Disability Policy Studies, 28*(4), 229-443. <https://doi.org/10.1177/1044207317739401>
104. **Carter, E. W.** (2018). Supporting the social lives of secondary students with severe disabilities: Critical elements for effective intervention. *Journal of Emotional and Behavioral Disorders, 26*(1), 52-61. <https://doi.org/10.1177/1063426617739253>
105. **Carter, E. W.**, & Bumble, J. L. (2018). The promise and possibilities of community conversations: Expanding employment opportunities for people with disabilities. *Journal of Disability Policy Studies, 28*(4), 195-202. <https://doi.org/10.1177/1044207317739408>
106. **Carter, E. W.**, Bendetson, S., & Guiden, C. H. (2018). Family perspectives on the appeals of and alternatives to sheltered employment for individuals with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 43*(3), 145-164. <https://doi.org/10.1177/1540796918778293>
107. Gilson, C. B., & **Carter, E. W.** (2018). Video-based instruction to promote employment-related social behaviors for high school students with severe intellectual disability. *Inclusion, 6*(3), 175-193. <https://doi.org/10.1352/2326-6988-6.3.175>
108. Gilson, C. B., **Carter, E. W.**, Bumble, J. L., & McMillan, E. D. (2018). Family perspectives on integrated employment for adults with intellectual and developmental disabilities. *Research and Practice for Persons with Severe Disabilities, 43*(1), 20-37. <https://doi.org/10.1177/1540796917751134>
109. Huber, H. B., **Carter, E. W.**, Lopano, S. E., & Stankiewicz, K. C. (2018). Using structural analysis to inform peer support arrangements for high school students with severe disabilities. *American Journal on Intellectual and Developmental Disabilities, 123*(2), 119-139. <https://doi.org/10.1352/1944-7558-123.2.119>
110. Lee, G. K., Chun, J., Hama, H., & **Carter, E. W.** (2018). Review of transition and vocational interventions for youths and adults with autism spectrum disorders. *Review Journal of Autism and Developmental Disorders, 5*(3), 268-284. <https://doi.org/10.1007/s40489-018-0138-4>
111. Mamun, A. A., **Carter, E. W.**, Fraker, T. M., & Timmons, L. (2018). Impact of early work experiences on subsequent paid employment for young adults with disabilities. *Career Development and Transition for Exceptional Individuals, 41*(4), 212-222. <https://doi.org/10.1177/2165143417726302>
112. Manikas, A., **Carter, E. W.**, & Bumble, J. L. (2018). Inclusive community service among college students with and without intellectual disability: A pilot study. *Journal of Postsecondary Education and Disability, 31*(3), 225-238.
113. Asmus, J., **Carter, E. W.**, Moss, C. K., Biggs, E. E., Bolt, D., Born, T. L., Bottema-Beutel, K., Brock, M. E., Cattet, G., Cooney, M., Fesperman, E., Hochman, J. T., Huber, H. B., Lequia, J., Lyons, G. L., Vincent, L. B., & Wier, K. (2017). Efficacy and social validity of peer network interventions for
-

- high school students with severe disabilities. *American Journal on Intellectual and Developmental Disabilities*, 122(2), 118-137. <https://doi.org/10.1352/1944-7558-122.2.118>
114. Biggs, E. E., **Carter, E. W.**, & Gustafson, J. R. (2017). Efficacy of peer support arrangements to increase peer interaction and AAC use. *American Journal on Intellectual and Developmental Disabilities*, 122(1), 25-48. <https://doi.org/10.1352/1944-7558-122.1.25>
115. Brock, M. E., & **Carter, E. W.** (2017). A meta-analysis of educator training to improve implementation of interventions for students with disabilities. *Remedial and Special Education*, 38(3), 131-144. <https://doi.org/10.1177/0741932516653477>
116. Bumble, J. L., **Carter, E. W.**, McMillan, E. D., & Manikas, A. (2017). Using community conversations to expand employment opportunities of people with disabilities in rural and urban communities. *Journal of Vocational Rehabilitation*, 47(1), 65-78. <https://doi.org/10.3233/JVR-170883>
117. **Carter, E. W.** (2017). The promise and practice of peer support arrangements for students with intellectual and developmental disabilities. *International Review of Research in Developmental Disabilities*, 52, 141-174. <https://doi.org/10.1016/bs.irrdd.2017.04.001>
118. **Carter, E. W.**, Bumble, J. L., Griffin, B., & Curcio, M. P. (2017). Community conversations on faith and disability: Identifying new practices, postures, and partners for congregations. *Pastoral Psychology*, 66(5), 575-594. <https://doi.org/10.1007/s11089-017-0770-4>
119. **Carter, E. W.**, Gustafson, J. R., Sreckovic, M. A., Steinbrenner, J. R. D., Pierce, N. P., Bord, A., Stabel, A., Rogers, S., Czerw, A., & Mullins, T. (2017). Efficacy of peer support interventions in general education classrooms for high school students with autism spectrum disorder. *Remedial and Special Education*, 38(4), 207-221. <https://doi.org/10.1177/0741932516672067>
120. **Carter, E. W.**, McMillan, E. D., Willis, W., & TennesseeWorks Partnership. (2017). The TennesseeWorks Partnership: Elevating employment outcomes for people with intellectual and developmental disabilities. *Journal of Vocational Rehabilitation*, 47(3), 365-378. <https://doi.org/10.3233/JVR-170909>
121. Christopher-Allen, A., Hunter, W., Brown, S., **Carter, E. W.**, & Schiro-Geist, C. (2017). Utilizing peer-mediated instruction within post-secondary classrooms. *Journal of Forensic Vocational Analysis*, 17(1), 27-36.
122. Gilson, C. B., Bethune, L., **Carter, E. W.**, & McMillan, E. D. (2017). Informing and equipping parents of people with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*, 55(5), 347-360. <https://doi.org/10.1352/1934-9556-55.5.347>
123. Gilson, C. B., **Carter, E. W.**, & Biggs, E. E. (2017). Systematic review of instructional methods to teach employment skills to secondary students with intellectual and developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, 42(2), 89-107. <https://doi.org/10.1177/1540796917698831>
124. Leigers, K., Kleinert, H., & **Carter, E. W.** (2017). "I never truly thought about them having friends": Equipping schools to foster peer relationships. *Rural Special Education Quarterly*, 36(2), 73-83. <https://doi.org/10.1177/8756870517707711>
125. Shuster, B. C., Gustafson, J. R., Jenkins, A., Lloyd, B., **Carter, E. W.**, & Bernstein, C. (2017). Including students with disabilities in positive behavior intervention and supports: Experiences and perspectives of special educators. *Journal of Positive Behavioral Interventions*, 19(3), 143-157.
-

<https://doi.org/10.1177/1098300716675734>

126. Asmus, J. A., **Carter, E. W.**, Moss, C. K., Born, T. L., Vincent, L. B., Lloyd, B. P., & Chung, Y. (2016). Social outcomes and acceptability of two peer-mediated interventions for high school students with severe disabilities: A pilot study. *Inclusion, 44*(4), 194-214. <https://doi.org/10.1352/2326-6988-4.4.195>
127. Biggs, E. E., Blustein, C. L., & **Carter, E. W.** (2016). Accomplishing more together: Strengthening relationships of teachers and paraprofessionals working with students with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 41*(4), 256-272. <https://doi.org/10.1177/1540796916665604>
128. Blustein, C. L., & **Carter, E. W.** (2016). Promoting social interactions and job independence for college students with autism or intellectual disability: A pilot study. *Journal of Autism and Developmental Disorders, 46*(11), 3583-3596. <https://doi.org/10.1007/s10803-016-2894-2>
129. Boehm, T. L., & **Carter, E. W.** (2016). Systematic review of informal relationships among parents of individuals with intellectual disability or autism. *Research and Practice for Persons with Severe Disabilities, 41*(3), 173-190. <https://doi.org/10.1177/1540796916657339>
130. Biggs, E. E., & **Carter, E. W.** (2016). Quality of life for transition-age youth with autism or intellectual disability. *Journal of Autism and Developmental Disorders, 46*(1), 190-204. <https://doi.org/10.1007/s10803-015-2563-x>
131. Blustein, C. L., **Carter, E. W.**, & McMillan, E. D. (2016). The voices of parents: Post-high school expectations, priorities, and concerns for children with intellectual and developmental disabilities. *The Journal of Special Education, 50*(3), 164-177. <https://doi.org/10.1177/0022466916641381>
132. Bottema-Beutel, K., Mullins, T., Harvey, M., Gustafson, J. R., & **Carter, E. W.** (2016). Avoiding the “brick wall of awkward”: Perspectives of youth with autism spectrum disorder on socialization-focused intervention practices. *Autism, 20*(2), 196-206. <https://doi.org/10.1177/1362361315574888>
133. Brock, M. E., Biggs, E. E., **Carter, E. W.**, Cattet, G., & Raley, K. (2016). Implementation and generalization of peer support arrangements for students with significant disabilities in inclusive classrooms. *The Journal of Special Education, 49*(4), 221-232. <https://doi.org/10.1177/0022466915594368>
134. Brock, M. E., & **Carter, E. W.** (2016). Efficacy of teachers training paraprofessionals to implement peer support arrangements. *Exceptional Children, 82*(3), 354-371. <https://doi.org/10.1177/0014402915585564>
135. **Carter, E. W.** (2016). A place of belonging: Research at the intersection of faith and disability. *Review & Expositor, 113*(2), 167-180. <https://doi.org/10.1177/0034637316637861>
136. **Carter, E. W.**, Asmus, J., Moss, C. K., Amirault, K. A., Biggs, E. E., Bolt, D., Born, T. L., Brock, M. E., Cattet, G., Chen, R., Cooney, M., Fesperman, E., Hochman, J. T., Huber, H. B., Lequia, J., Lyons, G., Riesch, L., Shalev, R., Vincent, L. B., & Wier, K. (2016). Randomized evaluation of peer support arrangements to support the inclusion of high school students with severe disabilities. *Exceptional Children, 82*(2), 209-233. <https://doi.org/10.1177/0014402915598780>
137. **Carter, E. W.**, Biggs, E. E., & Boehm, T. L. (2016). Being present versus having a presence: Dimensions of belonging for young people with disabilities and their families. *Christian Education Journal, 13*(1), 127-146. <https://doi.org/10.1177/073989131601300109>
-

- 
138. **Carter, E. W.**, Blustein, C. L., Bumble, J. L., Harvey, S., Henderson, L., & McMillan, E. D. (2016). Engaging communities in identifying local strategies for expanding integrated employment during and after high school. *American Journal on Intellectual and Developmental Disabilities, 121*(5), 398-418. <https://doi.org/10.1352/1944-7558-121.5.398>
139. **Carter, E. W.**, Boehm, T. L., Annandale, N. H., & Taylor, C. (2016). Supporting congregational inclusion for children and youth with disabilities and their families. *Exceptional Children, 82*(3), 372-389. <https://doi.org/10.1177/0014402915598773>
140. Feldman, R., **Carter, E. W.**, Asmus, J., & Brock, M. E. (2016). Presence, proximity, and peer interactions of adolescents with severe disabilities in general education classrooms. *Exceptional Children, 82*(2), 192-208. <https://doi.org/10.1177/0014402915585481>
141. Griffin, M. M., Mello, M. P., Glover, C. A., **Carter, E. W.**, & Hodapp, R. (2016). Supporting students with intellectual disability in postsecondary education: The motivations and experiences of peer mentors. *Inclusion, 4*(2), 75-88. <https://doi.org/10.1352/2326-6988-4.2.75>
142. Huber, H. B., & **Carter, E. W.** (2016). Data-driven individualization in peer-mediated interventions for students with ASD: A literature review. *Review Journal of Autism and Developmental Disorders, 3*(3), 239-253. <https://doi.org/10.1007/s40489-016-0079-8>
143. Lyons, G. L., Huber, H. B., **Carter, E. W.**, Chen, R., & Asmus, J. A. (2016). Assessing the social skills and problem behaviors of adolescents with severe disabilities enrolled in general education classes. *American Journal on Intellectual and Developmental Disabilities, 121*(4), 327-345. <https://doi.org/10.1352/1944-7558-121.4.327>
144. Schaefer, J. M., Canella-Malone, H. I., & **Carter, E. W.** (2016). The place of peers in peer-mediated interventions for students with intellectual disabilities. *Remedial and Special Education, 37*(6), 345-356. <https://doi.org/10.1177/0741932516629220>
145. Shaley, R. A., Asmus, J. M., **Carter, E. W.**, & Moss, C. K. (2016). Attitudes of high school students toward their classmates with severe disabilities: A pilot study. *Journal of Developmental and Physical Disabilities, 28*(4), 523-538. <https://doi.org/10.1007/s10882-016-9489-x>
146. Boehm, T. L., **Carter, E. W.**, & Taylor, J. L. (2015). Family quality of life during the transition to adulthood for individuals with intellectual disability and/or autism spectrum disorders. *American Journal on Intellectual and Developmental Disabilities, 120*(5), 395-411. <https://doi.org/10.1352/1944-7558-120.5.395>
147. Bogenschutz, M., Amado, A., Smith, C., **Carter, E. W.**, Copeland, M., Dattilo, J., Gaventa, B., Hall, S., McManus, M., Quraishi, S., Romer, L., & Walker, P. (2015). National goals for social inclusion for people with IDD. *Inclusion, 3*, 211-218. <https://doi.org/10.1352/2326-6988-3.4.211>
148. Brock, M. E., & **Carter, E. W.** (2015). Effects of a professional development package to prepare special education paraprofessionals to implement evidence-based practice. *The Journal of Special Education, 49*(1), 39-51. <https://doi.org/10.1177/0022466913501882>
149. **Carter, E. W.**, Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C., Logeman, A. K., & Liu, R. Y. (2015). Known for my strengths: Positive traits of transition-age youth with intellectual disability or autism. *Research and Practice for Persons with Severe Disabilities, 40*(2), 101-119. <https://doi.org/10.1177/1540796915592158>
-

- 
150. **Carter, E. W.**, Kleinert, H. L., LoBianco, T. F., Sheppard-Jones, K. A., Butler, L. N., & Tyree, M. S. (2015). Congregational participation of a national sample of adults with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities, 53*(6), 381-393. <https://doi.org/10.1352/1934-9556-53.6.381>
151. **Carter, E. W.**, Lane, K. L., Jenkins, A., Magill, L., M., Germer, K., & Greiner, S. (2015). Administrator views on providing self-determination instruction in elementary and secondary schools. *The Journal of Special Education, 49*, 52-64. <https://doi.org/10.1177/0022466913502865>
152. **Carter, E. W.**, Moss, C. K., Asmus, J., Fesperman, E., Cooney, M., Brock, M. E., Lyons, G., Huber, H. B., & Vincent, L. B. (2015). Promoting inclusion, social connections, and learning through peer support arrangements. *TEACHING Exceptional Children, 48*(1), 9-18. <https://doi.org/10.1177/0040059915594784>
153. Hochman, J. M., **Carter, E. W.**, Bottema-Beutel, K., Harvey, M. N., & Gustafson, J. R. (2015). Efficacy of peer networks to increase social connections among high school students with and without autism. *Exceptional Children, 82*(1), 96-116. <https://doi.org/10.1177/0014402915585482>
154. Kucharczyk, S., Reutebuch, C. K., **Carter, E. W.**, Hedges, S., Farah, E., Fan, H., & Gustafson, J. R. (2015). Addressing the needs of adolescents with autism spectrum disorders: Considerations and complexities for high school interventions. *Exceptional Children, 81*, 329-349. <https://doi.org/10.1177/0014402914563703>
155. Lane, K. L., **Carter, E. W.**, Jenkins, A., Magill, L., & Germer, K. (2015). Supporting comprehensive, integrated, three-tiered models of prevention in schools: Administrators' perspectives. *Journal of Positive Behavior Interventions, 17*(4), 209-222. <https://doi.org/10.1177/1098300715578916>
156. Lane, K. L., Oakes, W. P., **Carter, E. W.**, & Messenger, M. (2015). Examining behavioral risk and academic performance for students' transition from elementary to middle school. *Journal of Positive Behavior Interventions, 17*(1), 39-49. <https://doi.org/10.1177/1098300714524825>
157. Annandale, N. H., & **Carter, E. W.** (2014). Disability and theological education: A North American study. *Theological Education, 48*, 83-102.
158. Bottema-Beutel, K., Lloyd, B., **Carter, E. W.**, & Asmus, J. (2014). Generalizability and decision studies to inform observational and experimental research in classroom settings. *American Journal on Intellectual and Developmental Disabilities, 119*(6), 589-605. <https://doi.org/10.1352/1944-7558-119.6.589>
159. Brock, M. E., Huber, H. B., **Carter, E. W.**, Juarez, A. P., & Warren, Z. E. (2014). Statewide assessment of professional development needs related to educating students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 29*(2), 67-79. <https://doi.org/10.1177/1088357614522290>
160. **Carter, E. W.**, Common, E. A., Sreckovic, M. A., Huber, H. B., Bottema-Beutel, K., Gustafson, J. R., Dykstra, J., & Hume, K. (2014). Promoting social competence and peer relationships for adolescents with ASD. *Remedial and Special Education, 35*(2), 27-37. <https://doi.org/10.1177/0741932513514618>
161. **Carter, E. W.**, Brock, M. E., & Trainor, A. A. (2014). Transition assessment and planning for youth with severe intellectual and developmental disabilities. *The Journal of Special Education, 47*(4), 245-255. <https://doi.org/10.1177/0022466912456241>
-

- 
162. Gardner, K., **Carter, E. W.**, Gustafson, J. R., Hochman, J. M., Harvey, M. N., Mullins, T. S., & Fan, H. (2014). Effects of peer networks on the social interactions of high school students with autism spectrum disorders. *Research and Practice for Persons with Severe Disabilities*, 39(2), 100-118. <https://doi.org/10.1177/1540796914544550>
163. Liu, E. X., **Carter, E. W.**, Boehm, T. L., Annandale, N., & Taylor, C. (2014). In their own words: The place of faith in the lives of young people with intellectual disability and autism. *Intellectual and Developmental Disabilities*, 52(5), 388-404. <https://doi.org/10.1352/1934-9556-52.5.388>
164. Nord, D., Timmons, J., **Carter, E. W.**, & Gaventa, W. (2014). Building community capacity to advance employment: Putting faith to work. *Journal of Vocational Rehabilitation*, 40, 161-164. <https://doi.org/10.3233/JVR-140669>
165. Test, D. W., Smith, L., & **Carter, E. W.** (2014). Equipping youth with autism spectrum disorders for adulthood: Promoting rigor, relevance, and relationships. *Remedial and Special Education*, 35(2), 80-90. <https://doi.org/10.1177/0741932513514857>
166. Ault, M. J., Collins, B. C., & **Carter, E. W.** (2013). Congregational participation and supports for children and adults with disabilities: Parent perceptions. *Intellectual and Developmental Disabilities*, 51(1), 48-61. <https://doi.org/10.1177/0014402915598773>
167. Ault, M. J., Collins, B. C., & **Carter, E. W.** (2013). Factors associated with participation in faith communities for individuals with developmental disabilities and their families. *Journal of Religion, Disability, and Health*, 17(2), 184-211. <https://doi.org/10.1080/15228967.2013.781777>
168. Brock, M. E., & **Carter, E. W.** (2013). A systematic review of paraprofessional-delivered interventions to improve outcomes for students with intellectual and developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, 38, 211-221. <https://doi.org/10.1177/154079691303800401>
169. **Carter, E. W.** (2013). Supporting inclusion and flourishing in the religious and spiritual lives of people with intellectual and developmental disabilities. *Inclusion*, 1, 64-75. <https://doi.org/10.1352/2326-6988-1.1.064>
170. **Carter, E. W.**, Asmus, J., Moss, C. K., Cooney, M., Weir, K., Vincent, L., Born, T., Hochman, J., Bottema-Beutel, K., & Fesperman, E. (2013). Peer network strategies to foster social connections among adolescents with and without severe disabilities. *TEACHING Exceptional Children*, 46(2), 51-59. <https://doi.org/10.1177/004005991304600206>
171. **Carter, E. W.**, Brock, M. E., Bottema-Beutel, K., Bartholomew, A., Boehm, T. L., & Cease-Cook, J. (2013). Methodological trends in secondary education and transition research: Looking backward and moving forward. *Career Development and Transition for Exceptional Individuals*, 36(1), 15-24. <https://doi.org/10.1177/2165143413475659>
172. **Carter, E. W.**, Harvey, M. N., Taylor, J. L., & Gotham, K. (2013). Connecting youth and young adults with autism spectrum disorders to community life. *Psychology in the Schools*, 50(9), 888-898. <https://doi.org/10.1002/pits.21716>
173. **Carter, E. W.**, Lane, K. L., Cooney, M., Weir, K., Moss, C. K., & Machalicek, W. (2013). Parent assessments of self-determination importance and performance for students with autism or intellectual disability. *American Journal on Intellectual and Developmental Disabilities*, 88(1), 16-31. <https://doi.org/10.1352/1944-7558-118.1.16>
-

- 
174. **Carter, E. W.**, Lane, K. L., Cooney, M., Weir, K., Moss, C. K., & Machalicek, W. (2013). Self-determination among transition-age youth with autism or intellectual disability: Parent perspectives. *Research and Practice for Persons with Severe Disabilities*, 38, 129-138. <https://doi.org/10.2511/027494813809330234>
175. Chung, Y., & **Carter, E. W.** (2013). Promoting peer interactions in inclusive classrooms for students with speech-generating devices. *Research and Practice for Persons with Severe Disabilities*, 38(2), 94-109. <https://doi.org/10.2511/027494813807714492>
176. Lane, K. L., Oakes, W. P., **Carter, E. W.**, Lambert, W., & Jenkins, A. (2013). Initial evidence for the reliability and validity of the Student Risk Screening Scale for Internalizing and Externalizing Behaviors at the middle school level. *Assessment for Effective Intervention*, 39(1), 24-38. <https://doi.org/10.1177/1534508413489336>
177. **Carter, E. W.**, Austin, D., & Trainor, A. A. (2012). Predictors of postschool employment outcomes for young adults with severe disabilities. *Journal of Disability Policy Studies*, 23(1), 50-63. <https://doi.org/10.1177/1044207311414680>
178. **Carter, E. W.**, Swedeen, B., Cooney, M., Walter, M. J., & Moss, C. K. (2012). "I don't have to do this by myself?" Parent-led community conversations to promote inclusion. *Research and Practice for Persons with Severe Disabilities*, 37(1), 9-23. <https://doi.org/10.2511/027494812800903184>
179. **Carter, E. W.**, Swedeen, B., & Moss, C. K. (2012). Engaging youth with and without significant disabilities in inclusive service experiences. *TEACHING Exceptional Children*, 44(5), 46-54. <https://doi.org/10.1177/004005991204400505>
180. Chung, Y., **Carter, E. W.**, & Sisco, L. G. (2012). A systematic review of interventions to increase peer interactions for students with complex communication challenges. *Research and Practice for Persons with Severe Disabilities*, 37(4), 271-287. <https://doi.org/10.2511/027494813805327304>
181. Chung, Y., **Carter, E. W.**, & Sisco, L. G. (2012). Social interactions of students with disabilities who use augmentative and alternative communication in inclusive classrooms. *American Journal on Intellectual and Developmental Disabilities*, 117(5), 349-367. <https://doi.org/10.1352/1944-7558-117.5.349>
182. Lane, K. L., **Carter, E. W.**, & Sisco, L. G. (2012). Paraprofessional involvement in self-determination instruction for students with high-incidence disabilities. *Exceptional Children*, 78(2), 237-251. <https://doi.org/10.1177/001440291207800206>
183. Lee, G. K., & **Carter, E. W.** (2012). Preparing transition-age students with high-functioning autism spectrum disorders for meaningful work. *Psychology in the Schools*, 49(10), 988-1000. <https://doi.org/10.1002/pits.21651>
184. Trainor, A. A., **Carter, E. W.**, Swedeen, B., & Pickett, K. (2012). Community conversations: An approach for expanding and connecting opportunities for employment for adolescents with disabilities. *Career Development and Transition for Exceptional Individuals*, 35(1), 49-59. <https://doi.org/10.1177/0885728811419166>
185. Solberg, V. S., Howard, K. A. S., Gresham, S. L., Phelps, L. A., & **Carter, E. W.** (2012). Quality learning experiences, self-determination, and academic success: A path analytic study among youth with disabilities. *Career Development and Transition for Exceptional Individuals*, 35(2), 85-96. <https://doi.org/10.1177/2165143412439887>
-

- 
186. Stanton-Chapman, T., Peugh, J. L., **Carter, E. W.**, & Jamison, K. R. (2012). Parent factors related to social intervention outcomes: Examining immediate and delayed responders. *Journal of Educational and Developmental Psychology, 2*, 2-20. <https://doi.org/10.5539/jedp.v2n1p2>
187. **Carter, E. W.** (2011). After the benediction: Walking alongside people with significant disabilities and their families in faith and life. *Journal of Religion, Disability, and Health, 15*(4), 395-413. <https://doi.org/10.1080/15228967.2011.619340>
188. **Carter, E. W.**, Austin, D., & Trainor, A. A. (2011). Factors associated with the early work experiences of adolescents with severe disabilities. *Intellectual and Developmental Disabilities, 49*(4), 233-247. <https://doi.org/10.1352/1934-9556-49.4.233>
189. **Carter, E. W.**, Lane, K. L., Crnobori, M., Bruhn, A. L., & Oakes, W. P. (2011). Self-determination interventions for students with and at risk for emotional and behavioral disorders: Mapping the knowledge base. *Behavioral Disorders, 36*(2), 100-116. <https://doi.org/10.1177/019874291103600202>
190. **Carter, E. W.**, Moss, C. K., Hoffman, A., Chung, Y., & Sisco, L. G. (2011). Efficacy and social validity of peer support arrangements for adolescents with disabilities. *Exceptional Children, 78*(1), 107-125. <https://doi.org/10.1177/001440291107800107>
191. **Carter, E. W.**, Lane, K. L., & Sisco, L. G. (2011). Paraprofessional perspectives on promoting self-determination among elementary and secondary students with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 36*(1-2), 1-10. <https://doi.org/10.2511/rpsd.36.1-2.1>
192. **Carter, E. W.**, Swedeen, B., Walter, M. J., Moss, C. K., & Hsin, C. T. (2011). Perspectives of young adults with disabilities on leadership. *Career Development for Exceptional Individuals, 34*(1), 57-67. <https://doi.org/10.1177/0885728810387411>
193. **Carter, E. W.**, Trainor, A. A., Ditchman, N., & Owens, L. A. (2011). A pilot study connecting youth with emotional and behavioral difficulties to summer work experiences. *Career Development for Exceptional Individuals, 34*(2), 95-106. <https://doi.org/10.1177/0885728810395745>
194. **Carter, E. W.**, Trainor, A. A., Ditchman, N., Swedeen, B., & Owens, L. (2011). Community-based summer work experiences of adolescents with high-incidence disabilities. *The Journal of Special Education, 45*(2), 89-103. <https://doi.org/10.1177/0022466909353204>
195. Hughes, C., & **Carter, E. W.** (2011). Transition supports: Equipping youth for adult life. *Journal of Vocational Rehabilitation, 35*(3), 177-180. <https://doi.org/10.3233/JVR-2011-0567>
196. Trainor, A. A., **Carter, E. W.**, Swedeen, B., Owens, L., Cole, O., & Smith, S. A. (2011). Perspectives of adolescents with disabilities on summer employment and community experiences. *The Journal of Special Education, 45*(3), 157-170. <https://doi.org/10.1177/0022466909359424>
197. **Carter, E. W.**, Ditchman, N., Sun, Y., Trainor, A. A., Swedeen, B., & Owens, L. (2010). Summer employment and community experiences of transition-age youth with severe disabilities. *Exceptional Children, 76*(2), 194-212. <https://doi.org/10.1177/001440291007600204>
198. **Carter, E. W.**, Sisco, L. G., Chung, Y., & Stanton-Chapman, T. (2010). Peer interactions of students with intellectual disabilities and/or autism: A map of the intervention literature. *Research and Practice for Persons with Severe Disabilities, 35*(3-4), 63-79. <https://doi.org/10.2511/rpsd.35.3-4.63>
199. **Carter, E. W.**, Swedeen, B., Moss, C. K., & Pesko, M. J. (2010). "What are you doing after school?" Promoting extracurricular involvement for transition-age youth with disabilities. *Intervention in School*
-

- and Clinic*, 45(5), 275-283. <https://doi.org/10.1177/1053451209359077>
200. **Carter, E. W.**, Trainor, A. A., Cakiroglu, O., Swedeen, B., & Owens, L. (2010). Availability of and access to career development activities for transition-age youth with disabilities. *Career Development for Exceptional Individuals*, 33(1), 13-24. <https://doi.org/10.1177/0885728809344332>
201. **Carter, E. W.**, Trainor, A. A., Owens, L., Swedeen, B., & Sun, Y. (2010). Self-determination prospects of youth with high-incidence disabilities: Divergent perspectives and related factors. *Journal of Emotional and Behavioral Disorders*, 18(2), 67-81. <https://doi.org/10.1177/1063426609332605>
202. Lane, K. L., Pierson, M. R., Stang, K., & **Carter, E. W.** (2010). Teacher expectations of students' classroom behavior: Do expectations vary as a function of school risk? *Remedial and Special Education*, 31, 163-174. <https://doi.org/10.1177/0741932508327464>
203. Swedeen, B., **Carter, E. W.**, & Molfenter, N. (2010). Getting everyone involved: Identifying transition opportunities for youth with severe disabilities. *TEACHING Exceptional Children*, 43(2), 38-49. <https://doi.org/10.1177/004005991004300204>
204. **Carter, E. W.**, O'Rourke, L., Sisco, L. G., & Pelsue, D. (2009). Knowledge, responsibilities, and training needs of paraprofessionals in elementary and secondary schools. *Remedial and Special Education*, 30(6), 344-359. <https://doi.org/10.1177/0741932508324399>
205. **Carter, E. W.**, Owens, L., Swedeen, B., Trainor, A. A., Thompson, C., Ditchman, N., & Cole, O. (2009). Conversations that matter: Expanding employment opportunities for youth with significant disabilities through community conversations. *TEACHING Exceptional Children*, 41(6), 38-46. <https://doi.org/10.1177/004005990904100603>
206. **Carter, E. W.**, Owens, L., Trainor, A. A., Sun, Y., & Swedeen, B. (2009). Self-determination skills and opportunities of adolescents with severe intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, 114(3), 179-192. <https://doi.org/10.1352/1944-7558-114.3.179>
207. **Carter, E. W.**, Swedeen, B., & Trainor, A. A. (2009). The other three months: Connecting transition-age youth with disabilities to meaningful summer experiences. *TEACHING Exceptional Children*, 41(6), 18-26. <https://doi.org/10.1177/004005990904100603>
208. **Carter, E. W.**, Trainor, A. A., Cakiroglu, O., Cole, O., Swedeen, B., Ditchman, N., & Owens, L. (2009). Exploring school-employer partnerships to expand career development and early work experiences for youth with disabilities. *Career Development for Exceptional Individuals*, 32(3), 145-159. <https://doi.org/10.1177/0885728809344590>
209. **Carter, E. W.**, Trainor, A. A., Ditchman, N., Swedeen, B., & Owens, L. (2009). Evaluation of a multicomponent intervention package to increase summer work experiences for transition-age youth with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 34(2), 1-12. <https://doi.org/10.2511/rpsd.34.2.1>
210. **Carter, E. W.**, Trainor, A. A., Sun, Y., & Owens, L. (2009). Assessing the transition-related strengths and needs of adolescents with high-incidence disabilities. *Exceptional Children*, 76(1), 74-94. <https://doi.org/10.1177/001440290907600104>
211. Cushing, L. S., **Carter, E. W.**, Clark, N. M., Wallis, T., & Kennedy, C. H. (2009). Evaluating inclusive educational practices for students with severe disabilities using the Program Quality Measurement Tool. *The Journal of Special Education*, 42(4), 194-208. <https://doi.org/10.1177/0022466907313352>
-

