

**Publications Emerging From Research
Funded through the
National Center for Special Education
Research as of June 30, 2010**

Since 2006, the Institute of Education Sciences (IES) has funded more than 100 research grants through the National Center for Special Education Research. In this document we list the publications that have thus far resulted from these projects. Publications from IES grantees include those intended for the scientific community as well as those written for the general public. The publications report on progress in developing and evaluating interventions, summaries of existing research, and issues related to assessing and teaching students across a broad spectrum of disabilities, including visual impairments, significant cognitive disabilities, hearing impairments, and serious behavior disorders. We plan to update this list at regular intervals, so please check our website periodically.

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Early Intervention and Early Childhood Special Education

FY 2006

Institution: Arizona State University

Principal Investigator: M. Jeanne Wilcox

Project Title: The Development and Efficacy of a Curriculum-Based Language and Early Literacy Intervention for Preschool Children with Developmental Disabilities

Guimond, A., Wilcox, M., & Lamorey, S. (2008). The Early Intervention Parenting Self-Efficacy Scale (EIPSES): Scale construction and initial psychometric evidence. *Journal of Early Intervention, 30*, 295–320.

Institution: Florida State University

Principal Investigator: Christopher Lonigan

Project Title: A Randomized Trial of Preschool Instructional Strategies to Improve School Performance and Reduce Use of Special Education

Wilson, S. B. & Lonigan, C. J. (2010). Identifying preschool children at risk of later reading difficulties: Evaluation of two emergent literacy screening tools. *Journal of Learning Disabilities, 43*, 62-76.

Institution: Georgia State University Research Foundation, Inc.

Principal Investigator: Amy Lederberg

Project Title: Improving Deaf Preschoolers' Literacy Skills

Easterbrooks, S. R., Lederberg, A. R., Miller, E. M., Bergeron, J. P., & Connor, C. M. (2008). Emergent literacy skills during early childhood in children with hearing loss: Strengths and weaknesses. *The Volta Review, 108*, 91-114.

Bergeron, J. P., Lederberg, A. R., Easterbrooks, S. R., Miller, E. M., & Connor, C. M. (2009). Building the alphabetic principle in young children who are deaf or hard of hearing. *The Volta Review, 109*, 87-119.

Institution: Texas A&M Research Foundation
Principal Investigator: Deborah Simmons
Project Title: Project Early Reading Intervention

Simmons, D. C., Coyne, M. D., Hagan-Burke, S., Kwok, O., Simmons, L. E., Johnson, C., Zou, Y., Taylor, A. B., Lentini, A., Ruby, M. F., & Crevecoeur, Y. (in press). Effects of supplemental reading interventions in authentic contexts: A comparison of kindergarteners' response. *Exceptional Children*.

Hagan-Burke, S., Kwok, O., Zou, Y., Johnson, C., Simmons, D., & Coyne, M. D. (2010). An examination of problem behaviors and reading outcomes in kindergarten students. *The Journal of Special Education, 20*, 1-18.

FY 2007

Institution: Arizona State University
Principal Investigator: M. Jeanne Wilcox
Project Title: Development of an IFSP Form and Process to Maximize Learning Opportunities for Young Children with Disabilities

Campbell, P., Milbourne, S., & Wilcox, M. (2008). Adaptation interventions to promote participation in natural settings. *Infants and Young Children, 21* (2), 94–106.

Institution: University of Florida
Principal Investigator: Patricia Snyder
Project Title: Impact of Professional Development on Preschool Teachers' Use of Embedded-Instruction Practices

Hemmeter, M. L., Snyder, P. A., Kinder, K., & Artman, K. (in press). Impact of performance feedback delivered via electronic mail on preschool teachers' use of descriptive praise. *Early Childhood Research Quarterly*.

Snyder, P.A., Denny, M. K., Pasia, C., Rakap, S., & Crowe, C. (in press). Professional development in early childhood intervention. In C. Groark & L. Kaczmarek (Eds.), *Early childhood intervention program policies for special needs children, Vol. 3: Emerging issues*. Santa Barbara, CA: Praeger.

Snyder, P.A., McLaughlin, T., & Denney, M. K. (in press). Program focus in early intervention. In J. M. Kauffman, D. P. Hallahan, & M. Conroy (Eds.), *Handbook of special education, Section XII: Early identification and intervention in exceptionality*. New York: Routledge.

