

WERUNGA, ROBAI, N
College of Education, Department of Curriculum and Instruction
Assistant Professor of Special Education
University of Massachusetts, Lowell.

A. EDUCATION AND ACADEMIC QUALIFICATIONS

Ph. D in Sp

Founded in Early 2020, CEDD is coalition for interdisciplinary collaboration to address the needs of linguistically and culturally diverse students with disabilities and their families
The main g

(Fund Code:

faculty who have passed their midpoint tenure review that they can both engage in and build support system

American Students. Preventing school Failure
<https://doi.org/10.1080/1045988X.2021.1898321>

McKenna, J., Brigham, F., Garwood, J., Zurawski, L., Koc, M., Werunga, R. (2021). A Systematic Review of Intervention Studies for Young Children with Emotional and Behavioral Disorders: Identifying the Research Base. *Journal of Research in Special Educational Needs*, 21, 120-145. <https://doi.org/10.1111/1471-3802.12505>

Werunga, R.N. (2020). The state of homeless black and brown students with disabilities in the era of COVID 19. *DEL Voices* 10(DEL Q)

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Werunga, R.N. & Fedha, F.M. (July 2023). Addressing High incidence disabilities Education Gap: An EBD/SLD Pilot Curriculum. Presentation at the Annual Division of International Special Education and Services (DISES) conference, Bangalore, India

Rosales R., Rinaldi, C., & Werunga, R.N. (2023, May). A collaborative interdisciplinary approach to training graduate students. Presentation delivered at the 98th Association for Behavior Analysis International, Denver, CO.

DCD/DISES Collaborative Panel Presentation (2023, March). Supporting Learning Opportunities for Displaced Children with Disabilities Through High Leverage Practices. Presentation at the 91st Annual Council for Exceptional Children conference, Louisville KY

Werunga, R.N. (July 2022). Immigrant Family Empowerment Through Training. Presentation at the 100th Annual Division of International Special Education and Services (DISES) conference, Breckenridge CO

Werunga, R.N. (January 2022). Immigrant Family Empowerment: Leveraging Community Partnerships. Presentation at the 100th Annual Council for Exceptional Children conference, Orlando Florida

Werunga, R.N. (November 2021). Preservice Teachers' Perceptions Regarding their use of High Leverage Practices in a Virtual Reality Classroom Teaching Demonstration. Presentation at the Annual TED conference, Fort Worth Tx.

Werunga, R.N., Minjeong K, Rosales, R, McKenna, J. (March 2021). Cambodian American Parents' Knowledge of Special Education Services Provided to their Children with Disabilities. Presentation at the 2021 Virtual Council for Exceptional Children conference via L.I.V.E!

Redmond, P., Jez, R. J., Hersey, P., Reid, T., & Werunga, R. (2020). Our profession is political: Advancing equity and democratic activism through culturally responsive teacher dispositions. Recorded paper presented at a meeting of the National Association of Multicultural Education Virtual Conference.

Werunga, R.N, Minjeong K, Rosales, R, McKenna, J, Lo, (February 2020). Empowering Immigrant Families from Culturally and Linguistically Diverse Backgrounds to Advocate for and Support their Children with Disabilities, Presentation at the annual Council for Exceptional Children conference, Portland Oregon

Werunga, R.N., Muharib, R., Roberson, C. (November 2019). Mastering the skills for a successful academic job search. Presentation at the Annual TED conference, New Orleans

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- Haughney, K., Clark, K., & Werunga, R.N. (November 2019). CLD teaching and learning in action: Planning, implementing, and reflecting. Presentation at the Annual TED conference, New Orleans LA.
- Werunga, R.N. (June 2019). Lost in translation: examining the barriers to effective involvement of parents of students with disabilities from culturally and linguistically diverse backgrounds Presentation at the annual DISES conference, Montego Bay Jamaica
- Zurawski, L., McKenna, J., Brigham, F., Koc, M., Lavin, C., Garwood, J., & Werunga, R (April 2019). A systematic review of interventions for young children with EBD. Paper session to be presented at the Annual Meeting of the American Educational Research Association. Toronto, Canada.
- Werunga, R.N. (February 2019). Addressing Writing and Social Skills Deficits of Students with Emotional and Behavioral Disabilities alongside SRSD Instruction. CEC Conference,

Haughney, K. L., Muharib, R., Werunga, R., Park, G., Collins, B. (2017, November). Teacher preparation across nations: An exploratory comparison of experiences. Conversation session as part of the national Teacher Education Division Conference, Savannah, G.A.

Werunga, R.N. (June

Werunga, R.N. (2017, January). Effects of culturally responsive social skills instruction on rule violation of African American students on tier 2 SWPBS. Presented at the Annual North Carolina Council for Exceptional Children Conference, Wilmington, NC

Owens, T. L. & Werunga, R.N. (2016, March). Classroom management. Veritas Community School, Charlotte, NC.