- 
212. Stang, K. K., **Carter, E. W.**, Lane, K. L., & Pierson, M. R. (2009). Perspectives of general and special educators on fostering self-determination in elementary and middle schools. *The Journal of Special Education, 43*, 94-106. <https://doi.org/10.1177/0022466907313452>
213. **Carter, E. W.**, Lane, K. L., Pierson, M. R., & Stang, K. K. (2008). Promoting self-determination for transition-age youth: Views of high school general and special educators. *Exceptional Children, 75*, 55-70. <https://doi.org/10.1177/001440290807500103>
214. **Carter, E. W.**, & Pesko, M. J. (2008). Social validity of peer interaction intervention strategies in high school classrooms: Effectiveness, feasibility, and actual use. *Exceptionality, 16*, 156-173. <https://doi.org/10.1080/09362830802198427>
215. **Carter, E. W.**, Sisco, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. *American Journal on Mental Retardation, 113*(6), 479-494. <https://doi.org/10.1352/2008.113:479-494>
216. Lane, K. L., Kalberg, J. R., Parks, R. J., & **Carter, E. W.** (2008). Student Risk Screening Scale: Initial evidence for score reliability and validity at the high school level. *Journal of Emotional and Behavioral Disabilities, 16*(3), 178-190. <https://doi.org/10.1177/1063426608314218>
217. Pierson, M. R., **Carter, E. W.**, Lane, K. L., & Glaeser, B. (2008). Factors influencing the self-determination of transition-age youth with high-incidence disabilities. *Career Development for Exceptional Individuals, 31*(2), 115-125. <https://doi.org/10.1177/0885728808317659>
218. Trainor, A. A., **Carter, E. W.**, Owens, L., & Swedeen, B. (2008). Special educators' perceptions of summer employment and community participation opportunities for youth with disabilities. *Career Development for Exceptional Individuals, 31*(3), 144-153. <https://doi.org/10.1177/0885728808323717>
219. **Carter, E. W.**, Sisco, L. G., Melekoglu, M., & Kurkowski, C. (2007). Peer supports as an alternative to individually assigned paraprofessionals in inclusive high school classrooms. *Research and Practice for Persons with Severe Disabilities, 32*(4), 213-227. <https://doi.org/10.2511/rpsd.32.4.213>
220. Lane, K. L., Fletcher, T., **Carter, E. W.**, Dejud, C., & DeLorenzo, J. (2007). Paraprofessional-led phonological awareness training with youngsters at-risk for reading and behavioral concerns. *Remedial and Special Education, 28*(5), 266-276. <https://doi.org/10.1177/07419325070280050201>
221. Lane, K. L., Parks, R. J., Kalberg, J. R., & **Carter, E. W.** (2007). Systematic screening at the middle school level: Score reliability and validity of the Student Risk Screening Scale. *Journal of Emotional and Behavioral Disabilities, 15*(4), 209-222. <https://doi.org/10.1177/1063426609349733>
222. **Carter, E. W.**, & Hughes, C. (2006). Including high school students with severe disabilities in general education classes: Perspectives of general and special educators, paraprofessionals, and administrators. *Research and Practice for Persons with Severe Disabilities, 31*(2), 174-185. <https://doi.org/10.1177/154079690603100209>
223. **Carter, E. W.**, & Kennedy, C. H. (2006). Promoting access to the general curriculum using peer support strategies. *Research and Practice for Persons with Severe Disabilities, 31*(4), 284-292. <https://doi.org/10.1177/154079690603100402>
224. **Carter, E. W.**, Lane, K. L., Pierson, M., & Glaeser, B. (2006). Self-determination skills and opportunities of transition-age youth with emotional disturbance and learning disabilities. *Exceptional*
-

- Children*, 72(3), 333-346. <https://doi.org/10.1177/001440290607200305>
225. Lane, K. L., & **Carter, E. W.** (2006). Supporting transition-age youth with and at-risk for emotional and behavioral disorders at the secondary level: A need for further inquiry. *Journal of Emotional and Behavioral Disabilities*, 14, 66-70. <https://doi.org/10.1177/10634266060140020301>
226. Lane, K. L., **Carter, E. W.**, Pierson, M., & Glaeser, B. (2006). Academic, social, and behavioral profiles of high school students with emotional disturbance and learning disabilities. *Journal of Emotional and Behavioral Disabilities*, 14, 108-117. <https://doi.org/10.1177/10634266060140020101>
227. **Carter, E. W.**, Clark, N. M., Cushing, L. S., & Kennedy, C. H. (2005). Moving from elementary to middle school: Supporting a smooth transition for students with severe disabilities. *TEACHING Exceptional Children*, 37(3), 8-14. <https://doi.org/10.1177/004005990503700301>  
Reprinted in: Freiberg, K. L. (Ed.). (2007). *Educating exceptional children* (18th ed.). Dubuque, IA: McGraw Hill.
228. **Carter, E. W.**, Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities*, 30, 15-25. <https://doi.org/10.2511/rpsd.30.1.15>
229. **Carter, E. W.**, & Hughes, C. (2005). Increasing social interaction among adolescents with intellectual disabilities and their general education peers: Effective interventions. *Research and Practice for Persons with Severe Disabilities*, 30(4), 179-193. <https://doi.org/10.2511/rpsd.30.4.179>
230. **Carter, E. W.**, Hughes, C., Guth, C., & Copeland, S. R. (2005). Factors influencing social interaction among high school students with intellectual disabilities and their general education peers. *American Journal on Mental Retardation*, 110(5), 366-377. [https://doi.org/10.1352/0895-8017\(2005\)110\[366:FISIAH\]2.0.CO;2](https://doi.org/10.1352/0895-8017(2005)110[366:FISIAH]2.0.CO;2)
231. **Carter, E. W.**, & Lunsford, L. B. (2005). Meaningful work: Preparing transition-age youth with emotional and behavioral disorders for employment. *Preventing School Failure*, 49(2), 63-69. <https://doi.org/10.3200/PSFL.49.2.63-69>
232. **Carter, E. W.**, Wehby, J. H., Hughes, C., Johnson, S. M., Plank, D. R., Barton-Arwood, S. M., & Lunsford, L. B. (2005). Preparing adolescents with high incidence disabilities for high stakes testing with strategy instruction. *Preventing School Failure*, 49(2), 55-62. <https://doi.org/10.1080/1045988X.2005.10823218>
233. Cushing, L. S., Clark, N. M., **Carter, E. W.**, & Kennedy, C. H. (2005). Access to the general education curriculum for students with severe disabilities: What it means and how to accomplish it. *TEACHING Exceptional Children*, 38(2), 6-13. <https://doi.org/10.1177/004005990503800201>
234. Chambers, C. R., & Hughes, C., & **Carter, E. W.** (2004). Parent and sibling perspectives on the transition to adulthood. *Education and Training in Developmental Disabilities*, 39(2), 79-94. <https://www.jstor.org/stable/23880058>
235. Copeland, S. R., Hughes, C., **Carter, E. W.**, Guth, C., Presley, J., Williams, C. R., & Fowler, S. E. (2004). Increasing access to general education: Perspectives of participants in a high school peer support program. *Remedial and Special Education*, 25(6), 342-352. <https://doi.org/10.1177/07419325040250060201>
236. Hughes, C., Wehby, J. H., **Carter, E. W.**, Plank, D. R., Wilson, L. R., Johnson, S. M., & Barton-Arwood, S. M. (2004). Summer activities of youth with high-incidence disabilities from high-poverty
-

backgrounds. *Career Development for Exceptional Individuals*, 27(1), 27-42.  
<https://doi.org/10.1177/088572880402700103>

237. **Carter, E. W.**, & Wehby, J. H. (2003). Job performance of transition-age youth with emotional and behavioral disorders. *Exceptional Children*, 69(4), 449-465.  
<https://doi.org/10.1177/001440290306900404>

238. Hughes, C., **Carter, E. W.**, Hughes, T., Bradford, E., & Copeland, S. R. (2002). Effects of instructional versus non-instructional roles on the social interaction of high school students. *Education and Training in Mental Retardation and Developmental Disabilities*, 37(2), 146-162.

239. Copeland, S. R., McCall, J., Williams, C. R., Guth, C., **Carter, E. W.**, Presley, J. A., Fowler, S. E., & Hughes, C. (2002). "The Peer Buddy Program is a win-win situation": Teachers' perspectives of a high school peer support program. *TEACHING Exceptional Children*, 35(1), 16-21.  
<https://doi.org/10.1177/004005990203500103>

240. **Carter, E. W.**, Hughes, C., Copeland, S. R., & Breen, C. (2001). Differences between high school students who do and do not volunteer to participate in peer interaction programs. *Journal of the Association for Persons with Severe Handicaps*, 26(4), 229-239. <https://doi.org/10.2511/rpsd.26.4.229>

## Books

1. Westling, D. L., **Carter, E. W.**, Da Fonte, A., & Kurth, J. (2021). *Teaching students with severe disabilities* (6th ed.). Pearson.
2. Westling, D. L., Fox, L., & **Carter, E. W.** (2015). *Teaching students with severe disabilities* (5th ed.). Pearson.
3. Hughes, C., & **Carter, E. W.** (2012). *The new transition handbook: Strategies secondary school teachers use that work*. Brookes.
4. **Carter, E. W.**, Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Brookes.
5. Hughes, C., & **Carter, E. W.** (2008). *Peer buddy programs for successful secondary school inclusion*. Brookes.
6. **Carter, E. W.** (2007). *Including people with disabilities in faith communities: A guide for service providers, families, and congregations*. Brookes.
7. Hughes, C., & **Carter, E. W.** (2000). *The transition handbook: Strategies high school teachers use that work*. Brookes.

## Book Chapters and Monographs

1. **Carter, E. W.** (in press). *Promoting inclusion and belonging in religious settings*. In L. Nabors & T. Stanton-Chapman (Eds.), *Developmental disabilities and chronic illness in young children: Promoting positive development and outcomes*. Springer.
2. **Carter, E. W.** (in press). *Where belonging abounds: Youth ministry and developmental disability*. In J. Forbes, C. B. Caldwell, & E. Rafferty (Eds.), *Ministry with disabled youth*. Eerdmans.
3. Steinbrenner, J., Hall, L., **Carter, E. W.**, & Stichter, J. P. (2023). *Peer and social domain*. In S. Odom. (Ed.), *Supporting adolescents with autism in secondary school settings* (pp. 99-132). Guilford.

4. Gilson, C. B., Whirley, M., **Carter, E. W.**, & Schutz, M. (2022). Teaching employment skills to people with intellectual and developmental disability. In J. L. Matson & P. Sturmey (Eds.), *Handbook of autism and pervasive developmental disorder: Assessment, diagnosis, and treatment* (pp. 1559-1579). Springer.
  5. **Carter, E. W.**, & Schutz, M. A. (2022). Addressing transition preparation in middle and high schools. In K. Viesel, A. Davis, & S. Wilczynski (Eds.), *Postsecondary transition for college- or career-bound autistic students* (pp. 179-200). Springer International Publishing.
  6. **Carter, E. W.**, Travers, H. E., & Tuttle, M. (2022). Enhancing the social lives of students with disabilities: Effective practices and improved outcomes. In C. Lemons, S. Powell, K. L. Lane, & Aceves, T. C. (Eds.), *Handbook of special education research: Research-based practices and intervention innovations* (pp. 190-202). Routledge. <https://doi.org/10.4324/9781003156888>
  7. **Carter, E. W.** (2021). Dimensions of belonging for individuals with intellectual and developmental disabilities. In A. W. Harrist & S. M. Wilson (Series Eds.), J. L. Jones & K. L. Gallus (Vol. Eds.), *Belonging and resilience in individuals with intellectual and developmental disabilities: Community and family engagement* (pp. 13-34). Springer.
  8. **Carter, E. W.** (2021). Peer-mediated support interventions for students with autism spectrum disorders. In P. A. Prelock & R. McCauley (Eds.), *Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions* (2<sup>nd</sup> ed.; pp. 315-352). Brookes.
  9. **Carter, E. W.** (2021). Supporting relationships and learning in secondary school. In P. A. Prelock & R. McCauley (Eds.), *Casebook for Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions* (2<sup>nd</sup> ed.; pp. 93-104). Brookes.
  10. **Carter, E. W.** (2021). Peer support interventions in inclusive classrooms. In T. A. Collins & R. O. Hawkins (Eds.), *Peers as change agents: A guide to implementing peer-mediated interventions in schools* (pp. 137-148). Oxford.
  11. **Carter, E. W.** (2021). Spirituality and supports for individuals with intellectual and developmental disabilities and their families. In L. M. Glidden, L. Abbeduto, L. L. McIntyre, & M. J. Tassé (Eds.), *APA handbook on intellectual and developmental disabilities: Clinical and educational implications: Prevention, intervention, and treatment* (pp. 419-442). American Psychological Association. <https://doi.org/10.1037/0000195-016>
  12. **Carter, E. W.**, Dembroski, E. L., & Boehm, T. L. (2021). Communities of belonging: Serving children with disabilities in Christian schools. In L. E. Swaner (Ed.), *Leading insights: Special education and inclusion* (pp. 21-37). Association of Christian Schools International.
  13. Bethune-Dix, L., **Carter, E. W.**, Hall, C., McMillan, E. D., Cayton, J., Day, T., Vranicar, M., Bouchard, C., Krech, L., Gustafson, J., & Bauer, E. (2020). Inclusive higher education for college students with intellectual disability. In G. Crimmins & K. Barling (Eds.), *Strategies that support inclusion and diversity in higher education* (pp. 309-328). Palgrave/Springer. [https://doi.org/10.1007/978-3-030-43593-6\\_16](https://doi.org/10.1007/978-3-030-43593-6_16)
  14. Brock, M. E., **Carter, E. W.**, & Biggs, E. E. (2020). Supporting peer interactions, relationships, and belonging. In F. Brown, J. McDonnell, & M. E. Snell (Eds.), *Instruction of students with severe disabilities* (9th ed.). Merrill.
  15. **Carter, E. W.** (2020). Believing and belonging: Embracing children with disabilities. In M. L. Larson & R. J. Keeley (Eds.), *Children's spirituality: New directions for education, ministry, and discipleship* (pp.69-82).
-

Zondervan.

16. Sinclair, J., Unruh, D. K., & **Carter, E. W.** (2020). Transition education for adolescents with emotional and behavioral disorders. In M. L. Wehmeyer & K. Shogren (Eds.), *Handbook of adolescent transition education for youth with disabilities* (2<sup>nd</sup> ed.; pp. 480-497). Routledge.
  17. **Carter, E. W.** (2019). Spirituality and the family unit. In Turns, B., Ramisch, J., & Whiting, J. (Eds.), *Systematically treating autism: A guide for empowering families* (pp. 179-187). Routledge.
  18. **Carter, E. W.**, & Biggs, E. E. (2019). Evidence-based practices for adolescents and adults with autism spectrum disorder and complex communication needs. In J. B. Ganz & R. L. Simpson (Eds.), *Interventions for individuals with autism spectrum disorder and complex communication needs* (pp. 225-247). Paul H. Brookes Publishing.
  19. Huber, H. B., & **Carter, E. W.** (2019). Fostering peer relationships and shared learning for students with autism spectrum disorders. In R. Jordan, J. Roberts, & K. Hume (Eds.), *The SAGE handbook of autism and education*. Sage.
  20. Bouck, E., & **Carter, E. W.** (2018). Community participation and natural supports. In L. S. Brusnahan, R. Stodden, & S. Zucker (Eds.), *Transition to adulthood: Work, community, and educational success* (pp. 125-144). Council for Exceptional Children.
  21. **Carter, E. W.** (2018). Supporting strong transitions for students with autism spectrum disorder. In Gelbar, N. (Ed.), *Adolescents with autism spectrum disorder: A clinical handbook* (pp. 171-195). Oxford University Press.
  22. **Carter, E. W.**, Harutyunyan, M., & Azatyan, T. (2018). The transition to adulthood for youth with disabilities. In R. Ticha, B. Abery, C. Johnstone, A. Poghosyan, & P. F. Hunt (Eds.), *Inclusive education strategies: A textbook* (pp. 125-138). University of Minnesota; Yerevan, Armenia: UNICEF Armenia & Armenian State Pedagogical University.
  23. Biggs, E. E., & **Carter, E. W.** (2017). Supporting the social lives of students with intellectual disability. In M. L. Wehmeyer and K. A. Shogren (Eds.), *Handbook of research-based practices for educating students with intellectual disability* (pp. 235-254). Routledge.
  24. **Carter, E. W.** (2017). From barriers to belonging for people with disabilities: Promising pathways toward inclusive ministry. In A. J. Johnson, R. Nelson, & E. M. Lund (Eds.), *Religion, disability, and gender violence* (pp. 25-44). Springer. [https://doi.org/10.1007/978-3-319-56901-7\\_3](https://doi.org/10.1007/978-3-319-56901-7_3)
  25. **Carter, E. W.**, Biggs, E. E., & Blustein, C. L. (2016). Relationships matter: Addressing stigma among students with intellectual disability and their peers. In K. Scior and S. Werner (Eds.), *Intellectual disability and stigma: Stepping out from the margins* (pp. 149-164). Palgrave MacMillan. [https://doi.org/10.1057/978-1-137-52499-7\\_10](https://doi.org/10.1057/978-1-137-52499-7_10)
  26. **Carter, E. W.**, & Brock, M. E. (2016). Promoting social competence and peer relationships. In F. Brown, J. McDonnell, & M. E. Snell (Eds.), *Instruction of students with severe disabilities* (8th ed.; pp. 371-403). Merrill.
  27. **Carter, E. W.**, Huber, H. H., & Biggs, E. E. (2015). The importance of peers as communication partners. In J. E. Downing, A. Hanreddy, & K. Peckham-Hardin (Eds.), *Teaching communication skills to students with severe disabilities* (3rd ed.). Brookes Publishing.
  28. Kramer, J., Liljenquist, K., Brock, M. E., Rosetti, Z., Howard, B., Demir, M., & **Carter, E. W.**
-

- (2015). Social participation for youth ages 12-21. In J. Case-Smith & J. O'Brien (Eds.), *Occupational therapy for children* (pp. 346-373; 7th ed.). Elsevier.
29. **Carter, E. W.**, Asmus, J. M., & Moss, C. K. (2014). Peer support interventions to support inclusive education. In J. McLeskey, N. Waldron, F. Spooner, & B. Algozzone (Eds.), *Handbook of research and practice for effective inclusive schools* (pp. 377-394). Routledge.
30. **Carter, E. W.**, Bottema-Beutel, K., & Brock, M. E. (2014). Social interactions and friendships. In M. Agran, F. Brown, C. Hughes, C. Quirk, & D. Ryndak (Eds.), *Equity and full participation for individuals with severe disabilities: A vision for the future* (pp. 197-216). Brookes Publishing.
31. **Carter, E. W.**, Huber, H. B., & Brock, M. E. (2014). Developing effective peer support arrangements for students with severe disabilities in inclusive classrooms. In J. Hart & K. Whalon (Eds.), *Friendship 101: Developing social skills among children and youth with autism and developmental disabilities* (pp. 101-112). Division on Autism and Developmental Disabilities, Council for Exceptional Children.
32. **Carter, E. W.**, & Hughes, C. (2013). Teaching social skills and promoting supportive relationships. In P. Wehman (Ed.), *Life beyond the classroom* (5th ed.; pp. 249-268). Brookes Publishing.
33. **Carter, E. W.**, Sisco, L. G., & Chung, Y. (2012). Peer-mediated support strategies. In P. A. Prelock & R. McCauley (Eds.), *Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions* (pp. 221-254). Brookes Publishing.
34. **Carter, E. W.**, & Unruh, D. K. (2012). Transition education for adolescents with emotional and behavioral disorders. In M. L. Wehmeyer & K. W. Webb (Eds.), *Handbook of adolescent transition education for youth with disabilities* (pp. 454-474). Routledge.
35. Lane, K. L., **Carter, E. W.**, Common, E., & Jordan, A. (2012). Teacher expectations for student performance: Lessons learned and implications for research and practice. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Classroom behavior, contexts, and interventions* (Advances in learning and behavioral disabilities, Vol. 25; pp. 95-129). Emerald Publishing Group.
36. **Carter, E. W.** (2011). Supporting peer relationships. In M. E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (pp. 431-460; 7th ed.). Merrill.
37. **Carter, E. W.** (2010). Faith development and people with intellectual and developmental disabilities. In R. Keeley (Ed.), *Shaped by God: Twelve essentials for nurturing faith in children, youth, and adults*. Faith Alive.
38. Giangreco, M. F., **Carter, E. W.**, Doyle, M. B., & Suter, J. C. (2010). Supporting students with disabilities in inclusive classrooms: Personnel and peers. In R. Rose (Ed.), *Confronting obstacles to inclusion: International responses to developing inclusive schools* (pp. 247-263). Routledge.
39. **Carter, E. W.** (2010). Promoting self-determination among transition-age youth with emotional/behavioral disorders: Promising practices. In D. Cheney (Ed.), *Transition of students with emotional and behavioral disabilities: Current approaches for positive outcomes* (pp. 51-78; 2nd ed.). Research Press.
40. **Carter, E. W.**, & Draper, J. (2010). Making school matter: Supporting meaningful secondary experiences for adolescents who use AAC. In D. McNaughton & D. R., Beukelman (Eds.), *Transition strategies for adolescents and young adults who use augmentative and alternative communication* (pp. 69-90). Brookes Publishing.
-

41. Sutherland, K. S., **Carter, E. W.**, Farmer, T. W., Hoover, T., & Kostewicz, D. (2007). *Re-examination of effective classroom management with focus on learners with or at-risk for emotional/behavioral disorders* (CCBD Mini-Library Series). Council for Children with Behavioral Disorders.
42. **Carter, E. W.**, & Hughes, C. (2007). Social interaction interventions: Promoting socially supportive environments and teaching new skills. In S. L. Odom, R. H. Horner, M. Snell, & J. Blacher (Eds.), *Handbook on developmental disabilities* (pp. 310-329). Guilford Press.
43. Hughes, C., & **Carter, E. W.** (2002). Informal assessment procedures. In C. Sax & C. Thoma (Eds.), *Transition assessment: Wise practices for quality lives* (pp. 51-69). Brookes Publishing.
44. Hughes, C., & **Carter, E. W.** (2001). Supporting the transition from school to work and adult life. In P. Wehman (Ed.), *Supported employment in business: Expanding the capacities of workers with disabilities* (pp. 239-250). Training Resource Network.

### Other Publications

1. **Carter, E. W.** (2025). Creating communities of belonging together. *Impact*, 38(1). University of Minnesota.
2. **Carter, E. W.**, Escobar, M. V., Mire, S. S., Hollinger, C., & Eshman, S. R. (2024). *Finding rest at Jill's House: The impact of respite on families who experience disability*. Baylor Center for Disability and Flourishing, Baylor University.
3. **Carter, E. W.** (2024). *Flourishing together? Disability and American churches*. Eighth annual conference proceedings of the Center for Religion & American Culture. <https://raac.indianapolis.iu.edu/wp-content/uploads/2025/02/8th-Biennial-Conference-Proceedings-2024.pdf>
4. **Carter, E. W.** (2022). *The power of peer support: Promoting inclusion and belonging for all students* (OPEPP Research Brief #1). Ohio Partnership for Excellence in Paraprofessional Preparation.
5. Travers, H. E., & **Carter, E. W.** (2022). Transition and students with disabilities. *Routledge International Encyclopedia of Education* (Volume 2, pp. 1-9). <https://doi.org/10.4324/9781138609877-REE156-1>
6. Biggs, E. E., & **Carter, E. W.** (Eds.) (2021). *The power of peers: Introduction to the peer engagement series*. TIES Center. <https://publications.ici.umn.edu/ties/peer-engagement/practice-guides/introduction>
7. **Carter, E. W.** (2021). A guide to implementing peer partner programs. In E. E. Biggs & E. W. Carter (Eds.), *The power of peers*. TIES Center. <https://publications.ici.umn.edu/ties/peer-engagement/practice-guides/peer-partner-programs>
8. **Carter, E. W.** (2021). A guide to implementing peer support arrangements. In E. E. Biggs & E. W. Carter (Eds.), *The power of peers*. TIES Center. <https://publications.ici.umn.edu/ties/peer-engagement/practice-guides/peer-support-arrangements>
9. **Carter, E. W.** (2021). Preparing students with disabilities for a flourishing future (foreword). In B. Collins, *Systematic instruction for students with moderate to severe disabilities* (2nd ed.). Brookes.
10. **Carter, E. W.**, & Biggs, E. E. (2021). *Creating communities of belonging for students with significant cognitive disabilities*. University of Minnesota, TIES Center. <https://publications.ici.umn.edu/ties/peer-engagement/belonging/introduction>

11. **Carter, E. W.** (2019). Perspectives of peer mentors supporting inclusive higher education. *Think College Fast Facts*, 22, 1-2. Available at [https://thinkcollege.net/sites/default/files/files/resources/FF22\\_Perspectives\\_of\\_Peer\\_Mentors-Carter.pdf](https://thinkcollege.net/sites/default/files/files/resources/FF22_Perspectives_of_Peer_Mentors-Carter.pdf)
  12. **Carter, E. W.** (2019). Inclusion, friendships, and the power of peers. *Impact*, 31(2), 19-20. Available at <https://ici.umn.edu/products/impact/312/Peer-Power/#Peer-Power>.
  13. Awsumb, J. M., Duggan, C., Cassady, K., **Carter, E. W.**, & McMillan, E. D. (2018). *Evaluating employment outcomes in Tennessee: A literature and policy review of pre-employment transition services*. Nashville, TN: Vanderbilt University.
  14. **Carter, E. W.** (2018). Inclusive higher education and a future of flourishing. In *Inclusive higher education: Practices and perspectives from the Southeast* (pp. 4-13). Nashville, TN: Vanderbilt Kennedy Center for Excellence in Developmental Disabilities.
  15. Shearer, B., **Carter, E. W.**, Wendel, K., Jenkins, R., Bethune, L., Halman, M., & Gajjar, S. (2017). Toward a future of flourishing: Preparing youth with disabilities to transition successfully. *Breaking Ground*, 87, 18-19.
  16. **Carter, E. W.**, Endress, T., Gustafson, J., Shouse, J., Taylor, C., Utley, A., Amado, A., Nord, D., Timmons, J., Kleinert, H., Tyree, M., Canevaro, A., Seay, P., Gaventa, W., & Allen, W. (2016). *Putting faith to work: A guide for congregations and communities on connecting job seekers with disabilities to meaningful work*. Nashville, TN: Collaborative on Faith and Disability.
  17. Gaventa, B., & **Carter, E. W.** (2016). Flourishing and spirituality: Healing and wholeness without perfection. *Impact*, 29(1), 14-15.
  18. **Carter, E. W.** (2015). What matters most: Toward a future of flourishing. *TASH Connections*, 41(3) 10-20. Available at [https://issuu.com/tashorg/docs/tashconnections\\_vol41\\_issue3/1?e=0/35236945](https://issuu.com/tashorg/docs/tashconnections_vol41_issue3/1?e=0/35236945)
  19. **Carter, E. W.** (2015). *What matters most: Research on elevating parent expectations*. Boston, MA: Institute for Community Inclusion.
  20. **Carter, E. W.** (2015). Helping families flourish in faith and life (foreword). In L. Bradley, *Special needs parenting: From coping to thriving*. Edina, MN: Huff Publishing.
  21. **Carter, E. W.** (2015). Spiritual supports for students with disabilities. In Scarlett, W. G. (Ed.), *The SAGE encyclopedia of classroom management* (pp. 778-780). Thousand Oaks, CA: Sage. <https://doi.org/10.4135/9781483346243.n327>
  22. **Carter, E. W.** (2015). Supporting lasting relationships among adolescents with severe disabilities and their peers. *TASH Connections*, 40(4), 11-14.
  23. **Carter, E. W.** (2014). Postschool outcomes. In C. R. Reynolds, K. J. Vannest, and E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4<sup>th</sup> ed.). Hoboken, NJ: John Wiley.
  24. **Carter, E. W.**, Blustein, C., L., Rowan, J. L., & Harvey, S. (2014). Changing the conversation: Engaging local communities in new discussions about competitive employment. *TASH Connections*, 40(1), 8-14.
-

- 
25. **Carter, E. W.**, & McMillan, E. D. (2014). Pathways to meaningful employment for youth and young adults with significant disabilities. *TASH Connections*, 40(1), 6-7.
  26. Fraker, T., **Carter, E. W.**, Honeycutt, T., Kauff, J., Livermore, G., & Mamun, A. (2014). *Promoting readiness of minors in SSI (PROMISE): Evaluation design report*. Washington, DC: Mathematica Policy Research.
  27. Gaventa, W., Allen, W., Kleinert, H., & **Carter, E. W.** (2014). *Putting faith to work: The call and opportunity for faith communities to transform the lives of people with disabilities and their communities*. Nashville, TN: Vanderbilt Kennedy Center.
  28. Harvey, S., & **Carter, E. W.** (2014). Uncovering new pathways to employment through community conversations. *Breaking Ground*, 73, 8-10.
  29. Taylor, C. E., **Carter, E. W.**, Annandale, N. H., Boehm, T. L., & Logeman, A. K. (2014). *Welcoming people with developmental disabilities and their families: A practical guide for congregations*. Nashville, TN: Vanderbilt Kennedy Center.
  30. Taylor, C., & **Carter, E. W.** (2013). Known for my strengths: Rethinking our introductions. *Breaking Ground*, 71, 10-11.
  31. **Carter, E. W.**, Asmus, J. M., & Moss, C. K. (2013). Fostering friendships: Supporting relationships among students with and without developmental disabilities. *The Prevention Researcher*, 20(2), 14-17.
  32. Lane, K. L., & **Carter, E. W.** (2013). Reflections on the special issue: Issues and advances in the meta-analysis of single-case research. *Remedial and Special Education*, 34, 59-61.  
<https://doi.org/10.1177/0741932512454582>
  33. Madaus, J. W., Dukes, L., & **Carter, E. W.** (2013). Introduction to the special issue: Reflecting on the past, present, and future of CDTEI. *Career Development for Exceptional Individuals*, 36(1), 4-5.  
<https://doi.org/10.1177/2165143413485225>
  34. Hughes, C., **Carter, E. W.**, Dye, M., & Byers, C. (2013). Including students in general education: The peer buddy program. In W. L. Heward, *Exceptional children: An introduction to special education* (10th ed.; pp. 446-447). Upper Saddle River, NJ: Pearson.
  35. **Carter, E. W.** (2012). Supporting meaningful work in Tennessee. *Breaking Ground*, 65, 19.
  36. **Carter, E. W.**, Taylor, C. E., Ault, M., Collins, B., Kleinert, H., & Tyree, M. (2012). Recent research on spiritual supports: What we know and where we might go. *TASH Connections*, 38(1), 31-34.
  37. **Carter, E. W.**, Weir, K., Cooney, M., Walter, M. J., & Moss, C. K. (2012). Fostering self-determination among children and youth with disabilities: Lessons from parents. *Exceptional Parent*, 42(3), 13-17.
  38. Gaventa, W., & **Carter, E. W.** (2012). Spirituality: From rights to relationships. *TASH Connections*, 38(1), 5-6.
  39. **Carter, E. W.** (2011). Research addressing peer relationships and supports: What we know and where we might go. *TASH Connections*, 37(1), 10-14.
  40. Hughes, C. H., **Carter, E. W.**, & Cosgriff, J. C. (2011). High school peer buddy programs: Supporting students with intellectual disabilities and autism. *TASH Connections*, 37(1), 20-24.
-

41. Swedeen, B., Cooney, M., Moss, C., & **Carter, E. W.** (2011). *Launching inclusive efforts through community conversations: A practical guide for families, services providers, and communities*. Madison, WI: Waisman Center, University of Wisconsin-Madison.
42. **Carter, E. W.**, & Swedeen, B. (2009). [Review of the book *Successful transition programs: Pathways for students with intellectual and developmental disabilities*]. *Research and Practice for Persons with Severe Disabilities*, 34, 59-61.
43. **Carter, E. W.**, Swedeen, B., & Moss, C. K. (2009). Supporting extracurricular involvement for youth with disabilities. *Exceptional Parent*, 39(9), 32-33.
44. Hughes, C., **Carter, E. W.**, Dye, M., & Byers, C. (2009). Including students in general education: The peer buddy program. In W. L. Heward, *Exceptional children: An introductory survey of special education* (9<sup>th</sup> ed.; pp. 482-483). Upper Saddle River, NJ: Merrill/Prentice Hall.
45. **Carter, E. W.**, Swedeen, B., & Kurkowski, C. (2008). Friendship matters: Fostering social relationships in secondary schools. *TASH Connections*, 34(6), 9-12, 14.
46. **Carter, E. W.**, Cushing, L. S., & Kennedy, C. H. (2008). Promoting rigor, relevance, and relationships through peer support interventions. *TASH Connections*, 34(2) 20-23.
47. **Carter, E. W.** (2007). [Review of the books *Why are we here? Meeting the needs of people with learning disabilities*; *What about faith: A good practice guide for services on meeting the religious needs of people with learning disabilities*; *No box to tick: A booklet for carers of people with learning disabilities*; and *What is important to you? A booklet for people with learning disabilities*]. *Journal of Religion, Disability, & Health*.
48. Hughes, C., & **Carter, E. W.** (2005). Maintenance. In M. Hersen (Series Ed.) and G. Sugai & R. H. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy: Vol 3. Educational applications* (pp. 1389-1392). Thousand Oaks, CA: Sage.
49. Hughes, C., & **Carter, E. W.** (2005). Mastery learning. In M. Hersen (Series Ed.) and G. Sugai & R. H. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy: Vol 3. Educational applications* (p. 1393). Thousand Oaks, CA: Sage.
50. Hughes, C., **Carter, E. W.**, Brown, G., & Washington, B. (2004). A school-wide program for promoting friendships for high school students with disabilities. *TASH Connections*, 30(1/2), 19-22.
51. Cushing, L. S., Clark, N., **Carter, E. W.**, & Kennedy, C. H. (2003). Peer supports and access to the general education curriculum. *TASH Connections*, 29(10), 8-11.

