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ABSTRACT

This five-volume directory describes almost 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into five sections representing the seven program areas of the newly reauthorized Individuals with Disabilities Education Act (IDEA), Part D. This volume, the second of the directory, describes projects concerning personnel preparation. These projects are 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. Emphasis is on ensuring that 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 projects are grouped by the competitions under which they were funded, and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract describes the project's purposes, proposed methods, and proposed products. Four indexes are provided: a project director index, an organizational index, a state index, and a subject index.
(CR)

ED 426 562

Discretionary Projects
Supported by the
Office of Special Education Programs
Under the Individuals with Disabilities Education Act

Fiscal Year 1998

PERSONNEL PREPARATION

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

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Discretionary Projects Supported by the Office of Special Education
Programs Under the Individuals with Disabilities Education Act

Fiscal Year 1998

PERSONNEL PREPARATION

Prepared by
Ray Orkwis, Judi DeCarme, and Jeanne Glover
The ERIC/OSEP Special Project
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The Council for Exceptional Children

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

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Personnel Preparation

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This directory, which is presented in five separately published sections, describes almost 1200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Some of the projects were funded under the provisions of the original IDEA, but for the purposes of this directory they are grouped into five sections representing the seven program areas of the newly authorized IDEA, Part D:

- 1: **Research, Innovation and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)
- 2: **Personnel Preparation**
- 3: **Technical Assistance, Dissemination, and Parent Training** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information*)
- 4: **Technology and Media Services**
- 5: **State Improvement**

This section of the directory, "Personnel Preparation," 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.

Within this section of the directory, the projects are grouped by the competitions under which they were funded. Access to the project information is enhanced by several indexes, which include:

- **Project Director Index**
- **Organization Index**
- **State Index**
- **Subject Index**, which includes specific disabilities of the projects' target groups, degrees granted by the projects, geographic focus of the projects, and the portfolio area or topic of the projects.

Please note that an extra digit has been added to the OSEP grant numbers to reflect the decade in which the grant was awarded. For the 1990's, the digit 9 has been inserted after the second alphabetical character in each grant number. For example, H023B70074 is now H023B970074.

This directory is also accessible as a searchable database on the World Wide Web. The Uniform Resource Locator is <http://www.cec.sped.org/osep/search.htm>

If any errors are found in this material, please report them to the ERIC/OSEP Special Project (jeanneg@cec.sped.org) so that future editions of the directory and the database will be as accurate as possible.

(84.029A and 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: H029A940002

**Preparation of Rural Special Educators for
Students with Severe, Multiple Disabilities**

Project Director: Ondrusko, Monica

Beginning Date: Jun 1, 1994

Ending Date: May 31, 1999

Slippery Rock University
Dept Special Ed
Slippery Rock, PA 16507
Voice: (412)738-2461

Purpose: This program will prepare special education teachers to work in rural areas with children and youth who have severe or multiple disabilities, including students aged 2 to 21 whose primary disability is moderate to severe mental retardation and who have related physical, neurological, emotional, health-related, and/or language disorders. Federal funding will support 12 undergraduate senior level trainees per year for a period of five years. Eleven of the recipients of traineeships will be recruited from districts in Pennsylvania and will be persons who intend to return to these districts as special education teachers. One other will be recruited from and returned to another state, with assistance from employers who have hired Slippery Rock graduates previously.. Both currently certified general education teachers and new high school graduates seeking certification as special educators will be eligible. High school guidance counselors and school administrators will assist in the selection of trainees by recommending those who have potential for and interest in the program. A consultant in rural special education will assist in the process of matching program graduates with Pennsylvania's employing districts. The program has existing agreements with the University's Office of Minority Student Affairs and with Cheney (Pennsylvania's historically Black university) to assure recruitment of students from under-represented racial/ethnic groups. The program will consist of a series of related courses, practica, and experiences designed to enable the graduate to work effectively with special education students in rural districts. This role will require: * Competence in general special education teaching; * Skill in the use of adaptive technology, including distance learning; * An appreciation for rural communities and for cultural diversity; * An understanding of the student's health-related, psychological and vocational needs; * Ability to collaborate as a member of a professional team; and * Ability to access related services for students and their families. Slippery Rock University will provide this program by building on its existing general education program, a variety of well established school partnerships, and strong campus programs in allied health, physical therapy, nursing, adaptive physical education, and the arts. The special education department has the capability of using interactive technology, including adaptive equipment and distance learning.

Grant Number:H029A940004

Improving Services for Rural Students Who Use Augmentative and Alternative Communication: A Masters Level Preservice Training Program for Speech Language Pathologists

*Project Director:*Light, Janice

*Beginning Date:*Aug 1, 1994

*Ending Date:*Jul 31, 1999

Penn State University
Dept Communication Disorders
110 Tech Center Bldg
University Park, PA 16802
Voice:(814)863-2010

*Purpose:*There is a critical need to prepare master's level speech/language pathologists in the competencies requires to provide high quality services to infants, children, and youth with severe communication disabilities who are precluded from functional speech and require augmentative and alternative communication (AAC). To date, universities across Pennsylvania and across the United States have lagged behind in developing appropriate language pathologists. As a result, there is a lack of speech/language pathologists to provide services to this population, and services are typically provided by professionals with limited experience or skills in serving this population. These problems are particularly acute in rural areas. This project will support the development of a comprehensive preservice training program to prepare master's level speech/language pathologists in AAC, especially for students who reside in rural areas. This program will significantly extend Penn State's current master's program for speech and language pathologists to include a concentrated focus on serving infants, children, and youth who have severe communication disabilities and require AAC. The two-year program will blend academic learning of theory and current research in AAC with hands-on practicum experience to allow students the opportunity to translate theory into practice. Practicum experiences will include both in-house experiences and a 15- week externship at exemplary practicum sites identified across the state.

Grant Number:H029A940021

Pre-Service Program for Educators of Students Who Are Deaf-Blind and Multiply Disabled (0-22).

*Project Director:*Jackson, Richard

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

Boston College
140 Commonwealth Ave
Chestnut Hill, MA 02167
Voice:(617)552-8429

*Purpose:*This project will prepare 65 teachers of individuals with deaf-blindness and multiple disabilities over a five-year period. Content for this advanced graduate level program includes general education, builds on teacher preparation in severe/intensive disabilities which includes strategies for including learners with severe disabilities in general education settings, dovetails with vision studies, and offers coursework and closely supervised practica in deaf-blindness. Completion of the program leads to a master's degree in 37 credit hours. Graduates meet the standards of the Commonwealth of Massachusetts to be fully certified in Intensive/Severe Special Needs and have additional competencies to meet the unique

needs of learners with deaf-blindness. As one of the few programs in the country with teacher preparation in deaf-blindness, the Educator of Students with Deaf-Blindness and Multiple Disabilities Program at Boston College has become well-established in terms of instructional and clinical needs of infants, toddlers, and children with deaf-blindness/multiple disabilities throughout the region and nation. The new program has evolved to prepare teachers with competency to increase the options for learners with deaf-blindness and multiple disabilities in regular schools and community-based settings. This project will provide valuable incentives to underqualified teachers and aspiring teachers to stay in and choose careers in the low-incidence disabilities of deaf-blindness and multiple disabilities. Graduates of the program are prepared to assume a diverse set of roles in order to function effectively in integrated school and community settings, in both rural and urban environments, and with mixed, minority, and multicultural influences. The project presents a sequenced program of study, coursework and practica, and links between course numbers and a nationally developed competency-based curriculum. New directions for the program include greater emphasis on integration and on managing transitional events.

Grant Number:H029A940023

Intermountain Hearing Impaired Partnership (I-HIP)

Project Director: Longhurst, Thomas

Beginning Date: Jun 15, 1994

Ending Date: Jun 14, 1999

Idaho State University
921 S 8th Ave
Pocatello, ID 83209
Voice:(208)236-2204

Purpose: The Intermountain Hearing Impaired Partnership is a five state regional training program based at the Education of the Hearing Impaired Graduate Program at Idaho State University. The participating states are: Idaho, Montana, Nevada, Wyoming, and Utah. Through this project, the partnership will produce 43 to 46 teachers with a master's degree in Deaf Education and who are certifiable as teachers of the hearing impaired in their home states in the course of five years. The training program is 14 months in length, with a two-year option in early childhood, preparing teachers of deaf and/or hard-of-hearing students for service in one of the five states participating in the partnership. A Summers-PLUS training option is provided which offers a master's level program in three successive summer terms with independent study and practica while the trainees are working during the school year. Staff of the program consist of two doctoral level professors, four part-time instructors, and related doctoral faculty in both audiology and speech- language pathology. The practicum phase of the program requires students to enroll in directed observation and communications practicum in the early terms of the program. Teaching internships occur in the latter portion of the program. Practicum opportunities are available in the five-state region through a partnership which offers a wide variety of training opportunities, including state special schools, regular schools with self-contained classes, integrated and regular classes. There are ASL, total communication, and oral instructional placement options in schools in the region. Trainees can train in both school- based and itinerant program services for hearing-impaired students. The program is balanced to meet the needs of both deaf and hard-of-hearing infants, toddlers, children and youth. The program is housed in Idaho State University's Speech and Hearing Center. This location allows advantageous use of faculty and staff in related fields of audiology and speech-language pathology, plus the use of labs and clinical classrooms. This cooperative approach in teacher training prompts team efforts incorporating skill/knowledge in amplification, hearing testing, speech development, and a multidisciplinary assessment approach in school programs. The program strives to be responsive to the needs within the five-state Intermountain Region through a 15-member Advisory Committee. This committee assists with the development of the program through reviewing competencies, coursework and practica, and advise-

ment on program development. They share training and service delivery information. Committee members also facilitate trainee recruitment through information dissemination, referrals, and nominations. They also provide a network for employee recruitment and for methods of facilitating employee retention.

