# Natasha M. (Wilson) Strassfeld

University of Texas at Austin, College of Education

## Education

Ph.D. 2013 Pennsylvania State University, Special Education

J.D. 2006 University of Wisconsin-Madison Law School

B.A. 2003 Centenary College, *magna cum laude*, Political Science

## Academic Positions

2024 - **Associate Professor (Promoted with Tenure)**, University of Texas at Austin, College of Education, Department of Special Education

*Fellow, H.E. Hartfelder/The Southland Corporation Regents Chair in Human Resources Development*

*Area Co-Coordinator, Special Education Systems Program (Department of Special Education)*

*Courtesy Appointment, Lyndon B. Johnson School of Public Affairs*

2021 - 2024 **Assistant Professor (Tenure-Track)**, University of Texas at Austin, College of Education, Department of Special Education

*Area Co-Coordinator, Equity and Diversity in Special Education Program (Department of Special Education)*

*Courtesy Appointment, Lyndon B. Johnson School of Public Affairs*

2016 - 2021 **Assistant Professor (Tenure-Track)**, New York University Steinhardt School of Culture, Education, and Human Development; Department of Teaching and Learning, Special Education Program

*Associated Assistant Professor of Public Service, New York University, Robert F. Wagner Graduate School of Public Service*

2013 - 2016 **Postdoctoral Fellow**, New York University, Robert F. Wagner Graduate School of Public Service

## Grants, Consultancies, Professional Appointments, and Fellowships

Current Awarded Grants

Principal Investigator

*U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs* (2024 – 2029); Principal Investigator (PI) and Project Director (PD):

Natasha Strassfeld (University of Texas at Austin); Co-Project Directors/Co-Principal Investigators: Lauren Hampton (Co-PD, University of Texas at Austin), Kathleen Zimmerman (Co-PD, University of Kansas), Maria Hugh (Co-PI, University of Kansas), Alana Schnitz (Co-PI, University of Kansas), Gregory Cheatham (Co-PI, University of Kansas), Catherine Voulgarides (Co-PD, City University of New York, Hunter College), Rosa Rivera-McCutchen (Co-PI, City University of New York, Hunter College) and Rhonda Bondie (Co-PI, City University of New York, Hunter College). Title: Preparing Early Childhood Special Education Researchers for Diverse Settings (EARLY); Total Amount: $3.6 million

Co-Principal Investigator or Co-Investigator

*Institute of Education Sciences* (2024-2029); Co-PI: Natasha Strassfeld; Title: A Comparative Exploration of IDEA Racial Equity Policy to Inform Research, Policy, and Practice; Total Amount: $1.6. million

Completed - Awarded Grants

*National Institutes of Health* (2023 - 2025); Co-I: Natasha Strassfeld; Title: User-Centered Design of a Proactive RF-Based Wearable Monitor for Bladder Monitoring and Toilet Training of Children with ASD and/or IDD; Total Amount: $275,000

*Foundation for Child Development* (2021-2024); Principal Investigator: Sarika Gupta; Title: "A Mixed-Methods Investigation of Disparities in New York City Preschool Program Ecologies, Equitable Referrals, and Inclusive Practice"; Total Amount: $224,901 (paid as consultant)

*Spencer Foundation Research Grants on Education: Small* (2019); Principal Investigator: Natasha Strassfeld; Title: "Juvenile Offenders with Disabilities: The Role of Multidisciplinary Transition Teams in Education, Transition, and Community Reentry"; Total Amount: $50,000

*NYU Provostial Mega-Grants Initiative Grant* (2018); Principal Investigator: Natasha Strassfeld; Title: "Paving STEM Employment Pathways for Incarcerated Students"; Total Amount: $20,000

*NYU Institute of Human Development and Social Change Seed Award* (2018); Principal Investigator: Natasha Strassfeld; Additional Investigators: Randy Hertz (NYU Law) and Cuyahoga County Court of Common Pleas, Juvenile Court Division; Title: "Developing Education Transition Teams to Support Juvenile Offenders with Disabilities"; Total Amount: $15,000