### Project-Related Briefs

1. McMullen, E., **Carter, E. W.**, & Yancey, G. (2025). *Introducing disability*. Bridges to Belonging Project Insight Series, Baylor University.
  2. McMullen, E., **Carter, E. W.**, & Yancey, G. (2025). *Introducing mental health conditions*. Bridges to Belonging Project Insight Series, Baylor University.
  3. McMullen, E., **Carter, E. W.**, & Yancey, G. (2025). *Introducing chronic illness*. Bridges to Belonging Project Insight Series, Baylor University.
  4. Pancheco, M., McMullen, E., **Carter, E. W.**, & Yancey, G. (2025). *Worshipping creatively*. Bridges to
-

---

Belonging Project Insight Series, Baylor University.

5. McMullen, E., Spivey, B., **Carter, E. W.**, Maddox, K., & Yancey, G. (2025). *Creating spaces for stories*. Bridges to Belonging Project Insight Series, Baylor University.
  6. McMullen, E., Spivey, B., **Carter, E. W.**, Maddox, K., & Yancey, G. (2025). *Engaging scripture and disability*. Bridges to Belonging Project Insight Series, Baylor University.
  7. **Carter, E. W.**, Escobar, M. V., Mire, S. S., Hollinger, C., & Eshman, S. R. (2024). *Finding rest at Jill's House: The impact of respite on families who experience disability*. Baylor Center for Developmental Disabilities, Baylor University.
  8. **Carter, E. W.**, Maddox, K., Pettit, M., Le Shana, J., Westover, A., & Casper, G. (2024). *Accessible worship: A community conversation on disability and the Church*. Baylor Center for Developmental Disabilities, Baylor University.
  9. **Carter, E. W.**, Maddox, K., Pettit, M., & Casper, G. (2024). *Flourishing together: A community conversation on disability and the Church*. Baylor Center for Developmental Disabilities, Baylor University.
  10. **Carter, E. W.**, Pettit, M., Maddox, K., Westover, A., Le Shana, J., & Casper, G. (2024). *Belonging: A community conversation on disability and the Church*. Baylor Center for Developmental Disabilities, Baylor University.
  11. **Carter, E. W.**, Lanchak, E., Berry, L., McMillan, E. D., Taylor, J. L., & Fleming, L. (2020). *Barriers to employment for individuals with IDD: Insights from families*. Vanderbilt University.
  12. **Carter, E. W.**, Lanchak, E., Berry, L., McMillan, E. D., Taylor, J. L., & Fleming, L. (2020). *Meaningful work for individuals with IDD: Insights from families*. Vanderbilt University.
  13. **Carter, E. W.**, Lanchak, E., Berry, L., McMillan, E. D., Taylor, J. L., & Fleming, L. (2020). *Supporting integrated employment pursuits for individuals with IDD: Insights from families*. Vanderbilt University.
  14. **Carter, E. W.**, Lanchak, E., Berry, L., McMillan, E. D., Taylor, J. L., & Fleming, L. (2020). *The voice of families: Exploring perspectives on the pathways to integrated employment*. Vanderbilt University.
  15. Jenkins, A., Magill, L., Shuster, B. C., & **Carter, E. W.** (2016). *Lessons from the field: Teaching the RTI<sup>2</sup>-B plan to schools*. Nashville, TN: Tennessee Behavior Support Project, Vanderbilt University. Available at <http://www.tennesseebsp.org>
  16. Johnson, J. L., Magill, L., Shuster, B. C., & **Carter, E. W.** (2016). *School-wide social skills instruction*. Nashville, TN: Tennessee Behavior Support Project, Vanderbilt University. Available at <http://www.tennesseebsp.org>
  17. Shuster, B. C., Magill, L., Cabeza, B., Jenkins, A., & **Carter, E. W.** (2016). *Lessons from the field: Planning effective school-wide student and staff acknowledgement systems*. Nashville, TN: Tennessee Behavior Support Project, Vanderbilt University. Available at <http://www.tennesseebsp.org>
  18. Villeda, S. T., Shuster, B. C., Magill, L., & **Carter, E. W.** (2016). *Behavior-specific praise in the classroom*. Nashville, TN: Tennessee Behavior Support Project, Vanderbilt University. Available at <http://www.tennesseebsp.org>
  19. Hine, M. C., Shuster, B. C., Porritt, M., Shafer, B. H., Jenkins, A., Lloyd, B. P., & **Carter, E. W.** (2014). *Supporting RTI<sup>2</sup>-B in middle Tennessee schools*. Nashville, TN: Tennessee Behavior Support
-

Project, Vanderbilt University. Available at <http://www.tennesseebsp.org>

20. Cabeza, B., Magill, L., Jenkins, A., Shuster, B. C., & **Carter, E. W.** (2014). *Lessons from the field: Gathering feedback to monitor and revise a three-tiered model of support*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at <http://vkc.mc.vanderbilt.edu/ci3t/resources>
  21. Jenkins, A., Magill, L., Shuster, B.C., & Carter, E.W. (2014). *Lessons from the field: Teaching multi-tiered models to schools*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at: <http://vkc.mc.vanderbilt.edu/ci3t/resources>
  22. Magill, L., Jenkins, A., Shuster, B. C., & **Carter, E. W.** (2014). *Lessons from the field: Using data to implement interventions*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at: <http://vkc.mc.vanderbilt.edu/ci3t/resources>
  23. Shuster, B. C., Magill, L., Cabeza, B., Jenkins, A., & **Carter, E. W.** (2014). *Lessons from the field: Planning effective school-wide ticket and reinforcement systems*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at <http://vkc.mc.vanderbilt.edu/ci3t/resources>
  24. Villeda, S., Magill, L., Shuster, B. C., & **Carter, E. W.** (2014). *Behavior-specific praise in the classroom*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at <http://vkc.mc.vanderbilt.edu/ci3t/resources>
  25. Bell, L., & **Carter, E. W.** (2013). *Peer-mediated support strategies*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at <http://vkc.mc.vanderbilt.edu/ci3t/resources>
  26. Bell, L., Magill, L., **Carter, E. W.**, & Lane, K. L. (2013). *Self-monitoring: Equipping students to manage their own behavior in the classroom*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at <http://vkc.mc.vanderbilt.edu/ci3t/resources>
  27. Cabeza, B., Magill, L., Jenkins, A., **Carter, E. W.**, Greiner, S., Bell, L., & Lane, K. L. (2013). *Promoting self-determination among students with disabilities: A guide for Tennessee educators*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at <http://vkc.mc.vanderbilt.edu/ci3t/resources>
  28. Cabeza, B., Germer, K., Magill, L., Lane, K. L., **Carter, E. W.**, & Oakes, W. P. (2013). *The CI3T model of prevention: Supporting academic, behavioral, and social development of students*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at <http://vkc.mc.vanderbilt.edu/ci3t/resources>
  29. Carter, E. W., Moss, C. K., Swedeen, B., Walter, M., & Zimmerman, L. (2010). *Leadership: A guide for promoting leadership skills in youth with disabilities*. Madison, WI: Natural Supports Project, Waisman Center, University of Wisconsin-Madison. Available at <http://www.waisman.wisc.edu/naturalsupports/>
  30. Magill, L., Germer, K., Jenkins, A., Greiner, S., Cabeza, B., Bell, L., **Carter, E. W.**, Lane, K. L., & Oakes, W. P. (2013). *Supporting the academic, behavioral, and social development of students in Tennessee schools: Findings from a statewide survey*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at <http://vkc.mc.vanderbilt.edu/ci3t/resources>
  31. Magill, L., Greiner, S., & **Carter, E. W.** (2013). *Postsecondary pathways for students with intellectual and developmental disabilities*. Nashville, TN: Project Support and Include, Vanderbilt University. Available at <http://vkc.mc.vanderbilt.edu/ci3t/resources>
-

32. Swedeen, B., Cooney, M., **Carter, E. W.**, & Moss, C. (2011). *On the job: Stories from youth with disabilities*. Madison, WI: Natural Supports Project, Waisman Center, University of Wisconsin-Madison. Available at <http://www.waisman.wisc.edu/naturalsupports/pdfs/YS.pdf>
33. Weir, K., Cooney, M., Walter, M., Moss, C., & **Carter, E. W.** (2011). *Fostering self-determination among children with disabilities: Ideas from parents for parents*. Madison, WI: Natural Supports Project, Waisman Center, University of Wisconsin-Madison. Available at <http://www.waisman.wisc.edu/naturalsupports/pdfs/FosteringSelfDetermination.pdf>

**Grants, Contracts, and Research Support**  
**(\$32,878,668 external and \$141,632 internal)**

- Carter, E. W.** (2025-2027). *The whole body: Flourishing together in faith and life*. Lilly Endowment, Inc. (\$50,000)  
Role: Principal Investigator
- Carter, E. W.**, & Prah, A. (2025-2027). *Raising Texas voices*. Texas Council on Developmental Disabilities (\$500,000)  
Role: Co-Principal Investigator
- Carter, E. W.**, & Le Shana, J. (2025-2029). *Thriving faith: Nurturing children and families impacted by disability through worship and prayer*. Nurturing Children in Worship and Prayer Lily Endowment Inc. award to Wheaton College (\$1,250,000; subcontract \$175,000)  
Role: Co-Principal Investigator
- Padilla, K, Mire, S., & **Carter, E. W.** (2024-2025). *Children/youth with special health care needs systems development group family support and community resources grant program*. Texas Health and Human Services Commission. (\$195,000)  
Role: Co-Principal Investigator
- Reed, A., **Carter, E. W.**, & Yancey, G. (2024-2029). *From barriers to belonging: Helping congregations embrace young people with disabilities and mental health challenges*. Thriving Congregations Initiative, Lily Endowment Inc. (\$1,250,000)  
Role: Co-Principal Investigator
- Carter, E. W.**, White, V., & Wall, R. (2024-2025). *Worship as one: Learning with children with disabilities about worship and prayer*. Nurturing Children in Worship and Prayer Lily Endowment Inc. (\$300,000; subcontract \$60,000)  
Role: Co-Principal Investigator
- Carter, E. W.** (2023-2026). *Understanding community living and participation in the 21st century through a multicultural lens*. RRTC on Community Living, Administration on Community Living, National Institute on Disability, Independent Living, and Rehabilitation Research (subcontract \$18,728)  
Role: Co-Investigator
- Travers, H., Schutz, M., & **Carter, E. W.** (2023-2028). *EMPOWERing transition-aged students with visual impairments*. Office of Special Education Programs (OSEP), U.S. Department of Education (\$2,487,269; subcontract \$92,187)  
Role: Co-Principal Investigator
- Awsumb, J., & **Carter, E. W.** (2021-2025). *Pre-ETS training and consulting services*. Tennessee Department of Human Services (\$3,558,117)  
Role: Co-Principal Investigator
-

- 
- McMillan, E. D., & **Carter, E. W.** (2020-2025). *Vanderbilt Kennedy Center for Excellence in Developmental Disabilities*. Administration on Community Living (\$2,700,000; subcontract \$776,343)  
Role: Co-Principal Investigator
- McMillan, E. D., & **Carter, E. W.** (2020-2021). *Community-based transition partnership grant*. Administration on Community Living (\$100,000; subcontract from Vanderbilt Kennedy Center, \$50,706)  
Role: Co-Principal Investigator
- Carter, E. W.** (2020-2021). *Tennessee Disability Pathfinder program evaluation*. Tennessee Council on Developmental Disabilities (\$100,000).  
Role: Principal Investigator
- Carter, E. W.** (2020-2021). *Tennessee Disability Pathfinder ongoing evaluation*. Tennessee Council on Developmental Disabilities (subcontract from Vanderbilt Kennedy Center, \$50,000).  
Role: Principal Investigator
- Da Fonte, M. A., Schuele, M., Biggs, E., Hodapp, R., **Carter, E. W.**, & Lambert, J. (2020-2025). *Training Interdisciplinary Professionals to Serve Students with Severe Disabilities (TIPS<sup>3</sup>)*. Personnel development to improve services and results for children with disabilities: Focus Area B - Preparing Personnel to Serve School-Age Children with Low Incidence Disabilities (84.325K), Office of Special Education Programs (OSEP), U.S. Department of Education (\$1,250,000).  
Role: Investigator
- Carter, E. W.** (2019-2024). *Effects of early work experiences on post-school employment outcomes for students with severe disabilities [Rehabilitation Research and Training Center (RRTC) on Employment of Transition-Age Youth with Disabilities]*. National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), Administration for Community Living (\$884,963).  
Role: Principal Investigator
- Carter, E. W.** (2019-2024). *Effects of parent mentoring on elevating employment for young adults with intellectual and developmental disabilities [Rehabilitation Research and Training Center (RRTC) on Employment of People with Intellectual and Developmental Disabilities]*. National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), Administration for Community Living (\$916,894).  
Role: Principal Investigator
- Carter, E. W.** (2019-2020). *Accessible worship, disability, and the Church*. Teacher-Scholar Grant, Vital Worship Program, Calvin Institute of Worship (\$17,611).  
Role: Principal Investigator
- Carter, E. W.** (2018-2021). *Pre-employment Transition Services (Pre-ETS)*. Tennessee Department of Human Services (\$1,339,670).  
Role: Principal Investigator
- Da Fonte, M. A., Hodapp, R., **Carter, E. W.**, Lambert, J., & Harris, V. (2018-2023). *Interdisciplinary, Evidence-based Approaches to Educating Students with Severe Disabilities and Special Healthcare Needs*. Personnel development to improve services and results for children with disabilities: Focus Area B - Preparing Personnel to Serve School-Age Children with Low Incidence Disabilities (84.325K), Office of Special Education Programs (OSEP), U.S. Department of Education (\$1,250,000.00).  
Role: Investigator
- Carter, E. W.** (2017-2022). *Tennessee Blueprint: Secondary transition support and training to school districts*. Tennessee Department of Education (\$2,369,000).  
Role: Principal Investigator
-

- 
- Carter, E. W.,** Hodapp, R., Yoder, P., Knight, V., Hatton, D., & Da Fonte, A. (2017-2022). *Preparing strong scholars in severe disabilities: Rigor, relevance, relationships, and reach*. Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (84.325D), Office of Special Education Programs, U. S. Department of Education (\$1,181,284).  
Role: Principal Investigator
- Carter, E. W.** (2016-2017). *Supporting strong transitions: Professional development for the state of Tennessee*. Tennessee Department of Education (\$290,000).  
Role: Principal Investigator
- Carter, E. W.** (2015-2020). *Next steps for inclusive higher education*. Transition Programs for Students with Intellectual Disabilities into Higher Education, U.S. Department of Education (\$1,939,865).  
Role: Principal Investigator
- Carter, E. W.,** Lloyd, B., & Juarez, P. (2015-2020). *Positive behavior implementation and supports*. Tennessee Department of Education (\$4,500,000).  
Role: Principal Investigator
- Carter, E. W.** (2015-2016). *Supporting strong transitions: Professional development for the state of Tennessee*. Tennessee Department of Education (\$267,384).  
Role: Principal Investigator
- Carter, E. W.,** Da Fonte, A., Knight, V., Hodapp, R., & Hatton, D. (2014-2019). *Delivering evidence-based inclusive education for students with severe disabilities in high-need schools*. Personnel Development to Improve Services and Results for Children with Disabilities: Focus Area B: Preparing Personnel to Serve School-Age Children with Low Incidence Disabilities (84.325K), Office of Special Education Programs, U. S. Department of Education (\$1,247,378).  
Role: Principal Investigator
- Carter, E. W.,** Knight, V., Hodapp, R., Yoder, P., Hatton, D., & Da Fonte, A. (2014-2019). *Preparing the next generation of scholars in severe disabilities*. Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (84.325D), Office of Special Education Programs, U. S. Department of Education (\$1,497,498).  
Role: Principal Investigator
- Carter, E. W.,** Amado, A., Gaventa, W., Kleinert, H., Nord, D., Seay, P., & Tyree, M. (2014-2016). *Putting faith to work*. Kessler Foundation (\$449,961).  
Role: Principal Investigator
- Carter, E. W.,** & McMillan, E. D. (2012-2017). *TennesseeWorks partnership: Changing the employment landscape for young people with intellectual and developmental disability*. U.S. Department of Health and Human Services, Administration for Community Living, Administration on Intellectual and Developmental Disabilities (\$1,716,682).  
Role: Principal Investigator
- Carter, E. W.** (2012-2015). *Project SUPPORT and INCLUDE: Staff development and technical assistance to support students with disabilities in inclusive settings*. Tennessee Department of Education (\$900,000).  
Role: Principal Investigator
- Carter, E. W.** (2012-2014). Social competence interventions subcontract on *Center on Secondary Education for*
-

- Students with Autism*. Special Education Research and Development Center Programs, Center on School-Based Interventions for Secondary Students with Autism Spectrum Disorders, Institute of Education Sciences (\$499,511 subcontract).  
Role: site Principal Investigator
- Carter, E. W., & Asmus, J.** (2010-2014). *Peer support and peer network interventions to improve peer relationships and school engagement*. Special Education Research on Transition Outcomes for Special Education Secondary Students, Institute of Education Sciences (\$2,279,679).  
Role: Principal Investigator
- Carter, E. W.** (2011-2012). *Spirituality, supports, and well-being of youth and adults with significant disabilities*. Hobbs Discovery Grant, Vanderbilt Kennedy Center (\$35,000).  
Role: Principal Investigator
- Hughes, C., & Hodapp, R. (2010-2015). *Leadership training in high-need students with severe disabilities/autism*. Preparation of Leadership Personnel, Office of Special Education and Rehabilitative Services, U.S. Department of Education, (\$1,120,149).  
Role: Principal Investigator (since 2012)
- Tuchman, L., & **Carter, E. W.** (2007-2011). *Natural supports for children birth to 22*. Office of Independence and Employment, Medicaid Infrastructure Grant, Center for Medicare and Medicaid Services (\$1,350,556).  
Role: Co-Principal Investigator
- Carter, E. W., Trainor, A. A., & Owens, L.** (2006-2009). *Project Summer: Improving summer employment and community inclusion outcomes for transition-age youth with disabilities*. Special Education Research on Secondary and Post-secondary Outcomes, Institute of Education Sciences (\$915,346).  
Role: Principal Investigator
- Carter, E. W.** (2009-2010). *Equipping paraprofessionals to promote peer interaction and learning in inclusive classrooms*. Graduate School, University of Wisconsin-Madison (\$17,912).  
Role: Principal Investigator
- Carter, E. W.** (2008-2009). *Developing an observational tool to assess self-determination behaviors and opportunities for youth with disabilities*. Graduate School, University of Wisconsin-Madison (\$20,488).  
Role: Principal Investigator
- Carter, E. W.** (2007-2008). *Examining the academic performance of youth with severe disabilities and their peer supports*. Graduate School, University of Wisconsin-Madison (\$21,929).  
Role: Principal Investigator
- Carter, E. W.** (2007). *Equipping educators through technology enhanced learning (Adaptations Award)*. Academic Technology, DO-IT, University of Wisconsin-Madison (\$800).
- Carter, E. W.** (2007). *Equipping future and current educators and service providers to manage behavior effectively through technology-enhanced learning*. School of Education, University of Wisconsin-Madison (\$18,957).
- Carter, E. W.** (2006-2007). *Improving the social and academic outcomes of youth with developmental disabilities through peer support interventions*. Graduate School, University of Wisconsin-Madison (\$15,405).  
Role: Principal Investigator
- Carter, E. W.** (2005-2006). *Social interactions and peer relationships of adolescents with significant disabilities*. Graduate School, University of Wisconsin-Madison (\$11,141).
-

Role: Principal Investigator

## Presentations

### Keynotes, Plenaries, and Invited Lectures

1. **Carter, E. W.** (2025, July). *Creating communities of belonging together*. Keynote at the National Down Syndrome Congress Annual Convention. Dallas, Texas.
  2. **Carter, E. W.** (2025, July). *Beyond inclusion: Creating communities of belonging together*. Keynote at the MTSS Integrated Conference. Wenatchee, Washington.
  3. **Carter, E. W.** (2025, June). *A place to belong: Creating flourishing futures for students with disabilities*. Keynote at the CEEDAR Cross-State Virtual Convening. [Virtual].
  4. **Carter, E. W.** (2025, June). *Belonging*. Keynote at the Widening the Welcome Summer Conference. Waco, Texas.
  5. **Carter, E. W.** (2025, May). *Creating communities of belonging for students with disabilities*. Keynote at the Supporting Innovative Practices (SIP) Conference. [Virtual].
  6. **Carter, E. W.** (2025, April). *Church stories: Moving from exclusion to embrace*. Mainstage presentation at the Disability and the Church Conference. Tyson, Virginia.
  7. **Carter, E. W.** (2025, April). *Creating communities of belonging together*. Keynote at the 22<sup>nd</sup> Nebraska Autism Network Conference. Kearney, Nebraska.
  8. **Carter, E. W.** (2025, March). *Flourishing together: Pathways to friendship and the power of peers*. Keynote at the 14<sup>th</sup> Annual Utah Valley University Autism Conference. Orem, Utah.
  9. **Carter, E. W.** (2024, October). *Creating flourishing futures for transition-age youth with disabilities*. Keynote at the Arkansas Transition Summit. Hot Springs, Arkansas.
  10. **Carter, E. W.** (2024, September). *Creating communities of belonging for students with disabilities*. Keynote at the Arizona Department of Education IDEA Conference. Phoenix, Arizona.
  11. **Carter, E. W.** (2024, July). *Beyond inclusion: Creating schools of belonging*. Keynote at the 5th Annual Arkansas School-Based Therapy Conference. [Virtual].
  12. **Carter, E. W.** (2024, July). *The road to employment for transition-age youth: Postures, practices, and partnerships that matter most*. Keynote at the Transitioning Students to Achieve Independence through Career Education (TAVAC) Conference. Waco, Texas.
  13. **Carter, E. W.** (2024, February). *The road to employment for transition-age youth*. Keynote at the Partnerships for Progress Nebraska Transition Conference. Lincoln, Nebraska.
  14. **Carter, E. W.** (2024, February). *From barriers to belonging: Creating inclusive communities for everyone*. Keynote at the Partnerships for Progress Nebraska Transition Conference. Lincoln, Nebraska.
  15. **Carter, E. W.** (2023, November). *The road to belonging: Glancing backward, looking forward*. Keynote at the Annual Conference of the Texas Chapter of the American Association on Intellectual and Developmental Disabilities. Galveston, Texas.
-

- 
16. **Carter, E. W.** (2023, October). *Beyond inclusion: Creating communities of belonging for students with disabilities.* Keynote at the Down Syndrome Association of Central Texas. Austin, Texas.
  17. **Carter, E. W.** (2023, October). *Flourishing together: Changing the landscape of disability and ministry.* Keynote at the K-Church Disability Conference. Terrace, California.
  18. **Carter, E. W.** (2023, August). *Beyond inclusion.* Keynote at the Maryland Coalition for Inclusive Education Conference. Bowie, Maryland.
  19. **Carter, E. W.** (2023, June). *The changing landscape of disability and ministry.* Keynote at the Summer Institute on Theology and Disability. Waco, Texas.
  20. **Carter, E. W.** (2023, June). *The ache of your absence: Creating schools of belonging for every student.* Ignite keynote at the Just Schools Academy. Frisco, Texas.
  21. **Carter, E. W.** (2023, May). *From barriers to belonging: Promoting inclusion and relationships for students with autism.* Keynote at the 22<sup>nd</sup> Annual START Conference. Lansing, Michigan.
  22. **Carter, E. W.** (2023, April). *Incomplete without you: Creating communities of belonging for everyone.* Keynote at the 2023 Wisconsin Autism Conference. Green Bay, Wisconsin.
  23. **Carter, E. W.** (2023, April). *Flourishing together: The changing landscape of disability and ministry.* Keynote at the 2023 Disability and the Church Conference. Westlake, Ohio.
  24. **Carter, E. W.** (2023, March). *Serving youth with and without disabilities well together.* Plenary at the Reset for Renewal Conference. [Virtual]
  25. **Carter, E. W.** (2023, February). *Loving people with disabilities: Creating the kingdom of belonging God intended.* Keynote for the Global Access Community. [Virtual]
  26. **Carter, E. W.** (2023, February). *Inclusion and belonging.* Convocation presentation at Martin Luther College. New Ulm, Minnesota.
  27. **Carter, E. W.** (2022, December). *The ache of your absence: Creating communities of belonging for every student.* Keynote at the Florida Department of Education's Special Education Administrators' Management Meeting. Orlando, Florida.
  28. **Carter, E. W.** (2022, November). *Ten dimensions of belonging.* Keynote for the Inclusive Housing Summit. Chapel Hill, North Carolina.
  29. **Carter, E. W.** (2022, November). *Creating communities of belonging for youth with and without disabilities.* Presentation for the Yale Youth Ministry Institute. [Virtual]
  30. **Carter, E. W.** (2022, October). *Cultivating and measuring belonging.* Keynote at the Advancing Inclusive Principal Leadership (AIPL) State Network Conference. Washington, DC.
  31. **Carter, E. W.** (2022, August). *A future of flourishing: The postures, practices, and people that can change trajectories.* Keynote at the Arkansas Association of People Supporting Employment First Conference. Hot Springs, Arkansas.
  32. **Carter, E. W.** (2022, July). *The ache of your absence: Creating communities of belonging for every student.* Keynote at the Florida Department of Education's Special Education Summer Institute. Orlando, Florida.
-

- 
33. **Carter, E. W.** (2022, June). *A future of flourishing: Postures, practices, and partnerships that make a difference.* Keynote at the Back to the Future Transition Conference. Biloxi, Mississippi.
  34. **Carter, E. W.** (2022, April). *The road to employment for transition-age youth with significant disabilities.* Keynote at the Illinois Center for Transition and Work Symposium. Champaign, Illinois.
  35. **Carter, E. W.** (2022, April). *The ache of your absence: Creating communities of belonging.* Invited presentation at the ProAct Project Symposium. Austin, Texas.
  36. **Carter, E. W.** (2022, March). *Becoming communities of belonging for every student.* Keynote for the Excellence in Teaching Conference, Notre Dame. [Virtual]
  37. **Carter, E. W.** (2022, January). *The ache of your absence: Creating communities of belonging.* Keynote for the Club 21 Tools for the Journey Conference. [Virtual]
  38. **Carter, E. W.** (2022, January). *The road to belonging: Creating inclusive communities for all.* Keynote for the Nashville Jewish Federation. Nashville, Tennessee.
  39. **Carter, E. W.** (2022, January). *The ache of your absence: Becoming communities of belonging.* Keynote for the YoungLife Mosaic Conference. Dallas, Texas.
  40. **Carter, E. W.** (2021, November). *Known for my strengths: Seeing disability through a different lens.* Invited presentation at the University of California-Davis Neurodiversity Summit. [Virtual]
  41. **Carter, E. W.** (2021, October). *A place of belonging: Supporting a strong education for every student in private schools.* Keynote for the 2<sup>nd</sup> Annual Private School Forum, PROGRESS Center. [Virtual]
  42. **Carter, E. W.** (2021, June). *A future of flourishing: Supporting strong transitions for children and youth with autism.* Keynote for Texas Autism Conference. [Virtual]
  43. **Carter, E. W.** (2021, June). *Toward a flourishing future: What we know about what leads us there.* Keynote for Autism Imagine Series, University of New Mexico Center for Development and Disability. [Virtual]
  44. **Carter, E. W.** (2021, April). *The absence of asterisks: Creating communities of belonging.* Opening keynote for Autism Awareness Month, Emory University. [Virtual]
  45. **Carter, E. W.** (2021, April). *The road to belonging.* Keynote for the All Belong Spirituality & Disability Conference, North Dakota Center for Persons with Disabilities. [Virtual]
  46. **Carter, E. W.** (2021, March). *The absence of asterisks: Creating communities of belonging for every student.* Keynote for the Inclusion in Action Conference. [Virtual]
  47. **Carter, E. W.** (2021, March). *The ache of your absence: Creating communities of belonging for everyone.* Keynote for the 10th Annual Autism Conference at Utah Valley University. [Virtual]
  48. **Carter, E. W.** (2021, February). *A future of flourishing: The postures, practices, and people that can change trajectories.* Keynote for the Oklahoma Statewide Autism Conference. [Virtual]
  49. **Carter, E. W.** (2020, November). *From barriers to belonging: Creating inclusive communities for everyone.* Keynote for the International OCALICON Conference. [Virtual.]
-

- 
50. **Carter, E. W.** (2020, October). *Building a great life*. Keynote for the Building a Great Life in Schools and Communities series, University of Connecticut Center for Excellence in Developmental Disabilities. [Virtual.]
  51. **Carter, E. W.** (2020, September). *A future of flourishing: The postures, practices and people that can change trajectories*. Keynote at the 15th Annual Thompson Center Autism Conference. [Virtual.]
  52. **Carter, E. W.** (2020, March). *The ache of your absence*. Invited lecture at the 2020 Chautauqua on Family Resilience. Tulsa, Oklahoma.
  53. **Carter, E. W.** (2020, March). *A future of flourishing for individuals with disabilities: What we know matters most*. Invited Community Conversation talk at the 2020 Chautauqua on Family Resilience. Tulsa, Oklahoma.
  54. **Carter, E. W.** (2020, January). *Toward a flourishing future: The posture, practices, and partnerships that may matter most*. Keynote at the Club 21 Tools for the Journey Conference. Pasadena, California.
  55. **Carter, E. W.** (2019, November). *From barriers to belonging: Creating flourishing communities for individuals with and without intellectual disability*. Keynote at the International Conference of AKIM Israel and Inclusion International. Tel Aviv, Israel.
  56. **Carter, E. W.** (2019, November). *The inclusive church: Pathways to belonging*. Keynote at HEL (Whole Church) Conference. Kristiansand, Norway.
  57. **Carter, E. W.** (2019, October). *A field in transition: The journey from here to there*. Invited talk at Autism Speaks Transition Thought Leadership Summit. Washington, DC.
  58. **Carter, E. W.** (2019, September). *A future of flourishing for young people with developmental disabilities*. Gayle G. Arnold Lectureship at the 73<sup>rd</sup> Annual Meeting of the American Academy for Cerebral Palsy and Developmental Medicine. Anaheim, California.
  59. **Carter, E. W.** (2019, June). *Supporting strong transitions for youth with disabilities*. Grand rounds with the Wellspan-Philhaven Center for Autism and Developmental Disabilities. Lancaster, Pennsylvania.
  60. **Carter, E. W.** (2019, May). *A future of flourishing: Postures, practices, and people worth pursuing*. Calvin Horn Lecture at the University of New Mexico. Albuquerque, New Mexico.
  61. **Carter, E. W.** (2019, April). *What we know about supporting strong transitions for youth with intellectual and developmental disabilities*. Invited lecture at the University of Oregon. Eugene, Oregon.
  62. **Carter, E. W.** (2019, April). *The ache of your absence: Becoming communities of belonging*. Keynote plenary at the 29<sup>th</sup> annual Inclusion Alberta Conference. Edmonton, Alberta.
  63. **Carter, E. W.** (2019, January). *Incomplete without you: The Church and people with disabilities*. January Series Speaker at Calvin College. Grand Rapids, Michigan.
  64. **Carter, E. W.** (2018, November). *A future of flourishing for individuals with disabilities: Postures, practices, and partnerships*. Keynote at the Missouri Employment Summit. Columbia, Missouri.
  65. **Carter, E. W.** (2018, November). *The power and promise of inclusive higher education*. Keynote at the California Inclusive Postsecondary Education Forum. Sacramento, California.
  66. **Carter, E. W.** (2018, October). *Evidence-based strategies promoting transition*. Keynote at the Swedish
-

---

Society of Medicine's Symposium on Transition Medicine: From Childhood to Adulthood. Stockholm, Sweden.

