

DISCRETIONARY PROJECTS SUPPORTED BY  
THE OFFICE OF SPECIAL EDUCATION PROGRAMS  
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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FISCAL YEAR 2003

# Compilation of Projects Addressing the Early Childhood Provisions of IDEA

Prepared by



The National Early Childhood Technical Assistance Center  
FPG Child Development Institute  
University of North Carolina at Chapel Hill



U.S. Department of Education  
Office of Special Education Programs  
Research to Practice Division

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**COMPILATION OF PROJECTS ADDRESSING THE EARLY CHILDHOOD  
PROVISIONS OF IDEA**

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This directory contains 262 discretionary projects addressing the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). It was compiled from four volumes separately published by the ERIC/OSEP Special Project. The discretionary grants and contracts authorized by the 1997 Amendments to the IDEA are administered by the Research to Practice and Monitoring and State Improvement Planning Divisions of the Office of Special Education Programs (OSEP). The four volumes of discretionary projects from which this volume was compiled are:

- 1: Research, Innovation, and Evaluation**
- 2: Personnel Preparation**
- 3: Technical Assistance, Dissemination, Parent Training and Information, and State Improvement**
- 4: Technology and Media Services**

The “Research and Innovation” section of this compilation volume presents projects and contracts categorized in the following two discretionary programs: *Research and Innovation to Improve Services and Results for Children with Disabilities* and *Studies and Evaluations*. The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services provided under IDEA, including the practices of professionals and others involved in providing services to and to improve results for children with disabilities of all ages. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities and early intervention services to infants and toddlers with disabilities, or those who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

The "Personnel Preparation" section of this compilation volume presents projects designed to help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

The “Technical Assistance and Dissemination” section of this compilation volume presents projects and contracts providing technical assistance and information, through such mechanisms as institutes, Regional Resource Centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention and special education and results for children with disabilities and their families, and programs that address systemic-change goals and priorities. The “Parent Training and Information” projects are not included in this compilation volume, but Technical Assistance to Parent Projects/Centers is included.

The “State Improvement Grants” section of this compilation volume includes projects awarded to state education agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services including their systems for

professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

The “Technology and Media Services” section of this compilation volume presents projects and contracts that aim to: (1) promote the development, demonstration, and utilization of technology and (2) support education media activities designed to be of educational value to children with disabilities and other specified media-related activities.

Within the directory, the projects are grouped within the programs and competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

# RESEARCH AND INNOVATION



## 84.324B

### Student-Initiated Research Projects

*Grant Number:* H324B030017

#### State and Local Influences on Part C Enrollment

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*Ending Date:* 9/30/2004

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*Purpose:* This project will identify and map the variation in early intervention services enrollment across the country as well as investigate the contextual causes of this variation, which points to the fact that many infants and toddlers might not be receiving the services they need. Multilevel analyses will be conducted to determine which state-level policy factors influence enrollment rates, controlling for county demographic variables. The analyses will also determine which county-level factors impact enrollment rates, controlling for state-level characteristics, and they will disentangle state and county sources of geographic variation in enrollment rates.

*Method:* Data from over 3,000 counties in all 50 states will be analyzed through multilevel strategies that will describe the between-state and within-state variation in enrollment rates, and it will determine the relative effects of state-level policy and county-level demographic factors on county enrollment. Geographic Information Systems mapping technology will be used to display variations in enrollment.

*Products:* This study will add to the growing body of research on contextual influences on the development of infants and toddlers with disabilities by focusing on access to early intervention services. Findings will be produced in different formats and disseminated to policymakers, researchers, Part C (early intervention) coordinators, service providers, and parents. Formats will include detailed research reports and one- and two-page summaries of research findings written in newspaper article format. Dissemination will be accomplished through both Web-based and non-Web-based methods.

*Grant Number:* H324B030043

#### A Comparison of Phonological Awareness Intervention Approaches

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*Purpose:* This project will compare the effectiveness of two types of phonological awareness programs (a structured drill approach and a naturalistic approach) in increasing the early literacy skills of preschool children at risk for reading failure.

*Method:* Forty-five at-risk preschool children enrolled in the Head Start program will be randomly assigned to one of three groups (drill-type intervention, naturalistic intervention, or control group) for eight weeks of phonological awareness intervention. Following the eight-week phase of the project, children will be reassigned to a different group. Reassignment will occur again after the second eight-week phase of the project, resulting in all children participating in all of the three groups across the 24-week intervention period. The outcome measures will be compared across groups to determine the effectiveness of the phonological awareness interventions (drill-approach or naturalistic approach).

*Products:* The short-term goal of the project is to compare the effectiveness of the two phonological awareness treatment approaches in increasing the early literacy skills of children at risk for reading difficulties. The ultimate goal is to improve the quality of emergent literacy services to preschool children who are at risk for reading failure.

*Grant Number:* H324B030067

### **Parent and Professional Beliefs about Early Intervention for Young Children with Autism**

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*Purpose:* This research project will examine the beliefs of parents and professionals about the nature of early intervention services for children with autism ages 2 to 5 years and the extent to which family-centered services are being implemented.

*Method:* Five specific research questions will be asked: 1) What is the nature of early intervention services for young children with autism?; 2) To what extent do parents' and professionals' beliefs about services differ?; 3) To what extent do parents' beliefs differ as a function of ethnicity, gender, education level, geographical location, type of services received, and knowledge of early intervention?; 4) To what extent do professionals' beliefs about service delivery differ as a function of years of experience and education level?; and 5) What are the potential barriers to implementation of services?. The Family-Centered Program Rating Scale will be used as the primary measure in this investigation. Families and professionals will be recruited from developmental evaluation centers, preschools, and childcare centers in central North Carolina. Four hundred surveys will be sent to interested families, as well as teachers, administrators, and service coordinators. Analyses of variance and covariance will be conducted to test for significant differences among and between groups.

*Products:* Findings will inform parents, professionals, policymakers, and researchers of ways in which early intervention services for young children with autism are being implemented, as well as offer ways in which they can be improved to maximize child and family outcomes.

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Grant Number: H324B030069

**Variation in Joint Action Routines: Effects on Social Communication Skills  
of Toddlers with Autism Spectrum Disorder**

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*Purpose:* This project will examine an intervention targeting early social communication skills of toddlers with autism spectrum disorders (ASD) in the natural environment. The project will increase knowledge and understanding of effective strategies to improve communication skills by establishing and enhancing routine interactions between children and caregivers, encouraging caregivers to select and introduce their choice of variations within routines, and offering them the flexibility to match the variations with the particular context and preferences of the child. In addition, strategies that increase the child's social communication skills and competence within the family will be emphasized because of their relationship to positive future outcomes for children with ASD.

*Method:* Four children with ASD and their primary caregivers will participate in home environments. A multiple probe design across participants and routines (play with toys, social games, and literacy activities) will be used to investigate the effects of introducing variation within routines on social signals, communicative functions, and communicative means. Specifically, parents will be taught to implement components of a joint action routine within typical play activities. Once the routine is established, variations will be introduced to the child. It is expected that introducing a novel element in a known context will increase early social communication skills of toddlers with ASD.

*Products:* This project will contribute knowledge to the field about useful intervention strategies for toddlers with ASD and will have important clinical implications for developing an effective and appropriate intervention targeting social communication skills, a core deficit for children with ASD. The project also hopes to increase knowledge regarding the efficacy of actively involving caregivers in the provision of services in natural environments, which will help increase the ability to efficiently serve very young children with ASD and their families within natural environments. Project results will reach practitioners at the local, state, and national levels through conference presentations, insertions to agencies, and publication in professional journals.

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## 84.324C

### Field-Initiated Research Projects

*Grant Number:* H324C990012

#### **A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3**

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*Purpose:* This project will conduct a four-year Phase 3 follow-up study on a sample of 205 students with disabilities who were educated in two highly contrasting preschool instructional models and who have been followed prospectively. The study is unique in special education in its combination of large sample size, random assignment to initial intervention, and length and completeness of follow-up. The Phase 3 follow-up will enable the researchers to collect data out to age 18 for nearly all of the study subjects.

*Method:* The project has maintained 85% of its original preschool sample, guaranteeing the validity of the longitudinal research findings. The sample will be measured by sets of cognitive and academic achievement measures and measures of adjustment and social development. By looking at developmental profiles that address such issues as when children become competent readers, their placement in regular or special education or movement between the two, the development of affective behavior through adolescence, and attitudes toward school and life after school, informed conclusions can be drawn from the data collected by the project about what actually happened to the large group of students with disabilities under study since early childhood. A database of analytical information will be set up using the results of the measurements.

*Products:* The database of information will be unique and important when considering such issues as whom to serve and when to serve them, as well as in regard to more traditional curriculum comparisons.

*Grant Number:* H324C000004

#### **Improving Receptive and Expressive Outcomes in Young Children with Developmental Delay: A Comparison of Three Intervention Protocols**

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*Purpose:* In this investigation, the relative efficacy of three different early-language treatment approaches will be examined, in terms of immediate and longer-term effects for young, prelinguistic children with developmental delay. The treatment procedures are differentiated by provision of training to 1) primary caregivers; 2) directly to the children; or 3) a combination of the two. Each of the treatments is designed to promote children's receptive language development and facilitate transition to expressive language use.

*Method:* The sample (prelinguistic children with developmental delay) represents a group for whom little is known in terms of comparative efficacy. As a result, minimal information is available to guide the selection of one intervention approach versus another intervention approach, or the conditions under which a combination of approaches may be most effective. The rationale and design for this investigation derives from two areas of inquiry. The project will evaluate the extent to which direct lexical training, caregiver verbal responsivity training, or a combination of the two are effective, not only in comparison to each other, but also in terms of varying characteristics of participants in the research. The relative effects of the treatment conditions will be examined in the short and longer term (i.e., pre-, mid-, & post-intervention, and through five observations spread over the 18 months following intervention) for a total of eight observation points over a two-year period. Global efficacy will be addressed by comparing outcomes of each treatment condition to the other. More individualized efficacy data (i.e., individual characteristics x treatment condition) will derive from examining: 1) child and caregiver growth patterns and their interrelationships within and between the treatment conditions; and 2) variations in growth attributable to specific child, caregiver, and family characteristics.

*Products:* This research will generate information regarding mechanisms and individual characteristics contributing to children's successful transition to linguistic communication. Through planned dissemination and impact activities, the project will make a substantial contribution to intervention practices.

*Grant Number:* H324C010037

### **Costs, Quality, and Outcomes of Preschool Inclusion**

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*Purpose:* This research project will examine the relationships between program costs, program quality, and outcomes for preschool-age children with disabilities and their families enrolled in inclusive programs. Three organizational models for preschool inclusion will be examined: community-based itinerant, Head Start, and public school.

*Method:* Extensive information will be collected in 18 programs (with three to ten classrooms per program, depending on the model) and will involve 180 children and families. Developmental measures, goal attainment scaling, assessment of friendships and peer social acceptance, and family assessments will document the outcomes of inclusive programs. An environmental rating scale, an ecobehavioral observational measure, and an assessment of the quality of inclusion will be used to measure quality of the programs. Cost measures will document dollar costs per child. Hierarchical linear modeling will be

used to examine the relationship between quality of programs and outcomes for children and families, as well as the differential costs for higher and lower quality programs.

*Products:* The project will examine the individual contributions that quality of the early childhood setting and quality of inclusive practices make to outcomes for children with disabilities and their families. It will provide a statistical and conceptual model for understanding the relationship between cost and quality and how they are associated with outcomes for children and families. Project information can be used to guide families, teachers, and local program administrators in selecting placements and designing quality improvements of inclusive preschool programs for young children with disabilities. Project results will be disseminated via journal articles, a project website, a policy alert with recommendations regarding cost-effective strategies, and conference presentations.

*Grant Number:* H324C010067

### **Longitudinal Study of Early Locomotive Training in Infants with Down Syndrome and Infants At Risk for Cerebral Palsy**

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*Purpose:* This project will evaluate the effects of increasing the intensity of the treadmill procedures on the onset of independent walking of infants with Down syndrome (DS). The project also will initiate the science needed to study the ontogeny of treadmill stepping in infants at risk for cerebral palsy (CP).

*Method:* The project will evaluate the effects of treadmill training on physical stamina of infants with DS as measured by level of physical activity, body composition, gross motor skill development, dynamic balance, speed of walking, walking quality, and the ability to adapt to small objects in the environment while walking. Given the consistent results in the literature suggesting the benefits of locomotion in further cognitive and social development, the project will examine the relationship between locomotive, cognitive, and social skills. These measures will be evaluated at onset of walking and after the child with DS has acquired one year of walking experience. This project also will follow a group of 19 infants at risk for cerebral palsy (CP) beginning at eight months of age until they are 24 months of age. The project will record a series of measurements bimonthly, including: response on the treadmill; level of physical activity for a period of 24 hours; level of motor skill development; level of spasticity; hip, knee, and ankle range of motion; cognitive and social skills; and physical growth. These longitudinal measurements will allow project staff to determine: if and when infants at risk for CP respond to the treadmill; the developmental trajectory of their response; what developmental factors, including physical and cognitive, are related to their response patterns; and whether their pattern of response provides information useful for predicting a diagnosis of CP and the onset of walking.

*Products:* The results will provide information needed to determine if and when the treadmill intervention program could be utilized with infants at risk for CP.

*Grant Number:* H324C010125

## **Parent Involvement in Public School Programs for Young Children with Autism**

---

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*Purpose:* Educators have increasingly come to view parent involvement as an essential component of public school programs for children with autism. Despite its importance, parent involvement may be difficult to achieve given autism's severity and the challenges associated with parenting such a child. Thus, educators are faced with a dilemma—how can schools actively engage parents in the education of their autistic child so that child benefits are maximized, while negative effects on the family are avoided or minimized? This research project will address this question through a conceptual model that views parent involvement as a process involving both the parents' decision to participate in their child's education and their ability to sustain involvement over time. Drawing from ecocultural studies of family adaptation to childhood disability, the model places special emphasis on the ability of parents to carry out involvement activities within the context of the daily family routine.

*Method:* A three-year prospective longitudinal study is proposed involving the families of 120 children with autism or Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), ages three to six, entering public school programs. Data will be collected from parents (using questionnaires and interviews), school staff (using questionnaires), and the child's school records. In addition, data on a number of outcomes relating to both the child with autism and the family will be gathered at the end of each school year.

*Products:* The results of the study will provide educators with information that will enable them to more fully appreciate the variety of supportive roles parents can play in the education of their children with autism. In addition, study findings will serve to sensitize educators to potential obstacles standing in the way of parents becoming involved and staying involved in their child's educational program.

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*Grant Number:* H324C010147

## **An Outcomes-Based Approach to Evaluating Service Coordination Models**

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*Purpose:* This study will identify those service coordination strategies that best support service system

efficiency and child and family quality of life. It will investigate current Part C coordination models, particularly in terms of child and family outcomes as well as costs associated with different models.

*Method:* Three service coordination models will be evaluated. The models include: 1) an “independent” model, located in Maine and Arizona; 2) a “combined-roles” model in Utah and New Mexico; and 3) a “one-stop shopping” model located in Washington state and Ohio. A total of 210 children (birth to 3 years) with disabilities and their families will be recruited from the six communities. A variety of qualitative and quantitative methodologies will be used: 1) collection of cost data and rating scales associated with the services provided within the three models; 2) community- and state-level interviews and document reviews; 3) ecocultural interviews focusing on child and family adaptations to family functioning and inclusion in the community; 4) family self-report surveys concerning well-being, quality of life, empowerment, access to services, and satisfaction with services; 5) child function; and 6) descriptive information of the coordination strategies in place.

*Products:* Products from the study will include: 1) an analysis and critique of each model in relation to child and family outcomes; 2) data to inform the government on achievement related to performance review outcomes for Part C; 3) a determination of costs in service coordination and direct service outcomes; and 4) a framework to guide future outcomes-based evaluations of service coordination.

*Grant Number:* H324C020043

### **Promoting Adoption of Best Practices by Early Intervention Teams**

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*Ending Date:* 6/30/05

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*Purpose:* This study will test and identify ways of promoting the adoption of best practices by multidisciplinary teams working in Early Intervention (EI) with families and their infants and toddlers who have delayed development or disabilities. The project will identify, study, and test the supports and strategies necessary for professionals and family members to adopt and use EI best practices in their day-to-day interactions with infants and toddlers.

*Method:* Central to this purpose are collaborative research-practice partnerships involving multidisciplinary EI professionals, parents of infants and toddlers who are participants in early intervention programs, and expert mentors. Activities of this project will include: 1) testing the extent to which a strategy of collaborative research teams using participation action research (PAR) methodology results in adoption and use of best practices of EI professionals and families; and 2) maximizing children’s learning and development through implementation of these practices. Practices will be categorized into three major groups: 1) interactions with families; 2) interactions with children; and 3) maximizing learning opportunities for children within the context of activities and routines that occur in their natural environments. The study will be implemented in four phases: 1) identification of key issues and desired outcomes; 2) adoption action plans; 3) analysis and review of results; and 4) experimental replication. Phases II (adoption action plans) and III (analysis and review of results) will be conducted with 15 PAR teams. Both quantitative and qualitative data about adoption/utilization of best practices and effects of use of

best practices on children's outcomes will be gathered during this phase and used as the basis for Phase IV replication activities. Phase IV (experimental replication) will be based on a mixed-model design. Fifty teams (25 experimental and 25 contrast), each of whom is working with an infant/toddler who is receiving multidisciplinary EI services, will be recruited and selected for participation. Because the ease of adoption/utilization of best practices and the type of best practice may differ as a function of a child's degree of disability, both the experimental and control group will include infants with Down syndrome, cerebral palsy, multiple disabilities (including multi-sensory impaired), and developmental delay (without specific etiology).

*Products:* This project uses an action research framework to guide dissemination. Action research links researchers to experts (developers) together with practitioners and with families (implementers) to jointly apply new knowledge in practice situations and design dissemination strategies and products that are meaningful and useful to the consumer. By working together with parents and multiple-discipline professionals, the project will create print, audiovisual, and technological dissemination products that will be useful for a wide variety of audiences.

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*Grant Number:* H324C020078

**Promotion of Communication and Language Development with  
Infants and Young Children in Inclusive Community-Based Child Care**

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*Purpose:* This project will improve the care and early intervention services provided to infants and young children who are at risk for or who have disabilities, in order to promote their communication and language development.

*Method:* The project will: 1) develop and test effective professional development strategies that result in successful collaboration with early childhood care providers to ensure that quality care and effective interventions are implemented in inclusive community child care programs; and 2) collaborate with early childhood caregivers in inclusive community child care settings to translate effective evidence-based communication and language-promoting strategies into practice to promote communication and language outcomes of infants and toddlers at risk for, and with disabilities.

*Products:* The project will broadly disseminate findings to early childhood care providers, administrators and researchers to promote practices resulting in the exemplary communication and language outcomes of infants and toddlers served in inclusive child care. The benefits of this project will include the advancement of the knowledge base regarding caregiving practices and interventions that can be effectively implemented by caregivers in community-based child care programs that contribute to exemplary communication and language gains of young children. Results from this project will be disseminated through journal articles for practitioners and researchers and through a website. This information will be relevant to child care practitioners, researchers, higher education personnel, teachers, parents, and policy makers.

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Grant Number: H324C020091

## **Generalized Effects of Family Guided Early Intervention Routines**

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*Purpose:* This project will develop and validate a family-guided routines-based intervention model that meets the legislative mandates and the recommended practices of the field with empirical data to support the model components. The project will conduct single subject studies of family-guided routines-based intervention (FG-RBI) within a local community program to assure “real world” results and applications, in order to develop a better understanding of the factors that contribute to natural environments intervention and how to translate the information into procedures that will be effective, efficient, and nonintrusive for families.

*Method:* The philosophy of natural environments intervention maximizes the time available for teaching and learning by dispersing the intervention throughout the day within frequently occurring activities and routines, using familiar materials and caregivers. Intervention becomes portable with the child practicing functional skills whenever and wherever they are useful and meaningful. This project will examine the efficacy of the natural environments intervention approach by answering these questions: 1) how should routines be identified for intervention?; 2) how many routines should be used to promote generalization?; 3) what methods of data collection are effective?; and 4) what adaptations are needed to overcome barriers that exist to implementation with families who have other children, have hectic schedules, live in poverty, or have special educational or health needs of their own?. A multiple baseline design with systematic replication is planned to increase the specificity of the results and ultimately the impact of the findings.

*Products:* Data gathered over the three years of the project will have a national impact with the following benefits: 1) contribute new knowledge and research reports on the types of routines families identify as most consistent and comfortable for intervention; 2) contribute new procedures for service providers about methods for assessment and intervention within daily routines; 3) describe effects of intervention within routines on the family’s ability to generalize use of strategies to other daily activities and events; and 4) describe effects of the FG-RBI on the children’s development as measured by their progress on Individualized Family Service Plan outcomes as well as standardized measures of development. Results will reach practitioners at local, state, and national levels through inservice workshops, conference presentations, short courses, and training manuals. Research results will be presented to policy makers and researchers at conferences of professional organizations and via journal articles.

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*Grant Number:* H324C020095

**Improving Engagement in Young Children with Disabilities: A Series of Single-Case Experiments to Increase the Amount and Quality of Young Children's Interactions with Their Environment**

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*Purpose:* This project will study whether teachers can be trained to implement a simple package of interventions (an "engagement package") consisting of incidental teaching, zone scheduling, and collecting data on children's engagement; whether implementation of this package will result in improved engagement in children; and whether improved engagement will result in the attainment of goals established for the children.

*Method:* The project design consists of six studies, divided into three content areas: social and communication goals, play and toy behavior, and preliteracy and prenumeracy skills. Each of the six studies will be completed with the same protocol; only the measurement of child IEP goals will differ. Each year, 12 preschoolers with disabilities, regardless of type and severity, and their six teachers will be recruited from centers where children with disabilities are enrolled. Teachers, parents, and researchers will decide on the distal outcomes of intervention on engagement. Teachers will be trained to improve engagement, implement the intervention with one child, establish a data trend, and then implement the intervention with the other child.

*Products:* The project will increase knowledge about how an intervention package presented to a teacher can result in increased engagement in children, and how engagement improvement is functionally related to concomitant improvement in social and communication goals, play and toy behavior, and preliteracy and prenumeracy skills. Project findings will be disseminated via an article for parents, an article for teachers, four articles for researchers, workshops, conference presentations, and development of a website.

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*Grant Number:* H324C020098

**Establishing the Three Rs: Responsiveness, Resilience, and Reciprocity**

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*Purpose:* This project targets early communicative exchanges between young children with substantial language delays and their social partners—primarily their families and their teachers. One of the greatest

challenges confronting young children with severe mental retardation or autism is learning to communicate in unambiguous and socially acceptable ways. Early intervention is the key to meeting this challenge. Children who have not acquired a system of language by the age of 30 months are at risk for developing either problem behavior or learned helplessness because they cannot communicate effectively with speech, and thus they use informal gestures, facial expressions, body movements, and vocalizations. These nonverbal communicative behaviors may not be readily understood by social partners in various situations. Furthermore, when these efforts to communicate are unsuccessful, children may try either more coercive means (problem behavior) of accessing desired outcomes or they may stop trying entirely (learned helplessness). The project intends to address these situations in the following ways: 1) by developing “responsive” environments, and 2) by teaching children multiple communicative alternatives that are understood by and socially acceptable to a wide range of listeners (i.e., “resilience”). The project believes that this “reciprocal” approach to language intervention will foster both communicative resilience and reduce or prevent the occurrence of problem behavior and learned helplessness.

*Method:* The project will conduct a logical sequence of studies that will involve about 30 children and their many social partners. In Year 1, an intensive descriptive study will be conducted by gathering data on eight children and their partners in two different contexts: 1) the natural environment, and 2) structured and scripted protocols. In Year 2, intervention work will begin by developing a multicomponent intervention to enhance social partner responsiveness. The project will intervene with nine focal children by teaching multiple functionally equivalent and socially acceptable alternatives for requesting and protesting. Finally, in Year 3, the project will assess systematically the maintenance and generalization of newly acquired responding by social partners (responsiveness) and by nine new focal children (multiple socially acceptable, functionally equivalent alternative forms). The project staff will probe these responses by observing in naturally occurring situations within everyday routines.

*Products:* This project will influence the field of early language intervention for children with severe disabilities by generating comprehensive assessments and effective interventions that target children with, or at risk for, problem behavior, learned helplessness, or both. The project will disseminate information; present at local, state, and national conferences; distribute an assessment manual; and publish in both scholarly journals and practitioner journals.

*Grant Number:* H324C030010

**Project ABC: Access to Books for Children —  
An Investigation of the Role of Preschool Access to Books in the Home  
on the Early Literacy Development of Children at Risk for Reading Failure**

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*Purpose:* Project ABC will examine the impact of increased early access to books on the reading achievement of young children from low-income families. The project will provide a plentiful supply of books and other literacy-related materials to 90 children enrolled in Head Start programs, and will identify and follow 90 other children for comparison. Children will be assessed in preschool, kindergarten, and

first grade to measure growth in early literacy development and beginning reading achievement.

*Method:* In Year 1, project staff will meet four times with the parents of the children in the “Books” group to provide books and other literacy-related materials to be used in the home, along with information about how these materials can be used effectively. In Year 2, project staff will provide half of the children in the Books group (n=45) and half of the children in the No Books group (N=45) with daily early literacy intervention in their kindergarten classrooms. This will enable the determination of the effects of increased early access to books on children’s responsiveness to early intervention. In Year 3, the project will conduct classroom observations and parent and teacher surveys to determine whether differences exist among the four groups (i.e., Books/Intervention, Books/No Intervention, No Books/Intervention, No Books/No Intervention) in reading behaviors, such as participation in reading group discussions, choice of reading as a free-time activity, and ability to choose books at an appropriate level of readability. Throughout the 3 years of the project, project staff will conduct interviews with a sample of parents to learn about literacy-related practices in the home and parents’ perceptions of their children’s literacy development. Joint storybook reading sessions with parents and children will be videotaped to examine differences in the types of interactions that occur.

*Products:* Project findings will be disseminated via written publications in a variety of formats, including journal articles, presentations at conferences, sending materials to state-funded centers and local school governing boards, and news media coverage.

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*Grant Number:* H324C030074

## **Developmental Outcomes of Early and Later-Identified Preschool Children with Hearing Loss**

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*Purpose:* This project will examine the impact of early identification of hearing loss on children ages 4-7 who are deaf or hard of hearing. A primary hypothesis of the study is that four groups of children will emerge during the preschool and early school-age period: 1) early-identified “high maintainers” (children identified within the first six months of life who have maintained language development within the normal range); 2) early-identified “decelerators” (children identified within the first six months of life who have been unable to maintain language development within the normal range); 3) late-identified “accelerators” (children identified after six months of age who have been able to achieve language development within the normal range); and 4) late-identified “low maintainers” (children identified after six months of age who have been unable to maintain language development within the normal range).

*Method:* Participants will include 100 children who are deaf or hard of hearing who have been followed longitudinally from identification of hearing loss to 3 years of age. The children will be assessed annually using a variety of parent-report and clinician-administered speech and language measures. In addition, spontaneous speech and language will be analyzed based on an elicited conversational and narrative sample. The validity of the four-group hypothesis will be tested using discriminant analysis procedures and, if validated, the characteristics of these groups will be compared using developmental questionnaire

data, language sample analysis, a measure of parent involvement, a measure of nonverbal performance intelligence, and parent sign language skill.

*Products:* Project findings will be disseminated via research presentations to professional groups; articles in peer-reviewed journals, parenting magazines, and newspapers; and the Website of the Marion Downs National Center.

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*Grant Number:* H324C030086

## **The Impact of Relationship-Focused Intervention on Young Children with Mental Health Concerns and Their Families**

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*Purpose:* Relationship-focused intervention (RF) is a parent-mediated approach for addressing the developmental and socioemotional needs of young children at risk for or having disabilities, in which parents engage in responsive interactions with their children. This 5-year research project is an extension of a recently completed RF research study which indicated that RF was very effective at addressing children's developmental and socioemotional needs over a 12-month period. The project will replicate and expand the original findings by assessing the impact of RF intervention on a group of 133 children with diagnosed mental health concerns and their parents over a 1-year period and comparing them to a randomly selected control group of 67 children and parents who will receive alternative early childhood mental health services.

*Method:* Children in the RF treatment group will receive the Responsive Teaching intervention in the context of individualized, weekly sessions with their parents for a period of 12 months. The study will evaluate the effects of RF intervention on children's socioemotional, communication, and cognitive functioning over an 18-month period. It will also examine the characteristics of families that contribute to the implementation of RF interventions as well as the impact that RF has on parents.

*Products:* Project results will be distributed to the OSERS research and training centers and will be disseminated widely via a Website page, a semi-annual newsletter, professional publications, and presentations at meetings.

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Grant Number: H324C030101

**Multimedia Norm-Referenced Assessment of  
American Sign Language Proficiency: Applications for  
Linguistically Diverse and Language/Learning Disabled Deaf Students**

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*Purpose:* This research project will build on a previous OSEP research grant that developed the Test of American Sign Language (TASL) as a standardized instrument to assess American Sign Language (ASL) proficiency. The project will collect additional data from Deaf students of a broader age range (3-21 years compared to 5-18 years old in the original research) from more varied linguistic backgrounds and levels of sign language proficiency (i.e., first sign language and second language learners, and language/learning disabled).

*Method:* The project will: 1) develop a CD-ROM multimedia version of TASL (MM-TASL) to provide a quick and efficient method to accurately and reliably measure comprehension and production of ASL; 2) conduct norm-referenced assessment of MM-TASL with a sample of Deaf children who are consistently exposed to ASL prior to age 4; 3) compare language performance of Deaf children who acquired ASL after age 5; 4) assess the language performance of Deaf students from diverse linguistic and cultural backgrounds (L2 with an L1 other than ASL) and students presenting language/learning difficulties (LLD); and 5) compare the performance of L2 and LLD Deaf students with that of L1 signers in order to develop a new assessment model and procedures for differential diagnosis of language difference and language/learning impairment. The MM-TASL will be designed and field-tested, then piloted with 10 Deaf adults, 10 preschool children, and 60 school-age students at two residential schools for Deaf students. The data will be psychometrically analyzed, and MM-TASL will be revised and then standardized with approximately 250 Deaf students attending three residential schools. Subsequently, additional data will be collected on 75 L2 students and 60 LLD students.

*Products:* This research will investigate the reliability and validity of MM-TASL by analyzing patterns of test responses and linguistic errors. It will describe variability in ASL performance and develop profiles of student performance based on test response patterns. Results will be disseminated widely to teachers, school administrators, and parents as well as to university training programs for Deaf education and among researchers in the field of deafness and sign language acquisition, via presentations at meetings, journal articles and books, and classroom lectures.

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Grant Number: H324C030112

**FIRST WORDS Project: Early Indicators of Autism Spectrum Disorders in the Second and Third Years of Life**

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*Purpose:* This longitudinal study will identify more precise early indicators of autism spectrum disorders (ASD) during the second and third year of life to improve the under-identification of autism at younger ages and enable children and families to access intervention earlier.

*Method:* Three groups of children will participate in the study, one group with developmental delays who are later diagnosed with ASD (n=80), one group with developmental delays in which ASD was ruled out (DD, n=80), and one group with typical development (TD, n=80). The prospective, longitudinal study will collect repeated videotaped samples of social communication and play every 6 months until 36 months and obtain a best estimate diagnosis at 36 months of age or as old as possible. The samples will be analyzed to identify red flags of ASD. Multivariate statistical analyses will be used to compare the red flags displayed by children not previously identified as having a developmental delay and children identified with a developmental delay. The project represents a collaborative effort between the Florida State University Department of Communication Disorders and the University of Michigan Autism and Communication Disorders Center.

*Products:* The project will result in: 1) precise red flags of ASD that can improve the capacity of primary care physicians and other early childhood personnel conducting routine developmental screenings to identify children at risk for ASD in the second year of life; 2) determination of the accuracy of the Communication and Symbolic Behavior Scales Developmental Profile Infant-Toddler Checklist as a first-stage screening tool to identify children with ASD; 3) creation of a parent report tool for use as a second-stage screening tool; and 4) dissemination of information that can be used by states to identify children with ASD earlier. Results will be disseminated via a Website; presentations at local, statewide, and national meetings; and articles in professional journals.

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Grant Number: H324C030114

**The Effects of Group and Individual Interventions  
on Emerging Literacy in Preschoolers**

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*Purpose:* This project will study the effects of providing a classroom-wide, teacher-planned literacy intervention, an individual tutoring intervention, and a combination intervention on young children's emerging literacy development. Early childhood classrooms that serve primarily children who are at risk based on low income as well as children with disabilities will be randomly assigned to one of these intervention conditions or to a control group.

*Method:* For the whole-group intervention, a systematic, ongoing training and mentoring process will be used to involve teachers in developing and implementing research-based, criterion-referenced curriculum plans that are compatible with their classroom routines. The tutoring intervention will train and mentor tutors in delivering a systematic, individualized intervention to children who are identified as being particularly at risk based on ongoing screening on literacy knowledge and skills. The effects of these interventions will be evaluated with norm-referenced emerging literacy measures. The project will also evaluate and use as co-variants: 1) fidelity of implementation, 2) parents' and teachers' perceptions of the importance of early literacy teaching, 3) home literacy practices, and 4) the nature and extent of parent involvement. Approximately 264 children will participate in the classroom-wide interventions, and approximately 48 children will participate in tutoring. Classrooms will be selected from among those within a 15-mile radius of Champaign-Urbana.

*Products:* In addition to disseminating results through professional outlets, results will be shared through staff meetings with all teachers in the project, and information on individual children will be shared with parents at the end of their child's participation in the study. A training module will be developed to disseminate the intervention training process used.

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<b>84.324D</b> <b>Directed Research Projects</b>
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*Grant Number:* H324D010019

**Functional Assessment, Collaboration,  
and Evidence-Based Treatment (FACET)**

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*Purpose:* This project deals with Focus Area 7: Research on Early Childhood Mental Health. This project is designed to assess the effectiveness of a collaborative approach for addressing challenging behaviors among young children. The goal of FACET (Functional Assessment, Collaboration, and Evidence-Based Treatment) is to disseminate an evidence-based approach designed to support the social-emotional development of young children with disabilities with the aim of minimizing the need for more intense services in elementary school, and to prevent the need for special education for children without disabilities who are at risk of developing serious behavior problems.

*Method:* The experimental method involved in this project involves two components: FACET intervention procedures and action research processes. Both components will be taught to experimental teams and monitored through collaborative sessions between teams and FACET research staff. Two elements of the FACET intervention (functional assessment and positive behavior support) are designed to enable professionals and parents to develop effective interventions to accommodate challenging behaviors. The FACET intervention protocol is carried out in the context of team-based, collaborative problem-solving.

*Products:* This project intends to contribute to the knowledge of evidence-based interventions that accommodate and prevent challenging behaviors among children. The approach taken is comprehensive, incorporating multiple strategies which include restructuring the environment, minimizing the occurrence of problem behaviors, and teaching functionally equivalent, socially competent behaviors. The collaborative, team-based orientation of the FACET model is intended to contribute to the strategies' long-term maintenance and system-level change.

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*Grant Number:* H324D010027

**Collaborative Teaming to Support Preschool Students with Severe Disabilities  
Who Are Placed in General Education Early Childhood Programs**

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*Purpose:* This three-year research effort will investigate the effectiveness of a collaborative teaming model to support preschoolers with severe disabilities who are placed in general education early childhood programs.

*Method:* The general education/special education collaborative teaming model will include monthly team meetings to develop “Unified Plans of Support” for targeted preschoolers with disabilities. Core team members (including the child’s parent) will design and collaboratively implement the plans that include academic adaptations and social and communication supports designed to promote the acquisition of developmentally appropriate skills and full social participation. An in-depth investigation will focus on three educational teams across three preschool programs. Impact on preschooler performance will be evaluated through multiple data sources including behavioral observations within the context of a multiple baseline design and multiple team interviews. The practicality and usefulness of full implementation of the collaborative teaming model will be evaluated through a series of focus group interviews with the participating special and general education teachers, the parents of the focus students, and the administrators of the preschool programs. The impact of learner performance will be evaluated through behavioral observations within an AB, multiple-probe design.

*Products:* Dissemination of project findings will occur through publication of research reports in relevant journals, dissemination to associated early childhood research institutes and technical assistance providers, posting on early childhood websites, and presentations at special and general education national and state conferences.

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Grant Number: H324D010031

## **Young Children's Citizenship in the Literate Community: Research into Low Incidence Disability, Development, and Inclusive Early Childhood Programs**

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*Purpose:* This project is a three-year ethnographic/qualitative and action study of inclusive early childhood special education, focusing on access to high quality literacy curricula for all children, including students with low incidence disabilities aged (approximately) 36 months to 6 years.

*Method:* The project will respond to the following four questions: 1) what is the socially constructed meaning of "access to the literacy curriculum" on the part of young children with low-incidence disabilities in inclusive early childhood programs?; 2) how are services and supports currently designed in relation to question #1?; 3) how might the project more effectively design services and supports to promote future access and participation?; and 4) how will accomplishing responses to question #3 alter responses to question #1?. The project will respond to each of these broad-based questions in the context of: 1) development of effective individualized family service plans (IFSPs) and individualized education programs (IEPs); and 2) curricular and home opportunities promoting the extremely important development of emergent literacy skills in all children. Included in this study will be two age-cohorts of children along with their families, teachers, peers, school and agency administrations, etc. One cohort will be a group of (approximately) 36-month-old children receiving special education services in a variety of natural environments. The project will follow this diverse cohort for 36 months, studying, among other issues, transitions into preschool and IEPs (from IFSPs). The second cohort will be a group of (approximately) 4-year-old students receiving special education services in a variety of situations that allow for consistent, extended, and thoughtfully supported academic interactions with nondisabled children. This cohort will be followed for 36 months, studying, among other issues, transitions from preschool to elementary school.

*Products:* The findings from this project will be disseminated nationally and internationally through: 1) research presentations given at three or more international conferences annually; 2) publication in peer-reviewed research journals; and 3) possible manuscript for publication with an education press. The findings will be disseminated through: 1) ongoing consultations in school districts across Iowa; 2) graduate coursework and research; and 3) undergraduate coursework and experiential learning opportunities.

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*Grant Number:* H324D010048

**Long-Term Outcomes of Children Receiving Preschool Intervention for Behavioral or Developmental Concerns**

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*Beginning Date:* 9/01/01  
*Ending Date:* 8/31/04

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*Purpose:* This project deals with Focus Area 7: Research on Early Childhood Mental Health. The project will examine the long-term effects on school outcomes associated with participating in an intensive preschool intervention for children with behavioral and developmental concerns. The project will also address the mechanisms of determining impact and cost-effectiveness of the early intervention program.

*Method:* The study site selected for this project is the Positive Education Program's Early Intervention Center (EIC) in the Cleveland, Ohio area. Twenty-two annual cohorts of EIC children have gone as far as the third grade in school, and will be included in the study (resulting in a total sample size between 3,216 and 4,560). School record data will be collected from local school districts to see how these children have progressed over time. The research questions addressed in this study will determine which school outcomes (such as grades, achievement test scores, attendance, grade retention, disciplinary removals, special education service use, and high school graduation) occur within four groups of children matched demographically at first grade: a) children who participated in a parent-driven preschool intervention program with a reputation for quality; b) children who received special education services before school entry in their school districts; c) children who began receiving special education services for emotional or behavioral disturbance later in first grade; and d) children from the same school building who appear to be typically developing, which will provide a normative reference group that will aid in interpreting the information collected about the other children's development.

*Products:* The project will submit journal articles to publications targeting researchers, practitioners, families, and policy makers. The project will submit articles to specific association newsletters and websites. Project staff will make presentations at research conferences.

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*Grant Number:* H324D010052

**Enhancing Social-Emotional Development through Support Practices**

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*Purpose:* This project deals with Focus Area 7: Research on Early Childhood Mental Health. This project will develop, implement, and evaluate the effectiveness of two different family support practices

intended to foster social and emotional development and resilience in infants and toddlers with or at risk of disabilities. An indirect approach will focus on educating parents on recommended best practices in early intervention and a direct approach will implement an accepted curriculum for fostering social and emotional development and strengthening of parent-child relationships.

*Method:* The study will implement an experimental design with random assignment of 120 families into one of four groups, all of which will continue to receive services through their IFSPs. Group One will receive indirect intervention, Group Two direct intervention, and Group Three will receive both. Group Four will receive none of these additional interventions. The goal is to assess which of the three experimental interventions is most effective in promoting child social-emotional development.

*Products:* This project will draw conclusions about which of the family support practices it develops are most effective in enhancing parent-child relationships and subsequently social and emotional development and resilience of infants and toddlers with disabilities. The findings will contribute to the advancement of theory related to advocacy and child development and to relationship development of parents and their infants and toddlers with disabilities. Findings will be disseminated to federally funded research and training centers and within the fields of education, early intervention, special education, psychology, and psychiatry. Results will be published in research and practitioner journals for early childhood and special education and the mental health fields.

*Grant Number:* H324D020014

### **Improving Mental Health in Infants & Toddlers with Disabilities**

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*Ending Date:* 9/30/05

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*Purpose:* This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research and Early Childhood Mental Health Improving Mental Health in Infants and Toddlers with Disabilities. The project will examine how a theoretically based mental health intervention added to the typical early intervention home visiting program affects participating children and parents. The project will document the staff's fidelity of implementation of the mental health intervention as well as their evaluation of the approach. The goal of the research is to determine if a mental health intervention results in improved social-emotional competence in children and healthy caregiver-child relationships.

*Method:* This project is a partnership of the University of Oregon Early Intervention Program with EC CARES, the Lane County early intervention/early childhood special education provider, and the Oregon Child Development Coalition's Migrant Head Start, to improve mental health services to targeted children and families served in Oregon under Part C of the Individuals with Disabilities Education Act (IDEA). Correlational, descriptive, experimental, and naturalistic case studies will be included in this research approach with diverse methodologies. A quasi-experimental design will be used; both intervention and comparison groups at each site will receive mental health training and interventions in the course of the project.

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*Products:* An innovative home visiting program designed to enhance parent-child interactions, increase home visitors' knowledge and skills regarding mental health issues, and improve the quality of home visits will be implemented and evaluated.

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*Grant Number:* H324D020023

**Evidence-Based Practices to Address Social and Behavioral Problems in  
Young Children with Autism Spectrum Disorders**

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*Ending Date:* 12/31/05

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*Purpose:* This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This project will enhance the potential for young children ages 18 months to 5 years old with autism spectrum disorders (ASD) to succeed socially in natural settings.

*Method:* The project will accomplish its purpose by examining the use of experimental analysis procedures to guide intervention selection to include the identification of structural and functional analysis strategies in order to identify variables that are more likely to contribute to and maintain appropriate social behaviors and inhibit challenging social behaviors in children with ASD in natural settings.

*Products:* The outcome of this project will be the dissemination of evidence-based practices through a packaged curriculum that can be used to facilitate the social success of young children with ASD in natural settings. The packaged curriculum, called "Social Skills Assessment and Intervention Curriculum," will guide early childhood care providers and caregivers to examine the antecedents, consequences, setting events, and establishing operations associated with social skills deficits for young children with ASD. The curriculum will be disseminated nationwide through the project website and linkage through the national OSEP centers. The project will also conduct conference presentations and workshops, write publications, and conduct state and regional dissemination activities.

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Grant Number: H324D020034

## **A Social Competence Curriculum for Toddlers and Preschoolers Demonstrating Mental Health and Behavioral Problems**

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*Ending Date:* 9/30/05

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*Purpose:* This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This three-year directed research project will investigate the longitudinal implementation of a social competence curriculum with 50 Connecticut toddler-age children (24-36 months) at risk for disabilities because of mental health, along with their families.

*Method:* The curriculum will promote the use of positive behavior support strategies for toddlers who display mental health issues that put them at risk for needing early intervention and special education enrollment. The children in the project will attend child care programs, and they will be referred by their family, their child care program, or the Connecticut Part C early intervention system, which currently does not serve at-risk infants and toddlers. The curriculum that will be implemented is based on a model of social competence proposed by Guralnick in 1990. The curriculum has both a parent component and a classroom component to be implemented in child care settings. The parent component of the curriculum focuses on: 1) enhancing the quality of the parent-child relationship; 2) providing information to shape a family's attitude, beliefs, and knowledge about their child's peer relationships; 3) increasing the child's social network; and 4) enhancing the family's social support network. The classroom component focuses on a hierarchical model of social competence organized around three social tasks: peer group entry, conflict resolution, and maintaining play. The curriculum contains assessment tools, content, and methodology that relies on responsive teaching techniques. Data collection will include indices of child status, family status, teacher program status, and fidelity of curriculum implementation. Follow-up data will be collected for both groups until 42 months of age.

*Products:* The project will identify and prevent mental health and behavior problems in social competence in toddlers before they manifest into developmental delays that require later special education.

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*Grant Number:* H324D020040

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**Addressing the Effectiveness of Early Intervention Services from a  
Community Mental Health Model for Serious Disruptive Behaviors**

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*Ending Date:* 12/31/05

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*Purpose:* This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This project will develop a multidisciplinary approach to helping young children who exhibit serious disruptive behaviors. The approach will include dedicated professional supports that are family-centered and involve the provision of positive behavior supports (PBS). This large-scale initiative provides an opportunity to conduct needed research on the efficacy of the program and on important aspects of the intervention process and procedures.

*Method:* Research will include methods of large-scale program evaluation as well as a series of rigorous studies using within-subject experimental designs to answer key questions associated with program variables and child and family outcomes. All children with disruptive behaviors will be referred from the Part C system, and will be followed until the end of the project, including transitions to new settings or Part B services.

*Products:* Findings from this project will provide other agencies, organizations, and service systems with a blueprint for the implementation of family-centered PBS within their programs. The research in this project will directly address issues of transportability in disseminating effective practices by conducting research within a community-based setting. In addition to data on program outcomes for children and families, evaluation data will provide guidance on model efficiency, cost of model per child, and service integration issues. Results will be disseminated in a variety of formats and in conjunction with national projects in education and infant/child mental health.

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*Grant Number:* H324D020047

**Project Engage: Understanding Emergent Literacy  
in Young Children with Visual Impairments**

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*Ending Date:* 12/31/05

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*Purpose:* This project addresses Focus Area A: Access to Learning, Target Area 3: Pre-Literacy and Early Literacy for Infants, Toddlers, and Other Young Children with Visual Impairments Including Blindness. This project will investigate issues and promising practices in the development of pre-literacy and early literacy learning including such issues as access to and use of new technologies that become part of the pre-literacy and early literacy learning experience of children with visual impairments.

*Method:* A series of seven studies of mixed methodologies will contribute substantially to the theoretical knowledge base while informing and supporting practice. Five of the seven studies will be completed with programs that serve young children with visual impairments and their families. The remaining two studies will be large-scale surveys of teachers of young children with visual impairments and adults who have had visual impairments since early childhood.

*Products:* The project will attempt to identify critical predictors of and contributors to successful literacy learning for children with visual impairments. It will make a significant contribution by providing an empirically derived set of indicators of literacy development and a description of current practices and factors that contribute to successful pre-literacy and early literacy development of young children with visual impairments.

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*Grant Number:* H324D030001

**Validation of Evidence-Based Assessment Strategies to Promote Achievement  
in Children Who Are Deaf-Blind**

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*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2008

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*Purpose:* This project will validate assessment tools and strategies that are most appropriate for generating educational goals and measuring educational achievement related to communication and cognitive development in children (ages 2-8) who are deaf-blind.

*Method:* The project will: 1) identify the instruments used to assess children who are deaf-blind and the purposes for which they are used; 2) conduct validation studies on instruments that are used to generate instructional goals and to monitor student progress; 3) replicate the validation studies in multiple sites; and 4) produce final products that summarize the descriptive and outcome data generated by these studies, translating the data into recommendations for the use of specific assessment instruments for children demonstrating specific demographics and characteristics. The assessment instruments to be validated will be ones that address communicative/social development and cognitive development. The project will be carried out by a consortium comprising Oregon Health and Science University, California State University at Northridge, Columbia University, and University of Texas at Dallas. Rigorous validation studies will be conducted at each of the four consortium sites. Replication studies will be conducted at additional sites across the country.

*Products:* Project results are expected to promote: high quality assessment of children who are deaf-blind; the generation of appropriate educational goals related to communication, social, and cognitive development; the identification of appropriate instructional strategies; and a strong connection between assessment and the achievement of specific educational outcomes. Final products will include a data summary, a goodness-of-fit matrix illustrating the appropriateness of various validated assessment instruments for different strata of the population labeled deaf-blind, and a guide for the assessment of young children.