*Robert Wood Johnson Foundation Policies for Action Hub Grant* (2017); Principal Investigator: Natasha Strassfeld; Title: "Medicaid-Reimbursable Care for Young Children with Autism Spectrum Disorder"; Total Amount: $10,000

*New York University, Summer Research Grant* (2014); Total Amount: $2,500

Consultant Awards (Advisory Boards and Invited Consulting)

Advisory Boards

*U.S. Department of Education, Office of Special Education* Programs (2021); Advisory Board: Natasha Strassfeld; Title: "Preparing Leaders in Education Disability and Juvenile Justice"; Grant Number: H325D210052

Federal Consulting

*U.S. Department of Justice, Civil Rights Division, Educational Opportunities Section* (2021-2023); School Desegregation Litigative Consultant

- Conducted interviews with relevant stakeholders and qualitative analysis of district-wide desegregation and school discipline data

Professional Appointments

*The National Academies of Sciences, Engineering, and Medicine* (2023 – 2024); Appointed Committee Member, Promoting Learning and Development in K-12 Out of School Time Settings for Low Income and Marginalized Children and Youth

*The National Academies of Sciences, Engineering, and Medicine* (2022); Appointed Committee Member, Supporting Children with Disabilities: Lessons from the Pandemic, A Workshop

Fellowships

EdResearch for Action, Writers Fellowship (2024-2025)

New York University Postdoctoral and Transition Program for Academic Diversity Fellowship (2013-2016)

U.S. Department of Education, Teacher PREP Grant Fellowship for Research and Scholarship (2010-2013)

Advanced Opportunity Fellowship for Minority Law Students, American Bar Association (one of five U.S. recipients in 2003 cohort) (2003-2006)

**Article Publications**

Voulgarides, C., Firestone, A., Aylward, A., Ahram, R., **Strassfeld, N.M**., & Jeong, J. (2025). Top down and bottom up: Using the Deductive-Inductive Dual Pillar Integration Process (DID-PIP) to answer multilevel-systems questions. *Journal of Mixed Methods Research*, (*2*), 184-210.

Catherine Voulgarides, C., Alexandra Aylward, A., **Strassfeld, N. M.**, Cherng, H. S., Ahram, R., Firestone, A., Hartwig, J., & Jeong, J. (2025). A critical examination of special education policy using a multilayered systemic approach for policy analysis. *Remedial and Special Education, (X),* XX-XX.

Jeong, Y*., & **Strassfeld, N. M.** (2025). Addressing conflicts and role responsibilities in the special education service delivery process: Adult sibling involvement and facilitation as cultural and linguistic brokers. *Journal of Cases in Educational Leadership, 27*(4), 134-147. doi: 10.1177/15554589241288900
(*Doctoral student)

**Strassfeld, N. M.,** & Cooc, N. (2024). Disproportionality monitoring for special education and stakeholder practices in a post-affirmative action landscape. *Theory into Practice*, *63*(4), 366-376. https://doi.org/10.1080/00405841.2024.2355817

Voulgarides, C.,K., Cruz, R., **Strassfeld, N., M.,** Aylward, A., Ahram, R., & Firestone, A. (2024). Understanding policy reverberations across the educational ecosystem to effectuate change. *Theory into Practice*, *63*(4), 457-468. doi: https://doi.org/10.1080/00405841.2024.2355848

Voulgarides, C. K., Woulfin, S. L., **Strassfeld, N. M.**, & Meltzer, I. (2024). Consequential intersections: Examining equity expressions and experiences within special education ecosystems. *AERA Open*, *10*. doi: 23328584241230056

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Gupta, S. S., Cheatham, G. A., **Strassfeld, N. M.**, Zhu, X., Medellin, C., & Nagasawa, M. (2023). Examining the ecology of preschool inclusion in New York City: A mixed-methods study underway. *Contemporary Issues in Early Childhood, 25*(4), 503-511. doi: 14639491241229229

**Strassfeld, N. M.,** Brady, K., & Dieterich, C. (2023). Expanding law and policy-relevant discourse within special education research. *Journal of Disability Policy Studies, 35*(3), 198-206. doi: 10.1177/10442073231185737

**Strassfeld, N. M.,** Cherng, H. S., Wang, S., & Glied, S. (2023). Examining the prevalence rates of Autism diagnosis by race/ethnicity for Medicaid-Eligible children enrolled in NYC Universal Pre-Kindergarten Programs. *Journal of Research in Childhood Education*, *37*(3), 476-491.