*Grant Number:*H029A940024

Personnel Preparation of Teachers of Students Who Are Deaf-Blind

*Project Director:*Davidson, Roseanna

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

Texas Tech University
Box 41071
Lubbock, TX 79409
Voice:(806)742-2345

*Purpose:*This five-year project will train personnel at the graduate level to work with students who have deaf-blindness. Personnel will be prepared to work in a variety of capacities, including direct services, consultation to parents and professionals, and coordination of services in rural areas of the Southwest. The overall goal is to meet the educational needs of infants, toddlers, children and youth with deaf-blindness within the most inclusive educational setting appropriate for each individual by having access to professionals in the field of deaf-blindness. The program will include two courses and two internships that are specific to teaching students with deaf-blindness. Other courses included in the training are selected from the training programs in vision, deaf education, and behavior management. Emphasis will be placed on developing recruitment strategies that meet rural and regional needs for personnel, and on identifying and recruiting teachers serving deaf-blind children without specialized training to meet the educational needs of these children. Among Texas regions, the greatest need for training is in rural areas that have large populations of students from historically under-represented groups. These include Educational Service Center Region XIX in El Paso and surrounding rural counties, and the northwest region of New Mexico which is service by a Bureau of Indian Affairs program. These and other locations have documented needs based on numbers of children with sensory deficits and have asked to have the specialized training accessible to the teachers who are currently serving these children. Practicum sites will be developed and supervised within the local settings to increase the learning opportunities of the adult students and to strengthen the program for children within the most inclusive setting appropriate for each child with deaf-blindness. Previous program evaluations have led to increased practicum experiences, and feedback from graduates and parents has led to incorporation of more formal needs assessment within the communities to be served. Modification of courses will continue to be implemented based on feedback from former students and an advisory committee. A specific goal is to establish a permanent personnel training program in this specialty area at Texas Tech University, which will serve as a model personnel preparation program in deaf-blindness.

Grant Number:H029A940029

Secondary Transition Personnel Supporting Students with Severe Disabilities

*Project Director:*Mank, David

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

University of Oregon
Specialized Train Program
Eugene, OR 97403
Voice:(503)346-2477

*Purpose:*This project will result in a new program area at the University of Oregon, focused on the preparation of secondary transition personnel. New teachers and vocational specialists will be trained to be active participants in school reform. The project will include active collaboration with regular and special educators. The objectives are as follows: * Objective 1: Build the capacity of the University of Oregon to prepare secondary transition personnel in severe disabilities. This project will allow the construction of new courses and systems that create a new emphasis in the training of personnel focusing on secondary transition issues. * Objective 2: Build the capacity of community organizations to participate in preparation of secondary transition personnel. Transition requires connections outside the school. This is true for professionals trained to make transition happen, as well as for students with disabilities. This project will result in the development of practicum sites, work sites, and partnerships that result in new opportunities for training students. * Objective 3: Recruit, train, and retain 8 to 10 secondary transition teachers per year, who will be supported in the new transition emphasis area. Students will be recruited through a variety of methods. One method of recruiting rural personnel or individuals presently working in special education or related fields will be a 12-credit professional development course sequence. An additional recruitment tool will be the Oregon Department of Education's ED-NET series. * Objective 4: Provide community implementation and local technical assistance. This project will offer a professional development sequence and technical assistance to local teachers and community service providers to enhance the capability of the community to serve individuals with severe disabilities and provide state-of-the-art practicum sites. * Objective 5: Manage the project, through a team management structure to ensure that activities are completed on schedule and that there is coordination with groups within and outside of the university. * Objective 6: Evaluate the project, through multiple data sources to assess and improve the quality of the project. These data sources will allow project staff to make immediate changes and to engage in long-range planning.

Grant Number:H029A940036

University of Illinois Severe Disabilities Program Collaborating with General Educators for Children

*Project Director:*Renzaglia, Adelle

*Beginning Date:*Aug 21, 1994

*Ending Date:*Aug 20, 1999

University of Illinois
109 Coble Hall,801 S Wright St
Champaign, IL 61820
Voice:(217)333-0260

*Purpose:*Recent educational practices advocate for the identification of home schools and age-appropriate general education class placements for students with moderate to severe disabilities. With this change

from the previous concept of service delivery for individuals with more severe disabilities, providing training and experience related to collaborative programs between general and special education (e.g., designing and implementing instructional programs, curriculum decisions, program evaluation, collaboration and teaming, facilitating peer interactions). In response to these training needs resulting from a move toward inclusive education and the pressing shortages in certified staff, this project will provide training for persons interested in working with students with moderate and severe disabilities, with an emphasis on collaboration education to promote a full-inclusion model. The program will prepare teachers who will be eligible for an Illinois Type 10 Certificate with endorsements in physical handicaps and severe disabilities, and who have focused on designing and implementing a collaborative education program for their students. The graduate training program will be competency-based as well as field-based. For three semesters, the special education teacher candidates will participate in practice which will provide ongoing opportunities to apply methods and techniques discussed in university courses. The final practicum will have a specific focus on collaborative education programs. In addition to preparation of special educators seeking initial certification, this program will provide education and training in collaboration for inclusion through a part-time master's degree program for special educators currently holding an Illinois Type 10 Certificate with endorsements in other disability categories. These individuals will obtain endorsements to teach students with moderate or severe disabilities and/or physical disabilities. Educators in certification programs other than special education (i.e., elementary, secondary, art, music, and physical education programs) will also have opportunities to work together with the special education teacher candidates to learn skills and philosophies needed to design and implement inclusive educational programs. Stipends for their participation will be provided to these certification candidates. Program participants will attend joint courses and seminars, as well as engage in collaborative field work assignments with the graduate students in the special education master's degree program. The Discrepancy Evaluation Model will be used to organize and monitor these program functions and their corresponding objectives, as well as the timeline for accomplishment. This model will serve as a tool for modifying procedures when needed to meet stated goals and objectives.

Grant Number: H029A940039

Low-Incidence Disability Training Project

Project Director: Bateman, Gerald

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

Rochester Institute of Technology
National Technical Institute for the Deaf
52 Lomb Memorial Drive
Rochester, NY 14623-5604
Voice: (716)475-6451

Purpose: This project is aimed at attracting high quality students to a graduate program that prepares junior high school and high school teachers for certification, both as teachers of the deaf (K-12) and as secondary school content teachers in grades 7-12. Placing dually certified teachers in both mainstream schools and schools for the deaf helps to ensure that deaf students will not be short-changed in the quality of their academic curriculum or in their access to the curriculum. The National Technical Institute for the Deaf will offer a two-year master's program in secondary education of students who are deaf or hear of hearing. The program has the capacity to enroll up to 15 full-time students in each entering class. Federal funds will provide graduate stipends to enable these students to complete their degrees without incurring a debt that acts as a disincentive to many who consider teaching as a profession.

*Grant Number:*H029A940044

A Rural Partnership for Low-Incidence Populations: Preparing and Supporting Special Educators

*Project Director:*Jensen, Mary

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

California State University
1st & Normal Streets
Chico, C A 95929-0870
Voice:(916)898-4099

*Purpose:*This on-the-job preservice training program applies the structure of an award-winning internship program for teachers of learning disabled students to teachers of individuals with severe and low-incidence disabling conditions. It addresses the national priority of training personnel to work in rural areas with the following objectives: * To reduce the severe and longstanding shortage of fully trained special educators for students with severe and low-incidence disabilities in rural areas; * To attract and select the best candidates for specialist positions; * To provide a structure that greatly reduces the personal, professional, and geographic hardships of obtaining a Special Education credential; * To prepare special educators who will effectively meet changing needs in special education and in California's rural schools; and * To fashion a support structure that both assists on-the-job trainees and encourages the retention of talented special educators in rural areas. California State University-Chico is the sole institution bringing specialist education to 12 isolated rural counties, and has formed a collaborative partnership with school districts in its service area to design an alternative training program that will prepare 80 special education teachers to meet changing needs in rural California. The program will combine local resources for aggressive recruitment, accessible training, and structured support in order to alleviate a serious and persistent shortage of fully credentialed special education teachers for students with low-incidence disabling conditions. By significantly reducing this personnel shortage and by strengthening existing district efforts, the program will improve the quality of education received by exceptional students in a 36,000-square-mile rural area. Preferences in recruitment will be given to residents of local, northeastern communities. Those individuals are most likely to remain in their areas and teaching positions. Eighty trainees, particularly sought from under-represented ethnic groups, will receive a stipend incentive to pursue training in the wide range of technical and consultative skills needed by today's special educator. Training will be accessible at full-day classes, at regional training sites, through interactive instructional television, and at intensive on-campus summer sessions. In addition to formal training, a "safety net" or support network will be built around each trainee. District and university staffs will cooperate to provide joint support, local mentoring, and supervision throughout the two-year period.