67. **Carter, E. W.** (2018, October). *Rethinking prevailing practice: What we know works for fostering inclusion, relationships, and belonging*. Keynote at the Celebrating the Challenges Conference of the Alberta Teachers Association Council for Inclusive Education. Canmore, Alberta.
  68. **Carter, E. W.** (2018, September). *From barriers to belonging: Pathways to inclusive communities*. Keynote at the Brave Spaces Conference. Calgary, Alberta.
  69. **Carter, E. W.** (2018, July). *Ten dimensions of belonging*. Plenary presentation at the NCE Summer Leadership Institute. Philadelphia, Pennsylvania.
  70. **Carter, E. W.** (2018, April). *Rethinking prevailing practice: Supporting inclusion and social relationships for youth with autism and developmental disabilities*. Keynote presentation at the Queens College Conference on Autism and Developmental Disabilities. Queens, New York.
  71. **Carter, E. W.** (2018, April). *Toward a future of flourishing: Supporting strong transitions for youth with autism*. Keynote presentation at the Utah Valley University Autism Conference. Orem, Utah.
  72. **Carter, E. W.** (2018, April). *Rethinking prevailing practice for students with autism*. Keynote presentation at the University of Arkansas Autism Symposium. Fayetteville, Arkansas.
  73. **Carter, E. W.** (2018, March). *From barriers to belonging*. Invited lecture at Baylor University. Waco, Texas.
  74. **Carter, E. W.** (2018, March). *The church and people with disabilities: Becoming communities of belonging*. Invited lecture for the Ann Haskins Special Education Program at Wheaton College. Wheaton, Illinois.
  75. **Carter, E. W.** (2018, February). *Fostering inclusion and belonging for people with disabilities*. Fourteenth annual Marjorie Pay Hinckley Lecture at Brigham Young University. Provo, Utah.
  76. **Carter, E. W.** (2018, January). *Changing trajectories: Postures, practices, and people that lead to flourishing*. Keynote presentation at the Everyday Lives Conference. Hershey, Pennsylvania.
  77. **Carter, E. W.** (2017, November). *Rethinking prevailing practice: What we know works for fostering inclusion, relationships, and belonging*. Keynote presentation at the 6<sup>th</sup> Annual Eastern PA Annual Inclusion Conference. Philadelphia, Pennsylvania.
  78. **Carter, E. W.** (2017, November). *A future of flourishing: Postures, practices, and partnerships that foster belonging*. Keynote presentation at the Christian Horizons Leadership Conference. Alliston, Ontario.
  79. **Carter, E. W.** (2017, October). *Promoting inclusion, relationships, and learning for students with autism spectrum disorders: The promise of peer-mediated supports*. Keynote presentation at the Center for Autism and Related Disabilities Statewide Conference. Albany, New York.
  80. **Carter, E. W.** (2017, October). *Toward a future of flourishing: Supporting strong transitions for students with autism*. Keynote presentation at the Transitions Across the Lifespan Conference. Erlanger, Kentucky.
  81. **Carter, E. W.** (2017, October). *From barriers to belonging: The church and people with disabilities*. 25<sup>th</sup> Annual Pyne Memorial Presentation at Boston College. Chestnut Hill, Massachusetts.
-

- 
82. **Carter, E. W.** (2017, July). *Rethinking prevailing practice: What we know works for fostering inclusion, social relationships, and learning*. Keynote presentation at the Wisconsin Summer Inclusion Institute. Wausau, Wisconsin.
  83. **Carter, E. W.** (2017, June). *Inclusive higher education and a future of flourishing*. Keynote presentation at the Southeastern Postsecondary Education Alliance Conference. Nashville, Tennessee.
  84. **Carter, E. W.** (2017, March). *A place of belonging: The church and people with disabilities*. Keynote presentation at the IN2017 Conference. Winnipeg, Manitoba.
  85. **Carter, E. W.** (2017, February). *Toward a future of flourishing: Promoting rigor, relevance, and relationships for youth with disabilities*. Keynote presentation at the Texas Transition Conference. Houston, Texas.
  86. **Carter, E. W.** (2016, October). *On belonging: Lessons learned about what matters most*. Invited presentation at the Life to the Full Conference. Niagara, Ontario.
  87. **Carter, E. W.** (2016, September). *What matters most: Toward a future of flourishing for youth with disabilities*. Invited presentation at Brigham Young University. Provo, Utah.
  88. **Carter, E. W.** (2016, September). *Challenging prevailing practice: Rethinking inclusive education for students with autism and intellectual disability*. Invited presentation at Brigham Young University. Provo, Utah.
  89. **Carter, E. W.** (2016, August). *Rigor, relevance, and relationships: Supporting strong transitions for students with intellectual disability*. Keynote presentation for the Statewide Intellectual Disabilities Conference. Madison, Wisconsin.
  90. **Carter, E. W.** (2016, May). *Challenging prevailing practice: Inclusive education and peer relationships for students with severe disabilities*. Invited Blackman Lecture at Teacher's College, Columbia University. New York, New York.
  91. **Carter, E. W.** (2016, April). *Incomplete without you: Including people with disabilities and their families well*. Keynote presentation at the TASH Regional Conference on Faith and Flourishing. Nashville, Tennessee.
  92. **Carter, E. W.** (2016, April). *Supporting inclusion, relationships, and learning for students with autism: The promise and practice of peer-mediated interventions*. Keynote presentation for 10<sup>th</sup> Annual Statewide Autism Conference. Rochester, New York.
  93. **Carter, E. W.** (2016, March). *Investing in strong transitions: Toward a future of flourishing*. Invited presentation for Friends of the Institute of Education Science Capitol Hill briefing. Washington, DC.
  94. **Carter, E. W.** (2015, December). *What matters most: Toward a future of flourishing*. Keynote presentation at the 40<sup>th</sup> Annual TASH Conference. Portland, Oregon.
  95. **Carter, E. W.** (2015, November). *Ending segregation...in education and beyond*. Invited presentation to the President's Committee on People with Intellectual Disabilities. Washington, DC.
  96. **Carter, E. W.** (2015, October). *Meaningful work: Improving employment outcomes for youth and young adults with IDD*. Invited lecture at the Elizabeth M. Boggs Developmental Disabilities Lecture Series. Mt. Laurel, New Jersey.
  97. **Carter, E. W.** (2015, July). *Rigor, relevance, and relationships: Setting students with disabilities on a strong pathway toward adulthood*. Keynote presentation for the Pennsylvania Secondary Transition Conference.
-

---

State College, Pennsylvania.

98. **Carter, E. W.** (2015, June). *What matters most: Supporting people to flourish in faith and life*. Keynote presentation at the Religion and Spirituality Division Gathering at the 139<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Louisville, Kentucky.
  99. **Carter, E. W.** (2015, May). *What matters most: Supporting people with disabilities and their families to flourish*. Invited presentation at the 6<sup>th</sup> Annual Summer Institute on Theology and Disability. Atlanta, Georgia.
  100. **Carter, E. W.** (2015, May). *The other six days: Living life together after the benediction*. Keynote presentation at Building Communities of Belonging Conference. Burlington, Ontario.
  101. **Carter, E. W.** (2015, May). *Better together: Journeying together in faith and life*. Keynote presentation at Building Communities of Belonging Conference. Burlington, Ontario.
  102. **Carter, E. W.** (2015, May). *Friendships, family, and faith: Supporting people with disabilities to flourish*. Plenary presentation at OASIS Conference. Richmond Hill, Ontario.
  103. **Carter, E. W.** (2015, April). *Equipping youth with disabilities for adulthood: Promoting rigor, relevance, and relationships*. Keynote presentation at Intersections, Forks, and Turnlanes: Navigating the Roads of Disabilities Conference. Springfield, Missouri.
  104. **Carter, E. W.** (2015, March). *Setting students with disabilities on a strong pathway toward adulthood*. Keynote presentation at the 21<sup>st</sup> Annual Delaware Inclusion Conference. Dover, Delaware.
  105. **Carter, E. W.** (2015, January). *Celebrating community: Shared lives, shared gifts, and shared service*. Two keynote presentations at the 2015 Faith-Based Symposium. Fort Worth, Texas.
  106. **Carter, E. W.** (2015, January). *Supporting strong transitions in Tennessee*. Keynote presentations at the 2015 Partners in Education (PIE) State Conference. Nashville, Tennessee.
  107. **Carter, E. W.** (2014, November). *Evidence-based peer support strategies: Promoting inclusion, learning, and relationships*. Keynote presentation at the NYS Regional Center for Autism Spectrum Disorders Conference. Woodbury, New York.
  108. **Carter, E. W.** (2014, November). *Promoting rigor and relationships for students with intellectual and developmental disabilities: Challenging prevailing practice in inclusive education*. Invited lecture at San Diego State University. San Diego, California.
  109. **Carter, E. W.** (2014, September). *Incomplete without you*. Keynote presentation at the biannual Peaceful Living Conference. Souderton, Pennsylvania.
  110. **Carter, E. W.** (2014, June). *The other six days*. Keynote presentation at the Faith Inclusion Network of Dallas Conference. Dallas, Texas.
  111. **Carter, E. W.** (2014, April). *Incomplete without you: Including people with disabilities and their families*. Keynote presentation at the Building Communities of Belonging Conference. Oakville, Canada.
  112. **Carter, E. W.** (2014, April). *Welcoming one another: Including people with disabilities in faith communities*. Keynote presentation at the 2014 LSA-DN Spiritual Life Conference. Omaha, Nebraska.
  113. **Carter, E. W.** (2014, February). *Predictors of post-school outcomes for youth with disabilities*. Keynote
-

---

presentation at the Transition Summit of the Partners in Education State Special Education Conference. Nashville, Tennessee.

114. **Carter, E. W.** (2014, February). *Promoting rigor, relevance, and relationships: Equipping young people with disabilities for a good life after high school.* Keynote presentation at the Wisconsin AAIDD State Conference. Wisconsin Dells, Wisconsin.
  115. **Carter, E. W.** (2013, October). *What we know about what works best for transition-age youth.* Keynote presentation at the Tennessee Transition Capacity Building Institute. Nashville, Tennessee.
  116. **Carter, E. W.** (2013, October). *Every member matters: Helping people with disabilities to flourish in faith and life.* Keynote presentation at the Texas Faith and Disability Symposium. Austin, Texas.
  117. **Carter, E. W.** (2013, June). *Promoting rigor, relevance, and relationships: What we know about helping youth with autism to flourish during and after high school.* Keynote presentation at the University of Louisville Special Education Conference. Louisville, Kentucky.
  118. \***Carter, E. W.** (2013, June). *Race to catch the future: Educating students with intellectual and developmental disabilities.* Plenary keynote presentation at the 137th Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Pittsburgh, Pennsylvania.
  119. **Carter, E. W.** (2013, April). *Natural support strategies: Fostering relationships and community connections for transition-age students with autism.* Keynote presentation at the 2013 START Autism Conference. Lansing, Michigan.
  120. **Carter, E. W.** (2013, April). *What we know about helping youth with exceptional needs to flourish during and after high school: Promoting rigor, relevance, and relationships.* Keynote presentation at the Advance LA Conference. Los Angeles, California.
  121. \***Carter, E. W.** (2013, February). *Including people with disabilities in faith communities.* Keynote presentation at the 2013 Inclusive Faith-Based Communities Symposia. Dallas, Texas.
  122. **Carter, E. W.** (2012, October). *Incomplete without you.* Keynote presentation at the 2012 Linking Arms, Linking Hearts Conference. Calgary, Canada.
  123. **Carter, E. W.** (2012, June). *Improving employment outcomes and community connections for youth with intellectual disability and autism.* Invited presentation for Council on Exceptional Children's Capitol Hill Briefing on Special Education Research. Washington, DC.
  124. **Carter, E. W.** (2012, May). *Including people with disabilities in faith communities.* Keynote presentation and panel moderation at the 2012 Connecticut Developmental Disabilities Council Faith Conference. Manchester, Connecticut.
  125. **Carter, E. W.** (2012, May). *Transition, inclusion, and meaningful work in Tennessee.* Keynote presentation at the 2012 Tennessee Disability MegaConference. Nashville, Tennessee.
  126. **Carter, E. W.** (2012, May). *Improving post-school employment experiences of youth and young adults with significant intellectual disabilities.* Invited presentation for National Education Reform and Disability Roundtable. Washington, DC.
  127. **Carter, E. W.** (2012, January). *Promoting rigor, relevance, and relationships: Helping youth with autism flourish as they transition to adulthood.* Invited presentation at the 6th annual ABAI Autism Conference. Philadelphia, Pennsylvania.
-

128. **Carter, E. W.** (2011, October). *Both sides of the congregation door*. Keynote presentation at the 2nd annual Vanderbilt Kennedy Center Faith and Disability Conference. Nashville, Tennessee.
129. **Carter, E. W.** (2009, October). *Called to welcome: Further along the way*. Keynote lecture at Pittsburgh Theological Seminary. Pittsburgh, Pennsylvania.
130. **Carter, E. W.** (2009, August). *Peer supports: Increasing school and community inclusion*. Keynote lecture at the Third Annual Cognitive Disabilities Conference. Madison, Wisconsin.
131. **Carter, E. W.** (2009, August). *Equipping youth with disabilities for the “good life” after high school*. Keynote lecture at the Maryland High School Inclusion and Transition Institute. Baltimore, Maryland.
132. **Carter, E. W.** (2009, May). *When we journey together: Walking alongside people with developmental disabilities in faith and life*. Keynote lecture at the That All May Worship Conference. Norfolk, VA.
133. **Carter, E. W.** (2009, January). *Including people with disabilities in faith communities*. Keynote lecture and workshop presentation at the Heart of Illinois Down Syndrome Association’s Meet Us with Open Doors: Congregational Inclusion Conference. Washington, Illinois.
134. **Carter, E. W.** (2008, May). *Transition matters: Equipping youth with disabilities for the “good life” after high school*. Invited presentation at the Elizabeth M. Boggs Developmental Disabilities Lecture Series. Mt. Laurel, New Jersey.
135. **Carter, E. W.** (2008, March). *When we journey together*. Keynote presentation at 4<sup>th</sup> Annual NACSPED Conference. Azusa, California.
136. **Carter, E. W.** (2007, September). *Welcoming people with developmental disabilities into community life*. Keynote lecture at Western Theological Seminary. Holland, Michigan.

#### National and International Conference Presentations (\*invited)

1. \*Bloom, M., **Carter, E. W.**, Clark, L., Escudé, C., & Gould-Taylor, S. (2025, June). *The story behind the story: When change is thrust upon you*. Panel discussion at the 149<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Washington, DC.
  2. Eshman, S. & **Carter, E. W.** (2025, June). *The impact of respite on families who experience disability: A mixed method study*. Presentation at the 149<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Washington, DC.
  3. Eshman, S., Roe da Silva, A., Utama, C., & **Carter, E. W.** (2025, June). *Inclusive ministry? Examining the congregational practices for adults with intellectual and developmental disabilities*. Poster presented at the 149<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Washington, DC.
  4. Roe da Silva, A., Utama, C., Eshman, S., & **Carter, E. W.** (2025, June). *Church stories: A mixed-method study of the faith experiences of families*. Presentation at the 149<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Washington, DC.
  5. Utama, C., Eshman, S., Roe da Silva, A., & **Carter, E. W.** (2025, June). *Disability and inclusion: A national study of congregational leaders*. Presentation at the 149<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Washington, DC.
-

6. McMullen, E., & **Carter, E. W.** (2025, April). *Lessons in congregational change: Reflections from the Bridges to Belonging project*. Presentation at the Disability and the Church Conference. Tyson, Virginia.
  7. Le Shanna, J., Eshman, S., Utama, C., Roe da Silva, A., & **Carter, E. W.** (2025, April). *Voices of hope, hurt, and everything in between*. Presentation at the Disability and the Church Conference. Tyson, Virginia.
  8. Langford, K., & **Carter, E. W.** (2025, April). *Empowering parents between Sundays*. Presentation at the Disability and the Church Conference. Tyson, Virginia.
  9. \***Carter, E. W.**, Walker-Cornetta, A., & Zaves-Greene, H. (2024, June). *Religion and disability*. Invited panel at 8<sup>th</sup> Biennial Conference on Religion and American Culture. Indianapolis, Indiana.
  10. White, V. & **Carter, E. W.** (2024, May). *Accessible gospel, inclusive worship: Ministry with everyone*. Presentation at the Disability and the Church Conference. Orlando, Florida.
  11. Boehm, T. L., & **Carter, E. W.** (2023, April). *Accelerating disability ministry: Two innovative strategies for churches*. Presentation at the 2023 Disability and the Church Conference. Westlake, Ohio.
  12. Awsumb, J., Schwartzman, B., **Carter, E. W.**, & Schutz, M. A. (2022, November). *Youth employment project: A randomized control trial examining paid employment for youth with high support needs*. Poster presented at the annual Association for University Centers on Disability (AUCD) conference. Washington, DC.
  13. Awsumb, J., & **Carter, E. W.** (2022, November). *A survey of the implementation and quality of pre-employment transition services among providers in Tennessee*. Poster presented at the annual Association for University Centers on Disability conference. Washington, DC.
  14. Lanchack, E. L., **Carter, E. W.**, McMillan, E. D., & Hart, M. M. (2022, November). *Accessing disability information and resources: Findings from the Tennessee Disability Services Study*. Poster presented at the annual Association for University Centers on Disability conference. Washington, DC.
  15. Schwartzman, B., Lanchack, E. L., **Carter, E. W.**, Guest, L., McMillan, E. D., & Taylor, J. L. (2022, November). *Effects of parent mentoring on the employment outcomes of adults with intellectual and developmental disabilities: Pilot study*. Poster presented at the annual Association for University Centers on Disability conference. Washington, DC.
  16. **Carter, E. W.** (2022, March). *Creating communities of belonging for students with and without disabilities*. Presentation at the Converge Global Christian School Leadership Summit. San Diego, California.
  17. **Carter, E. W.** (2022, January). *From call to response: Living out the ten dimensions of belonging*. Presentation at the YoungLife Mosaic Conference. Dallas, Texas.
  18. **Carter, E. W.** (2022, January). *Better together: Partnering with churches to widen their welcome*. Presentation at the YoungLife Mosaic Conference. Dallas, Texas.
  19. **Carter, E. W.**, Lanchak, E. M., McMillan, E. D., & Hard, M. M. (2021, November). *Addressing the dissemination gap: Findings from the Tennessee Disability Services study*. Poster presentation at the annual Association for University Centers on Disability conference. [Virtual]
  20. Schutz, M., Awsumb, J., **Carter, E. W.**, & McMillan, E. (2021, November). *Connecting employment research with the perspectives of stakeholders to develop an innovative intervention for leading youth with disabilities to work*. Poster presentation at the annual Association for University Centers on Disability conference. [Virtual]
-

- 
21. Schwartzman, B., **Carter, E. W.**, & McMillan, E. D. (2021, November). *The Whole Community Transition Planning Project: Collaborative efforts toward the development of an innovative community-based transition model*. Poster presentation at the annual Association for University Centers on Disability conference. [Virtual]
  22. **Carter, E. W.** (2021, April). *The absence of asterisks: Inclusion and belonging for children with developmental disabilities*. Breakout session at the annual National Catholic Educational Association conference. [Virtual]
  23. \***Carter, E. W.** (2021, March). *The power of peers: Strategies for supporting relationships and inclusion in schools*. Workshop for the Inclusion in Action Conference. [Virtual]
  24. Awsumb, J., Schutz, M., & **Carter, E. W.** (2020, December). *Employment outcomes in adulthood: The importance of paid employment in high school for youth with severe disabilities*. Poster presentation at the Association for University Centers on Disability Conference. [Held virtually].
  25. **Carter, E. W.** (2020, December). *Universal design in worship: Perspectives of individuals with disabilities and congregational leaders*. Presentation at the Association for University Centers on Disability Conference. [Held virtually].
  26. Getzel, E. E., & **Carter, E. W.** (2020, October). *Update on the RRTC on employment of transition-age youth with disabilities*. Presentation at the 26<sup>th</sup> International Division on Career Development and Transition Conference. [Held virtually].
  27. Bumble, J., Schutz, M., & **Carter, E. W.** (2020, February). *Beyond the school walls: Transition collaboration for educators, communities, and school system*. Presentation at the national Council for Exceptional Children Conference. Portland, Oregon.
  28. **Carter, E. W.**, & Tuttle, M. (2020, February). *Inclusive education for high school students with severe disabilities: An observational study*. Presentation at the national Council for Exceptional Children Conference. Portland, Oregon.
  29. Travers, H., & **Carter, E. W.** (2020, February). *What about the peers? Examining the effect of peer-mediated interventions on students with disabilities*. Presentation at the national Council for Exceptional Children Conference. Portland, Oregon.
  30. \*Dymond, S., & **Carter, E. W.** (2019, December). *The art (and science) of grant writing*. Invited workshop for early career professionals at the 44<sup>th</sup> Annual TASH Conference. Phoenix, Arizona.
  31. Schutz, M. A., & **Carter, E. W.** (2019, December). *Community conversations as an innovative approach for informing transition services for youth with disabilities*. Presentation at the 44<sup>th</sup> Annual TASH Conference. Phoenix, Arizona.
  32. Dymond, S., **Carter, E. W.**, & Spooner, F. (2019, December). *Getting published in Research and Practice for Persons with Severe Disabilities*. Presentation at the 44<sup>th</sup> Annual TASH Conference. Phoenix, Arizona.
  33. Awsumb, J., **Carter, E. W.**, & McMillan, E. (2019, November). *Transition Tennessee: A blueprint on preparing students with disabilities for life after high school*. Poster presentation at the Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
  34. Percy, L., **Carter, E. W.**, Awsumb, J., & McMillan, E. (2019, November). *Close the gap: A different kind of employment goal*. Poster presentation at the Association of University Centers on Disabilities
-

- (AUCD) Conference. Washington, DC.
35. Awsumb, J., Gearing, W., Maves, E., Galster, J., & **Carter, E. W.** (2019, October). *A professional development partnership to improve post-school outcomes for youth with disabilities*. Presentation at the 25<sup>th</sup> International Division on Career Development and Transition Conference. Seattle, Washington.
  36. **\*Carter, E. W.** (2019, October). *The future of our field: The journey from here to there*. Invited presentation to the early career scholars at the 25<sup>th</sup> International Division on Career Development and Transition Conference. Seattle, Washington.
  37. Schutz, M., & **Carter, E. W.** (2019, October). *Strengthening transition programs in rural districts through community conversations*. Presentation at the 25<sup>th</sup> International Division on Career Development and Transition Conference. Seattle, Washington.
  38. **Carter, E. W.** (2019, August). *On faith and flourishing: Supporting the spiritual lives of individuals with intellectual and developmental disabilities*. Presentation at the World Congress of the International Association for the Scientific Study of Intellectual and Developmental Disabilities. Glasgow, Scotland.
  39. **Carter, E. W.** (2019, August). *Challenging prevailing practices: Supporting inclusion, relationships, and learning through peer-mediated approaches*. Presentation at the World Congress of the International Association for the Scientific Study of Intellectual and Developmental Disabilities. Glasgow, Scotland.
  40. **Carter, E. W.** (2019, July). *Research on equipping local communities in expanding inclusive practices*. Presentation at the 5<sup>th</sup> Annual Camphill Research Symposium/ International Communal Studies Association. Hudson Valley, New York.
  41. **Carter, E. W.** (2019, May). *Incomplete without you: The church and people with disabilities*. Presentation at the 10<sup>th</sup> Annual Summer Institute on Theology and Disability. Holland, Michigan.
  42. Awsumb, J., **Carter, E. W.**, & Schutz, M. (2018, December). *A research-to-practice partnership to improve transition outcomes for young people with disabilities*. Presentation at the 43<sup>rd</sup> Annual TASH Conference. Portland, Oregon.
  43. Bumble, J., & **Carter, E. W.** (2018, December). *Using the World Café to address issues of importance in the lives of people with disabilities*. Presentation at the 43<sup>rd</sup> Annual TASH Conference. Portland, Oregon.
  44. Dymond, S., Spooner, F., & **Carter, E. W.** (2018, December). *Getting published in RPSD*. Presentation at the 43<sup>rd</sup> Annual TASH Conference. Portland, Oregon.
  45. Travers, H., & **Carter, E. W.** (2018, December). *Strengths and social connections of siblings with and without disabilities*. Presentation at the 43<sup>rd</sup> Annual TASH Conference. Portland, Oregon.
  46. Awsumb, J., **Carter, E. W.**, & McMillan, E. (2018, November). *Closing the gap: A research-to-practice partnership to improve transition outcomes for young people with disabilities*. Poster presentation at the Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
  47. Gaventa, W., Jackson, K., & **Carter, E. W.** (2018, November). *From everybody welcome to everyone belongs: Lessons about belonging from theory, theology, research and practice in faith communities*. Panel presentation at the Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
  48. Sheppard-Jones, K., Wheeler, C., & **Carter, E. W.** (2018, November). *Developing a framework for engaging communities in training, technical assistance, research, and information dissemination*. Panel presentation
-

- at the Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
49. \***Carter, E. W.** (2018, June). *From barriers to belonging: Welcoming children with developmental disabilities*. Presentation at the Children's Spirituality Summit. Nashville, Tennessee.
  50. \***Carter, E. W.** (2018, June). *What people with disabilities and their families tell us about welcome and inclusion*. Presentation at the Summer Institute on Theology and Disability. Raleigh, North Carolina.
  51. \***Carter, E. W.**, Swinton, J., Reinders, H., Conner, B., Cudney, N., Regan, R., Rhodes, B., & Gaventa (moderator). (2018, June). *Disability, theology, and ministry: Emerging questions and themes*. Panel discussion at the Summer Institute on Theology and Disability. Raleigh, North Carolina.
  52. \***Carter, E. W.** (2018, January). *After the benediction: Putting faith to work the other six days*. Presentation at the Calvin Institute on Worship. Grand Rapids, Michigan.
  53. \***Carter, E. W.** (2018, January). *From barriers to belonging: The Church and people with disabilities*. Presentation at the Calvin Institute on Worship. Grand Rapids, Michigan.
  54. \*Newman, B. J., **Carter, E. W.**, Kinghorn, W., Masters, A., Penny, C., Penny, L. M., & Swinton, J. (2018, January). *Universal design: "further up, come further in!"*. Panel presentation at the Calvin Institute on Worship. Grand Rapids, Michigan.
  55. Bumble, J., & **Carter, E. W.** (2017, December). *Community perspectives: Advancing post-secondary education for youth with intellectual and developmental disabilities*. Poster presentation at the 42<sup>nd</sup> Annual TASH Conference. Atlanta, Georgia.
  56. Bumble, J., & **Carter, E. W.** (2017, December). *Exploring independent living through the lens of individuals with disabilities*. Presentation at the 42<sup>nd</sup> Annual TASH Conference. Atlanta, Georgia.
  57. **Carter, E. W.** (2017, December). *Changing perspectives & raising expectations: Inclusive higher education for students with intellectual disability*. Presentation at the 42<sup>nd</sup> Annual TASH Conference. Atlanta, Georgia.
  58. Gilson, C. B., **Carter, E. W.**, & Bumble, J. (2017, December). *The voices of parents: Integrated employment for individuals with intellectual and developmental disabilities*. Presentation at the 42<sup>nd</sup> Annual TASH Conference. Atlanta, Georgia.
  59. **Carter, E. W.** (2017, November). *Changing trajectories: A research-to-practice partnership for advancing best practices in transition education*. Panel presentation at the Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
  60. **Carter, E. W.**, & McMillan, E. (2017, November). *The power and practice of community conversations: Expanding opportunities for people with intellectual and developmental disabilities*. Poster presentation at the Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
  61. **Carter, E. W.**, McMillan, E., Percy, L., & Willis, W. (2017, November). *The TennesseeWorks partnership: Elevating employment outcomes for people with intellectual and developmental disabilities*. Poster presentation at the Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
  62. Bumble, J., & **Carter, E. W.** (2017, October). *Laying the groundwork for post-secondary education through community conversations*. Presentation at the 23<sup>rd</sup> International Division on Career Development and Transition Conference. Milwaukee, Wisconsin.
-