Institution: University of Kansas

Principal Investigator: Charles Greenwood

Project Title: The Infancy Preschool Early Literacy Connection: Validation Studies of the Early Communication (ECI) Indicator of Growth and Development

Buzhardt, J., Greenwood, C., Walker, D., Carta, J., Terry, B. & Garrett, M. (2010). A web-based tool to support data-based early intervention decision making. *Topics in Early Childhood Special Education, 29*(4), 201-213.

Carta, J., Greenwood, C., Walker, D. & Buzhardt, J. (2010). *Using IGDIs: Monitoring progress and improving intervention for infants and young children*. Baltimore, MD: Brookes Publishing Company.

Institution: Vanderbilt University

Principal Investigator: Mary Louise Hemmeter

Project Title: Examining the Potential Efficacy of a Classroom Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children With and Without Disabilities

Fox, L., & Hemmeter, M. L. (2009). A program-wide model for supporting social emotional development and addressing challenging behavior in early childhood settings. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of positive behavior support* (pp.177-202). New York: Springer.

Strain, P. S., Joseph, G., & Hemmeter, M. L. (in press). Young children's problem behavior: Impact, intervention and innovations. *Early Childhood Services*.

Mathematics and Science Education: Special Education Research

FY 2006

Institution: Mississippi State University

Principal Investigator: Brenda Cavanaugh

Project Title: The Effects of School Climate and Supports on Mathematics Achievements for Students with Visual Impairments

McDonnall, M., Cavanaugh, B. S., & Giesen, J.M. (2010). The relationship between parental involvement and mathematics achievement for students with visual impairments. *Journal of Special Education*. J Spec Educ OnlineFirst, published on March 25, 2010 as doi:10.1177/0022466910365169.

FY 2007

Institution: Pennsylvania State University

Principal Investigator: Paul Morgan

Project Title: Instructional Effects on Achievement Growth of Children with Learning Difficulties in Mathematics

Morgan, P. L., Farkas, G., & Wu, Q. (2009). Five-year growth trajectories of kindergarten children with learning difficulties in mathematics. *Journal of Learning Disabilities*, 42 (4), 306-321.

Institution: University of Miami

Principal Investigator: Marjorie Montague

Project Title: Improving Mathematics Performance of At Risk Students and Students with Learning Disabilities in Urban Middle Schools

Jitendra, A., & Montague, M. (in press). Strategies for effective mathematics instruction. In D. Chard (Ed.). Pearson.

Montague, M. (in press). Effective instruction in mathematics for students with learning difficulties. In C. Wyatt-Smith, J. Elkins, & S. Gunn (Eds.), *Multiple perspectives on difficulties in learning literacy and numeracy*. New York: Springer.

Montague, M., & Jitendra, A. (in press). Research-based instruction in mathematics for students with learning disabilities. In F.D. Rivera & H. Forgasz (Eds.) *Equity and diversity in mathematics education*. New York: Springer.

Montague, M. (2010). Mathematics. In R.T. Boon, & V.G. Spencer (Eds.), *Best practices for the inclusive classroom: Scientifically based strategies for success* (pp.205-223). Waco, TX: Prufrock Press Inc.

Montague, M., Penfield, R., Enders, C., & Huang J. (2010). Curriculum-based measurement of math problem solving: A methodology and rationale for establishing equivalence of scores. *Journal of School Psychology, 48* (1), 39-52.

Montague, M. & Dietz, S. (2009). Evaluating the evidence base for cognitive strategy instruction and mathematical problem solving. *Exceptional Children, 75*, 285-382.

Montague, M. & van Garderen, D. (2008). Effective mathematics instruction. In R. Morris, and N. Mather (Eds.), *Evidence-based interventions for students with learning and behavioral challenges* (pp.236-257). Mahwah, NJ: Lawrence Erlbaum.

Sweeney, C., Krawec, J. & Montague, M. (in press). Meta-cognitive strategy use of eighth-grade students with and without learning disabilities during mathematical problem solving: A think-aloud analysis. *Journal of Learning Disabilities*.

Institution: University of Texas at Austin

Principal Investigator: Diane Bryant

Project Title: Validating a Response to Intervention Multi-Tiered Model for Primary Grade Students with Mathematics Difficulties

Bryant, D. P., Bryant, B. R., Williams, J., & Kim, S. (2010). Strategies for improving student outcomes in mathematics computation. In D. Chard, M. Tankersley & B. Cook (Eds.), *Effective practices in special education*. Boston: Pearson, Inc.