Grant Number:H029A940048

**North Carolina Collaboration Preparation
Program in Severe Profound Handicaps**

Project Director: Spooner, Fred

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

University of North Carolina - Charlotte
9201 University City Blvd.
Charlotte, NC 28223
Voice: (704)547-2532

Purpose: This collaborative teacher training program provides graduate training to teachers who are interested in teaching individuals with severe disabilities. The coursework will be provided through an interactive fiber optic network (distance education), combined with on-site instruction, to sites at four partner universities in addition to the University of North Carolina-Charlotte (UNCC). In providing coursework through the CONCERT Network, this project will increase the number of qualified, certified teachers across the state in a relatively short period of time and in the most cost-effective manner. UNCC has the only approved program in North Carolina in severe/profound disabilities that is fully implemented. This project will allow the university to provide professional preservice preparation to teachers who would otherwise not have access to this certification preparation. It is anticipated that 50 students will be enrolled in each of two phases, for a total of 100 students during the life of the project. Phase I will focus on the eastern half of North Carolina, with East Carolina University and the University of North Carolina at Wilmington serving as home-site partners. Phase II, beginning in the third project year, will serve the western half of North Carolina, with Winston-Salem State University and Western Carolina University serving as home site partners.

Grant Number:H029A940049

**Training Personnel to Work with Hearing-Impaired
Children and Their Families**

Project Director: Hecht, Barbara

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

University of Southern California
Waite Phillips Hall
Los Angeles, CA 90089
Voice: (213)748-5481

Purpose: Federal funds will be used to pay tuition for six graduate-level students per year at the University of Southern California's John Tracy Clinic. These students will be trained to provide services to young hearing-impaired children and their families. This project is unique because: * The addition to the training program of a new parent-infant component makes this the only program in the State of California that certifies teachers to work with very young and school-aged hearing-impaired children and their families; * Students attend full-time and complete the program in a much shorter time than in comparable programs; * There is a heavy emphasis — in recruitment, coursework, practica, and placement — on providing services to families of diverse cultural backgrounds; and * There is a new two-year continuing education program for graduates.

Grant Number:H029A940051

Simmons College Training Program in Severe Special Needs

*Project Director:*Fleming, Elizabeth

*Beginning Date:*Aug 1, 1994
*Ending Date:*Jul 31, 1999

Simmons College
300 The Fenway
Boston, MA 02115
Voice:(617)521-2562

*Purpose:*Simmons College will use federal funds to provide financial assistance to 10 graduate trainees per year for a five year period, with a particular effort to recruit trainees from historically under-represented racial/ethnic groups. The program will prepare personnel in severe special needs, preschool through age 21. The goals of this project are to: * Maintain the one-year, 40-credit program leading to a master's degree with Massachusetts certification in severe special needs, providing coursework and field work in inclusive settings; * Increase the number of practicum sites that represent state-of-the-art practice and philosophies for educating students with severe special needs in inclusive settings, strengthening the liaison between the Simmons College teacher training program and school districts across the state; * Recruit and train minority students to receive full certification in severe special needs and mentoring trainees through a special program. The first goal is based on a well documented shortage of teachers eligible for certification in special education, and the need to provide training for those teaching in inclusive settings. The second goal is in response to school districts' need for assistance in designing classrooms to serve students with severe special needs in inclusive settings. The third goal addresses the critical shortage of individuals from under-represented groups in the teaching profession. The training program emphasizes the preparation of students with severe special needs for full participation in their neighborhood schools and community. Special educators are trained in a preservice, competency-based program to design and implement curriculum using the best educational practices in inclusive settings. These practices include collaborative teaming, cooperative group learning, and strategies for adapting curriculum and instructional technology.

Grant Number:H029A940052

Special Education Teaching: Master Level Training Grant for Hispanic Autism Communication Clinicians

*Project Director:*Linares-Orama, Nicolas

*Beginning Date:*Aug 1, 1994
*Ending Date:*Jul 31, 1999

University of Puerto Rico
GPO Box 365067
San Juan, PR 00936-5067
Voice:(809)758-2525

*Purpose:*This project will train graduate speech/language personnel from minority groups with competencies to educate and treat monolingual (Spanish-speaking) Puerto Rican children with autistic disabilities within the facilities of the urban and rural schools they attend — in collaboration with other educational, clinical, and administrative personnel. The two-year Autism Communication School Services Training Project (ACSSTP) was developed as a replication of "Project TEACCH" principles and methods, the autism literature, and the Puerto Rico Department of Education's needs and Comprehensive System of

Personnel Development Data. The ACSSTP will require graduate students to complete course work in autistic school children and youth; autism communication services in the school; and collaborative education, treatment, and transition services for children and youth with autistic disabilities during their first and second year of training. Trainees will also complete a second-year school practicum in evaluation, diagnosis, collaborative treatment and education, classroom services, transition services for autistic pupils, and parent training undertaken in public Puerto Rico schools affiliated with the Medical Sciences Campus at the University of Puerto Rico. Federal funds will be used to provide trainee stipends, obtain faculty services, and acquire training materials.

*Grant Number:*H029A940053

Preparation of Dually Certified Specialists in Visual Impairment and Orientation and Mobility

*Project Director:*Jacobson, William

*Beginning Date:*Jun 1, 1994
*Ending Date:*May 31, 1999

University of Arkansas
2801 South University Ave
Little Rock, AR 72204
Voice:(501)569-3335

*Purpose:*Federal funds will be used for a five-year graduate program to provide coursework leading to dual certification for professionals working with students who are visually impaired. This may involve additional training in orientation and mobility for currently employed teachers, or classes in teacher education for orientation and mobility specialists. Professionals who complete this program will be eligible for certification in orientation and mobility from The Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER), as well as teacher certification in visual impairment from their state department of education. Currently, there is a great need for qualified personnel to provide both instruction in adaptive skills and orientation and mobility services to students who are visually impaired and are enrolled in local schools. While there has been an increase of teachers of students who are visually impaired in the State of Arkansas in the past three years, there has been no corresponding increase in the supply of orientation and mobility specialists serving those same students. By targeting teachers who already have background and experience in visual impairments through initial teacher certification, this program will be able to: * Increase the number of teachers quickly, since core courses in visual impairment will not be necessary; these teachers will have had core courses already as part of their prior educational experience; and * Increase the qualifications of vision and orientation and mobility specialists so that they are better prepared to serve students in rural areas, addressing all of the student's needs. Priority funding will be allocated to the preparation of teachers in Arkansas. However, teachers from these surrounding states of Oklahoma, Louisiana, Mississippi, western Tennessee, and Missouri will also be given strong consideration, since these states or portions of them do not have personnel preparation programs in orientation and mobility.

Grant Number:H029A940055

Preparing Teachers for Students with Severe Disabilities in Arkansas (Training Personnel to Serve Low Incidence Disabilities)

Project Director: Smith, Tom

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

University of Arkansas
2801 South University Ave
Little Rock, AR 72204
Voice:(501)569-3016

Purpose: This five-year project will provide financial assistance to at least 12 graduate students per year in order that they may complete courses toward Arkansas certification in Moderately-Profoundly Handicapped and a master's degree in Teaching Persons with Severe Disabilities. The University will collaborate with the Arkansas Association of Special Education Administrators to identify and recruit, as graduate students, teachers who do not meet the full qualifications of the State for certification in Moderately-Profoundly Handicapped, K-12. Each year, students will be offered all of the courses needed to meet Arkansas certification requirements. These courses will be part of a plan of study for a Master's in Education degree. Courses will be scheduled during the summer, late afternoons, in evenings, and on Saturdays to accommodate trainees. The instruction will prepare the graduate students to provide community-based instruction for pupils with severe disabilities. The current program will be modified to better provide students with competencies in the areas of assistive technology and provision of needed supports for inclusion of students with severe disabilities in regular class environments. The project will implement three strategies to assist in the retention of teachers of students with severe disabilities: * Distribution of a newsletter to teachers of students with severe disabilities three times per year; * An annual statewide Professional Development Symposium; and * Three regional half-day Professional Development Seminars. Collaboration with local and state agencies will be a significant dimension of the project. The University will collaborate with the Little Rock School District and the Pulaski County Special School District in providing appropriate field placements for graduate students in the program and in the supervision of these students. The project will also collaborate with the Arkansas Technology Resource Center in preparing graduate students in the area of assistive technology. Additionally, the project staff will collaborate with the Arkansas Special Education Resource Center, funded by the Arkansas Department of Education, to provide teachers information on current best practices.

Grant Number:H029A940060

Dual Certification of Teachers of the Visually Impaired as Orientation and Mobility Specialists

Project Director: Fazzi, Diane L.

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

California State University - Los Angeles
5151 State University Dr.
Los Angeles, CA 90032
Voice:(213)343-4400

Purpose: This five-year project will train 20 teachers of the visually impaired to receive dual certification as orientation and mobility specialists at the master's level. The project will place an emphasis on prepar-

ing O&M/Visually Handicapped Specialists to work sensitively and effectively with children from culturally and linguistically diverse populations in order to address the changing demographics of California and the United States. Children who are blind or visually impaired and have multiple disabilities represent an increasingly larger portion of the visually impaired population. Trainees in this project will receive in-depth coursework and practicum experiences related to serving children and youth with multiple disabilities. In addition, issues and skills related to transitioning visually impaired youth from school to self-sufficient adult roles will be infused into the curriculum and practicum experiences during the project period.