Werunga, R.N. & Terrell, M (2015, November). Other than Impaired/Transition (Guest lecture). Belmont Abbey College, Belmont, NC

D. INSTRUCTION RELATED ACTIVITY

Teaching

University of Massachusetts Lowell Spring 2024
EDUC 3200: Methods of Teaching Students with Moderate Disabilities

University of Massachusetts Lowell Spring 2024
EDUC 6300 Education Diverse Populations

University of Massachusetts Lowell Spring, 2024
EDUC 6320 Inclusive Schools

University of Massachusetts Lowell Fall, 2023 o

EDUC 6900 Action Research University of Massachusetts Lowell EDUC 2100: Introduction to Moderate Disabilities	Fall, 2022
University of Massachusetts Lowell EDUC 5010 Foundations of Social Justice	Summer, 2022
University of Massachusetts Lowell EDUC 3200: Methods of Teaching Students with Moderate Disabilities	Spring, 2022
University of Massachusetts Lowell EDUC 6300 Education Diverse Populations	Summer, 2021
University of Massachusetts Lowell EDUC 4400 Special Education Practicum	Spring, 2021
University of Massachusetts Lowell EDUC 3200: Methods of Teaching Students with Moderate Disabilities	Spring, 2021
University of Massachusetts Lowell EDUC 3200: Methods of Teaching Students with Moderate Disabilities	Spring, 2020
University of Massachusetts Lowell EDUC 2100: Introduction to Moderate Disabilities	Fall, 2019
University of Massachusetts Lowell EDUC 2200: Assessment of Students with Moderate Disabilities	Spring, 2019
University of Massachusetts Lowell EDUC 5010: Teaching Diverse Learners	Spring, 2019
University of Massachusetts Lowell EDUC 2100: Introduction to Moderate Disabilities	Fall, 2018
Past courses University of North Carolina at Charlotte SPED 6691: Seminar in Professional and Leadership Development	Spring, 2018
University of North Carolina at Charlotte SPED 4475: Student Teaching Supervision	Spring, 2017
University of North Carolina at Charlotte	Fall, 2017

SPED 4277: Teaching Wri

2019-2020 Kaitlyn Herthel Angulo: Using Social, Emotional, And Academic Learning to Improve Student Perceptions of Engagement, Support, And Climate (Committee member).

Sarah Marandos: Universal Screeners: A Multi-Gated Approach to Intervention (Committee Member).

Mentorship

Graduate:

2023 Tiana Brote- - EDUC 5035: Independent study (Research) – Conducting research. Design, data collection and analysis, and reporting (including Manuscript writing and presentation) Topic: Bonding: Perspectives of Children of Incarcerated Parents on Education and Parental Participation

Undergraduate:

Honors Projects Every year I work with sophomore students who take my courses as honors courses. I provide guidance to the students in the following tasks: a) writing a research-based paper following APA format, b) submitting a proposal to present at the university's annual symposium, c) preparing a PowerPoint presentation, and d) presenting at the symposium.

2022 Hannah Gould- Honors Project EDUC 3200: Topic- Direct Instruction

Project Title: Identifying Early Signs of Autism and Seeking Early Intervention: A Guideline for Hispanic Parents

Part of this student's senior project assignment was to find a mentor that aligned with her project focus to guide her through her senior project. She researched and found me via internet. After our initial meeting, I decided to mentor her based on her desire for supporting Hispanic parents with children with disabilities in her community, which clearly aligns with my research interests and current project. Through my guidance and mentorship, she successfully completed her project which included of a pamphlet to distribute to local libraries, community centers and local medical centers in her community, for access by families in her local community.

2021-present Honors College Faculty Fellowship applied for and received funding to mentor one undergraduate honor student in the recruiting process for one student. I plan to mentor the selected student in single case research design through a study that I am in the process of implementing. The honor student will be involved with the intervention and data collection during the study. He/she will work side by side with me in the implementation and data collection as well as graphing and interpretation of the results. This will give the honor student an opportunity to learn how to conduct a single case study and how to interpret results, a critical skill that is needed for those who work with students with disabilities

Advising

2020-Present Academic Advisor

x Advising the 2022 BAED cohort through their Junior Tj [-38... re [6(n)] T3 TJ [-5.3(h

2022- July	Present	Faculty advocate, River Hawk Scholars Academy	Working with (and supporting) 10 freshman students who are first generation college students in the college of Fine Arts Humanities and Social Sciences (College Level)
2022- May	October	Member,	Research Growth (R1) Planning Commission Faculty Success Working Group. Our group was charged with identifying challenges, solutions and opportunities pertaining to faculty success as it relates to the university achieving the R1 status (University level)
2022- March	June	Clinical Assistant Professor Search Committee Member	Contributed to the design of the "position announcement". Reviewed over 40 applications, participated in all zoom interviews and campus interviews. Contributed to all decisions, that led to a successful search for the position. (Department level)
2021- April	May	Chair School of Education Moderate Disabilities Adjunct Search	led the

2019-present

Affiliate, Center for Autism Research & Education (CARE).

The mission of the center is to educate students and the public concerning issues of importance to the autism community. Members of the center conduct interdisciplinary research that is relevant to those wi

2018-2019	Member, College of Education Spring Symposium Planning Committee
2019	The 2019 Lowell High School Transition Planning Fair (Representative, College of Education)

Professional Development and Training

National Center on Intensive Intervention Faculty Learning Series

August 2020: Preparing Teachers to Deliver Intervention in Virtual Settings

This webinar five practical strategies for adapting preparation and professional learning experiences to help teachers develop skills for delivering intensive intervention in virtual settings

September 2020: Practice-Based Opportunities for Intensive Intervention

This webinar offered practical strategies for integrating practice-based opportunities into field-based and clinical

2011-2015

Fayetteville Technical Community College: Part-time ESL
instructor, Fayetteville, NC

1995-1997

Teacher Service Commission Kenya: Swahili