- 
63. **Carter, E. W.**, Mazzotti, V., Martin, J., & Test, D. W. (2017, October). *Strategies and recommendations on conducting research and getting published: Advice from the experts*. Panel presentation at the 23<sup>rd</sup> International Division on Career Development and Transition Conference. Milwaukee, Wisconsin.
  64. Shearer, B., & **Carter, E. W.** (2017, October). *Transition Tennessee: A research-to-practice partnership for promoting best practices in transition*. Presentation at the 23<sup>rd</sup> International Division on Career Development and Transition Conference. Milwaukee, Wisconsin.
  65. Valentini, B., **Carter, E. W.**, & Bumble, J. (2017, October). *Learning from employers about partnering with work-based learning programs*. Poster presentation at the 23<sup>rd</sup> International Division on Career Development and Transition Conference. Milwaukee, Minnesota.
  66. \***Carter, E. W.** (2017, June). *From barriers to belonging: New pathways for congregational ministry*. Invited presentation at the 8<sup>th</sup> Annual Summer Institute on Theology and Disability. Asuza, California.
  67. Bumble, J., **Carter, E. W.**, & McMillan, E. (2016, December). *Engaging communities to improve employment outcomes for youth with intellectual and developmental disabilities*. Poster presentation at the AUCD Conference. Washington, DC.
  68. **Carter, E. W.** (2016, December). *Scholarship at the intersection of faith and disability*. Invited presentation at the Spirituality SIG meeting at the AUCD Conference. Washington, DC.
  69. **Carter, E. W.**, Horne, S., Gaventa, B., Moody, E., Eppelsheimer, R., Roach, A., Webster, J., Hatfield-Callen, J., & Kleinert, H. (2016, December). *Collaborative on faith and disability: A network of UCEDDs building capacity and vision among faith communities, seminaries, and disability organizations*. Poster presentation at the AUCD Conference. Washington, DC.
  70. **Carter, E. W.**, Raynor, O., Neugart, J., Kleinert, H., Bumble, J., & McMillan, E. (2016, December). *Changing the conversation: Engaging local communities in new ways to identify assets and improve outcomes for individuals with IDD*. Presentation at the AUCD Conference. Washington, DC.
  71. Gaventa, B., Schneider, J. A., **Carter, E. W.**, Nord, D., & Timmons, J. (2016, December). *Leveraging social capital through faith communities and faith-based organizations to improve employment and social integration for people with disabilities*. Presentation at the AUCD Conference. Washington, DC.
  72. \*Cudney, N., & **Carter, E. W.** (2016, October). *Theology to practice: Reflecting on seminaries, schools, and congregations*. Presentation at the Life to the Full Conference. Niagara, Ontario.
  73. \***Carter, E. W.** (2016, October). *Fostering relationships, learning, and inclusive practices for students with disabilities: The power and promise of peer-mediated supports*. Presentation at the Edifide Education Convention. Ancaster, Ontario.
  74. \***Carter, E. W.** (2016, May). *On belonging: Some lessons learned on what matters most*. Presentation and discussion workshop at the 7<sup>th</sup> Annual Summer Institute on Theology and Disability. Holland, Michigan.
  75. Collins, B., Ault, M., Slocum, V., & Jimenez, B., & **Carter, E. W.** (2015, December). *Efforts to improve the inclusiveness of faith communities*. Presentation at the 40<sup>th</sup> Annual TASH Conference. Portland, Oregon.
  76. Morningstar, M., Dymond, S., & **Carter, E. W.** (2015, December). *Inclusive secondary practices*. Presentation at the 40<sup>th</sup> Annual TASH Conference. Portland, Oregon.
-

- 
77. \*Morningstar, M., Callahan, M., & **Carter, E. W.** (2015, December). *TASH transition roundtable: Expanding secondary inclusion and improving postschool outcomes*. Presentation at the 40<sup>th</sup> Annual TASH Conference. Portland, Oregon.
  78. Gaventa, B., Nord, D., & **Carter, E. W.** (2015, November). *Putting faith to work: Lessons learned in partnership with four states*. Poster presented at the Association of University Centers on Disabilities Conference. Washington, DC.
  79. Blustein, C., Bumble, J., Cushing, L., & Parker-Katz, M., & **Carter, E. W.** (2015, November). *Changing the conversation: Engaging communities to improve transition education and outcomes for youth with disabilities*. Presentation at the Division on Career Development and Transition Conference. Portland, Oregon.
  80. **Carter, E. W.**, & Mamun, A. (2015, November). *Impact of early work experiences on the later employment outcomes of young adults with disabilities*. Presentation at the Division on Career Development and Transition Conference. Portland, Oregon.
  81. Storey, K., Test, D. W., Martin, J., Wehmeyer, M. L., Shogren, K., Trainor, A. A., & **Carter, E. W.** (2015, November). *How to conduct meaningful research and get published: Strategies and tips for beginning researchers*. Presentation at the Division on Career Development and Transition Conference. Portland, Oregon.
  82. \***Carter, E. W.** (2015, October). *Evidence-based peer support strategies: Promoting inclusion, learning, and relationships*. Presentation at the Association of Teachers of Exceptional Children Conference. Halifax, Nova Scotia.
  83. \***Carter, E. W.** (2015, October). *Promoting rigor, relevance, and relationships: Equipping youth with disabilities for a good life after high school*. Presentation at the Association of Teachers of Exceptional Children Conference. Halifax, Nova Scotia.
  84. **Carter, E. W.** (2015, August). *Congregational supports for families of individuals with intellectual and developmental disabilities*. Panel presentation at the American Psychological Association (APA) Conference. Toronto, Ontario.
  85. **Carter, E. W.** (2015, August). *Supporting social relationships and learning: The power and practice of peer-mediated interventions*. Presentation at the National Autism Conference. State College, Pennsylvania.
  86. Biggs, E. E., Blustein, C., & **Carter, E. W.** (2015, June). *Supporting and supervising paraprofessionals: A framework for strengthening the working relationships between special education teachers and paraprofessionals*. Presentation at the 139<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Louisville, Kentucky.
  87. Biggs, E., & **Carter, E. W.** (2015, June). *Well-being of transition-age youth with intellectual and developmental disabilities*. Presentation at the 139<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Louisville, Kentucky.
  88. Blustein, C., & **Carter, E. W.** (2015, June). *Raising expectations for life after high school: Parents share what matter most*. Poster presentation at the 139<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Louisville, Kentucky.
  89. **Carter, E. W.**, & Biggs, E. (2015, June). *On faith and flourishing: Research at the intersection of religion, spirituality, and intellectual disability*. Presentation at the 139<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Louisville, Kentucky.
-

- 
90. **Carter, E. W.**, Huber, H., & Biggs, E. E. (2015, June). *Challenging prevailing practice in inclusive education: The power of peer support and peer network interventions*. Poster presentation at the 139<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Louisville, Kentucky.
  91. Kleinert, H., Tyree, M., **Carter, E. W.**, & Butler, L. S. (2015, June). *Does participation in faith communities really make a difference? An examination of National Core Indicator data*. Poster presentation at the 139<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Louisville, Kentucky.
  92. Tyree, M., **Carter, E. W.**, Nord, D., & Gaventa, W. C. (2015, June). *Putting faith to work: Exploring new possibilities within old traditions*. Presentation at the 139<sup>th</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Louisville, Kentucky.
  93. **Carter, E. W.** (2015, May). *Research at the intersection of faith and disability: What we know and where we might go*. Presentation at the 6<sup>th</sup> Annual Summer Institute on Theology and Disability. Atlanta, Kentucky.
  94. Brock, M. E., Biggs, E., & **Carter, E. W.** (2015, April). *Scaling up peer support arrangements for students with significant disabilities*. Presentation at the 2015 Council for Exceptional Children Conference. San Diego, California.
  95. **Carter, E. W.**, Gustafson, J. R., & Biggs, E. (2015, April). *Peer-mediated interventions: What we know and where we might go*. Presentation at the 2015 Council for Exceptional Children Conference. San Diego, California.
  96. **Carter, E. W.**, Gustafson, J. R., & Pierce, N. (2015, April). *Strengthening the social competence and peer relationships of adolescents with ASD*. Presentation at the 2015 Council for Exceptional Children Conference. San Diego, California.
  97. \***Carter, E. W.**, Brock, M. E., & Biggs, E. (2015, April). *Efficacy of peer support and peer network interventions for adolescents with severe disabilities*. Presentation at the 2015 Council for Exceptional Children Conference. San Diego, California.
  98. \***Carter, E. W.** (2014, December). *What matters most: Research on elevating parent expectations*. Panel town hall presentation at the 39<sup>th</sup> Annual TASH Conference. Washington, DC.
  99. Blustein, C. L., & **Carter, E. W.** (2014, December). *Community conversations: Expanding employment opportunities for youth with disabilities*. Presentation at the 39<sup>th</sup> Annual TASH Conference. Washington, DC.
  100. Blustein, C. L., & **Carter, E. W.** (2014, December). *Raising expectations for life after high school: Parents share what matters most*. Poster presented at the 39<sup>th</sup> Annual TASH Conference. Washington, DC.
  101. **Carter, E. W.**, Huber, H., & Moss, C. K. (2014, December). *Peer supports and networks for adolescents with severe disabilities: Lessons learned*. Presentation at the 39<sup>th</sup> Annual TASH Conference. Washington, DC.
  102. Huber, H., & **Carter, E. W.** (2014, December). *SSIS ratings for high school students with severe disabilities: An analysis*. Poster presented at the 39<sup>th</sup> Annual TASH Conference. Washington, DC.
  103. Brinkley, J., Brown, D., Kropf, V., Weinberger, L., & **Carter, E. W.** (2014, December). *Equipping schools statewide to support inclusion and peer relationships*. Presentation at the 39<sup>th</sup> Annual TASH
-

Conference. Washington, DC.

104. **Carter, E. W.** (2014, November). *Finding alternatives to adults: Efficacy of peer support and peer network interventions for promoting inclusion and peer relationships*. Panel presentation at the 2014 Conference of the Association of University Centers on Disabilities. Washington, DC.
  105. **Carter, E. W., & McMillan, E.** (2014, November). *Changing the conversation: Engaging local communities in new discussions about competitive employment*. Poster presented at the 2014 Conference of the Association of University Centers on Disabilities. Washington, DC.
  106. Blustein, C. L., & **Carter, E. W.** (2014, November). *Raising expectations for life after high school*. Poster presented at the 2014 Division on Career Development and Transition Conference. Cleveland, Ohio.
  107. Test, D., **Carter, E. W., & Szidon, K.** (2014, November). *Preparing high school students with ASD for college and career*. Presentation at the 2014 Division on Career Development and Transition Conference. Cleveland, Ohio.
  108. \***Carter, E. W.** (2014, August). *Equipping youth with disabilities for the world of work: Engaging youth, schools, and communities to improve transition outcomes*. Presentation at the National Autism Conference. State College, Pennsylvania.
  109. \***Carter, E. W.** (2014, August). *Promoting relationships and learning through peer-mediated interventions: Practical strategies with strong evidence*. Presentation at the National Autism Conference. State College, Pennsylvania.
  110. Gaventa, W., & **Carter, E. W.** (2014, June). *Pathways to inclusive faith communities*. Workshop series at the 5<sup>th</sup> Annual Summer Institute on Theology and Disability. Dallas, Texas.
  111. Boehm, T., & **Carter, E. W.** (2013, December). *Spirituality of youth and young adults with significant disabilities and their families*. Presentation at the 38<sup>th</sup> Annual TASH Conference. Long Beach, California.
  112. **Carter, E. W., Brock, M., Huber, H., Vincent, L., Lyons, G., Cooney, M., Moss, C., & Lequia, J.** (2013, December). *Fostering social connections and learning in high schools through peer-mediated interventions*. Presentation at the 38<sup>th</sup> Annual TASH Conference. Long Beach, California.
  113. **Carter, E. W., Huber, H., Redding, J., & Gardner, K.** (2013, December). *A mixed-method study of peer network interventions in secondary schools*. Presentation at the 38<sup>th</sup> Annual TASH Conference. Long Beach, California.
  114. Dymond, S., McDonnell, J., & **Carter, E. W.** (2013, December). *Grantsmanship and external funding*. Presentation at the 38<sup>th</sup> Annual TASH Conference. Long Beach, California.
  115. Lequia, J., Vincent, L., & Lyons, G., & **Carter, E. W.** (2013, December). *Social and academic experiences of secondary students with severe disabilities*. Presentation at the 38<sup>th</sup> Annual TASH Conference. Long Beach, California.
  116. McDonnell, J., & **Carter, E. W.** (2013, December). *Developing and sustaining a research agenda*. Presentation at the 38<sup>th</sup> Annual TASH Conference. Long Beach, California.
  117. Gaventa, B., **Carter, E. W., Boehm, T., Nord, D., Timmons, J., & Hatfield-Callen, J.** (2013). *Addressing diversity in backgrounds and support systems by honoring spirituality and congregational connections*. Presentation at the 2013 Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
-

- 
118. Laugeson, E., **Carter, E. W.**, & Borrás, K. (2013). *Supporting the social lives of adolescents with intellectual and other developmental disabilities*. Presentation at the 2013 Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
119. Madaus, J., **Carter, E. W.**, Dukes, L., & Unger, D. (2013, November). *Reflecting on CDTEI's first 35 years: Where might the field go next?* Presentation at the 17th Annual Meeting of the Division on Career Development and Transition. Williamsburg, Virginia.
120. Mazotti, V., Rowe, D., Zhang, D., **Carter, E. W.**, & Roberts, E. (2013, November). *Developing a research agenda in the field of transition: Strategies for early career scholars*. Presentation at the 17th Annual Meeting of the Division on Career Development and Transition. Williamsburg, Virginia.
121. Test, D. W., **Carter, E. W.**, Szidon, K. (2013, November). *Developing a comprehensive high school program for students with autism spectrum disorder*. Presentation at the 17th Annual Meeting of the Division on Career Development and Transition. Williamsburg, Virginia.
122. Boehm, T. L., & **Carter, E. W.** (2013, June). *Quality of life among adolescents with significant disabilities and their families: Predictive factors*. Poster presented at the 137th Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Pittsburgh, Pennsylvania.
123. Brock, M. E., & **Carter, E. W.** (2013, June). *Community-based participation of high school students with severe disabilities*. Poster presented at the 137th Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Pittsburgh, Pennsylvania.
124. Brock, M. E., & **Carter, E. W.** (2013, June). *Equipping special education paraprofessionals to implement effective practices: A randomized control trial*. Panel presentation at the 137th Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Pittsburgh, Pennsylvania.
125. Brock, M. E., Huber, H. B., & **Carter, E. W.** (2013, June). *A statewide assessment of professional development needs related to education students with autism*. Poster presented at the 137th Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Pittsburgh, Pennsylvania.
126. **Carter, E. W.**, & Boehm, T. L. (2013, June). *Spirituality, strengths, and well-being of adolescents and young adults with significant disabilities and their families*. Panel presentation at the 137th Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Pittsburgh, Pennsylvania.
127. **Carter, E. W.**, & Cox, A. (2013, June). *Center on Secondary Education for Students with Autism Spectrum Disorders: Lessons learned during intervention development*. Poster presentation at the 137th Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Pittsburgh, Pennsylvania.
128. **Carter, E. W.**, & Brock, M. E. (2013, June). *Peer-mediated support interventions foster social relationships and learning*. Panel presentation at the 137th Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Pittsburgh, Pennsylvania.
129. Hughes, C., & **Carter, E. W.** (2013, June). *Utilizing the transition support model to improve youth outcomes: An overview and application*. Panel presentation at the 137th Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Pittsburgh, Pennsylvania.
130. **Carter, E. W.**, Brock, M. E., & Huber, H. (2013, April). *Peer support and peer network interventions for supporting adolescents with significant disabilities*. Presentation at the 91st Annual Council for Exceptional Children's National Convention. San Antonio, Texas.
-

- 
131. Magill, L. M., Jenkins, A., **Carter, E. W.**, Lane, K. L., & Oakes, W. P. (2013, April). *Data-driven resource and professional development needs: Findings from a statewide administrator study*. Presentation at the 91st Annual Council for Exceptional Children's National Convention. San Antonio, Texas.
132. Lloyd, B., Bottema-Beutel, K., **Carter, E. W.**, & Asmus, J. (2013, March). *An application of generalizability and decision studies to plan for observational measurement in classroom settings*. Poster presented at the 46th Annual Gatlinburg Conference, San Antonio, Texas. [Non-presenting contributor.]
133. Juárez, A. P., Taylor, C., Garrett, L., Loring, W., Frank, K., **Carter, E. W.**, Brock, M., Huber, H., Wallace, E., Stainbrook, A., Blumberg, S., & Warren, Z. (2013, March). *Training for educators of students with autism spectrum disorders*. Poster presented at the 46th Annual Gatlinburg Conference, San Antonio, Texas. [Non-presenting contributor.]
134. **Carter, E. W.**, Taylor, C., & Boehm, T. L. (2012, December). *Strengths and well being among individuals with significant disabilities: Helping young people flourish*. Poster presentation at the 2012 National Association of University Centers on Disabilities Conference. Washington, DC.
135. **Carter, E. W.**, Weir, K., Born, T. L., & Asmus, J. M. (2012, December). *Peer support and peer network interventions to promote the inclusion of adolescents with severe disabilities*. Poster presentation at the 2012 National Association of University Centers on Disabilities Conference. Washington, DC.
136. Gaventa, B., **Carter, E. W.**, Seay, P., Hammond, M., Moody, E., & Hatfield-Callen, J. (2012, December). *Core functions and core questions: Addressing spirituality and spiritual supports in training, technical assistance, research, and dissemination*. Panel presentation at the 2012 National Association of University Centers on Disabilities Conference. Washington, DC.
137. Ault, M., Collins, B., & **Carter, E. W.** (2012, December). *Inclusion in faith communities: Parental passions and perceptions*. Presentation at the 37<sup>th</sup> Annual TASH Conference. Long Beach, California.
138. Agran, M., Dukes, C., Dymond, S., Hughes, C., & **Carter, E. W.** (2012, December). *How to do good research, get published, and maybe even advance the field*. Panel presentation at the 37<sup>th</sup> Annual TASH Conference. Long Beach, California.
139. Brock, M. E., & **Carter, E. W.** (2012, December). *School and community-based participation of high school students with severe disabilities*. Poster presentation at the 37<sup>th</sup> Annual TASH Conference. Long Beach, California.
140. Brock, M. E., Hochman, J., Lloyd, B., & **Carter, E. W.** (2012, December). *Peer-implemented interventions for students with developmental disabilities in inclusive settings*. Poster presentation at the 37<sup>th</sup> Annual TASH Conference. Long Beach, California.
141. **Carter, E. W.**, & Boehm, T. L. (2012, December). *Strengths, supports, spirituality, and well-being of youth with disabilities*. Poster presentation at the 37<sup>th</sup> Annual TASH Conference. Long Beach, California.
142. **Carter, E. W.**, Brock, M. E., Cooney, M., & Weir, K. (2012, December). *Efficacy of peer support and peer network interventions in secondary schools*. Presentation at the 37<sup>th</sup> Annual TASH Conference. Long Beach, California.
143. Chung, Y., & **Carter, E. W.** (2012, December). *How can we better support students with speech-generating devices in inclusive classrooms?* Poster presentation at the 37<sup>th</sup> Annual TASH Conference. Long Beach, California.
-

- 
- 144.\*Morningstar, M., Browder, D., **Carter, E. W.**, Kearns, J., Sailor, W., McCart, A., McDonnell, J., Kozleski, E., Lewis, S., & Lakin, C. (2012, December). *Inclusive education research roundtable*. Panel presentation at the 37<sup>th</sup> Annual TASH Conference. Long Beach, California.
- 145.\***Carter, E. W.** (2012, July). *Evidence-based peer support strategies: Promoting inclusion, learning, and relationships*. Presentation at the National Autism Conference. State College, Pennsylvania.
- 146.\***Carter, E. W.** (2012, July). *What matters most: Youth with disabilities, their families, and compelling congregational support*. Presentation at the 3<sup>rd</sup> Annual Institute on Disability and Theology. Chicago, Illinois.
- 147.\***Carter, E. W.**, Lane, K. L., Wehmeyer, M. L., & Shogren, K. (2012, April). *Supporting self-determination among children and youth with disabilities: What we know and where we might go*. Program-chair invited presentation at the 90<sup>th</sup> Annual Council for Exceptional Children Conference. Denver, Colorado.
- 148.\***Carter, E. W.**, & Trainor, A. A. (2012, April). *Learning with schools about improving employment outcomes: Lessons from a development project*. Invited presentation at the 90<sup>th</sup> Annual Council for Exceptional Children Conference. Denver, Colorado.
- 149.\*Test, D., Baer, R., **Carter, E. W.**, & Morningstar, M. (2012, April). *Research in secondary transition: Where are we now and where should we be going?* Program-chair invited presentation at the 90<sup>th</sup> Annual Council for Exceptional Children Conference. Denver, Colorado.
- 150.Cushing, L. S., **Carter, E. W.**, & Moss, C. K. (2011, December). *Peer support strategies to promote inclusive education: An evidence-based practice*. Presentation at the 36<sup>th</sup> Annual TASH Conference. Atlanta, Georgia.
- 151.Gaventa, B., & **Carter, E. W.** (2011, December). *Addressing spiritual supports as part of preservice and continuing education programs*. Poster presented at the 36<sup>th</sup> Annual TASH Conference. Atlanta, Georgia.
- 152.Gaventa, B., Crenshaw, M., & **Carter, E. W.** (2011, December). *Moving from rights to relationships: The power of inclusive spiritual supports*. Presentation at the 36<sup>th</sup> Annual TASH Conference. Atlanta, Georgia.
- 153.\*McDonnell, J., Agran, M., **Carter, E. W.**, & Lohrmann, S. (2011, December). *Developing and sustaining a research agenda*. Invited presentation at the 36<sup>th</sup> Annual TASH Conference. Atlanta, Georgia.
- 154.\*Dymond, S., McDonnell, J., & **Carter, E. W.** (2011, December). *Grantsmanship*. Invited presentation at the 36<sup>th</sup> Annual TASH Conference. Atlanta, Georgia.
- 155.Swedeen, B., **Carter, E. W.**, & Moss, C. K. (2011, December). *Extending new invitations: Engaging communities as natural supports for people with disabilities*. Presentation at the 36<sup>th</sup> Annual TASH Conference. Atlanta, Georgia.
- 156.**Carter, E. W.**, & Moss, C. K. (2011, November). *Families fostering self-determination among children and youth with intellectual disabilities or autism*. Roundtable discussion and poster session at the 40<sup>th</sup> Association of University Centers on Disabilities. Crystal City, Virginia.
- 157.**Carter, E. W.** (2011, October). *Evidence-based peer support strategies to promote access to inclusive education*. Presentation at the Division on Career Development and Transition International Conference. Kansas City, Missouri.
-

- 
158. **Carter, E. W.**, & Molfenter, N. (2011, October). *Making data-based professional developmental decisions: Findings from a large-scale transition study*. Poster presentation at the Division on Career Development and Transition International Conference. Kansas City, Missouri.
159. \***Carter, E. W.**, & Trainor, A. A. (2011, May). *Expanding early work experiences for youth with disabilities: Some lessons learned*. Invited presentation at the National Secondary Transition Technical Assistance Center Capacity-Building Institute. Charlotte, North Carolina.
160. \***Carter, E. W.** (2011, April). *Helping all youth flourish: Improving the rigor, relevance, and reach of transition research*. Invited presentation at the National Council for Exceptional Children Conference. National Harbor, Maryland.
161. **Carter, E. W.**, Molfenter, N., Moss, C. K., & Swedeen, B. (2011, April). *Transition-related professional development needs of secondary teachers: Findings from a statewide survey*. Poster presented at the National Council for Exceptional Children Conference. National Harbor, Maryland.
162. Swedeen, B., **Carter, E. W.**, Cooney, M., & Moss, C. K. (2011, April). *Engaging communities: Parent-led "community conversations" to increase inclusive opportunities*. Presentation at the National Council for Exceptional Children Conference. National Harbor, Maryland.
163. Swedeen, B., **Carter, E. W.**, & Moss, C. K. (2011, April). *In their own words: Perspectives on leadership from transition-age youth with disabilities*. Presentation at the National Council for Exceptional Children Conference. National Harbor, Maryland.
164. Ault, M. J., Collins, B., & **Carter, E. W.** (2010, December). *Inclusion of persons with disabilities and their families in faith communities*. Presentation at the 35<sup>th</sup> Annual TASH Conference. Denver, Colorado.
165. **Carter, E. W.**, & Moss, C. K. (2010, December). *Efficacy and social validity of peer support arrangements with youth with disabilities*. Poster presentation at the 35<sup>th</sup> Annual TASH Conference. Denver, Colorado.
166. **Carter, E. W.**, Moss, C. K., & Cooney, M. (2010, December). *Engaging communities: Parent-led "community conversations" to increase inclusive opportunities*. Presentation at the 35<sup>th</sup> Annual TASH Conference. Denver, Colorado.
167. \*Dymond, S., **Carter, E. W.**, & McDonnell, J. (2010, December). *Grantsmanship*. Presentation at the 35<sup>th</sup> Annual TASH Conference. Denver, Colorado.
168. \*McDonnell, J., Agran, M., **Carter, E. W.**, & Lohrmann, S. (2010, December). *Developing and sustaining a research agenda*. Presentation at the 35<sup>th</sup> Annual TASH Conference. Denver, Colorado.
169. \*McDonnell, J., Spooner, F., **Carter, E. W.**, Kozleski, E., & Wehmeyer, M. L. (2010, December). *Equal access to resources for research*. Presentation at the 35<sup>th</sup> Annual TASH Conference. Denver, Colorado.
170. \***Carter, E. W.** (2010, July). *After the benediction: Journeying alongside people with developmental disabilities*. Invited presentation at New Voices in Disability and Theology. Gettysburg, Pennsylvania.
171. \***Carter, E. W.** (2010, July). *Better together: Inclusive education for children and youth with developmental disabilities*. Invited presentation at New Voices in Disability and Theology. Gettysburg, Pennsylvania.
172. **Carter, E. W.** (2010, June). *Increasing access to early work and community experiences for transition-age youth with disabilities*. Poster presented at the Institute of Education Sciences Research Conference. Washington, DC.
-

- 
173. **Carter, E. W.** (2010, June). *Peer-mediated support interventions to improve social and academic engagement for students with severe disabilities*. Poster presentation at the 134<sup>th</sup> Annual American Association on Intellectual and Developmental Disabilities Conference. Providence, Rhode Island.
174. \***Carter, E. W.** (2010, January). *Connecting youth with disabilities to early work and community experiences*. Presentation at the 2010 Conference on Career Development and Vocational Services for Individuals with Disabilities, National Changhua University of Education. Changhua, Taiwan.
175. \***Carter, E. W.** (2010, January). *Effective transition models and evidence-based practices*. Presentation at the 2010 Conference on Career Development and Vocational Services for Individuals with Disabilities, National Changhua University of Education. Changhua, Taiwan.
176. Agran, M., Hughes, C., Spooner, F., Knight, V., & **Carter, E. W.** (2009, November). *Getting published in RPSD: Practical recommendations from editors and emerging researchers*. Presentation at the 34<sup>th</sup> Annual TASH Conference. Pittsburgh, Pennsylvania.
177. **Carter, E. W.** (2009, November). *Increasing the rigor, relevance, and reach of transition research: Some lessons learned*. Presentation at the 34<sup>th</sup> Annual TASH Conference. Pittsburgh, Pennsylvania.
178. \***Carter, E. W.** (2009, November). *Transition matters: Connecting youth with disabilities to work and community experiences*. Presentation at the 34<sup>th</sup> Annual TASH Conference. Pittsburgh, Pennsylvania.
179. Chung, Y., **Carter, E. W.**, & Sisco, L. (2009, November). *Promoting social interaction among students who use AAC and their peers*. Presentation at the 34<sup>th</sup> Annual TASH Conference. Pittsburgh, Pennsylvania.
180. **Carter, E. W.**, & Moss, C. K. (2009, November). *"What's happening after school?" Promoting school and community participation among transition-age youth*. Presentation at the 34<sup>th</sup> Annual TASH Conference. Pittsburgh, Pennsylvania.
181. **Carter, E. W.**, & Sisco, L. (2009, November). *Paraprofessional efforts to promote self-determination across the gradespan*. Poster presented at the 34<sup>th</sup> Annual TASH Conference. Pittsburgh, Pennsylvania.
182. Moss, C. K., **Carter, E. W.**, & Walter, M. (2009, November). *"We'll show you the way!" Young adult perspectives on leadership development*. Presentation at the 34<sup>th</sup> Annual TASH Conference. Pittsburgh, Pennsylvania.
183. **Carter, E. W.**, Trainor, A. A., Swedeen, B., & Owens, L. (2009, October). *Connecting youth with significant disabilities to early work experiences: Effective strategies*. Poster presented at the 15<sup>th</sup> International Division on Career Development and Transition Conference. Savannah, Georgia.
184. Owens, L., **Carter, E. W.**, Trainor, A. A., & Swedeen, B. (2009, October). *Expanding school and business partnerships: What listening to and learning from employers suggests*. Poster presented at the 15<sup>th</sup> International Division on Career Development and Transition Conference. Savannah, Georgia.
185. Trainor, A. A., **Carter, E. W.**, Swedeen, B., & Owens, L. (2009, October). *Involving community partners in developing summer opportunities for transition-related experiences: Perspectives of key stakeholders*. Presentation at the 15<sup>th</sup> International Division on Career Development and Transition Conference. Savannah, Georgia.
186. \***Carter, E. W.** (2009, July). *Some numbers that count*. Invited presentation at the European Society for the Study of Theology and Disability. Zurich, Switzerland.
-

- 
187. **Carter, E. W.**, & Trainor, A. A. (2009, June). *Improving employment and community outcomes for transition-age youth with disabilities: Findings from Project Summer*. Poster presented at the Institute of Education Sciences Research Conference. Washington, DC.
188. **Carter, E. W.** (2009, June). *Connecting transition-age youth with severe disabilities to employment and community experiences: Findings from an intervention study*. Presentation at the 133<sup>rd</sup> Annual American Association on Intellectual and Developmental Disabilities Conference. New Orleans, Louisiana.
189. Chung, Y., **Carter, E. W.**, & Sisco, L. G. (2009, June). *Promoting peer interaction for students with intellectual and developmental disabilities who use augmentative and alternative (AAC) communication systems: A synthesis*. Poster presented at the 133<sup>rd</sup> Annual American Association on Intellectual and Developmental Disabilities Conference. New Orleans, Louisiana.
190. \***Carter, E. W.** (2009, January). *Better together: The call for people with and without disabilities to worship, serve, learn, and live life together*. Invited presentation at the Calvin Symposium on Worship. Grand Rapids, Michigan.
191. \***Carter, E. W.**, & Newman, B. (2009, January). *Building a health and interdependent church community*. Invited presentation at the Calvin Symposium on Worship. Grand Rapids, Michigan.
192. **Carter, E. W.**, & Moss, C. K. (2008, December). *Interventions to promote social interaction in elementary and secondary settings: A systematic review*. Poster presented at the 33<sup>rd</sup> Annual TASH Conference. Nashville, Tennessee.
193. **Carter, E. W.**, & Swedeen, B. (2008, December). *Transition strengths and self-determination prospects of youth with severe disabilities*. Poster presented at the 33<sup>rd</sup> Annual TASH Conference. Nashville, Tennessee.
194. **Carter, E. W.**, & Swedeen, B. (2008, December). *Improving employment outcomes for youth with severe disabilities: Findings from Project Summer*. Presentation at the 33<sup>rd</sup> Annual TASH Conference. Nashville, Tennessee.
195. \***Carter, E. W.**, Swedeen, B., & Moss, C. K. (2008, December). *Promoting inclusion, natural supports, and peer relationships for middle and high school students with significant disabilities*. Half-day presentation at the 33<sup>rd</sup> Annual TASH Conference. Nashville, Tennessee.
196. Moss, C. K., **Carter, E. W.**, & Swedeen, B. (2008, December). *The CORE of a good life: Learning with youth about natural supports*. Presentation at the 33<sup>rd</sup> Annual TASH Conference. Nashville, Tennessee.
197. **Carter, E. W.**, & Moss, C. K. (2008, November). *Evidence-based practices to promote social interactions and peer relationships across the gradespan*. Poster presented at the 2008 Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
198. **Carter, E. W.**, & Swedeen, B. (2008, November). *Transition assessment and youth with intellectual and developmental disabilities: Educator, parent, and youth perspectives*. Poster presented at the 2008 Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
199. **Carter, E. W.**, Swedeen, B., & Moss, C. K. (2008, November). *Promoting inclusion and social relationships for youth with disabilities in classroom, after-school, and community-based settings: Promising practices*. Presentation at the 2008 Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
200. \***Carter, E. W.** (2008, October). *Evidence-based strategies for promoting social relationships and inclusion for*
-