Grant Number: H029A950030

**Training Educators of Excellence for Maine's Students with
Severe Disabilities (TEEMSS)**

Project Director: Artesani, James

Beginning Date: Jul 1, 1995

Ending Date: Jun 30, 1999

University of Maine - Orono
College of Education
5766 Shibles Hall
Orono, ME 04469
Voice: (207)581-4061

Purpose: For the purposes of this project, severe disabilities are defined as students labeled with multiple disabilities: severe and profound mental retardation, orthopedic impairments (including complex health care needs), and autism. Federal funds will assist the College of Education at the University of Maine-Orono in extending a graduate program in severe disabilities into distant rural areas. Features of this project include new recruitment efforts, a focus on rural educators, and graduate study offered through a combination of interactive television and on-campus summer instruction. Stipends will support individuals in the graduate program, and a few full-time stipends will also be offered to undergraduates who are interested in a fifth year of study to earn a graduate degree in severe disabilities. The grant will also help the faculty to develop course work suitable for delivery by interactive television, and to monitor the quality and progress of distance education delivery. The ITV studios on the University campus will be used for the course broadcasts. Participants will be rural conditionally certified teachers, rural experienced teachers who want an advance degree, and undergraduates seeking a fifth year of study. It is expected that 30 educators will graduate with master's degrees and become educational specialists for students with severe disabilities over the three years of the project.

Grant Number:H029A960001

Rural Family Support Specialist Training

Project Director: Forest, Sue

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Montana
Dept. of Psychology PHP 345
Missoula, MT 59812
Voice:(406)243-5467

Purpose: In order to meet the significant need in Montana for trained personnel to work with infants and toddlers who have disabilities and their families, the Montana University Affiliated Rural Institute on Disabilities in conjunction with the University of Montana's Masters of Interdisciplinary Studies program will develop and implement a Rural Family Support Specialist Training program to provide students an opportunity to obtain early intervention certification to provide Part H (Infant, Toddler, and Family Program, IDEA) services in Montana as well as set a foundation for one of the University of Montana's degree granting programs. The goal of the project is to prepare students from a variety of human service disciplines in the skills and competencies necessary to provide family-centered early intervention services in rural settings to infants and toddlers with disabilities and their families through multidisciplinary and transdisciplinary teams.

Method: Students may enroll in one of two tracks leading either to Montana's Early Intervention Certification or the certification and a Masters of Interdisciplinary Studies degree. The program will target students enrolled in the disciplines of education, psychology, social work, speech therapy, physical therapy, communication studies, and nursing at the University of Montana. Interdisciplinary educational competencies for the program will be covered through six core early intervention courses. Best practice rural service competencies will be superimposed across the core courses and practicum experience. The rural early intervention courses include: (1) Infant and Toddler Development and Its Variability; (2) Families of Young Children with Disabilities; (3) Community Service Delivery Models for Early Intervention, Foundations of Teaming, Interagency Collaboration, and Peer Mentoring and Support; (4) Assessment and Family Information Gathering; (5) Program Development, Implementation, Evaluation, and Modification; and (6) Data-based Decision-Making. Practical applied experiences will be embedded in each of these courses. An intensive practicum will follow the completion of the core courses. In addition, the core early intervention courses will address Montana's Part H (Infant and Toddler with Disabilities Program) requirements for certification of professionals providing early intervention services.

Grant Number:H029A960003

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

Project Director: Myles, Brenda

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Kansas
Department of Special Education
3001 Dole Building
Lawrence, KS 66045
Voice: (913)588-5955

Purpose: The purpose of this project, within the mission of the Departments of Special Education of the University of Kansas, Emporia State University, Fort Hays University, Kansas State University, Pittsburg State University, and Wichita State University, is to provide preservice training for teachers and related services personnel engaged or preparing to engage in careers with children and youth with autism. During this three-year project, approximately 144 teachers will be trained to assume teaching, direct service, or consultation positions in public schools, community agencies, and public and private facilities that offer educational and treatment programs for children and youth with autism.

Method: Masters-level students across the largely rural state of Kansas will be provided opportunities to gain expertise in autism to complement licensure received from their "home" universities. Students will receive licensure in one of the two categories offered in Kansas: adaptive (which is designed to provide education to students who will work with those with mild-to-moderate disabilities) or functional (which is structured to meet the needs of children and youth with moderate-to-severe disabilities) and then complete coursework in autism that will give them skills to address this unique population. Masters-level students will be provided the resources to take autism-related coursework at the University of Kansas and practica experience at their "home" universities cooperatively supervised by University of Kansas and "home" university faculty. Under the direct supervision of project staff, students will have application-related experiences. For example, each Masters-level student will provide educational assessments of a minimum of two students with autism and assist in interpreting assessments to parents and teachers of children with autism in a staffing.

Grant Number:H029A960005

Training School Counselors and School Psychologists To Assist Students with Traumatic Brian Injury

*Project Director:*Clark, Elaine

*Beginning Date:*Sep 1, 1996

*Ending Date:*Aug 31, 1999

University of Utah
Dept. of Educational Psychology
1705 E Campus Center Dr, Rm. 327
Salt Lake City, UT 84102
Voice:(801)581-7968

*Purpose:*This project seeks to train 30 University of Utah graduate students in Special Education, School Counseling and School Psychology to work with children and adolescents who have sustained a traumatic brain injury (TBI).

*Method:*A consultation model will be used to ensure that participants recognize the importance of an interdisciplinary team approach and collaborative problem solving with this population. Trainees will learn how to use indirect as well as direct strategies for improving students' learning and social behavior. Home- school partnerships will be highlighted as well to ensure greater generalization of desired behaviors to the home and community. Training will be provided in rural practice. Ten students will be trained each year and efforts will be made to have fairly equal representation from the three programs. Priority will given to minority students, including students of color and students with handicapping conditions. Training will involve a full year of intensive coursework, practica, and research activities and will be designed to address the needs of students, their teachers, and their families.

Grant Number:H029A960006

Training Personnel to Serve Low Incidence Disabilities

*Project Director:*Raschke, Donna

*Beginning Date:*Sep 30, 1996

*Ending Date:*Sep 29, 1999

University of Northern Iowa
150A Schindler Education Center
Cedar Falls, IA 50614-0601
Voice:(319)273-6061

*Purpose:*There is a severe national and state-specific (Iowa) shortage of elementary school personnel who are adequately prepared to assist students with severe disabilities in achieving successful inclusion in the regular education classroom. In response to this shortage and the need to have highly qualified professionals, the three regents universities of Iowa are combining their training strengths into an Iowa Cooperative Regents master's program addressing best inclusionary practices for educators in the primary grades (kindergarten through third grade). By combining and integrating the academic, practicum, and physical resource strengths of the three universities, graduate students will be provided opportunities to acquire advanced training and leadership skills from each of the cooperating institutions. This project will address the following priorities: 1) the development of an innovative collaborative graduate training program across three regent institutions training personnel to serve children with severe disabilities and their fami-

lies in inclusive settings; 2) course delivery that collaboratively involves faculty members in special education and general education and a parent of a child with severe disability; 3) the development of general and special education professional teams that will be well trained to provide educational services in inclusive settings; 4) utilization of the Iowa Communications Network, a statewide fiber optic system to reach educational professional teams of teachers in rural and urban settings across the state; and 5) participation of trainee teams in a summer institute focusing on inclusion and rotating each summer across one of Iowa's three regent institutions.

Method: About 28 trainees will participate in the three-year program. About 14 students will enroll in a Master's degree program at either the University of Northern Iowa or Iowa State University. General and special education professionals within the same school will form teams and will take course work together during each academic year via the Iowa Communications Network. Personnel from the Iowa Department of Education's Bureau of Special Education will coordinate the administration of the project and design and organize the summer institutes. Faculty teams from the University of Northern Iowa will provide course work in curriculum modifications and adaptations to meet the needs of all children and management practices for the inclusion of students with severe disabilities. Faculty teams from Iowa State University will offer course work focusing on an overview of developmental disabilities and working with families. The University of Iowa faculty team will offer course work addressing home, school, and community partnerships. During the Inclusion Summer Institutes, trainees will participate in Iowa's Regent Center for Early Developmental Education, the fully integrated Malcolm Price Laboratory School, the Northern Iowa Instructional Laboratory, Child Health Specialty Clinics, Downs Syndrome Services, and the Comprehensive Interdisciplinary Unit.

Grant Number: H029A960008

Modification and Expansion of the Existing Training Program: An MA in School Counseling Serving Students Who Are Deaf and Hard of Hearing

Project Director: Busby, Howard

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Gallaudet University
800 Florida Avenue, NE
Washington, D C 20002
Voice: (202)651-5515

Purpose: The major objective of this project is to modify an existing program to provide preservice training of school counselors by increasing their capability to counsel deaf, hard of hearing, and multiple disabled school-age children who are also members of racial, linguistic, and ethnic minority groups, being served in both mainstream and residential school programs.

Method: This project will broaden the philosophical/training focus within the Department of Counseling, and initiate the corresponding curriculum modifications (course additions and revisions) to provide counselor trainees with expertise in the following additional areas: psychosocial, emotional, and medical aspects of physical, mental, and emotional disability pertaining to students with multiple disabilities; multicultural counseling issues of persons from ethnic and racial minority groups; the transitional planning process for students with multiple disabilities; and policies and practices of inclusion in mainstream settings. Upon completion of the two-year program of studies, graduates will have acquired the necessary competencies to provide preventative, crisis, and long-term intervention and transitional planning services

for these groups of students. With the expanded curriculum and a parallel recruitment effort, the additional goal of increasing the supply of qualified counselors who are themselves members of minority groups and minority deaf and hard-of-hearing members will also be accomplished.

Grant Number:H029A960009

**Preparing Graduate Level Educators for Programs Serving
Students with Low Incidence, Severe Disabilities**

*Project Director:*Billingsley, Felix

*Beginning Date:*Jan 1, 1997

*Ending Date:*Dec 31, 1999

University of Washington
Experimental Education Unit
P.O. Box 357925
Seattle, WA 98195
Voice:(206)543-4011

*Purpose:*The project will improve and expand an ongoing master's degree-level training program for educators who provide services for children and youth experiencing low-incidence, severe developmental disabilities including severe intellectual deficits, multiple disabilities, and/or autism.