Bryant, D. P., Bryant, B. R., Roberts, G., Vaughn, S., Hughes, K., Porterfield, J. A. & Gersten, R. (in press). Effects of an early numeracy intervention on the performance of first-grade students with mathematics difficulties.

Reading, Writing, and Language Development

FY 2006

Institution: University of Connecticut

Principal Investigator: Michael Coyne

Project Title: Project IVI: Intensifying Vocabulary Intervention for Kindergarten Students at Risk of Learning Disabilities

Coyne, M. D., Capozzoli, A., Ware, S., & Loftus, S. (2010). Beyond RTI for decoding: Supporting early vocabulary development within a multitier approach to instruction and intervention. *Perspectives on Language and Literacy*. 18-21.

Loftus, S., Coyne, M. D., McCoach, D. B., Zipoli, R., Kapp, S., & Pullen, P. (in press). Effects of a supplemental vocabulary intervention on the word knowledge of kindergarten students at-risk for language and literacy difficulties. *Learning Disabilities Research & Practice*.

Pullen, P. C., Maynard, K. L. & Coyne, M. D. (in press). Intensifying vocabulary instruction for students at risk for reading disability. *Learning Disabilities Research & Practice*.

Institution: Vanderbilt University

Principal Investigator: Donald Compton

Project Title: Response-to-Intervention as an Approach to Preventing and Identifying Learning Disabilities in Reading

Compton, D. L., Fuchs, D., Fuchs, L. S., Bouton, B., Gilbert, J. K., Barquero, L. A., Cho, E., & Crouch, R. C. (in press). Selecting at-risk readers in first grade for early intervention: Eliminating false positives and exploring the promise of a two-stage screening process. *Journal of Educational Psychology*.

FY 2007

Institution: Georgia State University

Principal Investigator: Paul Alberto

Project Title: Integrated Literacy for Students with Moderate and Severe Disabilities

Alberto, P. A., Waugh, R. E., & Frederick, L. D. (in press). Teaching the reading of connected text through sight-word instruction to students with moderate intellectual disabilities. *Research in Developmental Disabilities*.

Institution: State University of New York at Albany

Principal Investigator: Lynn Gelzheiser

Project Title: Extending the Interactive Strategies Approach to Older Struggling Readers

Gelzheiser, L.M., Scanlon, D.M., & Hallgren-Flynn, L. (2010). Spotlight on RTI for adolescents: An example of middle school intervention using the Interactive Strategies Approach-extended. In M. Lipson & K. Wixson (Eds.), *Successful Approaches to RTI*. Newark, DE: International Reading Association.

Social and Behavioral Outcomes to Support Learning

FY 2006

Institution: Idaho State University

Principal Investigator: Stephanie Peterson

Project Title: Concurrent Schedules of Reinforcement and Adjusting Demand Requirements: Effects on Communication, Compliance, and Problem Behavior

Peterson, S. M., Frieder, J. E., Smith, S. L., Quigley, S. P., & Van Norman, R. K. (2009). The effects of varying quality and duration of reinforcement on mands to work, mands for break, and problem behavior. *Education and Treatment of Children*, 32, 605-630.

Institution: University of Connecticut

Principal Investigator: Sandra Chafouleas

Project Title: Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently

Note: *Assessment for Effective Intervention*, September 2009, Volume 34, No. 4 devoted the entire volume to Direct Behavior Rating and about half of the articles are NCSEER grantees working on DBR.

Chafouleas, S. M., Christ, T. J., & Riley-Tillman, T. C. (2009). Generalizability and dependability of scaling gradients on direct behavior ratings (DBRs). *Educational and Psychological Measurement*, 69, 157-173.

Chafouleas, S. M., Kilgus, S. P., & Hernandez, P. (2009). Using direct behavior rating (DBR) to screen for school social risk: A preliminary comparison of methods in a kindergarten sample. *Assessment for Effective Intervention*, 34, 214-223.