- youth with developmental disabilities*. Presentation at DCDT's Best Practices in Transition Conference. Milwaukee, Wisconsin.
- 201.\*Trainor, A. A., **Carter, E. W.**, Owens, L., Swedeen, B., & Ditchman, N. (2008, October). *Promising strategies for improving summer employment and community participation outcomes for youth with disabilities*. Presentation at DCDT's Best Practices in Transition Conference. Milwaukee, Wisconsin.
- 202.\***Carter, E. W.** (2008, August). *Using peer supports to assist learners in accessing the general curriculum*. Presentation at the 12<sup>th</sup> Annual National Autism Conference. State College, Pennsylvania.
- 203.**Carter, E. W.**, & Swedeen, B. (2008, June). *Increasing employment outcomes and community involvement for transition-age youth with disabilities*. Poster presented at the 2008 Institute of Education Sciences Research Conference. Washington, DC.
- 204.\***Carter, E. W.** (2008, May). *Portal to the community: Rationale and strategies for agencies*. Panel presentation at the 132<sup>nd</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Washington, DC.
- 205.\***Carter, E. W.** (2008, May). *When we all journey together: Walking together in faith and life*. Presentation at the 132<sup>nd</sup> Annual Meeting of the American Association on Intellectual and Developmental Disabilities. Washington, DC.
- 206.\***Carter, E. W.** (2008, April). *Peer support strategies and students with severe disabilities: Reconsidering the roles of paraprofessionals within inclusive classrooms*. Invited presentation at the Annual Convention of the Council for Exceptional Children. Boston, Massachusetts.
- 207.**Carter, E. W.**, Melekoglu, M., & Cakiroglu, O. (2008, April). *Collaboration and authorship trends in special education research: 1975 to present*. Poster presented at the Annual Convention of the Council for Exceptional Children. Boston, Massachusetts.
- 208.**Carter, E. W.**, & Trainor, A. A. (2008, April). *Improving school, work, and community participation of transition-age youth with disabilities*. Poster presented at the Annual Convention of the Council for Exceptional Children. Boston, Massachusetts.
- 209.Stanton-Chapman, T., & **Carter, E. W.** (2008, April). *Promoting social competence in children and youth with disabilities: Evidenced-based practices*. Presentation at the Annual Convention of the Council for Exceptional Children. Boston, Massachusetts.
- 210.**Carter, E. W.**, & Trainor, A. A. (2008, February). *Transition for adolescents: Empirical validation of a summer intervention*. Presentation at the 45<sup>th</sup> Annual International Learning Disabilities Association of America Conference. Chicago, Illinois.
- 211.**Carter, E. W.** (2007, December). *Promoting meaningful inclusion using peer support arrangements in high school classrooms*. Poster presented at the 32<sup>nd</sup> Annual TASH Conference. Seattle, Washington.
- 212.**Carter, E. W.**, & Swedeen, B. (2007, December). *Factors influencing employment and community inclusion outcomes for youth with severe disabilities*. Presentation at the 32<sup>nd</sup> Annual TASH Conference. Seattle, WA.
- 213.Kurkowski, C., **Carter, E. W.**, & Swedeen, B. (2007, December). *Developing natural supports: The journey of eight Wisconsin middle and high schools*. Presentation at the 32<sup>nd</sup> Annual TASH Conference. Seattle, Washington.
- 214.**Carter, E. W.** (2007, November). *Increasing employment and community participation for transition-age youth*
-

- with disabilities: Promising strategies*. Presentation at the 2007 Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
215. **Carter, E. W.**, Kurkowski, C., & Swedeen, B. (2007, November). *Promoting inclusion, employment, and community participation using natural supports for youth with disabilities: Promising strategies*. Poster presented at the 2007 Association of University Centers on Disabilities (AUCD) Conference. Washington, DC.
216. **Carter, E. W.**, Lane, K. L., Pierson, M. R., & Stang, K. K. (2007, October). *Promoting self-determination in secondary schools: Views of general and special educators*. Poster presented at the Division on Career Development and Transition International Conference. Orlando, Florida.
217. **Carter, E. W.**, Trainor, A. A., Owens, A. A., & Swedeen, B. (2007, October). *Summer employment and community engagement for transition-age youth*. Presentation at the Division on Career Development and Transition International Conference. Orlando, Florida.
218. Owens, L., **Carter, E. W.**, Trainor, A. A., Swedeen, B., & Sun, Y. (2007, October). *Self-determination skills and opportunities of transition-age youth*. Presentation at the Division on Career Development and Transition International Conference. Orlando, Florida.
219. Trainor, A. A., **Carter, E. W.**, Owens, L., & Swedeen, B. (2007, October). *Using transition assessment tools to create effective transition plans: Research to practice*. Presentation at the Division on Career Development and Transition International Conference. Orlando, Florida.
220. \***Carter, E. W.** (2007, October). *Effective classroom management in high schools: Considerations for transition-age youth with emotional/ behavioral disorders*. Presentation at the 7th Biennial International Council for Children with Behavioral Disorders Conference. Dallas, Texas.
221. \***Carter, E. W.** (2007, October). *Improving outcomes for youth and young adults with autism: Effective transition services and supports*. Presentation at the 7th Biennial International Council for Children with Behavioral Disorders Conference. Dallas, Texas.
222. **Carter, E. W.**, Trainor, A. A., Owens, L., Swedeen, B., & Ditchman, N. (2007, October). *Promoting employment and community participation for transition-age youth with EBD*. Poster presented at the 7th Biennial International Council for Children with Behavioral Disorders Conference. Dallas, Texas.
223. **Carter, E. W.**, Trainor, A. A., & Owens, L. (2007, June). *Improving summer employment and community participation outcomes for transition-age youth with disabilities: An overview of Project Summer*. Poster presented at the 2007 Institute of Education Sciences Research Conference. Washington, DC.
224. **Carter, E. W.** (2007, May). *Promoting peer interaction and academic engagement in inclusive secondary classrooms*. Symposium presentation at the 33rd Annual Convention of the Association for Behavior Analysis International. San Diego, California.
225. Cakiroglu, O., Melekoglu, M., **Carter, E. W.**, Stanton-Chapman, T., & Schofeld, D. (2007, April). *Single case designs in special education research: Recent trends and contributions*. Poster presented at the Annual Convention of the Council for Exceptional Children. Louisville, Kentucky.
226. **Carter, E. W.** (2007, April). *Social interactions and engagement of youth with developmental disabilities and autism in inclusive classrooms*. Presentation at the Annual Convention of the Council for Exceptional Children. Louisville, Kentucky.
227. **Carter, E. W.**, Clark, N. M., & Kennedy, C. H. (2007, April). *Effects of peer support interventions on students' academic and social outcomes*. Presentation at the Annual Convention of the Council for
-

Exceptional Children. Louisville, Kentucky.

- 228.\*Stanton-Chapman, T., **Carter, E. W.**, Mancil, R., & Wood, C. (2007, April). *Early career decisions and choices*. Invited panel presentation for the Teacher Education Division Kaleidoscope at the Annual Convention of the Council for Exceptional Children. Louisville, Kentucky.
- 229.**Carter, E. W.**, & Au, L. G. (2007, April). *Peer interactions and academic engagement of youth with intellectual disabilities and autism: Meaningful inclusion?* Presentation at the American Educational Research Association. Chicago, Illinois.
- 230.Pesko, M., & **Carter, E. W.** (faculty mentor) (2007, April). *Social validity of peer interaction interventions in secondary schools: Effectiveness, feasibility, and actual use*. Poster presented at the 21<sup>st</sup> National Conference on Undergraduate Research. San Francisco, California. [Non-presenting contributor.]
- 231.**Carter, E. W.** (2006, November). *Acceptability of peer interaction intervention strategies in high school classrooms: Educator perspectives*. Poster presented at the 31<sup>st</sup> Annual TASH Conference. Baltimore, Maryland.
- 232.**Carter, E. W.** (2006, November). *Peer interactions and academic engagement of youth with intellectual disabilities and autism in general education classrooms*. Presentation at the 31<sup>st</sup> Annual TASH Conference. Baltimore, Maryland.
- 233.**Carter, E. W.** (2006, November). *Supporting journeys of faith: Weaving people with developmental disabilities into congregational life*. Presentation at the 31<sup>st</sup> Annual TASH Conference. Baltimore, Maryland.
- 234.Clark, N. M., **Carter, E. W.**, Cushing, L. S., & Kennedy, C. H. (2006, November). *Increasing success for all students through peer supports*. Presentation at the 31<sup>st</sup> Annual TASH Conference. Baltimore, Maryland.
- 235.Clark, N. M., **Carter, E. W.**, Cushing, L. S., & Kennedy, C. H. (2006, November). *Evaluating inclusive educational practices for students with severe disabilities using the Program Quality Measurement Tool*. Presentation at the 31<sup>st</sup> Annual TASH Conference. Baltimore, Maryland.
- 236.Clark, N. M. & **Carter, E. W.** (2006, April). *Evaluating promising program and teaching practices for students with severe disabilities*. Presentation at the Annual Convention of the Council for Exceptional Children. Salt Lake City, Utah.
- 237.**Carter, E. W.**, & Clark, N. M. (2006, April). *Improving academic and social outcomes of students with severe disabilities through peer support interventions*. Presentation at the Annual Convention of the Council for Exceptional Children. Salt Lake City, Utah.
- 238.Trainor, A. A., & **Carter, E. W.** (2006, April). *Using the TPI in transition assessment for students with high incidence disabilities*. Poster presented at the Annual Convention of the Council for Exceptional Children. Salt Lake City, Utah.
- 239.**Carter, E. W.**, Cushing, L. S., & Clark, N. M. (2005, November). *Peer support interventions: Strategies for improving students' social lives and learning*. Presentation at the 30<sup>th</sup> Annual TASH Conference. Milwaukee, Wisconsin.
- 240.**Carter, E. W.**, & Blakeslee, L. (2005, November). *Investigation of paraprofessional training and support needs across the grade span*. Poster presented at the 30<sup>th</sup> Annual TASH Conference. Milwaukee, Wisconsin.
- 241.**Carter, E. W.**, & Hughes, C. (2005, November). *Peer interaction interventions in secondary school settings:*
-

- Effective practices for promoting social outcomes.* Poster presented at the 30<sup>th</sup> Annual TASH Conference. Milwaukee, Wisconsin.
242. Chambers, C., Hughes, C., & **Carter, E. W.** (2005, November). *The path ahead: Parent and sibling perspectives on the transition process.* Presentation at the 30<sup>th</sup> Annual TASH Conference. Milwaukee, Wisconsin.
243. Cushing, L. S., Clark, N. M., & **Carter, E. W.** (2005, November). *Accessing the general curriculum using peer support strategies.* Presentation at the 30<sup>th</sup> Annual TASH Conference. Milwaukee, Wisconsin.
244. Cushing, L. S., Clark, N. M., & **Carter, E. W.** (2005, November). *Evaluating promising inclusive program and teaching practices for students with severe disabilities using the Program Quality Measurement Tool (PQMT).* Presentation at the 30<sup>th</sup> Annual TASH Conference. Milwaukee, Wisconsin.
245. **Carter, E. W.** (2005, October). *Self-determination skills and opportunities of adolescents with emotional disturbance.* Poster presented at the 13<sup>th</sup> International Council for Exceptional Children, Division on Career Development and Transition conference. Albuquerque, New Mexico.
246. **Carter, E. W.**, Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005, May). *Effects of peer support interventions on students' access to the general curriculum and social interaction.* Presentation at the 31<sup>st</sup> Annual Convention of the Association for Behavior Analysis. Chicago, Illinois.
247. Cushing, L. S., Clark, N. M., & **Carter, E. W.** (2005, April). *Evaluating effective practices for educating students with severe disabilities.* Poster presented at the Annual Convention of the Council for Exceptional Children. Baltimore, Maryland.
248. **Carter, E. W.**, Cushing, L. S., & Clark, N. M. (2005, April). *Peer supports and accessing the general curriculum: Effective strategies and positive outcomes.* Poster presented at the Annual Convention of the Council for Exceptional Children. Baltimore, Maryland.
249. Lane, K. L., & **Carter, E. W.** (2005, February). *Academic, social, behavioral, and self-determination profiles of adolescents with emotional disturbances and learning disabilities: Are they more alike than different?* Poster presented at the 13<sup>th</sup> Annual Pacific Coast Research Conference. La Jolla, California.
250. **Carter, E. W.**, Hughes, C., & Copeland, S. R. (2004, November). *Factors related to social interaction among high school students with and without severe disabilities.* Presentation at the 29<sup>th</sup> Annual TASH conference. Reno, Nevada.
251. Cushing, L. S., Clark, N. M., & **Carter, E. W.** (2004, November). *Accessing the general curriculum using peer support strategies.* Presentation at the 29<sup>th</sup> Annual TASH conference. Reno, Nevada.
252. Cushing, L. S., Clark, N. M., & **Carter, E. W.** (2004, November). *Evaluating promising program and teaching practices for students with severe disabilities.* Presentation at the 29<sup>th</sup> Annual TASH conference. Reno, Nevada.
253. Lane, K., Pierson, M., **Carter, E. W.**, & Glaeser, B. (2004, November). *Transition-age youth with learning and behavior difficulties: Academic, social, behavioral, and self-determination profiles.* Presentation at the 28<sup>th</sup> annual Conference on Severe Behavior Disorders of Children and Youth, Teacher Educators of Children with Behavioral Disorders. Tempe, Arizona.
254. Cushing, L. S., Clark, N. M., **Carter, E. W.**, & Kennedy, C. H. (2003, December). *Peer supports to facilitate inclusion.* Presentation at the 28<sup>th</sup> Annual TASH conference. Chicago, Illinois.
-

255. **Carter, E. W.**, Hughes, C., & Copeland, S. R. (2003, December). *Promoting peer interaction and friendships in high school: Recommendations from the research*. Presentation at the 28th Annual TASH conference. Chicago, Illinois.
256. **Carter, E. W.**, & Wehby, J. (2003, October). *Employment experiences of adolescents with emotional and behavioral disorders*. Poster presented at the 12<sup>th</sup> International Council for Exceptional Children, Division on Career Development and Transition conference. Roanoke, Virginia.
257. **Carter, E. W.**, & Hughes, C. (2003, October). *Promoting peer interaction in secondary schools: Effective interventions*. Presentation at the 12<sup>th</sup> International Council for Exceptional Children, Division on Career Development and Transition conference. Roanoke, Virginia.
258. **Carter, E. W.**, & Wehby, J. (2003, October). *Employment experiences of transition-age youth with emotional and behavioral disorders (EBD)*. Poster presented at the International Council for Children and Youth with Behavioral Disorders conference. St. Louis, Missouri.
259. **Carter, E. W.**, Hughes, C., & Copeland, S. (2003, May). *Evidence-based practices for promoting peer interaction and friendship*. Presentation at the 127<sup>th</sup> Annual Meeting of the American Association on Mental Retardation. Chicago, Illinois.
260. **Carter, E. W.**, Copeland, S., & Long, T. (2002, December). *Involving faith communities in the support of transition-age youth with significant disabilities*. Presentation at the 27<sup>th</sup> annual TASH conference. Boston, Massachusetts.
261. Copeland, S., **Carter, E. W.**, & Hughes, C. (2002, December). *Multiple perspectives of a high school peer support program: What do students, teachers, and parents say?* Presentation at the 27<sup>th</sup> annual TASH conference. Boston, Massachusetts.
262. **Carter, E. W.** (2002, November). *Employment preparation and outcomes for transition-age youth with emotional and behavioral disorders*. Presentation at the 26<sup>th</sup> annual Conference on Severe Behavior Disorders of Children and Youth, Teacher Educators of Children with Behavioral Disorders. Tempe, Arizona.
263. **Carter, E. W.**, & Chambers, C. (2002, May). *Putting research into practice: Designing and implementing effective transition programs for adolescents with intellectual disabilities*. Poster presented at the 126<sup>th</sup> Annual Meeting of the American Association on Mental Retardation. Orlando, Florida.

## Webinars

1. Le Shana, J., Gaventa, W., & **Carter, E. W.** (2025, September). *Ministry impact: Insights from a national sample of disability ministry leaders*. Webinar presentation for the Disability Ministry Network.
  2. **Carter, E. W.** (2025, September). *Belonging to God, belonging together: A child's place in the Church*. Webinar presentation for the Center for Faith and Children at Trinity Evangelical Divinity School.
  3. **Carter, E. W.** (2025, March). *Creating communities of belonging together*. Webinar presentation for Young Life Capernaum.
  4. Dillon, J., **Carter, E. W.**, Escobar, M. V., & Bradford, M. (2025, March). *The impact of respite on families who experience disability*. Webinar presentation for the Word on Fire Institute.
  5. **Carter, E. W.**, & Le Shana, J. (2025, February). *Ministry impact: Insights from a national sample of disability ministry leaders*. Webinar presentation for the Disability Ministry Network.
-

6. **Carter, E. W.**, & Le Shana, J. (2025, January). *Toward accessible worship: Insights from disabled Christians*. Webinar presentation for the Disability Ministry Network.
  7. **Carter, E. W.** (2025, January). *Creating communities of belonging for every student*. Webinar presentation for the Massachusetts Down Syndrome Congress.
  8. **Carter, E. W.** (2024, November). *Moving forward: Creating communities of belonging together*. Webinar series (two-part) for the University of Montana's Rural Institute.
  9. **Carter, E. W.** (2024, October). *Becoming intentionally inclusive*. Webinar presentation for the National Association of Personal Financial Advisors.
  10. **Carter, E. W.** (2024, July). *A place to belong*. Webinar presentation for the Baylor Center for School Leadership's Improvement Community.
  11. Fisher, D., Sturmer, D., Cotryer, S., Besser, T., Gaventa, B., Masters, A., & Christensen, S., & **Carter, E. W.** (2024, June). *Inside spirituality: "Ask the experts" with AAIDD's Religion and Spirituality Interest Network*. Webinar for The Council on Quality and Leadership and American Association on Intellectual and Developmental Disabilities.
  12. **Carter, E. W.** (2024, April). *Belonging for all: Creating communities where every member matters*. Webinar for Project Search and Corewell Health.
  13. **Carter, E. W.** (2024, April). *On belonging*. Webinar for BrightSpring Health Services.
  14. **Carter, E. W.** (2024, February). *Creating communities of belonging for students with disabilities*. Webinar for the PEAL Center and the Pennsylvania Inclusion Collective.
  15. **Carter, E. W.** (2024, February). *Peer support arrangements: Supporting relationships and learning in inclusive classrooms*. Webinar panel for the PEAL Center and the Pennsylvania Inclusion Collective.
  16. **Carter, E. W.** (2024, February). *Peer networks: Fostering friendships beyond the classroom*. Webinar panel for the PEAL Center and the Pennsylvania Inclusion Collective.
  17. Cain, I., Taconet, A., Nord, D., & **Carter, E. W.** (2024, January). *Transition practices*. Webinar panel for the AAIDD Education Interest Network.
  18. Rhodes, E., Scannell, J., Unger, J., **Carter, E. W.** [moderator] (2023, October). *Imago dei in the church: Autism and communities of belonging*. Webinar presentation for Access and the Women's Leadership Network.
  19. **Carter, E. W.** (2023, October). *A place to belong: Creating flourishing futures for youth with disabilities and measuring what matters most*. Webinar presentation for the Office of Special Education Programs, U.S. Department of Education.
  20. **Carter, E. W.** (2023, September). *Belonging in Christian schools*. Webinar presentation for the Baylor Center for School Leadership.
  21. **Carter, E. W.** (2023, August). *On belonging*. Webinar presentation for the National Leadership Consortium Summer Training Institute.
  22. **Carter, E. W.** (2023, August). *The changing landscape of disability and ministry*. Webinar presentation for the Disability Ministry Network.
-

- 
23. **Carter, E. W.** (2023, August). *Disability, faith, and flourishing*. Webinar presentation for the Program for the Future Church.
  24. **Carter, E. W.** (2023, February). *The changing landscape of disability and ministry*. Webinar presentation for Texas Faith and Disability Network.
  25. **Carter, E. W.** (2023, February). *Belonging in Tennessee*. Webinar presentation for Disability Rights Tennessee.
  26. **Carter, E. W.** (2023, January). *Belonging*. Webinar presentation for the Stony Brook University LEND.
  27. **Carter, E. W.** (2022, December). *Belonging*. Webinar presentation for the National Leadership Consortium Training.
  28. **Carter, E. W.** (2022, October). *The road from barriers to belonging: Changing the landscape for individuals with developmental disabilities*. Webinar presentation for FirstPlace.
  29. **Carter, E. W.** (2022, September). *Faith and disability: Strategies for helping congregations move from exclusion to embrace*. Webinar presentation for Stone Belt Arc.
  30. **Carter, E. W.** (2022, February). *Believing, belonging, and the pathway to both*. Webinar presentation for the Faith Inclusion Network Community for All Conference.
  31. **Carter, E. W.** (2022, April). *Ten ways schools can foster belonging about students with and without disabilities*. Webinar presentation for the OSEP-funded PROGRESS Center.
  32. **Carter, E. W.** (2021, May). *Belonging*. Webinar presentation for the National Leadership Consortium Training.
  33. **Carter, E. W.** (2021, May). *Transition from school to adult life of post-secondary education, competitive integrated employment, and integrated community living*. Webinar presentation for the North Carolina Council on Developmental Disabilities.
  34. **Carter, E. W.**, Awsumb, J., Schutz, M., Burgess, L., & Schwartzman, B. (2021, May). *Effects of paid work in high school on the employment outcomes of youth with severe disabilities*. Webinar presentation for RRTC on Employment of Transition-Age Youth with Disabilities.
  35. **Carter, E. W.** (2020, December). *Congregations as partners on the road to employment*. Webinar presentation for the Leadership Academy Communities of Practice.
  36. **Carter, E. W.**, Lanchak, E., & Berry, L. (2020, October). *The voice of families: Pathways to integrated employment for individuals with IDD*. Webinar presentation for RRTC on Employment of Persons with Intellectual and Developmental Disabilities.
  37. Schutz, M., **Carter, E. W.**, & Awsumb, J. (2020, September). *Using stakeholder feedback to drive pre-employment transition services (Pre-ETS)*. Webinar presentation for American Association on Intellectual and Developmental Disabilities.
  38. **Carter, E. W.** (2020, June). *The ache of your absence: Communities of belonging for individuals with IDD*. Webinar presentation for Indiana Leadership Institute Cohort.
-

- 
39. **Carter, E. W.** (2020, May). *Belonging in the midst of COVID-19*. Webinar presentation for All Belong.
  40. **Carter, E. W.** (2020, April). *Putting faith to work*. Webinar presentation for North Dakota Center for Persons with Disabilities.
  41. Gajjar, S., Maves, E., Rowe, D., Shearer, B., & **Carter, E. W.** (2020, April). *Supporting Tennessee students with disabilities remotely*. Webinar presentation for Transition Tennessee.
  42. **Carter, E. W.** (2019, May). *Expectations and experiences of peer mentors within inclusive higher education programs*. Webinar presentation for Think College.
  43. **Carter, E. W.** (2018, January). *Measuring what matters most: Data, decision-making, and the TennesseeWorks Partnership*. Webinar presentation for TASH's YES! Center.
  44. **Carter, E. W.**, Sanders, G., & Sanders, C. (2017, November). *Putting faith to work*. Webinar presentation for the Collaborative on Faith and Disability.
  45. **Carter, E. W.** (2017, June). *Putting faith to work: Congregations as pathways to meaningful work*. Webinar presentation for American Association on Intellectual and Developmental Disabilities (AAIDD).
  46. **Carter, E. W.** (2017, February). *Prone to wander: Growing up as a special education scholar*. Webinar presentation for the Division on Research Doctoral Scholars Seminar.
  47. **Carter, E. W.**, & Sprague, K. (2016, August). *Writing competitive grants to the Institute of Education Sciences*. Webinar presentation for the Association of University Centers on Disabilities.
  48. **Carter, E. W.** (2016, March). *Peer-assisted strategies and students with high support needs*. Webinar presentation for the National Technical Assistance Center on Transition.
  49. **Carter, E. W.** (2016, January). *Promoting communication and social connections*. Webinar presentation for Alberta Community of Practice.
  50. **Carter, E. W.** (2015, April). *Peer support strategies for improving all students' social lives and learning*. Webinar presentation for the Maryland Coalition for Inclusive Education.
  51. Patterson, C., Merrill, L., Benjamin, R., & **Carter, E. W.** (2015, January). *Including spirituality in assessment, evaluation, and person-centered planning processes*. Presenter and moderator for a webinar for the National Collaborative on Faith and Disability.
  52. Boehm, T., & **Carter, E. W.** (2014, May). *Supporting faith and flourishing among people with IDD and their families: Lessons learned from a mixed-methods research project*. Invited presentation for a webinar for American Association on Intellectual and Developmental Disabilities (AAIDD).
  53. **Carter, E. W.** (2013, December). *Community conversations to inform employment systems change*. Invited presentation for a webinar for Partners in Employment (PIE).
  54. **Carter, E. W.** (2013, November). *Data-driven professional development and dissemination*. Invited presentation for a webinar for Partners in Employment (PIE).
  55. **Carter, E. W.** (2013, March). *Starting a research career: Starting points and possibilities*. Invited presentation for a webinar for Division on Research Doctoral Scholars Seminar.
  56. **Carter, E. W.** (2012, September). *The promise and practice of peer supports: Meaningful inclusion for students*
-

*with moderate and severe disabilities*. Webinar presentation for the Council for Exceptional Children, Division on Physical, Health, and Multiple Disabilities.

57. **Carter, E. W.** (2012, September). *Summer employment for students with disabilities*. Webinar presentation for the Virginia Commonwealth University Rehabilitation Research and Training Center (VCU-RRTC).
58. **Carter, E. W.**, & Gaventa, W. (2012, May). *Social inclusion in faith communities*. Webinar presentation for the American Association on Intellectual and Developmental Disabilities.
59. **Carter, E. W.**, Swedeen, B., & Wroblewski, B. (2012, May). *Transition to employment: Evidence-based policies and practices*. Webinar presentation for the Association of University Centers on Disabilities.
60. Gaventa, W., & **Carter, E. W.** (2012, March). *From rights to relationships: Inclusive spiritual supports*. Webinar presentation for the Arc of the United States.
61. Papay, C., & **Carter, E. W.** (2012, April). *Exploring the in- and post-school employment experiences of youth and young adults with significant disabilities*. Webinar presentation for the NLTS2 CoP School-Related Variables Workgroup.
62. **Carter, E. W.** (2010, March). *Launching your research: Thoughts from an early career scholar*. Invited presentation for a webinar for Division on Research Doctoral Scholars Seminar.
63. **Carter, E. W.** (2009, March). *Grant writing: Lessons learned by an early career researcher*. Invited presentation for a grant writing webinar for the American Association on Intellectual and Developmental Disabilities and the Association for University Centers on Disabilities.