*Method:*Between 12 and 14 students per year will be trained, including students who are seeking only the M.Ed. Degree and those who are seeking initial certification concurrent with the M.Ed. A major effort of the program will be to develop and implement a "practicing teacher strand" that will help practicing teachers acquire the M.Ed. degree. Specifically, a comprehensive program of coursework and practical experiences will be developed that will pair students who are practicing teachers with a "collaborating teacher" who is a former graduate of the project's personnel preparation program. Collaborating teachers will consult and collaborate with students who are practicing teachers throughout their course of study. Implementation of the proposed strand will permit full-time enrollment by practicing teachers with minimal release time from current teaching duties. All students will experience an outcomes-based approach by means of specialty coursework and practica in inclusive/integrated public school settings. Recruitment activities will be designed to increase participation by members of traditionally underrepresented groups.

Grant Number:H029A960013

**Training Personnel for the Education of Individuals with Disabilities:
Traumatic Brain Injury**

*Project Director:*Gordon, Wayne

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

Mount Sinai School of Medicine
Box 1240 One Gustave Levy Place
New York, NY 10029
Voice:(212)241-7917

*Purpose:*This project addresses the need to train school personnel to meet the unique educational needs of children with traumatic brain injuries (TBI). Over the three years, the project will train 60 teachers and related personnel within New York City public schools to implement TBI-specific, coordinated programs within their schools.

*Method:*The project is structured to optimize the chance that this personnel training will have maximal classroom and structural impact on the schools to which trainees return. The project is aimed at senior personnel interested in teaching/working with students with TBI, and will be undertaken during a one-year training course given during academic sabbatical leaves.

Grant Number:H029A960014

**Preparing Special Educators to Meet the Needs of Linguistically
Diverse Students with Low-Incidence Disabilities**

*Project Director:*Milian, Madeline

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

University of Northern Colorado
College of Education McKee 29
McKee 318
Greeley, CO 80639
Voice:(970)351-1683

*Purpose:*This project will enhance the University of Northern Colorado's low incidence programs (vision/orientation and mobility, hearing, and multiple disabilities program) by developing and expanding coursework and content specifically related to the needs of linguistically diverse students with low-incidence disabilities. Most of the special education literature and existing Bilingual Special Education Teacher Training Programs have focused on the needs of students within the high incidence disability areas. Consequently, less attention has been given to the needs of students with sensory impairments and multiple disabilities who enter school without a working knowledge of English. The training priorities addressed by the project will include: (a) preservice preparation of special educators to work with students with low-incidence disabilities; (b) early childhood training because the three low incidence programs include the birth to 5 age range; and (c) preparation of related services personnel because the trainees selecting the visual impairments area may also choose to work on orientation and mobility.

Method: To meet the objectives of the proposal, the project will: 1) provide financial support to 30 trainees pursuing graduate degrees in one of the three low incidence programs over a three-year period; 2) introduce a new course addressing assessment and instructional needs of students who come from non-English speaking homes and have low-incidence disabilities; 3) infuse competencies addressing the needs of linguistically diverse students with low incidence disabilities within the existing courses; 4) target recruitment efforts to attract qualified bilingual trainees, or trainees who are interested in developing competencies in a second language and in teaching students who come from non-English speaking communities; 5) conduct a multi-state needs assessment of current practices and competencies needed by teachers working with students with low-incidence disabilities who come from homes where language other than English is spoken; 6) supplement the resource library with assessments and instructional materials designed for linguistically diverse students so that the trainees become competent in using these materials in their future teaching positions; and 7) establish an Advisory Committee to guide the project in achieving its goals.

Grant Number: H029A960015

Secondary Severe Disabilities and Transition Personnel Preparation

Project Director: Hughes, Carolyn

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Vanderbilt University
Peabody College Kirkland Hall Room 512
Nashville, TN 37240
Voice: (615)322-8186
Fax: (615)343-1570
E-mail: carolyn.hughes@vanderbilt.edu

Purpose: This three-year project is designed to upgrade the skills of certified teachers by providing them specialized training for teaching high school students with severe disabilities who are making the transition to adult life. During this three-year period, a total of 20 Master's students (15 full-time students and 5 part-time students) will participate in this project. The Master's program in Secondary Severe Disabilities and Transition is expected to have impact on three levels: (a) increasing numbers of personnel, including minority personnel, serving high school students with severe disabilities, (b) enhancing service delivery to high school students with severe disabilities and their families, and (c) improving post-school outcomes for students with severe disabilities.

Method: The curriculum for this new Master's level training program incorporates a "hands-on" approach by sequentially linking coursework to practica in authentic, real world settings. To achieve an integration of research and practice, the program will enter into collaborative efforts with the Tennessee Department of Education, Vanderbilt University, and Metropolitan Nashville Public Schools. Unique features of the proposed program are: (a) extended field placements in high-school classrooms and community-based employment training sites, (b) partnerships between part-time and full-time program trainees to maximize the opportunities for applying knowledge and skills in educational settings, and (c) a commitment to use affirmative action methods to ensure that at least one third of program trainees will be minority students.

Grant Number:H029A960023

**A Transdisciplinary Approach to Preparing Personnel to
Serve Learners with Low-Incidence Disabilities**

*Project Director:*Orelove, Fred

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

Virginia Commonwealth University
Virginia Institute for Developmental Disabilities ..ORG
Box 980568, MCV Station
Richmond, V A 23298-0568
Voice:(804)828-3908

*Purpose:*This program is designed to provide a high quality education which 1) results in state endorsement in severe disabilities for up to 30 teachers currently working in special education, but who still need endorsement, and 2) enhances the knowledge and skills in severe disabilities for 30 general education teachers and related services personnel.

*Method:*Teachers seeking endorsement will enroll in a 21 credit, graduate level curriculum of courses and externship, to be offered in three overlapping, 18-month cycles. Other staff will individually select coursework within the curriculum to meet their needs for information. This is a strengthening/updating and re-institution of a previously active personnel preparation program. The curriculum and design of the program incorporate the following special features: transdisciplinary/collaborative model; emphasis on inclusive education; emphasis on families; specialized information in autism, deaf-blindness, and special health care needs; linkages to external programs and activities; off-campus instruction and flexible scheduling of courses; annual development forum for current and former trainees; and investment of faculty in personnel policy efforts in Virginia. In addition, the program will provide on-going support to current trainees and graduates in their schools through the state funded Training and Technical Assistance Center at Virginia Commonwealth University. Thus, the effects of the initial training will be maintained and expanded beyond the life of the program.

Grant Number:H029A960025

Simmons College Special Education Training Program for Minority Teachers

*Project Director:*Fleming, Elizabeth

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

Simmons College
Dept. of Education & Human Services
300 The Fenway
Boston, MA 02115
Voice:(617)521-2558

*Purpose:*The goals of this three-year project are to increase the number of minority teachers who are certified in Intensive Special Needs; to increase the number of urban minority teachers who are prepared to serve the needs of learners with intensive special needs in a general education setting; and to increase opportunities for learners with intensive special needs to fully participate in their neighborhood school and community.

Method: The project will offer 18 trainees full financial assistance for enrollment in a graduate-level program. These trainees may reside in or are committed to working in urban settings and are members of a defined minority group. Special educators are trained in a preservice, competency-based program to design and implement curriculum using the best education practices in inclusive settings. These practices include collaborative teaming, cooperative group learning, and strategies for adapting curriculum and instructional technology.

Grant Number:H029A960030

Preparation of Communication Specialists to Serve Young Children with Autism Spectrum Disorders

Project Director: Bess, Fred

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Vanderbilt University
School of Medicine
21st Ave. South
Nashville, TN 37232
Voice: (615)322-4099

Purpose: This project focuses on children with autism (ages two to seven) and their families, using a multidisciplinary/interdisciplinary approach to the identification, assessment, and management of children with autism.

Method: The project will enroll eight students each year, four students in speech/language pathology and four students in audiology, over a three-year period. Resources from three departments associated with Vanderbilt University will be utilized to provide students with a comprehensive training program: Special Education, Pediatrics, and Hearing and Speech Sciences. The project features a combination of didactic coursework and related field practicum. The Bill Wilkerson Center, a large multifaceted facility dedicated to serving children and adults with communication disorders, will be the primary resource for student practicum opportunities. Graduates will take positions of leadership in schools, community clinics, hospitals, and parent-home programs. Trainees will also be prepared to take on the role of administrators, supervisors, and/or consultants in educational agencies.

Grant Number: H029A960034

**Specialist Training Program in Behavioral Approaches to the
Education of Children with Autism Spectrum Disorders**

Project Director: Theurer-Kaufman, Karin

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Rochester
P.O. Box 617 601 Elmwood Ave.
Rochester, NY 14641
Voice: (716)275-8300

Purpose: The purpose of this project is to provide graduate students in special education and psychology preservice instruction in the use of behavioral approaches with children from birth to 21 with autism spectrum disorders. The project will be a collaborative effort involving several institutions of higher education (the University of Rochester Warner Graduate School of Education and Human Development, the Strong Center for Developmental Disabilities at the University of Rochester School of Medicine and Dentistry, and the State University of New York at Brockport), and a local public educational consortium (the Monroe County Board of Cooperative Educational Services - No. 1 BOCES). The development of this training program is based on extensive literature indicating that children with autism do not benefit from traditional models of education; instead they require a very structured, systematic, behaviorally sound educational approach based upon learning theory.