**Strassfeld, N. M.** (2022). Developing a framework for critical qualitative inquiry within a juvenile justice context. *International Journal of Qualitative Studies in Education*, *XX*(X), 1-11. https://doi.org/10.1080/09518398.2022.2127020

**Strassfeld, N. M.**, & Cherng, H. S. (2022). Services for juveniles with Emotional Disturbances in secure-care settings: An exploratory analysis of racial disparities and recidivism. *Behavioral Disorders*, *47*(4), 257-269. doi: 10.1177/01987429211046552

**Strassfeld, N. M.**, & Voulgarides, C. (2022). Federal oversight, district compliance, and IDEA waivers during the COVID-19 pandemic. *Journal of Disability Law and Policy in Education, 1*(1), 1-9.

**Strassfeld, N. M.** (2021). Transition for system-involved youth with disabilities: Law, compliance, and support. *Education and Treatment of Children, 44*(1), 37-47. https://doi.org/10.1007/s43494-021-00036-4

**Strassfeld, N. M.,** & Strassfeld, R. N. (2020). After *Janus*: Teachers' unions, walkouts, and social justice unionism. *International Journal of Educational Reform, 29*(4), 334-353. https://doi.org/10.1177/1056787920918601

**Strassfeld, N. M.** (2019). Education federalism and minority disproportionate representation monitoring: Examining IDEA provisions, regulations, and judicial trends. *Journal of Disability Policy Studies, 30*(3), 138-147. doi: https://doi.org/10.1177/1044207319835185

**Strassfeld, N. M.** (2019). Preparing pre-service special education teachers to

facilitate parent involvement, knowledge, and advocacy: Considerations for curriculum. *Teacher Education and Special Education, 42*(4), 283-296. doi: https://doi.org/10.1177/0888406418806643

Morgan, P., Farkas, G., Cook, M., **Strassfeld, N. M.**, Hillemeier, M. M., Pun, W. H., Wang, Y., & Schussler, D. L. (2018). Are Hispanic, Asian, American Indian, or language minority children over-represented in special education? *Exceptional Children, 84*(3), 261-279. doi:10.1177/0014402917748303

**Strassfeld, N. M**. (2017). The future of IDEA: Monitoring disproportionate representation of minority students in special education and intentional discrimination claims. *Case Western Reserve University Law Review, 67*(4), 1121-1151.

Morgan, P., Farkas, G., Cook, M., **Strassfeld, N. M.**, Hillemeier, M. M., Pun, W. H., & Schussler, D. L. (2017). Are Black children disproportionately overrepresented in special education? A best-evidence synthesis. *Exceptional Children, 83*(2), 181-198. doi:10.1177/0014402916664042

Bon, S., Decker, J., & **Strassfeld, N. M.** (2016). Special education voucher programs, value-neutral perspectives, and future legislative recommendations. *Peabody Journal of Education: Issues of Leadership, Policy, and Organizations, 91*(4), 503-521. doi:10.1080/0161956X.2016.1207444

Eckes, S., Butler, A., & **Wilson, N. M.** (2015). *Brown v. Board of Education's* 60th anniversary: Still no cause for a celebration. *West's Education Law Reporter, 311*(1), 1-18.

**Wilson, N. M**. (2015). Question-asking and advocacy by African-American parents at Individualized Education Program meetings: A social and cultural capital perspective. *Multiple Voices for Ethnically Diverse Exceptional Learners, 15*(2), 36-49.