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*Grant Number:* H324D030003

**Promoting Communication Outcomes for Children with Deaf-Blindness  
through Adaptive Prelinguistic Strategies**

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*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

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*Purpose:* The most well-researched strategy for promoting prelinguistic communication is Prelinguistic Milieu Teaching (PMT). This strategy focuses on increasing children's rate and variety of prelinguistic communications, including conventional gestures and vocalizations. Using the PMT model, children are taught to communicate within motivating, naturalistic routines, and their primary communication partners are taught to respond to their communicative attempts in contingent and appropriate ways. PMT has proven effective for increasing prelinguistic communication skills, and has been associated with improved language outcomes for children who have significantly delayed language associated with cognitive disabilities. PMT has not, however, been implemented with children who are deaf-blind. This project will replicate and extend an adapted PMT model aimed to increase communicative outcomes with a sample of children who are deaf-blind functioning at a nonsymbolic level.

*Method:* Adaptations to the PMT package will include greater emphasis on alternative orienting responses and augmented input strategies, such as hand-under-hand support and utilization of touch and object cues. Over the course of this five-year project, adapted PMT strategies will be implemented with a total of 27 children who are deaf-blind. Roughly half of these children will be between three and five years of age and the remaining half will be between the ages of five and seven at the study's inception.

All children will be followed longitudinally. Outcome data relevant for children between the ages of three and twelve years will be available by Year Five of the project. All 27 children will communicate nonsymbolically, at a rate of less than one communication act per minute, when adaptive PMT is initiated. Each child will receive six months of intensive one-on-one teaching, for one hour per day, four days per week. Using a stratified multiple baseline experimental design, effects of the adapted PMT strategies on a child's communication rate, number of different communication forms and functions, and numbers of initiations and responses will be investigated. Intervention procedures will be replicated in two sites: Wichita, Kansas and a metropolitan school district in Indiana, beginning in Year Three. Twelve of the total 27 children who are deaf-blind will participate at one of these replication sites.

*Products:* The results of this research will have important implications for families of children who are deaf-blind and their educators as they make decisions about effective communication interventions, and for the broader field of communication sciences and disorders. Dissemination efforts will include distribution of project results and the replication manual and materials to appropriate audiences, including NTAC, D-B Link, other information clearinghouses in the field of deaf-blindness, teacher education programs, and other groups concerned with bridging the research to practice gap. Information will be made available to families primarily through the new, fully accessible, Bobby-approved Website of the Beach Center on Disability at the University of Kansas

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## 84.324E

### Congressionally Mandated Activities

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*Grant Number:* H324E031201

**St. Joseph's School for the Blind Statewide Model Outreach  
Education Programs for Under-Identified and Underserved Children  
with Visual and Other Disabilities**

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*Ending Date:* 9/30/2004

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*Purpose:* This project aims to reduce the critical information and services gap caused by parents of children with visual and other disabilities being uninformed of their full legislative rights and choices regarding their children's education. The project will complement and expand existing information and educational activities for the population of New Jersey children with visual and additional disabilities, from birth to 21 years. Emphasis through the model project will be placed on reaching children who are under-identified and/or underserved, specifically: preschool-aged, those preparing for transition, those living in areas where limited resources exist, non-English speaking, and from low-income families.

*Method:* The project will include: 1) three regional one- to two-day seminars conducted by the National Association of State Directors of Special Education (NASDSE) for a minimum of 150 educational administrators, family members, and other relevant representatives; 2) 12 family question-and-answer sessions; 3) a minimum of six special topic, hands-on weekend workshops for family members and their children; 4) special education services for an estimated 80 underserved children/families; and 5) a minimum of four multi-language informative "how-to" booklets made available in hard copy and on the school's Website. The project will be undertaken in partnership with the State's Commission for the Blind and Visually Impaired, the State's Office of Special Education Programs, local school districts, the State Department of Health's Early Intervention programs, NASDSE, New Jersey's Lions Clubs, Parent/Teacher Associations, and other key resources.

*Products:* Project experiences and outcomes will be broadly disseminated via professional journals, Websites, and conferences. Strategies developed will contribute to ensuring the model outreach program's ongoing sustainability, expanded means of direct service provision, and widespread sharing of innovative project elements with other states facing similar challenges.

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## 84.324G

# Center on Early Identification, Child Find, and Referral of Young Children with Disabilities

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*Grant Number:* H324G020002

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### **TRACE: Tracking, Referral, and Assessment Center for Excellence**

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*Purpose:* This project will establish a center to identify and promote the use of scientifically based models and practices for early identification, child find, and referral for infants, toddlers, and young children with disabilities and their families who are eligible for Part C early intervention and Part B early childhood special education programs.

*Method:* The Center will conduct research syntheses of early identification, child find, and referral models and practices with a focus on the characteristics of the practices and models associated with desired outcomes. It will use the characteristics of effective models and practices to conduct studies for establishing the extent to which educational programs at all levels are using scientifically based early identification, child find, and referral models and practices. It will determine if the use of scientifically based models and practices is associated with desired outcomes, and it will compare and contrast the relative effectiveness of different models and practices. It will develop, validate, and evaluate the effectiveness of scientifically based training units for implementing effective early identification, child find, and referral models and practices.

*Products:* Data collected by the Center will lead to a better understanding of the sources, types, methods, procedures, etc. for improving early identification, child find, and referral models and practices used by state and local programs. The Center will engage educational and parent organizations and other relevant groups as external reviewers of project findings, products, training units, methods, and procedures. A multimedia dissemination and utilization approach will be used to ensure applicability of findings and products to various audiences.

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## 84.324H

# National Center on Accessing the General Curriculum

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*Grant Number:* H324H990004

### National Center on Accessing the General Curriculum

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*Beginning Date:* 12/01/99  
*Ending Date:* 11/30/04

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*Purpose:* The purpose of the National Center on Accessing the General Curriculum is to confront significant challenges children with disabilities face daily, such as curricula with inherent barriers to their learning, teachers who lack strategies for helping them overcome the barriers, policies that inadvertently provide disincentives for finding truly viable solutions, and a general population that sees their interests as being in conflict with those of regular education students.

*Method:* To meet these challenges, this project will create an organization of partners connected to each other and to an extensive network of consumers and stakeholders by modern tools and common concerns. The partners in the IDEA Network are as follows: Harvard Children's Initiative/Harvard Law School, for its expertise in policy analysis and development; Boston College Department of Teacher Education, Special Education, Curriculum and Instruction for its expertise in integrating best practices in regular and special education; Center for Applied Special Technology (CAST) for its expertise in curricular adaptation and universal design for learning; and the Council for Exceptional Children for its expertise in supporting professionals, parents, and children with disabilities. Using a web-based network infrastructure, the partners will jointly develop an inclusive community of educators—linked with parents, students, and advocates—all contributing to, and benefiting from, a continuous growing, universally designed database of ideas, information, models, and strategies for optimizing access to the general curriculum.

*Products:* The web-based infrastructure for this IDEA Network—called the centerNET—will serve both as the means of the Network's operation and eventually as its content.

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## **84.324K**

# **Research and Training Center on the Development of Infants, Toddlers, and Preschool Children with or at Risk of Disabilities**

*Grant Number:* H324K010005

### **Research and Training Center on Early Childhood Development**

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*Beginning Date:* 10/01/01  
*Ending Date:* 9/30/06

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*Purpose:* The Orelena Hawks Puckett Institute (in Asheville and Morganton, North Carolina), the Center for Excellence in Early Childhood Education (at the University of North Carolina - Asheville), and the Family, Infant and Preschool Program (at the Western Carolina Center, Morganton, North Carolina) plan to establish a Research and Training Center of National Excellence to review the knowledge base on: 1) young children's early relationships; 2) emotional, self-regulatory, and social development; and 3) environmental factors that influence development. The knowledge base will then be translated into effective strategies (practice protocols) that establish a foundation for success in school and in community and family adaptive functioning.

*Method:* The Research and Training Center (RTC) on Early Childhood Development will conduct focused research syntheses of effective early childhood practices; translate this research into practice protocols that practitioners and families can use to enhance healthy child mental development; conduct research on the effectiveness of the practice protocols; disseminate information on effective intervention practices, strategies, and methods; and provide training at the preservice and inservice levels. The conceptual framework described in Shonkoff and Phillips' book "From Neurons to Neighborhoods" will be used to organize and integrate the research knowledge base.

*Products:* Focused research syntheses on selected topics will be developed by translating research findings into practice protocols that parents and practitioners can use to carry out evidence-based practices. Twenty research syntheses and 20 practice protocols will be completed per year for 5 years, for a total of 200.

## 84.324L

### Research and Training Center in Service Coordination for Part C of IDEA

*Grant Number:* H324L990002

#### Research and Training Center in Service Coordination

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*Beginning Date:* 12/01/99

*Ending Date:* 11/30/04

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*Purpose:* This center will use both quantitative and qualitative methods to conduct a series of descriptive and intervention (experimental) studies that lead to the development of promising practices in the provision of effective service coordination to enhance the implementation of Part C of the Individuals with Disabilities Education Act (IDEA).

*Method:* The center is a partnership of three primary agencies: University of Connecticut Health Center; University of North Carolina, Chapel Hill; and the Federation of Children with Special Needs. There will be three strands of activities for the center: families, service providers, and system administration. The interrelated strands are separate components and formulate the six objectives of this program: 1) describe current models of service coordination across the nation; 2) identify the outcomes of effective service coordination; 3) describe recommended practices in effective service coordination; 4) measure effective and accessible service coordination through the use of new methodology and use of existing tools; 5) validate components and practices needed for effective service coordination; and 6) disseminate information about the center's activities and products. The center will utilize both national samples and state-specific sites in order to meet these objectives. The groups studied will differ according to the following characteristics: 1) geographic location throughout the United States; 2) place of family residence (urban, suburban, rural); 3) family socioeconomic background; 4) family structure; 5) family cultural backgrounds and ethnicity; 6) child disability and severity of developmental delay; and 7) state system.

*Products:* Administrators and policy makers will receive detailed information through the project's development of service coordination typologies to guide revision of their selected service coordination model (if warranted), their personnel policies (credentialing and personnel development plans), and their approach to funding. Federal policy makers and state legislators will be able to use the information in the following ways: 1) to identify policy barriers at the federal level and strategies to address those barriers; 2) to identify needed policy changes; and 3) to identify areas that need additional scrutiny. The project will assist participants to develop their skills through the creation of learning communities which will be useful for preservice and inservice training as determined through State Comprehensive Systems of Personnel Development (CSPD). Through this project's effort, personnel developers will be able to develop training programs designed to individualize training. The center's data will be used to assist personnel developers in identifying successful strategies to use with individuals with diverse skill profiles.

## 84.324L

### Center on Outcomes

*Grant Number:* H324L030002

#### **Center on Outcomes for Infants, Toddlers, and Preschoolers with Disabilities**

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*Purpose:* The Center on Outcomes for Infants, Toddlers, and Preschoolers with Disabilities will promote the development and implementation of child and family outcome measures that can be used in local, state, and national accountability systems. Through a purposeful combination of strategies including research, collaboration, consensus building, technical assistance (TA), and dissemination, the Center will move outcome measurement progressively forward, toward achieving: 1) national data on outcomes for young children with disabilities, and 2) the regular use of outcome data for program improvement at the local and state levels.

*Method:* The Center will undertake two concurrent tracks of activities. The first (or fast) track is designed to meet SEP's need to obtain outcome data quickly. This track will focus on identifying the three to five highest-priority outcomes through consensus building, developing the corresponding indicators, selecting the measurement technique, and providing technical assistance to build the local and state accountability infrastructure. This track will result in states' producing data on this "common core" of outcomes by Year 3. The second track is a slower, more comprehensive track geared toward program improvement at the state and local levels. This track is based on the assumption that, although all states must have a common core of outcomes and indicators, they also can opt to include other outcomes, indicators, and approaches in their systems and that these might differ across states. The Center will work closely with a set of pilot states to identify and research issues key to developing outcome-based accountability systems and to refine approaches and materials for technical assistance. In the final year, the Center will focus on using the results of its research to provide TA to help all interested states build the infrastructure for an accountability system, including how to use the information to improve programs for young children with disabilities and their families. SRI will partner with the FPG Child Development Institute, the Juniper Gardens Children's Project, and the National Association of State Directors of Special Education to carry out these activities.

*Products:* The Center's research and TA activities will be a continuous feedback loop. Providing TA to states will help determine the information needs that research can address, while the Center's research will enhance the knowledge base that serves as the foundation for its TA. The Center's research agenda will be action oriented and focused exclusively on providing information that will lead to better measurement of outcomes. The Center's TA will be firmly grounded in empirically derived information about outcome measurement. As more information is made available through the center's research efforts, enhanced TA strategies will be used to disseminate the information widely and to provide more assistance to state and local programs in applying validated practices. The project will prepare and disseminate reports on research findings and related topics, maintain a Website with relevant information in accessible formats, and conduct collaboration national and regional meetings.

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## 84.324M

### Model Demonstration Projects for Children with Disabilities

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*Grant Number:* H324M000051

**Bridging the Gap: A Model Demonstration Project for Moving the DEC  
(Division of Early Childhood) Recommended Practices into Actual Practice  
for Young Children with Disabilities and Their Families**

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*Purpose:* Research in the field of Early Intervention and Early Childhood Special Education (EI/ECSE) has documented effective practices for improving outcomes for young children with disabilities. However, the widespread adoption of these practices has been hampered by at least three major challenges: 1) a thorough synthesis of the knowledge base; 2) the effective translation and dissemination of this information for stakeholders—families, practitioners, administrators, and personnel trainers/technical assistance providers; and 3) a model of administrative, training, and systems change strategies needed to implement and sustain high-quality services to children and families. The DEC Division for Early Childhood (DEC) began addressing the first two challenges by using information from a review of the research literature and a series of focus groups of stakeholders to develop and validate a set of recommended practices and produce materials designed specifically for the four stakeholder groups. Bridging the Gap will address the third challenge to the adoption of recommended practices by developing a model for facilitating the sustained use of the identified practices through systems change and training procedures.

*Method:* The project will: 1) develop a model for facilitating the sustained and widespread use of recommended practices in early childhood programs; 2) implement the model with two sites in collaboration with systems change teams from the sites in order to build the programs' capacity to effectively implement the practices over time; and 3) evaluate the model, the materials, and the outcomes of the project on both a summative and formative basis using ongoing evaluation data to improve and revise the model.

*Products:* The project will disseminate information on the practices, the model, and outcome data through DEC and its partner organizations.

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Grant Number: H324M000069

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## Community Connections: Promoting the Participation of Young Children with Disabilities in Community Settings

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*Purpose:* This model demonstration project will facilitate the participation of young children with disabilities in their communities. The objectives of this project are to: 1) create a task force of community leaders and families; 2) develop, implement, and coordinate information and awareness activities; 3) provide opportunities for networking and support; and 4) coordinate and provide training and technical assistance.

*Method:* The project will be implemented in Prince George's County, Maryland, a large, predominantly African-American suburban county bordering the District of Columbia. The project emphasizes the coordination of existing programs in Prince George's County. The community task force will consist of community providers and parent representatives who are interested in promoting community participation in Prince George's County. Its purpose will be to identify and promote linkages among families and key groups in the community. It will also provide input and advice to project staff in developing and implementing other components of the model. The networking and support component emphasizes building networks and developing linkages for both community participants and families. The training and technical assistance component will identify and coordinate existing training opportunities, develop training modules to address gaps, and provide training using a trainer of trainers' approach.

*Products:* Project tasks will be accomplished by conducting community forums, preparing and disseminating the "Community Connections Newsletter," developing linkages with families, and holding informal, family-to-family support gatherings. The information and awareness component of the model will : 1) establish and implement a public awareness plan; 2) create and administer a Community Connections website to provide information about community resources to families and providers; and 3) prepare and disseminate a "Community Resource Guide."

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*Grant Number:* H324M000111

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**FAMILY TIES: Enhancing Parent Involvement in the Education of Preschool Children with Disabilities**

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*Purpose:* Based on studies that suggest that parents' style of interaction with their children may have a greater impact on children's later IQ and reading ability than attendance in a preschool program, this project will develop a parent education model for preschool special education that incorporates two innovative features into its design: 1) relationship-focused intervention procedures used with birth to three-year-old children focusing on the developmental and preacademic issues addressed in preschools; and 2) emphasis on the use of assistive technology in the home.

*Method:* During the first three years, the model will be field tested in a variety of classroom-based and parent-focused intervention combinations. In the fourth year, the model will be field tested in a low-income school district.

*Products:* Evaluation will determine whether this model 1) promotes parental responsiveness; 2) enhances parents' ability to incorporate assistive technology into children's environments; and 3) impacts children's development.

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*Grant Number:* H324M010033

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**PROJECT PLAY: Promoting Positive Learning Outcomes through an Activity Based Approach with Young Children with Disabilities**

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*Purpose:* The provision of individualized and often specialized services to children with severe disabilities in inclusive settings has proved to be a significant challenge. At least three major barriers exist: 1) personnel lack the necessary training for meeting the complex needs of young children with severe disabilities; 2) professionals from a wide range of disciplines and families do not routinely work together in designing, implementing, and evaluating intervention efforts; and 3) programs lack a systematic or linked approach for developing and implementing individualized intervention. Project PLAY is designed

to overcome these barriers by implementing a comprehensive model across a variety of programs in Kentucky and Ohio. The model is a linked approach composed of assessment, individualized education plans, embedded instruction, and systematic data collection.

*Method:* The project's two major goals are the following: 1) to train diverse staff at model sites to implement authentic assessment, target meaningful skills, embed instruction during daily activities, and engage in ongoing data collection to monitor children's performance over time; and 2) to evaluate and disseminate the model so that it can be utilized in other settings and sustained over time. Four model sites will participate in Project PLAY. A rigorous development, implementation, and evaluation plan will ensure new knowledge and extensive dissemination of findings, thus improving services for young children with severe disabilities. Key stakeholders and consumers will be involved to ensure the integrity and utility of project activities.

*Products:* Training materials will be developed for use in early childhood settings including Head Start, public school preschools, community-based childcare, and blended programs.

*Grant Number:* H324M010055

### **Contextually Mediated Therapy/Intervention Project**

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*Purpose:* The major aim of this project is to develop, implement, and evaluate a promotional approach to therapy and intervention with young children with disabilities, birth to three years of age, called Contextually Mediated Therapy/Intervention (CMT/I).

*Method:* CMT/I uses everyday family and community activity as the contexts for providing children with learning opportunities, where child participation and competence enhancement are mediated by the social and nonsocial experiences afforded children in everyday natural learning environments. CMT/I builds upon and brings together methods and approaches from different therapy and intervention models, and integrates them into a new approach to doing therapy and intervention. This project will develop, implement, and evaluate an approach for identifying everyday children's routines and activities as contexts for therapy and intervention (CMT/I). It will also develop, implement, and evaluate techniques and procedures for using CMT/I as an approach to promote child competence. The demonstration phase of the project will involve physical and occupational therapists, a speech and language pathologist, and an early intervention specialist developing, implementing, and evaluating CMT/I with 40 to 50 children (birth to three years of age) and their families.

*Products:* Assessment procedures, CMT/I guidelines and techniques, and procedural "how to" manuals will be developed, field tested, and validated by project staff. The CMT/I model, methods, and procedures will be replicated with different therapists and interventionists. The project will disseminate information about CMT/I and its usefulness as an early intervention approach by producing a video to document and describe the CMT/I approach.

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Grant Number: H324M010060

## Early Childhood Leadership Directions

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*Purpose:* This project will develop, implement, evaluate, and disseminate a model and materials for preparation of early childhood leaders across agencies at local and state levels to provide collaborative, family-guided, standards-based, outcomes-driven services for all young children—intentionally including appropriate supports for young children with disabilities and their families.

*Method:* The project will accomplish the following: 1) develop and implement a set of modules and two Web courses for leadership training that can be used—together or separately, in person or electronically, inservice or preservice—to prepare leaders for the next decade to guide services for infants, toddlers, and young children with disabilities and their families in natural home and community settings; 2) evaluate the materials and service delivery plans, using the modules in at least three states and using the Web courses internationally; and 3) produce and disseminate the validated procedures and materials in formats that will enable other states, universities, and programs to replicate all or part of the model.

*Products:* Outcomes will include the following: 1) development, implementation, and evaluation of two project training plans—Web-based courses and a more traditional training combination of workshops, experience in collaborative problem solving with cohort groups, and mentoring by peers; 2) publication of validated procedures and materials to allow others to replicate EC Leadership Directions training or selected components of it, such as outcomes-driven program design and evaluation, interagency/interdisciplinary collaboration, family-guided services, new models of leadership, culturally appropriate leadership, mentoring, systematic strategic planning, advocacy, resource finding, proposal writing, financial management supervision, public relations, and advocacy techniques; 3) wide dissemination of these materials through print and electronic media to enable personnel from multiple agencies to benefit from the project; and 4) enhancement of leadership strategies of many additional service providers and family leaders as a result of presentations at regional and national meetings and publications in respected early childhood journals across disciplines.

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Grant Number: H324M010071

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## Early Social Interaction Project: Teaching Very Young Children with Autism Spectrum Disorders in Natural Environments

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*Purpose:* There is now a substantial body of empirical support demonstrating the effectiveness of a range of approaches for enhancing social and communication skills of preschool children with autism along a continuum from behavioral to developmental that differ in philosophy and specific teaching strategies. The empirical research on children with autism indicates that intervention provided before age 5 has a much greater impact than that after age 5, consistent with early intervention research with other populations. The level of social and communicative competence attained by individuals with autism has been found to be an important predictor of outcome. There is a pressing need to develop early intervention programs that are appropriate and effective with very young children with autism spectrum and that are consistent with the mandates of the Individuals with Disabilities Education Act Amendments of 1997 (PL 105-17) Part C, addressing the provision of early intervention services within natural environments. The Early Social Interaction Project is designed to develop, implement, evaluate, and replicate an early intervention program for very young children with autism spectrum disorders.

*Method:* Children with autism spectrum disorders will be identified by 24 months of age. The early intervention program will consist of the following components: 1) family-guided assessment to identify concerns, priorities, and resources; 2) individualized, family-guided intervention program to be documented by an Individualized Family Service Plan and implemented in the child's natural environments; and 3) referral systems, transition planning, and transition support to Part B services. Unique features of this project specially designed for very young children with autism spectrum include: 1) focus on social interaction, communication, and play targets for each child, determined individually in collaboration with families based on the child's prelinguistic profile and the parents' responsivity and language input demonstrated in interactions during daily routines; 2) blend of behavioral and developmental approaches that have been empirically supported to address the core deficits associated with autism, positive behavioral support, and generalization of learning across environments; 3) intensity of programming for at least 20 hours of intervention per week in natural environments; 4) coordination of services.

*Products:* The project will enroll at least six families per year to ensure a total of 24 families are served over four years. The project will demonstrate short-term and intermediate effects of an early intervention program on meaningful outcomes for children with autism and their families. During the first three years of the project, the Early Social Interaction Project will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and service providers. During the fourth year, the project will be further refined and replicated in four other counties in the panhandle of Florida. Data gathered will contribute new knowledge about very young children with autism spectrum and increase the field's ability to serve these children more effectively.

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*Grant Number:* H324M010093

**New Voives/Nuevas Voces: Cultural and Linguistic Diversity in Early Intervention: A Program Improvement Model**

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*Purpose:* This project will develop, refine, demonstrate, and evaluate the Cultural and Linguistic Diversity Program (CLD), a model aimed at improving the quality of early intervention and preschool special education services offered to children (birth to 5) and their families who are from diverse cultural and linguistic backgrounds, with a special focus on Latino children and families.

*Method:* The project has four components: 1) development and refinement of the Cultural and Linguistic Diversity Curriculum; 2) training of early intervention providers; 3) technical assistance to program participants; and 4) development and dissemination of resource materials. A total of 120 program coordinators and service providers from North Carolina will participate in the CLD program. In addition, current state-wide early intervention and preschool technical assistance providers, constituting the project's "Leadership Technical Assistance Team," will receive training to develop, expand, and enhance their skills in providing ongoing technical assistance on cultural and linguistic diversity issues.

*Products:* The implementation of this model will build capacity and improve service provision to young children with disabilities by supporting program/agency administrators, program coordinators, and service providers in assessing the cultural and linguistic appropriateness of their policies and practices, and in developing, implementing, and evaluating strategies to meet the needs of all children and families they serve.

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*Grant Number:* H324M010138

**ACES: Access for Children to Early Services**

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*Purpose:* Finding and serving infants and preschool children with developmental needs is a national priority under IDEA. Identifying and intervening with children in their preschool years may improve developmental outcomes, support families, and save resources for school districts and society at large. In addition to identifying general developmental delays, there is a specific need to accurately identify and refer young

children with social-emotional and behavior disabilities, to prevent later detrimental mental health, educational, and antisocial outcomes. The overall goal of the Access for Children to Early Services Model (ACES) is to improve community-based early identification systems for infants, toddlers, and preschool children who are at risk for social-emotional and behavioral disabilities.

*Method:* This project is a family-centered, low-cost, and effective early identification and referral model for young children with social-emotional and behavioral disabilities. The approach has appeal because it involves parents in the evaluation of their child's development and it provides an economical strategy for the early identification of social-emotional and behavior disabilities. Targeted objectives include: 1) refine and implement a collaborative, community-based, multi-agency early identification approach; 2) replicate and evaluate the model in ethnically diverse settings; 3) evaluate the cost, effectiveness, and satisfaction; and 4) replicate and disseminate the ACES model.

*Products:* Children and families will receive direct benefits through ongoing screening and timely referral to special education services to improve outcomes and prevent secondary delays.

*Grant Number:* H324M020065

### **Providing Effective Services to Infants and Toddlers with Autism and Related Disorders: Blending Approaches to Meet Individual Needs**

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*Purpose:* This project is designed to meet the needs of infants and toddlers with autism by integrating best practices from early childhood special education, early childhood education, and applied behavior analysis. The model will be based on an existing program for preschoolers with autism at the University of Washington (Project DATA).

*Method:* The core activity of the project is implementation of an existing high-quality early intervention program that will be supplemented by extended instructional time, technical and social support for families, collaboration and coordination across services, and transition support for the children.

*Products:* The model will serve 12 children/families each year through direct services and many more children, families, and practitioners through a major dissemination component. Monthly autism awareness workshops for parents and early childhood providers will be conducted in the community. The project will develop one-page information briefs describing current findings and conduct trainings based on the model for early childhood providers. Approximately 300 people will participate each year in at least one of four trainings and many more will be able to access project information through the project's website.

Grant Number: H324M020068

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## **A Model System for Early Prevention of Reading and Behavioral Failure**

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*Purpose:* This project will develop a model that uses multiple school-wide prevention exemplars from which to empirically demonstrate and create awareness of prevention and early intervention strategies for early reading and behavioral failure. The project will focus on programs and outcomes that have been demonstrated to be effective at both preventing the types of failures that ultimately warrant services under IDEA and improving effective collaborative programs for students who are served under IDEA.

*Method:* The project will be directed from the Department of Special Education at the University of Florida, in conjunction with the Alachua County Schools. Three model sites will be developed and implemented to demonstrate and monitor the effects of a three-tiered program of prevention. First, all schools will be helped to develop school-wide strategies of effective instruction for reading and behavior, designed to provide a comprehensive foundation for success. For students who continue to fail despite school-wide efforts, a second level of more intensive small group programs will be developed, with a third level of highly individualized and intensive supports available to students with the most chronic of reading and behavioral failures.

*Products:* This project will develop a knowledge base and understanding of how established prevention programs in reading and behavior can be effectively combined and sustained in the public school system during the elementary years. Procedures, products, and outcomes of the model will be disseminated across a variety of interest groups via a wide range of venues. Project school sites will be available for visitation and will be prepared to describe the prevention systems developed through this project. Additionally, conference presentations and articles in professional journals will widen the dissemination and will impact prevention and effective practice for at-risk and IDEA-eligible students. The continuing refinement of training processes and materials necessary to replicate model schools will result in validated implementation process materials that can be disseminated via professional training presentations, writing, and the World Wide Web.

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*Grant Number:* H324M020084

### **Scaffolding Emergent Literacy: Supporting the Early Literacy Development of Young Children with Disabilities in Natural Environments**

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*Purpose:* This project will develop, implement, evaluate, and disseminate a comprehensive model to support the early literacy development of young children with disabilities in the home, childcare, and inclusive early education programs. The project will provide early childhood special education (ECSE) staff with an empirically validated model for assisting families and community-based childcare providers in improving the early literacy outcomes of young children with disabilities, ages birth to five years.

*Method:* The project will develop, field test, and evaluate methods and materials for ECSE staff to use with parents in order to increase family involvement in the early literacy development of their young children with disabilities. It will also develop materials for ECSE itinerant staff to use with early education teachers and childcare providers serving young children with disabilities in community-based programs in order to enhance their ability to facilitate emergent literacy development. It will develop guidelines for staff that will enhance the ability to communicate effectively with families, particularly those with diverse cultural and linguistic backgrounds, and it will develop materials for families, early childhood educators, and childcare providers that will increase their knowledge of special education terminology and their participation in special education procedures for preschool children.

*Products:* The project will strengthen the collaboration and continuity between preschool, home, and community childcare environments. The model will use a combination of formats, materials, and media, including print, video, and electronic, to address the needs of families and staff with low literacy skills in English. A manual for ECSE staff and a family support guide for parents will be developed and will help support replication of the model.

*Grant Number:* H324M030033

### **Project ABLE (Asset-Based Learning Experiences)**

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*Purpose:* Project ABLE will develop, demonstrate, and evaluate how the personal assets of parents (and other caregivers) can serve as natural learning environments and sources of developmentally appropriate learning opportunities for infants, toddlers, and preschoolers with or at risk for disabilities or delays. Project ABLE will develop, implement, and evaluate strategies for: 1) identifying parents' personal assets

across multiple cultures; 2) using these assets as sources of children's learning opportunities; and 3) promoting the use of these learning opportunities as a context for acquisition of behaviors on the child's individualized family service plan (IFSP) and individualized education program (IEP).

*Method:* The personal assets of children's parents (abilities, talents, interests, skills, etc.) naturally lead them to engage in a variety of desired activities, at home and in the community, which provide their children a multitude of learning opportunities. Specially developed asset assessment tools and capacity-building strategies will be developed and employed to help parents identify their own assets, translate these into specific learning opportunities to be used with their children, engage their children in these learning opportunities, and assess how these experiences have development-enhancing consequences on their children's behavior. The goals and objectives of the project are the following: 1) develop, implement, and evaluate a model for using parents' personal assets as sources of children's learning opportunities; 2) develop, implement, and field-test strategies and techniques for promoting the use of parents' assets as sources of children's learning opportunities; 3) replicate the project model, methods, and strategies; and 4) disseminate information about the successful project efforts to a wide constituency audience. Both a randomized experimental design evaluation and a process/output/outcome evaluation will be conducted to determine the effectiveness of the project. The demonstration phase of the project will be implemented in two communities (urban and rural) and two geographic regions (New Mexico and North Carolina) with 40-50 parents and their children (ages birth to 5) who are enrolled in Part C Early Intervention or Part B (Section 619) Early Childhood Special Education Programs. The project will be replicated in two different urban and rural communities in Year 3 and Year 4. The demonstration project is expected to produce a number of positive parent, child, and family benefits, including increased confidence and competence, acquisition of new behavior and competencies, and enhanced quality of life. Furthermore, the project expects to make a number of important contributions to practice, including increased knowledge about children's learning opportunities and how they can be used to promote and enhance child behavior and development; an expanded definition of natural environments and developmentally appropriate practices; development of functional materials and strategies which can be easily understood, replicated, and incorporated into existing programs by parents, early intervention practitioners, and early childhood educators; and mechanisms for wide distribution of project materials to programs and organizations that serve young children and families.

*Products:* The major products will be the following: 1) an asset assessment instrument; 2) methods for cataloging activities based on parent assets (activity manual); and 3) a description of intervention strategies that parents and practitioners can use to increase children's learning opportunities.

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*Grant Number:* H324M030128

## **Chicago Early Intervention Project**

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*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2007

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*Purpose:* The Chicago Early Intervention Project will demonstrate the effectiveness of an intensive home-based, early intervention program for very young children with identified disabilities who live in inner city, urban neighborhoods.

*Method:* The project will improve child developmental outcomes by teaching urban parents living in poverty how to enhance available learning opportunities for their child with a disability within typical routines and activities. Early intervention staff will be taught child-focused and responsive interaction intervention approaches. The efficacy of the two approaches will be evaluated with families randomly assigned to the two intervention approach groups, to ascertain which one produces the best outcomes for children with disabilities and their families living in poverty. Five broad goals will guide the work of this project: 1) recruit and retain at least 30 children with identified disabilities between 12 and 24 months of age; 2) train early intervention staff on intervention approaches; 3) teach inner-city parents how to embed and promote learning within routine activities and settings; 4) conduct a comprehensive evaluation of the effects of the two approaches on child, parent, and provider outcomes; 5) replicate the most effective approach with a second cohort of 30 children/families during project years 3 and 4; and 6) produce and disseminate accessible products to promote replication of the most effective approach. Qualitative and quantitative measures of child, parent, and provider change will be collected at regular intervals and analyzed using inferential and descriptive statistics. Single subject data will be collected within intervention conditions to assess individual progress across children and families in key developmental areas and to measure the effectiveness of intervention components.

*Products:* Products describing the model and its effectiveness will be disseminated in accessible print, Internet, and conference formats to parents, policy makers, administrators, and providers.

*Grant Number:* H324M030192

### **Development PARTners: Prevention, Assessment, Referral, Transition for Adopted Infants and Toddlers**

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*Purpose:* This project will develop a Prevention, Assessment, Referral, and Transition model that can be used by public and private adoption agencies as well as early intervention programs as a means to identify developmental problems, provide time-limited intervention services early in the adjustment period of young adoptees, and transition adopted children to formal early intervention and special education services.

*Method:* The project will implement and demonstrate the model with a sample of 80 adopted children and their parents. Children will receive intervention through random assignment into either a 6-month or 12-month length of intervention. In year one the project will implement the model with individual families, and in year two with small groups. This strategy allows for a comparison of two different lengths of time and two different modalities (single versus group). The project will evaluate the effects of this model on children's social-emotional, communication, and cognitive functioning. The project also will evaluate the impact of this model on families and on the numbers of children referred to early intervention.

*Products:* Results from this project will be disseminated to parents, professionals, and other research and training projects.

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## 84.324N

### Initial Career Awards

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*Grant Number:* H324N010018

**Ecological Support for Young Children with Challenging Behavior,  
Their Peers, and Teachers**

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*Purpose:* This study will examine the roles that children with problem behavior play in the peer culture of an inclusive early childhood program, and will develop a model of intervention grounded in the research of positive behavioral support, person-centered planning, and naturalistic social-communication instruction.

*Method:* The first phase of the study will describe the social-communicative role of the child with challenging behavior in peer dyads, his peer culture, and his classroom culture in three early childhood classrooms. Qualitative data will include field notes of observations, open-ended interviews, and documents collected and analyzed within an ecological systems study. The second phase of the study will include implementation of a practical model of intervention grounded in positive behavioral support, person-centered planning, and naturalistic communication-based instruction. The intervention phase will successively involve two early childhood classrooms. A component of the intervention phase will involve participatory action research methodology in which the classroom teachers will share in research decision making. Data management will include qualitative and quantitative measurement.

*Products:* The findings will provide a practical model of intervention for young children with problem behavior. Results will be disseminated widely through conference presentations; peer-reviewed publications; consumer-oriented articles for teachers and parents; and consumer presentations for teachers, parents, and young children.

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## **84.324R**

# **Outreach Projects for Children with Disabilities**

*Grant Number:* H324R010002

### **Experiential Outreach for Early Head Start Programs Serving Latino Infants and Toddlers Who Are At-Risk for Developmental Delay: A Web-Supported System**

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*Purpose:* The project will adapt a successful experiential outreach approach called Total Quality Outreach (TQO) to focus on a particularly needful segment of society—rural, Latino, and Native American families of very young children who are at substantial risk for developmental delay and associated disabilities.

*Method:* The project will blend key TQO elements (rotational internships, peer coaching and mentoring, reflective techniques, and Web-based interactive problem solving) with knowledge gained about 0-3 best practices from the Yakima Valley Early Head Start Research Project, empowering primarily Early Head Start (EHS) staff and families to enhance key developmental outcomes and to adopt experiential outreach as a local professional development tool. The project will bring participants from rural Early Head Start and Migrant Head Start programs through three phases of outreach in which they: 1) initiate a process of program self-appraisal and renewal; 2) sustain the process by assimilating selected exemplary and recommended practices for infants and toddlers into their own program activities; and 3) extend the process to colleagues as on-site outreach resources. Particular extension foci will be on enhancing center- and home-based familial/cultural language nurturing practices, increasing fathers' involvement, and promoting early roots of literacy development. Emerging findings from 17 Early Head Start Research Project sites and recent literature will be combined with cogent literature to yield an evidence-based self-appraisal process. Over the three-year period, triads will be formed from 35 direct and 40 Early Head Start and 0-3 child development program personnel in four states from both home-based (e.g., home educators, case managers) and center-based (e.g., lead teachers, para-educators) program models, as well as disability and family coordinators. Focus children will include infants and toddlers with individualized family service plans (IFSPs) and a subset of those determined to be at substantial risk for developmental delays.

*Products:* Outcomes of this project will include: 1) a self-appraisal process to help operationalize key disability guidelines of the Head Start Performance Standards; 2) enhanced implementation and sustained use of exemplary practices; 3) EHS programs' incorporation of experiential outreach elements into ongoing inservice training; and 4) measured enhancements to children's key developmental outcomes.

Grant Number: H324R010014

**The Responsive Teaching Outreach Project:  
An Interdisciplinary Model for Training and Supporting Professionals  
to Implement Parent-Mediated Developmental Intervention**

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*Purpose:* The Responsive Teaching Outreach Model will train early intervention service providers from two states and disseminate information and materials nationally related to the Responsive Teaching intervention model. Responsive Teaching enriches children's natural environments by helping parents use responsive teaching strategies to enhance children's use of pivotal learning behaviors during daily, routine activities, enhance children's developmental functioning, and help children acquire the pivotal learning skills that are the foundations for early development and later school success.

*Method:* This outreach model consists of seven components designed to help professionals learn the foundations and strategies for Responsive Teaching and implement the intervention model as a cornerstone of their services to children and families. The project will provide professionals the foundations and skills needed to develop and evaluate intervention plans, work collaboratively with parents and family members to implement the Responsive Teaching Outreach Model, and address problems encountered. It will also promote administrative policies and procedures that will ensure continued use of responsive teaching after the completion of training. Outreach participants will receive 15 days of training. This training will include: 1) an Awareness Workshop; 2) a two-day Introductory workshop on the rationale, strategies, and procedures of Responsive Teaching; 3) a seven-day intensive workshop at the Family Child Learning Center involving lecture, discussion and supervised practice of the Responsive Teaching intervention model; 4) four half-days of on-site supervision; and 5) three on-site, one-day workshops on clinical problem solving. Project staff will also spend two half-days with administrators to develop program policies and procedures that support the use of this model.

*Products:* The project includes several mechanisms for supporting the implementation of the Responsive Teaching intervention model and creating a network of professionals and parents who are using this model. These mechanisms include a website, a quarterly newsletter, and ongoing technical assistance. In three years, the project will train 200 staff from 18 early intervention (Part C) programs, including nine from South Carolina and nine from Ohio. One-day Awareness Workshops will be offered for all early intervention personnel in Ohio and South Carolina as well as four other states to be determined.

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Grant Number: H324R010016

### Parent Leadership Development Outreach Project

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*Ending Date:* 9/30/04

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*Purpose:* This project builds on a successful model demonstration project and a small but growing body of research that documents the efficacy of involving parents and other family members in all aspects of planning, delivering, and evaluating early education and intervention services. This project will use a train-the-trainer model that will involve recruiting seven graduates of the parent leaders to leadership opportunities in institutions of higher learning preparing early intervention and family support services.

*Method:* Key features of the outreach project include: 1) a series of leadership retreats for parents as they implement leadership action plans and develop portfolios highlighting their leadership roles and activities; 2) individualized follow-up activities with parents as they implement leadership action plans and develop portfolios highlighting their leadership roles and activities; and 3) linking parent graduates to leadership opportunities and providing training to professionals about effective methods for involving parents as leaders in early intervention.

*Products:* The project will evaluate and disseminate a train-the-trainer parent leadership development model and an array of video and print materials for widespread use in early intervention.

Grant Number: H324R010022

### Project SUNRISE Outreach: Systematic Use of Newly Researched Interventions by Special Educators

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*Beginning Date:* 10/01/01  
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*Purpose:* Project SUNRISE Outreach will provide training to promote the adoption of quality practices in classroom settings serving infants, toddlers, and preschool children with disabilities, including community child care settings that are the natural environments of young children and families. The classroom practices are ones known to promote the optimal functioning of young children and their families.

*Method:* The model focuses on the influence of classroom and instructional practices on child and caregiver behavior and includes practices that are family-centered, developmentally appropriate, routine-based, functional, and responsive to child initiations toward their environment. Training will focus on

seven components of the classroom ecology: 1) Program Foundation and Philosophy, 2) Management and Training, 3) Environmental Organization, 4) Staffing Patterns, 5) Instructional Context, 6) Instructional Techniques, and 7) Program Evaluation.

*Products:* Outreach activities will be individualized and highly responsive to adult learners, and will include on-site replication and follow-up training, awareness, dissemination, and coordination with staff level personnel.

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*Grant Number:* H324R010036

**Project DATA Outreach Training**

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*Beginning Date:* 9/01/01  
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*Purpose:* This outreach training will help district personnel implement and evaluate school-based programs for young children with autism based on Project DATA at the University of Washington (UW).

*Method:* The project blends the strengths of different disciplines (i.e., early childhood special education, early childhood education, and applied behavior analysis) to create a comprehensive school program for young children with autism that is effective for children and families and responsive to the needs of consumers (e.g., families and school district personnel). The project has several important features. First, it will provide school district teams with training at UW and follow up at their site and via interactive video conferencing. Second, the project will develop a number of training materials, including instructional programs and staff training materials that will be available over the Internet. Finally, the project will work with New Horizons for Learning to sponsor an Internet discussion about intervention issues for young children with autism.

*Products:* The outreach and training project is designed to meet the urgent need in Washington State and the WAMI (Washington, Alaska, Montana, Idaho) region for high-quality training in a proven model for school-based services for young children with autism.

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Grant Number: H324R010045

**Project SEARCH**

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*Purpose:* Project SEARCH Outreach will promote adoption of an approach for enhancing child capabilities and documenting the outcomes of intervention with children, birth-8 years of age, who are very young developmentally.

*Method:* The intervention and evaluation model emphasizes: active learning games as a basis for promoting child competence; natural environments as the contexts for developing and implementing competency-enhancing interventions; parent-professional partnerships as the mechanism for developing, implementing, and documenting the effects of interventions; and the documentation of extended benefits as the indicators of intervention outcomes. The model includes: 1) procedures for identifying child strengths and selecting target behaviors, 2) procedures for developing and implementing active learning games that will provide the child with learning opportunities in natural environments, and 3) procedures for assessing and documenting the extended benefits of learning games on child and caregiving behavior. Outreach methods will be highly responsive, individualized, and considerate of the unique needs of adult learners, and will include on-site replication and follow-up training, awareness activities, dissemination, and coordination with state-level personnel.

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Grant Number: H324R010046

**LEAP Outreach**

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*Purpose:* Learning Experiences: An Alternative Program (LEAP) Outreach will provide training to early intervention staff in 18 replication sites in Colorado, Montana, and Oregon. The primary goal of the training is to assist children with autism in reaching their optimum level of development and to assist families of children with autism to reach their optimum effectiveness and confidence as they and their children are integrated fully into their respective communities. A second goal is to build supporting mechanisms and policies at the state level to ensure long-term support for the replication sites.

*Method:* The project will accomplish this goal by facilitating state-wide planning and conducting awareness activities specific to best practices for young children with autism and their families. The content of this outreach training is based upon intervention procedures that have been empirically validated at the LEAP project over the last 20 years, including 12 years of outreach work. LEAP preschool is a joint

effort between the University of Colorado at Denver and the Douglas County School District, Parker, Colorado.

*Products:* This outreach project offers the following national-level contributions to knowledge and practice: 1) dissemination and replication of a service delivery model with unambiguous effectiveness data for typical children and children with autism and their families; 2) dissemination and replication of a service delivery model that will impact directly on the lives of as many as 1,200 children and families over a 36-month period; 3) dissemination and replication of an inclusive service delivery model for children with autism; and 4) dissemination and replication of an outreach model that is maximally efficient vis-a-vis personnel resources and compatible with developmentally appropriate services.

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*Grant Number:* H324R010071

**Increasing the Use of Family-Centered Practices  
in Early Intervention through Participatory Program  
Evaluation, Training, and Technical Assistance**

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*Purpose:* This project will develop, implement, and evaluate an outreach program that begins with the assessment of the current status of family-centered practices using a participatory or empowerment evaluation approach.

*Method:* In the empowerment evaluation approach used by this project, practitioners, administrators, and families in early intervention and preschool programs, with the assistance of a program evaluator, design and implement an assessment of program practices. Results of the assessment are then used by the programs to identify specific practices that need to be eliminated, modified, added, or increased. Individualized training in family-centered philosophy and practices, specific to the assessment profiles of individual programs, will be provided by the outreach project. The project will also provide technical assistance to programs in identifying and modifying administrative and procedural barriers to family-centered practice.

*Products:* The project will build local capacity in two ways: first, the participatory/empowerment evaluation process provides guidance, training, and experience to practitioners, administrators, and families of participating programs in program evaluation methods, which can help in the acquisition of evaluation skills that individuals can use in other situations; and second, the outreach activities will be implemented across one-third of the programs in the state each year. This not only provides a research design for evaluation purposes, it allows individuals who have been through the process to participate as trainers/facilitators during the second and third years of the project. Additionally, the project will produce several instruments as well as a procedural manual and training manuals. The instruments include a survey for families concerning family-centered practices and observation instruments for identifying specific family-centered practices during the development of the Individualized Family Service Plan.

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Grant Number: H324R020030

## **SELF Outreach: Supports for Early Learning Foundations**

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*Purpose:* Self-regulation has become recognized as one of the most critical factors in understanding the course of a young child's development and its impact on daily care routines and behavior. The model on which this project is based, the SELF Model of Regulation, is a comprehensive, exemplary practice of assessment and intervention that incorporates a clinical reasoning process while addressing the complex nature of self-regulation. This project will continue the implementation of the SELF outreach activities and will provide additional empirical data as it aspires to become a "proven model." The Extended University of the University of New Mexico will provide training and technical assistance in the SELF Assessment-Intervention Process through a distance education outreach project.

*Method:* The SELF Outreach Project will offer accessible and innovative training and technical assistance to Region VI Head Start Trainers and Part C Training and Technical Assistance Teams in five partner states, focusing on personnel and family members in largely rural areas. Project staff will provide specific training and technical assistance by introducing the model of self-regulation and its application in a three-step assessment-intervention process. The theoretical framework of the SELF process is based on information from multiple disciplines, including education, psychology, occupational therapy, speech/language pathology, and medicine. The outreach project will offer four delivery strategy options: 1) self-contained training package (manual, CD ROM and Trainer's Guide with Audio Conferencing); 2) information on an interactive assessment website; 3) online workshops and courses, and 4) in-person demonstration, technical assistance, and follow-up training.

*Products:* More than 100 training and technical assistance personnel will receive direct training in the SELF Process. These individuals will in turn provide training to more than 1,000 early childhood personnel, thus impacting the lives of at least 10,000 young children and their families. The outreach components will be nationally disseminated, providing many more early childhood professionals and families from across the country the opportunity to receive information, training, and technical assistance.

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Grant Number: H324R020041

**The Infant Behavioral Assessment and Intervention Program  
Outreach Project: Supporting the Neurobehavioral Organization  
and Development of Infants with Disabilities**

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*Purpose:* The Washington Research Institute will replicate and disseminate a validated, proven intervention model specifically designed to support the neurobehavioral organization and development of the growing number of infants (newborn to eight months in developmental age) who are born with very low/extremely low birth weight or disabilities and to support their families.

*Method:* The model draws from the theory and research on early infant neurobehavioral organization and development as well as individualized, relationship-based, child-responsive intervention approaches. The intervention model will be used to train home-, center-, and community-based early intervention professionals, paraprofessionals, and parents in supporting the neurobehavioral organization and development of these infants. The project will improve educational services to infants born with very low/extremely low birth weight or disabilities and their families by helping 13 new outreach sites to adopt and replicate the model through instruction in two levels of training. These include: 1) Level I Training: training in the administration and implementation of the “Infant Behavioral Assessment,” the “Neurobehavioral Curriculum,” and “Holding Parents Holding Their Baby”; and 2) Level II Training: training staff-parent trainers to promote the replication of the core constructs of this model beyond the outreach period.