- Chafouleas, S. M., Riley-Tillman, T.C. & Christ, T.J. (2009). Direct behavior rating (DBR): An emerging method for assessing social behavior within a tiered intervention system. *Assessment for Effective Intervention, 34*, 195-200.
- Christ, T. J., & Boice, C. M. (2009). Rating scale items: A brief review of nomenclature, components, and formatting to inform the development of direct behavior rating (DBR). *Assessment for Effective Intervention, 34*, 242-250.
- Christ, T. J., Riley-Tillman, T. C., & Chafouleas, S. M. (2009). Foundation for the development and use of direct behavior rating (DBR) to assess and evaluate student behavior. *Assessment for Effective Intervention, 34*, 201-213.
- Riley-Tillman, T. C., Chafouleas, S. M., Christ, T. J., Briesch, A. M., & LeBel, T. J. (2009). The impact of wording and behavioral specificity on the accuracy of direct behavior ratings (DBRs). *School Psychology Quarterly, 24*, 1-12.
- Schlientz, M. D., Riley-Tillman, T. C., Briesch, A. M., Walcott, C. M., & Chafouleas, S. M. (2009). The impact of training on the accuracy of direct behavior ratings (DBRs). *School Psychology Quarterly, 24*, 73-83.

Institution: Vanderbilt University

Principal Investigator: Kathleen Lane

Project Title: The Effects of Strategy and Self-Regulation Instruction on Students' Writing Performance and Behavior: A Preventative Approach

- Lane, K. L., Graham, S., Harris, K. R., Little, M. A., Sandmel, K., & Brindle, M. (2008). Story writing: The effects of self-regulated strategy development for second grade students with writing and behavioral difficulties. *Journal of Special Education, 41*, 234-253.

FY 2007

Name of Institution: Johns Hopkins University

Principal Investigator: Philip Leaf

Title: *Testing the Impact of PBIS Plus*

- Domitrovich, C. E., Bradshaw, C. P., Poduska, J., Hoagwood, K., Buckley, J., Olin, S., Hunter, L., Leaf, P. J., Greenberg, M. & Jalongo, N. S. (2008). Maximizing the implementation quality of evidence-based preventive interventions in schools: A conceptual framework. *Advances in school mental health promotion: Training and practice, research and policy, 1* (3), 6-28.

Hershfeldt, P., Sechrest, R., Pell, K., Rosenberg, M., Bradshaw, C. P., & Leaf, P. J. (in press). Double-Check: A process of cultural responsiveness applied to classroom behavior. *Teaching Exceptional Children PLUS*.

Pas, E. T., Bradshaw, C. P., Hershfeldt, P. A., & Leaf, P. J. (in press). A multilevel exploration of the influence of teacher efficacy and burnout on response to student problem behavior and school-based service use. *School Psychology Quarterly*.

Name of Institution: Penn State University

Principal Investigator: Linda Mason

Title: Writing Instruction for Adolescents with Behavior Disorders: Scaffolding Procedural Learning to Extended Discourse

Mason, L. H., Kubina, R., Valasa, L. L., & Cramer, A. (2010). Evaluating effective writing instruction of adolescent students in an emotional and/or behavioral support setting. *Behavioral Disorders, 35*, 140-156.

Mason, L. H., Kubina, R. & Taft, R. (2009). Developing quick writing skills of middle school students with disabilities. *Journal of Special Education*. J Spec Educ OnlineFirst, published on October 21, 2009 as doi:10.1177/0022466909350780.

Mastropieri, M. A., Scruggs, T. E., Mills, S., Irby Cerar, N., Cuenca-Sanchez, Y., Allen-Bronaugh, D., Thompson, C., Guckert, M., & Regan, K. (2009). Persuading students with emotional disabilities to write fluently. *Behavioral Disorders, 35*, 19-40.

Mastropieri, M. A., Scruggs, T. E., Cuenca-Sanchez, Y., Irby, N., Mills, S., Mason, L. H., & Kubina, R. (2010). Persuading students with emotional disabilities to write: Findings from a design experiment. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Literacy and learning: Advances in learning and behavioral disabilities: Vol. 23*. Bingley, UK: Emerald.

Institution: University of Oregon

Principal Investigator: Robert Horner

Project Title: Enhancing Data-Based Decision-Making in Schools

Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem solving model to enhance data-based decision making in education. In Sailor, Dunlap, Sugai & Horner (Eds.), *Handbook of Positive Behavior Support*. New York, Springer. p. 551-580.

