

2004-2009 Literacy Specialist and Teacher, Breakwater School, Portland, ME

2002-2004 English Learner Teacher, P.S. 161

2019	\$4,960	Digital storytelling of family, school, and community partnerships in the Azores. FLAD: Crossing the Atlantic.	Co-PI with Jessica Strolin-Goltzman
2018	\$34,871	Bridging the gaps: Improving partnerships between refugee families and teachers to increase achievement. Braitmayer Foundation.	PI with Cynthia Reyes
2017	\$1,400	Initial site visit to the University of the Azores. FLAD: Crossing the Atlantic.	PI
2016	\$500,000	United We Stand of New York (UWS): Building capacity from within. Office of 503.83 2 /TT1 12 Tf 349.99 554543	

Teaching and Learning Initiative.			
2017	\$13,345	Bridging the gaps: Improving partnerships between refugee families and their children's teachers to increase achievement. CESS grant program.	PI with Cynthia Reyes
2017	\$1,000	Family advocacy collaborative: A community-based participatory action research study to improve collaboration between agencies supporting refugee families whose children have intensive support needs. Office of the Vice President for Research.	Co-PI with Colby Kervick
2017	\$29,138	Bridging the gaps: Improving partnerships teachers to increase achievement. REACH grant program.	PI with Cynthia Reyes
2017	\$7,000	UVM family-school partnership: Navigating American school systems for new American families. UVM Humanities Center Summer Research Awards Grant Competition.	Co-PI with Cynthia Reyes
2017	\$1,720	Initial site visit to the University of the Azores. CESS Travel Grant Program.	PI
2015	\$4,500	exemplary program. UVM College of Education and Social Services Research Grant	PI

B. PUBLICATIONS

[Link to Google Scholar Profile Online](#)

1. PEER-REVIEWED JOURNAL ARTICLES

In Preparation: n=10

Under review: n=3

Peer-reviewed: n=39; First Author: n=15

Peer-reviewed since submitting tenure dossier: n=15

Under Review

Haines, S. J., Reyes, C. C., & McGann, G.* (submitted March, 2023). Augmenting relationships among families with refugee backgrounds and their c teachers using a meeting protocol: A pilot study. *Manuscript under review.*

Haines, S. J., West-Geary, E.,* & Moore, M.* (submitted May, 2023).

Implementing restorative practice circles for collaborative learning in an undergraduate special education course. *Manuscript under review*.

Aguek, A.,* Reyes, C. C., & **Haines, S. J.** (under revision, April 2023). Resisting linguistic assimilation: A phenomenological study of South Sudanese families maintaining heritage language and literacy practices in the home. *Manuscript under review*.

Published

39. **Haines, S. J., & Reyes, C. C.** (in press). Teacher perspectives on fostering collaborative relationships with families with refugee backgrounds. *Teachers and Teaching: Theory and Practice*.

38. Strolin-Goltzman, J., **Haines, S. J., & Ura, S.** (in press). Understanding the impact of a relationship-based framework for resilience on intention to leave among school professionals. *Families & Society*.

37. Reyes, C. C., **Haines, S. J., & Ghemari, A.*** (2023). Examining community cultural wealth of multicultural liaisons during Covid-19. *Voices in Urban Education, 51*(1), 122-133. <https://doi.org/10.35240/vue.23>

36. **Haines, S.,** ~~SS, 2023~~, & 33.2023

professional partnership content and skills in the U.S. *Teaching and Teacher Education*, 105, 103419-103429. <https://doi.org/10.1016/j.tate.2021.103419>

30. Reyes, C. C., **Haines**, S. J., Ghising, H. T.,*Alamatouri, A.,* Hurwitz, R.,* & Haji, M*. (2021). eyes open and so do your ears: knowledge of families with refugee backgrounds during a follow-up interview. *Journal of Family Diversity in Education*, 4(1), 1-19. <https://familydiversityeducation.gersityeducation.gersityeducaucation.gersityed>

21. Francis, G., **Haines**, S. J., & Nagro, S. (2017). Developing relationships with immigrant

ner preparation. *Journal of Early Childhood Teacher Education*, 32(4),

2. Tur
yazar, K., **Haines**, S. J., Gershwin, T.,
Families and professionals: Trusting
son.
1. Rey
manizing methodologies in
ntities. Teachers College Press.
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omas, & A. Artiles (Eds).
p. 262-275. Sage.
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J. A. (2017). Research
ities in educating students with
Shogren (Eds.), *Research-based*

Tramill, L. Burrello, and W. Sailor (Eds.). *Unifying educational systems: Policy and leadership* (pp. 67-89). Routledge.