Method: This project will provide the opportunity for students from various disciplines to participate in six credit-bearing courses directed at developing competencies in child development, learning theory and applied behavioral principles, family-centered provision of services, and the application of learning theory to the education of children with autism. Students will develop these competencies through a wide variety of didactic, practicum, and teaching experiences. Graduate students entering, or already enrolled in, Masters degree programs in special education or applied psychology, may choose to specialize or have a concentration in this area. Upon successful completion of the program, the student will be awarded a Certificate of Completion, earning 18 hours of graduate credits which may be used towards a Master's Degree in the University of Rochester's Warner Graduate School of Education and Human Development or a Master's Degree in Psychology from the State University of New York College at Brockport. Collaborations with an additional local institution of higher learning will be developed to provide training to masters-level students in speech pathology. Community agency and public school practicum sites will also be added.

Grant Number:H029A960040

Program for Educators of Visually Disabled Children

Project Director: Kapperman, Gaylen

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Northern Illinois State University
Dept. of Educational Psychology and Special Education
231 Graham Hall
DeKalb, IL 60115
Voice: (815)753-8453

Purpose: The purpose of this project is to train teachers of visually disabled children at both the undergraduate and graduate levels on a preservice basis. The project will recruit trainees from Illinois, states that do not have training programs, traditionally underrepresented groups (minority persons and persons with disabilities), and rural areas.

Method: Over a three-year period, a total of 45 certified teachers will graduate from the program — 15 undergraduate and 30 graduate program participants. Project staff will involve themselves in Northern Illinois University's program for the recruitment of African-American, Hispanic, Asian, and Native American students. Information regarding the program and available financial assistance will be disseminated by computer bulletin boards, web pages of organizations such as American Council of the Blind (ACB) Online, a listserv to which visually disabled students subscribe operated by ACB, community colleges, and high school counselors.

Grant Number:H029A960042

Training Personnel for the Education of Individuals with Disabilities Program: Low Incidence Vision Education

Project Director: Smith, Audrey

Beginning Date: Dec 1, 1996

Ending Date: Nov 30, 1999

Pennsylvania College of Optometry
Graduate Studies 1200 Wooderey Avenue
Philadelphia, PA 19141
Voice: (215)276-6276

Purpose: The project aims to train 87 individuals, with certificates in the Education of Children and Youth with Visual and Multiple Impairments (EVI) and/or Orientation and Mobility (O&M), and/or Master's degrees in EVI.

Method: Low Incidence Vision Education (LIVE) will update and upgrade Pennsylvania College of Optometry's (PCO) on-campus offerings while adding a distance component with outreach to neighboring states. The project will employ an array of traditional and technologically advanced instructional methods to facilitate the presentation of coursework and incorporation of best practice strategies and research. The program will be guided by an interdisciplinary philosophy, will target ages 1-21, and will network with all stakeholder populations. Minnesota and Virginia will serve as distance campuses and host O&M Summer Certificate programs modeled after PCO's field-tested grass-roots program. Maryland will assist

in the coordination of a certificate/graduate degree program in EVI. All sites will utilize local, certified instructors as adjunct PCO faculty and recruit from their neighboring states, with particular efforts toward individuals with disabilities, from rural areas, and representing minority populations. To further the program's distance outreach capabilities, national teleconferences will be co-sponsored each year, in conjunction with Penn-Tech. In addition, videos and self-instructional workbooks will be reviewed, adapted, and further developed by the project staff and produced through the federally funded Project VIDEO.

*Grant Number:*H029A960044

Southwestern Distance Education for Teachers of Students with Visual Impairments and Deaf-Blindness

*Project Director:*Erin, Jane

*Beginning Date:*Jan 1, 1997

*Ending Date:*Dec 31, 1999

University of Arizona
College of Education
Department of Special Education
Tucson, AZ 85721
Voice:(520)621-0945

*Purpose:*This project will prepare special and regular educators to work with students who are visually impaired or deaf-blind in Arizona as well as in Nevada and New Mexico, where there are no university preparation programs that specialize in instruction of students with these low-incidence disabilities. At least 10 individuals in Nevada and 10 individuals in New Mexico will qualify for certification. About 30 to 60 other individuals will complete at least one course in visual impairment and 25 individuals will complete all courses in deaf-blindness.

*Method:*There are three models of distance delivery in this project. Model I or the alternative sites model delivers courses on site at the Marvin Picollo School in Reno, Nevada, and at the New Mexico School for the Visually Handicapped in Alamogordo, New Mexico, and/or a site in Albuquerque, New Mexico, depending on predominant enrollment. Participants in this model may pursue coursework toward certification as a teacher of visually impaired students or they may enroll to enrich their existing skills as special educators and related services personnel. Model II or the alternative format model will offer the same courses as Model I through a VideoCampus format. Participants will attend the first and last weekends of the on-site course meetings in Reno and Alamogordo/Albuquerque, and they will complete other course requirements through viewing the classes on videotape with other local participants. A site coordinator will be appointed at the local site to administer the course and to conduct discussions and activities. Model III or the alternative scheduling format will offer intensive courses in deaf-blindness on the campus of the University of Arizona during each summer and fall semester of the project period. Summer courses will be three-week intensive workshops, and the fall courses will be offered over five weekends to allow students who live at a distance to attend. Those completing a cycle of three courses and a practicum in deaf-blindness will receive a departmental certificate stating their qualifications to work with students who are deaf-blind.

Grant Number:H029A960052

**Educational Interpreter/Transliterater Training Partnership for
Low-Incidence Disabilities - Deaf**

Project Director: Shroyer, Edgar

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of North Carolina
Department of Communications
1000 Spring Garden St.
Greensboro, NC 27412
Voice: (336)334-5843

Purpose: The project will train educational interpreters/transliterators to meet the needs of children who 1) are deaf, 2) are from culturally and linguistically diverse backgrounds, 3) may exhibit additional disabling conditions, and 4) attend public schools in North Carolina or South Carolina. The goal of the program is to address the critical shortage of educational interpreters available to serve the deaf and hard of hearing population attending public schools.

Method: The project utilizes the specific resources of a model educational interpreting training program at the University of North Carolina at Greensboro (UNCG) to collaborate with the following seven different colleges and universities located in geographically different areas of North Carolina and South Carolina: Barton College, Wilson, NC; Converse College, Spartanburg, SC; Lenior-Rhyne College, Hickory, NC; North Carolina Central State University, Durham, NC; University of North Carolina at Asheville, Asheville, NC; Appalachian University, Hickory, NC and University of North Carolina at Wilmington, NC. The project prepares trainees to serve low-incidence deaf children from preschool through secondary levels by providing specialized classes in educational interpreting/transliterating skills development during three summer sessions on the campus of University of North Carolina at Greensboro (UNCG). Trainees take course work at their home institutions during the academic year to acquire competencies outlined by the Registry of Interpreters for the Deaf/Council on Education of the Deaf (RID/CED) Ad Hoc Educational Interpreter Standards Committee. The trainees gain competencies in liberal arts, language skills, and cultural sensitization at their home institutions. Practical experiences through observations and practica are also accomplished at their home institution. Educational interpreting skills and knowledge are taught at UNCG during summer school. Trainees are equipped with a strong foundation in education, audiological and psycho-social implications of deafness, speech and language development, and interpreting and tutoring techniques, with special emphasis on the exceptional learner.

Grant Number:H029A960053

Preparation of Personnel to Serve Learners with Disabilities

*Project Director:*Demario, Norma

*Beginning Date:*Nov 1, 1996
*Ending Date:*Oct 31, 1999

Illinois State University
Dept. of Special Education, Programs for Visually Handicapped
University Research Office #3040
Normal, IL 6 1790-3040
Voice:(309)438-5829

*Purpose:*The purpose of this three-year project is to prepare highly qualified special education personnel to meet the critical need for teachers of learners with visual impairments, age three to twenty-one. Personnel will be prepared at the Bachelor's and Master's degree level. Completion of the program leads to certification by entitlement, with NCATE approval, in the area of Blind and Partially Seeing in Illinois. Additional entitlements at the baccalaureate level are possible in physical disabilities and elementary education. All degree students seeking certification will follow the University-approved program. Six Master's level students, 24 undergraduate students, and 15 students at the non-degree level will receive financial assistance in the first year of the grant. The products of this project will be highly qualified personnel who will help fill the critical need for teachers of learners with visual impairments in Illinois and Indiana.

*Method:*At the non-degree level, there is a distance program in southern Illinois and Indiana, leading to certification by transcript evaluation. Because of the critical need for teachers over a large rural geographical area, the traditional method of providing course work at one site will not serve the needs of the area. A distance learning program using Internet, television programs, auditory and video transmittal of classes, and study guides will be integrated into courses so that participants within a large rural geographic area can participate. Six courses and clinical experiences will be offered.

Grant Number:H029A960055

Specialized Training for Communication, Language, And Literacy to Serve Children with Low Incidence Disabilities and Their Families

*Project Director:*Moore, Susan

*Beginning Date:*Oct 1, 1996
*Ending Date:*Sep 30, 1999

University of Colorado
Comm. Disorders and Speech Science
1511 University Campus Box 19
Boulder, CO 80309
Voice:(303)492-5375

*Purpose:*This three-year project is designed to recruit, support, and prepare 15 graduate students per year at the preservice level to develop competencies in providing intervention focused on improving communication, language, and literacy learning to those children using alternative linguistic codes associated with assistive technology (augmentative/alternative communication, assistive listening devices, computer enhanced learning) and/or sign language. The training will include children with severe disabilities in inclusive settings.