FY 2008

Institution: Virginia Commonwealth University

Principal Investigator: Maureen Conroy

Project Title: Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-Based Early Intervention Model

Conroy, M. A., Sutherland, K. S., Haydon, T., Stormont, M., & Harmon, J. (2008). Preventing and ameliorating young children's chronic problem behaviors: An ecological classroom-based approach. *Psychology in the Schools, 46*, 3-17.

Conroy, M. A., Sutherland, K. S., Snyder, A. L., Al-Hendawi, M., & Vo, A. (2009). Creating a positive classroom atmosphere: Teacher's use of effective praise and feedback. *Beyond Behavior, 18*, 18-26.

Special Education Policy, Finance, and Systems

FY 2006

Institution: Educational Testing Service

Principal Investigator: Cara Cahalan-Laitusis

Project Title: National Accessible Reading Assessment Projects: Research and Development for Students with Visual Impairments

Laitusis, C. C. (2010). Examining the impact of audio presentation on tests of reading comprehension. *Applied Measurement in Education, 23* (2), 153-167.

Laitusis, C. C. & Thurlow, M. (2009) Measuring literacy skills for students with visual impairment. *Innovation Quarterly, 4* (4), 7-8.

Stone, E., Cook, L., Laitusis, C. C., & Cline, F. (2010). Using differential item functioning to investigate the impact of testing accommodations on an English language arts assessment for students who are blind or visually impaired. *Applied Measurement in Education, 23* (2), 132-152.

Institution: State University of New York at Buffalo

Principal Investigator: Gregory Fabiano

Project Title: Enhancing Individual Education Plans for Children with Attention-Deficit/Hyperactivity Disorder Using a Daily Report Card

Fabiano, G. A., Vujnovic, R., Naylor, J., Pariseau, M., & Robins, M. L. (2009). An investigation of the technical adequacy of a daily behavior report card (DBRC) for monitoring progress of students with attention-deficit/hyperactivity disorder in special education placements. *Assessment for Effective Intervention, 34*, 231-241.

Transition Outcomes for Special Education Secondary Students

FY 2006

Institution: Portland State University

Principal Investigator: Laurie Powers

Project Title: Project Success: Improving the Educational Outcomes of Youth with Disabilities in Foster Care Through Enhanced Self-Determination

Geenen, S. J., Powers, L. E., Hogansen, J. & Pittman, J. (2007). Youth with disabilities in foster care: Developing self determination within a context of struggle and disempowerment. *Exceptionality, 15* (1), 17–30.

Geenen, S. J. & Powers, L. E. (2007). Tomorrow is another problem: The experiences of youth in foster care during their transition to adulthood. *Children and Youth Services Review, 29* (8), 1085–1101.

Geenen, S., & Powers, L. E. (2006). Are we ignoring youths with disabilities in foster care? An examination of their school performance. *Social Work, 51* (3), 233–241.

Geenen, S. & Powers, L. E. (2006). Transition planning for foster youth with disabilities: Are we falling short? *Journal of Vocational Special Needs Education, 28* (2), 4–15.

Gil-Kashiwabara, E., Hogansen, J., Geenen, S., Powers, K., & Powers, L. E. (2007). Improving transition outcomes for marginalized youth. *Career Development for Exceptional Individuals, 30* (2), 80–91.

Powers, L. E., Johnson, D., & Badger, J. (2010). Communities for all: Community participation by adolescents and young adults with disabilities. In D. Lollar (Ed.) *Launching into adulthood: An integrated response to support transition of youth with chronic health conditions and disabilities* (pp133-163). Baltimore: Paul H. Brookes Publishing.

Powers, L. E. (2006). Self-determination by individuals with severe disabilities: Limitations or excuses. *Research and Practice for Persons with Severe Disabilities*, 30 (3), 168–172.

Institution: University of Wisconsin

Principal Investigator: Erik Carter

Project Title: Project Summer: Improving Summer Employment and Community Inclusion Outcomes for Adolescents and Young Adults with Disabilities

Carter, E. W., Trainor, A. A., Ditchman, N., Swedeen, B., & Owens, L. (in press). Community-based summer work experiences of adolescents with high-incidence disabilities. *The Journal of Special Education*.

Carter, E. W., Trainor, A. A., Ditchman, N., Swedeen, B., & Owens, L. (in press). Evaluation of a multi-component intervention package to increase summer work experiences for transition-age youth with severe disabilities. *Research and Practice for Persons with Severe Disabilities*.