*Products:* The outcome of this project will be the dissemination and replication of a comprehensive neurobehavioral assessment and intervention program that supports the neurophysiological integrity of infants born with very low/extremely low birth weight or disabilities. Parents will benefit from the facilitation and support offered by the training, thus assuring mutually satisfying parent-infant interactions and confidence in their ability to support the neurobehavioral and developmental needs of their infant. Early intervention professionals and paraprofessionals will benefit by learning to provide appropriate neurobehavioral facilitation to these fragile infants during an assessment, intervention, or care-giving session.

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Grant Number: H324R020050

### **Making the Right to Communicate a Reality for Young Children with Severe or Multiple Disabilities**

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*Purpose:* This project will address the needs of the children and youth, ages 3-21, with severe or multiple disabilities (including low-incidence disabilities) who are not able to use speech, manual signs, or high-tech communication devices.

*Method:* The project will be an extension of other federally funded outreach projects that have targeted communication intervention and alternative forms of communication in the early childhood population in parts of the western, midwestern, and eastern U.S. This project will extend the other projects in three ways: 1) the project staff will be able to respond to requests from audiences who are involved with children of all ages because these strategies are applicable across the life span and many individuals who have not been exposed to appropriate communication intervention at an early age are able to learn to communicate effectively once an appropriate system is targeted; 2) the geographic area to be served will be expanded to include the entire United States; and 3) the project will develop an online course so that the communication intervention training will become widely and permanently available beyond federal funding.

*Products:* The online course will constitute a new training mechanism that will make distance education available. The course will disseminate effective alternative communication intervention strategies to professionals, parents, and speech-language pathologists across the United States in a manner that will promote long-term impact.

Grant Number: H324R020064

### **National Parent Leadership Development Project for ICCs**

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*Purpose:* The National Parent Leadership Development Project for Interagency Coordinating Councils (ICCs) will develop a diverse group of ICC parent leaders who will possess the skills necessary to positively impact the Early Intervention program (IDEA, Part C) and its delivery of services to children birth to three in their states by serving effectively on statewide coordinating councils and their committees or subcommittees.

*Method:* The Federation for Children with Special Needs has developed a leadership support model with input from parent leaders in 25 states across the country. Based on a series of national training institutes and participatory inventories of needs and issues for parent leaders, the model focuses on key areas: the notion of a personal leadership style and how it applies to a constituent representative; strategies for understanding complex organizational systems and how to function within them; and using a family's personal experiences to amplify policy issues. Addressing the urgent need for skilled parent leaders who are actively engaged in collaborative policy in such positions, the project will address four key activities: 1) provide training to parents for effective participation in state ICC activities through annual ICC parent leadership institutes in five states (15 states over three years); 2) ensure and support the replication of the leadership development training and implementation of the state teams' action plans through follow-up technical assistance; 3) establish collaborative relationships with states and other entities to gain support of and participation in leadership institutes and in project leadership replication activities; and 4) facilitate networking and linkages among ICC parents nationally, including those from diverse and traditionally underserved populations, through technology and other supports.

*Products:* The following outcomes will be achieved: 1) state ICCs will be better able to meet the parent training needs and will be better able to recruit and retain parent leaders from the field; 2) there will be a stronger and more diverse parent voice that will have an effective impact on policy development related to services for young children and their families; 3) there will be an increase in parent participation in leadership roles in other educational and service settings; and 4) a network of trained parent leaders will be available to assist each other and other parents dealing with leadership issues.

*Grant Number:* H324R020077

### **CMI-Outreach Project**

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*Beginning Date:* 10/01/02  
*Ending Date:* 9/30/05

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*Purpose:* The CMI-Outreach Project will increase awareness of the Case Method of Instruction (CMI) and facilitate its use in early intervention preservice and inservice personnel preparation.

*Method:* A major focus of project activities will be the direct training of preservice and inservice instructors in the use of CMI. An intensive three-day training program will be offered to instructors in six states in the U.S. Innovative features of this training include: 1) all instructors will participate in training with a partner or team to ensure that they have readily available support for implementing CMI in their own courses or workshops following their participation in training; 2) the curriculum will take participants through a progression of training activities to ensure adequate skills for conducting CMI after training (awareness, knowledge, skill development through modeling, and practice with feedback); 3) all training participants will develop written plans for incorporating CMI into their existing training responsibilities (i.e., university courses, workshops/seminars); 4) a follow-up session will be held approximately six months after the initial training to assess participants' implementation of CMI and to address any concerns or areas of difficulty they may have experienced in using the method; 5) all participants will agree to assist in conducting at least one training event in their own state in which they share their

knowledge, skills, and experience in using CMI with other preservice and inservice instructors (i.e., train-the-trainer approach); 6) a state advisory board will be identified and convened in each of the six targeted states to help identify needs and to generate support needed by training participants to follow-through with their plans to use CMI and to train others in the method.

*Products:* In addition to providing direct training for instructors in targeted states, the project will also engage in activities aimed at national dissemination of the information about CMI and resources to support instructors using the method. These efforts will include a website that provides public access to case materials, a Web-based “bulletin board” for the exchange of information and ideas among instructors, and a series of on-line discussions with CMI experts. The project will also undertake the task of writing case stories and related training materials that are specifically designed for the use of training of allied health professionals, as this is an area of needed resources. Finally, the project will write, field test, and distribute a guidebook on case writing in order to encourage and enable instructors to write their own case stories.

*Grant Number:* H324R020085

### **The Mastery Outreach Project: To Improve Outcomes for Children Ages Two to Eight with Significant Disruptive Behaviors and Their Families**

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*Purpose:* The Mastery Project will improve services and achieve optimal developmental outcomes for children ages two to eight in early intervention and special education programs who have significant disruptive behaviors and are at risk for serious emotional disturbances and developmental delays.

*Method:* The model upon which the project rests is the Family-Centered Mastery Intervention Model (FCMIM). The model is based upon empirically supported methods of intervention that have been shown to reduce disruptive behaviors in young children, allow them to participate and succeed in regular classrooms, and prevent them from requiring segregated special education placements and related mental health services. The Mastery Project will provide training and support to early intervention, early childhood special education, Head Start, and elementary school special and regular education administrative, teaching, and related personnel to: 1) work effectively with children with disruptive behaviors in their natural learning environments (home and mainstream classrooms and program environments) and 2) work with the children’s families individually and in parent behavior management training sessions on ways to effectively manage their children’s behavior and to promote their social, emotional, and cognitive growth and development. The four primary activities for the project include: collaborative planning, product development, replication training and technical assistance, and dissemination activities and awareness training.

*Products:* Products will include journal and newsletter articles, position papers, a project brochure, one-page information sheets, and the FCMIM manual. The manual will provide empirically supported strategies for intervening with young children with serious disruptive behaviors in their natural learn-

ing environments and for their families. In addition, four awareness training workshops and presentations will be made at state, regional, and national conferences. Information about the project will also be disseminated through print, national electronic networks, and the project's listserv. In the third year of the project, an Institute on Serving Children with Serious Disruptive Behavior and Their Families will be conducted and offered to 100 training participants. During the three years of the project, over 255 early intervention and early childhood administrators, staff, and families located in 17 programs in at least four states will receive replication training and technical assistance. In addition, another 1,000 individuals will be reached through the project's products, public awareness, conference presentations, and dissemination activities.

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*Grant Number:* H324R020086

**Project SKI\*HI Outreach: Early Intervention for Infants and Young Children Who Are Deaf or Hard of Hearing and Their Families**

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*Purpose:* This project will assist agencies in implementing a proven early intervention program (the SKI\*HI model) to address the critical needs of infants, toddlers, and preschool-age children who are deaf or hard of hearing and their families, through training and resources that feature the most current and essential information available in the field of early childhood deaf education.

*Method:* Project activities will include: 1) promote awareness of services; 2) identify and select SKI\*HI replication sites and SKI\*HI recertification sites; 3) assist new agencies in implementation of the proven SKI\*HI early intervention program model through effective training procedures; 3) assist existing SKI\*HI sites in recertifying and updating their current early intervention staff on new materials and information in the field; 4) offer technical assistance and follow up to implementing sites; 5) develop and disseminate high quality resource, training, and awareness products; 6) designate and train six regional coordinators to organize training activities and assist with development of training materials; 7) coordinate with national and local dissemination and service agencies; and 8) evaluate the effectiveness and impact of project strategies and services.

*Products:* The outcomes and products of this project include: 1) outreach services to six new implementing agencies/states to establish SKI\*HI services; 2) recertification training on new program components in the SKI\*HI Resource manual to existing SKI\*HI trained early interventionists in 40 states; and 3) new training materials developed to coincide with new resource materials.

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Grant Number: H324R030013

### **LitTECH Outreach**

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*Purpose:* LitTECH will link the effective results of emergent literacy technology research findings to early childhood practice, thereby increasing and improving emergent literacy practices for young children with disabilities and their families.

*Method:* LitTECH will implement a variety of awareness and dissemination activities. The LitTECH model was developed for diverse ethnic and cultural groups. Individuals with disabilities and parents of children with disabilities will be part of the planning, implementation, and evaluation process. Project activities will include replication, product development, revision and dissemination, training workshops, and collaboration. Replication sites will be located in multiple regions in Illinois. Five sites with multiple classes serving 1,112 children have requested replication. Classes within those sites will be randomly assigned to either the treatment (replication) or comparison group in Years 1 and 2. Additional sites will be sought for participation in Years 2 and 3. Data will be collected on children, families, staff, and sites. Comparisons within, among, and between classes and sites will be made. Training content will be organized into five modules, and tested, effective training procedures will be implemented.

*Products:* Anticipated outcomes are expected to: 1) improve educational practice by linking tested research results to practice in the replication sites; 2) provide access to the general education curriculum, specifically related to literacy development, to children with disabilities; 3) promote awareness of the positive effects that software and adaptations can have on children's literacy skills; 4) provide effective teaching/learning strategies using an emergent literacy interactive technology curriculum, training modules, related products, and a multi-faceted Website; and 5) increase local capacity. Products will include print materials, such as training modules and curricular materials; videos; the Website; and electronic versions of child measures. Both low-tech and high-tech adaptations are incorporated into the curriculum.

Grant Number: H324R030049

### **Caring for Infants and Toddlers with Disabilities: New Roles for Physicians**

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*Purpose:* This project, Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT), aims to replicate a model that addresses an almost universal challenge in early intervention: the involvement of physicians in community early intervention systems.

*Method:* CFIT will increase physician participation in the early intervention system through replication of a proven model of training that provides pediatricians and family physicians with the information and skills they need to be full participants on community-based early intervention teams. The CFIT model includes three replicable components: 1) state planning, 2) introductory seminars, and 3) independent study. The state planning component involves the development of state leadership planning groups composed of Part C personnel, physicians representing state chapters of the American Academy of Pediatrics (AAP) and the American Academy of Family Physicians (AAFP), and other key personnel to replicate the CFIT model. Leadership planning groups in six states will work with project staff to plan the replication process in their own state. The introductory seminar will introduce physicians to the concepts of: 1) a community-based, interdisciplinary, interagency early intervention approach; 2) family-centered services; and 3) the Independent Study process. Training methodology is designed to be as individualized, self-directed, and self-paced as possible and to acknowledge the special difficulties physicians may have in finding time for inservice training. CFIT training has been approved for continuing medical education credits.

*Products:* This project plans to accomplish the following: 1) collaborate with Part C, state chapters of the AAP and AAFP, families, and others to plan CFIT model replication; 2) implement the CFIT model of training in 30 communities in six states; and 3) disseminate information about the CFIT model and its products.

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*Grant Number:* H324R030072

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### **Crosswalks: Outreach to Infuse Diversity in Preservice Education**

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*Purpose:* This project will develop, test, evaluate, and disseminate a framework and companion toolbox to support early childhood and early intervention faculty and preservice programs in preparing students to work effectively with culturally and linguistically diverse children and families.

*Method:* The services offered through Crosswalks will include: 1) providing 90 preservice leaders with resources, training, technical assistance, and evaluation services and supports to meet identified diversity needs and priorities; 2) developing and testing, using a randomized experimental design, a framework and companion toolbox for using proven strategies to support the cultural transformation of preservice programs in ways that are also consistent with national standards; and 3) providing an intense three-day institute and follow-up support for replication to a national audience of 100-150 higher education, family, and community partners. The model will be piloted and tested in nine North Carolina higher education communities that include public and private colleges/universities, Historically Black Colleges and Universities, and community colleges. Evaluation data, based on faculty, program and student change, will guide revisions and scaling up of all project materials for national distribution/ replication. Use of evidence-based practices and a randomized experimental design will assure the integrity and validity of project findings.

*Products:* Anticipated outcomes include: 1) increased knowledge and skills of faculty across the nation on the values, content, and pedagogy necessary to prepare students to work effectively with culturally and linguistically diverse young children and families; 2) increased emphasis on cultural and linguistic diversity in early childhood and early intervention coursework, practica, and programs; 3) increased comfort and capability of early childhood and early intervention graduates to work effectively with culturally and linguistically diverse children and families; and 4) stronger linkages among early childhood and early intervention preservice programs, family members, and community partners.

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*Grant Number:* H324R030081

**Preventing Challenging Behavior in Rural Early Education Settings:  
Blending Technology and Technical Assistance**

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*Purpose:* This project will incorporate technology to replicate a proven model of technical assistance to public school programs in rural environments, by using technology to supplement on-site technical assistance training and service delivery to improve services for children with disabilities and their families living in rural areas of Minnesota.

*Method:* The project will work in rural districts in Minnesota to train 20 technical assistance teams during a three-year period, where over 55% of Minnesota's young children with disabilities and their families live and where opportunities for training and technical assistance are few. Additionally, the project will prepare four higher education mentors (each associated with a distinct rural region of the state) to sustain technical assistance teams created. The project will focus on training educators and family members to conduct functional behavioral assessments and implement positive behavioral support, which includes linking assessment results to proactive interventions, designing effective instructional environments, facilitating social interaction, teaching functional communication skills, and including family members in the design of interventions for the home, school, and community environment.

*Products:* The project will teach a course via a World Wide Web site and use other up-to-date distance learning technologies, such as interactive television, online Web support, and videoconferencing. This blending of technology and technical assistance will be replicable and sustainable and allow the project to disseminate information to help others work effectively with families and educators in rural areas to meet their unique needs.

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Grant Number: H324R030095

**CASCADES Project: Creating and Sustaining Change**

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Across Diverse Early Intervention

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*Purpose:* The CASCADES Project (Creating and Sustaining Change Across Diverse Early Intervention Systems) is a multi-site, multi-state outreach project that will use information generated from a proven model of exemplary practices previously funded by the EEPD Model Demonstration Program, to support systemslevel change in the delivery of services to young children with disabilities and their families.

*Method:* The project will address three components: 1) provide outreach and technical assistance using a Train-the-Trainer model to identified sites ready to implement systems-level change in one or more target training areas (i.e., screening, assessment/evaluation, naturalistic intervention); 2) develop and disseminate high quality materials (e.g., training manuals, videotapes); and 3) conduct a comprehensive evaluation of the impact of the outreach and technical assistance delivered. Outreach and technical assistance will be developed in conjunction with Part C and B coordinators and/or regional early intervention/early childhood special education coordinators to assure that regional/state needs are addressed and met. Sites will identify family members and disability advocates to be involved in the development of needs statements that will guide and direct the outreach and technical assistance provided. Sites can choose from outreach content topics and delivery options (e.g., technical assistance, consultation, information workshop). Evaluation will include a randomized assignment of sites into experimental (i.e., receive outreach services) and controls. Systemic effects will be measured. In addition, participation, satisfaction, and product development and dissemination will be addressed.

*Products:* Through adoption of the Train-The-Trainer model in the Outreach Service Component, the project's direct impact will be transferred to a variety of other personnel and sites. The distribution of support materials in the Materials Development/Dissemination Component will provide Site Trainers with the structure and support they need to create and sustain change at their sites. In addition, evaluation findings will be shared with states/sites as well as with other interested parties through a range of strategies (e.g., presentations, journal articles).

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Grant Number: H324R030099

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## **A Design for Learning: Teaching Communication and Cognitive Skills to Children with Severe Disabilities**

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*Purpose:* Communication and cognitive skills are fundamental to lifelong learning: they are skills needed to negotiate the social and physical environments. Yet many nonverbal children with severe or multiple disabilities do not learn how to interact effectively with either environment. Many of the educational materials and approaches that are currently available represent unrelated efforts that address only one area of skill development. This outreach project will disseminate an instructional model that promotes basic skill development in a systematic way that is flexible enough to mobilize the preferences of the individual child toward the pursuit of lifelong learning. The model targets the fundamental skills necessary to understand and master the social environment (social interaction, presymbolic communication, and symbolic communication) as well as the physical environment (manipulating objects; negotiating obstacles that arise at home, in class, and in the community; and using objects for representational and social purposes).

*Method:* The instructional approach has a number of features: 1) the instructional content consists of the communicative and cognitive skills needed to interact with the social and physical environments; 2) the outcome for the learner is the understanding and mastery of the social and physical environments, allowing the child to take in new information, respond to it, and act on it appropriately; 3) the approach is individualized so that intervention harnesses the intrinsic motivations of each child in the pursuit of learning; 4) the instructional approach is systematic so that families and professionals understand how learning unfolds and how the intervention relates to the child's current skills and supports the development of new skills; and 5) instruction emphasizes not only child's skill development but also the creation of environments that provide natural opportunities for learning.

*Products:* This project will result in training content that will address both communication and cognitive skill instruction. The project will develop online classes based on this training so that the training will become widely and permanently available without the support of grant funding. The project will target professional and family members involved in the education of nonspeaking children, ages 3-21, who experience severe and multiple disabilities.

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## 84.324T

# Model Demonstration Projects for Children with Disabilities

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*Grant Number:* H324T010022

### **Early Childhood Mental Health Project**

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*Purpose:* This project deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities. This project will implement and evaluate the effectiveness of a child care-based, family-focused interagency approach to meet the needs of young children at risk of mental health problems and their families. The project proposes a child care-based, family-focused interagency services approach that is particularly innovative in that effective collaboration will be a core component.

*Method:* This demonstration project represents a coordinated effort among the University of Nebraska, Lincoln Public Schools, and several child care settings in Lincoln. Effective collaboration will be implemented at the child care settings through service coordinators, interagency family planning teams, and unified service plans. In all instances, the focal point of the service efforts will be the inclusion of the family to help achieve successful school and life options for young children with emotional/behavioral disorders. Parallel to these services, the child care settings will place at-risk children in instructional groups where academic and language instruction is based on effective instructional practices. Additionally, when necessary, functional behavioral assessments will be conducted to determine the purpose of the young children's behavior. Data will be gathered in the areas of child status, family status, interagency collaboration, and case management.

*Products:* The outcomes of this early childhood mental health program will have a positive effect on the students and parents who will receive the services and the professional staff who implement the program. On the local level, this project will directly serve 100 young children and 100 families by providing strength-based assessment, unified service plans, individualized services, intensive service coordination, effective pre-reading and language instruction, functional assessments as well as parent involvement in decision making process and effective behavioral management strategies. On the state level, this program will serve as a model for other programs. On the national level, this program will benefit teachers, parents, and service providers and reach this audience through mailing lists, working papers, presentations, and research manuals.

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Grant Number: H324T010044

### **Child Care Access**

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*Purpose:* This project deals with Focus Area 2: Strengthening Childcare Infrastructures for Infants, Toddlers, and preschoolers with Disabilities from Underserved Families and Communities. This project will improve the quality and integration of the services and supports provided to currently underrepresented Part C-eligible children and families, through the coordination of health, mental health, and child care services and supports.

*Method:* Project activities will focus on children, birth to 36 months of age, who are dealing with stresses of poverty, substance abuse, violence, parents who are mentally ill, and/or complex medical concerns. Eligible children and/or parents will be identified through the Medicaid or CHIP enrollees in Colorado Access and Access Behavioral Care in Denver County, Colorado. The project will implement a transdisciplinary model of early intervention services and supports including a focus on meeting the individual's special health, mental health, and developmental needs in the context of both their child care and family settings. A unique feature of the project is the collaboration between the health and behavioral health plans to provide coordinated funding for a comprehensive service model which includes the provision of service coordination from within the health plan. This project is a collaborative effort of service providers (Project ENRICH of JFK Partners, Project PEARL of Mental Health Corp of Denver), health plans (Colorado Access, Access Behavioral Care), primary care providers in the Special Needs Clinics at The Children's Hospital of Denver, the state Child Care Block Program, and Part C.

*Products:* Outcomes are identified at child, family, and system levels to include increases in children's functional, developmental, and social skills; increases in parent skill and confidence in supporting their children's development; and increased access on the part of both children and parents to coordinated health services, mental health services, and individualized services and supports in child care settings.

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Grant Number: H324T010049

## **Keeping Everyone in Early Childhood Programs: Maintaining Inclusive Placements for Children with Challenging Behaviors**

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*Purpose:* This project deals with Focus Area 2: Strengthening Childcare Infrastructures for Infants, Toddlers, and Preschoolers with Disabilities from Underserved Families and Communities. This project will develop, implement, and evaluate a model for providing high quality care and education to children with behavior disorders in community-based child care programs. The project offers a model for inclusion which incorporates three levels of support to child care providers: quality practices, core behavior strategies and beliefs, and special and individualized supports. It uses the existing child care infrastructure and builds on services currently in place in the community.

*Method:* There are eight key characteristics of the model: individually and developmentally appropriate practices, family-centered care, use of progressive and positive behavioral support specifically designed for child care programs, coordinated delivery of existing services and resources, model development and demonstration in community-based child care programs, extensive training and on-site technical assistance, and a demonstration site for training and dissemination. The project will develop and implement the model in seven community-based child care programs including two family child care homes, two group child care homes, two child care centers, and one after-school program associated with a preschool special education program. The project will gather data to identify the range and types of behaviors presented by young children with challenging behaviors in child care settings, to meet the need for understanding the inclusion of children with challenging behaviors from the child care perspective. All model demonstration activities will be founded on family-centered practices, thus meeting the need for culturally respectful intervention that will support family choice and satisfaction with the child care placement and that will enhance positive outcomes for each child.

*Products:* A progressive behavior support curriculum will be developed that uses an individualized problem-solving approach to move from addressing quality issues as the foundation for inclusion to more specialized positive behavior supports, thus meeting the need to find the most effective natural supports possible for children with challenging behaviors. Collaborative practices will be cultivated to enhance provider skills as a member of the child's team and to heighten their involvement in seeking community support and making appropriate referrals. The model demonstration processes and materials will be targeted for dissemination locally and nationally to provide ongoing support and technical assistance for child care providers.

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Grant Number: H324T020023

## **All Kids Together: A Demonstration Model Supporting Inclusion of Children, Families, and Out-Of-Home Child Care Providers in Urban Neighborhoods**

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*Purpose:* This project will demonstrate a model of inclusion for children with disabilities who attend child care in targeted urban, inner-city neighborhoods. The project will focus on children living in adverse home or community conditions and children in families dealing with poverty, substance abuse, or violence.

*Method:* The project is designed with five functions: 1) strengthen the infrastructure of inner-city child care programs by demonstrating a model of inclusion for children with significant disabilities, aged two to five years, who live in inner-city neighborhoods and attend child care in home-based or center-based programs; 2) determine the effects of the model through a multiple measure plan that will yield both quantitative and qualitative data; 3) replicate the model in a second neighborhood; 4) integrate intensive training for both preservice and existing early intervention personnel; and 5) produce materials for dissemination so that others may replicate the model. The model of inclusion includes four central components: 1) formation of a university-community cluster collaboration with multiple child care and early intervention agencies and with local universities that are involved in preparing future preschool special education (PSE) staff; 2) selection of a child care setting by the family based on their priorities and resources; 3) provision of services for children, families, and child care/early intervention providers using an interdisciplinary, integrated, consultative, and program-based approach; and 4) evaluation and field-testing of the model. The plan for evaluation includes quantitative and qualitative measures and will be used both for ongoing model development and for determining program quality from the perspective of a variety of groups including the children with disabilities. Developmental and outcome data will also be collected to examine a range of programmatic or ecological factors such as child characteristics, educational or instructional model, and program type.

*Products:* The model will be developed and tested in one neighborhood with a minimum of 35 children with significant disabilities and approximately 350 children who are typically developing in 10 community child care programs. The model will be replicated in a second neighborhood cluster with a minimum of 10 new community child care programs. The child care providers will receive technical assistance/training focused on improving quality child care practices as well as a small stipend to assist them in optimizing children's learning opportunities. Early intervention services will be provided in collaboration with the local early intervention Part C or Part B agency and through an intensive internship for university students of multiple disciplines from three different universities. Project staff will provide services to the target children with disabilities using a model of integrated services, technical assistance to the child care program in terms of improving quality practices, and training and mentoring of university internship students.

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## 84.324V

# Research and Training Center on Scientifically Based Practices for Successful Early Childhood Transition

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*Grant Number:* H324V020003

**National Early Childhood Transition Research and Training Center:  
Transition — Opening Doors to Success**

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*Beginning Date:* 1/01/03  
*Ending Date:* 12/31/07

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*Purpose:* The National Early Childhood Transition Research and Training Center (NECTRTC) will enhance the current research base related to successful practices in early childhood transition for children (ages birth through five) with disabilities and their families and will disseminate quality practices to the field.

*Method:* The NECTRTC team encompasses the University of Kentucky Interdisciplinary Human Development Institute in collaboration with faculty at the University of North Carolina at Chapel Hill, University of Wisconsin at Milwaukee, Oregon State University, and Louisiana State University Health Sciences Center. The NECTRTC will focus on: 1) identification of current research, models, policies, and strategies; 2) examination of child, family, program, and community factors that influence a child's transition to school and school readiness; 3) examination of state factors that influence a child's transition to school; and 4) identification and comparison of research-based and field-based practices. The research phase of NECTRTC activities will be completed using a quasi-experimental, longitudinal design with child, family, program, community, and state data being collected in five states: Kentucky, Vermont, Wisconsin, Louisiana, and Oregon. Embedded throughout the research initiatives are specific activities geared toward addressing issues related to children from culturally diverse backgrounds and those with significant disabilities.

*Products:* The primary outcomes of the Center include: a comprehensive, searchable Web-based database on early childhood transition; an empirically validated model of early childhood transition that addresses child, family, program, community, and state influences on school readiness; a national portrait of state and local policies, processes, and approaches in early childhood transition; and curriculum strategies and tools for families, local programs, and states outlining empirically validated transition practices.

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**84.324Z**

**Center for Evidence-Based Practice: Young Children  
with Challenging Behavior**

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*Grant Number:* H324Z010001

**Center for Evidence-Based Practice:  
Young Children with Challenging Behavior**

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*Beginning Date:* 1/01/02  
*Ending Date:* 12/31/06

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*Purpose:* This project will establish a Center for Evidence-Based Practice focused on the needs of young children with challenging behavior. The Center will be a national collaboration of researchers and organizations committed to the development, dissemination, and utilization of practical knowledge related to effective intervention and prevention of challenging behaviors in young children.

*Method:* The Center will raise the level of awareness and implementation of positive, evidence-based practices and build an enhanced and more accessible database supporting those practices. The project will engage in a comprehensive, multidisciplinary process for identifying evidence-based practices, prepare preservice and inservice personnel preparation materials and strategies, and develop a collaborative research agenda with input from consumers and families.

*Products:* The project will develop partnerships with national early childhood organizations and multidisciplinary and multicultural dissemination networks to ensure a widespread campaign of awareness and systems enhancement. Materials from the project will be used to improve personnel preparation in multiple disciplines at the preservice and inservice levels.

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# **STUDIES AND EVALUATIONS**



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## 84.329E

# National Early Intervention Longitudinal Study

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*Grant Number:* H329E010001

### National Early Intervention Longitudinal Study

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*Beginning Date:* 1/01/01  
*Ending Date:* 12/31/05

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*Purpose:* This project is a continuation of the National Early Intervention Longitudinal Study (NEILS), which addresses the questions of: who are the children and families receiving early intervention services?; what services are they receiving, what are their costs, and how are they delivered?; what outcomes are the children and families experiencing?; and how do outcomes relate to variations in child and family characteristics and the services provided? Central to the study is the conceptualization of disability and child and family outcomes.

*Method:* Two major types of data will be collected during the five years of the project. A family member of the sample child will be interviewed in the fall of the year that the child is of age to be eligible to begin kindergarten. In the spring of the child's kindergarten year, the child's teacher will be asked to complete a survey. The project will analyze and report longitudinal data and develop a plan for a new study.

*Products:* Descriptive, comparative, correlational, and explanatory analyses will be undertaken to look at different patterns of child development at 36 months and at kindergarten to assess the effects of socioeconomic, demographic, and health-related factors on development, and to isolate and explain the effects of early intervention on children and their families. The information acquired in NEILS will be studied in conjunction with an advisory board and a family task force to produce a comprehensive plan for the next national early intervention longitudinal study.

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## Contracts

Contract Number: ED00CO0026

### **The Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA)**

*Project Director:* Schiller, Ellen  
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*Beginning Date:* 4/07/00  
*Ending Date:* 4/06/05

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*Purpose:* This study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA) will examine how the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) are being implemented by states, school districts, and schools. The study will address issues of interest to Congress and the public, including: 1) improving performance for students with disabilities; 2) supporting students with disabilities in the least restrictive environment; 3) facilitating the use of positive behavioral supports; 4) increasing positive parent involvement; and 5) promoting successful transitions for young children to school and young adults to post-school life.

*Method:* The SLIIDEA study will collect data from all 50 states, as well as a nationally representative sample of districts and schools that serve children with disabilities, through a combination of surveys, interviews, classroom observations, and document review. The study will measure change over time by collecting data at several points over a five-year period, beginning in 2000. This longitudinal study will answer the following research questions: 1) how is IDEA being implemented?; 2) what is the status of each of the identified issues?; 3) what are the contextual factors influencing the implementation of the legislation?; 4) what is the relationship between implementation and the results?; 5) what are the intended and unintended outcomes of the legislation?; and 6) what are the critical and emerging issues in states, districts, and schools?.

*Products:* The results of the study will be important to several different audiences. For policymakers charting an improved course for children with disabilities, the study will report on the variations in implementation of the legislation at the state and local level. For local educators, the study will provide information they need to assure improvements in service coordination, accountability, procedural safeguards, behavioral interventions and supports, and access to a challenging curriculum. For families who want the best for their children, and for the children themselves, this study will ultimately lead to policy improvements in service delivery and outcomes. These include improved student performance, increased participation in the general curriculum, more effective transitions for young children to school and young adults from school to work, fewer incidences of dropouts, increased use of positive behavioral strategies, and reductions in disagreements between parents and the education system. Each fall, beginning in 2001, OSEP will report to Congress on the findings from this policy study. Issue briefs and summary reports, including the annual reports, will be broadly disseminated, and made available on the project's website.

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Grant Number: ED01CO0082-0011

**Pre-Elementary Education Longitudinal Study (PEELS): Phase 1**

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*Beginning Date:* 12/1/2002  
*Ending Date:* 5/31/2005

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**Purpose:** As a part of the Office of Special Education Programs' series of studies to evaluate the implementation of IDEA, PEELS will follow a nationally representative sample of children (ages 3-5) with disabilities receiving special education services at the start of the study. By tracking these children through their experiences in preschool and into early elementary school, this study will attempt to answer the following questions: Who are the children receiving preschool special education? What services do they receive? In what settings? Who provides those services? What are their transitions like between early intervention and preschool, and between preschool and elementary school? What short-term and long-term outcomes do these children experience? What child, family, community, and system factors are related to the services received and to the outcomes realized?

**Method:** Beginning in the fall of 2003, for each child in the PEELS sample, data will be collected at least three times on an annual basis from several sources, including telephone interviews with the parents/guardians, questionnaires mailed to the child's teacher or special service provider and school administrator, and one-on-one assessment of the child. Contextual information for each child also will be obtained through questionnaires to respective state and local education agency representatives. A follow-up of the sample children in the three PEELS age cohorts will be obtained through a single data collection during the 2008-9 academic year to reveal their early elementary school profiles at the ages of 8-10.

**Products:** Beginning in Spring 2005, PEELS will produce regular research reports and study briefs, as well as study data tables, all of which will be posted on the PEELS web site. In the year following the conclusion of each wave of data collection, a CD containing a restricted set of the cumulative PEELS data will be made available to trained researchers for conduct of secondary analyses of the data.

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# PERSONNEL PREPARATION



**84.325A**  
**Preparation of Special Education, Related Services,  
and Early Intervention Personnel to  
Serve Infants, Toddlers, Children and Youth  
with Low-Incidence Disabilities**

*Grant Number:* H325A000016

**Preparation of Inclusion Liaisons to Empower Students  
and Their Parents and Teachers**

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*Beginning Date:* 8/15/00

*Ending Date:* 8/14/05

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*Purpose:* This multidisciplinary project will develop and add a new training sequence to the university's existing teacher preparation program in special education with a focus on working with children and youth with traumatic brain injury (TBI). Individuals who complete this program sequence will have the necessary skills to serve effectively as inclusion liaisons with rehabilitation/hospital programs, community agencies, and public schools.

*Method:* The training sequence will be multidisciplinary in nature and will emphasize best practices. Training will supplement courses in a master's program with extensive observation and field experiences in a variety of settings that are relevant to services for children/youth with TBI. In addition, extensive use will be made of technology through distance learning, online training, and video conferencing. Each year 10 master's-level students will attend the program full time. The project emphasizes recruitment of highly qualified personnel from underrepresented groups to be prepared to work as inclusion liaisons with students with TBI, their parents, and teachers.

Grant Number: H325A000021

### **Connecticut Early Intervention Credential**

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*Beginning Date:* 10/01/00  
*Ending Date:* 9/30/05

*OSEP Contact:* Jennifer Tschantz  
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*Purpose:* This project will increase the number and quality of early interventionists (across disciplines) serving infants and toddlers with disabilities in the state of Connecticut. The project will develop, implement, and evaluate an interdisciplinary preservice personnel preparation project that will lead to a state-recognized early intervention credential through a graduate certificate program at the University of Connecticut School of Medicine (UConn).

*Method:* Coursework and practica will be offered to 50 providers per year. The coursework will originate and be supported at UConn, and regional site coordinators will facilitate follow-up learning communities at three sites throughout the state. On-site supervision will be provided for practica by these site coordinators. The content of the coursework and practica will correspond to competencies that must be demonstrated in order to be credentialed. This content includes family-centered care, interdisciplinary service delivery models in natural environments, and interagency collaboration. This project will be conducted in collaboration with the state early intervention Comprehensive System of Personnel Development (CSPD) and Birth to Three Interagency Coordinating Council (ICC). An additional feature of the project is a focus on systems change through the development of a state Higher Education Council to facilitate the adoption of the early intervention credential and competencies across preservice personnel preparation colleges and universities in Connecticut. Other states that are considering an early intervention credential have given their support to the project, thus broadening its systemic impact.

Grant Number: H325A000025

### **Preparation of Audiologists to Serve Infants and Toddlers with Hearing Loss**

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*Beginning Date:* 7/01/00  
*Ending Date:* 6/30/05

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*Purpose:* This personnel preparation program focuses on early childhood audiology, specifically children 0-3 years of age and their families. The project will prepare audiologists to serve infants and toddlers with hearing loss.

*Method:* Emphasis is placed on the family, at-risk children, early amplification, and a

multidisciplinary/interdisciplinary approach to the management of young children with hearing loss. The program fosters active participation from the medical school and early childhood/special education. To this end, resources from three departments associated with Vanderbilt University (Hearing and Speech Sciences, Special Education, and Pediatrics) are utilized to provide audiology students with an emphasis on very young children. The Department of Hearing and Speech Sciences serves as the host department. The plan is to enroll seven students each year (six funded) over a five-year period. Trainees will receive instruction and supervised experience to enable them to serve as competent hearing professionals for infants and toddlers and their families. The program will feature a combination of didactic coursework and related field practicum. Graduates from this program will be able to take positions of leadership in schools, community clinics, hospitals, and parent-home programs. Trainees will also be prepared to take on roles of administrators, supervisors, and/or consultants in educational agencies (local, state, and regional).

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*Grant Number:* H325A000033

**Preparation of Teachers of Children with Visual Impairments  
and Orientation and Mobility Instructors of Children**

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*Beginning Date:* 9/01/00

*Ending Date:* 8/31/05

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*Purpose:* This project will prepare a total of 86 individuals (70 students funded from this project and 16 students whose preparation is not yet completed from the prior project), who meet the qualifications for Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) certification requirements in Teacher of Children with Visual Impairments (TCVI) and/or Orientation and Mobility with Children (OMC). The project will also refine and improve current program components, including the addition of technology for implementation of a distance education component.

*Method:* Program changes that will be implemented include: 1) expanding the options available to students entering the program by including a TCVI-only and an OMC-only component, and an OMC-only component for individuals who do not have prior degrees in education; 2) enhancing the curriculum in regard to transition, employment, and cultural diversity; and 3) updating technological capacity for the provision of coursework to students in the distance education component. The project includes two major components: an on-campus component and a distance education component. In the distance education component, students remain in their home districts and take academic coursework through distance education technology such as compressed video, delayed video, and Internet-based video streaming. "Hands-on" coursework is taken during one to two summers on campus. Many graduates will receive dual Master's degrees and will meet the requirements for certification in TCVI and OMC. These individuals will be capable of addressing both the educational and the O&M needs of visually impaired infants, toddlers, children, and youth in their homes, communities, and classrooms, especially in rural areas.

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Grant Number: H325A000035

### Project Collaborative Teams

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*Beginning Date:* 7/01/00  
*Ending Date:* 6/30/05

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*Purpose:* The goals for Project Collaborative Teams are the following: 1) to increase the number of early intervention personnel, especially personnel from underrepresented groups, such as persons from linguistically and culturally diverse backgrounds, and persons with disabilities or parents of children with disabilities; 2) to broaden their interdisciplinary preparation to include preparation in service delivery to infants and toddlers with Autism Spectrum Disorder (ASD); 3) to prepare students to function effectively across teams (IFSP teams, community teams, interagency teams) and to understand the roles of their interdisciplinary team mates; 4) to prepare students to function effectively as members of a team on the Internet; and 5) ultimately, to improve services to infants and toddlers with disabilities, and their families, from linguistically and culturally diverse backgrounds.

*Method:* Northeastern University (NU) has sponsored the only approved higher education program in Early Intervention in Massachusetts that is interdisciplinary. Students acquire 72 early intervention competencies in their coursework and field training, learning through a team-based approach. NU is also the home of the Global Early Intervention Network, an Internet community for parents, early intervention specialists, policy makers, college students, and faculty in the field of early intervention, which facilitates communication between participants and teams in a supportive and collaborative environment. The project will prepare students from five disciplines at the master's degree level (nursing, physical therapy, speech and language pathology, school psychology/counseling, and special education) with a team model presented by a team of faculty from the representative disciplines. The content of the program is driven by a research-to-practice focus, certification requirements, and the needs of an increasing and changing population.

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*Grant Number:* H325A000044

**UpLink: University Partners for the Inter-professional Preparation of Personnel in Low-Incidence Disabilities for Diverse Early Childhood Settings**

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*Beginning Date:* 10/01/00

*Ending Date:* 9/30/05

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*Purpose:* The Virginia Institute for Developmental Disabilities at Virginia Commonwealth University, in collaboration with the Schools of Education, Allied Health, Nursing, and Social Work and the Department of Psychology, has developed this project with the following goals: 1) to increase the number of personnel to provide high quality services to young children (ages 0-5) with low-incidence disabilities and their families in diverse settings; 2) to build strong university-community partnerships for the preparation of qualified personnel in urban environments; and 3) to increase the number of professionals from traditional underrepresented groups to serve children with low-incidence disabilities and their families.

*Method:* This interrelated, graduate training model incorporates 1) comprehensive early intervention/special education curriculum leading to teacher licensure in early childhood special education with specialized training in the area of low-incidence disabilities (80 trainees — 16 per year for five years) with 2) an interprofessional specialty component that also provides an emphasis in low-incidence disabilities for trainees in general early childhood education, nursing, occupational therapy, physical therapy, psychology, and social work (60 trainees — 12 per year for five years). The project also incorporates innovative design features to recruit and retain trainees from diverse backgrounds and to diversify the program faculty and staff. The project provides an annual summer partnership academy focusing on interprofessional training methods and content that emphasizes team work and state-of-the-art strategies for addressing the needs of young children with low-incidence disabilities.

*Grant Number:* H325A000047

**The Communication and Autism Project (CAP)**

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*Beginning Date:* 6/01/00

*Ending Date:* 5/31/05

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*Purpose:* This project will supply specialized training to speech-language pathology and special education graduate students to improve communication and instructional support to students with autism. The Communication and Autism Project (CAP) combines a longitudinal service perspective; collaboration among individuals with autism, families, and professionals; community-based fieldwork; a culturally

diverse perspective; and distance learning opportunities.

*Method:* Trainees will participate in a research-based academic curriculum, a 2-year field experience with a family, use of reflective practice, and cultural experiences with individuals and families from a variety of cultural groups. Inservice participants will achieve project outcomes through summer institutes or online coursework. Individuals with autism will provide information and feedback to the trainees and will assist in the evaluation of the competencies acquired by the trainees and the achievement of project goals and objectives by project staff. Over five years, the project will provide training to over 100 individuals. The programs' methods will be institutionalized and have a long-lasting effect through the development of Web-based courses.

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*Grant Number:* H325A000049

### **Preparing Low Incidence Disability Specialists**

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*Beginning Date:* 9/01/00  
*Ending Date:* 8/31/05

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*Purpose:* This project will recruit and prepare an ethnically and linguistically diverse group of professionals to meet the need for qualified personnel in the area of low-incidence disabilities. Graduate students will be recruited from the areas of communicative disorders (deaf education, audiology, and speech-language pathology) and special education (vision impaired and physically challenged) and will complete a curriculum that will maximize their competence to work with children who have low-incidence disabilities and who come from multilingual and multicultural family backgrounds.

*Method:* The project will use a well-established university clinic and will enhance collaborative agreements with local and state agencies. In order to supplement their coursework and provide additional observations and practicum experiences, students will work with infants, toddlers, and young children in schools and programs outside the university area. An innovative distance learning model will be piloted for inservice seminars in geographically remote areas.

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*Grant Number:* H325A000054

**Proposal for the Creation of a Professional Certification  
in Assistive Technology to Meet the Needs of Hispanic Children  
with Low Incidence Disabilities**

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*Beginning Date:* 3/01/00  
*Ending Date:* 2/28/05

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*Purpose:* The goal of this project is the creation of a professional certification in assistive technology for Spanish-speaking professionals in Puerto Rico and the United States.

*Method:* Participating specialties will include but will not be limited to special education teachers, regular education teachers, related services specialists, early intervention specialists, transition specialists, and others in education and health-related professions. The certification will provide not only the theoretical basis of assistive technology but also a hands-on experience essential to the understanding of how technology works in benefit of individuals with disabilities. Central to the basic curriculum will be the identification of assistive technology needs of infants, children, and youth with low-incidence disabilities. Quality control, a profound basis on assessment, and the incorporation of research-based practices will be the cornerstones of this certification. Expected outcomes of this project are the following: an increase in the number of specialists qualified to evaluate and recommend assistive technology for students with low-incidence disabilities; an infusion of assistive technology into the regular classroom curriculum; and an increase in opportunities of students with low-incidence disabilities to fully participate of the educational venture and reach the goal of total inclusion in society. Specific objectives of this professional development service are to: 1) create an infrastructure for the implementation of the certification; 2) develop and provide the certification in assistive technology; 3) provide financial assistance to professionals in preservice interested in obtaining the certification; and 4) establish the basis for continued support once funding has concluded.

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*Grant Number:* H325A000055

**Statewide Collaborative Distance Learning for Early Interventionists**

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*Beginning Date:* 7/01/00  
*Ending Date:* 6/30/05

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*Purpose:* This project implements a statewide early intervention program collaboratively developed by a consortium of public and private universities and the California Department of Developmental Disabilities (DDS). A curriculum will be offered for DDS Authorization in Early Intervention in a five-

course sequence plus practicum. Students from remote areas will be recruited, supported, advised, and monitored via distance learning programs. These methods will also allow the project to deliver the curriculum and offer online support.

*Method:* The project will create a statewide distance learning program to prepare early interventionists through a consortium of early childhood special education faculty from six public and private California universities in collaboration with the DDS and the California Early Intervention Technical Assistance Network. Outreach, recruitment, and support for underrepresented populations will help increase the diversity of early intervention personnel. The project will prepare 150 early interventionists and up to 150 Early Head Start professionals, including those in remote and underserved areas, to meet statewide competencies for early interventionists and provide high quality services to infants and toddlers with disabilities.

*Grant Number:* H325A000057

### **Strengthening Connections: Preparing a Diverse Workforce to Serve Young Children with Low-Incidence Disabilities and Their Families**

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*Beginning Date:* 6/01/00  
*Ending Date:* 5/31/05

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*Purpose:* This project will address the immediate and ongoing need for qualified and appropriately trained personnel to provide services for young children (ages birth to 8) with low-incidence disabilities and their families. The program will prepare preservice students for general education, special education, educational psychology, communicative disorders (speech & language pathology and audiology), occupational therapy, physical therapy, and social work.

*Method:* Training will be offered for two different levels of participation to students from these five degree-granting programs meeting state standards. Activities will include course work, community practica, family mentorships, cultural immersion experiences, and seminars, individually designed around a series of required and elective experiences focused on cultural competence and low-incidence interventions. Project objectives are as follows: 1) develop, implement, and evaluate two levels of low-incidence training activities for trainees from education, communication disorders, occupational and physical therapy, and social work, which build on and enhance departmental preservice programs; 2) develop, implement, and evaluate mechanisms for maximizing diversity within the trainee group, staff, consultants, families and all collaborators by establishing project support to meet the needs of students from underrepresented groups, through adaptations, ongoing support and training curriculum; 3) develop, implement, and evaluate new curriculum which ensures that each trainee develops a solid foundation of knowledge of all low-incidence disabilities within the themes of Families and Culture, Early Development, and Low-Incidence Disabilities and that activity continues after the funding period; and 4) develop, pilot, evaluate, revise, and disseminate project curriculum, related materials, and information. Over the five-year period, a total of 265 (60 Level II and 205 Level I) trainees from the five disciplines

experiencing critical shortages will be employed in areas of critical need. In addition, the resources requested for this project will make a contribution to universities and state personnel development systems, and leave a legacy of new courses and interprofessional practices. Graduates will make at least a two-year commitment for each year of support received, which will impact on the critical personnel shortages in Wisconsin and the nation.

*Grant Number:* H325A000071

### **The Partnership for Progress: Low Incidence Population**

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*Beginning Date:* 2/01/00  
*Ending Date:* 1/31/05

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*Purpose:* This project will offer a training program to enhance the knowledge and skills of paraprofessionals currently working with low-incidence populations. Training will be based on participants' experiences and employment settings and will be developed into a model for the state. The training will include master teachers as mentors and parents of students with low-incidence disabilities as co-teachers.

*Method:* The program will be a collaboration between the university and various local institutions. Training will be provided and certification earned by paraprofessionals working in preschool, elementary, middle, and high school classes in inclusive and non-inclusive settings. Training will consist of class instruction and practicum experiences. A total of 300 paraprofessionals will be trained over the five years of the project. Financial support will be provided for 40 students with associate degrees to complete the special education undergraduate and certification program.

*Grant Number:* H325A000073

### **Utah Multi-University Consortium: Statewide Preparation of Early Childhood Specialists and K-12 Teachers in Vision and Hearing Impairments**

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*Beginning Date:* 8/01/00  
*Ending Date:* 7/31/05

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*Purpose:* This project will assist in alleviating the shortage of teachers and early intervention providers for children with sensory impairments at both the Utah Schools for the Deaf and Blind and in district-operated programs, by providing competency-based interdisciplinary training statewide to

25 prospective teachers annually.

*Method:* Program graduates will have experienced extensive opportunities to apply what they have learned in classes during practica in supervised, field-based sites that serve children from diverse family backgrounds, with personnel that implement recommended practices. Utah has adopted an approach of consortium-building involving its two research universities (the University of Utah and Utah State University), school districts, early intervention programs, Utah Schools for the Deaf and Blind, State Department of Health, and State Office of Education. The existing personnel preparation programs have been fused to create a unified program to prepare early childhood specialists and teachers of children in kindergarten through 12th grade in hearing impairments/deaf and visual impairments/blind. Completion of this program leads to the state's required teaching certificates and endorsements. These two preparation programs are the only approved programs in Early Childhood Special Education and Sensory Impairments with established distance education capacity. This project will enhance distance delivery in Sensory Impairments and include use of EDNET (interactive television) technology to offer the program statewide. The project will provide stipends and tuition waivers to 8 full-time students and 17 part-time students. Students may enroll in this program as graduates or undergraduates and complete certification/endorsements as partial fulfillment for undergraduate or graduate degree requirements from either participating university. Graduates will be qualified to fill many roles in serving children who have sensory impairments such as: 1) early interventionists in home and center-based programs; 2) consultants to early intervention programs; 3) preschool teachers in both categorical and integrated preschool programs; 4) classroom teachers K-12; and 5) consultants in integrated programs.