#### **State, Provincial, and Regional Conference Presentations (\*invited)**

1. **Carter, E. W.** (2025, May). *Inclusive higher education and a future of flourishing*. Presentation at the Supporting Innovative Practices (SIP) Conference. [Virtual].
  2. **Carter, E. W.** (2025, May). *The power of peers: Supporting relationships and learning in inclusive classrooms*. Presentation at the Supporting Innovative Practices (SIP) Conference. [Virtual].
  3. **Carter, E. W.** (2025, April). *Flourishing futures: Preparing youth with disabilities for life after high school*. Presentation at the 22<sup>nd</sup> Nebraska Autism Network Conference. Kearney, Nebraska.
  4. **\*Carter, E. W.** (2024, October). *Flourishing together: Creating communities of belonging for every student*. Workshop at the Arkansas Transition Summit. Hot Springs, Arkansas.
  5. **\*Carter, E. W.** (2024, September). *Flourishing futures for transition-age youth with disabilities*. Presentation at the Arizona Department of Education IDEA Conference. Phoenix, Arizona.
  6. **\*Carter, E. W.** (2024, February). *Changing the conversation: Engaging communities in improving employment outcomes*. Presentation at the Partnerships for Progress Nebraska Transition Conference. Lincoln, Nebraska.
  7. **\*Carter, E. W.** (2023, November). *From exclusion to embrace: Addressing faith community inclusion from both sides of the congregation door*. Presentation at the Annual Conference of the Texas Chapter of the American Association on Intellectual and Developmental Disabilities. Galveston, Texas.
  8. **\*Carter, E. W.** (2023, March). *The ache of your absence: Creating communities of belonging for individuals with*
-

- 
- Down syndrome*. Presentation at the 39<sup>th</sup> Annual Massachusetts Down Syndrome Congress Conference. [virtual]
9. **\*Carter, E. W.** (2022, September). *Creating schools of belonging for students with disabilities: What matters most*. Presentation at the 2022 Arizona IDEA Conference. Phoenix, Arizona.
  10. **\*Carter, E. W.** (2022, September). *Changing the conversation: Engaging communities in expanding employment for youth with disabilities*. Presentation at the 2002 Arizona IDEA Conference. Phoenix, Arizona.
  11. **\*Carter, E. W.** (2022, September). *The power of peers: Strategies for supporting relationships and inclusion in schools*. Presentation at the 2002 Arizona IDEA Conference. Phoenix, Arizona.
  12. **\*Carter, E. W.** (2022, August). *Changing the conversation: Engaging communities in expanding employment opportunities*. Presentation at the Arkansas Association of People Supporting Employment First Conference. Hot Springs, Arkansas.
  13. **\*Carter, E. W.** (2022, August). *Moving from barriers to belonging: Creating inclusive communities for everyone*. Presentation at the Arkansas Association of People Supporting Employment First Conference. Hot Springs, Arkansas.
  14. **\*Carter, E. W.** (2022, April). *Changing the conversation: Engaging communities in improving employment outcomes for individuals with disabilities*. Presentation at the Illinois Center for Transition and Work Symposium. Champaign, Illinois.
  15. **\*Carter, E. W.** (2021, October). *Beyond inclusion: Creating communities of belonging for everyone*. Invited presentation for the HELP Group 2021 Summit. [Virtual]
  16. **\*Carter, E. W.** (2021, June). *Equipping individuals with autism for adulthood: Postures, practices, and partnerships worth pursuing*. Workshop for Texas Autism Conference. [Virtual]
  17. **\*Carter, E. W.** (2021, April). *Faith and flourishing: Inclusive spiritual supports for people with disabilities and their families*. Workshop for the All Belong Spirituality & Disability Conference, North Dakota Center for Persons with Disabilities. [Virtual]
  18. **\*Carter, E. W.** (2020, September). *Changing the conversation: Engaging communities in improving outcomes for individuals with autism*. Workshop at the 15th Annual Thompson Center Autism Conference. Virtual.
  19. **\*Carter, E. W.** (2020, February). *Creating communities of belonging for individuals with IDD*. Invited presentation at the California Leadership Institute. Santa Rosa, California.
  20. **\*Carter, E. W.** (2020, January). *Changing the conversation: Engaging communities and expanding inclusion*. Workshop at the Club 21 Tools for the Journey Conference. Pasadena, California.
  21. **\*Carter, E. W.** (2020, January). *From barriers to belongings: Helping faith communities widen their welcome*. Workshop at the Club 21 Tools for the Journey Conference. Pasadena, California.
  22. **\*Carter, E. W.** (2020, January). *Strategies for supporting relationships and inclusion in schools*. Workshop at the Club 21 Tools for the Journey Conference. Pasadena, California.
  23. **\*Carter, E. W.** (2019, April). *From barriers to belonging: Supporting inclusion in secondary schools through the power of peers*. Presentation at the 29<sup>th</sup> annual Inclusion Alberta Conference. Edmonton, Alberta.
  24. **\*Carter, E. W.** (2019, April). *Changing the conversation: Engaging local communities in expanding inclusive*
-

- practices*. Presentation at the 29<sup>th</sup> annual Inclusion Alberta Conference. Edmonton, Alberta.
25. \*Carter, E. W. (2018, October). *Inclusive post-secondary education: New horizons for college students with intellectual and developmental disabilities*. Presentation at the Celebrating the Challenges Conference of the Alberta Teachers Association Council for Inclusive Education. Canmore, Alberta.
  26. \*Carter, E. W. (2018, October). *The power of peers: Strategies for supporting inclusion in the classroom and beyond*. Presentation at the Celebrating the Challenges Conference of the Alberta Teachers Association Council for Inclusive Education. Canmore, Alberta.
  27. \*Carter, E. W. (2018, April). *From barriers to belonging: Supporting inclusion in and through faith communities*. Presentation at the University of Arkansas Autism Symposium. Fayetteville, Arkansas.
  28. \*Carter, E. W. (2018, March). *Toward a future of flourishing: Rigor, relevance, and relationships for transition-age youth with disabilities*. Invited pre-conference presentation at the Michigan Transition Services Association Conference. Frankenmuth, Michigan.
  29. \*Carter, E. W. (2018, January). *Changing the conversation: Engaging communities to improve outcomes for people with disabilities*. Invited presentation at the Everyday Lives Conference. Hershey, Pennsylvania.
  30. \*Carter, E. W. (2017, November). *Developing community connections and supports*. Full-day presentation through the Paul V. Sherlock Center on Disabilities. Providence, Rhode Island.
  31. \*Carter, E. W. (2017, November). *Meaningful work: Creating new pathways and partnerships for transition-age youth with disabilities*. Presentation at the START Project Fall Leadership Day. Grand Rapids, Michigan.
  32. \*Carter, E. W. (2017, November). *The power of peers: Promoting inclusion through peer-mediated supports*. Presentation at the 6<sup>th</sup> Annual Eastern PA Annual Inclusion Conference. Philadelphia, Pennsylvania.
  33. \*Carter, E. W. (2017, October). *Successful schooling: Transition practices and postures that make a powerful difference*. Presentation at the Transitions Across the Lifespan Conference. Erlanger, Kentucky.
  34. \*Carter, E. W. (2017, October). *From barriers to belonging: Including students with disabilities in Christian schools*. Opening presentation at the 2017 Special Education Conference. Oakville, Ontario.
  35. \*Carter, E. W. (2017, October). *Better together: Essential elements for fostering relationships and collaborative learning*. Presentation at the 2017 Special Education Conference. Oakville, Ontario.
  36. \*Carter, E. W. (2017, October). *Supporting students well: The promise and practice of peer-mediated support strategies*. Presentation at the 2017 Special Education Conference. Oakville, Ontario.
  37. \*Carter, E. W. (2017, September). *TennesseeWorks: What might move us forward, faster*. Opening presentation at the 5<sup>th</sup> Annual ThinkEmployment! Summit. Nashville, Tennessee.
  38. \*Carter, E. W., & Shearer, B. (2017, September). *Transition Tennessee: A blueprint for student success*. Presentation at the 5<sup>th</sup> Annual ThinkEmployment! Summit. Nashville, Tennessee.
  39. \*Carter, E. W. (2017, July). *The power of peers: Supporting inclusion, relationships, and learning through peer support arrangements*. Presentation at the Wisconsin Summer Inclusion Institute. Wausau, Wisconsin.
  40. \*Carter, E. W. (2017, June). *Friendship matters: Supporting inclusion, relationships, and belonging for students with intellectual disability and autism*. Presentation at the InclusionWorks Conference. Little Rock,
-

Arkansas.

41. **\*Carter, E. W.** (2017, June). *From barriers to belonging: Including people with disabilities in faith communities.* Presentation at the InclusionWorks Conference. Little Rock, Arkansas.
  42. **\*Carter, E. W.** (2016, September). *Fostering inclusion, social relationships, and learning: The power and practice of peer-mediated supports.* Presentation at the 11<sup>th</sup> Annual Thompson Center Autism Conference. St. Louis, Missouri.
  43. **\*Carter, E. W.** (2016, September). *Promoting rigor, relevance, and relationships: Setting transition-age students with disabilities on a strong pathway toward adulthood.* Presentation at the 11<sup>th</sup> Annual Thompson Center Autism Conference. St. Louis, Missouri.
  44. **\*Carter, E. W.** (2016, August). *Challenging prevailing practice: Supporting inclusion, learning, and relationships through peer-mediated approaches.* Presentation for the Statewide Intellectual Disabilities Conference. Madison, Wisconsin.
  45. **Carter, E. W.** (2016, February). *Supporting relationships, learning, and inclusion: The power and practice of peer-mediated interventions.* Presentation at the 2016 Partners in Education (PIE) State Conference. Nashville, Tennessee.
  46. Bumble, J., **Carter, E. W.**, & Bethune, L. (2016, February). *Transition assessment: Practical approaches and powerful tools.* Presentation at the 2016 Partners in Education (PIE) State Conference. Nashville, Tennessee.
  47. **Carter, E. W.**, & Shearer, B. (2015, October). *Postsecondary transition planning: Equip, empower, and encourage independence.* Presentation at the LEAD Conference. Nashville, Tennessee.
  48. **\*Carter, E. W.** (2015, March). *Tools and strategies: Promoting inclusion, learning, and relationships through peer-mediated supports.* Workshop presentation at the 21<sup>st</sup> Annual Delaware Inclusion Conference. Dover, Delaware.
  49. **Carter, E. W.**, & Rowan, J. (2015, January). *Transition assessment.* Presentation at the 2015 Partners in Education (PIE) State Conference. Nashville, Tennessee.
  50. **\*Carter, E. W.** (2014, September). *Better together.* Invited presentation at the biannual Peaceful Living Conference. Souderton, Pennsylvania.
  51. **\*Carter, E. W.** (2014, September). *The other six days.* Invited presentation at the biannual Peaceful Living Conference. Souderton, Pennsylvania.
  52. Biggs, E., **Carter, E. W.**, Huber, H., & Gustafson, J. R. (2014, May). *Natural support strategies: Enhancing relationships and learning for students with significant disabilities.* Presentation at the Tennessee Disability MegaConference. Nashville, Tennessee.
  53. Blustein, C., Rowan, J., & **Carter, E. W.** (2014, May). *Community conversations: Expanding employment opportunities for youth with disabilities.* Presentation at the Tennessee Disability MegaConference. Nashville, Tennessee.
  54. **Carter, E. W.**, Boehm, T., & Biggs, E. (2014, May). *Faith matters: Encouraging spiritual expression of youth with intellectual disabilities and/or autism and their families.* Presentation at the Tennessee Disability MegaConference. Nashville, Tennessee.
-

- 
55. \***Carter, E. W.**, Moss, C. K., Cooney, M., & Bell, A. (2014, February). *Friendship matters: Fostering relationship and community connections for youth and adults with developmental disabilities*. Workshop presentation at the Wisconsin AAIDD State Conference. Wisconsin Dells, Wisconsin.
  56. Gustafson, J. R., Huber, H., Mullins, T., & **Carter, E. W.** (2014, February). *Promoting social success for students with autism: Implementing peer networks in secondary schools*. Presentation at the Partners in Education State Special Education Conference. Nashville, Tennessee.
  57. \***Carter, E. W.**, & Henderson, L. (2013, October). *Supporting early work experiences for youth with disabilities: Practical strategies*. Presentation at the Tennessee Transition Capacity Building Institute. Nashville, Tennessee.
  58. \***Carter, E. W.** (2013, October). *Reflecting on your welcome: Including people with disabilities and their families in faith communities*. Presentation at the Texas Faith and Disability Symposium. Austin, Texas.
  59. \***Carter, E. W.** (2013, September). *Connecting transition-age youth with autism to meaningful work and community experiences*. Presentation at the 13<sup>th</sup> Annual Transition Conference. Phoenix, Arizona.
  60. \***Carter, E. W.** (2013, September). *Evidence-based peer support strategies: Promoting inclusion, learning, and relationships in high schools*. Presentation at the 13<sup>th</sup> Annual Transition Conference. Phoenix, Arizona.
  61. \***Carter, E. W.** (2013, June). *Connecting transition-age youth with autism to meaningful work and community experiences*. Presentation at the University of Louisville Special Education Conference. Louisville, Kentucky.
  62. \***Carter, E. W.** (2013, June). *Evidence-based peer support strategies: Promoting inclusion, learning, and relationships*. Presentation at the University of Louisville Special Education Conference. Louisville, Kentucky.
  63. \***Carter, E. W.** (2013, April). *Evidence-based peer support strategies: Promoting inclusion, learning, and relationships for adolescents*. Presentation at the Advance LA Conference. Los Angeles, California.
  64. \***Carter, E. W.** (2013, March). *Peer supports: Promoting inclusion, learning, and relationships for students with disabilities*. Presentation at the Pennsylvania Department of Education Bureau of Special Education Annual Conference. Hershey, Pennsylvania.
  65. \***Carter, E. W.**, & Boehm, T. L. (2012, May). *Faith and disability: Stories, strategies, and starting points*. Presentation at the 2012 Tennessee Disability MegaConference. Nashville, Tennessee.
  66. \***Carter, E. W.**, & Cushing, L. S. (2012, February). *Peer support strategies: Promoting inclusion, learning, and social connections for students with and without severe disabilities*. Presentation at the Missouri Peer Supports Project Summit. Columbia, Missouri.
  67. **Carter, E. W.** (2012, February). *Connecting youth with disabilities to meaningful work and community experiences*. Presentation at the Annual Tennessee Department of Education Special Education Conference. Nashville, Tennessee.
  68. **Carter, E. W.** (2012, February). *Peer support strategies to promote learning and social relationships in inclusive settings*. Presentation at the Annual Tennessee Department of Education Special Education Conference. Nashville, Tennessee.
  69. Swanson, C., & **Carter, E. W.** (2011, April). *Inclusive religious education*. Co-moderated discussion at the Faith Inclusion Network Annual Conference. Virginia Beach, Virginia.
-

- 
70. \***Carter, E. W.** (2011, February). *Implementing peer support strategies in inclusive classrooms*. Workshop presentation at the 8th Annual Wisconsin Transition Conference. Wisconsin Dells, Wisconsin.
  71. **Carter, E. W.**, Swedeen, B., & Cooney, M. (2011, February). *Engaging communities: Parent-led conversations to increase inclusive opportunities*. Workshop presentation at the 8th Annual Wisconsin Transition Conference. Wisconsin Dells, Wisconsin.
  72. \***Carter, E. W.**, & Swedeen, B. (2010, October). *Expanding opportunities and relationships for youth in transition*. Presentation at the Wisconsin Community on Transition event. Stevens Point, Wisconsin.
  73. **Carter, E. W.** (2010, February). *Peer support strategies for students with autism and severe disabilities*. Presentation at the 7th Annual Wisconsin Transition Conference. Wisconsin Dells, Wisconsin.
  74. **Carter, E. W.**, Trainor, A. A., & Swedeen, B. (2010, February). *Transition strategies to improve employment for youth with autism and developmental disabilities*. Presentation at the 7th Annual Wisconsin Transition Conference. Wisconsin Dells, Wisconsin.
  75. Moss, C., Swedeen, B., & **Carter, E. W.** (2010, February). *What young adults have to say about youth leadership: Tips for schools and families*. Presentation at the 7th Annual Wisconsin Transition Conference. Wisconsin Dells, Wisconsin.
  76. \***Carter, E. W.** (2009, August). *Peer support strategies to improving social interactions and learning in inclusive classrooms*. Presentation at the Wisconsin Association for Behavior Analysis. Madison, Wisconsin.
  77. \*Swedeen, B., & **Carter, E. W.** (2009, August). *Natural supports project*. Presentation at the Third Annual Cognitive Disabilities Conference. Madison, Wisconsin.
  78. \***Carter, E. W.** (2009, August). *Promoting inclusion, peer supports, and meaningful relationships for students with significant disabilities*. Presentation at the Pennsylvania Low-Incidence Institute. State College, Pennsylvania.
  79. \***Carter, E. W.** (2009, August). *Supporting social relationships and learning in inclusive classrooms: Peer support strategies that work*. Presentation at the Maryland High School Inclusion and Transition Institute. Baltimore, Maryland.
  80. \***Carter, E. W.** (2009, July). *Supporting social relationships and learning in inclusive classrooms: Peer support strategies that work*. Presentation at the 16th annual State-wide Institute on Best Practices in Inclusive Education. Wausau, Wisconsin.
  81. **Carter, E. W.**, & Swedeen, B. (2009, April). *Factors affecting youth summer employment*. Presentation at the 25<sup>th</sup> annual Circles of Life Conference. Middleton, Wisconsin.
  82. Moss, C. K., **Carter, E. W.**, Swedeen, B., & West High School students (2009, April). *Creating meaningful peer relationships*. Presentation at the 25<sup>th</sup> annual Circles of Life Conference. Middleton, Wisconsin.
  83. \***Carter, E. W.** (2009, March). *Connecting transition-age youth with disabilities to meaningful employment and community experiences*. Presentation at the Seeds of Inclusion Conference, University of Wisconsin-Oshkosh. Oshkosh, Wisconsin.
  84. \***Carter, E. W.** (2009, March). *Supporting inclusion in middle and high school: Peer support strategies that work*. Presentation at the Seeds of Inclusion Conference, University of Wisconsin-Oshkosh. Oshkosh, Wisconsin.
-

Wisconsin.

85. **Carter, E. W.**, Trainor, A. A., Swedeen, B., Ditchman, N., & Cole, O. (2009, January). *Employment barriers and supports for students with developmental disabilities and EBD*. Presentation at the Wisconsin State Transition Conference. Wisconsin Dells, Wisconsin.
  86. **Carter, E. W.**, Moss, C. K., & Swedeen, B. (2009, January). *Developing natural supports and meaningful relationships in your school: Strategies and benefits*. Presentation at the Wisconsin State Transition Conference. Wisconsin Dells, Wisconsin.
  87. \***Carter, E. W.** (2008, May). *Transition assessment and youth with disabilities*. Invited presentation at the Elizabeth M. Boggs Developmental Disabilities Lecture Series. Mt. Laurel, New Jersey.
  88. Kurkowski, C., Swedeen, B., **Carter, E. W.**, Gundlach, S., & Gundlach, J. (2008, April). *Developing natural supports: The journey of eight Wisconsin high schools*. Presentation at the Wisconsin Rehabilitation & Transition Conference. Kohler, Wisconsin.
  89. \***Carter, E. W.** (2008, February). *Promoting relationships and learning among students with and without disabilities using peer support strategies*. Presentation at the Pennsylvania Department of Education Conference. Hershey, Pennsylvania.
  90. **Carter, E. W.**, Swedeen, B., & Ditchman, N. (2008, January). *Summer employment and community participation: Project Summer*. Presentation at the 5<sup>th</sup> Annual Wisconsin Transition Conference, Wisconsin Dells, Wisconsin.
  91. Owens, L., **Carter, E. W.**, Trainor, A. A., & Swedeen, B. (2007, February). *Improving post-school outcomes for youth with disabilities through summer employment: Effective strategies and promising practices*. Presentation at the 4<sup>th</sup> Annual Wisconsin Transition Conference. Stevens Point, Wisconsin.
  92. Trainor, A. A., & **Carter, E. W.** (2006, December). *Transition to adulthood for youth with emotional and behavior disabilities: Research to practice*. Presentation at the Wisconsin Council for Children with Behavior Disorders. Middleton, Wisconsin.
  93. Clark, N. M., **Carter, E. W.**, & Dillaway, S. G. (2004, June). *Increasing success for all students: Peer supports and access to the general curriculum*. Presentation at the 2<sup>nd</sup> Annual Tennessee Disability MegaConference. Nashville, Tennessee.
  94. **Carter, E. W.** (2003, October). *Faith communities as a natural support: Bringing together service providers, educators, faith communities, family members, and individuals with disabilities*. Presentation at the 1<sup>st</sup> All God's People conference. Chattanooga, Tennessee.
  95. Hughes, C., & **Carter, E. W.** (2003, April). *Best practices in teaching self-determination and self-advocacy*. Presentation at the 14<sup>th</sup> annual Accessing Community Employment Services (ACES) conference. Nashville, Tennessee.
  96. **Carter, E. W.** (2001, November). *Peer support and students with Down Syndrome*. Presentation at the annual meeting of the Tennessee State Down Syndrome Conference. Franklin, Tennessee.
  97. **Carter, E. W.** (2001, June). *Using general education peers to support the inclusion of students with disabilities*. Presentation at the annual meeting of the Arc of Alabama/People First State Conference. Sheffield, Alabama.
  98. Dunlop, V. & **Carter, E. W.** (2000, January). *North East Transition School: Promising practices and improved*
-

*outcomes*. Presentation at the annual meeting of the Texas Council for Administrators of Special Education. Austin, Texas.

99. Hughes, C., Guth, C., **Carter, E. W.**, & Cai, X. (1998, April). *"He's my best friend!" Benefits of a Peer Buddy Program*. Presentation at the annual meeting of the Tennessee Department of Education, Special Education Supervisor's Spring Conference. Nashville, Tennessee.
100. Hughes, C., Guth, C., Presley, J., **Carter, E. W.**, & Curry, K. (1998, February). *"Hanging out"—Promoting inclusion on the high school level*. Presentation at the annual meeting of the Tennessee Council for Exceptional Children and Tennessee State Department of Education Conference. Nashville, Tennessee.

### Teaching

Baylor University

EDP6390/LEAD 7V21: Disability and the Church

Vanderbilt University

SPEDS 3312: Procedures in Secondary Transition to Adult Life

SPEDS 7300: Advanced Procedures in Secondary Transition to Adult Life

SPEDS 7710: Current Issues in Autism and Significant Disabilities

SPED 2300/3300: Methods of Instruction for Students with Severe and Multiple Disabilities

Western Theological Seminary

MN591: Strategies for an Inclusive Church

University of Wisconsin-Madison

RP&SE 330: Behavior Analysis: Application to People with Disabilities

RP&SE 470: Individuals with Learning and Behavioral Disabilities

RP&SE 660: Single-Subject Research Design: Educational Applications

RP&SE 660: Transition to Adulthood for Youth with Disabilities

RP&SE 801: Research, Policies, and Practices in Special Education

RP&SE 803: Current Issues in Special Education

Guest Speaker/Lecture

MH 4396: The Human Person, Disability, and Society (Spring 2025)

Baylor University, Waco

LEND Training (Spring 2025)

University of Texas-Austin, Austin

LEND Training (Spring 2024)

University of Texas-Austin, Austin

MH 4396: The Human Person, Disability, and Society (Spring 2024)

Baylor University, Waco

PAST 7330: Introduction to Pastoral Care (Summer 2023)

Baylor University, Waco

SPED 8100: Proseminar I (Fall 2022)

Vanderbilt University, Nashville

University of Connecticut LEND Program (April 2022)

Center for Excellence in Developmental Disabilities

SPED 8100: Proseminar I (Fall 2021)

Vanderbilt University, Nashville

Neurodiversity Inspired Science & Engineering (NISE) program (Spring 2021)

Vanderbilt University, Nashville, Tennessee

SPED 8100: Proseminar I (Fall 2019)

- 
- Vanderbilt University, Nashville, Tennessee  
SPED 8100: Proseminar I (Fall 2018)  
Vanderbilt University, Nashville, Tennessee  
Special Education Doctoral Seminar (Fall 2017)  
Texas A&M University (by video)  
SPED 8100: Proseminar I (Fall 2017)  
Vanderbilt University, Nashville, Tennessee  
Severe Disabilities Doctoral Seminar (Fall 2016)  
Utah State University (by video)  
SPED 988: College and Career Readiness for Students with Severe Disabilities (Spring 2016)  
University of Kansas (by video)  
SPED 3010: Proseminar I (Fall 2014)  
Vanderbilt University, Nashville, Tennessee  
EDU 900: Writing for Publication (Spring 2014)  
Syracuse University, Syracuse, New York  
SPED 2300/3300: Methods of Instruction for Students with Severe Disabilities (Spring 2014)  
Vanderbilt University, Nashville, Tennessee  
SPED 3010: Proseminar I (Fall 2013)  
Vanderbilt University, Nashville, Tennessee  
SPED 3810: Trends and Issues in Emotional and Behavioral Disorders (Spring 2013)  
Vanderbilt University, Nashville, Tennessee  
SPED 3010: Proseminar I (Fall 2012)  
Vanderbilt University, Nashville, Tennessee  
SPED 3810: Trends and Issues in Emotional and Behavioral Disorders (Spring 2012)  
Vanderbilt University, Nashville, Tennessee  
SPED 3010: Proseminar I (Fall 2011)  
Vanderbilt University, Nashville, Tennessee  
SPED 3810: Trends and Issues in Emotional and Behavioral Disorders (Spring 2011)  
Vanderbilt University, Nashville, Tennessee  
Ed. Psych 541: Applied Behavior Analysis in the Classroom (Spring 2010)  
University of Wisconsin-Madison, Madison, Wisconsin  
Ed. Psych 880: Prevention Science (Fall 2009)  
University of Wisconsin-Madison, Madison, Wisconsin  
Ed. Psych 881: Prevention Science Seminar (Spring 2009)  
University of Wisconsin-Madison, Madison, Wisconsin  
Wisconsin Maternal and Child Health (MCH) LEND Program (Spring 2009)  
University of Wisconsin-Madison, Madison, Wisconsin  
ED 626: Legal Aspects and Administration of Exceptional Education (Fall 2008)  
Edgewood College, Madison, Wisconsin  
Ed. Psych 711: Single Subject Design Methods (Spring 2008)  
University of Wisconsin-Madison, Madison, Wisconsin  
Ed. Psych 880: Prevention Science (Fall 2007)  
University of Wisconsin-Madison, Madison, Wisconsin  
ED 626: Legal Aspects and Administration of Exceptional Education (Spring 2007)  
Edgewood College, Madison, Wisconsin  
RPSE 505: Biological, Psychosocial, and Vocational Aspects of Disabilities (Fall 2006)  
University of Wisconsin-Madison, Madison, Wisconsin  
RPSE 801: Research, Policies, and Practices in Special Education (Fall 2006)  
University of Wisconsin-Madison, Madison, Wisconsin  
RPSE 660: Intervention Research in Special Education (Fall 2005)  
University of Wisconsin-Madison, Madison, Wisconsin  
RPSE 801: Research, Policies, and Practices in Special Education (Fall 2005)  
University of Wisconsin-Madison, Madison, Wisconsin
-

- SPED 2360/3360: Advanced Procedures for Secondary Transition (Spring 2004)  
Vanderbilt University, Nashville, Tennessee
- EDEX 2210: Exceptional Individuals in the Regular Classroom (Spring 2003)  
Georgia College and State University, Milledgeville, Georgia
- SPED 2870: Accommodating Academic Diversity in the Classroom (Fall 2002)  
Vanderbilt University, Nashville, Tennessee
- SPED 2360/3360: Advanced Procedures for Secondary Transition (Spring 2002)  
Vanderbilt University, Nashville, Tennessee
- SPED 441: Techniques and Strategies for Exceptional Children (Spring 2002)  
Cumberland University, Lebanon, Tennessee

## Service

### Editorial Work

#### Editorships

- Co-Editor, *Career Development and Transition for Exceptional Individuals* (2018-2021)  
Co-Editor, *Remedial and Special Education* (2010-2015)

#### Associate Editorships

- Associate Editor, *American Journal on Intellectual and Developmental Disabilities* (2011-2014)  
Associate Editor, *Exceptional Children* (2016-2022)  
Associate Editor, *Journal of Disability & Religion* (2007-present)  
Associate Editor, *Remedial and Special Education* (2007-2009)  
Associate Editor, *Research and Practice for Persons with Severe Disabilities* (2017-2020)

#### Editorial Board Member

- American Journal on Intellectual and Developmental Disabilities* (2015-present)  
*Behavioral Disorders* (2011-2014)  
*Career Development for Exceptional Individuals* (2005-2022)  
*Exceptional Children* (2008-2022)  
*Intellectual and Developmental Disabilities* (2012-2022)  
*International Journal of Disability, Development, and Education* (2007-2010)  
*Journal of Disability & Religion* (2004-present)  
*The Journal of Special Education* (2010-present)  
*Journal of Vocational Rehabilitation* (2011-2022)  
*Remedial and Special Education* (2005-2007)  
*Research and Practice for Persons with Severe Disabilities* (2008-2022)

#### Guest Co-Editor, Special Issues

- Journal of Disability Policy Studies* (Winter 2018, Volume 28, Issue 4)  
Special issue on community conversations to move transition outcomes
- TASH Connections* (Spring 2014, Volume 40, Issue 1)  
Special issue on meaningful employment for youth with severe disabilities
- Career Development for Exceptional Individuals* (Spring 2013, Volume 36, Issue 1)  
Special issue on the past, present, and future of transition research
- TASH Connections* (Winter 2012, Volume 38, Issue 1)  
Special issue on spirituality, religion, and disability
- Journal of Religion, Disability, and Health* (Summer 2010, Volume 14, Issues 2-3)  
Special issue on inclusive religious education
- Journal of Emotional and Behavioral Disorders* (Summer 2006, Volume 14, Issue 2)  
Special issue on secondary transition for youth with emotional disturbance

#### Guest Journal Reviewer

*American Journal of Speech-Language Pathology* (2015)  
*American Journal on Intellectual and Developmental Disabilities* (2005, 2008/2x, 2009/3x, 2019, 2020)  
*Augmentative and Alternative Communication* (2016, 2019)  
*Autism* (2015/3x, 2018, 2020)  
*Behavioral Disorders* (2005, 2006/3x, 2007, 2009, 2011)  
*Career Development for Exceptional Individuals* (2005)  
*Child and Youth Care Forum* (2009, 2011, 2014)  
*Developmental Neurorehabilitation* (2015)  
*Disability and Rehabilitation* (2015, 2019)  
*Education and Treatment of Children* (2001, 2008, 2017)  
*Educational Research* (2013/2x; 2014)  
*Exceptional Children* (2005, 2007/3x, 2008/5x)  
*Exceptionality* (2015, 2020)  
*Family Relations* (2012)  
*Focus on Autism and Other Developmental Disabilities* (2013, 2014, 2018, 2019/2x, 2023, 2025)  
*Inclusion* (2021, 2022, 2023)  
*Intellectual and Developmental Disabilities* (2006, 2009, 2010/2x, 2018)  
*International Journal of Adolescence and Youth* (2017)  
*International Journal of Applied Positive Psychology* (2016)  
*International Journal of Christianity and Education* (2022)  
*International Journal of Developmental Disabilities* (2018)  
*Journal of Adolescence* (2008)  
*Journal of Applied Behavior Analysis* (2002)  
*Journal of Applied Research in Intellectual Disabilities* (2019)  
*Journal of Behavioral Health Services & Research* (2014)  
*Journal of Child and Family Studies* (2007)  
*Journal of Child Psychology and Psychiatry* (2014)  
*Journal of Developmental and Physical Disabilities* (2014, 2016)  
*Journal of Emotional and Behavioral Disorders* (2002, 2005/2x, 2012/2x, 2013, 2014)  
*Journal for the Scientific Study of Religion* (2021, 2024)  
*Journal of Intellectual & Developmental Disability* (2015)  
*Journal of Intellectual Disability Research* (2015/2x)  
*Journal of Learning Disabilities* (2012)  
*Journal of Positive Behavior Interventions* (2009, 2010, 2011)  
*Journal of Religion and Health* (2023)  
*Journal of Religion, Disability, and Health* (2004)  
*Journal of Research in Special Educational Needs* (2011)  
*Learning and Individual Differences* (2011)  
*Preventing School Failure* (2003)  
*Psychology in the Schools* (2007)  
*Remedial and Special Education* (2017)  
*Research and Practice for Persons with Severe Disabilities* (2001, 2005, 2007, 2020/2x, 2021/2x, 2023)  
*Research in Autism Spectrum Disorders* (2015)  
*Research in Developmental Disabilities* (2015/2x, 2020)  
*Review of Educational Research* (2010)  
*School Psychology Quarterly* (2010)  
*Teaching Exceptional Children* (2017)  
*The Australian Journal of Rehabilitation Counseling* (2013)  
*The Journal of Special Education* (2002, 2009/2x)

#### Conference Proposal Reviewer

American Association on Intellectual and Developmental Disabilities (2016, 2017)  
 Council for Exceptional Children (CEC) National Conference (2011-2014, 2017, 2018)

TASH Annual National Conference (2009-2013)  
 Division on Career Development and Transition Conference (2013)  
 IASSIDD World Congress (2016)

#### Text Reviewer

*Baylor Press* (2014)  
*Corwin Press* (2006)  
*Paul H. Brookes Publishing Company* (1999, 2000, 2001, 2007, 2008, 2010, 2011/2x, 2014)  
*Teachers College Press* (2014)

#### Encyclopedia Reviewer

*International Encyclopedia of Rehabilitation* (2009)

### National Leadership

*American Association on Intellectual and Developmental Disabilities*

Journal Editor Search Committee (2015, 2017)  
 Nominations and Elections Committee (2012-2014)  
 President, Education Division (2009-2011)

*TASH* (formerly *The Association for Persons with Severe Handicaps*)  
 Publications Committee (2012-2015)

*Division on Career Development and Transition, Council for Exceptional Children*  
 Research Committee Chair (2013-2014)

### Grant Review and Advisory Panels

*Institute for Education Sciences*

Special Education Review Panel  
 Chair (2013, 2015, 2018)  
 Principal Member (2009-2012, 2013-2015)  
 Ad-hoc Reviewer (2008)  
 IES Technical Working Group (2014)  
 Social Behavioral Panel (2011)

*Office of Special Education Programs*

Preparation of Leadership Personnel Review Panel (2011)  
 National Science Panel (2011, 2012, 2014, 2016, 2017)

Advisory Panels, U.S. Department of Labor Study on Individualized Learning Plans (2008-2010)

Expert Panel, TIES national technical assistance center on inclusive practices and policies (2018-2021)

### Organization Memberships

*American Association on Intellectual and Developmental Disabilities* (AAIDD)

*Education Division*  
*Religion and Spirituality Division*

*Council for Exceptional Children* (CEC)