Carter, E. W., Ditchman, N., Sun, Y., Trainor, A. A., Swedeen, B., & Owens, L. (2010). Summer employment and community experiences of transition-age youth with severe disabilities. *Exceptional Children*, 76, 194-212.

Carter, E. W., Trainor, A. A., Cakiroglu, O., Swedeen, B., & Owens, L. (2010). Availability of and access to career development activities for transition-age youth with disabilities. *Career Development for Exceptional Individuals*, 33, 13-34.

Carter, E. W., Trainor, A. A., Owens, L., Swedeen, B., & Sun, Y. (2010). Self-determination prospects of youth with high-incidence disabilities: Divergent perspectives and related factors. *Journal of Emotional and Behavioral Disorders*, 18, 67-81.

Carter, E. W., Owens, L., Swedeen, B., Trainor, A. A., Thompson, C., Ditchman, N., & Cole, O. (2009). Conversations that matter: Expanding employment opportunities for youth with significant disabilities through community conversations. *Teaching Exceptional Children*, 41 (6), 38-46.

- Carter, E. W., Owens, L., Trainor, A. A., Sun, Y., & Swedeen, B. (2009). Self-determination skills and opportunities of adolescents with severe intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities, 114*, 179-192.
- Carter, E. W., Swedeen, B., & Trainor, A. A. (2009). The other three months: Connecting transition-age youth with disabilities to meaningful summer experiences. *Teaching Exceptional Children, 41* (6), 18-26.
- Carter, E. W., Trainor, A. A., Cakiroglu, O., Cole, O., Swedeen, B., Ditchman, N., & Owens, L. (2009). Exploring school-business partnerships to expand career development and early work experiences for youth with disabilities. *Career Development for Exceptional Individuals, 32*, 145-159.
- Carter, E. W., Trainor, A. A., Sun, Y., & Owens, L. (2009). Assessing the transition-related strengths and needs of adolescents with high-incidence disabilities: Youth, teacher and parent perspectives. *Exceptional Children, 76*, 74-94.
- Trainor, A. A., Carter, E. W., Swedeen, B., Owens, L., Cole, O., & Smith, S. A. (in press). Perceptions of adolescents with disabilities on their employment and community experiences. *The Journal of Special Education*.
- Trainor, A. A., Carter, E. W., Owens, L., & Swedeen, B. (2008). Special educators' perceptions of summer employment and community participation opportunities for youth with disabilities. *Career Development for Exceptional Individuals, 31*, 144-153.

FY 2007

Institution: University of Kansas

Principal Investigator: Mike Wehmeyer

Project Title: Determining the Efficacy of the Self-Determined Learning Model of Instruction (SDLMI) To Improve Secondary and Transition Outcomes for Students With Cognitive Disabilities

- Lee, S. H., Wehmeyer, M. L., Soukup, J. H., & Palmer, S. B. (2010). Impact of curriculum modifications on access to the general education curriculum for students with disabilities. *Exceptional Children, 76* (2), 213–233.
- Lee, S. H., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., & Little, T. D. (2008). Self-determination and access to the general education curriculum. *The Journal of Special Education, 42*, 91–107.

Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., Little, T. D., Garner, N. & Lawrence, M. (2007). Examining individual and ecological predictors of the self-determination of students with disabilities. *Exceptional Children*, 73, 488–509.

Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., Little, T., Garner, N., & Lawrence, M. (2008). Understanding the construct of self-determination: Examining the relationship between the Arc's self-determination scale and the American Institute for Research self-determination scale. *Assessment for Effective Instruction*, 33, 94–107.

Williams-Diehm, K., Wehmeyer, M. L., Palmer, S., Soukup, J. H., & Garner, N. (2008). Self-determination and student involvement in transition planning: A multivariate analysis. *Journal on Developmental Disabilities*, 14, 25–36.

Institution: University of Nebraska, Board of Regents

Principal Investigator: Mike Epstein

Project Title: On the Way Home: A Family-Centered Academic Reintegration Intervention Model

Epstein, M. H. & Trout, A. L. (2010). Developing aftercare: Phase 1: Consumer feedback. *Children and Youth Services Review*, 32 (3), 445–451.