Method: The project will implement strategies to recruit and train high-quality students who have disabilities, come from culturally diverse backgrounds, and/or come from rural locations. A job placement/follow-up plan to link graduates with existing openings and continuing education opportunities in the state of Colorado and the surrounding region will be developed. Information and resources gained from this project will support Colorado's Department of Education efforts to collaborate training and establish policies and procedures relevant to preservice and inservice training for low-incidence populations including children with severe disabilities.

Grant Number: H029A960059

AAC Specialization for Teachers Serving Children with Low-Incidence Disabilities

Project Director: Goetz, Lori

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 1999

San Francisco State University
Office of Research 1600 Hollway Avenue
San Francisco, CA 94132
Voice: (415)338-7694

Purpose: The Department of Special Education & Communicative Disorders at San Francisco State University will conduct a three-year project to develop a recruitment program to increase the number of minority students trained for low-incidence certification with special emphasis in augmentative and alternative communication (AAC). The project has three objectives: 1) to design an alternative and augmentative communication specialization area within the low-incidence certification programs (severe multiple disabilities/orthopedic handicaps), which emphasizes coursework and practica in multicultural inclusive settings; 2) to recruit and retain well-qualified service providers from under-represented groups; and 3) to prepare well-qualified service providers from all backgrounds to improve educational access for culturally diverse students served in inclusive classrooms who have augmentative and alternative communication service needs.

Method: Graduate trainees in existing credential programs (Severe Disabilities/Orthopedic Disabilities) will add six additional semester hours of academic coursework and a 135-hour practicum in order to complete the specialization emphasis on implementation of effective AAC. Given the diverse population demographics of Northern California, and the large number of students from different ethnic and cultural groups currently enrolled in public school programs, it is critical that programs such as this one reach out to under-represented students. From 10 to 20 students reflecting under-represented groups will be trained each year, increasing enrollment totals for students of non-European background in each certificate program to at least 40 percent.

Grant Number:H029A960060

Training Personnel to Serve Low Incidence Disabilities

Project Director: Zimmerman, George

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 1999

University of Pittsburgh
350 Thackeray Hall
Pittsburgh, P A 15260
Voice:(412)624-7400

*Purpose:*The purpose of this project is professional preparation of master's degree and certification level teachers of the visually impaired (TVI), with supplementary preparation in orientation and mobility (O&M). A new component to this program will be the addition of course work and clinical experiences in early intervention (EI) to prepare students to serve the needs of infants and toddlers with visual impairments (VI). This new component will afford opportunities for students from the Vision Studies Program and the Early Childhood Special Education Program to participate cooperatively in both didactic and practicum experiences. The program also emphasizes instructional methodology for students who have visual impairments along with additional disabilities. The program addresses the needs of infants, toddlers, children, and youth who reside in rural or urban settings and receive services in the home, inclusive, or residential school settings.

*Method:*The University of Pittsburgh Vision Studies Program is the only program east of the Mississippi to prepare masters of education, dually certified TVI, and O&M specialists with additional preparation in EI to serve this low incidence population. To address the personnel shortage and the demands for professionals who are capable of providing a more holistic program of service to this population, the program emphasizes multiple competency training. Preparation is further enhanced by the availability of a plethora of clinical/practicum placement sites where infants, toddlers, children, and youth with VI are served.

Grant Number:H029A960064

Teaching Educational Interpreting

Project Director: Johnson, Lelani

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Front Range Community College
Community and Workplace Development
3645 West 112th Ave.
Westminster, CO 80030
Voice:(303)404-5387

*Purpose:*This pilot project, the Educational Interpreting Certificate Project (EICP), will provide a sequenced program of materials and supports to a selected cohort of working educational interpreters throughout Montana and Wyoming which will enhance their classroom effectiveness. The project integrates the efforts of a number of partners including postsecondary institutions and K-12 organizations in Colorado, Montana, and Wyoming. The collective intent is to create a new program which will meet the acute need for postsecondary education of individuals striving to serve students with a low-incidence disability, particularly in rural K-12 settings.

Method: EICP will use the Professional Development Endorsement System (PDES) as a basis to create comprehensive, self-contained modules, e.g., lecture notes, instructional videos, student materials, that can be used by subject matter experts to provide postsecondary education for educational interpreters. An additional module on tutoring strategies will be produced to augment PDES. The fully modularized curriculum will be delivered via existing and emerging technologies using proven distance education methodologies. Additionally, a three-week Summer Institute will be held annually. As appropriate, specific modules will be opened for a broader audience, such as parents and teachers.

Grant Number: H029A960074

Preparation of Early Intervention Specialists for Services to Children with Deafness and Hearing Loss and Their Families

Project Director: Johnson, Harold

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Kent State University
Special Education Services
110 Terrace Hall, P.O. Box 5190
Kent, OH 44242
Voice: (330)672-2070

Purpose: The project is designed to provide transdisciplinary, field-based, graduate training to 40 trainees to acquire the competencies necessary to provide high-quality services for infants and toddlers who are deaf or hard of hearing and their families. Early intervention specialists will be trained from two disciplines: Teaching of the Deaf & Hard of Hearing and Audiology.

Method: During this three-year project, about 16 full-time, academic-year trainees will complete the normal two-year requirements for masters degrees. Additionally, they will complete 15 semester hours of special course work designed for this project. Each summer another group of eight trainees, drawn from Ohio and five neighboring states, will enroll in three graduate courses and receive special field-based practicum experiences. Both the academic year trainees and the summer ones will form crossdisciplinary cores consisting of students from the disciplines of Teaching of the Deaf and Hard of Hearing and Audiology. Trainees from each group will complete their field internships and clinical practicum training together in a comprehensive transdisciplinary climate that stresses case studies. Philosophies of family-centered, community-based services will be affirmed throughout the training program. The inter-institutional and inter-departmental design of this project, which includes departments from Kent State University and Children's Hospital Medical Center of Akron, ensures high-quality, crossdisciplinary faculty and training experiences. These two agencies jointly operate the Family Child Learning Center, a focal point for this new training program. Transdisciplinary project staff will provide infield training and supervision of trainees, implement project management and evaluation activities, and disseminate information about the project. Competencies developed by trainees will be greatly enhanced by early intervention service programs in Ohio, which contain sufficient numbers of infants and toddlers with deafness or hearing loss and their families to allow for a highly dynamic and enriched internship and clinical practicum experience for all trainees.

Grant Number:H029A960079
Careers in Early Intervention

Project Director: Horn, Eva

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Vanderbilt University
Peabody College
Kirkland Hall, Room 512
Nashville, TN 37240
Voice: (615)322-8179
Fax: (615)343-1570
E-mail: ev a. horn@vanderbilt.edu

Purpose: This project creates a Master's program that will lead to Tennessee state licensure in Early Childhood Special Education. It will support a total of 17 Master's trainees during a three-year period. The proposed curriculum has a "theory-to-practice" orientation with coursework sequentially linked to practica in actual settings. Students will be trained through the collaborative efforts of Vanderbilt University, the Tennessee Department of Education, and various community and health agencies.

Method: Students will be placed in a local elementary school with children from a variety of cultural, socioeconomic, and geographic backgrounds. Trainees will be placed in inclusive classrooms led by one of the teacher teams set up by the project, enhancing the interdisciplinary nature of the service delivery. This project will increase the number of trained professionals working with infants and toddlers with disabilities and their families and develop a model for training early intervention professionals to assume new roles as part of an interdisciplinary team based on interagency cooperation that can provide family-focused assistance. Personnel trained by this project will help provide a positive beginning to young children with disabilities by remediating developmental delays, preventing secondary disabilities, and strengthening their families.

Grant Number:H029A960081
New and Practicing Teachers of Children Who Are Deaf

Project Director: Rittenhouse, Robert

Beginning Date: Nov 16, 1996
Ending Date: Nov 15, 1999

University of Arkansas - Little Rock
Teacher Education
2801 S. University Ave.
2801 South University Avenue
Little Rock, AR 72204
Voice: (501)569-8944

Purpose: The University of Arkansas at Little Rock (UALR) seeks to modify its foundational (certification) program in Deaf Education through a number of curriculum changes. UALR will add two major curriculum elements (Community Service in Action and Summer Reading); significantly change two other relatively new courses (Current Issues and Action Research); upgrade methods courses in speech, language, and other subjects by adding units on culture, electronic instruction, and integrative strategies; upgrade and expand field work by increasing field placement options (adding out of state opportunities for students in the multidisciplinary track) and enhance student supervision.

Method: Summer offerings for part-time, off-campus students who teach in rural areas away from Little Rock will be added by providing certification courses on a systematic basis over consecutive summers and in an accessible fashion, by exploring the feasibility of electronic course offerings, and by implementing a three-week summer practicum. In addition, a practicum site utilizing technology (called The Electronic Classroom) will be fully developed at the Arkansas School for the Deaf (ASD) and will be used by students and interns under the supervision of ASD teachers and UALR faculty. Special efforts will be made to recruit and retain deaf students and students from racial minority groups (especially African Americans).

Grant Number: H029A960083

Training Personnel to Serve Low Incidence Disabilities

Project Director: Baird, Samera

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Auburn University
Rehabilitation Special Education
1228 Haley Center
Auburn University, AL 36849
Voice: (334)844-5943

Purpose: The focus of this project is to increase the quantity and improve the quality of personnel available to serve very young children with low-incidence disabilities and their families in Alabama, especially the southern, remote portion of the state.