*Grant Number:* H325A000077

### **Tapping the Untapped: Training Diverse Second-Career Personnel in Early Childhood Special Education**

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*Beginning Date:* 9/01/00  
*Ending Date:* 8/31/05

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*Purpose:* California State University, Dominguez Hills (CSUDH), will implement and evaluate a preservice program for the preparation of teachers and related services personnel (speech/language pathologists, nurses, and social workers) from culturally or linguistically diverse backgrounds and individuals with disabilities to work with similar diverse children (ages birth to 5) with disabilities and those at risk.

*Method:* The objectives of this interagency, collaborative project are as follows: 1) to implement a high-quality interdisciplinary preservice program; 2) to recruit and provide opportunities for initial- and second-career candidates and related services personnel to receive preservice training in early childhood special education (ECSE); and 3) to attain 100% retention of trainees throughout the program and in the first year of employment. During the five-year project, a total of 60 prospective teachers and 30 related services personnel will complete course work, including hands-on, individualized, field-based practicum experiences at the CSUDH Infant-Toddler Development Center, Children's Hospital of Los Angeles, and model public and private programs in the community. They will serve 900 children and their families.

As a retention strategy, trainees will be assigned to mentors who will provide assistance and support during the program and make two site visits in the first year of employment. After completing the program, candidates will be eligible for an ECSE state credential and an M. A. in Special Education degree.

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*Grant Number:* H325A000085

### **SPICE: Specialized Personnel Increases through Collaborative Efforts**

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*Beginning Date:* 6/01/00

*Ending Date:* 5/31/05

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*Purpose:* The goal of Specialized Personnel Increases through Collaborative Efforts (SPICE) is to increase numbers of qualified teachers of students with visual impairments (TVI's) and orientation and mobility specialists (O&M) who serve children and youth with visual and multiple disabilities (ages 0-21), by providing support for approximately 113 students over five years. The five objectives of this project include: 1) providing TVI personnel preparation programs in two states and O&M in six states; 2) increasing efforts to recruit potential applicants who reflect underrepresented groups; 3) producing five video-teleconferences addressing current issues faced by TVI and O&M professionals; 4) incorporating additional competencies and sensitivity to cultural diversity into Pennsylvania College of Optometry (PCO) coursework; and 5) incorporating additional competencies for working with children ages birth to three into PCO courses. The project aims to have approximately 50 percent of SPICE students come from underrepresented groups, including those with disabilities, and/or be from and/or plan to serve in rural areas.

*Method:* SPICE will accomplish these objectives through a variety of activities with the help of several collaborative partners: state education agencies in the seven states where programs will be offered (Pennsylvania, Maryland, Oregon, Minnesota, Ohio, Oklahoma, and Tennessee) and site coordinators in these states; the Distance Learning Center of Pennsylvania; the project's National Advisory Council; Consultants for Cultural Diversity and Early Intervention; and adjunct professors in each state. Mentoring of off-campus adjunct professors by PCO faculty is a large component of SPICE success. SPICE will establish a Minority Mentors/Ambassadors Program to assist with recruitment and mentoring of underrepresented students. Graduates from this program will receive dual TVI/O&M certification.

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*Grant Number:* H325A000087

### **Preparation of Early Intervention Personnel**

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*Beginning Date:* 10/01/00  
*Ending Date:* 9/30/05

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*Purpose:* This project will meet a pressing need in the state of Maryland for qualified personnel who have been trained to work with infants and toddlers who have disabilities.

*Method:* Approximately 20 students per year will participate in this program. The program will be open to Master's students and Advanced Graduate Specialist students in special education who wish to specialize in early intervention. It is intended to provide training and experience to students who will be able to serve infants, toddlers, and their families in early intervention programs throughout Maryland. The program will also be available to graduate students who are seeking degrees in disciplines other than special education (e.g., human development) and who wish to provide intervention to infants, toddlers, and families. The program will 1) provide a program of course work and field experiences that reflect the state of the art in early intervention for children from birth to two years of age; 2) enhance existing course work and field experiences to focus on collaboration between professionals from multiple disciplines and between professionals and families; 3) enhance the existing program to address the needs of infants and toddlers from culturally diverse populations; 4) promote retention in and completion of the program by offering special supports to students in both academic and social areas of need; and 5) make continuous improvements in intervention programs through partnerships with advisory board members and representatives from local school systems and infant and toddler programs.

*Grant Number:* H325A000097

### **Multidisciplinary Personnel Training for Work with Deaf Children with Cochlear Implants in Rural Settings**

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*Beginning Date:* 1/01/01  
*Ending Date:* 12/31/05

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*Purpose:* This collaborative, interagency, and interstate project will implement a high-quality, multidisciplinary preservice program that uses problem-based learning to enable graduates to serve children with cochlear implants effectively in educational settings. It will develop a teleconferencing system in remote/rural areas to facilitate students' skills as consultants and inservice educators in support of children with cochlear implants.

*Method:* During the five years of the project, a total of 55 students (15 audiologists, 25 speech-language specialists, and 15 educators of the deaf) will complete multidisciplinary course work, including individualized field-based practicum experiences. In addition, students will participate as a member of a “distance-education cochlear implant support team” to develop and use teleconferencing as a means of providing educational support for children with cochlear implants in rural and remote settings. At least 10 of the trainees will represent ethnic or linguistic minorities.

*Grant Number:* H325A000103

### **Preparing Occupational Therapists for Careers in Early Intervention: A Program of Targeted Recruitment and Supported Preservice**

Preparation for Minority Students

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*Beginning Date:* 7/01/00

*Ending Date:* 6/30/05

*OSEP Contact:* Louise Tripoli

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*Purpose:* This project will develop an interdisciplinary, inter-institutional program designed to prepare students who are members of racial minority groups or those with disabilities to practice as pediatric occupational therapists within early interventionist contexts.

*Method:* A total of 20-25 students will complete the program and receive both Bachelor’s and Master’s degrees in occupational therapy. Students will be recruited through an inter-institutional affiliation and collaboration. Students will be members of racial minority groups or individuals with disabilities who will be recruited using innovative strategies designed to provide students with early exposure to occupational therapy and early intervention and ensure that they receive supports necessary to complete prerequisite coursework. The program of study provides students with general background and skills in occupational therapy and specialization in early intervention, through extensive coursework and fieldwork.

*Grant Number:* H325A000128

### **Early Intervention/Early Childhood Specialist Program**

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*Ending Date:* 5/31/05

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*Purpose:* This project will provide interdisciplinary, field-based, graduate training to enable special education and related services trainees to acquire the competencies necessary to provide early intervention and early childhood services for infants, toddlers, and preschoolers with low-incidence disabilities and

their families. This intensive, full-time training model is designed to meet the national, state, and regional needs for increased numbers of skilled interdisciplinary personnel.

*Method:* Each year, 14 students will complete academic and field-based training toward a Master's degree. Training includes intensive coursework and field-based training in childhood service sites based in the community. Internships will provide hands-on experiences regarding the application of information acquired in the classroom. Recruitment of persons with disabilities is a project priority.

*Grant Number:* H325A000133

### **Auditory-Oral Training: Serving Young Children Who Have Hearing Impairments**

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*Beginning Date:* 7/01/00  
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*Purpose:* This project will increase the number and quality of personnel prepared to work with infants, toddlers, and young children with low-incidence disabilities, specifically hearing impairments. The project will develop a new and unique track in the existing Education of Deaf Children program at the University of North Carolina at Greensboro by integrating a teacher licensure program in hearing impairment that focuses on Auditory-Oral communication with a teacher licensure program in Birth-Kindergarten.

*Method:* In responding to the absolute priority of preparing personnel to serve infants and young children with low-incidence disabilities, the project will: 1) alleviate North Carolina's critical shortage of adequately trained teachers to work with infants and young children with hearing impairments from diverse cultural backgrounds; 2) recruit and train individuals from underrepresented populations with an emphasis on recruiting and hiring individuals with disabilities; 3) develop an exemplary interprofessional training program with culturally competent, research-based, and outcome-based practices that provides trainees with competencies required by the state of North Carolina and professional accrediting organizations, thereby making them eligible for licensure in Hearing Impairment: Auditory-Oral focus and Birth-Kindergarten; 4) deliver training via technologically and experientially-based learning activities that highlight interprofessional, multidisciplinary connections; and 5) disseminate program components to other institutions of higher education. These objectives will be accomplished through: 1) extensive recruitment strategies to include persons with disabilities and from underrepresented populations; 2) involvement of practitioners and parents in creation and delivery of instruction and supervision of internships; 3) creation of new coursework, adaptation of current courses, interdisciplinary internships, and distance education and web-based instruction; and 4) ongoing program review and revision. Over the five years of this project, about 38 full-time students will complete the Bachelor of Science degree in Specialized Education Services and receive teaching licenses in Hearing Impairment and Birth-Kindergarten. During year 5 of the project, 20 students will receive support for one year as an incentive to begin the program. At the end of the project, about 58 individuals will be trained or will have begun a course of study to enable them to work with infants, toddlers, and young children with hearing impairments and their families in inclusive settings using Auditory-Oral and developmentally appropriate teaching practices.

*Grant Number:* H325A010017

## **Preparation of Special Educators to Serve Children and Youth Who are Deaf or Hard of Hearing from Different Cultural and Language Backgrounds**

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*Ending Date:* 9/30/06

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*Purpose:* This project addresses national and local needs for the preparation of teachers to serve infants, children, and youth who are deaf or hard of hearing and come from different cultural and linguistic backgrounds. The teacher development model builds on collaborative resources and expertise at the University of Minnesota and the diverse communities in the region, and is designed to serve urban and rural areas through specialized teacher development.

*Method:* The project's curriculum includes model elements to ensure effective practices and services for children who are deaf or hard of hearing. In addition to the core preparation program, specialized elements include collaboration with families and community organizations serving persons who are culturally and linguistically diverse; specialized strategies in the areas of assessment, communication, instruction, and family support systems; collaboration with master teacher mentors experienced in multicultural contexts; integrated studies with teachers of second languages; and demonstration of skills and qualities required to work with families and children who are deaf or hard of hearing with different cultural or language backgrounds. The project will graduate a minimum of 45 students.

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*Grant Number:* H325A010022

## **The Training of Social Workers to Meet the Educational and Emotional Needs of Deaf Children in Schools**

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*Beginning Date:* 8/15/01

*Ending Date:* 8/14/06

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*Purpose:* This project will institute a master's degree in School Social Work and will expand part-time local internships into full-semester practica in various parts of the country. A special effort will be made to recruit a greater number of qualified candidates with diverse backgrounds, including deaf students, students with disabilities, and students from underrepresented racial and ethnic groups.

*Method:* The program will prepare 55 social work graduates committed to delivering highly specialized services to young deaf children in their schools. The program will offer the additional training required

at the graduate level to allow students to work with underserved deaf children with a range of communication and educational needs and from diverse racial and ethnic groups. This includes the full range of children, from those with cochlear implants to those with complex, multiple physical and emotional needs that require significant support to promote success in school settings.

*Grant Number:* H325A010045

### **Training Options for Early Intervention Personnel**

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*Beginning Date:* 7/01/01  
*Ending Date:* 6/30/06

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*Purpose:* This collaborative project will develop, implement, evaluate, and institutionalize an interdisciplinary graduate personnel preparation program for well-qualified early intervention and related services personnel to serve children with low-incidence disabilities. Currently there is no sustained graduate program in early intervention in the state of Maine and this project addresses that void by providing flexible training options for related services and early childhood personnel, building on existing academic resources at the university.

*Method:* Program options include an interdisciplinary core curriculum, consisting of courses leading to certification for early childhood special education and a master's degree that focuses on preparation for leadership roles in early intervention. Training will be provided across the state through a combined approach of distance technologies, intensive training institutes, and mentoring. At the end of five years, 100 students will have completed the program, including 30 related services providers.

*Grant Number:* H325A010046

### **Promoting Early Intervention Careers**

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*Ending Date:* 7/31/06

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*Purpose:* This project will develop a new master's program leading to Kansas State Certification in Early Childhood Special Education. The project will support a total of 68 master's trainees (58 full-time and 10 part-time) during a 5-year period.

*Method:* The program will embody a theory-to-practice model of teaching and learning and will address the unique nature of infancy and toddler development and family needs in this period. Implementation

of the model will include the establishment of a “learning communities” partnership with four early intervention programs that are representative of the diverse communities in which families and their children reside (e.g., urban, rural, linguistic diversity, cultural diversity, and economic diversity.) The program is expected to impact on three levels: 1) increase the number of certified early intervention professionals who are competent to assume roles in providing comprehensive, transdisciplinary services to infants and toddlers with disabilities and their families in natural environments; 2) provide high-quality training and apprenticeships to learn effective strategies for translating recommended practices into real world settings that represent the diverse communities in which families and their children reside; 3) recruit and retain high-quality students who represent a range of cultural, racial, linguistic, and ability backgrounds; and 4) assist program graduates in obtaining positions as early intervention providers, particularly in urban and rural areas.

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*Grant Number:* H325A010064

### **Collaborative Professional Education Project (CPEP)**

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*Beginning Date:* 9/16/01  
*Ending Date:* 9/15/06

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*Purpose:* The Collaborative Professional Education Project (CPEP) will provide an innovative approach to collaborative team education for approximately 175 preservice professionals. The program will provide advanced training and prepare professionals at the master’s level, to improve outcomes for students with significant cognitive, physical, and sensory disabilities.

*Method:* Participants will be trained to be special educators, communication disorder specialists, vision specialists, occupational therapists, and physical therapists. The program will incorporate research-based curriculum and practices for serving children with significant and multiple disabilities, addressing special needs of children from different linguistic and cultural backgrounds through field experiences in settings provided by collaboration with state and local education agencies.

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*Grant Number:* H325A010067

### **Linking Research and Intervention: Early Intervention Training for Infants with Low Incidence Disabilities and Their Families**

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*Ending Date:* 6/30/06

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*Purpose:* The George Washington University Linking Research and Intervention (LRI) Project will provide a master's degree training program in infant special education for special educators, related service personnel, and others seeking training in early intervention.

*Method:* Built on an exemplary infant special education program, the LRI program provides a research-based curriculum to improve outcomes and foster access to and achievement in natural environments, and provides training and practice opportunities to enhance collaborative skills to meet the needs of infants and families from diverse cultural and linguistic backgrounds, especially those living in high poverty urban areas. The program will be implemented in collaboration with George Washington University and other professional development partners to provide field-based training opportunities in various culturally diverse settings. A total of 40 full-time and 20 part-time students will receive master's degrees and be eligible for early intervention/early childhood special education certification.

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*Grant Number:* H325A010069

### **Rural Links: A Collaborative Teacher Recruitment, Preparation, and Placement Project**

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*Ending Date:* 6/30/06

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*Purpose:* This project proposes a collaboration among three Oregon universities and rural community partners to recruit, prepare, and place rural early interventionists and preschool/elementary teachers of children with significant disabilities in areas where they are most needed.

*Method:* The project will be coordinated by Oregon State University's Department of Human Development and Family Sciences, which, through its land-grant mission and active 4-H Youth Development Program, has close ties to every rural county in the state. Oregon State University will recruit promising students from rural areas, seeking especially candidates from underrepresented groups. During their undergraduate years, students will receive foundational work in child development, family

systems and services, disabilities, and basics of teaching. They will also participate in a motor development clinic, supervised practica in early intervention or severe disabilities, and special seminars and an annual institute related to Rural Links' themes. After receiving their baccalaureate degrees, students will continue toward early intervention or special education licensure by an articulated transfer to the University of Oregon or Western Oregon University. The universities will then collaborate to place project graduates in appropriate intervention positions in rural areas throughout the Northwest. The project will graduate at least nine professionals per year—at least 45 in total—to provide quality services for rural infants and children with low-incidence disabilities and their families. It will also provide materials—including some distance delivery courses—to enable other universities to do the same.

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*Grant Number:* H325A010071

**Project FAMILY 2001+: Facilitating and Mentoring  
Interdisciplinary Learning for the Years 2001+**

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*Purpose:* This project will expand an existing practicum and create two others to train interdisciplinary teams of graduate students from two disciplines to provide culturally sensitive, family-centered services to infants and toddlers in natural environments, including homes, centers, health care facilities, and high-poverty community settings. Affirmative strategies will be taken to ensure the participation of culturally, linguistically, socioeconomically, and other diverse individuals as well as those with disabilities and parents of children with disabilities at all levels and in all activities.

*Method:* A cultural competence advisor will develop modules designed to increase the competence of graduates who will be trained in the use of techniques from cultural anthropology to help them better understand the lifeways of others. Students will practice interdisciplinary teaming skills in culturally diverse, high-poverty communities and will have opportunities to provide services under direct supervision by project faculty. The project will support 60 full-time and 20 part-time students over the five years.

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Grant Number: H325A010073

**Project S.T.A.R. — Sharing Technologies and Resources:  
Collaborative Personnel Preparation in Visual Impairment**

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*Purpose:* This project will assist in alleviating the shortage of special education, related services, and early intervention personnel available to serve infants, toddlers, and children with visual impairments in the western region of the U.S. Through a sharing of distance education technologies and resources, California State University at Los Angeles (CSULA) and the University of Northern Colorado propose to train teachers of students with visual impairments and orientation and mobility specialists to work with learners who have visual impairments, including those with multiple disabilities. Thirty full-time and 78 part-time graduate students will receive financial assistance. Approximately 87 to 100 educators and related service personnel will complete the M.A. degree and/or credential/certification programs by the end of the project period, with an additional 8 to 21 completing the program in the following years.

*Method:* The project will help to meet the shortage of personnel by increasing the capacity of two university programs to deliver courses using distance technologies. The project will improve the quality of the training programs at both universities by sharing courses and parts of courses available online, joining students at both universities in online chats and discussion boards, and collaboratively designing content that meets the needs of both programs. Each course will incorporate field experiences in LEAs as well as in specialized schools for students with visual impairments. All coursework and fieldwork experiences will reflect best practices. The project will emphasize recruitment, retention, and training of graduate students from traditionally underrepresented backgrounds, including individuals who are bilingual, individuals from ethnic minority backgrounds, and individuals who have disabilities.

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*Grant Number:* H325A010077

**Field-based Teacher Education to Prepare Teachers  
for Diverse Learners Who Are Deaf or Hard-of-Hearing**

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*Purpose:* This project will prepare early childhood educators to teach students who are deaf or hard-of-hearing and who are from diverse ethnic and linguistic backgrounds. It will recruit students for a certification and a credentialing program, with an emphasis on recruiting from culturally and linguistically diverse populations and students with disabilities. It will prepare 35 teachers with certification in Deaf/Hard-of-Hearing and 25 teachers with a credential in working with young children who are deaf/hard-of-hearing and their families.

*Method:* The University of Wisconsin-Milwaukee will work in partnership with other state and local agencies to coordinate the delivery of teacher education to meet project objectives. Distance education will be used to make the programs accessible outside of southeastern Wisconsin. Additionally, master teachers will serve as field-based mentors. The project will also establish a standards-based performance assessment system that will ensure student competence prior to certification and credentialing.

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*Grant Number:* H325A010081

**Intermountain Hearing Impaired Partnership, 2001-2006**

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*Purpose:* This project is a partnership between Idaho State University and other educational entities in the northwest states to fund the training of 120 bachelor-level interpreters for infants, toddlers, and children who are deaf or hard of hearing and 45 master's-level teachers.

*Method:* An advisory committee will assist with the development of the project by reviewing competencies, coursework, and practica and advisement on program development. They will share training and service delivery information and facilitate recruitment through information dissemination, referrals and nominations. They will also provide a network for employee recruitment and for methods of facilitating employee retention. After completing their general education, educational interpreting graduates will fill leadership roles as mentors/supervisors in school interpreter service programs.

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Grant Number: H325A010088

### **Early Childhood Low Incidence Personnel Preparation System (ECLIPPS)**

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*Purpose:* Project ECLIPPS (Early Childhood Low Incidence Personnel Preparation System) will increase the quantity and quality of personnel available to serve young children with low-incidence disabilities and their families. Emphasis will be on providing service in remote, rural regions.

*Method:* Low-technology distance education will be used to train individuals to meet Alabama's standard for providing special instruction to eligible infants and toddlers. The training will lead to a master's level early childhood special education teaching certificate, as well as specialized low-incidence disability training in diverse preservice programs. The program will consist of coursework, mentorships, and field experiences. Over the five years of the project, 1) 50 individuals seeking training to meet Alabama's Early Intervention System (AEIS) standard to provide early intervention special instruction; 2) 20 individuals seeking Master's level Early Childhood Special Education (ECSE) teaching certification; and 3) 20 related service providers seeking low-incidence disability training will complete their respective programs in low-incidence disabilities.

Grant Number: H325A010095

### **Educators Without Borders**

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*Purpose:* Educators without Borders (EWB) will recruit, support, and mentor individuals from traditionally underrepresented groups entering the field of early intervention. The project will build on the successes of an ongoing preservice program that prepares educators to work with culturally and linguistically diverse young children with low-incidence disabilities. The project will develop the skills needed for effective and responsive service delivery in diverse community settings and will create a mentorship network for participants during both the preservice and induction phases of preparation.

*Method:* Using an advisory group of diverse professionals, EWB will recruit candidates through the university's minority student affairs office and through other resources and it will provide these students with

the knowledge and skills necessary to work with culturally and linguistically diverse infants/toddlers and families in early intervention through participation in a field-based personnel preparation program with ongoing partnerships with schools and community programs working with diverse families. EWB will also use a variety of ongoing support strategies to systematically address issues of culture, language, disability, and identity as they impact professional service delivery. It will identify and assist a network of leader/mentors to assist students during their induction period with issues of skill and issues that confront them as educators from underrepresented groups.

*Grant Number:* H325A010107

### **Project Vision**

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*Purpose:* This project is a preservice program to prepare approximately 300 full- and part-time students for certification as teachers of students with visual impairments or as mobility instructors. Using distance education networks, the project will expand the university's current visual impairments program and ensure accessibility in five states.

*Method:* The project will recruit an increased number of students with disabilities and from culturally and linguistically diverse populations, provide increased supervision and support for students working as visual impairment teachers under emergency certification, expand field-based experiences in public schools throughout the student's training period, develop and deliver modules on working with culturally and linguistically diverse populations with visual impairments, create a series of training sessions/materials on assessing disability-specific technology needs, develop advanced program considerations for the 0-3-year-old population, and use advanced strategies for teaching braille and encouraging braille literacy.

*Grant Number:* H325A010114

### **Interdisciplinary Models of Parent and Child Therapeutic Services**

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*Purpose:* This interdisciplinary project will prepare, over a 5-year period, 50 full-time trainees in special education, occupational therapy, physical therapy, nursing, and speech pathology to provide best practice early intervention services. Each trainee will complete a masters degree in one of five disciplines, will receive an

Interdisciplinary Specialization in Early Intervention, and will be eligible to apply for Ohio Early Intervention Certification. Fifty additional part-time trainees will receive stipends to complete the courses to qualify for Early Intervention Certification. In addition, long-distance courses will be developed and provided to early intervention (EI) service providers in rural areas so that they can complete the EI certification.

*Method:* The program requires that trainees take at least one course in each of six content areas. The content includes: 1) child development, disability, and health; 2) family systems and dynamics; 3) early intervention theory and practice; 4) inclusive service delivery; 5) interdisciplinary teaming; and 6) cultural diversity. Two intensive practica with families will be established to enable the trainees to appreciate service delivery from a family's perspective and to understand issues related to cultural diversity. Faculty will develop and implement the program with the assistance of a parent coordinator. Long-distance courses for credit toward early intervention certification will be provided to early intervention personnel in rural Ohio. Courses will be developed using Web CT and interactive video, and then will be offered to multiple receiving sites in rural counties.

*Grant Number:* H325A020009

### **Preparation of Speech and Language Specialists to Serve Children with Autism Spectrum Disorders**

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*Purpose:* This project will provide comprehensive, preprofessional training for speech-language pathologists to better serve children with autism spectrum disorders and their families.

*Method:* The project will enroll and train a total of 25 speech-language pathology master's-level students with a targeted curriculum and field experiences aimed at specific competencies for working with autism spectrum disorders. The project will accomplish the following: 1) serve as a model for other preprofessional programs in speech-language pathology considering offering specialty tracks for low-incidence populations; and 2) put entry-level clinicians on a career path in which they will ultimately become key resources for services to individuals with autism and their families, as well as leaders and potential mentors in this area. Trainees will be led through the development of specific competencies related to assessment, diagnosis, and intervention with autism, and the application of multidisciplinary, interdisciplinary, and transdisciplinary team approaches. The project features a multidisciplinary research seminar on autism spectrum disorders that emphasizes the following topics: 1) contemporary issues in autism spectrum disorders; 2) early identification and issues in differential diagnosis of autism spectrum disorders in pre-school populations; 3) school age management of autism spectrum disorders; 4) educational environment and socialization of the adolescent and young adult with autism spectrum disorders; and 5) cultural and other issues with families and working with families in the management of autism spectrum disorders. On-campus clinical training will be offered, and field service training will take place in externships, rotating students through selected practicum settings focused on preschool-aged children with autism. The project will increase both the quantity and quality of trained specialists who are ultimately employed in early intervention programs to provide services within the middle Tennessee area.

Grant Number: H325A020011

### **Infant-Family Specialist Personnel (IFSP) Project**

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*Purpose:* This project will prepare preservice early intervention and related services personnel, with a strong emphasis on working effectively with infants/toddlers and their families with diverse values, cultures, and backgrounds, and with an emphasis on recruiting students with diverse backgrounds. The content of this personnel preparation program is designed to assist students in developing competencies in theory and applications.

*Method:* The program will offer on-campus training in which early intervention/special education, related services, and early childhood specialists will receive a master's degree and early interventionist license. It will also offer an online program for trainees in rural areas. Twelve trainees will be funded each year to participate in the master's licensure option and eight will be funded to participate in the rural option.

Grant Number: H325A020014

### **Web-Based Preparation of Occupational and Physical Therapists for Early Intervention and Related Services for Students with Low-Incidence Disabilities**

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*Purpose:* This project will increase the number of occupational therapists and physical therapists who are well qualified to provide early intervention and related services, including assistive technology, for infants, toddlers, children, and youth with low-incidence disabilities. During this five-year program, the project will support, each year, up to 30 occupational therapists and physical therapists in the 36-credit postprofessional (advanced) master of science degree program. Participants will be recruited nationally, with emphasis on identification and recruitment of therapists who are members of traditionally underrepresented groups.

*Method:* The project will provide an entirely World Wide Web-based delivery option for a master of science degree program in rehabilitation science, with an emphasis on early intervention, school-based therapy, and assistive technology. The Web-based option will make the University of Oklahoma Health Science Center's on-site program available to occupational therapists and physical therapists throughout

the United States and the world. Parents of children with disabilities and interprofessional faculty have participated in the development of all of the project courses. Parents of children with disabilities, people with disabilities, and Oklahoma State Department of Education personnel will be involved in the project, including its modification, implementation, and evaluation. At least 125 students will graduate from the program with advanced knowledge, skills, and attitudes, which will lead to improved outcomes for infants, toddlers, children, and youth with low-incidence disabilities.

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*Grant Number:* H325A020023

**A Model of Preparing Graduate Students and  
Professional Educators and Related Service Personnel  
to Work with Infants and Toddlers with Disabilities**

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*Purpose:* This project will institute a transdisciplinary training model to prepare early interventionists to better meet the needs of children with disabilities and their families who live in urban underserved environments. The research-based curriculum focuses on an integrated, team-based, family-centered model of personnel preparation.

*Method:* The curriculum for this project will build on prior student knowledge and disciplinary preparation by adding advanced coursework and field experiences. The flexibility and multifaceted quality of the curriculum will help foster in participants the adaptive skills necessary for working effectively in complex urban environments where families encounter multilevel risk factors. The training program will target graduate students with no prior early intervention experience, those with limited experience, and professionals currently working in early intervention.

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*Grant Number:* H325A020029

**Improved Training of Physical Therapists  
in Early Intervention Settings (IMPRINTS)**

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*Purpose:* This project will: 1) improve the preparation of physical therapists as related service personnel to provide services to infants and toddlers with disabilities; and 2) increase the number of physical therapists who are culturally and linguistically different and/or have disabilities to serve young children.

*Method:* Through this project, the University of Texas Medical Branch at Galveston will provide preservice preparation of 50 physical therapists enrolled in the masters-level program, including those who are culturally and linguistically different and those with disabilities, to work with infants and toddlers with disabilities. The project will: 1) develop specific courses to improve the knowledge of physical therapists regarding the needs of infants and toddlers with disabilities; 2) increase the number of clinical practicum sites offering infant and early intervention opportunities to physical therapy interns; 3) improve recruitment efforts and graduate placement to increase the number of physical therapy graduates who are culturally and linguistically different and/or have disabilities who are interested in serving infants and toddlers with disabilities; 4) establish an advisory panel consisting of professionals and families of infants and toddlers with disabilities to verify the content of the special courses and desired qualities of the graduates; and 5) provide stipends to financially support interns interested in gaining additional training to provide appropriate physical therapy services to infants and toddlers with disabilities.

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*Grant Number:* H325A020032

**Field-Based Early Childhood Low Incidence Graduate Training Proposal**

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*Purpose:* This training project will prepare teachers with competencies in the areas of early childhood special education and low-incidence disabilities. The project will focus on recruiting students with and without teaching experience. Interactive, computer-based, multimedia training content will be developed to enhance course content.

*Method:* The course content will teach the students sensitivity to family values, issues and practices; it will develop transactive methods of observations in the home, school, and community; it will develop

collaborative partnerships with families in the design of intervention programs in the home, school, and community; and it will promote a spirit of belonging in natural and least-restrictive environments. Video case studies will be used to ensure that students are responsive to cultural diversity issues and will be able to design interventions in accordance with the family values and the developmental needs of all children. The program expects to train 100 graduates over the five years of the project.

*Grant Number:* H325A020041

### **Training Speech-Language Pathologists and Special Educators in Assistive Technology and Augmentative Communication**

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*Purpose:* This project will train speech-language pathologists and special educators to provide high-quality services to infants, toddlers, children, and youth who require assistive technology or augmentative communication to benefit from a free appropriate public education.

*Method:* Over the course of five years, the project will provide partial tuition and stipend support to 60 master's-level students in speech-language pathology and special education. Students will complete interdisciplinary coursework and practicum experiences in assistive technology and augmentative communication in competency-based training components. Training will emphasize best practices, including technical skills, evidence-based practice, cultural competence, collaboration and interdisciplinary teaming, and professional and ethical practice.

*Grant Number:* H325A020067

### **Specialty Preparation for Speech-Language Pathologists to Work with Deaf and Hard of Hearing Children and Youth**

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*Purpose:* A key aspect of improving service delivery to deaf and hard-of-hearing students is to improve preservice and academic education of professionals working with those students. High-quality speech-language therapy services are essential for the success of students who are deaf or hard-of-hearing in developing effective communication skills. In response to this, the National Technical Institute for the

Deaf and Nazareth College of Rochester will implement a model collaborative certificate program to provide specialized training for speech-language pathologists.

*Method:* The program will provide training in the full range of communication approaches, and provide exposure to deaf culture and the social, educational, and cultural issues facing deaf and hard-of-hearing children and their families. Cohorts of 10 students annually will complete the certificate program, significantly increasing the number of speech-language pathologists in the region who have the training and skills to provide high-quality speech and language therapy to children and adolescents who are deaf and hard of hearing. The program will be marketed nationally to bring committed graduate students in speech-language pathology to the program.

*Grant Number:* H325A020081

### **Preparing Family-Infant-Toddler Specialists (FITS)**

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*Purpose:* The Family-Infant-Toddler Specialists (FITS) project will lead to a credential for early interventionists based on current research and information through competency-based coursework. Participants in the program will be provided with the necessary knowledge and skills from an interdisciplinary perspective, including a family as a faculty component, in order to deliver effective services.

*Method:* The project will deliver competencies developed collaboratively between the University of Central Florida and other educational entities, and mastery of these competencies will result in an FITS credential. Course content will build on a state pre-kindergarten disability endorsement, focusing on low-incidence disabilities, teaming, collaboration, and consultation in natural environments. Over the course of the project, 175 participants are expected to complete the training program for the FITS credential.

*Grant Number:* H325A020104

### **Project ASSURE—Personnel Preparation: Young Children with Low-Incidence Disabilities**

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*Purpose:* The University of Toledo's College of Education will conduct a graduate-level personnel preparation program, anchored in professionally recommended practices, that will address the critical regional, state, and national personnel shortage of teachers of young children (ages birth to 8 years) with

severe developmental disabilities. Project ASSURE will prepare 72 graduate students to assume positions as Early Childhood Special Education teachers in preschool and primary grades or as Part C Early Intervention professionals.

*Method:* Project ASSURE will prepare 72 early childhood specialists in four part-time, two-year training cycles and five one-year, full-time training cycles. Recruitment of full-time students will focus on those professionals who hold the Ohio early childhood license (ECL). Immediate priority for selection for the part-time program of study will be afforded to early childhood educators who are currently providing early intervention and early childhood intervention services without appropriate certification or licensure. The focus of the graduate program preparation in the preschool and primary areas will be the synthesis of direct instruction and incidental teaching in the continuum of least restrictive environment (LRE) options for young children who experience severe disabilities. Program content and field experiences will address effective intervention in inclusive environments, consistent with LRE and natural environments initiatives. The principles and practices of family-centered services and multicultural sensitivity will be the cornerstone of the early intervention component of the program. Effective intervention through developmentally appropriate early learning experiences will be emphasized via adoption of incidental and activity-based instructional strategies as primary modes of intervention planning for home-based and center-based intervention. Awareness of transdisciplinary team interaction, itinerant service delivery models, and professional and interpersonal skills that contribute to effective team membership and family support also will be examined. Parents of children with developmental disabilities will be directly involved in the design of courses, seminars, and practicum experiences and also will serve as co-instructors in selected courses and seminars.

*Grant Number:* H325A020106

### **Early Intervention Specialist Program**

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*Beginning Date:* 7/01/02  
*Ending Date:* 6/30/07

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*Purpose:* This project will provide interdisciplinary, field-based graduate training that will enable social work, speech pathology, and nursing students to acquire the competencies necessary to provide high-quality early intervention services for infants and preschoolers at risk for disabilities or with disabilities and their families.

*Method:* Approximately 56 full-time trainees will complete intensive academic and field-based training. They will receive tuition and stipend support for the 11-month (three-semester) involvement necessary to complete Early Intervention/Early Childhood Specialist requirements. The interdepartmental design of the project will involve three related service training programs at Case Western Reserve University. Trainees will complete a minimum of 15 semester hours of coursework as well as intensive field-based training to fulfill the competencies established by the Ohio Early Intervention (Part C) Comprehensive System for Personnel Development committee. Trainees will complete a minimum of 600 clock hours of supervised field-based training at community-based early intervention/early childhood services sites. Internships will provide hands-on experiences regarding the application of information acquired through formal coursework. Trainees will integrate their early intervention specialization coursework into graduate degree and licensure programs in social work, speech pathology, and nursing.

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Grant Number: H325A020113

**Early Childhood and Developmental Risk: An Interdisciplinary Teacher  
Preparation Program in Psychology,**

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Early Childhood and Early Childhood Special Education

Project Director: Pullen, Paige C.

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Beginning Date: 8/01/02

Ending Date: 7/31/07

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*Purpose:* This interdisciplinary teacher preparation program will integrate developmental psychology, early childhood education, and early childhood special education to produce graduates to staff and lead educational programs that serve children birth through age eight with a range of risk and disability conditions, including children with low-incidence disabilities, mild disabilities, and typically developing children.

*Method:* The five-year program will train 16 students each year for a total of 80 graduates. Upon completion of the program, students will earn a bachelor's degree in psychology and a master's degree in education. Graduates of the program will be certified to teach children with low-incidence disabilities in the general education early childhood curriculum. They are likely to be employed by public schools, Head Start programs, early intervention programs, and a range of other service providers. The program consists of a sequence of courses and practica including: 1) knowledge of child development; 2) appropriate assessment and intervention techniques for young children; 3) family-focused and culturally responsive services, and 4) the collaborative skills required to work with other professionals in related fields. Additionally the program includes a strong focus on the specialized skills necessary for working with children with low-incidence disabilities such as: 1) the use of augmentative and alternative communication methods; 2) positioning, handling, and self-care techniques; 3) the development of positive behavioral support programs; 4) the development of functional and age-appropriate individualized education programs; and 5) the use of specialized assessment and intervention strategies. Practicum experiences will occur simultaneously with coursework, so that students are continually applying knowledge gained in coursework and developing competencies through real life experiences.

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*Grant Number:* H325A020117

## **Preparing Diverse Teachers of Young Deaf and Hard of Hearing Children: Two Program Options**

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*Beginning Date:* 7/01/02  
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*Purpose:* This project will train teachers of young, culturally diverse deaf and hard-of-hearing children and their families by providing tuition stipends to sixty culturally and linguistically diverse graduate-level candidates over a five-year period. Forty candidates will complete a one-year intensive Master's degree program with a deaf and hard-of-hearing credential and twenty candidates will complete a distance education Master's and credential program.

*Method:* All candidates will obtain a solid foundation in parent-infant and early childhood education, emphasizing family-centered early intervention. Candidates will develop the expertise to teach the rapidly increasing number of children with cochlear implants and other assistive amplification devices. The program of study will emphasize service to families of diverse cultural, linguistic, and socioeconomic backgrounds, and parents will assist in program implementation and course design. A majority of candidates will themselves be members of traditionally underrepresented groups or persons with disabilities.

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*Grant Number:* H325A030025

## **Preparing Technologically Competent, Diverse Teachers of Young Deaf and Hard of Hearing Children: A Distance Learning Approach to Teacher Education with a National Focus**

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*Beginning Date:* 8/15/2003  
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*Purpose:* This project will prepare fully qualified, technologically competent teachers of young, ethnically diverse deaf and hard-of-hearing (DHH) children and their families. The project will support teacher candidates enrolling in a two-year, distance-learning preservice graduate program designed as an alternative route to teacher preparation for post-baccalaureate candidates currently employed teaching DHH students, but who are not fully qualified or licensed.

*Method:* Over five years, the project will provide tuition support for 40 culturally diverse teacher candidates who enroll in a Web-based distance learning Master's and credentialing program. Through its distance learning and Web-based technology and its focus on the effective use of educational technology in

the classroom, teacher candidates will develop expertise and skills in the use of technology. Trainees will also obtain knowledge in family-centered parent-infant and early childhood education in addition to the education of school-age children. The program will focus on literacy and metacognitive skills, and on providing expertise on teaching children with cochlear implants and other amplification devices.

*Grant Number:* H325A030031

### **Alaska Early Intervention Low Incidence Training Program**

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*Beginning Date:* 8/15/2003  
*Ending Date:* 8/14/2008

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*Purpose:* To meet the demands for trained early interventionists and related service personnel to serve young children from birth through two with low-incidence disabilities, and their families, the University of Alaska Anchorage will conduct a rural personnel preparation program. An estimated 70 qualified applicants from rural Alaskan native communities will receive training.

*Method:* These 70 early intervention specialists will earn a University of Alaska Anchorage master's degree in Special Education with an emphasis in Early Intervention and a State of Alaska endorsement in Birth-to- Five Special Education. Major features of the program include: 1) recruitment of rural, underrepresented Alaska Native individuals, parents of children with low-incidence disabilities, and individuals who experience disabilities; 2) an innovative distance delivery/instructional technology and summer on-campus delivery approach; 3) State of Alaska endorsement in Birth-to-Five Special Education; 4) commitment of more than 55 percent of the budgeted funds to students; and 5) a total of 70 students (and an additional 14 who will graduate in 2009) who will have the skills necessary to provide effective early childhood services as well as to provide local, rural leadership in shaping policy and programming decisions in the low-incidence early intervention systems and programs in Alaska.

*Grant Number:* H325A030036

### **Preparing Diverse Professionals across Specialty Areas to Support the Needs of Children**

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*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2008

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*Purpose:* Schools in Southern California struggle to find certified teachers and currently consider the dilemma of providing appropriate services to students with autism to be at a crisis level. Districts in the Los Angeles area have responded by increasing inservice opportunities and requesting assistance from

local universities. California State University at Los Angeles, which has the only Autism Certificate and Masters Program that is offered in Special Education in California, will offer graduate students the opportunity to acquire knowledge of the unique learning needs of this population, as well as current intervention approaches.

*Method:* Support is needed to ensure the success and institutionalization of the new program and its utilization by other disciplines. Building on the strengths of the current M.A. program in Autism, this project will expand the training of 80 professionals from diverse backgrounds, with these objectives: 1) provide resources for increased training opportunities in the area of autism through an increased number of field work opportunities and a summer autism institute; 2) expand the training in autism interventions to M.A. students in the five areas of school psychology, early childhood special education, transition, applied behavioral analysis, and counseling; and 3) increase the support for students being trained to work with children with autism through summer living allowances and fee reimbursements.

*Grant Number:* H325A030038

### **Preparation of Personnel in Low Incidence Disabilities: Masters' Program**

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*Ending Date:* 7/31/2008

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*Purpose:* This Masters' Preparation Program will recruit prospective special education teachers and prepare them to teach children with low-incidence disabilities across types of disabilities, age ranges, cultures, and language backgrounds. Trainees of the program will be prepared to: 1) meet the Council for Exceptional Children's Common Core and Individualized Independence Curriculum Referenced Standards; 2) teach students with low-incidence disabilities in inclusive settings, including neighborhood, school, home, recreational, vocational, and community environments; and 3) assume instructional and leadership roles that promote high expectations for students with low-incidence disabilities and foster access to the general education curriculum.

*Method:* The program is a four-semester, 36-credit hour program. (If trainees are not certified prior to admission into the program, additional course work and field experiences will be required to receive State of Maryland Generic Special Education Certification in the Area of Severe Disabilities). The program integrates graduate-level course work with extensive field experiences. Preparation focuses on research-based curriculum and pedagogy to foster skills for collaborating with personnel who share the responsibility of educating students with low-incidence disabilities. By the end of five years, approximately 60 trainees will graduate from this program.

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Grant Number: H325A030049

**Project InSPECT: The Integrated School Psychology  
Early Childhood Training Program**

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*Beginning Date:* 9/1/2003

*Ending Date:* 8/31/2008

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*Purpose:* This project, a collaborative venture between a private, urban university (University of Denver) and a public, rural university (University of Northern Colorado), will enable a cohort of up to 60 graduate students over a four-year period to obtain a school psychology license with a concentrated emphasis in early childhood. This degree is transferable to all neighboring states.

*Method:* A preservice specialty curriculum for Educational Specialist (Ed.S.) school psychology graduate students has been designed with an emphasis in the area of early childhood disabilities. This program involves an expanded and integrated sequence of coursework and clinical experiences that goes beyond that expected of students in the generic school psychology licensure program. The InSPECT program is a four-year program to prepare mental health professionals capable of providing services to infants, toddlers, young children, and their families as collaborative members of community, home, and school-based teams. The program design is a research-based curriculum, cross-disciplinary training model, and a sequential, multi-layered approach to home and school collaboration, interagency coordination, and parent involvement. The project's pedagogy stresses the interdependence of expertise across the disciplines of health, social services, mental health, and education. Mentored and supervised casework, fieldwork, and internships will be required across home, school, and community settings to capture the variability of early childhood environments. As a culminating requirement, all third-year students, under faculty supervision, will deliver a series of summer workshop institutes focused on early childhood service delivery. These institutes will be collaboratively planned with core Community Resource Council members and faculty and will be delivered as a culminating program requirement to working professionals from related services areas serving young children and families. These summer institutes not only will enhance the students' ability to offer professional inservice sessions, but also meet a pressing statewide need for continuing professional development opportunities for currently practicing school psychologists who must renew their state license to include birth to 21 competencies.

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Grant Number: H325A030060

### **Preparation of Speech Language Pathologists in Pediatric Traumatic Brain Injury: Service, Advocacy, and Collaboration**

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*Purpose:* This project will train ten master's-level speech-language pathologists each year with specialty training in pediatric traumatic brain injury (TBI), resulting in a total of 50 graduates over the course of the grant. This cadre of professionals will consist of individuals from underrepresented groups and those with disabilities. Graduates will be trained to treat cognitive communication impairments and to provide service by mediating between medical/rehabilitation and educational settings, collaborating with other professionals, advocating for the child, counseling families, and general bridging the gap between hospital and school.

*Method:* The project will provide research-based courses and related practicum experiences to ensure that graduates are capable of providing needed local, state, and national leadership related to service delivery, collaboration/consultation, and advocacy for children and youth with TBI and their families. The master's curriculum will be modified to allow trainees to complete one new course in pediatric TBI, one new class in alternative and augmentative communication, and a new professional seminar on consultation, collaboration, and advocacy.

Grant Number: H325A030062

### **Early Intervention Certificate Program for Occupational Therapists**

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*Purpose:* This project will increase the number and quality of occupational therapists serving infants and toddlers with disabilities. The project will develop, implement, and evaluate an Early Intervention Certificate Program for Occupational Therapists (EICP-OT).

*Method:* Occupational therapists have been considered critical service providers since the inception of specialized services in natural environments for infants and children with developmental delays. The EICP-OT will provide licensed occupational therapists with advanced, multidisciplinary education that will lead to their recognition by New York State as approved early intervention providers. Five cohorts of students will complete the EICP-OT within the five-year project. Each cohort will consist of 15 students who will complete five courses and two practicum experiences over three semesters. Courses will be co-taught by faculty representing a variety of professions. The professional practicum experience will

be coordinated and supervised by experienced occupational therapists. The family practicum experience will provide students with the opportunity to work collaboratively with volunteer families to experience a family's perspective about the day-to-day life with their child with disabilities. The content of the courses and practica will correspond to competencies that must be demonstrated in order to receive a certificate. The content emphasizes family-centered care, interdisciplinary service delivery models in natural environments, and interagency collaboration. In addition, the content includes evidence-based practice models for advanced occupational therapy intervention strategies to improve children's capacities to engage in meaningful activities within the contexts of their cultural and community settings.

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*Grant Number:* H325A030078

**Collaborative M.A. Degree Preparation  
in Special Education/Autism Specialization**

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*Beginning Date:* 9/1/2003

*Ending Date:* 8/31/2008

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*Purpose:* This project will respond to the gaps and weaknesses in the knowledge and skills of personnel working with children with autism by: 1) recruiting and preparing new candidates from diverse backgrounds to work with students with autism; 2) enhancing the knowledge and skills of credentialed teachers without experience with autism; and 3) providing a collaborative model of candidate education that assures that graduates are prepared to work in a variety of educational settings using research-based practices.

*Method:* Support will be provided for 12 candidates enrolled in the M.A. program each year, for a total of 24 candidates that will complete two full years and 12 candidates that will complete half of their program with support. This collaborative project involves two school districts: San Diego Unified School District (the state's second largest school district) and Chula Vista School District (in the south county with 70% identified from traditionally under-represented groups). In addition, two non-public educational programs and a resource and information center are included in the collaboration: The Institute for Effective Education has a program for children with autism and other severe language delays, the Toddler School of San Diego Children's Hospital offers a program for toddlers at risk for autism and their typical peers, and the Exceptional Family Resource Center is a parent-organized center serving families of children with disabilities and professionals throughout San Diego County. This collaboration has resulted in the design of a "Masters of Arts Program — Autism Specialization" with a strong emphasis on research to practice. The project will support the objectives outlined in the California Department of Education's State Improvement Grant by preparing personnel to implement researchbased strategies, to ensure that positive behavioral supports are in place for all students, and to emphasize collaboration with parents. This Masters Program with ongoing collaboration of the district and agency partners will be well-established and will continue long after the project period ends and become a permanent feature of the Department of Special Education at San Diego State University.

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Grant Number: H325A030091

### **Preparing Interdisciplinary Early Interventionists for Rural States**

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*Purpose:* This project is jointly operated by the University of Montana's Department of Psychology and its Rural Institute, Minot State University's Department of Communication Disorders and Special Education, and the North Dakota Center for Persons with Disabilities, to provide interdisciplinary early intervention training for personnel to serve infants, toddlers, and young children with low-incidence disabilities and their families.