**Wilson, N. M.**, & Strassfeld, R. N. (2015). Turnaround in reverse: *Brown*, School Improvement Grants, and the legacy of educational opportunity. *Cleveland State Law Review, 63*(2), 373-396.

McNaughton, D., Rackensperger, T., Dorn, D., & **Wilson, N. M.** (2014). "Home is at work and work is at home": Telework and individuals who use augmentative and alternative communication. *Work*, 48, 117-126. doi:10.3233/WOR-141860

## Books

**Strassfeld, N. M.** (2026). *Special Education and the Juvenile Legal System: Connecting Policy, Research, and Practice to Address the School-to-Prison Pipeline*. Routledge.

## Publications Under Review or In Preparation

**Strassfeld, N. M.,** Voulgarides, C., & Woulfin, S. Policy in liminal space: IDEA, reauthorization, delay, and a future framework for informed policymaking. *Manuscript in preparation.*

## Faculty Service

### National Service

Editorial Board Member, *Review of Educational Research* (2025 - )

Editorial Board Member, *Focus on Exceptional Children* (2024 -)

Consulting Editor, *Journal of Disability Policy Studies* (2021 -)

Consulting Editor, *Journal of Clinical Child and Adolescent Psychology* (2020 -)

Associate Editor, *Journal of Disability Law and Policy in Education* (2020-2023)

Special Education Panel Reviewer (Behavioral & Social Science section), Institute of Education Sciences (IES) (FY2021)

Secretary and Treasurer, American Educational Research Association (AERA) Law and Education Special Interest Group (SIG) (2022)

Program Chair, American Educational Research Association (AERA) Law and Education Special Interest Group (SIG) (2020 – 2021)

### Institutional Service

Faculty Affiliate, University of Texas at Austin, College of Education, TexCEP (2023 -)

Committee Member, University of Texas at Austin, Criminal Justice Bridging Disciplines Program Committee (2022 - )

Committee Member, University of Texas at Austin and Austin Independent School District Collaborative Committee, Special Education Committee (2022 - )

Committee Member, University of Texas at Austin, College of Education, Faculty Awards Committee (2022 – 2023)

Faculty Affiliate, NYU Institute of Human Development and Social Change (2018 – 2021)

Advisory Board Member, NYU Technical Assistance Center on Disproportionality (2016 – 2021)

Committee Member, NYU Institute of Human Development and Social Change Workforce Group (2016 - 2017)

Dissertation Committee Member, NYU Steinhardt (Outside Reader: Department of Applied Statistics, Social Science, and Humanities and Department of Educational Leadership) (2018)

### Department Service

Dissertation Chair and Doctoral Advisor, University of Texas at Austin (2022-)

Committee Member, Teaching and Learning Assessment Committee, NYU Steinhardt (2017-2018)

Committee Member, Teaching and Learning Curriculum Committee, NYU Steinhardt (2017-2019)

Committee Member, Teaching and Learning Special Education EMAT Committee, NYU Steinhardt (2017 - 2018)

Master's Thesis Advisor, NYU Wagner (2015 - 2016)

Undergraduate Honors Program Faculty Advisor, NYU Steinhardt (2015 – 2016; 2017-2018)

Featured Presenter, NYU Wagner Student Retreat (2014)

Featured Presenter, NYU Education Law and Policy Society, NYU School of Law (2014)

**Invited Talks, Presentations, and Conference/Workshops**

Strassfeld, N. M. (2026, July). *Special education and the juvenile legal system: Connecting policy, research, and practice to address the school-to-prison pipeline*. Book talk presented at the University of Texas at Austin, Initiative for Law, Societies, and Justice, Austin, TX.

Strassfeld, N. M. (2026, March). *Special education and the juvenile legal system: Connecting policy, research, and practice to address the school-to-prison pipeline*. Book talk presented at the American Bar Foundation, Chicago, IL.

Strassfeld, N. M. (2023, September). *Race and special education: Supporting our students*. Research talk presented at Mexican American School Boards Association Conference, San Antonio, TX.