*Division on Career Development and Transition* (DCDT)  
*Division on Developmental Disabilities* (DDD)  
*Division on Research* (DR)

*National Park Travelers Club*  
*TASH (formerly The Association for Persons with Severe Handicaps)*

### Departmental and University Service

Educational Psychology Department, Baylor University

- Committees
  - Professional Education Faculty (PEF) Advisory Committee (2023-2024)
- Search Committees
  - Member, Baylor Center for School Leadership Director Search (2023)
  - Member, Educational Psychology Department Chair Search (2023-2024)
  - Chair, Special Education Program Faculty Search (2023-2024); two searches
  - Member, Communication Sciences and Disorders Endowed Chair Faculty Search (2024-2025)
- Ad hoc Committees
  - Educational Psychology minor (2023)

School of Education, Baylor University

- SOE Distinguished Speakers Selection Committee (2024)

Baylor University

- Committees
  - Judge, Outstanding Graduate Student Instructor Award (2023-present)
  - Research Support Working Group, OVPR (2024-present)
  - Council of PIs, Subcommittee on Centers and Institutes (2024-present)
  - COACHE Interdisciplinary Working Group (2025-present)
- Other
  - Advisory Board, BRIGHTS Center (2024-present)

Special Education Department, Vanderbilt University

- Admissions and Recruitment Committee, Co-Chair (2012-2014), Chair (2014-2016, 2019-2020), Member (2017-2018)
- Low-Incidence Disabilities Committee (2011-2022)
- Teacher Preparation Committee (2011-2012)
- Faculty Search Committees
  - Behavioral Disorders (2011-2013)
  - Severe Disabilities, Chair (2012-2013, 2018-2020)
  - High-Incidence Disabilities (2015-2016)
- Executive Committee, Special Education Department (2011-2014)
- Special Education Endowment Committee (2012-2014)
- Faculty Evaluation Committee (2021)

Peabody College

- Promotion, Tenure, and Reappointment Review Committee (2015-2022)
- *Next Steps at Vanderbilt* Faculty Director (2015-2022)

Vanderbilt Kennedy Center

- Director, *Disabilities, Religion, and Spirituality Program* (2016-2022)
  - Vanderbilt Kennedy Center Membership Committee (2014-2018)
  - Vanderbilt Kennedy Center Lecture Committee (2011-2014)
  - Vanderbilt Kennedy Center UCEDD Faculty (2011-2022)
-

- LEND Faculty (2014-2022)
- Vanderbilt Science Day Judge (2013)
- Next Steps Postsecondary Program for Individuals with Intellectual Disability Advisory Board (2012-2014)
- Britt Henderson Training Series, Faculty Lead (2012-2013, 2013-2014, 2014-2015, 2015-2016)

#### Vanderbilt University

- Faculty VUCeptor (2012)

#### University of Wisconsin-Madison Departmental, School of Education, and University Committees

- Education Institutional Review Board (2009-2011)
- Prevention Science Program, Steering Committee (2006-2010)
- Information Technology Policy Advisory Committee, UW-Madison (2004-2009)
- Coordinating Council for Teacher Education, specialty program representative to the integrating technologies workgroup (2008-2009)
- Project LEND, Waisman Center, Special Education Discipline Coordinator (2007-2011)
- Wisconsin Spencer Doctoral Research Program Advisory Board, UW-Madison (2006)
- Rehabilitation Psychology & Special Education Department, UW-Madison
  - Graduate Admissions Committee, *Chair* (2006-2010)
  - Special Education Area Committee (2004-2011)
  - Graduate Studies Committee (2004-2011)
  - Teacher Certification Committee (2004-2010)
  - Faculty Search Committee: Low-Incidence Disabilities (2007-2009)
  - Faculty Search Committee: High-Incidence Disabilities (2007-2009)
  - Website Committee (2005-2011)
  - Faculty Senate-Alternate (2008-2010)
  - Salary Equity Committee (2008-2009)

### Community, State, and National Service

#### Local, Community, and State Committees

- Texas Faith and Disability Network, Steering Committee (2023-present)
- Governor's Employment First Task Force (2014-2022)
- Project Opportunity Advisory Board, Nashville, Tennessee (2011-2014)
- Human Rights Committee, Goodwill Industries, Nashville, Tennessee (2001-2004)
- Advisory Board, North East Transition School, San Antonio, Texas (1998-2000)
- North East I.S.D. Academy for Technology Team Member (1998-2000)

#### National Advisory Groups and Boards

- All Belong (2019-2022)
- Disability Ministry Network, Board of Directors (2024-present)
- Friendship Ministries (2013-2018)
- Koinonia Inclusion Network (KIN) Advisory Council (2020-present)
- Respectability (2023-present)
- Wheaton Center on Faith and Disability (2019-present)
- With Ministries, Board Member (2023-present)
- Young Life Capernaum (2013-2018)

#### Workshops, Trainings, and Other Invited Presentations

---

1. Carter, E. W. (2025, August). *Church stories: Moving from exclusion to embrace*. Presentation at the With Ministries Worship as One Accessibility Summit. Dallas, Texas.
  2. Carter, E. W. (2025, August). *Flourishing together: Moving from barriers to belonging*. Presentation at the With Ministries Worship as One Accessibility Summit. Dallas, Texas.
  3. Le Shana, J., Escobar, M., Carter, E. W., McMullen, E., & Waal, R. (2025, July). *Worship as one*. Presentation at the Dunn Center for Christian Music Learning Community Gathering. Waco, Texas.
  4. Carter, E. W. (2025, March). *Incomplete without you: Creating communities of belonging together*. Presentation at the Masterpiece Alliance Gathering. Roanoke, Virginia.
  5. Carter, E. W. (2025, February). *Worship as one: Designing worship for the whole body*. Presentation at the first Bridges to Belonging Church Cohort Gathering. Waco, Texas.
  6. Carter, E. W. (2025, February). *Belonging*. Presentation for Special Needs Connect. Houston, Texas.
  7. Carter, E. W. (2025, February). *Church for everyone: Faith, disability, and belonging*. Presentation for the RGV Down Syndrome Association. McAllen, Texas.
  8. Carter, E. W. (2025, February). *Beyond inclusion: Supporting relationships and learning in schools*. Presentation for the RGV Down Syndrome Association. McAllen, Texas.
  9. Carter, E. W. (2025, February). *Incomplete without you: Creating communities of belonging for everyone*. Presentation for the Church for Everyone Conference. McAllen, Texas.
  10. Carter, E. W. (2024, November). *The power of peers: Supporting relationships and learning in schools*. Presentation at the Educators Conference of the Down Syndrome Association of Central Texas. Austin, Texas.
  11. Carter, E. W. (2024, October). *Flourishing together: Becoming communities of faithful belonging*. Presentation at the first Bridges to Belonging Church Cohort Gathering. Waco, Texas.
  12. Carter, E. W., & Strater, K. (2024, June). *Flourishing together: Becoming an accessible and welcoming church*. Week-long leadership seminar presented with support from the Calvin Institute of Christian Worship. Grand Rapids, Michigan.
  13. Carter, E. W. (2024, April). *Including students with disabilities in Christian schools*. Presentation for the Accreditation Commission of the Texas Association of Baptist Schools. Waco, Texas.
  14. Carter, E. W. (2024, March). *Supporting strong transitions*. Presentation for the School of Education senior teachers. Waco, Texas.
  15. Carter, E. W. (2024, January). *Faith and disability in K-12 schools*. Presentation for the School of Education senior teachers. Waco, Texas.
  16. Carter, E. W. (2024, January). *What matters most: Preparing students with disabilities for adulthood*. Presentations at the Tools for the Journey Conference. Pasadena, California.
  17. Carter, E. W. (2023, November). *Toward a flourishing future: What we know matters most*. Presentations at the Texas Council on Developmental Disabilities annual retreat. Nashville, Tennessee.
-

18. Carter, E. W. (2023, October). *Promoting belonging in schools*. Presentation to Oakland Independent School District. [Virtual]
  19. Carter, E. W. (2023, August). *Supporting students with disabilities*. Presentation at Valor Preparatory Academy. Waco, Texas.
  20. Carter, E. W. (2022-2023). *Belonging project*. Educational Partnership Program of Club 21. Pasadena, California.
  21. Carter, E. W. (2022, December). *Creating communities of belonging for every child*. Keynote at the Early Childhood Conference on Inclusive Practices. Austin, Texas.
  22. Carter, E. W. (2023, January). *Inclusive faith communities*. Presentation at the Tools for the Journey Conference. Pasadena, California.
  23. Carter, E. W. (2022, October). *The ache of your absence. Moving communities from barriers to belonging*. Presentations at the Bridge Ministries Table Talk Series. Seattle, Washington.
  24. Carter, E. W. (2022, July). *Including people with disabilities in the church*. Uniquely Gifted Conference. Athens, Alabama.
  25. Carter, E. W. (2022, May). *Graduation message*. Benton Hall Academy. Nashville, Tennessee.
  26. Carter, E. W., & Lanchak, E. (2022, April). *Findings and implications from the Tennessee Disability Services Study*. Presentation for the Clinical Consultation Network. [Virtual]
  27. Carter, E. W. (2022, March). *Psalm 67: Let all the peoples praise you*. Wheaton Chapel Service. Wheaton, Illinois.
  28. Carter, E. W. (2022, February). *Findings and implications from the Tennessee Disability Services Study*. Presentation for the Department of Intellectual and Developmental Disabilities. [Virtual]
  29. Carter, E. W., & Gendel, J. (2021, October). *Including individuals with disabilities in community life*. Presentation for the Jewish Federation & Jewish Foundation of Nashville and Middle Tennessee. [Virtual]
  30. Mazzotti, V. L., & Carter, E. W. (2020, November). *Strategies for publishing in Career Development and Transition for Individuals with Disabilities*. Presentation for Division on Career Development and Transition's Writing Group. [Virtual]
  31. Bettini, L., & Carter, E. W. (2020, October). *Strategies for peer review*. Presentation for Division on Career Development and Transition's Writing Group. [Virtual]
  32. Carter, E. W. (2020, September). *From barriers to belonging: Creating inclusive communities for everyone*. Invited presentation for Citizen Advocacy Retreat, Disability Rights Nebraska. Lincoln, Nebraska. [Virtual]
  33. Carter, E. W. (2020, August). *From barriers to belonging: Creating inclusive communities for everyone*. Invited presentation for the Far Northern Regional Center. Redding, California. [Virtual]
  34. Carter, E. W. (2019, September). *Including people with disabilities in faith communities*. Workshop at Anaheim Christian Reformed Church. Anaheim, California.
-

35. Carter, E. W. (2019, February). *Inclusive Catholic education: Toward inclusion and belonging*. Keynote presentation at the Catholic Diocese Inservice. Nashville, Tennessee.
  36. Carter, E. W. (2018, November). *Changing the conversation: Engaging communities in elevating outcomes for individuals with disabilities*. Presentation at the Missouri Employment Summit. Columbia, Missouri.
  37. Carter, E. W. (2018, November). *Inclusion and belonging for students with disabilities*. Presentation at the University of California-Davis. Davis, California.
  38. Carter, E. W. (2018, September). *Changing our prepositions: Friendships, faith, and flourishing communities*. Workshop at the Brave Spaces Conference. Calgary, Alberta.
  39. Carter, E. W. (2018, September). *From barriers to belonging*. Discussion session. High River, Alberta.
  40. Carter, E. W. (2018, September). *Beyond inclusion: Creating communities of belonging*. Presentation at the National Leadership Consortium on Developmental Disabilities Leadership Institute. Baltimore, Maryland.
  41. Carter, E. W. (2018, August). *The power of peers: Supporting inclusion*. Presentation at the iSummit 2018. Brookfield, Wisconsin.
  42. Carter, E. W. (2018, July). *Beyond inclusion: Creating communities of belonging*. Presentation at the National Leadership Consortium on Developmental Disabilities Leadership Institute. Newark, Delaware.
  43. Carter, E. W. (2018, June). *Creating communities of belonging*. Presentation at the Midwest Faculty Conference. Cedarville, Michigan.
  44. Carter, E. W. (2018, May). *Changing the conversation: Engaging communities in improving outcomes for individuals with disabilities*. Mini-course lecture series for Temple University Institute Lecture Series on Disabilities. Philadelphia and Pittsburgh, Pennsylvania.
  45. Carter, E. W. (2018, May). *Rigor, relevance, and relationships: Supporting a successful transition to adulthood for students with autism*. Workshop for Texas Statewide Leadership for Autism Training. Austin, Texas.
  46. Carter, E. W. (2018, May). *Fostering friendships and belonging: Creating meaningful relationships among students with and without autism*. Workshop for Texas Statewide Leadership for Autism Training. Austin, Texas.
  47. Carter, E. W. (2018, April). *Toward a future of flourishing: Supporting strong transitions to employment*. Workshop for APSE-Missouri. St. Louis, Missouri.
  48. Carter, E. W. (2018, April). *Toward a future of flourishing: Supporting strong transitions to employment*. Workshop for APSE-Missouri. Jefferson City, Missouri.
  49. Carter, E. W. (2018, April). *Toward a future of flourishing: Supporting strong transitions to employment*. Workshop for APSE-Missouri. Kansas City, Missouri.
  50. Carter, E. W. (2018, March). *From barriers to belonging: The church and people with disabilities*. Presentation at the Williamson County Special Needs Conference. Franklin, Tennessee.
  51. Carter, E. W. (2018, February). *Beyond inclusion*. Presentation at the Arc's Big Ideas event. Nashville, Tennessee.
  52. Carter, E. W. (2018, January). *Toward a future of flourishing: Pursuing strong transitions*. Workshop for
-

---

Partners in Policymaking. New Brunswick, New Jersey.

53. Carter, E. W. (2017, November). *Meaningful work: Creating new pathways and partnerships for transition-age youth with autism*. Presentation at the Michigan START Leaders Meeting. Grand Rapids, Michigan.
  54. Carter, E. W. (2017, November). *Promising pathways to communities of belonging: A conversation on getting from here to there*. Presentation at the Christian Horizons Leadership Conference. Alliston, Ontario.
  55. Carter, E. W. (2017, September). *From barriers to belonging: Inclusive catholic education*. Presentation at the Inclusive Catholic Education Conference. Nashville, Tennessee.
  56. Carter, E. W. (2017, September). *Including people with disabilities in faith communities*. Presentation at the Faith and Disability Conference. Pulaski, Tennessee.
  57. Carter, E. W. (2017, July). *Going beyond the ramp: Engaging people with disabilities in the life of the church*. Workshop at Delta Lake Bible Camp. Rome, New York.
  58. Carter, E. W. (2017, March). *Reflection: Identifying starting points and possibilities*. Workshop for the Include 2017 Conference. Winnipeg, Manitoba, Canada.
  59. Carter, E. W. (2017, March). *Faith and flourishing: Working together to support people with disabilities to thrive*. Workshop for service providers. Winnipeg, Manitoba, Canada.
  60. Carter, E. W. (2017, February). *Toward a future of flourishing: Pursuing strong transitions*. Workshop for Partners in Policymaking. Princeton, New Jersey.
  61. Carter, E. W. (2017, February). *Better together, hand in hand*. Invited keynote at St. Ann's Parish. Nashville, Tennessee.
  62. Carter, E. W. (2016, September). *Prone to wander: Growing up as a special education scholar*. Invited presentation at Brigham Young University. Provo, Utah.
  63. Carter, E. W. (2016, May). *Putting faith to work: Congregations supporting people with disabilities the "other six days."* Presentation at the Georgetown classis meeting. Grandville, Michigan.
  64. Carter, E. W. (2016, May). *Research at the intersection of faith and disability*. Ph.D. seminar at the 7<sup>th</sup> Annual Summer Institute on Theology and Disability. Holland, Michigan.
  65. Carter, E. W. (2016, May). *Meaningful work: Changing the employment landscape for people with intellectual and developmental disabilities*. Presentation at the Economic Club of Nashville. Nashville, Tennessee.
  66. Carter, E. W. (2016, March). *Advocating for meaningful inclusion*. Workshop for Partners in Policymaking. Columbia, Missouri.
  67. Carter, E. W. (2016, March). *Transition matters: Equipping students well for life after high school*. Workshop for Partners in Policymaking. Columbia, Missouri.
  68. Carter, E. W. (2016, January). *The power of stories*. Presenter and moderator for Disability Day on the Hill. Nashville, Tennessee.
  69. Carter, E. W. (2015, July). *"Draw the circle wide": Living the commitment to radical hospitality*. Half-day workshop hosted by the First Congregational United Church of Christ. Madison, Wisconsin.
-

- 
70. Carter, E. W. (2015, April). *Transition matters: Equipping youth with disabilities for adulthood*. Workshop for the Friends of Boone County Family Resources Speaker Series. Columbia, Missouri.
  71. Carter, E. W. (2015, March). *Incomplete without you*. Presentation at the Faith Inclusion Network's That All May Worship Conference. Norfolk, Virginia.
  72. Carter, E. W. (2015, March). *Clever collaborations: Congregations, agencies, and disability organizations working together toward inclusion*. Presentation at the Faith Inclusion Network's That All May Worship Conference. Norfolk, Virginia.
  73. Carter, E. W. (2015, March). *Advocating for meaningful inclusion: Location matters, but supports matter more*. Parent workshop at the 21<sup>st</sup> Annual Delaware Inclusion Conference. Dover, Delaware.
  74. Carter, E. W. (2015, January). *What you need to know for effective disability advocacy*. Presenter and moderator for Disability Day on the Hill. Nashville, Tennessee.
  75. Carter, E. W. (2014, November). *Promoting relationships and learning through peer-mediated interventions: Practical strategies with strong evidence*. Full-day workshop for the Arkansas Autism Resource & Outreach Center. Little Rock, Arkansas.
  76. Carter, E. W. (2014, November). *Including people with disabilities in faith communities: On welcoming well*. Full-day workshop. Little Rock, Arkansas.
  77. Carter, E. W. (2014, September). *Friendship matters: Building friendship and expanding inclusive activities for students with significant disabilities in Kentucky*. Three full-day workshops in Eastern Kentucky. London, Hazard, and Ashland, Kentucky.
  78. Carter, E. W. (2014, August). *Friendship matters: Building friendship and expanding inclusive activities for students with significant disabilities in Kentucky*. Three full-day workshops in Western and Central Kentucky. Bowling Green, Eddyville, and Lexington, Kentucky.
  79. Carter, E. W. (2014, June). *Supporting social communication and peer connections for students with complex communication challenges*. Half-day workshop at the TAALC Summer Institute. Lexington, Kentucky.
  80. Carter, E. W. (2014, May). *Promoting inclusion, learning, and meaningful relationships using peer support strategies*. Two full-day and one half-day workshops for the Alberta Regional Consortia. Calgary and Edmonton, Canada.
  81. Carter, E. W. (2014, May). *Supporting meaningful inclusion for students with severe disabilities*. Presentation at the 67<sup>th</sup> National Seminar of the Education Writer's Association. Nashville, Tennessee.
  82. Carter, E. W. (2014, April). *Better together: Supporting inclusion in faith communities*. Presentation for Young Life Capernaum Gathering. Nashville, Tennessee.
  83. Carter, E. W. (2014, April). *The Church and people with developmental disabilities*. Presentation for Young Life Capernaum Gathering. Nashville, Tennessee.
  84. Carter, E. W. (2014, April). *Equipping youth and young adults with developmental disabilities for a good life after high school*. Presentation for LEND Core Seminar Series. Nashville, Tennessee.
  85. Boehm, T. L., & Carter, E. W. (2014, April). *Faith and flourishing in the lives of people with developmental disabilities and their families*. Presentation for LEND Core Seminar Series. Nashville, Tennessee.
-

- 
86. Carter, E. W. (2014, March). *Friendship matters: Building friendship and expanding inclusive activities for students with significant disabilities in Kentucky*. Full-day workshop for Northern Kentucky Regional Network. Burlington, Kentucky.
  87. Carter, E. W. (2014, March). *Incomplete without you: Supporting faith and flourishing the lives of people with disabilities and their families*. Keynote presentation at the All God's Children conference. Columbia, Missouri.
  88. Carter, E. W. (2014, March). *Strategies for supporting inclusion and relationships for children and youth in the church*. Workshop presentation at the All God's Children conference. Columbia, Missouri.
  89. Carter, E. W. (2013, November). *Supporting smooth transitions: Preparing children and youth for life after high school*. Presentation to the Arc of Dickson County. Dickson, Tennessee.
  90. Carter, E. W. (2013, October). *Lessons learned from statewide community conversations: Where do we go next?* Presentation to the Tennessee Council on Developmental Disabilities. Montgomery Bell, Tennessee.
  91. Carter, E. W. (2013, October). *Evidence-based peer support strategies: Fostering inclusion, learning, and relationships*. Workshops for the Autism Society of Northwest Ohio. Toledo, Ohio.
  92. Carter, E. W. (2013, September). *Strengths and flourishing: Early findings from a Hobbs Discovery Grant*. Presentation for the Vanderbilt Kennedy Center Leadership Council. Nashville, Tennessee.
  93. Carter, E. W. (2013, August). *Including people with disabilities in faith communities*. Half-day workshop for Clergy Day at Hope Community Resources. Anchorage, Alaska.
  94. Carter, E. W. (2013, August). *Faith and flourishing: Supporting people with disabilities to live a good life in (the) community*. Half-day workshop at Hope Community Resources. Anchorage, Alaska.
  95. Carter, E. W. (2013, May). *Promoting inclusion, learning, and meaningful relationships using peer support strategies*. Two full-day workshops for the Alberta Regional Consortia. Calgary and Edmonton, Canada.
  96. Carter, E. W. (2013, April). *Supporting the participation and contributions of people with significant disabilities*. Presentation at the Before and Beyond the Benediction Inclusion Conference. Birmingham, Michigan.
  97. Carter, E. W. (2013, April). *A place for my gifts: Welcoming people with disabilities and their families into faith communities*. Presentation at the Before and Beyond the Benediction Inclusion Conference. Birmingham, Michigan.
  98. Carter, E. W. (2013, April). *The other six days: Steps to support people with disabilities and their families*. Presentation at the Before and Beyond the Benediction Inclusion Conference. Birmingham, Michigan.
  99. Carter, E. W. (2013, April). *Improving employment outcomes and community engagement for youth with severe disabilities: What we are learning about what really works*. Presentation at the University of Cincinnati UCEDD/Division of Developmental and Behavioral Pediatrics. Cincinnati, Ohio.
  100. Carter, E. W. (2013, March). *Including students with severe disabilities in secondary schools: Peer support strategies to foster relationships and learning*. Presentation in the Intervention 2.0 Series at the Vanderbilt Kennedy Center. Nashville, Tennessee.
-

- 
101. Carter, E. W. (2013, January). *Welcoming well*. Discussion at Belmont United Methodist Church, Nashville, Tennessee.
  102. Juárez, A. P., Taylor, C., Garrett, L., Loring, W., Frank, K., Carter, E. W., Brock, M., Huber, H., Wallace, E., Stainbrook, A., Blumberg, S., & Warren, Z. (2013, January). *Training for educators of students with autism spectrum disorders*. Poster presented at the annual Vanderbilt Kennedy Center Science Day, Nashville, Tennessee. [Non-presenting contributor.]
  - 103.\*Carter, E. W. (2012, October). *Better together: Inclusion in the Church*. Presentation at the 2012 Linking Arms, Linking Hearts conference. Calgary, Canada.
  - 104.\*Carter, E. W. (2012, October). *After the benediction: Helping people with disabilities and their families flourish*. Presentation at the 2012 Linking Arms, Linking Hearts conference. Calgary, Canada.
  105. Carter, E. W. (2012, August). *Practicing inclusion: In church and neighborhood*. Four-part presentation at the RCA/CRC Disability Leadership Conference. Grand Rapids, Michigan.
  106. Carter, E. W. (2012, August). *Fostering relationships and learning: Support strategies paraprofessionals can use that really work*. Presentation at the PATTAN Special Education Paraprofessional Summer Workshop. Pennsylvania.
  107. Carter, E. W. (2012, May). *Peer support strategies for students with significant disabilities: Developing a compelling program of research*. Invited presentation for Project FOCAL. Champaign-Urbana, Illinois.
  108. Carter, E. W. (2012, March). *Employment services in Tennessee: Where are the gaps?*. Presentation to the Tennessee Council on Developmental Disabilities. Franklin, Tennessee.
  109. Carter, E. W. (2012, February). *Strategies for promoting youth employment and career development*. Teleconference presentation to PACER's Technical Assistance on Transition and the Rehabilitation Act (TATRA) team.
  110. Carter, E. W. (2012, January). *Community conversations to launch change efforts*. Presentation at the Ventures Program. Franklin, Tennessee.
  111. Carter, E. W. (2011, November). *Supporting parents of children with disabilities*. Invited graduation speech at the Volunteer Advocacy Project. Nashville, Tennessee.
  112. Carter, E. W. (2011, October). *Promoting learning and relationships using peer support strategies*. Full-day workshop series for PATTAN. Pittsburg, Harrisburg, and King Of Prussia, Pennsylvania.
  113. Carter, E. W. (2011, September). *Helping all youth flourish*. Presentation at the Vanderbilt Kennedy Center Grand Rounds. Nashville, Tennessee.
  114. Carter, E. W. (2010, November). *Expanding opportunities and relationships for children with disabilities*. Presentation for Special Connections, McFarland School District. McFarland, Wisconsin.
  115. Carter, E. W., & Moss, C. K. (2010, March). *Peer support strategies*. Training for teachers at Glenn Stephens Elementary School. Madison, Wisconsin.
  116. Carter, E. W. (2010, February). *Peer support strategies in secondary schools*. Presentation for Madison Metropolitan School District's Autism Training Series. Madison, Wisconsin.
  117. Carter, E. W. (2010, February). *Friendship facilitation*. Presentation for Special Connections, McFarland
-

---

School District. McFarland, Wisconsin.

118. Carter, E. W., Moss, C. K., & Swedeen, B. (2010, February). *Peer support strategies*. In-service presentation for Glenn Stephens Elementary School. Madison, Wisconsin.
  119. Carter, E. W. (2009, November). *High school peer relationships*. Full-day workshop sponsored by the Maryland Coalition for Inclusive Education. Timonium, Maryland.
  120. Carter, E. W. (2009, August). *Natural supports and friendships*. Full-day workshop for the Appleton Area School District. Appleton, Wisconsin.
  121. Carter, E. W. (2009, April). *Supporting meaningful school inclusion for students with autism*. Presentation at the Greater Madison Autism Society. Madison, Wisconsin.
  122. Carter, E. W. (2008, November). *Promoting social relationships, learning, and inclusion through peer support strategies*. Presentation at the Waisman Center's *Day with the Experts*. Madison, Wisconsin.
  123. Carter, E. W. (2008, November). *Supporting social relationships and learning in schools: The promise and possibilities of peers*. Presentation to the Autism Society of Fox Valley. Menasha, Wisconsin.
  124. Carter, E. W. (2008, April). *Improving students' social lives and learning through peer support arrangements*. Presentation at the Madison Metropolitan School District's *Autism Guest Lecture Series*. Madison, Wisconsin.
  125. Carter, E. W., Swedeen, B., & Kurkowski, C. (2008, February). *Four posters from Project Summer and Natural Supports*. Posters presented at the Waisman Center Poster Fair. Madison, Wisconsin.
  126. Carter, E. W. (2007, November). *Peer supports to promote school inclusion: Alternatives to the over-reliance on adults*. Presentation at the Waisman Center's *Day with the Experts*. Madison, Wisconsin.
  127. Carter, E. W., Kurkowski, C., & Bell, A. (2007, June). *Natural supports for transition-age youth with disabilities*. Presentation at the Summer Institute on Natural Supports. Wausau, Wisconsin.
  128. Carter, E. W. (2007, April). *Transition assessment and effective transition programming*. Professional development training for special educators at Stoughton High School. Stoughton, Wisconsin.
  129. Asmus, J., & Carter, E. W. (2007, April). *Single case research design: Challenges and applications*. Presentation for the Educational and Psychological Training Center (EPTC), University of Wisconsin-Madison. Madison, Wisconsin.
  130. Lease, K., & Carter, E. W. (faculty mentor) (2007, April). *Promoting preparedness*. Poster presented at the University of Wisconsin's Undergraduate Research Symposium. Madison, Wisconsin.
  131. Carter, E. W. (2007, February). *Peer supports, natural supports, and other promising strategies*. Professional development training for special education assistants at West High School. Madison, Wisconsin.
  132. Carter, E. W., & Trainor, A. A. (2007, January). *Transition assessment: Using the Transition Planning Inventory*. Professional development training for secondary educators in the Madison Metropolitan School District. Madison, Wisconsin.
  133. Carter, E. W. (2006, December). *Using observational research to inform the inclusion debate. . . or, how not to support students with disabilities in general education*. Brown Bag Presentation in the Rehabilitation Psychology and Special Education Department. Madison, Wisconsin.
-

- 
134. Carter, E. W. (2006, November). *Promoting friendships in schools*. Presentation to the Family Support 360 Learning Circle. Madison, Wisconsin.
  135. Carter, E. W., & Trainor, A. A. (2006, October). *Stories of community building from Wisconsin*. Presenter on a Panel Presentation at the Wisconsin State Transition Consortium. Madison, Wisconsin.
  136. Carter, E. W. (2006, May). *Supporting smooth transitions across the grade span*. Presentation to the Parents as Leaders program. Ripon, Wisconsin.
  137. Carter, E. W. (facilitator) & Parent Panel Members (2006, April). *School transitions: Strategies for success*. Facilitated a panel presentation for Special Connections, McFarland School District. McFarland, Wisconsin.
  138. Pelsue, D., & Carter, E. W. (faculty mentor) (2006, April). *Investigation of paraprofessional roles and support needs*. Poster presented at the University of Wisconsin's Undergraduate Research Symposium. Madison, Wisconsin.
  139. Pesko, M., & Carter, E. W. (faculty mentor) (2006, April). *Social validity of peer interaction interventions: Effectiveness, feasibility, and actual use*. Poster presented at the University of Wisconsin's Undergraduate Research Symposium. Madison, Wisconsin.
  140. Trainor, A. A., & Carter, E. W. (2005, November and December; 2006, January). *Transition assessment: Tools for effective planning*. Six half-day trainings for Madison Metropolitan School District secondary special education teachers and transition staff. Madison, Wisconsin.
  141. Carter, E. W. (2005, October). *Friendship matters: Practical strategies for promoting supportive relationships among students with and without disabilities*. Full-day training for Madison Metropolitan School District special education assistants. Madison, Wisconsin.
  142. Carter, E. W. (2005, May). *Child and adolescent transitions: Strategies for parents*. Presentation to the Parents as Leaders program. Ripon, Wisconsin.
  143. Carter, E. W. (2005, April). *Peer support interventions: Promoting peer interaction and access to general education*. Presentation at the Waisman Center, University of Wisconsin-Madison. Madison, Wisconsin.
  144. Clark, N. M., & Carter, E. W. (2004, June). *Access to the general curriculum for students with severe disabilities*. Presentation at the Williamson County Summer Institute. Franklin, Tennessee.
  145. Carter, E. W., & Clark, N. M. (2004, June). *Peer support programs*. Presentation at the Williamson County Summer Institute. Franklin, Tennessee.
  146. Clark, N., Kennedy, C. H., & Carter, E. W. (2003, September). *Transition to middle school*. Presentation to the Autism Society of Middle Tennessee. Nashville, Tennessee.
  147. Carter, E. W. (2000, June). *Job development in transition programs*. Transition Academy, Vanderbilt University. Nashville, Tennessee.
-