*Method:* Features of this project include: 1) revise, implement, expand, and evaluate curricula and provide six preservice interdisciplinary early intervention courses and an intensive end-of-course practicum; 2) provide scholarships and support for 100 students; 3) provide training both on campus and through distance education courses; and 4) develop the strategies necessary to provide the training courses through distance education methods at two universities. Students targeted will be upper-level undergraduate students, non-degree graduate students, and graduate students from health, education, and human services disciplines. The expectation of this project is that each year tuition support will be available for 40 students. A total of 60 to 100 students is expected to initiate the sequence within the five-year period. Of these, at least 60 to 80 are expected to complete the entire sequence. Students who complete the series of courses and practicum will be qualified to meet Montana's and North Dakota's Part C requirements for certification of professionals providing early intervention services. Graduates of the program will be qualified in Montana and North Dakota to be employed by Part C service provider agencies, as well as other health, education, and human service agencies/programs that serve Part C children and families.

Grant Number: H325A030092

### **Preservice Preparation of Highly Qualified Early Intervention Specialists**

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*Ending Date:* 7/31/2008

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*Purpose:* This five-year project will implement, evaluate, and institutionalize a new preservice Early Intervention Specialist personnel preparation program in the Department of Special Education and Rehabilitation Counseling Services at Florida State University (FSU) and will provide financial support to 137 program participants.

*Method:* The program will be implemented in conjunction with the FSU Center for Early Intervention and Prevention Policy. Upon completion of the program, all individuals will meet the qualifications for Florida's requirements to be a Part C service provider. Individuals also have the option of completing requirements for the Florida Pre-Kindergarten Disability Endorsement. Preservice personnel preparation activities will focus on special education, nursing, early childhood education, social work, and school psychology; and will be made available to professionals throughout the state who wish to meet the new requirements for Part C service provision. The importance of transdisciplinary collaboration, cultural sensitivity, providing services in natural environments, promoting optimal child development within the context of the family, and early social-emotional development will be emphasized throughout the program activities. Web-based courses will be available to students at other universities in the state within the context of the state Web-based special education teacher certification program. Personnel preparation will be accomplished through traditional graduate coursework, Web-based coursework, and summer institutes offering graduate coursework and/or continuing education units. Fieldwork is required of all participants, and the program is competency-based.

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*Grant Number:* H325A030093

**Preparing Personnel to Work with Young Children  
with Autism and Their Families**

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*Ending Date:* 12/31/2008

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*Purpose:* This project will prepare master's degree students in early childhood special education/early intervention with a special emphasis on young children with autism spectrum disorders (ASD) and their families. The 21 master's degree early childhood educators for low-incidence disabilities will be skilled in providing instructional support to young children with autism, including those from culturally and linguistically diverse backgrounds, and in assisting and supporting the families of these children. They will be trained to train other early childhood personnel related to interventions with children who have ASD and to understand and apply research-based evidence to their practice with young children with ASD and their families.

*Method:* Students in the project will complete a two-year program in early childhood special education (ECSE), including coursework in ECSE, specialized coursework in autism and in consultation strategies to be used with parents and professionals, field experiences in early intervention classrooms and pre-school classrooms, and work with parents and professionals. The field experiences will emphasize working with children with autism in inclusive classrooms and natural environments. The 21 graduates will be prepared for positions as early childhood special education teachers, itinerant and consultant teachers, parent support and training personnel, and leaders in their programs and school districts. They will gain experience in evidence-based practice as it relates to young children with ASD and they will become fluent in assisting children and families.

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*Grant Number:* H325A030101

**Project TEESET: Technology Enhanced Education  
for Special Education Teachers**

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*Ending Date:* 7/31/2008

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*Purpose:* Project TEESET will increase the number of special educators and early interventionists by preparing teachers of students with moderate to profound mental retardation or serious emotional disturbance requiring moderate to intense assistance or who need early intervention or early childhood special education.

*Method:* Project TEESET will offer a sequence of coursework to be delivered through a combination of face-to-face meetings and the Internet, which will facilitate the participation of trainees from rural and remote locations. The project will support 30 students for each of the 5 years, 20 of whom will be from rural areas in Nevada and 10 within commuting distance of Reno. Participants will earn a master's degree in conjunction with teacher licensure, making them eligible for a teaching endorsement in Nevada.

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*Grant Number:* H325A030112

**Graduate Interdisciplinary Preparation of Special Education Personnel  
to Serve Children and Youth with Autism —  
Training in Autism, Cultural/Linguistic Diversity,  
and Teaming for Interdisciplinary Community Services (TACTICS)**

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*Purpose:* This personnel preparation project is a collaborative effort between the Department of Communication Disorders and the Department of Special Education and Rehabilitation Counseling at Florida State University (FSU), the FSU Center for Autism and Related Disabilities (CARD), and the Southside Professional Development School Network (SPDSN). The project will positively impact the critical shortage of specialized personnel in the early intervention programs and schools in Florida by providing at least 60 newly trained specialists.

*Method:* The project will provide the specialized training needed for the newly developed endorsement in autism for 12 full-time speech-language pathology or special education students per year. Research-validated practices will be integrated into the coursework and practica to produce personnel to provide services to diverse students with autism. The competency-based model will include the broad-based knowledge and skills essential for educators facing the challenges of working with students with autism

and their families, and the specialized skills to address the needs of culturally and linguistically diverse or high poverty children and families. The curriculum content areas that will be addressed include: 1) characteristics and nature of autism and severe communication disorders; 2) assessment and intervention strategies including appropriate learning goals, functional curriculum, individualized programming, and inclusion strategies; 3) functional assessment and positive behavioral support for challenging behaviors; 4) use of assistive technology and alternative and augmentative communication systems; and 5) interdisciplinary teaming and consultative service delivery models.

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*Grant Number:* H325A030116

### **Preparing Birth-to-Three Early Interventionists**

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*Purpose:* This project will support the preparation of highly trained, culturally competent professionals who are certified to work with infants/toddlers and their families. Graduates of this program will be knowledgeable and skilled to work with culturally and linguistically diverse populations as well as competent with technology, specifically augmentative and alternative communication systems. Trainees will be prepared to assume teaching and early intervention positions in birth-to-three programs, public and private inclusive child care centers, family support programs, and Early Head Start programs.

*Method:* The program is interdisciplinary, community-based, family-centered, competency-based, and portfolio-driven. Training will be conducted with students at various levels in the field of early intervention with a focus on students in early childhood, leading to a master's degree with early intervention certification or add-on certification in early intervention. A key feature of the project is the urban partnership between the University of New Orleans and Xavier University. The project will also integrate general education and special education in developing and implementing the core curriculum.

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## 84.325B

# Training Center in Early Intervention for Infants and Toddlers Who Have Visual Impairments Including Blindness

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*Grant Number:* H325B000003

### **Early Intervention Training Center for Infants and Toddlers Who Have Visual Impairments/Blindness**

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*Beginning Date:* 1/01/00  
*Ending Date:* 12/31/05

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*Purpose:* The aim of this five-year project is to develop resources that build the capacity of institutions of higher education (IHE) to train personnel at the preservice level to serve infants and toddlers who have visual impairments/blindness (VI) and their families.

*Method:* In partnership with faculty, families, and consumers, the project will develop nine interactive multimedia training content modules that will also be useful for faculty who train early interventionists, child development specialists, speech/language pathologists, occupational therapists, physical therapists, and physicians (pediatrics and ophthalmology). Parent information, resource, and training centers and families will be able to use these resources. Modules will be accessible via the Internet, culturally and linguistically appropriate, and produced in multiple formats including Braille and disks. In collaboration with faculty, the project will develop options for using the modules and a technical assistance plan. Modules may be used for self-directed individual instruction. Faculty may choose to use video clips from the modules as part of classes. Content from the modules may be infused into existing courses, used for summer institutes or semester-long classes, or in distance learning courses.

*Products:* The project's website and Internet component will facilitate and support module development and implementation, collaboration among partners, and dissemination and evaluation activities.

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## 84.325C

# Training Center in Early Intervention for Infants and Toddlers Who Have Hearing Impairments Including Deafness

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*Grant Number:* H325C000007

**Center for Early Intervention Professionals  
in Hearing Impairment, Including Deafness**

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*Beginning Date:* 1/01/01

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*Ending Date:* 12/31/05

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*Purpose:* The focus of the Center for Early Intervention Professionals in Hearing Impairment, Including Deafness (CEIP-HID) is to alleviate the poor achievement results of children who have hearing impairments, by ensuring that preservice professionals develop the skills and competencies to meet the unique needs of infants and toddlers with hearing impairments.

*Method:* The center will develop and field-test empirical Web-based preservice training modules in best practices in early intervention for infants and toddlers with hearing impairments (including deafness) and their families. The modules will be disseminated to university programs preparing personnel to work with infants and toddlers who have hearing impairments, and to university programs preparing infant development specialists, infant special educators, social workers, speech-language pathologists, audiologists, nurses, occupational therapists, physical therapists, parent educators, psychologists, counselors, interpreters, and transliterators. A conceptual framework that integrates developmental, comprehensive, transdisciplinary, family-focused, and transactional perspectives permeates each project objective. Professionals in hearing impairment, early childhood education, and related early intervention service provision will be equipped with competencies to engage in appropriate, state-of-the-art best practices to address the specialized needs of infants and toddlers who have hearing impairments and their families so that their linguistic, cognitive, and social development will parallel those of children who do not have hearing impairments. The project will develop a program of study that focuses on the acquisition of professional competencies in the areas of developmental, communication, social, conceptual, cultural, medical, and technological needs of infants and toddlers.

*Products:* The project will mitigate the disparity of achievement gaps between individuals with hearing and hearing impairments. The project will develop, field-test, and disseminate empirical Web-based modules in early intervention for preservice professionals who serve infants and toddlers with hearing impairments, and will establish an ongoing center to provide training via onsite education, distance education, and consultative mentoring leading to competency-based nationally recognized specialist certification in early intervention.

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## 84.325D

### Preparation of Leadership Personnel

*Grant Number:* H325D000004

#### **Preparation of Interdisciplinary Early Intervention Leadership Personnel**

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*Beginning Date:* 8/01/00  
*Ending Date:* 7/31/04

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*Purpose:* This project will prepare doctoral-level personnel to assume leadership roles in the field of early intervention.

*Method:* Students will enter the program with a master's degree and previous discipline preparation in speech-language pathology, early childhood education, special education, or child development and family studies. The project design includes a comprehensive, interdisciplinary, practice-based leadership training experience to prepare a total of eight early intervention scientist-practitioners over the four years of the project. A combination of intensive community apprenticeships coupled with innovative university coursework and activities will prepare program graduates for leadership positions in institutions of higher education. All students will gain a thorough knowledge foundation and advanced skill in early intervention practice, supervision, mentoring, and the design and implementation of practice-relevant research. Individualized enhancements in each of these areas are available to match with students' individual applied research interests. The project represents a university and community effort that includes faculty from various departments and colleges of Arizona State University, the state agency (Department of Economic Security) responsible for the Federal Part C Program for Infants and Toddlers, a large regional human services agency (Southwest Human Development), and Desert Samaritan Hospital.

*Grant Number:* H325D000014

#### **Preparation of Leadership Personnel: Audiology, Hearing Loss and the High Risk Infant**

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*Ending Date:* 6/30/04

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*Purpose:* This project responds to the continuing need for leadership training of administrators, teacher/investigators, and researchers who are concerned with children at risk for auditory disabilities, especially those children with autism spectrum disabilities. This program will prepare six doctoral-level

graduates over a four-year period with specialized training on children at risk for hearing problems—especially autism spectrum disorders—and issues concerned with early amplification and outcome and efficacy assessment in clinical care.

*Method:* Resources from four departments at Vanderbilt University will be utilized to provide graduate students with a comprehensive training program: Special Education, Pediatrics, Psychology, and Hearing and Speech Sciences. The Department of Hearing and Speech Sciences will serve as the host department and the Vanderbilt Bill Wilkerson Center will be the primary resource for student practicum. Graduates from this program will be able to take positions of leadership in colleges and universities, clinics, hospitals, educational facilities, and state/federal agencies.

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*Grant Number:* H325D000032

### **Interdisciplinary Leadership Program: Preparing Personnel To Be Cross-Culturally Competent**

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*Purpose:* This project supports the preparation of highly trained, culturally competent professionals who can create and facilitate a collaborative environment and provide leadership within systems, personnel preparation, and research.

*Method:* The program is interdisciplinary, community-based, family-centered, competency-based, and portfolio driven. Doctoral-level training will be conducted with students in the fields of early intervention (children from birth to five) and school psychology. Trainees from these disciplines will participate in three joint seminars throughout the year. The seminars will include Cross-Cultural Competence, Team Leadership, and Research to Practice in Early Intervention/Early Childhood. These content areas will be taught via seminars, but also infused and practiced throughout the year-long internship. Doctoral students will earn one of the following: Special Education doctoral degree in early intervention (with an area of emphasis in early childhood); Curriculum and Instruction doctoral degree in early childhood (with an area of emphasis in early intervention); doctoral degree in School Psychology with an area of emphasis in early intervention/early childhood. Faculty from the University of New Orleans, Louisiana State University Health Sciences Center, and the Louisiana University Affiliated Program will work together to develop, implement, and evaluate the training program. Trainees will be prepared to assume leadership positions within universities, systems of health care and education, and other organizations/programs providing services for young children (both with and without disabilities) and their families.

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*Grant Number:* H325D010002

**Training Leaders in Pediatric School Psychology: Strengthening Family-School-Community Partnerships for Students with or at Risk for Emotional/Behavior Disorders**

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*Beginning Date:* 9/01/01

*Ending Date:* 8/31/05

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*Purpose:* This project will develop pediatric school psychologists as leaders in the research and practice of strengthening linkages among school, community, and health care settings to address the needs of young children with or at risk for emotional/behavior disorders (E/BD).

*Method:* A total of 12 doctoral students, consisting of two cohorts of six trainees, will participate over a 2-year period to achieve competencies in five areas for students with or at risk for E/BD: 1) service delivery to preschool and school-age students; 2) design and evaluation of health promotion programs; 3) promoting family-school partnerships; 4) developing community-responsive programs; and 5) designing and evaluating academic skill interventions. In addition, students will design, evaluate, and disseminate action research related to pediatric school psychology. Trainee activities will include: coursework in areas relevant to pediatric school psychology; practica in school, community, and health care settings; and mentorship in the conducting of independent research. Upon graduation, trainees will become leaders in educational, health care, and university settings. Trainees will complete their Ph.D. in School Psychology and receive an endorsement from Lehigh University's Department of Education and Human Services indicating that they have completed a specialization in Pediatric School Psychology. They also will receive certification as a school psychologist in Pennsylvania.

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*Grant Number:* H325D010022

**Partners in Doctoral Preparation: A Unified Leadership Program in Early Childhood Special Education and School Psychology**

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*Purpose:* In an effort to meet the supply and demand needs for future special education and school psychology faculty, this project will develop a unified leadership program in special education and school psychology emphasizing early intervention. The project will support 14 students to be trained as

researchers, school leaders, and faculty in the area of personnel preparation in early intervention. Emphasis will be placed on recruitment of program participants from historically underrepresented groups, including individuals with disabilities.

*Method:* The program will include training in competencies identified as important to becoming an effective educator of teachers, school psychologists, and researchers with a specialization in early intervention (EI). One track will be established for doctoral students in special education who want to specialize in EI. A second track will be for doctoral students in school psychology who want to specialize in the early childhood years. Students will develop competency in four areas: 1) transdisciplinary and inclusive early intervention practices, 2) personnel preparation pedagogy, 3) professional collaboration, and 4) research and scholarship. Doctoral students will benefit from the combined relationship of the two disciplines as well as a close-working interdisciplinary relationship with the departments of Communication Disorders, Psychology, Allied Health Professionals, and Shands Teaching Hospital, the regional center for neonatal intensive care in Florida. Assistantships will be completed in college teaching of early childhood special education and school psychology courses, supervision, inservice and consultation, research design, and professional writing.

*Grant Number:* H325D010039

**Meeting Emerging Agendas in Special Education Administration:  
A Collaborative Education Specialist Leadership Training Program (ESLT)**

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*Ending Date:* 5/31/05

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*Purpose:* This project offers a new Education Specialist program structured to advance the training of administrators who are capable of meeting the diverse and complex challenges of service delivery and educational reform. This project will support 36 administrative candidates' training to develop collaborations and partnerships situated in learning communities; forward practice at the local and regional levels; advance the agendas of special education; and incorporate policy essentials into student coursework and practice. Using principles of effective leadership and management, the project will prepare special education administrators who are capable of embracing and meeting the challenges of educating children with disabilities in inclusive settings and adept at working with culturally and linguistically diverse populations.

*Method:* The program will prepare special education administrators who can work as part of a collaborative effort to transform the work of schools and early intervention and early childhood systems. Two student cohorts (18 in years one and two; 18 in years three and four) will complete their degrees in two years of part-time study. Specifically, the program will: 1) offer an integrated curriculum of study including coursework in counseling, public health, educational administration, and leadership; 2) draw upon field expertise and employ case-study and action research; 3) develop leadership competencies required to ensure appropriate services for children with disabilities served in inclusive settings and to work with culturally diverse populations; 4) model and demonstrate collaborative methodologies and establish opportunities for application of effective practices with diverse populations; 5) establish "Practice to Policy" and "Policy to Practice" internships for special education administrators; and 6) employ technology to support program goals and Ed.S. candidates' growth. The project will recruit traditionally underrepresented students, including individuals with disabilities.

*Grant Number:* H325D010044

### **Preparation of Leadership Personnel: Training Doctoral Students to Focus on Participation and Academic Achievement**

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*Ending Date:* 8/14/05

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*Purpose:* This new project will recruit and train doctoral-level leaders to support the goal of ensuring access to participation and academic achievement for students with disabilities in New York State's and America's schools, through collaboration with the Syracuse City School District and the Central New York School Study Council.

*Method:* Eight students who have interest in education (early childhood through grade 12) of students with severe and multiple disabilities and learning disabilities will be supported annually, including individuals with disabilities and individuals from groups underrepresented in the profession at the doctoral level. The doctoral students will participate in research and program development internships in urban and rural schools where teacher shortages are greatest, to conduct research and collaborate with school leaders and teachers in improving participation and academic achievement by students with significant disabilities in the regular academic curriculum. The project will involve collaboration by university faculty in special education, early childhood education, elementary education, and secondary education to prepare doctoral students in strategies to ensure, support, and evaluate participation and academic achievement by students with disabilities in standards-based academic curriculum.

*Grant Number:* H325D010045

### **Preparation of Leadership Personnel in Early Childhood Special Education**

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*Purpose:* This project will prepare leadership personnel with skills in research and teacher education to assume positions in settings that include universities as well as local and state education agencies and the federal government. The project will provide a comprehensive doctoral program in early childhood special education that prepares leaders who are culturally sensitive and responsive.

*Method:* The doctoral program of this project incorporates intensive coursework in early childhood special education and related fields with courses in research design and methodology. The program will also include supervised research apprenticeships, development of professional writing skills, and an internship to enhance collaborative skills in varied local/state/federal settings. Graduates from this pro-

gram will be qualified research consumers and generators; teacher educators who can work effectively with students from diverse populations; experienced teachers who design, implement, and evaluate instructional content; and effective advocates for services for young children with disabilities and their families, who are prepared to interact in culturally responsive ways to the needs of culturally, economically, and ethnically diverse families.

*Grant Number:* H325D020012

**Preparing Early Childhood Special Education  
and Related Service Academic and Research Leaders  
with an Emphasis on Communication and Social Relationships**

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*Ending Date:* 7/31/06

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*Purpose:* This project will prepare leaders in early intervention for academic and research careers through the following interdisciplinary approaches: 1) recruit 20 ethnically, culturally, linguistically, and ability diverse students from Early Childhood Special Education, Speech-Language Pathology, and Audiology; 2) offer four early intervention seminars; 3) develop monthly student/faculty research seminars; 4) provide teaching and research apprenticeships (one each annually); and 5) facilitate students' professional development through participation in conferences.

*Method:* The program focuses on two themes. First, all teaching and research activities will emphasize interdisciplinary collaboration within a strong mentorship model. Students will be linked with outstanding faculty across participating University schools and centers (e.g., Frank Porter Graham, Developmental Science). Second, because of the profound impact that early communication and social skills have on child development, these will be critical areas in the preparation of early interventionists. This preparation will in turn enhance the development of young children with disabilities in natural environments.

*Grant Number:* H325D020026

**Preparation of Leadership Personnel: Faculty for ECSE Teacher Educators**

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*Ending Date:* 7/31/06

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*Purpose:* To address the critical need in early childhood special education/early childhood education (ECSE/ECE), the University of Kansas will develop and implement a four-year doctoral leadership

program that will focus on the critical knowledge and skills needed to become highly effective early education teacher educators.

*Method:* The program is based on the belief that in order to be an effective teacher educator, higher education faculty must accomplish the following: 1) have content knowledge and understand how to serve as a resource for obtaining knowledge in those areas currently at the forefront of ECSE/ECE teachers' everyday professional lives as they provide services to young children with and without special needs and their families (e.g., diversity of learners and contexts, family-centered practices, individually and developmentally appropriate practices); 2) have knowledge of key elements of teacher education reform and demonstrate competence in strategies and approaches that have been documented as effective in the preparation and continued learning of early education professionals; 3) possess leadership skills and characteristics to become innovators, leaders, and mentors; and 4) understand the activities and behaviors required to be successful in the culture of academics across a range of types of institutions of higher education. The project will work closely with the university placement services and the Higher Education Consortium of Special Education to assist program graduates in obtaining positions in key teacher education vacancies in the United States.

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*Grant Number:* H325D020027

### **Early Intervention/Early Childhood Special Education Leadership Program**

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*Ending Date:* 8/31/06

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*Purpose:* This doctoral personnel preparation program is designed to produce a cadre of eight graduates to fulfill personnel leadership roles related to young children with disabilities, particularly those with social-emotional problems, their families, and communities. The program has a cross-disciplinary core faculty that will offer coursework and emphasize situated learning in a variety of field experiences. Students will be prepared to be program developers, applied researchers, policy analysts, and instructors.

*Method:* The cross-disciplinary training and related field experiences will equip graduates to assume leadership roles in program and policy development for training future personnel and to conduct relevant research focused on diverse groups of children and families being served in early intervention/childhood special education programs. In addition, an emphasis will be placed on recruiting students into the program who are from diverse backgrounds, particularly students from minority groups and with disabilities. The program of studies is a cohesive set of research-based coursework and field experiences that target specific competencies, professional activities, and leadership qualities.

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*Grant Number:* H325D020028

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**The Preparation of Leadership Personnel to Implement the Research to Practice Model in Adapted Physical Education, Physical Therapy, and Occupational Therapy**

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*Ending Date:* 6/30/06

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*Purpose:* This leadership training project's goals include: 1) conduct interdisciplinary research that leads to the creation of new scientific knowledge; 2) increase the availability and use of this knowledge to develop and test intervention programs designed to improve the functional motor behavior in infants, children, and youth with special educational needs; 3) increase the dissemination of the knowledge to parents, professionals, and policymakers; and 4) increase the use of this new scientific knowledge in preservice training programs for physical and occupational therapists and regular and adapted physical education teacher preparation programs.

*Method:* Participants in this leadership training project will be four pre-doctoral students and four post-doctoral students. Graduates of the training program will assume faculty positions in the Departments of Physical Therapy (PT), Occupational Therapy (OT), Kinesiology, or Physical Education with primary responsibility for conducting interdisciplinary developmental research and training new professionals to deliver quality services in PT, OT, or Adapted Physical Education as mandated by IDEA. Trainees will demonstrate leadership in the following ways: 1) conducting and publishing research; 2) collaborating with other researchers in a variety of developmental domains on longitudinal research projects, mentoring undergraduate minority students or students with disabilities in the University Undergraduate Research Opportunity Program (UROP); 3) publishing a parent training manuscript; 4) designing parent training material and disseminating it on the website, and answering questions submitted by parents; 5) teaching an undergraduate course appropriate for students in PT, OT, or Adapted Physical Education; 6) presenting a research presentation and a poster at a national or international research conference; and 7) submitting a research grant proposal for funding.

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*Grant Number:* H325D020049

### **Mentoring Special Education Leaders for the 21st Century: Preparation of Leadership Personnel**

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*Purpose:* The purpose of this project is to provide leadership training at the doctoral level, addressing critical areas of need in special education such as early intervention, school-based instruction, and secondary/transition. A mentoring model will be employed to prepare future leaders in personnel preparation, administration, supervision, and research.

*Method:* Five distinguishing characteristics of the program model are: focused training in content areas, diversity recruitment and retention, emphasis on development of an individualized leadership education plan, extensive applied experience, and intensive mentoring. Students will be paired with a faculty mentor upon entrance to the doctoral program to facilitate student retention and steady matriculation through the program. In addition to coursework, students will actively participate in a variety of applied experiences in education agencies throughout the course of their study to help them understand the complexity and the importance of establishing the university and education agency "connection." Individualized training will be a focus of both coursework and applied experience, through which future leaders will be prepared to analyze special education trends and proactively facilitate change, rather than react to it. The project is expected to graduate nine doctoral students, no less than three from underrepresented groups.

*Grant Number:* H325D030008

### **Creating Doctor of Audiology Pediatric/Educational Specialists to Provide Comprehensive Services for Infants and Children Who Are Deaf or Hard of Hearing and Their Families**

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*Ending Date:* 8/31/2007

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*Purpose:* This project will train pediatric/educational audiologists to become leaders in the development of appropriate and effective service programs for infants, toddlers, preschoolers, and school-age children with hearing loss or deafness. It will provide support for 12 doctoral student trainees in the Kent State and University of Akron combined Doctor of Audiology (Au.D.) program.

*Method:* Courses will deal with cultural aspects of deafness, early intervention, and interdisciplinary

teaming. Experienced audiologists and speech-language pathologists who deliver services to children with cochlear implants or hearing aids will supervise clinical training. Trainees will receive practicum in homes and schools and interact with family members, teachers, and related school personnel. Each trainee will receive a clinical externship assignment in settings having children who have hearing aids or cochlear implants during the fourth and final year of the program. During the summer following the first training year, the project will upgrade the knowledge and leadership skills of 10 practicing educational audiologists.

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*Grant Number:* H325D030012

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## **Doctoral Leadership Training in Early Childhood Special Education**

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*Purpose:* This project will build capacity for training direct service personnel in early childhood special education (ECSE), for strengthening the empirical knowledge base of ECSE, and for translating empirical knowledge into ECSE practice. The project will train 12 doctoral-level professionals in ECSE who will be leaders in: 1) research, 2) translation of research to practice, and 3) infusion of culturally and linguistically appropriate principles and content into research and practice in ECSE.

*Method:* Trainees will complete the Ph.D. program in special education. Training will be anchored in a “junior colleague” training model that includes intensive mentoring by ECSE faculty, core content in ECSE, rigorous training in research methods, and research-to-practice internships, as well as opportunities to learn skills needed as an academic leader involved in classroom teaching, teacher training and supervision, research, research-mentoring, infusion of linguistic and cultural perspectives in current research and training methods, grant writing, and writing for publication. Trainees will be prepared for roles in providing academic instruction in universities and colleges, conducting innovative applied research, translating research into practice, and providing leadership in developing evidence-based programs and policies for young children with disabilities.

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*Grant Number:* H325D030046

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**Improving Language and Literacy Outcomes for Children with Disabilities in High Poverty Communities: A Leadership Training Partnership to Prepare Personnel in Communication**

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*Ending Date:* 12/31/2007

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*Purpose:* This project will train doctoral students in communication sciences and disorders to provide leadership in teaching, developing model programs and policy, and conducting research in natural environments. Trainees will develop in-depth knowledge and skills in: 1) language and literacy outcomes and interventions for populations identified or at high risk for identification for special education services; 2) influences of family, culture, disability, and poverty on education and society; 3) personnel preparation, instructional design, and technology; and 4) research methods.

*Method:* At least 14 doctoral students in communication disorders will acquire the expertise needed to develop research programs, educational programs, personnel preparation programs, and policies that will promote functional outcomes in language and literacy (and associated academic and social areas) among children who are at high risk for or have been identified for special education services. Other doctoral students from special education, general education, early childhood education, psychology, and social work also will be invited to participate in project activities. Trainees will collaborate weekly with public school personnel in Professional Development School partnerships or in early intervention agencies targeting high-poverty communities.

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*Grant Number:* H325D030057

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**Extending Collaborative Processes to Inclusive Early Childhood Programs in Rural Schools**

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*Ending Date:* 8/31/2007

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*Purpose:* This project will provide leadership training for nine doctoral-level practitioners of rural school psychology, with a particular focus on provision of services to preschool-age children. The grant will prepare practitioners who are trained to work with culturally and linguistically diverse populations and who will utilize a model of practice that fosters collaborative relationships within schools and between schools and community agencies that share responsibility for providing effective services to children with disabilities.

*Method:* The project will focus on developing the skills necessary to improve outcomes for children (ages 3 to 5) with disabilities and to facilitate their transition into the general education curriculum. The project will offer integrated training and practice opportunities that will enhance the ability of graduates to facilitate services provided to preschool children with disabilities within rural communities, by developing skills necessary to promote effective collaboration among regular and special educators, related service personnel, families, and community services providers. The nine doctoral-level students will develop understanding of the unique characteristics of rural schools and communities and develop competencies in the following areas: culturally competent school psychology practice; instructional, behavioral, and mental health consultation; leadership, collaboration, and team-building skills; development and implementation of empirically supported interventions to improve student outcomes by assisting students with disabilities to achieve in general education curricula; development and coordination of school-community service linkages; and provision of psychoeducational services to preschool-age children with disabilities in rural school communities. Participating students will practice the skills they have learned in preservice training in practica associated with grant-specific course work, a summer practicum in a preschool program, and a year-long internship in one of three high-need, rural school communities.

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*Grant Number:* H325D030059

**Preparing Speech-Language Pathologists  
to Take Doctoral Leadership Roles in Language**

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*Ending Date:* 8/31/2007

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*Purpose:* This project will prepare at least 15 leadership personnel to meet the urgent nationwide shortage of speech language pathologists (SLPs) qualified to enhance services for children with language and literacy disabilities. The project will prepare doctoral-level leaders to develop and administer evidence-based programs for students with disabilities in language and literacy, to conduct research, and to teach personnel who can meet the critical shortages of specialized knowledge in this area.

*Method:* Trainees will have opportunities to: 1) integrate evidence-based training with practice; 2) implement research and teaching competencies in settings serving diverse cultural and socioeconomic populations; 3) increase accountability of programs and positive outcomes for students through the implementation of Ohio's Standards of Learning; and 4) participate in collaborative activities with children and youth with language and literacy disabilities, their family members, and other professionals. Trainees will be mentored by community experts in early intervention and school-based settings as they "learn by doing" and "teach others while learning."

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## 84.325E

### Preparation of Personnel in Minority Institutions

*Grant Number:* H325E000019

#### Preparation of Personnel in Interdisciplinary Early Childhood to Serve Young Children with and without Disabilities in Inclusive Settings in Puerto Rico

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*Beginning Date:* 10/01/00  
*Ending Date:* 9/30/04

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*Purpose:* This project will prepare interdisciplinary early childhood personnel to meet the needs of infants, toddlers, and preschoolers with and without disabilities and their families by serving as certified professionals in inclusive settings. The project intends to prepare 60 students to obtain their master's degree in interdisciplinary early childhood education.

*Method:* The training staff will develop courses to prepare 60 Master's level students to work with young children with disabilities and their families in inclusive settings; it will develop a recruitment plan to attract students from traditionally underrepresented groups, who are economically disadvantaged, and who reside in rural areas; and it will offer early childhood courseware in rural areas through the university's adult education and distance learning programs. Coursework will concern legal issues of educating children with disabilities, typical and atypical child development, curriculum development and appropriate curriculum for preschoolers, instructional and intervention methods to facilitate the inclusion of children with disabilities, family services, assessment and evaluation, teaming options for parents and professionals, and individualized educational programs and family service plans.

*Grant Number:* H325E000036

#### Project EXCEL (Enhancing Excellence in Community and Education Leaders)

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*Beginning Date:* 8/01/00  
*Ending Date:* 7/31/04

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*Purpose:* This project will: 1) increase the number of special education certified teachers in Mississippi who are uniquely qualified to address issues of early childhood special education, particularly with ethnically diverse groups, by providing opportunities for them to have financial assistance and/or scholar-

ships; 2) develop and evaluate, for replication, the process of infusing nationally recognized standards (current K-12 certification NCATE and state-approved program) of early childhood special education practices into existing special education preparation programs; and 3) integrate university-based academic coursework and practical field-based experiences using a theory-to-practice model.

*Method:* Project EXCEL is a collaborative partnership between Tougaloo College, a private Historically Black College, and Willowood Developmental Center. The project was developed to address the shortage of quality trained special education teachers in the state of Mississippi. Tougaloo's 100% passing rate on the PRAXIS exam series makes it uniquely positioned to supply special education teachers, focusing on early childhood special education issues, to the state of Mississippi. Project EXCEL, through Tougaloo College, will increase the number of African American teachers who have special education certification with an emphasis in early childhood special education. Project EXCEL will specially target and give preference to minority students preparing to become teachers. This effort will expand the pool of African American teachers who closer reflect the population they will be serving, that is African American children with special needs. Willowood Developmental Center is Mississippi's only preschool accredited by the State Department of Education which serves typically developing children and children with disabilities in an inclusive environment. The funds provided for Project EXCEL will support ten scholarships per year for four years, as well as innovative and unique field-based experiences at Willowood Development Center as the professional development school. The curriculum has a "theory-to-practice" orientation with coursework sequentially linked to practice in an authentic, real world setting. Thorough evaluation of techniques and methods will be conducted at the end of the year for validation and dissemination purposes.

*Grant Number:* H325E000037

### **Project T.A.P.E.R.S.: Training Adapted Physical Educators in the Rural Setting**

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*Beginning Date:* 8/15/00  
*Ending Date:* 8/14/04

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*Purpose:* North Carolina Agricultural and Technical State University (NCA&TSU), with its Department of Health, Physical Education, and Recreation (HPER), will implement this project to train personnel who can provide quality physical education services, including early childhood adapted physical activities, for all individuals with disabilities in a variety of settings.

*Method:* As a response to the need for qualified culturally diverse special education personnel, including adapted physical education specialists, the project will achieve the following objectives: 1) train personnel from diverse backgrounds who can provide quality physical education programs, for all individuals with disabilities in a variety of education settings; 2) recruit and train underrepresented and diverse minorities, including individuals with disabilities; and 3) increase the retention rate of program students and adapted physical education specialists in the field, especially in rural areas. The project will train 40 full-time and 20 part-time students who will serve approximately 3,440 students with disabilities per year in public or private schools after graduation. The project will graduate 60 adapted physical education

specialists with a Master of Arts in Physical Education and a concentration in Adapted Physical Education. After training, they will be able to serve as direct service providers, consultants, or resource persons in adapted physical education.

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*Grant Number:* H325E010050

**Reducing Attrition and Increasing Special Education Minority Teachers  
(Project RAISE-MT)**

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*Beginning Date:* 8/01/01  
*Ending Date:* 7/31/05

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*Purpose:* The Department of Exceptional Student Education (DESE) at Florida Atlantic University (FAU) will conduct Project RAISE-MT for 30 masters-level minority students using a professional development school model. By the end of the four-year project, a total of 30 students will receive masters degrees in ESE in one of the following specialization options: learning disabilities, mental retardation, emotional handicaps, varying exceptionalities, English for Speakers of Other Languages (ESOL), reading, and early childhood special education.

*Method:* Project RAISE-MT will work closely with the Broward and Palm Beach school districts, which are among the most diverse counties in the country. Each district will identify 6 to 10 Professional Development Schools (PDSs) with the heaviest concentration of minority, multicultural faculty who are serving similar students with disabilities. At each school, minority exceptional student education (ESE) and general education (GE) teachers will be offered tuition-free coursework for the masters degree as well as a stipend. Regular and alternative admission criteria will be used. Students will initially complete the Clinical Educator Training as part of their program, which is required training in Florida for teachers who supervise interns or student teachers. A series of nine one-credit seminars will be developed, which address teacher effectiveness and pertinent multicultural issues. Project RAISE-MT will use research-based curriculum and pedagogy and provide a mentoring system to enhance student retention and success.

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*Grant Number:* H325E010053

### **Educational Administration Guided Leadership Experiences**

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*Beginning Date:* 8/01/01  
*Ending Date:* 7/31/05

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*Purpose:* This project will prepare eight doctoral students to successfully complete 72 hours of course work toward an Ed.D. in Educational Administration and Leadership, with a special emphasis in Special Education.

*Method:* In addition to a rigorous study of educational administration and leadership, these students will be required to study and exhibit thorough knowledge in special education and related subject areas. Students will participate in experiential learning such as: 1) active membership in special education professional organizations; 2) planning, organizing, and conducting an annual colloquium on special education-related administrative and policy issues; 3) practical training in disability advocacy, disability research, school-community partnership, grass-roots outreach, and empowerment activities implemented by university-based institutions such as the Center for Disability and Socioeconomic Policy Studies and the Center for Research on the Education of Students Placed at Risk; and 4) internship at a special education administrative division within any of the five school districts in the Washington, D.C. metropolitan area (D.C. Public Schools, Prince George's County Public Schools, Montgomery County Public Schools, Alexandria Public Schools, and Fairfax County Public Schools). Trainees will emerge as well-qualified administrators who can enhance and provide special education and related services; effectively work with culturally and linguistically diverse urban sub-populations, particularly infants and children with special needs and their families; and integrate state of the art research knowledge and skills and put them to use in their day-to-day administrative work.

*Grant Number:* H325E020031

### **Project INSPIRE**

#### **(Inclusive Natural Settings Promote Instructionally Relevant Education)**

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*Purpose:* Project INSPIRE (Inclusive Natural Settings Promote Instructionally Relevant Education) will conduct a professional preparation leadership training program to improve the quality of physical education for learners with disabilities, from birth to adulthood, by preparing doctoral-level professionals who represent ethnic, cultural, and linguistic minorities and the disability culture as researchers, pedagogists,

and collaborators with the skills to train adapted physical educators and general physical educators.

*Method:* A total of five disabled full-time and five part-time culturally, ethnically, linguistically, and diverse trainees will receive a Ph.D. degree and be nationally Certified Adapted Physical Educators. The four major program goals are to use a research-based, pedagogical approach so trainees will be able to: 1) demonstrate competencies needed to interact effectively with culturally and linguistically diverse learners, particularly learners living in poverty, and their families; 2) conduct family-based and school-based research regarding the impact of quality adapted physical education on learners with disabilities and their families; 3) develop state-of-the-art pedagogical skills and collaboration skills, including the use of technology, to facilitate communication; and 4) prepare trainees to collaborate as part of a transdisciplinary team of parents and professionals to serve students and their families in the most natural environment.

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*Grant Number:* H325E020038

### **Culturally Responsive Early Intervention in Assistive Technology Training (CREATT)**

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*Ending Date:* 7/31/06

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*Purpose:* Culturally Responsive Early Intervention in Assistive Technology Training (CREATT—pronounced “create”) is an innovative approach to effective service delivery for young culturally and linguistically diverse (CLD) children with disabilities such as dual sensory, motor, cognitive, and/or communicative disorders. This model training program emulates best practices in early intervention and will train and graduate a total of 30 early intervention specialists in assistive technology (AT).

*Method:* The strategies of this model program include the following: 1) training professionals from CLD and disabled groups; 2) creating interdisciplinary and transdisciplinary teams of AT early intervention specialists (e.g. speech-language pathology, educational technology, early child development, and other related disciplines); 3) promoting family-centered and culturally responsive service delivery models; 4) providing a research-based curriculum in the classroom and in natural settings (homes, clinics, schools, childcare centers, etc.) that integrates training and practice; 5) providing a high-quality interdisciplinary Master’s-level training program, which meets requirements for professional certification and licensure; 6) graduating master clinicians and educators exemplifying a level of cultural competency that supports the needs of culturally and linguistically underserved families of children with low-incidence disabilities; 7) establishing mutually beneficial university, school, and agency partnerships that promote team teaching, interdisciplinary practicum training, and collaboration in diverse settings; and 8) establishing a support network through professional and peer mentorships that increases retention and decreases attrition of culturally and linguistically diverse trainees. It is anticipated that graduate trainees will serve 225 culturally and linguistically diverse children with disabilities in schools, child care centers, and clinics during their first year of clinical practice/teaching and a total of 450 children by the end of their second year. Graduate trainees will engage in thesis research and will play a critical role in the dissemination of information through professional presentations, parent workshops, and publications.

Grant Number: H325E020061

### **Project Embrace**

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*Purpose:* This four-year project, Project Embrace, embraces the issue of recruiting and retaining African American, Hispanic, and Filipino master's-level educators of culturally and linguistically diverse young children with disabilities in inclusive settings.

*Method:* This project will target and prepare 40 African American, Hispanic, and Filipino educators to obtain the Masters of Art in Pre-Elementary Education with a specialization in Early Childhood Special Education. Priority will be given to males. The project will address the critical shortage of African American, Hispanic, and Filipino master's-level special education teachers in classrooms for children with disabilities in the Virginia public school systems who have the necessary knowledge, skills, attitudes, and understanding of culturally and linguistically diverse young children with disabilities in inclusive settings and the knowledge and skills to foster appropriate access to and achievement in the general education curriculum which is aligned with Virginia's Standards of Learning.

Grant Number: H325E020065

### **Preparing the Special Education Professoriate of Tomorrow: A Doctoral Program for Expert Competencies in Research and Teacher Education**

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*Beginning Date:* 9/01/02  
*Ending Date:* 8/31/06

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*Purpose:* The University of Miami (UM) Ph.D. program will prepare special education doctoral students for research/teaching positions in universities in the United States. The program will prepare 10 special education scholars who will be highly qualified for positions as college or university professors of special education.

*Method:* This project addresses the increasing need for academic leaders in special education to fulfill all requirements of the professoriate by demonstrating: 1) in-depth knowledge in a specific area of their discipline; 2) excellent scholarship and research skills; 3) high potential for establishing a research program; and 4) exemplary teaching competencies. The project will involve doctoral students in an integrated program of coursework, research apprenticeships, mentoring, and scaffolded teaching experiences. Trainees will affiliate with one of four focus areas: learning disabilities and reading, behavioral and emotional dis-

abilities, family issues, or special education policy. The three-year doctoral program includes: 1) four doctoral seminars emphasizing the cognitive and psychological foundations of high-incidence disabilities, effective intervention research, family and multicultural issues, and special education policy; 2) a rigorous sequence of courses in research methods, statistics, and qualitative data analysis; 3) mentoring for submitting a student-initiated grant proposal; 4) experience co-teaching a special education course; 5) three rotations on large-scale research or special projects in special education; 6) presentations at regional and national conferences; and 7) a dissertation that will set the stage for their early career research program. Research experience in many related areas (e.g., autism, early childhood special education, adolescent psychopathology) is also available to students in the program through rotations on projects of other participating UM faculty spanning several departments (e.g., Pediatrics, Psychology, Sociology) and representing many different research perspectives. The program will actively recruit students representing the ethnic diversity of South Florida, including individuals of African-American, Haitian, Hispanic, Asian, and Native American descent as well as individuals with disabilities.

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**84.325G**  
**Center for Educating and Providing Early  
Intervention Services to Children with Autism  
and Autism Spectrum Disorders**

*Grant Number:* H325G020003

**Center for Training Personnel to Provide Evidence-Based Educational  
Services to Students with Autism Spectrum Disorders**

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*Ending Date:* 12/31/07

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*Purpose:* This project creates a center to increase the capacity of local school districts to meet the needs of students with autism spectrum disorders (ASD) through training, materials preparation, and dissemination. The Center is a consortium of professionals dedicated to improving educational services and the quality of life for students with ASD. The five universities and one education institution that make up the consortium represent professionals from across the United States who have had great success in creating positive outcomes for students with ASD and their families and in facilitating change in public schools.

*Method:* The Center will meet the goal of building capacity through a series of activities, including: 1) synthesizing the extant research data and summarizing evidence-based practices into documents that are accessible to different groups of consumers; 2) implementing in-depth site-based training in geographically diverse model centers across the country, including on-going follow-up and consultation as part of the training; 3) implementing a range of regional and national training opportunities; 4) developing and supporting educational materials for different groups of consumers, including families, teachers, paraprofessionals, and instructors at institutions of higher education who are preparing the next generation of educational professionals; and 5) working with diverse groups of consumers to evaluate training and dissemination efforts and to integrate this feedback into program modifications.

*Products:* After thorough literature reviews and creation of synthesis documents, the project will begin a series of site-based training activities that will involve over 200 local school districts and all state education agencies. These training activities will be based on the strong foundation of evidence-based practice and will be tailored to meet the needs and unique circumstances of individual trainees. Information and data developed through the Center will be disseminated to consumers through networks that are accessible, that are efficient, and that capitalize on technology.

## 84.325H

### Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities

*Grant Number:* H325H010023

#### Language and Literacy for Diverse Populations: Personnel Preparation of Speech-Language Pathologists to Foster Language and Literacy for Students with High Incidence Disabilities

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*Beginning Date:* 9/01/01  
*Ending Date:* 8/31/05

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*Purpose:* This project will increase the supply of fully qualified speech-language pathologists from traditionally underrepresented ethnic/racial or disability groups who are prepared to support the acquisition of oral and written language abilities needed for school success by collaborating with diverse families and educational agencies and serving on interdisciplinary teams to improve service delivery to children, from preschool through adolescence, with high-incidence disabilities residing in poor and underserved urban areas.

*Method:* The project will: 1) recruit and retain 48 diverse trainees committed to employment in school settings; 2) provide research-based academic and practicum experiences enabling trainees to acquire specialized competencies; 3) partner with education agencies to provide field-based practicum experiences, and work with state and local education agencies to ensure that master's level graduates of all Michigan training programs have experiences in working with preschool and school-age children with high-incidence disabilities; 4) involve trainees in disseminating project information; and 5) assist trainees to find employment serving children with disabilities. Training participants will develop proficiency in: 1) using culturally sensitive methods, 2) providing contextually relevant and nonbiased assessments, 3) providing culturally sensitive intervention strategies to develop language and literacy, 4) using collaborative methods as members of interdisciplinary teams, and 5) demonstrating professionalism for life-long learning.

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*Grant Number:* H325H010092

**Interdisciplinary Field-Based Preparation of Personnel Serving  
Preschool/Primary Children and Families in Culturally/Linguistically  
Diverse Urban Settings**

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*Purpose:* This project will address three critical areas of need in preservice personnel preparation in special education and related services: 1) the need for personnel from underrepresented populations (including individuals from culturally and linguistically diverse populations, individuals with disabilities, and financially disadvantaged students) to serve preschool/primary children, ages 3-8, with disabilities and their families; 2) personnel prepared to work with children and families from culturally and linguistically diverse urban settings; and 3) personnel prepared to work within an interdisciplinary model. The project will recruit and prepare personnel from three disciplines to provide services to young children with high-incidence disabilities and their families within an interdisciplinary model: special education, occupational therapy, and speech-language pathology.

*Method:* During each year, 15 students will be recruited, including 5 students in special education, 5 students in occupational therapy, and 5 students in speech-language pathology. Project faculty will collaborate across the target disciplines, as well as with Milwaukee Public Schools and with family members and community professionals, to carry out the following activities: 1) recruit students from underrepresented groups for the post-baccalaureate and/or master's degree programs; 2) provide comprehensive support (counseling, advising, and mentoring) to students to ensure successful completion of their respective academic programs and entry into the target disciplines; and 3) provide specialized preparation within an interdisciplinary model of service delivery to young children with disabilities and their families who are from underrepresented groups and residing in urban areas.

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*Grant Number:* H325H010097

### **Preparation of Adapted Physical Educators to Meet the Needs of Children with High Incidence Disabilities**

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*Beginning Date:* 7/01/01

*Ending Date:* 6/30/05

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*Purpose:* This project will support approximately 36 master's degree students in the area of adapted physical education, with specialization in high-incidence populations. Personnel prepared by this project will be equipped to provide quality physical education programs to a wide range of children aged 3 to 21 years.

*Method:* The educational curriculum will be a theoretically based, non-categorical approach using best teaching practice. Field-based experiences will include early childhood programs, campus and community-based programs, and transition classes for beyond-high-school-aged students. Trainees will be prepared not only on how to provide physical education for children but also on how to serve as consultants and active members of an educational team. Courses in exercise science, special education, multicultural diversity, and adapted physical education will give project graduates valuable competencies consistent with teaching quality physical education to all children. Full-time as well as part-time students will participate in the project. The part-time student option will encourage full-time teachers to expand their understanding and abilities in adapted physical education during summer classes. The project will make an effort to recruit and retain students from underrepresented minority groups, including those with disabilities.