1.

Haines

Moore, M.*, **Haines**, S. J., & Cravedi, L. (2019, January). Discussing Difference: Using Tier 1 Restorative Circles in a Special Education Course. Poster presented at the Annual Meeting of CEC, Indianapolis, IN.

Moore, M.*, **Haines**, S. J., Kervick, C. T., Shepherd, K. G., & Kolbe, T. (2019, January). Listening to hear: Family member perceptions of the special education funding formula. Poster presented at the Annual Meeting of CEC, Indianapolis, IN.

Reyes, C., **Haines**, S. J., Tamang-Ghising, H.*, Alamatouri, A.*, & Komabu-Pomeyie, S.* (2018, May). *Adopting a humanizing approach to examine the complexity of family-professional partnerships between refugee families and their children's teachers* [Paper presentation]. University of Vermont's College of Education and Social Service Research Colloquium, Burlington, Vermont.

Haines, S. J., & McIntyre, D.* (2018, May). *Collaborating around complexity: Building a partnership to best address the special education needs of new American students with intensive support needs* [Paper presentation]. University of Vermont's College of Education and Social Service Research Colloquium, Burlington, Vermont.

Haines, S. J., Reyes, C., Tamang-Ghising, H.*, Alamtouri, A.*, Hurwitz, R.*, & Aden, M*. (2017, May). *Adolescent refugee students' literacy brokering: Examining the complexity of family-professional partnerships*. Paper presented at the University of Vermont's College of Education and Social Service Research Colloquium, Burlington, Vermont.

Aldersey, H. M., Chiu, C. Y., Francis, G. L., **Haines, S. J., & Wenda, D. A.** (2016, August). *Family Quality of Life in the Democratic Republic of the Congo needs* [Poster presentation]. 15th World Congress of the International Association for the Scientific Study of Intellectual and Developmental Disabilities, Melbourne, Australia. Presented by Aldersey and Chiu.

Haines, S. J., Shepherd, K. G., & Kotsiopoulos, A.* (2016, April). *The quest for mindfulness: One diverse school district's journey needs* [Paper presentation]. Annual Meeting of the CEC, St. Louis, MO.

Haines, S. J., Hirsch, S. E., Kennedy, M., & Alves, K. (2016, April). *Using multimedia to enhance preservice teacher knowledge of the FBA process*. [Paper presentation]. Annual Meeting of the CEC, St. Louis, MO.

Haines, S. J. & Francis, G. L. (2016, April). *Family partnership with refugee families in the US whose children have disabilities: A review of the literature* [Poster presentation]. Annual Meeting of the CEC, St. Louis, MO.