Unsolicited and Other Awards: Special Education Research

FY 2004

(Funded through OSEP)

Institution: Educational Testing Service

Principal Investigator: Cara Cahalan-Laitusis

Project Title: Developing Accessible and Valid Reading Assessments: A Research Based Solution

Abedi, J. (2009). English language learners with disabilities: Classification, assessment, and accommodation issue. *Journal of Applied Testing Technology*, 10 (2).

Cook, L., Eignor, D., Sawaki, Y., Stenberg, J. & Cline F. (in press). Using factor analysis to investigate accommodations used by students with disabilities on English language arts assessments. *Applied Measurement in Education*.

Laitusis, C. C., Eignor, D., Steinberg, J., Sawaki, Y., & Cline, F. (2009). Using factor analysis to investigate the impact of accommodations on the scores of students with disabilities on a reading comprehension assessment. *Journal of Applied Testing Technology, 10* (2).

Institution: Oregon Research Institute

Principal Investigator: Hill Walker

Project Title: Evidence-Based Interventions for Severe Behavior Problems: First Step to Success

Carter, D. & Horner, R. (2009). Adding function-based behavioral support to First Step to Success: Integrating individualized and manualized practices. *Journal of Positive Behavioral Interventions, 11*, 22-34.

Carter, D. & Horner, R. (2007). Adding functional behavioral assessment to First Step to Success: A case study. *Journal of Positive Behavior Interventions, 9*, 229-238.

Rodriguez, B. J., Loman, S., & Horner, R., (in press). The effects of coaching feedback on teacher implementation fidelity for First Step to Success. *Behavior Analysis in Practice*.

Walker, H., Seeley, J., Small, J., Golly, A., Severson, H., & Feil, E. (2008). The First Step to Success program for preventing antisocial behavior in young children: Update on past, current, and planned research. *Report on Emotional & Behavioral Disorders in Youth, 17-23*.

Walker, H., Seeley, J., Small, J., Severson, H., Graham, B., Feil, E. G. (in press). A randomized control trial of the First Step to Success early intervention: Demonstration of program efficacy outcomes within a diverse, urban school district. *Journal of Emotional and Behavioral Disorders*.

Institution: Southern Methodist University

Principal Investigator: Patricia Mathes

Project Title: Maximizing Literacy Learning Among Children with Mild to Moderate Mental Retardation

Allor, J. H., Mathes, P. G., Champlin, T., & Cheatham, J. P. (in press). Research-based techniques for teaching early reading skills to students with intellectual disabilities. *Education and Training in Developmental Disabilities*.

Allor, J. H., Mathes, P. G., Jones, F.G., Champlin, T., & Cheatham, J. P. (in press). Individualized research-based reading instruction for students with intellectual disabilities. *Teaching Exceptional Children*.

Allor, J. H., Mathes, P. G., Roberts, J. K., Cheatham, J., & Champlin, T. (in press). Comprehensive reading instruction for students with intellectual disabilities: Findings from the first three years of a longitudinal study. *Psychology in the Schools*.

Allor, J. H., Mathes, P. G., Roberts, K. R., Jones, F. G., & Champlin, T. (in press). Teaching students with moderate intellectual disabilities to read: An experimental examination of a comprehensive reading intervention. *Education and Training in Developmental Disabilities*.

Institution: University of Minnesota

Principal Investigator: Martha Thurlow

Project Title: Research on Accessible Reading Assessments

Abedi, J., Kao, J. C., Leon, S., Mastergeorge, A. M., Sullivan, L., Herman, J., & Pope, R. (in press). Accessibility of segmented comprehension passages for students with disabilities. *Applied Measurement in Education*.

Thurlow, M. L. (2010). Steps toward creating fully accessible reading assessments. *Applied Measurement in Education, 23* (2), 121-131.

Institution: University of North Carolina at Charlotte

Principal Investigator: Diane Browder

Project Title: RAISE: Reading Accommodations and Interventions for Students with Emergent Literacy

Browder, D. M., Ahlgrim-Delzell, L., Courtade, G., Gibbs, S. L., & Flowers, C. (2008). Evaluation of the effectiveness of an early literacy program for students with significant developmental disabilities. *Exceptional Children, 75*, 33-52.

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Principal Investigator: Douglas Cheney

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Principal Investigator: Natasha Beretvas

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Principal Investigator: Thomas Kratochwill

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