*Grant Number:* H325H020086

### **Project GRACIAS — Gaining Readiness and Achieving Competency for Instructing All Students — High Incidence**

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*Purpose:* Project GRACIAS (Gaining Readiness and Achieving Competency for Instructing All Students) will prepare individuals at the master's level with the background, interest, commitment, experience, and language competency in early childhood special education (ECSE) to work primarily with young Hispanic children with high-incidence disabilities and their families.

*Method:* The intensive, interdisciplinary, and collaborative master's-degree program will prepare 30 ECSE teachers who will provide direct services to approximately 420 young children with high-incidence disabilities and their families. Graduates of the program will meet Florida's certification and endorsement requirements.

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*Grant Number:* H325H020106

**Campus-Community Collaboration for Preparation  
of Interdisciplinary Inclusion Facilitators**

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*Beginning Date:* 1/01/03  
*Ending Date:* 12/31/06

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*Purpose:* The University of North Carolina at Chapel Hill will offer a collaborative, interdisciplinary program for experienced early childhood interventionists seeking professional licensure and for masters-level students in special education, audiology, and speech and language pathology to prepare them to become inclusion facilitators in community-based settings for young children with diverse abilities and backgrounds and their families.

*Method:* The project links the Division of Speech and Hearing Sciences in the School of Medicine with the Early Childhood Intervention and Family Support program in the School of Education as well as community-based early childhood intervention programs via joint coursework, seminars, and practica. Interdisciplinary preparation will be provided for 46 students to include full-time graduate students and practicing professionals over the four-year project period. Project participants will learn collaborative consultation skills to fully include young children with disabilities, who are diverse because of language, ethnic, or cultural backgrounds, into community-based programs and activities. The project will also facilitate students' and practitioners' professional development by engaging them in collaborative action research and clinical projects with community-based programs.

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*Grant Number:* H325H020125

### **Early Childhood Special Education High-Incidence Disabilities Personnel Preparation Program for Master's Level A ECSE**

Certification and Master's Level ECSE Minor Specialty Training

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*Beginning Date:* 9/01/02

*Ending Date:* 8/31/06

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*Purpose:* This project will increase the quantity and improve the quality of personnel available to serve children with high-incidence disabilities ages three to eleven.

*Method:* Two student groups will have the option of taking their program either on campus or via distance education. Group A students (both traditional and 5th year) will earn a Master's degree and a Class A teaching certificate through their graduate program in Early Childhood Special Education (ECSE). A minor in ECSE will be earned by the Group B students who are in General Education (Early Childhood, Elementary, Physical Education), or in Related Services (Speech and Language, School Psychology, Social Work). The project will accomplish the following: 1) recruit, select, retain, and graduate no fewer than 64 students over the course of the four-year project, including 48 graduates with ECSE Master's degree and 14 general education students and related services students completing the ECSE minor (21 of these will be from underrepresented groups); 2) provide all ECSE master's-level students the same curriculum, yet the option for one of two modes of instructional delivery—campus-based vs. distance education; and 3) implement a comprehensive research-based curriculum, comprised of academic course work, field-based projects, and summer learning clinics.

*Grant Number:* H325H020126

### **Improving Language and Literacy Outcomes for Children with Communication Impairments in High Poverty Communities**

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*Ending Date:* 9/30/06

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*Purpose:* This project will positively impact the critical shortage of speech-language pathologists in the schools in Florida and meet the need to have specialized preparation in the area of language and literacy by providing at least 18 newly trained specialists.

*Method:* Trainees will develop in-depth knowledge and skills in the following: 1) language and literacy outcomes and interventions for populations at high-risk and with disabilities; 2) influences of family, cul-

ture, linguistic diversity, and poverty on education and society; 3) interdisciplinary teamwork and consultation models for effective service delivery in regular classrooms; and 4) assessment methods appropriate for children from diverse cultural and linguistic backgrounds. During the four years of the project, at least 18 graduate students in communication disorders will acquire the expertise needed to assess children's language and literacy abilities. They will design, implement, and evaluate individualized programs within the school curriculum that will promote functional outcomes in language and literacy (and associated academic and social areas) among children at high risk or with disabilities, and will function as consultants to support families, professionals from regular and special education, and paraprofessionals working directly with the children. Trainees will collaborate weekly with public school personnel in a Professional Development School (PDS) partnership or in other early intervention agencies targeting high-poverty communities to assure that research-validated practices are integrated from the curriculum into reality. This will be achieved through: 1) participation in a 60 semester-hour graduate program emphasizing coursework in language, literacy, and cultural and linguistic diversity; 2) participation in weekly practica and a semester-long internship in early intervention or school-based programs; 3) participation in community outreach, continuing education/staff development activities, and action research with an emphasis on translating research to practice especially in the area of literacy development; and 4) completion of a competency-based program with an emphasis on developing critical thinking skills through cooperative learning and problem-based learning activities via Web-based, interactive projects. Students seeking a master's degree will meet departmental requirements in speech-language pathology. Unique aspects of this project are the following: 1) each student will be mentored by an advanced student in communication disorders and/or an educator from the community from an underrepresented population; 2) family members and community providers will be active participants in the practica/seminars; 3) students will have opportunities to integrate evidence-based practices into home, school, and community settings; and 4) students will learn to function as consultants to support families, professionals from regular and special education, and paraprofessionals who often provide direct intervention in classroom settings and as advocates for individuals with autism.

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**84.325J**  
**Center to Guide Personnel Preparation Policy and  
Practice in Early Intervention and Preschool  
Education (Birth to 5)**

*Grant Number:* H325J020002

**Center for Early Childhood Education/  
Early Intervention Personnel Preparation**

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*Purpose:* This project establishes a Center for Personnel Preparation in Early Childhood Special Education and Early Intervention. The Center will collect, synthesize, and analyze information related to: 1) certification and licensure requirements for personnel working with infants, toddlers, and preschoolers who have special needs and their families; 2) the quality of training programs that prepare these professionals; and 3) the supply and demand of professionals representing all disciplines who provide both early childhood special education and early intervention services. In addition, individuals affiliated with the Center will use this information to identify critical gaps in current knowledge and to design and conduct a program of research at the national, state, institutional, and direct provider levels to address these gaps. This program of research and policy formation will yield information vital to developing policies and practices at all levels, including institutions of higher education.

*Method:* The Center will work with an advisory council to focus on issues related to certification and licensure, personnel preparation, and supply and demand. After data have been gathered on these three issues, project staff will work cooperatively with the advisory board and Center consultants to design and implement a series of research studies that will serve to determine the relationships among the three issues as well as the impact of these issues on the education and development of young children with special needs.

*Products:* The dissemination of findings and results emanating from the Center is a critical component, and dissemination will occur at multiple levels and to multiple audiences. The Division of Early Childhood of the Council for Exceptional Children, a partner in this project, will assist in dissemination and will link with other key professional organizations in multiple venues. The project will also maintain a database of information collected by the Center and will sponsor regional forums to create opportunities for state stakeholder groups to discuss policy and practice changes in their systems of personnel preparation.

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## 84.325L

# Interdisciplinary Preservice Programs in Large-Scale Special Education Research

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*Grant Number:* H325L020001

### **Carolina Interdisciplinary Large-Scale Policy Research Training**

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*Beginning Date:* 10/01/02  
*Ending Date:* 9/30/06

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*Purpose:* This project will prepare special education doctoral students to conduct large-scale and longitudinal policy studies. The training project will use an interdisciplinary team of faculty from University of North Carolina - Chapel Hill and from research organizations such as SRI across the United States, with considerable experience in large-scale, longitudinal and policy research.

*Method:* Predoctoral (individuals who have completed all course work) and postdoctoral fellows from relevant disciplines will attend an intensive eight-week session. Fellows will: 1) gain knowledge and competencies needed to improve their skills in conducting large-scale research; and 2) understand the policy context in which these studies are conducted, and in which special education and early intervention reforms are recommended. Each fellow will then be required to develop a proposal to conduct secondary analyses of a large-scale dataset, which will be reviewed and approved by an interdisciplinary faculty research team, including both the Frank Porter Graham Institute and its partners. Each fellow will then participate in a ten-month research apprenticeship with a mentor, who is associated with the large-scale research effort, in order to carry out the study proposed by the fellow. Fellows will remain connected during the research apprenticeship via the Internet, including a chat room to address issues encountered.

*Products:* The flexibility of the training modules will allow them to be incorporated into existing courses, to be used as independent studies, or to be added as new courses to the doctoral training curriculum. Training modules will be put on a CD-ROM and posted on the project's website which will be accessible to persons with disabilities.

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## 84.325N

### Projects of National Significance — Nondirected

*Grant Number:* H325N010022

#### **Meeting the Challenge: Building Capacity of Early Care and Education Providers**

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*Purpose:* Professionals in Early Childhood Education (ECE) and Early Childhood Special Education (ECSE) have expressed pervasive concerns about their ability to educate and support young children with challenging behavior. The challenges associated with promoting the active participation and skill development of children who engage in socially isolating or harmful patterns of problem behavior often result in the exclusion of these children from community-based early childhood programs and may make providing services in natural environments seem overwhelming to service providers. In this project, instructional modules that employ problem-based learning components will be developed, evaluated, and disseminated. These modules will be designed to provide both preservice teacher educators and inservice instructors with instructional technology and content that can be used within preservice coursework or as discrete inservice workshops.

*Method:* The following six modules will be developed: 1) Promoting Communication and Social Skill Development; 2) Problem Behavior Has Meaning; 3) Positive Behavior Interventions and Supports; 4) Teaching Skills in Natural Environments; 5) Supporting Families; and 6) Providing Collaborative Consultation to Support Children with Challenging Behaviors. These instructional modules will be available in multiple formats including an instructional DVD, a multimedia package including VHS tapes and Powerpoint slides, and a project Web page. The instructional modules will be developed in partnership with families and community programs to ensure the inclusion of “real world” case studies and video vignettes. Each instructional module will be implemented and field tested within multiple preservice education courses and inservice programs in multiple, geographically and ethnically diverse states. The modules will be evaluated for implementer satisfaction, participant satisfaction, knowledge acquisition, and effects on professional practice, prior to national dissemination.

*Products:* National dissemination will occur through conference presentations, publications in professional journals, and the program website. In addition, a special workshop will be held the third year of the project for staff development specialists to increase dissemination and replication impact nationwide. Dissemination activities will target multiple disciplines through relevant professional organizations.

*Grant Number:* H325N010027

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**Natural Allies: Working with Community Colleges to Prepare Personnel to Provide Quality Services for All Young Children in Natural Environments**

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*Purpose:* Natural Allies will develop, implement, evaluate, and disseminate a model that will yield change and improvement in community college coursework and practical experiences related to serving young children with disabilities in inclusive natural environments.

*Method:* Salient features of the Natural Allies implementation plan include: 1) working with family members, adults with disabilities, early childhood faculty, early childhood teachers, early interventionists, and state agencies in eight states to identify priorities for change in early childhood teacher preparation; 2) providing instructional resources and educational experiences, including a four-day intensive institute designed to address individual and state priorities, to interprofessional teams of faculty, community, family, and state agency representatives; 3) facilitating the development of state and individual action plans for improving the quality of community college preparation; and 4) providing technical assistance over an 18-month period in support of the action plans. The project is based on a proven systems-change model that has produced documented, long-lasting, and meaningful changes in preservice personnel preparation at individual, program, and state levels. Values of the project include building on existing resources and expertise, campus-community collaboration, and team-based, ecological approaches.

*Products:* The project will result in a model that will improve community college preparation of individuals serving young children with disabilities in inclusive natural environments. Other outcomes will include: 1) increased knowledge and skills of community college faculty related to using innovative instructional approaches for infusing exceptionality and early intervention content in their instructional programs; and 2) enlarged capacity of community colleges to prepare students for instructional and supervisory roles in natural environments serving all young children with families.

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Grant Number: H325N020085

**National Individualizing Preschool Inclusion Project:  
A Project of National Significance**

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*Purpose:* Despite considerable research on inclusion in the preschool years, the need still exists for a model that is specific enough to consist of preferred practices yet broad enough to be applied for individual children in different settings. Capitalizing on a model that has been developed and demonstrated through a previous project, this project will implement the model in various settings, and will establish partnerships with states for inservice training, institutions of higher education for preservice training, and direct-service programs for implementation.

*Method:* The Individualizing Inclusion approach hinges on three critical components: 1) functional intervention planning, 2) integrated therapy, and 3) embedded intervention. Functional intervention planning is carried out principally through a "routines-based assessment," featuring an interview of the family and the teaching staff. Integrated therapy consists of provision of occupational therapy, physical therapy, speech language pathology, and early childhood special education. Embedded intervention involves the use of proven instructional principles, especially incidental teaching, in the context of developmentally appropriate activities. An innovation of the Individualizing Inclusion Project is to base its activities on networks: 1) a network of demonstration-and-training sites will be developed constituting programs providing direct services to children; 2) a network of institutions of higher education will be developed to assist in the development of modules and syllabi and to implement and evaluate these training products; 3) a network of states and their technical assistance projects will be developed to assist in the development, implementation, and evaluation of inservice and technical-assistance products. Once they have been developed, the three networks will be connected and expanded so that, ultimately, large networks of demonstration-and-training sites, institutions of higher education, and state agencies will work together to implement and evaluate the Individualizing Inclusion approach.

*Products:* The project will develop manuals, modules, and syllabi and will cosponsor a four-day institute each year.

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*Grant Number:* H325N020065

## **TAPS Model: Team Approach to Paraeducator/Supervisor Professional Development**

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*Ending Date:* 12/31/05

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*Purpose:* The Early Childhood Department at Western Oregon University's Teaching Research will develop, evaluate, and disseminate an innovative model for an improved training approach that will address the national need for early intervention/early childhood special education (EI/ECSE) supervisors to provide ongoing supervision and professional development for paraeducators in a collaborative format.

*Method:* A competency-based curriculum will be developed related to national paraeducator standards, which will be implemented using a self-directed training format with onsite follow-up for both paraeducators and their supervisors. The TAPS Model will be field tested in five EI/ECSE programs in Oregon and one in Nevada. The model is a blueprint for ongoing professional development and will be based on recommended practice in adult education, case study methodology, and early intervention practices. This model will enable EI/ECSE paraeducators to develop improved skills in providing services to children and families with disabilities and to access training that is individualized and accessible in their work site. Materials and training procedures will be developed and implemented to enable others to replicate the TAPS Model.

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*Grant Number:* H325N020070

## **HERITAGE: Helping Early Interventionists Receive Informative Training to Address Grandparent Families' Needs in Effective Ways**

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*Purpose:* Project HERITAGE (Helping Early Interventionists Receive Informative Training to Address Grandparent Families' Needs in Effective Ways) will develop, evaluate, and disseminate an innovative model to provide professional development to early interventionists in delivering effective services to grandparents raising grandchildren with disabilities who are age birth to three years.

*Method:* The project activities include: 1) establish partnerships to assure that all components of the model have broad applicability; 2) develop case/problem-based training modules; 3) develop inservice training strategies using technology; 4) implement the model with early interventionists through group

and individual training; 5) evaluate the effectiveness of the ANGELS training model; and 6) disseminate results of Project ANGELS nationally. Presenters with expertise in legal issues, mental health, social work, early intervention, and adult learning issues related to grandparent families will provide ongoing training without the necessity of being onsite. The training model will be developed, implemented, and evaluated in collaboration with the states of California, Michigan, Tennessee, and Utah. The project design enables it to be easily incorporated into state Comprehensive System of Personnel Development trainings.

*Products:* To meet the training preferences of early intervention programs, two options will be made available: 1) group training using DVD technology and print materials; and 2) individual training using DVD technology, print materials, and online Internet support that includes chat rooms and e-Group.

*Grant Number:* H325N020075

### **Project LEAD**

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*Purpose:* This project will create a comprehensive model for developing leadership skills in community program administrators who administer service delivery programs to young children between birth and six years of age, especially those children with risks, delays, or disabilities.

*Method:* This leadership development model will: 1) increase capacity of local administrators; 2) increase capacity of states to provide ongoing and systematic leadership training; 3) develop an infrastructure which will utilize multiple training strategies, including the Internet, conference presentations, workshops, and a Leadership Academy which will provide intense and in-depth training over the course of the year for a select group of administrators; 4) increase capacity of university faculty and university training programs; and 5) utilize and coordinate existing resources for leadership development. Concepts and theories that will undergird the training content and strategies include: ecological theory, inclusion, cultural sensitivity, system theory, systems change, community of learners theory, community development theory, mentoring, and peer coaching.

*Products:* This leadership development model will increase knowledge and skills of program administrators in six broad areas: 1) research-based practices regarding child learning and development; 2) administration; 3) human resource management; 4) policies and politics; 5) collaborative systems; and 6) conceptual leadership. The project will develop a minimum of ten modules, which include Web-based learning experiences. Other products that will be developed to improve both preservice and inservice training include: 1) a set of validated competencies for early intervention program administrators; 2) a tool to access training strengths and needs; 3) a multidimensional Comprehensive System for Personnel Development training plan; 4) a national registry of leadership developers and resource materials; and 5) an interactive website.

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**84.325Q**

**Center to Inform Personnel Preparation Policy and Practices in Special Education**

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*Grant Number:* H325Q000002

**Center on Personnel Studies in Special Education (COPSSE)**

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*Beginning Date:* 10/01/00  
*Ending Date:* 9/30/05

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*Purpose:* This project, the Center on Personnel Studies in Special Education (COPSSE), is a research and dissemination project focused on the problem of providing adequate numbers of qualified professionals for special education and other disciplines that serve students with disabilities.

*Method:* The research content of the Center is organized into three areas: certification and licensure, professional preparation, and supply and demand. The project has three phases: conducting a “tiered” synthesis of relevant research, developing and prioritizing research questions, and designing studies to address them. The research program will be reviewed and approved by a panel of design and evaluation specialists. In the second phase, studies will be conducted, data analyzed, and findings organized and synthesized according to a conceptual framework. Policy implications and dissemination strategies will also be developed. In the final phase, a policy and dissemination panel will review and approve the plan and disseminate it through an extensive network of professional organizations and other dissemination outlets.

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**TECHNICAL ASSISTANCE  
AND DISSEMINATION**



## 84.326A

# Linking Policy and Practice Audiences with the 1997 Amendments of IDEA

*Grant Number:* H326A030002  
**The IDEA Partnership Project**

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*Beginning Date:* 11/1/2003  
*Ending Date:* 10/31/2008

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*Purpose:* As the No Child Left Behind Act focuses educators on performance improvement of students with disabilities, there is an urgent and common need among special and general educators to find new ways to understand each other and work together effectively. This project of the National Association of State Directors of Special Education (NASDSE) will help policymakers, service providers, administrators, and families translate knowledge into action in a way that creates personal meaning and informs their work and interactions every day.

*Method:* The project will form a partnership that will drive change to the state and local level while working to make systems permanently more collaborative. Three kinds of partners will be organized into one affiliated group: Leveraging Partners, Strategic Partners, and Technical Assistance Partners. First, NASDSE and the Council of Chief State School Officers will act as Leveraging Partners, opening opportunities at the practice level at the state and local levels. They will be joined by the National Technical Assistance Center to the Parent Training and Information Centers. Together, the Leveraging Partner organizations will enable work across state and organizational boundaries to make the connections and solidify shared interest around issues among policymakers, service providers, administrators, and families. Policy organizations, professional organizations, and family groups will join the partnership as Strategic Partners that help connect policy agendas with the realities of implementation. Together the Leveraging Partners and the Strategic Partners will translate policy and research into practice by actively engaging policymakers, implementers, and families around practice problems in sites at the state and local levels. Technical Assistance Partners, the array of federally funded research and technical assistance centers, will join to learn from partner work and to provide information that will inform partner planning. The unified Partnership will: 1) move strategically toward greater systemic impact at the state and local levels; 2) deliver accurate, relevant, and customized information to policymakers, implementers, and consumers regarding NCLB and IDEA, including Part C; 3) promote interaction and cross-stakeholder affiliation around shared issues, including the involvement of individuals from underrepresented groups; 4) stimulate cross-stakeholder involvement in state and local systems to deliver professional development and solve implementation problems; and 5) facilitate systemic change and cultural shift toward greater and more meaningful cross-stakeholder involvement. As the sponsoring organization, NASDSE will assure that the Partnership serves as a valued source of high quality, accessible, user-friendly resources that go beyond information delivery to information use. It will continuously identify the current organizational agendas and emerging interests that will allow cross-stakeholder information to be presented meaningfully in the context of the partner work. It will also uncover shared interests and stimulate systemic change initiatives, join individuals and groups undertaking systemic change in learn-

ing communities and communities of practice, and establish a data collection and evaluation system that permits claims of impact.

*Products:* Product development, as it is currently conceptualized, is not a primary function of this project. The Partnership will invest in more prototype products that can be disseminated in various formats, including Websites, CD-ROMs, and rebroadcastable telecasts/Webcasts. The Partnership will reconfigure its Information Specialist role into a Knowledge Management role and will present features such as Web-based surveys and polling, online discussions, cross-role learning communities, topical mini-Webs, and profiles of efforts underway. The project will use existing sources of vetted documents and publicly available information to design a “suite” of products that can be combined in varying configurations and customized in style, formats, and delivery mode for intended audiences. The project will broker and implement eight cases of partner participation in state systems of professional development, broker and implement six cases of partner participation in state pilot problem-solving efforts, broker participation in existing communities of practice, and build learning communities of state and local decision-makers.

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## 84.326B

### Urban Inclusion Technical Assistance Center

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*Grant Number:* H326B020002

**The National Institute for Urban School Improvement: Inclusive Schools -  
Good for Kids, Families, and Schools**

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*Ending Date:* 10/14/07

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*Purpose:* The mission of the National Institute for Urban School Improvement is to partner with the Regional Resource Centers (RRCs) to develop powerful networks of urban local education agencies (LEAs) and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices.

*Method:* Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy, and positive behavior supports. The project will accomplish the following: 1) continuous improvement by increasing knowledge and understanding through evaluation of current practice, change efforts, and impact; 2) research and development, by synthesizing and expanding research in inclusive practices; 3) professional development through regional technical assistance plans and collaborative work with leading urban districts focusing on research-validated practices in early intervention, reading, behavior, and universal design; 4) networking and dissemination by engaging national discourse in urban, professional practice and policy communities on improving educational outcomes; and 5) participatory and multi-method evaluation through engaging sites in examining patterns in the impact of change efforts on the placement and outcomes for students with severe disabilities and their general education peers in participating sites.

*Products:* The National Institute will be networked to nearly 3,000 professional and family organizations and leaders who focus their efforts on improving outcomes for students in urban schools. Ongoing threaded discussions, Web-based school improvement tools, site-based progress, on-line action research groups, and other networking activities will be hosted on the Institute's website.

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## 84.326D

### Center on Dispute Resolution

*Grant Number:* H326D030001

### The Consortium for Appropriate Dispute Resolution in Special Education (CADRE)

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*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

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*Purpose:* The Consortium for Appropriate Dispute Resolution in Special Education (CADRE), a national technical assistance and dissemination project, will emphasize elevating the capacity of educators and parents to engage in collaborative problem-solving and other positive, non-adversarial processes that ultimately result in better educational programs and outcomes for students with disabilities. Direction Service, Inc. will continue CADRE as the National Center on Dispute Resolution and extend its capacity to deliver high quality technical assistance and informational support to state education agencies (Part B), early intervention lead agencies (Part C), parent centers, local education agencies, local early intervention providers, and dispute resolution practitioners.

*Method:* CADRE activities will facilitate increased and effective use of mediation and other alternative dispute resolution forms that result in a reduction in the financial, relational, and emotional costs of more adversarial procedures. The activities of the project derive from three critically significant factors: the promise of alternative dispute resolution (ADR), the nascent knowledge of and difficulty in measuring effectiveness and outcomes in ADR programs, and the roles and functions of technical assistance (TA) as a bridge between system need and effective practice. CADRE's major objectives are to: 1) conduct annual assessments of the technical assistance needs of states and other entities to ensure that CADRE identifies TA activities that improve system performance; 2) develop and maintain a database of information from states and related entities on the use and outcomes of the full range of dispute resolution processes in special education; 3) develop agreements and deliver technical assistance based on identified needs and on information derived from research on dispute resolution practices; 4) increase the availability of research-based knowledge on alternative dispute resolution in special education; 5) promote informational exchanges about dispute resolution among key stakeholders (state systems, TA and dissemination systems, parents, practitioners, and others); 6) coordinate and collaborate with key partners and participants in the national effort to develop high quality and accountable dispute resolution systems and practices; and 7) manage CADRE to ensure efficient operations, accomplishment of key tasks, evaluation of impact, and continuous quality improvement.

*Products:* CADRE's Web site will continue as the principal source of information and resources on dispute resolution and special education. CADRE's Web site, publications, ListServ, and other technical assistance will result in a nationwide web of information dissemination resources and will ensure access for all stakeholders. CADRE clientele interactions will promote impact at state system and local levels.

**84.326E**  
**Technical Assistance Center on Disproportionate  
Representation of Culturally/Linguistically Diverse  
Students in Special Education**

*Grant Number:* H326E020003

**The National Center for Culturally Responsive Educational Systems and  
Evidence Based Practice: At the Intersection of Disability, Class, Ethnicity,  
Culture, and Language**

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*Beginning Date:* 11/01/02  
*Ending Date:* 10/31/07

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*Purpose:* The Center for Culturally Responsive Educational Systems and Evidence-Based Practices will support state education agencies (SEAs) and local education agencies (LEAs) in their efforts to effectively address and reduce incidences of disproportionate representation of minorities in special education resulting from inappropriate or ineffective educational practices. The Center will build on the findings and recommendations of the National Research Council, reports, and other literature so that students, families, practitioners, policy makers, and researchers can coalesce around scientifically based interventions and strategic improvements in practice and policy to help close the achievement gap between minority students and their peers and reduce inappropriate referrals to special education.

*Method:* The Center will fulfill four principal goals: 1) continuous improvement, through the Continuous Improvement Core Team, in increasing knowledge and understanding at the policy level, through evaluation of current practice, change efforts, and impact; 2) research and practice synthesis and product development, through the Research and Development Core Team, to promote systemic change; 3) professional development to build state and local capacity, through the Professional Development Core Team, for SEA's and LEA's leveraging existing technical assistance networks; and 4) networking and dissemination, through the Networking and Dissemination Team, to engage a national discourse in local, professional practice, and policy communities on improving educational outcomes for linguistically and culturally diverse students. To accomplish this work will require close partnerships in the development of state-level teams that engage in careful analysis and interpretation of their state-level data on representation of minority populations in special education. These teams will prepare annual technical assistance and professional development plans for educational program and practice improvement in early intervention, literacy, and behavior. The project will collaborate with families, state policy makers, SEA representatives, LEA superintendents, special education directors, and teachers. Building a coherent professional development and technical assistance plan will require close partnerships with the Regional Resource Centers, parent information centers, and professional organizations to ensure that high quality family and professional development and technical assistance are delivered.

*Products:* The outcomes of this work will be: 1) increase the use of prevention and early intervention strategies; 2) improve the contexts for educational systems improvement; and 3) enhance the teaching

and learning of practitioners and students alike. This initiative will support and extend the No Child Left Behind Act, with stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

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## 84.326F

### State and Federal Policy Forum for Program Improvement

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*Grant Number:* H326F000001

### FORUM 2000

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*Beginning Date:* 10/01/00  
*Ending Date:* 9/30/05

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*Purpose:* FORUM 2000 will address the priority of the State and Federal Policy Forum for Program Improvement to: 1) facilitate communication between the U.S. Department of Education and state and local administrators of the Individuals with Disabilities Education Act (IDEA), and 2) synthesize national program information that will improve the management, administration, delivery, and effectiveness of programs and services provided under IDEA.

*Method:* The following seven activities will be addressed in each of the five project years: 1) identify national and state program improvement information that is needed to obtain better results for infants, toddlers, and children with disabilities receiving educational and early intervention services; 2) maintain a database of laws, policies, and regulations that govern special education within the states and non-state jurisdictions; 3) compile three research or policy syntheses on issues identified through Activity 1; 4) write two synthesis briefs (less than 10 pages) on issues identified through Activity 1; 5) convene two policy forums and write a proceedings document for each on topics identified through Activity 1; 6) conduct twelve "Quick-Turn-Around" activities to address, in a timely manner, issues identified through Activity 1; and 7) disseminate information developed through Activities 2-6 to a wide audience, using a variety of vehicles and formats. A diverse group of stakeholders will participate in the policy forums, review the research/policy syntheses, and evaluate FORUM 2000 activities.

*Products:* In addition to printed proceedings documents, analyses, and syntheses, the project will develop audiotapes and electronic versions of materials. Information will also be available on NASDSE's website ([www.nasdse.org](http://www.nasdse.org)). Other format requests will be accommodated (e.g. large print, Braille).

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## 84.326G

# Center on Achieving Results in Education for Students with Disabilities

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*Grant Number:* H326G000001

### National Center on Educational Outcomes

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*Beginning Date:* 10/01/00  
*Ending Date:* 9/30/05

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*Purpose:* The National Center on Educational Outcomes (NCEO) and its collaborators, the National Association of State Directors of Special Education (NASDSE) and the Council of Chief State School Officers (CCSSO), will build on their existing networks to establish the Center on Achieving Results in Education for Students with Disabilities. The Center will provide national leadership for state and local efforts to implement the provisions in IDEA 97, and to ensure that students with disabilities have access to the general curriculum and benefit from accountability and standards-based reforms.

*Method:* The Center will engage in research activities directed toward achieving better understanding of current issues in the field, identifying policies and practices that ensure all students benefit from state and local assessment and accountability efforts, and sharing this information with those whose work has an effect on policy and practice as well as those who are affected by it. Specifically, these research activities include: 1) conducting an annual survey of states to determine their current status in implementing the assessment and accountability provision of IDEA; 2) conducting an annual review of state reports and assessments data to track the participation and performance levels of students with disabilities in large-scale assessments; 3) synthesizing research on relevant topics such as assessment accommodations, alternate assessments, data analysis and reporting, and other related areas; and 4) conducting, collaborating in, or commissioning focused research studies on topics related to assessment and accountability. The Center will also engage in technical assistance and dissemination activities that meet diverse needs through direct support and by enhancing the capacity of its technical assistance and dissemination partners, so that lessons learned from careful research can be translated into practice at all levels, and improve student results. The Center's collaboration and other leadership activities will build on NCEO's already wide and productive network to ensure the sustainability and strength of individuals and organizations addressing many of the complex second-generation issues surrounding the participation of students with disabilities in assessment and accountability systems.

*Products:* The project will develop and disseminate reports in print and on the World Wide Web and tailor materials to a wide variety of audiences. The following products will be developed and updated: a website, presentations, and surveys on-line. Other products available will include: links within specific topics; a searchable database on accommodations research; and special interest materials for students, families, and teachers.

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**84.326L**  
**Center to Promote Involvement by Minority  
Institutions in Discretionary Programs under IDEA**

*Grant Number:* H326L020001

**The Alliance III Center : Minority Institutions in the Vanguard**

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*Ending Date:* 12/31/07

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*Purpose:* This project will improve educational results for students with disabilities by: 1) promoting the successful participation of minority institutions of higher education (MIHEs) in IDEA personnel preparation competitions, and 2) enhancing the capacities of MIHE personnel preparation programs.

*Method:* It is the project's goal that, through its mutual efforts with clients, by 2007 MIHEs will be in the vanguard of excellence in the preparation of special education personnel who are fully qualified to improve education and bring about better results for students with disabilities. The project's clients are faculty members in MIHE departments of special education and related services. A major objective of the Alliance III Center pertains to client involvement, satisfaction for services received, and utilization of knowledge and skills gained through technical assistance (TA). The objective will be promoted through the use of the following: 1) needs assessment; 2) participatory planning of TA events; 3) a scanning network of clients to identify issues in the design and provision of TA services; 4) follow-up and mentoring after TA delivery; 5) field review of products by clients; 6) face-to-face interviews and focus groups with clients to be completed by the third party evaluator; and 7) a professional staff position for client-centered services, communications, and individualized assistance. Technical assistance will center on preparation of successful applications for awards from the IDEA Part D personnel preparation program through grantwriting workshops and mentoring, and on capacity-building for: 1) meeting new federal and state personnel requirements; 2) incorporating scientifically based practice in coursework; 3) adding new dimensions to personnel preparation programs; 4) adding new special education programs; and 5) MIHE's greater participation in state systems change and policy formulation. TA services will be provided by a nationwide cadre of content experts and trainers through workshops, seminars, conferences, individual mentoring, and follow-up coaching. Additionally, partnerships and cooperative activities will be established with a range of OSEP TA&D providers, research and development projects, national centers, and organizations.

*Products:* Supporting products, modules, and information services will be available at the project's website, on disks, by file attachments, through a list serv, and by surface mail. Product development will focus on proactively identifying MIHE initiatives, models, and accomplishments for widespread dissemination across the field of education.

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## 84.326N

# National Information Center for Children and Youth with Disabilities

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*Grant Number:* H326N030003

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### National Dissemination Center for Children with Disabilities

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*Ending Date:* 9/30/2008

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*Purpose:* The Academy for Educational Development (AED) will establish the National Dissemination Center for Children with Disabilities (NDCCD) to collect and disseminate current, accurate information about IDEA and NCLB to all interested parties. The Center will focus on support to states and local entities in building their capacity to improve early intervention, educational, and transitional services and results for children with disabilities and their families and to address systemic-change goals and priorities. The Center will bring research-based information and assistance to practice, in order to help states meet outcome indicators and show continuous improvement.

*Method:* The Center will collect, organize, and disseminate information about products developed by OSEP's Technical Assistance and Dissemination (TA&D) projects as well as scientific, research-based products from other centers and education projects. Activities of the Center will include: 1) conduct a bi-annual survey of all OSEP-funded TA&D centers about their existing products and their products under development; 2) collect and disseminate information on programs and services affecting infants, toddlers, and children with disabilities under federal education laws; 3) collect information about research on providing special education and early intervention, and disseminate it through publications and conferences; 4) participate in programs and activities to collect and disseminate information and promote networking among organizations addressing IDEA; 5) develop information exchanges with and among other TA&D centers; 6) collaborate with other OSEP-funded projects; 7) establish a coordinated network and conduct outreach to disseminate information to federal, state, and local organizations; 8) maintain a database of TA&D and other related products; 9) develop and implement strategies to disseminate information to underrepresented populations; 10) create and maintain a Website; 11) develop products on IDEA and NCLB; 12) establish a mechanism for synthesizing and disseminating research information using What Works Clearinghouse protocols; 13) prepare OSEP digests and other products summarizing research; 14) prepare annual directories of OSEP discretionary projects; 15) establish a document review board; and 16) evaluate the Center's impact on users.

*Products:* The Center will offer a centralized repository of research information and a point of contact for everyone working to bring the best thinking and services to children and youth with disabilities. For all the activities described above, the Center will implement effective dissemination strategies by maintaining an active presence in stakeholders' communities and by building networks that run broad and deep. Collaboration and information exchange among network entities will be accomplished virtually through use of technology and personally through conference participation and direct interactions.

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**84.326P**  
**National Clearinghouse on Careers and Professions  
Relating to Early Intervention and Education for  
Children with Disabilities**

*Grant Number:* H326P030002

**Center for Assistance in Recruiting and Retaining  
Special Education Personnel (CARRSEP)**

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*Ending Date:* 9/30/2008

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*Purpose:* This project will establish and operate a Center to build state and local capacity for recruiting and retaining highly qualified special education personnel to serve children and youth with disabilities, birth to 21, and their families.

*Method:* The work of the Center will be carried out by the National Association for State Directors of Special Education (NASDSE) in cooperation with the Federal/Regional Resource Center Network and OSEPFunded technical assistance and dissemination (TA & D) centers. Three expert panels — recruitment, certification/preparation, and retention — will provide feedback to the Center on research-based practices that will be disseminated to states through direct on-site technical assistance and Web-based and electronic communications. The services and resources the Center will provide directly to states and local districts include: 1) developing a comprehensive plan for collecting and analyzing personnel data to better inform solutions to personnel shortages; 2) developing a strategic plan for workforce development with stakeholder groups; 3) training for recruitment and retention; 4) use of online recruiting to place qualified personnel in classrooms; and 5) distributing print and media materials to recruit persons to the field of special education through the support of a public relations consultant. The Center will provide technical assistance in the facilitation of a statewide taskforce. The taskforce will be made up of a wide range of stakeholder groups to address the following: 1) personnel needs assessment; 2) resource mapping; and 3) problem-solving activities related to special education workforce development. The taskforce will assist in the development of a comprehensive plan that when implemented will drill down technical assistance to the local district level.

*Products:* The Center will provide information nationwide through its Website, leveraging Internet marketing techniques and utilizing targeted emails to reach more than 120,000 people a year who are seeking positions in education. This outreach will be accomplished through a partnership agreement with the nation's largest educator Internet recruiting service. The impact of this strategy is estimated to greatly increase the number of persons receiving information from the Center's Website over the five or more states per year that will be receiving targeted services. In addition, up to five urban or rural districts within each state will have the option to receive recruitment training for one year for a team of education professionals, parents, and business and community leaders. This option will result in training as many as 25 local recruitment teams per year or 125 local recruitment teams over the life of the Center. The on-site

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assistance to address issues of data collection and analysis and facilitate statewide taskforces for strategic planning will be available to each state for no less than five visits for one year. This strategy is estimated to directly impact 25-35 taskforce participants per year in each state and indirectly impact many more personnel preparation programs and local school districts within each of the five states being served per year. Potential impact from implementing this strategy with twenty-five states over the course of the five-year project would involve at least 625 state and local level educators and program administrators, parents, and business, community, and political leaders. Ultimately, the impact of the Center's work will be measured by the increase in student achievement for children with disabilities, birth to 21, because of the presence of highly qualified special educators serving their needs.

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<b>84.326R</b> <b>Regional Resource Centers</b>
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*Grant Number:* H326R980003

**Mid-South Regional Resource Center**

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*Beginning Date:* 10/01/98  
*Ending Date:* 5/31/04

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*Purpose:* The University of Kentucky will provide Regional Resource Center services to Region 2, which includes Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia. The Center will link best practices related to IDEA to states, school systems, and families in order to improve results for infants, toddlers, and children with disabilities. Activities of the Resource Center will ensure that technical assistance and information are coordinated and are available to parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel in order to improve practices.

*Method:* The Region 2 Resource Center will use its experience in providing technical assistance to the region as a springboard to focus on the components of IDEA within the context of systemic change and to link its work with that of other technical assistance (TA) providers. To accomplish its goals, the Center will use four key strategies: infusing IDEA concepts as a part of systemic change; implementation of an effective results-based TA process; direct effects on local programs; and extensive stakeholder involvement.

*Products:* The Center will: increase the depth, utility, relevance, and ease of access of information on practices, policies, and programs needed by state partners to make systemic changes; provide benefits to states, local education agencies, and other participants in state improvement grants partnerships that are pursuing systemic changes through a coordinated technical assistance framework; increase communication and information exchange among states and state partners planning, implementing, and evaluating systemic educational reform; increase the extent to which state improvement plans in the region are effectively planned, implemented, and evaluated and lead to improved results for students with disabilities and their families; increase the extent to which states in Region 2 are in compliance with IDEA requirements; and ensure proper, effective, and efficient project management, administration, and evaluation.

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Grant Number: H326R980005

**Great Lakes Area Regional Resource Center for Region 4**

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*Beginning Date:* 10/01/98  
*Ending Date:* 5/31/04

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*Purpose:* The Great Lakes Area Regional Resource Center (GLARRC) will continue to serve as the Regional Resource Center (RRC) for Region 4, which comprises Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Pennsylvania. GLARRC staff will use its understanding and productive working relationship with states and their partners and its technical assistance capabilities to work toward a systems change process to help achieve the results-based outcomes required by IDEA.

*Method:* GLARRC will address the technical assistance needs of state education agencies and their partners related to the development and implementation of state program improvement grant (SIGs) plans for children with disabilities. It will increase the depth and utility of information on priority needs as identified by states, local education agencies, and participants in SIG partnerships in the process of making systemic changes, and it will identify productive partnerships with other Department of Education general and special education technical assistance providers at all levels and link them with state education agencies to promote information exchange and with programs that address special needs related to school-based reform. The Center will also assist states in developing and implementing strategies to comply with IDEA requirements. GLARRC will design and implement its systems change strategies to ensure broad-based participation by stakeholders through state-specific areas of priority needs. The Resource Center will use these strategies and a team-based approach to provide more effective technical assistance.

*Products:* GLARRC will work with its networks to effectively disseminate information to states and their partners. The Center will hold Research, Policy, and Practices Forums as a learning and sharing strategy for systems change that supports data-based decision making, dissemination of innovative techniques, and development of value changes. A major characteristic of these forums will be extensive exploration and action planning at a regional level, with follow-up planning and implementation at state and local levels.

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Grant Number: H326R980006

### Western Regional Resource Center - Region 6

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*Beginning Date:* 10/01/98  
*Ending Date:* 5/31/04

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*Purpose:* The University of Oregon will operate the Western Regional Resource Center (WRRC), serving Alaska, California, Hawaii, Idaho, Nevada, Oregon, and Washington, as well as American Samoa, Guam, the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. It will address the technical assistance needs identified by state and local educational agencies and their partners in these areas. It will be responsive to state needs in developing and implementing state improvement plans and in helping them comply with IDEA.

*Method:* The WRRC will work collaboratively within states, as well as regionally and nationally, with a wide array of organizations to provide technical assistance. These collaborations will bring educational expertise and varied perspectives to the center's resources. Broadened partnerships will help expand each state's capacity to achieve outcomes such as full access to general education curriculum for students with disabilities, instructionally relevant assessment and accountability systems for all students, improved results for all children and their families, and effective integration of special education services with other school improvement efforts.

*Products:* The WRRC's improved technical assistance capabilities will give it an increased capacity to deliver personalized technical assistance and in-depth information on issues relating to educational practices, state policy, and program development. It will link state education agencies and their partners with others who have similar needs or issues, and allow them to share innovative ideas and program strengths. Assistance will be provided on-site, in multi-state meetings, and through distance delivery methods.

Grant Number: H326R980007

### Region Three Regional Resource Center

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*Purpose:* This project establishes a Regional Resource Center for Region 3 (R3RRC), which encompasses Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Oklahoma, Texas, Puerto Rico, and the U.S. Virgin Islands. Proposed strategies for the Center include needs assessment; technical assistance; product development; and a Total Quality Management system for all product development, information dissemination, and evaluation activities.

*Method:* The R3RRC will meet the needs of poverty-stricken and other children with disabilities within the region by means of a computerized information sharing system linked with the network of Federal Resource Centers. This system, combined with a direct, personal, “hands-on” approach, will establish linkages among states, local educational agencies, and participants in State Improvement Grant partnerships with service providers.

*Products:* This project will improve the information base within the R3RRC by establishing a collaborative network for information collection and dissemination among all linked agencies. States will have an expanded information base that responds to individual state priorities. SEAs will be able to obtain and use information, thus increasing their capacity to improve practices, policies, and programs needed for efficiently providing services to students with disabilities. Through improved service delivery, including professional development, technical assistance, and dissemination of best practices, the Center will promote programs that will improve the educational results of children with disabilities. The Center’s information and exchange system will enable states to identify and respond to problems relating to compliance with IDEA requirements, and it will assist states in establishing performance goals and indicators under IDEA.

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*Grant Number:* H326R980009

**Mountain Plains Regional Resource Center**

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*Beginning Date:* 10/01/98  
*Ending Date:* 5/31/04

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*Purpose:* Utah State University will continue to operate and improve the Mountain Plains Regional Resource Center (MPRRC) to serve Region 5, comprising Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming, as well as Bureau of Indian Affairs schools in 23 states. The overall goal of the Center is to create lasting systems change through such processes as state improvement grants, state implementation plans, partnerships, and quality technical assistance and information dissemination. The Resource Center will work to link state and local education agencies and their partners.

*Method:* The MPRRC has been involving relevant stakeholders in a partnership arrangement, including state and local education agencies and their partners, to promote systems change. It has also been instrumental in developing and facilitating monitoring activities, including teleconferences, assisting state and local agencies in developing monitoring systems, and conducting various training activities. To facilitate its work, the MPRRC has developed a network of state education agency staff throughout the region to deal with critical issues in special education.

*Products:* The MPRRC will work to increase the depth and utility of information in on-going and emerging areas of priority needs identified by local and state education agencies that are in the process of making systemic changes, promoting those changes through a multi-state or regional framework. It will provide technical assistance to state and local education agencies and participants in state improvement grant partnerships and promote communication and information exchange among these groups based on

the needs, concerns, emerging issues, and trends identified by the agencies and partnerships. It will also assist states in developing and implementing strategies that comply with IDEA requirements.

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*Grant Number:* H326R000001  
**Northeast Regional Resource Center**

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*Beginning Date:* 6/01/00  
*Ending Date:* 5/31/04

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*Purpose:* This project will demonstrate how the Northeast Regional Resource Center (NERRC) can assist the northeastern states to make systemic changes in structure, programs, and outcomes that will lead to a unified system of education for all students.

*Method:* The project will conduct state-level policy analysis and facilitate changes that will eliminate barriers to systemic reform and lead to improved results. It will establish a multi-state, regional framework to help states plan, implement, and evaluate systemic change, and it will build state capacity to improve early intervention, educational opportunities, transitional services, and results for children with disabilities and their families. NERRC will work in a three-way collaborative with COMPASS, Inc. and the Center for Disabilities and Community Inclusion (the University Affiliated Program at the University of Vermont) to bring together technical assistance, technology, research, development, and training capabilities of the University Affiliated Program and the specialized urban issues perspective of COMPASS, Inc. NERRC will also work with local education agencies, local schools, the state education agency and other state agencies, and stakeholders to ensure that special education is an integral component of the state and local reform agenda.

*Products:* NERRC's efforts will ultimately improve services and results for children with disabilities.

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**84.326T**  
**National Technical Assistance Project**  
**for Infants, Toddlers, and Children**  
**Who Are Deaf-Blind**

*Grant Number:* H326T010001

**National Technical Assistance Consortium for Children**  
**and Young Adults Who Are Deaf-Blind (NTAC)**

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*Beginning Date:* 10/01/01  
*Ending Date:* 9/30/06

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*Purpose:* The major goals of the National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC) project are two-fold. The first goal is to increase the capacity of States, local education agencies, early intervention programs, and other agencies to improve policies and practices that will result in appropriate assessment, planning, placement, and services for children/youth who are deaf-blind (birth to young adulthood). The second goal is to increase the capacity of state projects as well as state and local agencies to utilize research-based practices and to increase the implementation of IDEA in order to improve outcomes for children and youth who are deaf-blind.

*Method:* The consortium combines the resources and expertise of two national agencies, the Teaching Research Division of Western Oregon University (Monmouth, Oregon) and the Helen Keller National Center (Sands Point, New York). The NTAC project will provide a national effort of technical assistance, training, and information to multiple recipients including families, individuals who are deaf-blind (consumers), state projects for deaf-blind services, state education agencies, Part C lead agencies, and other state agencies. Activities will include: 1) implement and maintain a state-level and national-level needs assessment, in order to determine the array, type, and intensity of technical assistance needed; 2) assist states in improving collaboration, policy development, services, and practices by providing a tiered array of technical assistance and training activities, with an emphasis in facilitating capacity building and systemic change initiatives, that result in positive child/youth outcomes; 3) assist families and children/youth to increase their capacity for building relationships, knowledge, and skills in advocacy, empowerment, effective practices, and services by providing an array of technical assistance and training activities; 4) assist personnel preparation training programs to work collaboratively to increase the number of teachers and paraprofessionals who are providing services and implementing effective practices; and 5) collaborate with the U.S. Office of Special Education and Rehabilitative Services, other federal technical assistance projects, and state agencies in improving practices and services for early intervention, special education, related services, and transitional services by facilitating local, regional, and state systemic change initiatives to include children/youth who are deaf-blind.

*Products:* The project will develop and evaluate technical assistance, training materials, and products

addressing research-based effective practices using traditional and distance education strategies. The project also will disseminate information, technical assistance, and training materials and products to a variety of audiences and individuals. The project will result in: 1) increased capacities for state projects for deaf-blind services, state/local agencies, and service providers to improve services and practices; 2) increased capacities for families, advocates, and individuals who are deaf-blind to access services; 3) increased use of strategies in systems change initiatives to include children/youth who are deaf-blind; and 4) improved outcomes for children/youth who are deaf-blind.