Kyzar, K. & **Haines**

- Stroup-Rentier, V. L., & **Haines**, S. J. (2012, October). *Goal setting within family-professional partnerships: A framework for promoting healthy minds* [Paper presentation]. Kansas Association for the Education of Young Children (KAEYC), Manhattan, KS.
- Stroup-Rentier, V. L., **Haines**, S. J., Wu, H. Y., Summers, J. A., & Palmer, S. B. (2012, April). *Foundations of early self-determination: Implications for preschoolers with disabilities* [Poster presentation]. International Conference of CEC, Denver, CO.
- Palmer, S. B., Stroup-Rentier, V. L., Wu, H. Y., **Haines**, S. J., & Summers, J. A. (2012, April). *Home-school partnership to develop foundations for self-determination in young children with disabilities* [Paper presentation]. International Conference of the CEC, Denver, CO.
- Haines**, S. J., & Wu, H. Y. (2012, February). *Building partnerships to develop foundations for early self-determination in young children* [Paper presentation]. Kansas Division of Early Childhood (KDEC), CEC, Wichita, KS.
- Turnbull, A. P., **Haines**, S. J., & Miksch, P. (2011, April). *Implementing Part C outcome of parents knowing their rights: Professional and family development*. [Demonstration presentation]. International Conference of the CEC, National Harbor, MD.
- Haines**, S. J. (2011, April). *Towards non-discriminatory evaluation of English language Learners struggling with reading* [Poster presentation]. International Conference of CEC, National Harbor, MD.
- Haines**, S. J., Palmer, A., Haynes, H., Francis, G. (2011, April). *Parent participation in response to intervention* [Poster presentation]. International Conference of CEC, National Harbor, MD.
- Haines**, S. J., Stroup-Rentier, V. L., & Wu, H. Y. (2011, April). *Foundations of self-determination in early childhood: What families from diverse backgrounds think about building foundational skills in their children*. [Paper presentation]. Kansas University Professionals for Disability (KUPD) Conference, Lawrence, KS.
- Palmer, S. B., **Haines**, S. J., & Wu, H. Y. (2011, April). *Building foundations for self-determination: Preschool children with disabilities, families, and teachers* [Poster presentation]. International Conference of the CEC, National Harbor, MD.
- Newton, J. R., **Haines**, S. J., & Kennedy, M. (2011, April). *Teacher candidates' perceptions on utilizing multimedia instruction that reaches students with exceptionalities* [Poster presentation]. International Conference of CEC, National Harbor, MD.
- Haines**, S. J., McCall, Z., & Park, H. R. (2011, April). *Student-led discussions: Modeling collaboration, reflective practice, and professional problem-solving* [Poster presentation]. International Conference of CEC, Teacher Education Division (TED) Kaleidoscope, National Harbor, MD.
- Ely, E., Cole, M., Newton, J. R., and **Haines**, S. J. (2011, April). *How content acquisition podcasts (CAPs) affect teacher candidate knowledge of teaching students with disabilities* [Poster presentation]. International Conference of CEC, Teacher Education Division (TED) Kaleidoscope, National Harbor, MD.

Summer 2023: Ali Brooks, Lindsey Cox, & Samantha Molod

- C. ADVISING, since 2013
 - 1. Undergraduate Students
 - a) Special Education: N= 175
 - b) Education for Cultural and Linguistic Diversity: N=32
 - 2. Graduate Students (Special Education): N= 60
 - 3. Doctoral Students (Education Leadership and Policy Studies): N= 7

V. STUDENT RESEARCH AND COMMITTEE MEMBERSHIP

A. DISSERTATION SUPERVISION

McGann, G. (Spring, 2023). Promoting family-professional partnership among refugee families through community-based participatory action research. Ph.D. in Educational Leadership and Policy Studies.

Alamatouri, A. (Spring, 2023). Partnerships between Iraqi families with refugee backgrounds and school professionals. EDD in Educational Leadership and Policy Studies.

Moore, M. (Spring, 2020).

C. HONORS COLLEGE SUPERVISION

Poleman, M. (2020).

Carson, K. (2019).

Drew, L. (2019).

Kotsiopoulos, A. (2016).

D. HONORS COLLEGE COMMITTEE MEMBERSHIP

Kerr, J. (2019).

Woodruff, A. (2018).

Kelly, A. (2017).

Cohen, J. (2017).

Peront, M. (2016).

VI. SERVICE

A. SERVICE TO THE FIELD

Chair Elect, AERA Family, School, and Community Partnership SIG, 2022-2024

Member-At-Large, AERA Family, School, and Community Partnership SIG, 2020- 2022

Member, Reading is Fundamental Advisory Board, 2022-

Chair and Founder, Families Research Network, 2016-2021

Member, Families Researcher Network, 2022-

Chair, Research and Families Committee, Division for Research, Council for Exceptional Children (CEC), 2016-2022

Member, Research and Families Committee, Division for Research, Council for Exceptional Children (CEC), 2022-present

Member, Program Advisory Council for CEC: Family/Parent Partnership Topic Area, 2016-

Editorial Board, School Community Journal, 2020-

Editorial Board, The Reading Teacher, 2020-

Reviewer, US Fulbright Commission, 2020-

Panel member, Mastercard Scholars Program Grant Review, 2017

Panel member, CEC Division for Research Student Awards, 2016

Guest editor of special issue, Inclusion, 2017

Field reviewer, Action in Teacher Education, 2022

Field reviewer, Multicultural Perspectives, 2022

Field reviewer,

Member, Fulbright Nominating Committee, University of Vermont

Advisor, Kappa Delta Pi Honor Society, 2016-2018

Member, Community-Engaged Learning Opportunities (CELO, formerly CUPS) Advisory Board, 2015-

Member, Diversity Curriculum Review Committee, 2015-2019

Member,