Strassfeld, N. M. (2022, December). *Envisioning an interdisciplinary future for special education and gifted racial equity research*. Invited conference (funded by Spencer Foundation Conference Grant program) held at Roosevelt House Public Policy Institute at Hunter College, New York, NY.

Strassfeld, N. M. (2022, February). *Providing services to youth with disabilities returning to or leaving K-12 school placements*. Research talk presented at Ohio Council for Children with Behavioral Disorders (online).

Strassfeld, N. M. (2021, May). *Researching as a social scientist*. Research talk presented at Annenberg Institute Undergraduate Fellows in Education and Social Policy Forum, Brown University (online).

Strassfeld, N. M. (2019, March). *Learning differences and the future of special education*. Invited research symposium (funded by Stanford Graduate School of Education) held at Stanford Graduate School of Education, Palo Alto, CA.

Strassfeld, N. M. (2017, June). *Examining associations between mental and behavioral health services for students with disabilities in secure-care settings and recidivism*. Paper session presented at the Center for Youth Engagement symposium, University of Massachusetts Amherst, Amherst, MA.

Strassfeld, N. M. (2016, October). Desegregation panel in the "*In honor of Fred Gray: Making civil rights law from Rosa Parks to the twenty-first century*" symposium. Paper session presented at Case Western Reserve University School of Law, Cleveland, OH.

Wilson, N. M. (2014, October). *Achieving parental involvement under IDEA: Parent Training and Information Centers and support via decision aids*. Faculty presentation at University of Miami, School of Education & Human Development, Department of Teaching and Learning, Miami, FL.

**Invited Keynotes and Plenary Sessions**

*Invited Panel (co-panelists: Ye Shen, Jose Eos Trinidad), Division K (Teaching and Teacher Education) of the American Educational Research Association, "*Demystifying grants and fellowships: Strategies for navigating funding." February, 2026.

*Invited Symposium Panel (co-panelists: Emily Lund, Sophia Rodriguez), Society for Research on Educational Effectiveness (SREE) Conference*, "Advancing special education equity: Navigating foster care, juvenile justice, and immigration systems." October, 2025.

*Pennsylvania Council for Exceptional Children, Annual Conference Keynote*. Virtual Presentation, "Staying Close While Teaching Remotely: Supporting Parents and Students with Disabilities During the COVID-19 Pandemic." Remote Presentation. October, 2020.

*NYU Doctoral Student Welcome Reception*. New York, NY. August, 2019.

**Conference Presentations, Faculty Talks, and Webinars**

Voulgarides, C. K., Woulfin, S. L., & Strassfeld, N. M. (2023, April). *Equity trials and triumphs at the intersection of district-wide and special education ecosystems*. Paper session presented at the American Educational Research Association conference, Chicago, IL. (Accepted presentation, did not attend).

Strassfeld, N. M., Brady, K. P., & Dieterich, C. A. (2023, April). *Expanding law-and policy-relevant discourse within special education research*. Roundtable session presented at the American Educational Research Association conference, Chicago, IL. (Accepted presentation, did not attend).

Strassfeld, N. M., & Voulgarides, C. K. (2022, April). *Federal oversight, district compliance, and IDEA waivers during the COVID-19 pandemic: A case study*. Roundtable session presented at the American Educational Research Association conference, online.

Gupta, S., Cheatham, G., & Strassfeld, N. M. (2021, November). *Examining positionalities, practices, and processes for inclusion*. Paper session presented at the National Association of Early Childhood Teacher Educators conference, online.

Strassfeld, N. M. (2019, October). *Use of education transition teams to support juvenile offenders with disabilities*. Paper session presented at the Teacher Educators for Children with Behavioral Disorders conference, Tempe, AZ.

Strassfeld, N. M. (2019, January). *Education federalism and minority disproportionate representation monitoring: Examining IDEA provisions, regulations, and judicial trends*.

Paper session presented at the Council of Exceptional Children conference, Indianapolis, IN.

Strassfeld, N. M., & Cherng, H. S. (2018, April). *Examining associations between mental/behavioral health services for students with disabilities in secure-care settings and recidivism*. Paper session presented at the American Educational Research Association conference, New York, NY.