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## 84.326U

### Deaf Blind Clearinghouse

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*Grant Number:* H326U990001

### **DB-LINK**

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*Beginning Date:* 10/01/99

*Ending Date:* 9/30/04

*OSEP Contact:* Charles Freeman

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*Purpose:* This project will contribute to increased knowledge and understanding of educational problems, issues, and effective strategies by promoting system change or improvement and building local capacity to provide, improve, and expand services that address the needs of deaf-blind children.

*Method:* DB-LINK's activities (identifying information, responding to inquiries, and disseminating materials) increase awareness and understanding of deaf-blindness by ensuring that IDEA '97-supportive information generated by researchers, practitioners, and educational specialists makes its way to personnel preparation programs, classroom teachers, and 'grass roots' service providers. DB-LINK's work occurs at national, state, and local levels. Its link to the non-deaf-blind world is demonstrated through the numerous responses to requests from service providers having their first contact with deaf-blindness, through its role as sole representative of deaf-blindness among OSEP clearinghouses, through its high profile at national meetings and conferences, through its collaborative publications with other entities, and through its regular participation in the OSEP Leadership Conference and Annual Technical Assistance and Dissemination Conference. Interfaces with agencies and individuals in such fields as health care, law, psychology, technology, recreational services, personnel preparation programs, and higher education form the basis for its concerted effort to extend national awareness of deaf-blindness.

*Products:* Database-generated products will be developed to meet the needs of individual requesters, produce information for publications, and produce profiled (consumer-tailored) information for use in training and identifying state resources. The DB-LINK website provides Internet access to all the project's resources.

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## 84.326V

# Federal Resource Center for Special Education

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*Grant Number:* H326V030002

## Federal Resource Center for Special Education

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*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

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*Purpose:* The Federal Resource Center for Special Education will support the work of the six OSEP-funded Regional Resource Centers (RRCs) that provide technical assistance (TA) to assist states in complying with IDEA and to implement evidence-based educational practices.

*Method:* In order to effectively support the RRCs' work with the states, the FRC proposes to centralize key network functions by developing a Web presence for the Regional Resource and Federal Center Network, which comprises the FRC and the RRCs. The FRC will consolidate the RRCs' Information Services function, coordinate professional development for RRC staff, expand the network's data management and reporting system, and establish new mechanisms to facilitate communication and the dissemination of evidence-based practice. These proposed FRC initiatives will reduce duplication of activity, increase capacity to allocate scarce resources efficiently, and improve the capacity of the RRCs to assist states to improve outcomes for children and youth with disabilities and their families. The FRC will support the RRCs in their new role as facilitators of forming communities of practice that reflect the areas of emphasis within the Continuous Improvement and Focused Monitoring System. In addition, the FRC will expand its involvement with the State Improvement Grantees by investigating specific needs of states, maintaining a Listserv, facilitating information sharing among projects, providing information to individual projects, and providing support for conferences.

*Products:* The FRC will employ sophisticated Web-based strategies to link agencies and disseminate information, facilitate improved levels of communication and collaboration with the technical assistance and dissemination network, develop processes that support the RRCs' capacity to work with states, and partner with OSEP's Dissemination Center and the RRCs to develop products that fill current gaps in the availability of resources.

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## 84.326X

### IDEA General Supervision Enhancement Grants

*Grant Number:* H326X030001

#### **Improved Transition Services from Part C to Part B for IDEA Eligible Students by Creating a Data Tracking System and Implementing Training**

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*Beginning Date:* 9/30/2003  
*Ending Date:* 9/29/2004

*OSEP Contact:* Wexler, Larry  
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*Purpose:* This project will address identified needs to improve Mississippi's early identification, evaluation, and transition services to infants and toddlers and their families. The project will develop a data system that is aligned with the data collection needs of the Continuous Improvement Focused Monitoring System (CIFMS) and that will provide information about: 1) the effectiveness of interagency coordination; 2) the effectiveness of the State's system to identify children's eligibility for Part B; and 3) the transition from Part C to Part B.

*Method:* The project takes a three-pronged approach. First, the project will establish a data communication system that establishes communication between Part C and Part B so that reports can be generated to conduct audit and oversight activities. The second approach is to work directly with school districts to increase their capacities to conduct assessments and evaluations and identify supports and services for infants and toddlers. The final approach is to increase the dissemination of information on the availability and types of services for infants and toddlers transitioning to Part B services, which will enable parents and families to advocate and assist in the smooth transition of their children from Part C services to the appropriate next support and service level.

*Products:* The project will work to ensure that children with disabilities have opportunities for a seamless system of supports and services.

*Grant Number:* H326X030003

#### **Improving Part B and Part C Special Education Accountability in North Carolina**

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*Beginning Date:* 9/30/2003  
*Ending Date:* 9/29/2004

*OSEP Contact:* Wexler, Larry  
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*Purpose:* This IDEA General Supervision Enhancement Grant will expand and enhance the development

of a data management system in North Carolina to collect, analyze, and report quality education information in support of legislated initiatives for children with disabilities. Based on information from the State Improvement Plan (SIP) and the Continuous Improvement Focused Monitoring System (CIFMS), the project will create a system to provide a flexible and easy-to-use means of access, extraction, and analysis of information that supports sharing of that information as well as program analysis, performance measurement, and decision-making at the student, school, local education agency, and state levels.

*Method:* The Exceptional Children Division and Early Intervention Branch of the state will design an integrated and comprehensive accountability data management system to reform and improve the state's system for providing professional development, technical assistance, and an effective education service delivery system for infants, toddlers, children, and youth with disabilities. The system will be designed to maintain child records, providing the vast majority of data elements required to relate services and education to performance and outcomes. It will provide maximum statewide availability and access and be flexible and adaptable to changing processes, compliance, and data collection requirements. The analysis and reporting capabilities will meet the needs of various users and organizations.

*Products:* The project will provide the state with an electronic data management system to enhance the effective and timely implementation of the processes for continuous improvement, focused monitoring, mediation, formal written complaints, and due process hearings that ensure that infants, toddlers, children, and youth with disabilities will receive a free appropriate public education. Data will be easily available to ensure that students with disabilities will have access to the standard course of study and specialized instruction in the least restrictive environment with services provided by qualified trained personnel. An annual parent survey will identify parents' level of active participation in making decisions about their children, particularly related to least restrictive environment, transition from early intervention to preschool services, IEP development, and secondary transition, as well as their satisfaction with programs and services in general.

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*Grant Number:* H326X030006

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**Tennessee Data Systems Orchestration: Etudes to Symphonies**

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*Ending Date:* 9/29/2004

*OSEP Contact:* Wexler, Larry  
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*Purpose:* The University of Kentucky, through assignment by the Tennessee Department of Education (TNDE), will create a new integrated state-wide, student-level, locally-entered, and Web-based data system on IDEAeligible infants, toddlers, children, and youth and the services provided to them.

*Method:* This system will provide the state with the information it requires to identify trends and needs identified in its self-assessment, assist in tracking progress in its Improvement Plan, coordinate its monitoring of state and local compliance and results (both Parts B and C), facilitate training and technical assistance efforts to improve the involvement of parents, and help coordinate training and technical assistance efforts to improve the knowledge and skills of service providers. Currently, 16 independent data systems are used for a variety of purposes by the TNDE and other state-wide agencies using a variety of electronic and paper data collection and reporting methods. Several of these data systems will be

replaced or enhanced by the integrated system. The system will be designed to upload and download information to remaining data systems to ensure coordination across data sets and their supervising agencies. Appropriate safeguard protections to ensure privacy will be integrated at all levels.

*Products:* Project activities will be based upon scientifically based effective practices in data system design, implementation, and evaluation. The system will yield collated and interpretable information at the state, regional, and local levels on what areas need significant attention and resources as well as what is working for infants and toddlers with developmental delays, children and youth with disabilities, and their families.

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*Grant Number:* H326X030007

**North Dakota Educational Services Improvement Project (ND-ESI Project)**

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*Beginning Date:* 9/30/2003  
*Ending Date:* 9/29/2004

*OSEP Contact:* Wexler, Larry  
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*Purpose:* The North Dakota Educational Services Improvement (ND-ESI) Project will develop a model of consolidated/coordinated educational service improvement processes that results in more efficient and effective methods to ensure quality outcomes for infants, toddlers, and youth with disabilities.

*Method:* ND-ESI has three goals: 1) ND will have coordinated systems and procedures for collecting and sharing relevant and usable Part B and Part C data with key stakeholders; 2) key stakeholders will be trained to effectively analyze and use existing programmatic and statewide data to improve services for infants, toddlers, and youth with disabilities; and 3) ND will have the capacity to analyze system efforts and effectively track key stakeholders to ensure quality educational services improvement procedures. To accomplish these goals, ND-ESI will support the development of a collaborative network that draws personnel from existing state agencies, universities, and local education and early intervention agencies.

*Products:* Project activities will enhance ND's ability to maintain a system that disseminates Continuous Improvement Focused Monitoring System data. North Dakotans will receive training to use System data to identify barriers to effective service delivery and evaluate efforts to overcome those barriers. The project will put in place a sustainable statewide technical assistance system for data-based educational improvement.

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**84.326Y**

**National Center on Monitoring and  
Evidence-Based Decision-Making**

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*Grant Number:* H326Y020001

**National Center on Monitoring and Evidence-Based Decision-Making**

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*Beginning Date:* 10/01/02  
*Ending Date:* 9/30/07

*OSEP Contact:* Larry Wexler  
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*Purpose:* This project will contribute to improved outcomes for students with disabilities by assisting state and local education agencies and the U.S. Office of Special Education Programs (OSEP) to implement and productively use a focused monitoring system.

*Method:* The activities of the National Center on Monitoring and Evidence-Based Decision-Making will be organized into three components: data utilization, implementation assistance, and dissemination and model advancement. In practice, these components will be integrated to achieve state- and local-specific implementation of effective monitoring and decision-making practices. Project activities will include working with state partners and other resources to complete an on-site sequence of data development, monitoring implementation, and effective use of evidence to adjust state and local educational programs. The protocols to guide this sequence of informed-assistance have been developed and applied with four states. A set of quality indicators have been developed and pilot-tested. During the project, further refinements to protocols for assistance and decision-making will be accomplished, used, and reported. A national advisory board will include members of the primary constituencies concerned with effective monitoring. Faculty employed by the host agency will be available for focused efforts for the Center, including faculty in the following areas: early childhood special education; education; occupational, communication, and physical therapies; psychology, social work, special education, urban studies, vocational rehabilitation, and related disciplines.

*Products:* The Center will provide continuing assistance for states to foster student-focused outcomes. The project will develop centralized capacities that states can access, for example, a website with information and example materials, and will actively disseminate progress reports and findings of the Center. Assistance will be provided to OSEP as scheduled and as opportunities arise.

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## Contracts

*Contract Number:* ED99CO0026

### **OSEP-ERIC Special Project under ERIC Clearinghouse on Disabilities and Gifted Education**

*Project Director:* Peters-Johnson, Cassandra  
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*Beginning Date:* 1/01/99  
*Ending Date:* 12/31/03

*OSEP Contact:* Doris Andres  
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*Purpose:* The OSEP/ERIC Special Project has the goals of increasing the dissemination of research and improving the translation of research findings into products that are comprehensible and useful to practitioners. It aims to promote communication and networking among researchers, so that they are aware of each other's work and can link their knowledge to other research knowledge to produce better, more usable, more valid research results.

*Method:* The project will achieve these goals through three types of activities: 1) database development, which involves maintenance and updating of the OSEP-wide database of information about funded projects; 2) information analysis and product development, which involves development of products and services that "translate" and disseminate research information to a variety of target audiences in a variety of formats and media; and 3) conferences, which involves organizing conferences that provide professional development and networking opportunities for OSEP-funded researchers and doctoral training grantees and that foster discussion of, and inquiry into, emerging issues in special education. The project plays an important role in the implementation of OSEP's strategies for achieving the objectives and outcomes specified by the Government Performance and Results Act for IDEA's discretionary programs.

*Products:* The project's product line includes print and electronic publications designed to spread word of research projects in progress and to bring established research findings to bear on educational practice. Products will include: "News Briefs" (a Web-based product), "Research Projects Directory" (a print and Web-based product), "Research Connections" (a topical biannual research newsletter), "ERIC/OSEP Digests, and occasional publications. Other project products include the database of funded projects, which is used to meet the information needs of OSEP staff and OSEP grantees, and the annual conference for researchers and doctoral training grantees.

*Contract Number:* ED01CO0082-0007

### **Technical Assistance in Data Analysis, Evaluation, and Report Preparation**

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*Beginning Date:* 10/01/02  
*Ending Date:* 9/30/04

*OSEP Contact:* Helen Thornton  
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*Purpose:* This Task Order continues the annual collection and analysis of data on students who are preparing for careers in special education and who receive financial support from OSEP-funded training grants. Information collected on trainees includes demographic characteristics, areas of specialization, previous and current employment information, status in the supported training program each year, and early post-training employment status. The Web-based data system used to collect student-level data was designed by Westat to help OSEP assess the effectiveness of the training resources expended, provide information to guide future training investments, and assist states in developing plans to meet their personnel needs..

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*Contract Number:* ED01CO0082-0008

### **Technical Assistance in Data Analysis, Evaluation, and Report Preparation**

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*Beginning Date:* 10/01/02  
*Ending Date:* 9/30/07

*OSEP Contact:* Judith Holt  
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*Purpose:* Westat and the National Association of State Directors of Special Education (NASDSE) propose to address the information needs of OSEP and the states stemming from the 1997 amendments to IDEA.

*Method:* The two contracted organizations will assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; conducting studies to analyze significant issues and trends in special education; assisting OSEP in providing guidance to state and local educators on education reform issues such as assessment, accountability, indicators, and evaluations; assisting states to build the capacity to collect valid, reliable, and comparable data; facilitating information exchanges among federal, state, and local educators on common concerns and goals; and obtaining, organizing, and analyzing information from multiple sources for reporting on progress in implementing IDEA, including the effectiveness of state and local efforts to implement the act.

*Products:* Westat and NASDSE intend to provide the support OSEP and states will need to meet their new responsibilities mandated by the reauthorization of IDEA, as well as OSEP's responsibilities under the Government Performance and Results Act (GPRA).

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Contract Number: ED01CO0112

**National Early Childhood Technical Assistance Center**

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*Project Director:* Trohanis, Pat  
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*Beginning Date:* 10/01/01  
*Ending Date:* 9/30/05

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*Purpose:* The National Early Childhood Technical Assistance Center will support the national goal that all eligible infants and toddlers with disabilities ages birth through 2 years and their families receive comprehensive, high-quality early intervention services and that young children with disabilities ages 3 through 5 receive a free appropriate public education including special education and related services. This project of the Frank Porter Graham Child Development Institute of the University of North Carolina at Chapel Hill will work cooperatively with the National Association of State Directors of Special Education (NASDSE) and the PACER Center to strengthen state and local systems to ensure that eligible young children and their families benefit from quality supports and services that are culturally appropriate and family centered.

*Method:* To accomplish its mission, the project will carry out the following activities: 1) support each state and jurisdiction in developing a strategic State Work Plan that articulates issues and needs, identifies existing strengths and resources, and develops strategies for building state and local system capacity to improve services for young children with disabilities and their families; 2) promote collaborative partnerships among technical assistance systems and early childhood initiatives focused on the common goal of improving and expanding services to young children with disabilities and their families; 3) determine and respond to barriers to achieving the vision of the Individuals with Disabilities Education Act through generating and/or synthesizing knowledge and facilitating the transfer of research to practice; and 4) coordinate and deliver technical assistance to target audiences at the national, state, and local levels to improve results for children with special needs and their families as determined by the needs identified through the State Work Plan processes.

*Products:* Based on the needs of states and jurisdictions, the Center will provide an array of services such as consultations, training, products, conference calls, and a national meeting in Washington, D.C. Other products will include a website at [www.nectac.org](http://www.nectac.org), the Section 619 Profile, Part C Updates, a compilation of information about OSEP early childhood and other relevant discretionary grants, and materials developed in response to needs identified across states during the State Work Plan Process.

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**PARENT TRAINING  
AND INFORMATION**



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## 84.328R

### Technical Assistance to Parent Projects/Centers

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*Grant Number:* H328R030001

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#### Technical Assistance for the Parent Centers - Region 4

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*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Fluke, Donna  
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*Purpose:* This project will develop, assist, and coordinate Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) located in the nine states of Region 4 (Pennsylvania, Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, and Missouri). Through scientifically based and best practice methods, with the support of the Region 4 parent centers and in collaboration with other technical assistance partners, the project will provide a regional unified support system that will work in concert with the National Parent Technical Assistance Center (TAC) to empower parents to be informed decision makers in their children's education.

*Method:* The project will: 1) use a variety of mechanisms to disseminate information and provide interactive opportunities for understanding services needed for student success; 2) provide parents and children in underserved and underrepresented communities with information and training on the No Child Left Behind Act, the Individuals with Disabilities Education Act, and research-based practices to increase parent involvement; 3) expand and support parent centers to empower parents to become active partners with schools and agencies and to access research-based practices and utilize current findings with their children; 4) collaborate with the National Parent TAC to develop training materials on two major topics annually; 5) provide parent centers with the ability to measure their organization's effectiveness and the impact they have on outcomes for children; and 6) maximize the computer and technological capacities of parent centers in Region 4.

*Products:* The Region 4 Parent TAC will develop an individualized evaluation plan with each parent center, conduct a regional conference annually, conduct training for individual parent centers as determined by their needs assessment, disseminate information and training materials to all Region 4 parent centers via e-mail, train parent center staff in leadership skills needed to collaborate with state and local initiatives, conduct video conferences and teleconferences with parent centers, and establish a toll-free telephone line for access to information and technical assistance.

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Grant Number: H328R030002

## West Region Technical Assistance Center for Parent Centers

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*Ending Date:* 9/30/2008

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*Purpose:* The West Region Technical Assistance Center (TAC) for the Parent Centers will assist each Parent Training and Information Center (PTI) and Community Parent Resource Center (CPRC) in Region 6 to improve services and solve issues, by providing information or linking them with other resources. Region 6 includes Alaska, California, Hawaii, Idaho, Nevada, Oregon, Washington, the outlying areas of the Pacific Basin, and the Freely Associated States.

*Method:* Based on a comprehensive needs assessment, the West Region Parent TAC will offer individualized technical assistance to each of the parent centers in the region. Research-based materials, information, and trainings on topics pertinent to the parent centers, especially concerning the Individuals with Disabilities Education Act and the No Child Left Behind Act, will be disseminated to the centers on a regular basis, electronically and through mailings, conference calls, and annual regional conferences. The project will maintain established relationships with partners in critical areas, such as the other technical assistance and dissemination centers in the OSEP network, and will create ongoing opportunities for the parent centers to benefit from those partnerships. The project will focus on helping centers better serve underserved and underrepresented families, and will maximize technology, not only within the infrastructure of each office, but featuring methods of technology that are useful in effectively serving families. The technical assistance will be systematically evaluated and measured for effectiveness.

*Products:* The West Region Parent TAC will complete a needs assessment with each of the individual parent centers in the region and will create a strategy for addressing the individual needs of the centers and the collective needs of multiple centers. The project will have a minimum of 400 contacts annually with parent centers by telephone and e-mail. It will maintain a Website, will facilitate eight conference calls annually with the parent centers, will implement an annual regional conference, and will produce a quarterly e-mail newsletter. The project will provide each parent center with training required to effectively use a self-evaluation tool and to analyze the data collected, and will develop and disseminate cultural competency training materials to the centers.

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Grant Number: H328R030005

**Southeast Parent Technical Assistance Center (SEPTAC)**

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*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

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*Purpose:* The Southeast Parent Technical Assistance Center (SEPTAC) will offer technical assistance that will improve and enhance the capacity, efficiency, and effectiveness of Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in Region 3 (Florida, Georgia, Alabama, Arkansas, Mississippi, Louisiana, Oklahoma, Texas, Puerto Rico, and the U.S. Virgin Islands).

*Method:* The SEPTAC will identify and address the unique needs and issues of parent centers in collaboration with the National Parent Technical Assistance Center (TAC) and the Regional TACs, within a unified technical assistance system. It will build capacity and increase effectiveness of all parent centers in Region 3, by offering technical assistance that is customer-focused. All information provided will be research-based (if applicable), culturally appropriate, available in multiple formats, and designed to meet the unique needs of the diverse parent centers in the Southeast. Access to and connection with the resources of the National Parent Technical Assistance Center, the Regional Resource Center Network, and other state, regional, and national technical assistance centers and information clearinghouses will enhance the opportunities that parent centers have to assist the families they each serve.

*Products:* Technical assistance services will include a regional conference, monthly conference calls, newsletters, technical assistance papers on relevant topics, targeted assistance based upon individual parent centers' identified needs, assistance in utilizing cutting edge technology, strategies to effectively conduct outreach to traditionally underserved populations, and access to nonprofit management expertise.

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Grant Number: H328R030006

**Northeast Parent Center Assistance and Collaboration Team (NE-PACT)**

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*Ending Date:* 9/30/2008

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*Purpose:* The Northeast Parent Center Assistance and Collaboration Team (NE-PACT) will facilitate and provide support to Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in Region 1 to strengthen their infrastructure, enhance their effectiveness, and facilitate their connections to the larger technical assistance network that supports research-based training. A key focus will be strengthening parent center capacities to educate parents about effective practices that improve results for children with disabilities. The project will also work to strengthen collaborative relationships among the PTIs, CPRCs, and State education systems within the region. Region 1 includes

Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont.

*Method:* NE-PACT will provide direct technical assistance to the 15 Northeast parent centers, including: 1) technical assistance on management and content areas; 2) effective outreach to underserved and underrepresented populations; 3) collaboration with other technical assistance providers to enhance research-to-practice and parent center capacity to participate in education and systemic reform activities; 4) prepare and use training materials in multiple languages and accessible formats based on research and best practices and prepare information on the No Child Left Behind Act, using the expertise of the parent centers in the region to ensure that the materials are appropriate for the family audiences served; and 5) assistance on computer and technology use. NE-PACT will work with the National Parent Technical Assistance Center and Northeast parent centers to conduct an assessment of the training and technical assistance needs of the PTIs and CPRCs, measure program effectiveness and outcomes for children and families, and use the results of assessments to develop individualized Center improvement plans with measurable outcomes, goals, and objectives, continuous improvement strategies, and evaluation tools.

*Products:* NE-PACT will facilitate ongoing communication, sharing, and capacity building through annual national and regional conferences, ongoing telephone conference calls, on-site technical assistance visits to NE parent centers, and a regional online newsletter. The project will facilitate parent centers in visiting and learning from each other. The project will also facilitate collaboration with state and local education agencies, research institutes, service providers, and families, through sponsorship of three region-wide Partnership Summits.

*Grant Number:* H328R030007

### **Regional Parent Technical Assistance Center for Region 5**

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*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

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*Purpose:* PEAK Parent Center will develop and implement the Regional Parent Technical Assistance Center in Region 5, serving the federally designated Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in Arizona, Colorado, Kansas, Montana, Nebraska, North Dakota, New Mexico, South Dakota, Utah, and Wyoming. The project will provide technical assistance on scientifically based best practices, management techniques, and effective strategies for supporting families in Region 5 in a timely way, based on their individual needs and utilizing innovative technical assistance methods. The project will serve as a key link among PTIs/CPRCs, the National Parent Technical Assistance Center (TAC), and other regional and national groups to assure a unified system of technical assistance.

*Method:* The project will provide technical assistance to each PTI and CPRC in Region 5 using a variety of methods based on ongoing assessment of their individual needs. It will enhance the computer and technological capabilities of PTIs and CPRCs by collaborating with the National Parent TAC and by focusing on distance learning in order to build centers' individual capacities and to support a unified national system of technical assistance. The project will work to increase the capacity of PTIs and CPRCs for effective outreach to traditionally underserved populations. It will participate with other technical assistance providers and government agencies to ensure that parent centers have access to research-based practices, to build parent/professional partnerships, and to coordinate efforts on preparation of

training materials. It will collaborate with the National Parent TAC to conduct needs assessments and provide technical assistance to PTIs/CPRCs to measure their program effectiveness and outcomes.

*Products:* The project will assist the Region Five parent centers to help families develop the skills and confidence they need to work with their schools and negotiate for their children to get needed services. It will develop an annual plan with each parent center to address priority needs and determine how each center's technical assistance dollars will be used, disseminate a monthly electronic newsletter, conduct an annual regional conference, present one meeting annually using a different distance learning modality, develop a Website, operate a regional e-mail bulletin board, provide on-site assistance, and disseminate information about resources and training opportunities.

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*Grant Number:* H328R030013

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**Mid-South Technical Assistance Network for Parent Centers**

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*Purpose:* The Exceptional Children's Assistance Center, in collaboration with the Parent Information Center of Delaware, will carry out this project to meet the technical assistance needs of the 15 Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) located in Region 2, which includes Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia.

*Method:* The project will provide PTIs and CPRCs with the knowledge and skills necessary to offer parent training and information about the Individuals with Disabilities Education Act, the No Child Left Behind Act, educational and system reform activities including continuous improvement and focus monitoring, and specific content areas such as alternate dispute resolution, based on the needs of the families being served. The project will assist the centers in operating effectively and efficiently by staff who are knowledgeable about nonprofit management requirements and strategies. It will provide culturally appropriate outreach to and services for families from underserved and underrepresented populations. It will also assist centers in collaborating with other technical assistance networks, research and dissemination projects, institutions of higher education, and other resources.

*Products:* The project will provide PTIs and CPRCs with information through mailed or electronically transmitted information packets, e-mail information bulletins, a newsletter called "Technically Speaking," and a Website. It will conduct conference call training sessions, present an institute on research-based practices, and present a regional conference. It will respond to the needs of each parent center by developing and implementing an Individual Center Assistance Plan, in addition to providing individualized technical assistance via on-site visits. It will serve families from underserved and underrepresented populations by organizing and using Communities of Practice.

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Grant Number: H328R030014

### Technical Assistance Alliance for Parent Centers

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*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

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*Purpose:* The Technical Assistance Alliance for Parent Centers will assist regional Technical Assistance Centers (TACs) and parent centers to address the accelerated change environment in education brought about by new laws such as the No Child Left Behind Act and the reauthorization of IDEA. The design of the Alliance will integrate the values and passion of the parent movement with unifying technical assistance to coordinate and standardize the delivery of scientific research-based information to families so that children with disabilities benefit from educational reforms.

*Method:* A “parents helping parents” philosophy will guide service delivery through seven project activities: 1) coordinate a unified technical assistance system across parent centers; 2) maintain, expand, and coordinate the current state-of-the-art technology system with the expertise of a business partnership; 3) increase the capacity to meet the needs of underserved and underrepresented families in parent center activities; 4) collaborate with other technical assistance providers and OSEP to develop or adapt scientifically based training materials and information including best practices on No Child Left Behind (NCLB); 5) participate in collaborative activities with the technical assistance and dissemination network, OSEP, the Federal Resource Center, Regional Resource Centers, and the Dissemination Center to coordinate efforts and participate in systems reform activities, including NCLB, that are designed to improve outcomes for children; 6) promote effective parent-professional partnerships at state, regional, and local levels to improve achievement for children; and 7) contribute to the knowledge base about effective services to parent centers by conducting rigorous scientific research-based evaluation of all activities of the project.

*Products:* The Alliance will hold a new directors’ conference annually to build management and content skills, conduct annual needs assessments with parent centers, develop Individualized Program Enhancement Plans with the Military and Native American parent centers, develop three crossregional collaborative research-based Institutes to build learning opportunities and strengthen collaboration, hold an annual national conference for parent centers, maintain a national toll-free number, assist parent centers to create business advisory boards, maintain and expand its Website, train parent centers on distance learning technologies and familiarize them with assistive technology, increase cultural competency and accessibility in publications and technical assistance activities, develop a booklet of outreach strategies for parent centers to reach underserved groups, develop six new Parent Leadership Fellows annually, create a panel of research experts for review of materials and consultation, develop or participate in communities of practice, prepare a brief and a CD-ROM on examples of parent-professional collaborative activities, develop a monograph on collaboration strategies between parent centers and state special education agencies, develop an evaluation instrument to measure parent center effectiveness and outcomes for children, and have an outside evaluation conducted to determine the effectiveness of the Alliance and regional Technical Assistance Centers.

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**STATE PROGRAM  
IMPROVEMENT GRANTS**



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## 84.323A

# State Improvement Grants

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*Grant Number:* H323A990001

### **Alabama State Improvement Grant**

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*Beginning Date:* 2/01/99  
*Ending Date:* 1/31/04

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*Purpose:* This improvement grant for the state of Alabama is a systems change effort aimed at improving the reading skills of students with disabilities, reducing the numbers of students with disabilities who drop out, reducing suspensions and expulsions for students with disabilities, and reducing special education teacher turnover and increasing the numbers of fully credentialed teachers.

*Method:* These goals will be achieved through systems-change strategies that incorporate research-based training strategies. These strategies include: staff development in strategies for reading; an online academy and communications support system for professional development, paraprofessional training, and conferences; a parent training and information center; staff training in the use of assistive technology to implement accommodations for students; training for early childhood care providers, general and special education preschool teachers, and parents in developmentally appropriate practices and functional readiness curriculum that targets reading; training for effective behavior intervention and positive behavior management; and institution of aggressive recruitment strategies to increase certified personnel.

*Products:* Through the use of these training strategies, Alabama will provide systems change and impact the areas of need. Data will be gathered and evaluated to measure progress toward project goals, objectives, and services, and to inform project staff of any necessary refinements throughout the five years of the project. Statewide systems change will be implemented through the various partnerships established by the project. Project goals anticipate increased performance in reading scores for students with disabilities and a major decrease in dropout, suspension, and expulsion rates for those students.

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Grant Number: H323A990003

## **System Building for Special Education Personnel Development and Support**

*Project Director:* Schendel, Julie  
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*Beginning Date:* 2/01/99  
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*Purpose:* This state improvement grant will address four issues regarding special education in Iowa: 1) over 70% of special education students in Iowa have significant reading problems; 2) over one of every eight students with special needs in Iowa (12.9%) is being taught by teachers not fully certified in the areas in which they are teaching, fewer than 100 (1.6%) are exposed to special education teachers who are persons of color, and virtually none are being taught by persons with disabilities; 3) the effectiveness of transitions that occur as students with special education needs move from one educational setting to another and from an educational setting into the community needs to be improved; and 4) proficient, appropriately comprised teams for the development of Individualized Education Programs (IEPs) are needed, along with the assurance that all IEPs reflect high academic standards.

*Method:* The State Improvement Grant (SIG) Literacy Initiative will address the needs of students with special education needs whose reading, writing, and communication skills are substandard. The SIG Individualized Education Program Initiative will ensure that all students with special education needs have Individualized Education Programs that reflect high academic standards and that are developed and implemented by professionals and parents proficient in their use. The SIG Endorsement Initiative will increase the percentage of students with special education needs being instructed by certified special education teachers with appropriate endorsements. The SIG Career Ladder Initiative will increase the percentage of students with special education needs whose teachers are persons of color and/or persons with disabilities. SIG project activities address these issues by emphasizing better prepared instructional staff, high-quality IEPs that are academically challenging, and improved student performance.

*Products:* Training modules will be developed on early literacy development, action research, and research-based reading instruction practices. An information and availability announcement will be developed and disseminated offering college and university faculty IEP materials. Fact sheets will be developed and disseminated describing high quality IEPs that meet federal requirements. Awareness level training sessions will be offered to college and university faculty on topics such as discipline, general education curriculum, general education teacher participation, student progress monitoring, district-wide assessment, and parent involvement. Protocols will be established with 15 area education agencies to provide professional development for general education teachers in order for them to meet federal mandates for involvement and effective participation in IEP development and implementation.

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Grant Number: H323A990007

**Partnerships for Achieving Student Success (PASS)**

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*Purpose:* This statewide improvement project in Virginia will work to facilitate, in cooperation with school divisions: 1) the increase of the school completion rate of students with disabilities in the context of higher academic expectations; 2) an improvement in the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities; and 3) an improvement in meaningful parent/student involvement with special services personnel.

*Method:* This project will establish a systemwide practice of results-based program improvement for all children and youth with disabilities at state, local, and classroom levels. It will develop a partnership infrastructure that focuses statewide efforts on progressing toward Virginia's strategic goals. Personnel working with children and youth with disabilities will be trained to attend to improved academic literacy for students with disabilities, with particular attention to Virginia's Standards of Learning. A statewide system of technical assistance, professional support, and development will be coordinated to enhance all service providers' and families' abilities to collaborate and support the focus on academic performance. Efforts will be made to increase the supply and diversity of qualified personnel to serve children and youth with disabilities.

*Products:* The project will increase the statewide percentage of students with disabilities successfully completing school. It will promote and increase the supply of qualified special educators and related services personnel and the statewide availability of personnel preparation opportunities in all endorsement areas and opportunities which focus on best practices. It will increase active parent and student participation in special education process decisions.

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Grant Number: H323A990008

## **New Hampshire's State Improvement Grant in Special Education: Promoting Equity and Excellence for All Children and Youth with Disabilities**

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*Purpose:* This statewide improvement project in New Hampshire addresses the following system components: leadership and service coordination, standards for practice, preservice education, professional development, use of data for short- and long-range planning, dissemination of exemplary practices, involvement of individuals with disabilities and parents of children and youth with disabilities, and reduction or elimination of systemic barriers to effective service delivery.

*Method:* This statewide improvement grant will expand and strengthen partnerships among agencies and organizations involved in and concerned with reforming and improving systems for providing education, early intervention, and transition services for children and youth with disabilities. It will establish a foundation of exemplary professional practice to inform and enrich the efforts of agencies, institutions of higher education, individuals with disabilities and their families, and other partners and stakeholders to improve educational results for children and youth with disabilities. It will improve the capacity of personnel preparation programs to support students to meet and maintain high standards for performance and it will improve the competencies of general and special educators, paraprofessionals, and families related to the provision of high quality educational services to these students. It will improve the systems that collect, analyze, and utilize data related to student performance and outcomes. It will improve service quality, coordination, and integration through policy reform, systems change, and provision of technical assistance related to transition policies and practice, student access to and participation in the general education curriculum, and school-based disciplinary policies concerning students with emotional disturbance.

*Products:* The project will establish for the first time in New Hampshire a system for coordinating planning, policy, and implementation of professional development and systems change efforts in general and special education; it will assure greater attention to accountability for positive learning outcomes by all local and state education efforts; it will embed consideration of children and youth with disabilities within existing professional development and education improvement efforts; and it will establish new initiatives that focus specifically on improving results for children and youth with disabilities.

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Grant Number: H323A990009

**Kansas State Improvement Grant**

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*Purpose:* The purpose of the Kansas State Improvement Grant is to assure that Kansas' educational systems are aligned to support all students, including those with disabilities, to achieve high state standards and positive adult outcomes.

*Method:* This project has the potential to impact more than 214,000 Kansans, including more than 40,000 educators and 56,000 children with disabilities and their families, statewide. The plan of operation features six major goals and intended outcomes to meet the identified needs. Goal 1 will increase inclusion of children and youth with disabilities in Kansas' system of standards-based reform. Goal 2, school-family-community partnerships, will increase active support of families in school partnerships and training and increase schools' responsiveness in family-community partnerships. Goal 3 will increase early student success, reduce frequency of referrals to special education services, and show improved conditions for young children and families. Goal 4, positive post-school outcomes, will increase gainful employment and lifelong learning. Goal 5, personnel supply/demand, will work toward an adequate supply of diverse, well-qualified, and effective education and related services personnel. Goal 6, quality issues for personnel development, involves use of administrative, curricular, and instructional practices that convey high expectations and assist students with disabilities to meet challenging standards, as well as develop and implement individual education plans (IEPs) that reflect those standards.

*Products:* This model for statewide systems change will stimulate partnership development within and between institutions of higher education (IHEs) and local education agencies (LEAs) as a basis for mentoring and induction systems for new teachers, for the renewal and improvement of teacher preparation, and for collaborative approaches to solving the problems of daily practice in serving children and youth.

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Grant Number: H323A990011

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## Ohio's State Improvement Grant: A Statewide Model for Rethinking Schooling in Fundamental Ways

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*Purpose:* The goals of this project include: 1) to provide children and youth with disabilities access to challenging academic curricula; 2) to develop partnerships among members of the learning community to improve results for all children; 3) to increase cooperation and collaboration in and among agencies, and the coordination of services across agencies; 4) to promote collaboration between regular and special education personnel to ensure successful transitions; 5) to develop a model to document accountability and continuous improvement in service delivery; 6) to improve building-level processes for assisting students with learning problems; 7) to increase the participation of parents, families, and community members in decision-making; 8) to support the development of shared responsibility and ownership at the building level; 9) to make personnel preparation programs accessible throughout the state; and 10) to prepare graduates and school personnel to effectively manage the behavior of all students.

*Method:* This project will employ two basic strategies in Ohio: 1) partnership sites to demonstrate how districts can get the conditions right for all children to learn at high levels; and 2) partnership agreements with institutions of higher education (IHEs) to increase the quantity and competency of personnel required to meet student needs. This state improvement grant (SIG) will serve as the vehicle for promoting shared responsibility among partners at the state, regional, and local levels. Collaborative partnerships will assist school districts in developing the capacity to make and sustain meaningful change. The partnership agreements are structured to ensure that core "providers," e.g., regional professional development centers, special education regional resource centers (SERRCs), IHEs, parent training and information centers, educational service centers, become core "partners." Resulting models for how to use partnership resources/services in a coordinated way will help local education agencies help all youngsters to learn to succeed in school. During the first year of the project, the partnership agreements will be implemented in six regional sites. Ten additional regional partnership sites — five in year two and five in year three — will be added over the course of the project, for a minimum of 16 sites (i.e., one in each of Ohio's SERRC regions). At the same time, other funds will be used to create incentives for replicating the development of partnership sites across the state. To make personnel preparation programs accessible around the state, and to address the severe shortage of qualified personnel, including those from underrepresented groups, a series of additional partnership agreements will be implemented to prepare orientation and mobility specialists, teachers of students with visual impairments, deaf interpreters, speech-language pathologists, and behavioral interventionists.

*Products:* During project years one and two, a publication detailing partnership site activities will be developed for use in replicating the effective aspects of each site. During years three and four, a "promising practices" document will be produced that provides strategies for integrating professional development needs assessment processes for children with disabilities into district-wide continuous improvement planning for all youngsters. A third document, produced in year five, will summarize recommendations from a state education agency action seminar, designed as a mechanism for disseminating project findings on a national basis.

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*Grant Number:* H323A990012  
**Georgia - State Improvement Grant**

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*Purpose:* This statewide improvement grant for the state of Georgia is intended to improve the systems for providing educational, early intervention, and transitional services and consequently improve the performance of students with disabilities, through responses to professional needs and partnerships that meet student needs. Responses to professional needs include professional development, technical assistance, and dissemination of knowledge about best practices. Partnerships will include state education personnel, parents of students with and without disabilities, organizations representing individuals with disabilities and their families, institutions of higher education, and community-based organizations.

*Method:* Activities will be conducted to increase and maintain the number of qualified personnel to provide services to students with disabilities in the following areas: general and special education teachers of students with disabilities; interpreters and teachers of students with hearing and visual impairments, who are blind or deaf, or who have orthopedic impairments; teachers of students with emotional/behavioral disorders; and speech language pathologists for students with speech/language disorders. Parent-educator partnerships will be strengthened; training will be given to provide better services to young children with disabilities and their families; general and special educators will be trained to better address rules, regulations, and procedures; and access will be provided to the general education curriculum and statewide assessment for students with disabilities. General and special educators will learn behavior management techniques for safe and orderly environments and special educators will learn to implement effective transition activities for students with disabilities.

*Products:* The implementation of project activities should result in the following statewide improvements for students with disabilities: an increase in the number of students who receive education with nondisabled peers for more than one-half of the school day; an increase in the number of students who exit special education and return to general education programs and who earn a degree in regular education; an increase in the number of those who participate in the statewide assessment program with and without accommodations; a decrease in those who drop out of school; an increase in the number of students who attend postsecondary education programs and who are employed upon exiting from school.

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Grant Number: H323A990013

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## Kentucky State Improvement Grant

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*Beginning Date:* 2/01/99  
*Ending Date:* 1/31/04

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*Purpose:* The purpose of Kentucky's state improvement program is to improve learning results for Kentucky's children and youth with disabilities at all levels so that those results are fully measurable and comparable in quality to those for all children. The state will implement these goals through a unified and coherent plan in partnership with regular and special educators, local and state administrators, related service and paraprofessional personnel, institutes of higher education and postsecondary programs, and students with disabilities and their families.

*Method:* To improve the academic and behavioral skills of students with disabilities, the state will increase the partnerships between parents and students and state and local systems that contribute to success in these areas. It will offer collaborative and integrated teacher preparation programs, develop state and local support systems and networks, and promote a systemic integration and coordination of local education resources, all designed to promote student academic and behavioral success. To increase the effectiveness of early intervention services and to ensure the successful transition of students with special needs into preschool programs, the state will work to increase parents' knowledge about and participation in the education of their children. It will work to increase the number of qualified special education personnel in early intervention and train them in the development of natural supportive environments as well as in the use of assistive technology to improve student access to educational opportunities. It will also increase the number of accredited inclusive intervention programs in the community that facilitate transition to preschool. To increase the number of students with disabilities who complete school and transition to an adult life style of their choice, the state will form and sustain partnerships with students, parents, education and other human service agencies, employers, institutes of higher education, and communities.

*Products:* The professional development programs and collaborations implemented through the project will increase the number of qualified general and special educators, related services personnel, and paraprofessionals who serve students with disabilities. The comprehensive and innovative technology systems instituted by the project will enhance learning results for students with disabilities. With such changes, the project will help bring a major increase in the overall performance of students with disabilities in statewide assessments. The effectiveness of early intervention and preschool transition programs will be increased. The project will increase the number of students with disabilities who complete school and attain their choice of employment or continuing education.

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Grant Number: H323A990015

**Investing in Our Students: Michigan's Model  
to Improve the Performance of Students with Disabilities**

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*Purpose:* Michigan's Model to Improve the Performance of Students with Disabilities is an integrated design to bring both high quality and efficiency to comprehensive personnel development for improving the performance of children and youth with disabilities and an understanding of their disability. This State Improvement Grant (SIG) will provide the resources necessary to implement the model and assure improved skills and competencies for practitioners and parents, and ultimately improved performance for children and youth.

*Method:* The functional model employed by this project will integrate diverse and existing state-level activities into a cohesive, coordinated, and efficient effort. The SIG provides a framework for analyzing, synthesizing, coordinating, and disseminating important information and skills for educators, parents of children and youth with disabilities, and the students themselves in Michigan. The project will focus on improving the capacity of those who work with children and youth. The model supports continuous progress in developing a strong delivery system in which practitioners are skilled and students achieve at higher levels. Three priorities of this project are the following: 1) improving transition practices; 2) implementing positive behavioral interventions and supports; and 3) addressing personnel shortages, including underrepresentation of personnel reflecting the diversity of the student population.

*Products:* The project will foster networks of partnerships to assist in reforming Michigan's many and diverse personnel development efforts into a comprehensive system for providing training in early intervention, educational, and transitional services to children and youth with disabilities. A set of four "hubs" for coordinating training and information flow will be established to: 1) develop information based on student progress indicators; 2) disseminate information to all participants in the education community; 3) support sustained learning leading to changes in the practice related to improving student performance; and 4) support districts in developing local capacity to assure quality services to all students.

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Grant Number: H323A990016

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## Maryland State Program Improvement Grant

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*Purpose:* The plans for the Maryland State Improvement Grant are based on a vision of a unified system that centers around a core set of student outcomes and standards that define goals for the system, and there is a means for assessing student progress toward those outcomes. Curriculum and instruction are aligned with the standards and outcomes, and the entire core is supported by policies and programs that guide professional development and preparation, technical assistance for school improvement, and the allocation of resources. The unified system accommodates and supports diverse learners without unnecessary categorization of students or program resources. The system values flexibility and collaboration at all levels in order to promote student attainment of goals. To make this vision a reality, the mission of this SIG is to improve education and outcomes of students with disabilities through services and strategies that involve stakeholders and system components in sustained efforts to bring about progressive and positive change in services for students aged three to 21; in professional development across the spectrum of professionals, paraprofessionals, and parents; and in preservice preparation of general educators, special educators, and related personnel.

*Method:* This mission will be accomplished through informed leadership and involvement of people at all levels of the education community in a process that unifies the system by integrating the education of students with disabilities into statewide standards-based reform and accountability. Project services and activities will: 1) fully integrate education of students with disabilities into statewide standards-based reform and accountability; 2) expand opportunities of students with disabilities to participate in the general education curriculum and statewide performance assessments; 3) design and deliver professional development that responds to standards-based needs for building personnel competencies to improve education and outcomes of students with disabilities; 4) strengthen the capacities of preservice preparation programs to increase their productivity and their capacities to align preparation with standard-based reform and professional development; 5) improve the capacities of the statewide early intervention system to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn; and 6) assist school districts, higher education, professional development, and other stakeholders in using research and best practice for school improvement, program improvement, and management of change.

*Products:* The work of the State Improvement Grant will be of significant assistance to local education agencies striving toward educational improvement and inclusion within Maryland's nationally recognized accountability system.

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Grant Number: H323A990018

**Ka Hihī'o O Na Liko O Hawai'i Mua**  
**(The Vision of the Budding Children of Future Hawaii)**

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*Purpose:* The Hawaii State Department of Education state improvement plan will improve systems that provide early intervention, educational, and transitional services through an innovative personnel development program supported by coordinated policy, procedure, and practice interventions. This strategy is expected to lead to significant gains in in-school and post-school outcomes for children with disabilities.

*Method:* The project integrates personnel development and system improvement outcomes in order to build local capacity to meet the needs of students with disabilities. Interdisciplinary professional development teams will provide training to school-based teams that will implement new practices and provide feedback to policy level work groups, which recommend systemwide changes. As part of these teams, educators, related service providers, and parents are supported at the school level, which allows an easier development of improved procedures and potential policy improvements at the state level. This multi-level approach, linked with continuous feedback of information, will ensure lasting and sustained system improvements for children with disabilities and their families.

*Products:* The project's emphasis on state-level policy making, district-level training and support, and school-level practice will directly and positively affect outcomes for children with disabilities. As participants are trained and supported at each system level, capacity is developed to improve areas of critical need and sustain these improvements over time.

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Grant Number: H323A990019

**Utah State Improvement Grant**

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*Purpose:* Through this state improvement project, the Utah State Education Agency will address the need for inservice and preservice preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary to meet their needs.

*Method:* The project will provide general and special educators with the content knowledge and collabo-

rative skills to meet the needs of children with disabilities. It will prepare professionals and paraprofessionals in the area of early intervention and work with institutions of higher education and other entities to prepare personnel to ensure that those institutions and entities develop the capacity to continue to support professional development programs that meet state and local needs. The state education agency will develop cooperative agreements with other states for joint support and development of programs to prepare personnel for which there is not sufficient demand within a single state to justify such programs. It will work with neighboring states to address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel. The project will enhance the ability of teachers and others to use successful strategies and best practices to address the conduct of students with disabilities that impedes learning in the classrooms.

*Products:* The project will acquire significant knowledge derived from educational research and other sources, and will develop information about how the state, if appropriate, will adopt these promising practices, materials, and technology. This knowledge will be disseminated to teachers, administrators, school board members, and related services personnel. Project efforts will build local and state capacity to provide, improve, and expand services for students with disabilities and ensure a continuing supply of qualified personnel at all levels.

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*Grant Number:* H323A990022  
**Improving Results Initiative**

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*Purpose:* The Improving Results Initiative for Idaho is based on a collaborative partnership designed to align and strengthen educational systems that contribute to high achievement for children and youth with disabilities. Partners in this project include the Idaho State Department of Education, local education agencies, Idaho Parents Unlimited, institutions of higher education, and others.

*Method:* Specific activities that will help children and youth with disabilities to meet or exceed newly established content and performance standards include the following: implementation of state and local policies and procedures that strengthen the capacity of schools to improve educational results for all students, including those with disabilities; enhancement of the capacity for parents to influence reforms and increase their children's educational achievements; revision of professional and paraprofessional standards, certification requirements, and personnel development programs for the purpose of redefining personnel skills necessary to improve results for children and youth with disabilities; creation of a system of preservice and inservice training to ensure that parents and professionals are prepared to meet students' needs; effective administration, systematic evaluation, and continuous improvement of the project through a partnership with local and state education agencies and institutions of higher education.

*Products:* Institutions of higher education will receive subgrants to align training programs with revised standards, which will ensure that school personnel will have the skills and knowledge to sustain school improvements. A training clearinghouse will increase access to professional development by coordinating the preservice and inservice training efforts of all partners across the state. The project will also pro-

vide tuition waivers, assistanceships, and other incentives to recruit and train a sufficient number of individual, particularly those from underrepresented groups. Strategies to retain special educators and related services providers in employment will be implemented. These initiatives will present unique opportunities to reform and strengthen Idaho's education system in order to maintain a superior level of academic achievement by both regular and special education students.

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*Grant Number:* H323A990026

### **Improving the Special Education System in California**

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*Purpose:* This project will develop collaborative partnerships to improve services for children and youth with disabilities. The state improvement plan will serve as a guide to help system stakeholders concentrate improvement efforts and focus on future achievements and as a blueprint for those responsible for making system improvements by delineating and prioritizing training, technical assistance, and other systemic needs.

*Method:* The project will help set high academic standards and clear performance goals for students with disabilities, along with appropriate and effective strategies and methods to ensure that students have maximum opportunities to achieve those standards and goals. Teachers will participate in comprehensive professional development programs to ensure that they will possess the skills and knowledge necessary to address the educational and related needs of those children. Finally, the project will work for service integration and the coordination of state and local education and other agencies to address the full range of student needs.

*Products:* Through its efforts, the project intends to increase the percentage of students with disabilities who are performing equal to or better than the average of students without disabilities, to increase the positive results achieved by students with disabilities on school and post-school outcomes as determined by state standards, to reduce the rate of suspensions and expulsions of students with disabilities compared to the rate of general education students, and to increase the percentage of special education students earning a high school diploma or GED so that the percentage is equal to or higher than that for nondisabled students. The project will increase the rate of special education teachers who are fully credentialed and the percentage of special and general education teachers responding to inservice training, resources, or technical assistance.

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Grant Number: H323A990027

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## Massachusetts State Improvement Grant: Project FOCUS

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*Purpose:* Project FOCUS offers the following outcomes to guide statewide efforts toward systems improvement for the benefit of all students: 1) knowledgeable parents and service providers working together to provide high quality early intervention and preschool services within natural environments for infants and toddlers; 2) knowledgeable parents and educators working together to ensure that all students (K-12) have access to the general curriculum are supported across all educational settings, and are able to demonstrate their acquired knowledge as full participants in every aspect of education reform, including a variety of options for improved postsecondary outcomes; 3) restructured teacher preparation and professional development programs to incorporate promising practices of teaching and learning for students with diverse abilities and needs, based on education reform standards, including strengthening ties among preservice programs, school districts, and local communities; and 4) enhanced accountability procedures at the state and local level for students, parents, and educators.

*Method:* Project FOCUS is designed to provide preservice and professional development activities for educators, parents, students, and other interested stakeholders. The major themes of parent collaboration, research to practice, interagency coordination, innovation, capacity building, and linkages to existing activities to maximize community, state, and federal resources are reflected across activities in six focus areas. The first focus area prepares providers and parents to understand and implement a shift in the provision of services and supports to natural environments during early intervention and preschool years. The second focus area, kindergarten and elementary ages, prepares teachers and parents with skills related to ensuring access to the general curriculum in general education settings for all students, with an emphasis on literacy skills (including Braille literacy), universal instructional design to accommodate diverse learning styles, and issues related to the educational climate. The third focus area will maintain the same content as the second focus area adjusted to respond to the needs of older students and generally different administrative and organizational features of middle schools and high schools. The fourth focus area will address enabling students with disabilities, ages 18-22, to participate in adult options, including postsecondary education and employment, with their nondisabled peers. The fifth focus area will assist teacher preparation programs statewide to restructure and unify curricula based on education reform standards and teaching methodologies to prepare general and special educators and paraprofessionals to work with all students within the context of a professional development school model. The sixth focus area will develop and enhance existing accountability systems across the full range of services for infants, toddlers, and students with disabilities.

*Products:* A network of mentors will be created from various school districts across the state. Among other roles, mentors will assist with training and technical assistance activities. Three series of regional training sessions will be developed: one set for teams of early intervention and preschool educators, parents and service providers; a second set for educators, parents, and elementary-aged students; and a third set for middle school, high school, and transition-aged students, parents, educators, and employment-related service providers

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Grant Number: H323A990028

**Missouri Preparation of Personnel Partnership**

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*Purpose:* The goal of the Missouri Preparation of Personnel Project is to improve the educational outcomes for students with disabilities and ensure a comprehensive statewide system of personnel preparation and development that reflects collaboration of consumers, professional organizations, local school districts, and higher education through the following: 1) to increase the supply of qualified special education personnel and related services personnel who are available to carry out the purposes of IDEA to provide special education services to children aged 3 to 21 years so that the shortage is reduced to 1% vacancy and 3% temporary certificates; 2) to provide professional development and systems enhancement to increase the percentages of students with disabilities that score at the near proficiency, proficient, and advanced achievement levels for the Missouri Assessment Program content areas of Mathematics and Communication Arts (Reading) by 25%; 3) to increase by 25% the number of students with disabilities who graduate with diplomas and decrease by 25% the number of students with disabilities who exit the school without a diploma; and 4) to achieve systemic change throughout Missouri in increasing placements in regular education in targeted local districts by 20% through individualized training and technical assistance and changes in institutions of higher education.

*Method:* The project will: 1) establish a strong administrative structure; 2) designate an Advisory Board; and 3) establish a management information system that will allow for precise measurement of outcomes for students with disabilities and compile relevant statistics on educational personnel. The grant will build the capacity of local schools to provide services to the target population through fewer vacancies in critical special education and related services positions by providing implementation grants and extensive training opportunities.

*Products:* The project will produce: 1) a mentoring manual focused on ways to support new teachers in special education; 2) reading curricula and training for teachers developed by the Eisenhower-funded reading initiative; 3) fact sheets on findings of the evaluation of this project; 4) a multi-media inquiry-based curriculum for preservice and inservice professional development that supports inclusion and the Show Me Standards; and 5) effective tutorial interventions to raise achievement of lower functioning students.

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Grant Number: H323A990029

## Vermont State Improvement Grant

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*Purpose:* The purpose of the Vermont state improvement plan is to improve educational results for children with disabilities through professional development, technical assistance, and dissemination of knowledge about best practices.

*Method:* Based on critical needs for professional development, the State Department of Education and its partners have identified four statewide initiatives for inclusion in the state improvement plan: 1) accommodating children with disabilities in statewide assessments; 2) preparing Master's level speech and language therapists committed to working in Vermont schools; 3) recruiting and supporting the preparation of sign language interpreters and occupational and physical therapists committed to working in Vermont; and 4) implementing model early literacy programs for all students, with special emphasis on students failing or at risk of failure, including those with disabilities. The framework for the improvement plan includes standards for vital results and fields of knowledge, recommendations for providing instruction, and assessment of student learning across the grades.

*Products:* Each of the four components of the project will result in system-wide improvements. The training and technical assistance provided by the statewide assessment component will enable special educators and IEP teams to use effective participation strategies and options that will result in the full participation of students with disabilities in statewide assessments. The establishment of a program at the University of Vermont for personnel preparation will assure a steady supply of appropriately trained professionals that will meet a continuing need. New opportunities for supporting the preparation of interpreters for the deaf and hearing impaired will improve the educational opportunities for these students. The early literacy component of the project, focused on prevention, early identification, and intensive instruction for children at risk of school failure, will help to dramatically increase student performance. Working closely with its partners, the state will implement a comprehensive plan for dissemination of best practices. Each element of the plan will be evaluated and the results disseminated through all of the partners and will result in improved performance of students statewide.

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Grant Number: H323A990033

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## **Professional Development Partnerships for Improving Student Outcomes**

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*Purpose:* The Commonwealth of Pennsylvania through the Department of Education will develop a unified, integrated, and coordinated network entitled the Professional Development Partnership for Improving Student Outcomes. This Professional Development Partnership will be responsible for professional development, technical assistance, and dissemination of knowledge of best practices. All activities will focus on improving results for children with disabilities while promoting systemic change. Key goals of the state improvement plan include: 1) establishing high standards for students and teachers consistent with the Governor's Education Initiatives; 2) aligning the goals of the plan with goals and activities of appropriate state plans to promote coordination, collaboration, and systemic change; 3) establishing clear accountability methods that accurately measure the outcomes/performance of students while holding local education agencies accountable; 4) improving the quality and quantity of professionals, especially in areas of identified need/shortages, and 5) improving the recruitment, preparation, and retention of underrepresented groups of professionals.

*Method:* The state improvement plan (SIP) will build partnerships that focus on coordination and collaboration with existing agencies, programs, projects, and resources. Integration of the goals of the Professional Development Partnership within existing policies and state-level initiatives will be a primary focus to ensure systemic change. A two-tiered approach will be used: 1) state-level policy review and revision, and 2) local-level pilot implementation and evaluation. This two-tiered approach ensures that policy will be anchored in practice. Key strategies to insuring that goals of the SIP are met include: 1) providing coordinated technical assistance to local education agencies; 2) restructuring preservice training programs so that graduates are prepared to meet the complexities of today's students and the school environment; 3) changing state policies and procedures to address barriers to systemic change; and 4) disseminating best practice information to assist parents and professionals in translating policies and procedures into effective practices in schools resulting in improved student performance.

*Products:* This project through its coordinated partnerships and systemic reform will improve the results of students with disabilities. Aligning state and local policies and effective practices through the Pennsylvania Development Partnerships will enable all students to achieve their full potential and become productive citizens. Annual reports will be developed and disseminated to partners as well as a training summary of statistics and report. Project staff will provide preservice and inservice training, disseminate training packets via the World Wide Web, and disseminate personnel clearinghouse information via the World Wide Web.

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Grant Number: H323A000003

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## Connecticut State Improvement Grant—Special Education

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*Purpose:* This project will address identified state needs included in the Connecticut State Improvement Plan. Needs will be addressed through the formation of a statewide partnership team for leadership and through requests for proposals and incentives that support partnership teams of schools, institutions of higher education, state agencies, community organizations, and parents to: 1) improve systems' abilities to meet the needs of diverse learners; and 2) reduce personnel shortages in low-incidence disability populations with an increase in representation of minority personnel.

*Method:* The first goal will be accomplished by: 1) developing and replicating programs to address: transitions from Part B to Part C and to postsecondary situations, literacy in young children (ages zero to eight) and their parents, parental involvement, behavioral needs of children, and instructional methods to meet learners' needs; and 2) providing incentives to promote systems change in institutions of higher education to train educational professionals to meet the diverse needs of all children (0-21), including those with visual impairments. The second goal will be accomplished by: 1) developing a statewide coordinated data collection system to project future pools of qualified candidates; and 2) providing incentives to recruit students to enroll in training programs for bilingual speech pathologists, teachers of visually impaired, and other low-incidence populations.

*Products:* Existing partnerships will be strengthened and new partnerships will be formed, children's performance in literacy and behavior will be improved, and personnel shortages will be reduced with an increase in minority representation.

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Grant Number: H323A000011

## Montana's State Improvement Plan

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*Purpose:* Montana's State Improvement Grant will help expedite the state's progress in creating an educational system in which all students receive the supports and services they require to be successful. Building upon a previously initiated general education reform effort, this project will encompass initiatives that serve three purposes: 1) to align concurrent activities within general and special education to create a unified and coherent agenda of school improvement in Montana; 2) to target specific areas of need unique to the delivery of services to students with disabilities, creating new partnerships, approaches, and solutions to improve outcomes in areas known to be in need of improvement; and 3) to target statewide challenges in the area of personnel preparation, recruitment, retention, and professional development.

*Method:* Project goals will focus on three areas: standards-based reform; improved outcomes for students with disabilities; and personnel retention, recruitment, and professional development. Work in each of these areas will be coordinated by a team comprised of individuals whose collective knowledge, skills, and areas of responsibility create a context in which identified activities have the participation and resources necessary for completion. For example, coordinated responses to training needs can be developed when teams involve individuals representative of the preservice, inservice, and school implementation levels. All project initiatives are designed with this systems approach to maximize the impact of project initiatives.

*Products:* This project will assist in Montana's progress toward creating an educational system in which all students receive the supports and services they require to be successful. Formal school improvement partnership agreements with the Office of Public Instruction will ensure that project efforts are integrated with other State plans and will be aligned in a way that maximizes available resources. Agreements with the state's parent training center, institutions of higher education, and other organizations within the state will help ensure the sought-for outcomes for young children and students with disabilities in Montana.

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Grant Number: H323A000012

## **Improving North Carolina's System of Education for Exceptional Children**

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*Purpose:* The North Carolina State Improvement Project will establish and implement, in alignment with the comprehensive system of personnel development, program support services to significantly improve the performance and success of students with disabilities within the state. The project will work to improve basic skills performance for students with disabilities, increase the percentage of qualified teachers of students with disabilities, increase graduation rates and decrease drop-out rates of students with disabilities, and improve parent satisfaction with, and support of, school services.

*Method:* The administration and management of the project will be conducted through a collaborative educational partnership. A network of nine research-based training and demonstration centers will be established to demonstrate the implementation of research-proven approaches to the basic skills instruction and use of positive behavioral supports. These centers will provide training of trainers and resources in the use of research-proven methods for instruction in basic skills.

*Products:* The project will establish a system of continuous leadership training and support for school administrators, and a system of parent training and support. In combination with other state programs and resources, a system of recruitment and training support will be established to attract and retain special education teachers. An accountability system will also be established to measure the impact of the state improvement project and other restructuring and improvement efforts on the performance and success of students with disabilities.

Grant Number: H323A000015

## **Quality Education in the Last Frontier: Alaska's State Improvement Grant Proposal**

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*Purpose:* The Quality Education in the Last Frontier (QELF) project, Alaska's state improvement grant, is designed to increase educational services and successful outcomes for all students, including students with disabilities. The QELF project will provide extra support and technical assistance as well as facilitate collaboration among its partners.

*Method:* The QELF project will advocate for full inclusion of students with disabilities in statewide education reform activities by providing training, resources, and technical assistance to school districts, parents, families, communities, and state agencies. The project will also increase cooperation among stakeholders and build the capacity of systemic structures currently in place. Innovative strategies will be used to improve the recruitment, training, and retention of paraeducators and professional educational personnel.

*Products:* Through project efforts, more students, including students with disabilities, will participate in activities related to Alaska's Quality Schools Initiative and other school reform efforts. Parents, families, and community members will participate in activities that promote student achievement. The project will develop and sustain effective partnerships with state agencies that provide services affecting students' educational achievement and will develop an infrastructure to recruit, train, and retain paraeducators. An evaluation program developed by the project will ensure the efficient use of federal, state, and local resources for project activities.

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*Grant Number:* H323A000016

### **Minnesota Statewide Systems Change Alliance in Special Education**

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*Beginning Date:* 7/01/00  
*Ending Date:* 6/30/05

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*Purpose:* The Minnesota Statewide Systems Change Alliance is a collaborative partnership of parents, state and local education agencies, institutions of higher education, community service providers, and other organizations committed to implementing initiatives that will lead to measurable changes in the statewide system of special education. The goal of the Alliance is to create a comprehensive, integrated service delivery system of highly skilled personnel who will work together, along with parents, to ensure that students with disabilities are provided full access to general education programs.

*Method:* To guide its activities, the Alliance has adopted a model based on information obtained from statewide needs assessments as well as strategic goals identified by parent and professional groups. The model reflects priorities in three areas: facilitating access to general education curriculum and achieving results; implementing a coordinated, multidisciplinary interagency service system; and ensuring the availability of a qualified special education workforce. These areas represent the general framework from which all professional development and dissemination initiatives have been designed and will be implemented.

*Products:* The cadre of trainers trained by the project will provide ongoing staff development to increase collaboration between general and special education within the state. The project will develop training modules that outline a process to help teachers include graduation standards in IEPs or individual interagency plans. An interagency task force created by the project, which includes parents, advocates, and representatives from state agencies, will work together to design a school and community change model emphasizing interactive mastery, verbal persuasion, and vicarious experience. This model will be developed into a training manual; other training publications will be created and dissemination activities conducted regarding assistive technology planning.

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Grant Number: H323A000017

## North Dakota State Improvement Grant Project

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*Purpose:* Through the systematic analysis of a wide range of needs assessment data, the North Dakota Department of Public Instruction and its State Improvement Grant (SIG) Partners have established three goals to improve the results for children and youth with disabilities: 1) to have the necessary personnel to ensure effective services for children and youth with disabilities; 2) to have preservice and professional development systems that will build capacity of general education, special education, educational administration, related services personnel, and families to ensure quality education for all students in the least restrictive settings; and 3) to have youth with disabilities attain positive post-school results through consistent statewide transition planning and implementation.

*Method:* To provide the necessary personnel with preservice and professional development, the SIG Partners will develop a coordinated approach to meeting these needs statewide, including participation of the Partners in a leadership academy, roundtables, and numerous collaborative training activities. Pilot sites will be selected for the training and they will receive support in planning and implementing comprehensive school improvement strategies that are data-based and support access to the general education curriculum for all students. The sites will serve as the geographic focus of training that will result in a cadre of field-based consultants and in an increase in local capacity to provide technical assistance to school personnel. Additionally, a roundtable of the Partners will offer minigrants for parent and family participation in various activities, including co-training.

*Products:* Building on existing resources, the project will provide multiple approaches for delivery of continued technical assistance and training for service providers in a rural state through use of electronic technology and interactive television. Formal mentoring relationships will sustain and support first-year special education teachers throughout the state in a Resident Teacher Program. A network of field-based consultants will be established in each region of the state, not limited to public school personnel, but inclusive of other agencies.

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Grant Number: H323A010003

**Wyoming State Improvement Grant “Project Readiness”**

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*Ending Date:* 7/31/06

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*Purpose:* The Wyoming State Improvement Grant (WySIG) will build a systemic reform approach to ensure that all students, including students with special needs, actively participate in the regular classroom as Wyoming moves to a rigorous, standards-based educational system. Students with disabilities will receive the core educational services and programs that will enable them to master all of the state standards, beginning with the graduating class of 2005 and beyond.

*Method:* The four basic components of this reform approach involve: 1) improving the preservice and inservice training for teachers of Wyoming’s students with disabilities; 2) recruiting and training qualified personnel to meet the needs of Wyoming’s students with disabilities; 3) providing Wyoming’s parents with learning tools to effect school reform; and 4) creating partnerships to implement this reform project. The project will integrate these four diverse components into an effective vehicle for educational reform in the best interests of Wyoming’s students with disabilities. To achieve the vision, changes will be made at the school, local education agency, and the state level to help students.

*Products:* All initiatives for this project begin and end with the standards. The project begins by identifying the needs of the student with a disability and then proposing and executing activities that ultimately help that student meet the standards all other students are expected to meet. The ultimate outcome is to change policy at the state level by involving all the stakeholders and increasing the effectiveness of inclusive classroom practices by educators.

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Grant Number: H323A010005

**Florida’s State Improvement Grant**

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*Purpose:* The purpose of Florida’s State Improvement Grant (SIG) is to improve results for students with disabilities by increasing the state’s capacity to recruit, prepare, and retain sufficient numbers of qualified personnel to provide effective instructional and related services.

*Method:* The project consists of three major goals to accomplish this purpose: 1) ensure that sufficient

numbers of qualified personnel are available in all regions of the state to provide effective instructional and related services; 2) enhance the capacity of colleges of education and departments of special education to increase the quality of personnel preparation programs through the development and implementation of Faculty Innovation Institutes; and 3) support the participation of the state's Parent Training and Information Center (operated by the Family Network on Disabilities) in collaborative opportunities designed to increase the quality and availability of special education and related services personnel.

*Products:* The SIG will work with the existing system of the nine regional Comprehensive System of Personnel Development (CSPD) Professional Development Partnerships. Each Partnership will design and implement activities to increase recruitment and retention of special education personnel (including administrators, teachers, paraprofessionals, and related service providers) into the profession. Through the design and implementation of annual Faculty Innovation Institutes, the project will provide teams of general and special education faculty from the state's universities and colleges with information and skills to increase the capacity of preservice preparation programs to provide effective, needs-based, research-validated personnel preparation.

*Grant Number:* H323A010006

### **New Jersey State Improvement Grant for Special Education**

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*Purpose:* New Jersey's State Improvement Grant is responsive to the challenge identified through the self-assessment process of the New Jersey Department of Education's Office of Special Education Programs, recent federal compliance reviews, and the vision of key self-assessment stakeholders: to maximize the development and learning of children and youth with disabilities ages birth to 21.

*Method:* The project goals include: 1) creating positive and effective school environments that promote participation of students with disabilities in the general education curriculum and in academic, nonacademic, and extra-curricular programs and the school community, and that promote successful transition of students with disabilities to adult life and community inclusion; 2) creating positive and effective school environments that foster collaboration with families of students with disabilities; 3) fostering the successful transition of children with disabilities from early intervention to preschool programs; and 4) recruiting general and special education personnel prepared to educate students with disabilities in inclusive programs.

*Products:* The New Jersey State Improvement Grant will contribute to comprehensive statewide systems change regarding access, equity, and positive outcomes for students with disabilities.

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Grant Number: H323A010011

**Circle of Commitment: New Mexico State Improvement Grant**

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*Purpose:* This State Improvement Grant creates the structural changes that New Mexico (NM) needs at state, regional and local levels to ensure that systemic improvements will occur. The four goals are: 1) build state education agency capacity for system alignment; improve student access, participation, and progress in general education; and provide FAPE; 2) establish a statewide system of personnel development and address under-representation in the professional education workforce; 3) improve student outcomes and support high needs districts; and 4) improve family and student participation and leadership in systemic reform.

*Method:* To align special and general education personnel development and improvement goals, local efforts must simultaneously be facilitated and guided at the regional and state levels. This three-tiered structure for change—local, regional, and state— will link reform strategies and ensure that systemic change will be sustained. Local level strategies will improve the school-level EPSS (Education Plans for Student Success) and include students with disabilities in the system of school improvement and accountability. At the regional level, the Regional Education Centers/Regional Cooperative Centers will be linked and coordinated with institutions of higher education to create an unprecedented partnership with local districts and parent training and information centers for system-wide personnel development. At the state level, a Personnel Development Mega-Council will be formed, with local and regional representation. Together these partnerships will provide a regional learning and support community, a state-wide train-the-trainer institute, and local district Professional Development Teams, to create a continuum of personnel development opportunities from initial recruitment, to preservice preparation, to school district induction, to continuing development. Ten “Pioneer” districts have been selected to serve as demonstration sites for several initiatives, so that specific reform strategies can be validated before they are replicated statewide.

*Products:* The project will create a coherent set of strategic goals and actions that will impact priority student, family, and personnel outcomes. By involving families and consumers as meaningful partners with state and local leaders in systemic reforms, project results will be sustained and strengthened beyond the project period.

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Grant Number: H323A010013

## **Oregon's Special Education State Improvement Plan: Project PURSUIT (Providing Ultimate Results for Students Using Improved Teaching)**

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*Purpose:* Oregon's State Improvement Plan for Special Education — Project Pursuit — will support partnerships to achieve these three goals: 1) improve reading achievement for students with disabilities; 2) have greater access to the Oregon Statewide Assessment System at their appropriate instruction levels for students with disabilities; and 3) recruit and retain highly qualified special education personnel.

*Method:* To arrive at these goals, four distinct needs were identified by educators and parents, and were informed and driven by data provided by the Teacher Standards and Practices Commission, the Oregon University System, and the Oregon Department of Education. The four needs are the following: 1) children with disabilities demonstrate low levels of achievement in reading; 2) children with disabilities have low levels of participation in statewide assessments and those who participate demonstrate poor performance in assessments; 3) teacher attrition in general and special education remains high and is growing; and 4) teachers are in great need of strategies for differentiating instruction, increasing participation in assessment, and teaching reading. The partnerships carrying out the work will involve the Oregon Department of Education, five campuses of the Oregon University System (the University of Oregon, Portland State University, Eastern Oregon University, Western Oregon University, and Southern Oregon University), five education service districts, local school districts, and the Coalition in Oregon for Parent Education.

*Products:* This project will improve the identification and diagnosis of reading difficulties in students with disabilities, improve reading instruction, include greater numbers of these students in the Oregon Statewide Assessment System, and support recruitment and retention efforts statewide.

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Grant Number: H323A010015

## **Maine State Improvement Plan**

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*Purpose:* Like many states, Maine is currently addressing educational reform, focused on "The Learning Results," among the highest standards in the nation. This State Improvement Grant will fully integrate special education personnel, services, and students with disabilities and their families into Maine's systemic efforts.

*Method:* The project will carry out the following activities: 1) improve the participation and performance of students with disabilities in Maine's Learning Results; 2) increase parent education, support, satisfaction, and involvement in Maine's initiatives at the local, district, regional, and state levels; 3) improve Maine's system of recruitment, retention, and certification of special education personnel; 4) improve the ongoing professional development of parents and educators; and 5) build the capacity of Maine's educational accountability system to address state performance goals and indicators. Professional development activities will be delivered through regional partnerships involving the Maine Department of Education, school districts, inservice providers and institution of higher education.

*Products:* As a result of this project, increasing numbers of students with disabilities will: 1) meet the Learning Results; 2) graduate from high school; and 3) enter postsecondary education and employment. More families with children with disabilities will be actively involved in their children's education and in professional development activities. The quality of Maine's educational personnel will improve. Maine's educational accountability system will improve its collection, analysis, and use of data at school, district, and state levels.

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*Grant Number:* H323A020005

**South Carolina State Improvement Grant**

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*Ending Date:* 10/31/07

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*Purpose:* This project will foster and sustain systemic reform in South Carolina's public schools by developing, implementing, evaluating, and refining a statewide educational model that results in improved educational outcomes for all students in South Carolina.

*Method:* The project will carry out the following activities: 1) create a comprehensive statewide system to identify students who are at risk for the development of reading and behavior problems; 2) increase the reading achievement levels and prosocial behaviors of all students; 3) develop and implement programs to address the reading and behavioral problems of children and youth who are identified as at risk for developing serious reading and behavior problems or who have developed serious reading and behavior problems; 4) implement a professional development system that fosters the adoption of research-based educational practices and ensures that these practices are used and sustained; and 5) decrease the percentage of South Carolina's students who are in special education, specifically focusing on the overrepresentation of students who are from racial and ethnic minorities.

*Products:* The project will link assessment, research-based practices, and data-based progress monitoring into a coherent, conceptual framework and implement it in South Carolina's schools. The model emphasizes prevention and ultimately will be implemented statewide through technical assistance and professional development. The project will enhance the state's capacity to provide early intervention and research-based instruction to young children at risk of developing serious reading and behavioral problems and to children whose problems are already serious.

*Grant Number:* H323A020008

### **Wisconsin State Improvement Grant — Improving Results for Children with Disabilities**

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*Purpose:* This project will assist the Wisconsin Department of Instruction and its partners with reforming and improving state systems providing early intervention, education, and transition services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices.

*Method:* Wisconsin's State Improvement Grant will build on the State Improvement Plan for Children with Disabilities, and through a unified systems change model will accomplish the following: 1) improve the quality of outcomes for young children with disabilities through system-level partnerships and collaboration among families, early intervention, childcare, Head Start, and school-based early childhood staff and programs; 2) assist school-age children to successfully meet challenging academic and behavior standards, by improving the quality of educational services and collaboration among professionals and parents; and 3) improve and enhance postsecondary education and employment for students with disabilities through intensive professional development, transition interventions, and statewide collaboration among parents, educational institutions, and other service agencies.

*Products:* This project will achieve the following student outcomes over the five-year period: 1) young children with disabilities, birth to 5 years old, will receive special education and related services from well-trained personnel in a rich array of appropriate natural environments to reach their full potential and developmental milestones; 2) all students, including students with disabilities, will meet high standards for academic performance in reading, math, and personal behavior; and 3) students with disabilities, ages 14 and older, will develop critical skills and access opportunities that will enable them to become independent, productive, and included citizens in society.

*Grant Number:* H323A030003

### **Indiana's State Improvement Grant**

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*Ending Date:* 9/30/2008

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*Purpose:* Indiana's State Improvement Project will work to ensure that all students, including those with disabilities, will be expected and supported to achieve high academic standards. The project is based

upon six overarching principles that establish the conceptual framework for the identification of the goals, objectives, and strategies to effect change. These six principles drive Indiana's efforts to improve educational systems and educational results and outcomes for students with and without disabilities. The six principles are the following: 1) use a comprehensive conceptual framework to guide systemic school improvement aimed at equity and excellence; 2) implement a unified system of equity and excellence; 3) collaborate with multiple partners to extend and enhance results; 4) use a participatory approach to sustain school change; 5) focus project activities at both local and state levels; and 6) work in an integrated and coordinated approach.

*Method:* Project activities will include: 1) improve and enhance postsecondary education and employment outcomes for students with disabilities; 2) improve early childhood programs and transitions; 3) assist school-age students to successfully meet challenging academic and behavior standards; 4) improve system-level partnerships and collaborations among families, schools, and community agencies; and 5) improve the quantity and quality of personnel to meet student needs. The project will partner with student/family groups, institutions of higher education, educators, administrators, and state agencies to effect change at the state level.

*Products:* The project will work intensively with nine school districts throughout the five-year period to implement systemic change that can be replicated statewide. The project will link with other general and special education reform efforts in the state to ensure a unified system of equity and excellence that will be sustained over time.

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*Grant Number:* H323A030006

**Project ENRICH: Enriching the Lives of Infants, Toddlers, and Youth,  
Specifically Those with Disabilities**

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*Purpose:* The South Dakota State Improvement Grant (Project ENRICH) will create new systems for teaching and learning in order to increase achievement for children and youth with disabilities. Project ENRICH accepts the challenge of re-creating learning environments for teachers and children so that all children and youth can achieve high standards. Project ENRICH will develop an infrastructure to provide professional development activities to teachers and early intervention providers.

*Method:* Project ENRICH will focus on the following activities: 1) create a system for coordinating and enriching the professional development of school personnel, early intervention providers, mentors, volunteers, parents, and others connected with the life and learning of children and young adults with disabilities; 2) improve the learning opportunities and achievement of children with disabilities; and 3) increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities. Five regional programs will be the agents of growth and development relative to the goals of Project ENRICH. A project management team will provide the guidance for the development of regional programs. Participants from each of the regions will represent the following: agencies that represent or

serve individuals with disabilities, institutions of higher education, public school districts, private and faith-based schools, parents, teachers, preschools, and early intervention programs.

*Products:* Project ENRICH will develop the capacity of state leaders, policy makers, parent organizations, educators in institutions of higher education, early intervention providers, and educators at the local level. The project will implement strategies that provide for continued improvement of existing reform and professional development initiatives, and will ensure local capacity through data and needs assessment analysis, statewide accountability, professional development, technical assistance, and ongoing reflection. Scientifically based research will be the process and the product of the project. Each region will publish best practices on the South Dakota Department of Education website for wide dissemination throughout the state and to national and international audiences.

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# **TECHNOLOGY AND MEDIA SERVICES**



# 84.327A

## Steppingstones of Technology Innovation for Students with Disabilities

Grant Number: H327A020021

### **PEGS! for Parents: Practice Effective Guidance Strategies: An Animated Interactive CD-ROM for Parents to Guide**

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*Ending Date:* 9/30/04

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*Purpose:* This project will respond to the expressed needs of parents for ways to successfully guide their children who have social-emotional-behavioral disabilities or mental health problems, with or without other disabilities. The project will collaborate with parents to design, field test, and disseminate a trio of interactive CD-ROM programs that offer practical, educationally sound, culturally sensitive information and encourage practice using positive behavior management in a format appropriate for independent adult learning. This project is designed for parents, foster parents, teen parents, grandparents, and informal childcare providers of children from ages 2 years to 16 years.

*Method:* Project activities will include: 1) produce an interactive CD-ROM simulation using a game format in which parents of children, with or without disabilities, can select child characters similar to their own children's ages, race, and gender; view challenging situations in several home and community settings; choose from 12 behavior management strategies; and view animated changes in children's behavior with feedback about the parents' strategy choices; 2) produce two additional CD-ROM stand-alone interactive tutorials that extend the game content for parents seeking expanded information about positive management strategies and ways to talk with children in crisis situations to foster developmentally appropriate problem-solving skills; 3) conduct ongoing formative evaluations with representative parent groups to determine ease of use, practicality, relevance, and effectiveness for parents; and 4) develop a plan for disseminating product information to parents, parent organizations, schools, and agencies that provide services to families of children with special needs. The content for the project will be drawn from the Developmental Therapy Teaching model, validated by the National Institute of Education's Program Effectiveness Panel as a research-based educational approach for promoting healthy social-emotional development and responsible behavior in troubled children and youth.

*Products:* When used by parents seeking to improve their skills in managing children's difficult behaviors effectively, the long-term impact of the CD-ROMs can be immense. As a highly transportable, low-cost opportunity for independent adult learning, it is anticipated that the CD-ROM products will reach many parents. As their children mature or as new children are born, fostered, or adopted, parents can reconfigure the CD-ROM to conform to changing family constellations. They can also periodically update their skills independent of a formalized training program. The products will also offer educators

a resource for co-training with parents to encourage use of similar behavioral supports at home and school. Such coordinated management of children's difficult or disruptive behavior should result in improved educational outcomes. With training in the same basic strategies used at school, parents can be contributing members of school-based team efforts to provide effective programs for their children.

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*Grant Number:* H327A020032

## **Research on Effectiveness of BASICS (Baby Awareness and Support through Interactive Computer Systems) - Phase 2**

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*Purpose:* This Phase 2 project will examine the success of Phase 1 of BASICS (Baby Awareness and Support through Interactive Computer Systems). The BASICS Phase 1 project developed an interactive computer system (ICS) that was user-friendly, multilevel, and provided a touch-screen kiosk. The system is used to support families of infants who have a high probability of having a handicapping condition as evidenced by the presence of an established risk.

*Method:* BASICS effectiveness will be evaluated using parent/consumer focus groups and expert reviews to ensure that project topics are complete and user-friendly. Use of focus groups will allow for formative evaluation using both qualitative and quantitative data-gathering techniques. Also, a matched-randomized, experimental design will be used, with a treatment group of 60 and a control group of 60. Families will be asked to participate if they have an infant residing in the Neonatal Intensive Care Unit (NICU) and having an established risk. The ICS system will record the number of times each member uses the system, how long they use the system, and the frequency and duration with which branches are accessed. Dependent measures, using control and treatment group data, will include: 1) number of hospital visits; 2) Parent Stress Scale: Neonatal Intensive Care Unit; 3) a bedside observation tool; 4) The Family Needs Survey; 5) Family Resource; and 6) parent satisfaction scale. Additionally, an evaluation of the system will be completed to examine the person-computer interface with open-ended observations and interviews. Functionality of the system will be explored by persons with disabilities and they will be asked to complete survey information including Bug Reports, Content Evaluation Forms, Design Evaluation, and Sibling Reaction Forms.

*Products:* BASICS will empower parents of infants in the NICU by giving them access to touch-screen computers where they can learn, in simply stated English or Spanish, about their babies' conditions, treatment, and prognosis.

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Grant Number: H327A020050

## **Early Childhood Technology Integrated Instructional System (EC-TIIS 2)**

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*Ending Date:* 9/30/04

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*Purpose:* This Phase 2 project will test and further refine the Web-based training developed during Phase 1 of the Early Childhood Technology Integrated Instructional System (EC-TIIS), and will ultimately provide a teaching/learning website that is easy for families and educators to access and use and that contains information leading to improved technology services for young children with disabilities. This project addresses these two elements: improving the results of the education of young children from ages three to eight with disabilities, and improving access to and participation in the general curriculum.

*Method:* The EC-TIIS Phase 1 project website is a teaching/learning virtual community that combines training content from ideas that work (including those from the Center for Best Practices in Early Childhood's tested and effective early childhood technology-related projects (referred to as Knowledge Base Projects)) into a series of nine workshops designed to provide technology knowledge and skills. Using a mixed methods approach of quantitative and qualitative data, EC-TIIS 2 will be tested by educational staff, families, and preservice students across four groups.

*Products:* The findings of EC-TIIS Phase 2 will contribute to the development of knowledge and practices used in staff development and personnel preparation related to appropriate early childhood experiences paired with technology practice.

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Grant Number: H327A030013

## **Evaluating the Roles of Speech Output Technology for Students with Autism**

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*Beginning Date:* 8/1/2003  
*Ending Date:* 7/31/2005

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*Purpose:* This project will examine whether speech-generating devices with synthetic or digitized speech are more efficient than devices without speech output for teaching communication to students with autism who have little or no functional speech. The project will test the hypothesis that these students will learn to request more efficiently when receiving synthetic speech, followed by digitized speech, compared to no speech during instruction regarding requests. Also monitored will be the impact of the various conditions on learner vocalizations.

*Method:* The project will continue work evaluating two existing approaches to augmentative and alternative communication: a low-tech approach and an approach using high-tech devices. Rigorous field-based research and evaluation will compare the efficacy of the two approaches to provide sound evidence as to which technology in a defined range of optimal real world contexts will result in more efficient requesting and vocalizations among beginning communicators. Participants in the project will be students who have been diagnosed as having autism and who have little or no functional speech nor any formal symbolic means of requesting. Six participants will be recruited for each of the three studies to be undertaken. Vocalizations will be elicited during the studies using synthesized versus digitized communication. The resulting data from the two treatments will be analyzed and the demonstration of behavior change elicited by each will be measured.

*Products:* This project will evaluate whether speech output (synthetic and digitized) is a causal factor in promoting requesting and vocalizations in beginning communicators with autism, which speaks to the effectiveness of speech output in itself as well as the effectiveness of the type of output. The implications directly relate to the advancement of evidence-based practice in the field of augmentative and alternative communication for students with autism. This project is expected to contribute to resource efficiency in the prescription of communications systems. Relevant stakeholder groups will be targeted in dissemination efforts in order to yield maximum use of the findings. Articles and presentations will be offered within the field.

*Grant Number:* H327A030030

### **Evaluation of the InReach Technology Project: Can a Computer-Mediated Communications System Support Families in the NICU and Ensure Effective Transition from NICU to Part C**

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*Purpose:* This study will research the effectiveness of an innovative technology and related services that are designed to support medically fragile infants and their families. The project refines and evaluates computer-related technology and methods designed to support families and their newborns in the neonatal intensive care unit (NICU). It promotes more effective transition from the NICU into rural communities by linking families to Part C services earlier while they are still in the hospital and building collaborations among NICU staff, families, and Part C staff, even those in the most remote rural areas of Utah.

*Method:* The goals of the project are to: 1) evaluate the effectiveness and costs of the three computer technology-based procedures for parents, NICU, and Part C staff; 2) revise InReach procedures and products using continuous evaluation and feedback; and 3) disseminate findings to parents, NICU staff, and Part C programs. The study will investigate the usability, effectiveness, and efficiency of technologies developed in a Phase I Technology study. Preliminary findings from that study suggest that DVDs, desktop conferencing, and the Internet can be successfully combined to improve families' transition experiences from the NICU into their community Part C services. The focused, systemic evaluation methods proposed for this Phase II project will demonstrate the effectiveness of these technologies on

family, child, and program outcomes. It combines effectiveness data with a rigorous cost analysis to evaluate the efficiency of the model.

*Products:* Data from this project will enable stakeholders to make informed decisions about when, where, and how similar technology and services may be cost-effective for the families and children that they serve and maximize the benefits of the technology to a broader, national audience.

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*Grant Number:* H327A030048

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## **ITLC Online: Interactive Technology Literacy Curriculum Online**

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*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2005

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*Purpose:* The Interactive Technology Literacy Curriculum Online (ITLC Online) project will develop and refine a technology-based approach to improve services to young children with disabilities, by offering access to effective Web-based family and professional development materials on nationally available learning opportunities, organized in an easy-to-use, accessible format. The project will test the feasibility of this system for improving the results of education for young children ages three to eight with disabilities and improving access to and participation in the general curriculum. The project will provide a teaching/learning Website community that will combine training content from tested, effective, research-based early childhood technology-related literacy projects into a series of workshops designed to provide needed knowledge and skills to adults responsible for educational programs for young children.

*Method:* The online workshops will focus on different aspects of literacy learning and will target knowledge and skills for those who work or live with young children with disabilities. Content will include classroom management techniques targeting methods to integrate literacy activities during group time and free choice. Software will be selected to enhance both literacy and the classroom curriculum and will support activities in the reading center, other areas of the classroom, and at home. The target audience will include families of children with disabilities, regular education and special education early childhood professionals, related service providers, and university and educational personnel.

*Products:* Technology is the medium and the content of this project and the online workshops will provide access to developmentally appropriate activities in the early childhood curriculum. A supplemental package of print and video materials will accompany the workshops and will be available to interested participants as supportive materials. Information about the availability of project materials will be disseminated through brochures, professional listservs, links from other Websites, and presentations at conferences.

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Grant Number: H327A030059

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**Project UDP: Developing a Tool to Measure  
Universal Design Features for Play**

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*Ending Date:* 8/31/2005

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*Purpose:* This Phase I project will develop and validate a tool to identify and evaluate the usability of toys for all children (birth to age three), including those with disabilities, by examining the universal design components. The Universal Design for Play tool will allow parents of children with disabilities, individuals who purchase toys (childcare providers, hospital workers, commercial buyers), and toy designers to successfully identify toys with universal design characteristics. Information related to the development of this tool as well as information gained through this project related to play in young children with disabilities will be disseminated in a variety of formats.

*Method:* A Universal Design for Play (UDP) tool will be developed using the following four-phase procedure. In Phase I, current information on toy characteristics and toy usability will be gathered. Two focus groups composed of parents of children with disabilities, parents of children without disabilities, toy purchasers (childcare providers, hospital workers, commercial buyers), and toy designers will be conducted to develop a list of the attributes of well-designed toys. In Phase II, the list of attributes developed through the focus groups in Phase I will be analyzed and comments weighed to derive a list of universal design attributes of toys. Content validity will be established with the experts participating in the focus groups. A blueprint of the UDP tool will be created. In Phase III, a large-scale field test (involving approximately 250 participants) will be performed using the UDP tool. Test/re-test reliability of the UDP tool will be established by having approximately 50 field-test participants apply the tool to a selected toy two times over a three-week period. In Phase IV, using the data from the large-scale field test, construct validity of the UDP tool will be established and the final version of the UDP tool will be developed.

*Products:* A description of the development and validation process of the Universal Design for Play Tool, in the form of a scholarly research manuscript, will be disseminated, as well as the final UDP tool itself. Guidelines for its use tailored to three identified groups of users — families, toy buyers, and toy designers — will be produced and distributed. Avenues of dissemination of the manuscript will include submission to professional journals and conference presentations in the fields of special education, special education technology, early childhood education, allied health, and engineering. The Universal Design for Play tool will be made available in several formats. The UDP Tool and a description of the development and validation process will be added to the Let's Play! Website and collaborative partner Websites. Additional information regarding development of play in children with disabilities, birth through age three, will also be added to the sites as part of this project.

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## 84.327L Television Access

*Grant Number:* H327L020008

### **Accessible Children's Television Programs: Captioning and Description of Children's Programming Provided by the Media Access Group at WGBH**

*Project Director:* Idoni, Linda  
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*Beginning Date:* 10/01/02  
*Ending Date:* 9/30/05

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*Purpose:* The Media Access Group at WGBH will caption and describe children's television programming that is distributed nationally through the Public Broadcasting System (PBS) and Nickelodeon networks.

*Method:* The Media Access Group (MAG) service departments, Descriptive Video Service and The Caption Center, will describe 124 hours of programming and caption 58 hours in the first year of the project. MAG will continue captioning Nickelodeon's "Rugrats," among others. This Emmy-award-winning show continues to be one of Nickelodeon's top-rated programs. MAG will also expand accessibility on PBS's "Barney and Friends" and "Angelina Ballerina" by both captioning and describing these series. "Barney" is designed for a preschool audience and assists in developing thinking and social skills, while "Angelina Ballerina" is targeted to three-to-seven year olds and teaches life lessons and positive values. An additional objective of this project is to continue to reach out to children who are deaf, hard of hearing, blind and visually impaired, as well as their teachers and parents, to gather feedback and evaluation, and through the project's consumer advisory group, to obtain approval and input on the program selection, educational value of the programming, and methods used for and quality of the captioning and description. Such feedback will be used to improve the captioning, description and outreach processes.

*Products:* This project will serve approximately 1.6 million children who are deaf, hard of hearing, blind, or visually impaired and millions of adults who are deaf, hard of hearing, blind, or visually impaired who share and enjoy television viewing with their children. The project will provide accessible educational media and will increase the awareness of these services by educators, parents, and the general public.

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Grant Number: H327L020045

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## **Accessible Children's TV: Nickelodeon and GAS Network Programming**

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*Beginning Date:* 10/01/02

*Ending Date:* 9/30/05

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*Purpose:* This project will bring offline captioning and video description of children's television programs to deaf and blind children and their families. Programming will be provided by the children's television network, Nickelodeon, and its sister companies, Nick Games and Sports for Kids (GAS) and Noggin/The N.

*Method:* All programs selected will be televised nationally and have a lengthy shelf life, airing many times on the individual networks and through cross-programming on the sister networks. Half of the selected programs will be broadcast as part of Cable in the Classroom and will be accompanied by support materials and teacher guides. All of the series chosen are educational in nature.

*Products:* CaptionMax will caption and describe 120 hours of children's programming. Through this project, CaptionMax will show the value of captioning and describing educational and culturally rich programs from networks designed specifically to reach kids.

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## 84.327Q

### Congressionally Mandated Activity

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*Grant Number:* H327Q020001

### **Reading Rockets: A Multimedia Literacy Project**

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*Beginning Date:* 7/01/02  
*Ending Date:* 6/30/05

*OSEP Contact:* Jane Hauser  
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*Purpose:* “Reading Rockets” is a multimedia project that will disseminate research findings on early diagnosis, intervention, and effective strategies for teaching reading to young children with reading disabilities. “Reading Rockets” aims to reach teachers, parents, child care providers, school administrators, policy makers, and others who care about helping at-risk children learn how to read.

*Method:* The “Reading Rockets” project includes the following: 1) a one-hour documentary on reading instruction, to be narrated by Morgan Freeman airing in the spring of 2002; 2) an ambitious, comprehensive reading website ([www.readingrockets.org](http://www.readingrockets.org)) offering practical information, expert advice, and resources on reading; 3) a five-part educational series focusing on innovative strategies to teach reading, featuring children’s book authors such as Kate Duke, Rosemary Wells, and William Joyce; 4) a series of teleconferences produced in conjunction with the National Association of State Directors of Special Education; and 5) a bilingual print guide.

*Products:* This project plans to: 1) extend the life of the “Reading Rockets” website and provide additional features on the site; 2) produce a sixth-half hour program in the educational TV series; 3) broadcast the entire educational series on public television; 4) launch an intensive outreach effort, including the creation of a local outreach initiative that will serve as a model for national replication; 5) launch a more extensive promotional effort for the documentary and website; and 6) produce public service announcements featuring children’s book authors and famous astronauts, to be aired on public TV stations.

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# 84.327X

## Research Institute on Technology for Early Intervention

Grant Number: H327X010003

### Research Institute on the Use of Technology in Early Intervention

*Project Director:* Campbell, Philippa H.  
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*Beginning Date:* 1/01/02  
*Ending Date:* 12/31/06

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*Purpose:* The complexity of issues surrounding the use of assistive technology (AT) to support the development of infants and toddlers with disabilities is the focus of a comprehensive and integrated five-year program of research and dissemination that has a projected result of impacting AT use and the practices of early intervention service providers and families. AT devices/services have the potential for promoting children's opportunities to learn from activities in their homes and in community settings where they and their families spend time. As such, AT, whether low- or high-tech, is a tool that can be successfully used by families to increase their children's learning opportunities.

*Method:* The Institute's research program is guided by a conceptual model that views families at the center of their children's learning and development. Families play a key role in mediating "mismatches" between their children's abilities and the social and physical demands of environmental settings. AT devices/services can be meaningful mediators to the extent that families are informed about, and have easy access to, AT resources. Other factors that may impact AT knowledge and access include policy, community resources and financing, and the perceptions and knowledge about AT held by early intervention service providers and families. These factors, and their interrelationships, comprise the five major areas of the research program: 1) AT use; 2) policy and resources; 3) decision making practices; 4) training and support; and 5) dissemination. A comprehensive program of research will be implemented in each of these areas in order to gain a broad-based view of AT within early intervention programs across the country. More detailed and focused studies will be implemented in two communities in each of a specially selected sample of 12 states (total of 24 communities). The Institute is a collaboration between two universities, Thomas Jefferson University and Arizona State University, which provide the Institute with linked sites in the eastern and western regions of the country.

*Products:* Technology is a major component of the way in which the Institute's objectives will be accomplished. A website is a central feature and will be used for data collection, training and information dissemination, and other functions. Interviews will be computer-assisted so that results may be easily tabulated and analyzed. Teleconferencing, email, listservs, and other traditional modes of communication will be used to promote collaboration among Institute participants.

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