Morgan, P. L., Farkas, G., Cook, M., Strassfeld, N. M., Hillemeier, M. M., Pun, W. H., Wang, Y., & Schussler, D. L. (2017, April). *Are minority children overrepresented in special education? A best-evidence synthesis.* Paper session presented at the American Educational Research Association conference, San Antonio, TX.

Strassfeld, N. M., & Wannarka, R. (2017, April). *The impact of the Every Student Succeeds Act on incarcerated youth with disabilities*. Paper session presented at the Council for Exceptional Children conference, Boston, MA.

Strassfeld, N. M., Bon, S., & Decker, J. (2016, April). *The impact of special education voucher program legislation on administrators and teachers.* Paper session presented at the Council for Exceptional Children conference, St. Louis, MO.

Wilson, N. M. (2015, November). *Achieving parental involvement under the Individuals with Disabilities Education Act: Do federally funded Parent Training and Information Centers provide support to families and school districts?* Paper session presented at the Education Law Association conference, Cleveland, OH.

Wilson, N. M., & Strassfeld, R. N. (2014, October). *Turnaround in reverse: Brown, School Improvement Grants, and the legacy of educational opportunity*. Paper session presented at "60 years after *Brown*: Examining segregation and re-segregation in America's school systems," co-sponsored by Cleveland-Marshall School of Law and the Education Law Association, Cleveland, OH.

Wilson, N. M. (2014, June). *Supporting culturally and linguistically diverse parental involvement in the Common Core era*. Paper session presented at the New York University, Metro Center—Technical Assistance Center on Disproportionality conference, New York, NY.

Wilson, N. M. (2014, March). *Teacher preparation pathways and teacher labor market outcomes*. Panel discussant at the Association for Education Finance and Policy conference, San Antonio, TX.

Wilson, N. M., Morgan, P., & Cook, M. (2014, March). *Analysis of disproportionate representation in special education and use of covariates: A review of large-sample studies.* Poster session presented at the Association for Education Finance and Policy conference, San Antonio, TX.

Wilson, N. M. (2013, February). *The current impact of the Individuals with Disabilities Education Act.* Webinar presentation offered to members and non-members of the Education Law Association.

Wilson, N. M. (2012, November). *Increasing parental involvement in the IDEA process: Mandated involvement and legal implications for school administrators.* Paper session presented at the Education Law Association conference, Hilton Head, SC.

Wilson, N. M. (2012, April). *Increasing family participation using strategy instruction for in-service teachers and families: LAFF don't CRY + Mini-Conferencing: A preliminary proposal for study*. Poster session presented at the Behavioral Analysis Research Colloquium, Pennsylvania State University, State College, PA.

Wilson, N. M. (2011, November). *The contextual factors of bullying and victimization roles of students with disabilities*. Poster session presented at the Education Law Association conference, Chicago, IL.

Farmer, T. W., Hall, C., Norwalk, K., & Wilson, N. M. (2010, April). *Social networks and peer affiliations of students with disabilities*. Poster session presented at the Social Networking Symposium, Pennsylvania State University, State College, PA.

**Courses Taught**

*College Teaching,* University of Texas at Austin

*Qualitative Research Methods in Education,* University of Texas at Austin

*Parent Involvement in Special Education,* University of Texas at Austin

*Youth, Disability, and Juvenile Justice*, University of Texas at Austin

*What Special Education Processes and Policies am I Responsible For?,* NYU Steinhardt

*The Special Needs Child: Child, Family, and Community,* NYU Steinhardt

*Disability, Diversity, and Equity in Family, School, and Community*, NYU Steinhardt

*Foundations of Curriculum for Diverse Learners,* NYU Steinhardt

*Education of Students with Disabilities in Middle Childhood and Adolescent Settings,* NYU Steinhardt

*Poverty, Inequality, and Policy*, NYU Wagner

*Race, Law, and Education*, NYU Wagner and University of Texas at Austin (Cross-listed at the College of Education and LBJ School of Public Affairs)