Method: By the end of this three-year project, a total of 54 students (no fewer than 12 representing minorities) will have completed their degree or certificate emphasizing low incidence disabilities. Auburn University's Early Childhood Special Education (ECSE) program will be revised by adding a low-incidence disability emphasis. A weekend college preparation forum will make the program accessible to students in remote areas. Three learner groups will be targeted for this program: ECSE teachers will receive a Master's degree and earn a Class A teaching certificate (0-8 years); special service providers will earn generic early intervention competency certification allowing them to become qualified early intervention providers (0-2 years) in accordance with Alabama's standards; and equivalency service providers who are employed in the Alabama Early Intervention System, but do not meet the criteria necessary to retain employment, will receive a generic equivalency certificate necessary for Alabama's special instruction endorsement (0-2 years). The project will directly contribute to Alabama's new Generic Early Intervention Competency Certificate and Special Education Equivalency Program.

Grant Number:H029A960085

Grants for Pre-Service Personnel Training: Training Early Interventionists in Low Incidence Disabilities

Project Director: Hatley, Josephine

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Pittsburgh
Office of Research
350 Thackeray Hall
Pittsburgh, PA 15260
Voice: (412)624-7400

Purpose: The three major objectives of this project are the following: to develop an Infant/Toddler Multiple Disabilities Specialization (Birth to 3) within the current Early Intervention Master of Education (Birth to age 5)/Early Childhood Education Certification Program (Birth to age 8); to graduate 20 personnel from the Early Intervention M.Ed./Early Childhood Education Certificate Program with an Infant/Toddler Multiple Disabilities Specialization; and to develop eight instructional modules focusing on the conditions and needs of infants and toddlers with multiple disabilities (including vision impairments, hearing impairments, deaf-blindness, autism, medically fragile conditions, oral-motor feeding, communication, and mobility) and deliver them as one-credit courses that include video-based evaluations of student competence.

Method: The courses in the Early Intervention M.Ed./Early Childhood Education Certification Core Program focus on educational programming for all infants and toddlers; assessment and early intervention for infants and toddlers with disabilities; working with families; linking families to community resources; and the medical and physical aspects of disabilities. This project adds an interdisciplinary specialization in multiple disabilities for infants and toddlers that builds upon the coursework offered in the Core Program.

Grant Number:H029A960086

MS/CBS: A Masters in Science Program to Develop 24 Comprehensive Behavior Specialists for the State of Utah

Project Director: O'Neill, Robert

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Utah
Special Education
1705 E. Campus Center Dr., Rm 221
Salt Lake City, UT 84112-9253
Voice: (801)581-8121

Purpose: This proposal details a new graduate emphasis area in the Department of Special Education at the University of Utah, with plans to train at least 24 professionals over the course of the three-year project as Comprehensive Behavioral Specialists.

Method: Each student would earn a Master's in Science degree in Special Education as a function of successful completion of 18 specialized, interdisciplinary campus and field experience courses in social and

behavioral support and management, and thesis-based research. This training would prepare these professionals to deliver direct support and technical assistance on five levels that have been determined critical for the success of children and youth with low-incidence disabilities: (a) individualized student behavioral support and management planning; (b) organization and management of classrooms systems; (c) development and implementation of proactive, school-wide discipline systems; (d) facilitation of multi-agency support teams (including mental health and judicial systems); and (e) adaptation of services in a manner sensitive to cultural preferences, traditions, and practices.

Grant Number:H029A960088

**Preparation of Assistive Technology Teams for
Students with Low Incidence Disabilities**

*Project Director:*Robinson, Cordelia

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

University of Colorado Health Sciences Center
Department of Pediatrics VAP 4200 East 9th Avenue CB-C221
Denver, CO 80266
Voice:(303)270-7224

*Purpose:*The purpose of this project is to support the preparation of a minimum of 36 highly trained professionals per year who can create, implement, and consult on the provision of assistive technology to students with significant special needs.

*Method:*The assistive technology program is competency based and interdisciplinary in its approach to personnel preparation. Practicum experiences are provided within fully inclusive school and community-based programs by an interdisciplinary faculty in conjunction with parents of children with disabilities. The program has been designed to provide graduate-level students with opportunities to: 1) develop in-depth knowledge of assistive technology for low-incidence populations; 2) design strategies that support the use of assistive technology in inclusive settings; 3) implement assistive technology programs that are designed to increase independence and learning opportunities for students; and 4) provide services that are consistent with current knowledge of "best practice."

Grant Number:H029A960089

Training Personnel to Serve Low Incidence Disabilities

*Project Director:*Luetke-Stahlman, Barbara

*Beginning Date:*Sep 1, 1996

*Ending Date:*Aug 31, 1999

University of Kansas Medical Center
School of Allied Health Hearing and Speech
3901 Rainbow Boulevard
Kansas City, KS 66160
Voice:(913)588-5750

*Purpose:*This project will annually support preservice training of at least 25 teachers, speech pathologists, or related services providers who are interested in obtaining deaf education certification through the University of Kansas masters degree program. This project has been developed in response to the need to better serve students who are deaf and hard of hearing (D/HH) in Kansas and the Midwest, especially in rural/remote areas. Graduates will be leaders, able to deliver services in a collaborative fashion in integrated public school environments.

*Method:*Participants enroll in one of five competency-based plans of study that are recommended by the Council on the Education of the Deaf or the KU speech pathology program. They will receive special mentorship in course work by KU faculty and be observed during practica by qualified supervisors. Training will be offered in creative ways, e.g., use of liaison project staff at remote campuses, use of interactive/compressed video, courses offered on the World Wide Web, use of long distance "correspondence-like" courses, and coordinated course work at colleges in the region accepted as a part of KU plans of study. Some participants will also visit model schools or receive inservice from inclusion specialists. This project has been developed through collaborative discussion with state, university, and public school officials. The project evidences a coordinated service effort among the state campuses located in Kansas City, Lawrence, Wichita, and Hays as well as with the High Plains Educational Cooperative in Western Kansas.

Grant Number:H029A960091

Training Programs in Assistive Technology, Adapted Physical Education, and School-to-Work Transition for Special Education Personnel in Pacific Jurisdictions

*Project Director:*McFarlane, Fred

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

San Diego State University
5250 Campanile Drive
San Diego, CA 92182
Voice:(619)594-2462

*Purpose:*This project will implement an innovative and collaborative training program in Assistive Technology, Adapted Physical Education, and School to Work Transition for Special Education personnel in the Territory of American Samoa, the Territory of Guam, the Republic of the Marshall Islands, the Republic of Palau, and the Commonwealth of the Northern Marianas Islands. The project also will establish a

network of desktop video communication capabilities for the purpose of telestaffing in special education issues with the collaborative jurisdictions. The project will result in the development of needed and presently unavailable special education programs to children and youth.

Method: All training will be presented on site in the Pacific to ensure jurisdictional and regional relevancy, cultural appropriateness, and locale suitability. There will be two participants from each jurisdiction for a total of ten in the training cycle cohort group. Desirable candidates will be current Special Education personnel at the Bachelors or Masters degree level. This group will ultimately serve to train other educators on their respective islands. Certification as a Specialist in these areas will be available to qualified candidates. Training methodology will include cohort group classroom instruction using the facilities of the University of Guam (UOG), customized on- site jurisdictional training sessions, coursework presented through distant learning, and follow-on. The training will span three years with training sessions no more than two months apart to ensure continuity.

Grant Number:H029A960092

Training Special Education Personnel to Teach Children and Youth with Autism and Serious Emotional Disturbances

Project Director: Eaves, Robert

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Auburn University
Rehabilitation Special Education
1228 Haley Center
Auburn University, AL 36849
Voice: (334)844-5943

Purpose: This project addresses the improvement and expansion of an existing program designed to increase the capacity and quality of preservice training of special education personnel serving children and youth with autism and serious emotional disturbances. Upon completion of the three-year period, the project will have prepared 26 teachers who are qualified to teach autistic and seriously emotionally disturbed children and youth. Graduates will earn a Master's degree in Special Education. This project will increase the capacity of the existing program at Auburn University in four ways: 1) increase the number of teachers trained per year from six to eight; 2) expand the geographical area served to include Alabama and Georgia; 3) expand the training program to include instruction and practical experience in teaching autistic children; and 4) expand the training program to include collaborative consultation skills for teachers who will serve as behavior management consultants in inclusive settings. Recruitment of minority students and noncertified personnel into a high quality practicum-based training program continue as project priorities.

Method: Program features that ensure that graduates will have competencies needed to address identified qualitative needs are the following: a) faculty with sufficient training and experience to provide high quality instruction to program students; b) course competencies that are based on established theoretical principles and state-of-the-art practices in special education; c) field-based practica that allow students to implement, under supervision, the instruction they receive relative to education of children and youth with serious emotional disturbance and/or autism; and d) a project evaluation component that ensures that pro-

ject objectives are being met. Graduates from the project will gain necessary competencies, certification, and support in locating appropriate employment.

*Grant Number:*H029A960094
O & M Certification Program

*Project Director:*Bryan, William

*Beginning Date:*Jan 1, 1996
*Ending Date:*Dec 31, 1999

Stephen Austin State University
Dept. of Counseling and Special Education
P.O. Box 13019 SFA
Nagadoches, TX 75962
Voice:(409)468-1145

*Purpose:*This project will upgrade and improve the existing Orientation and Mobility (O&M) Program by changing its major thrust from a rehabilitation-oriented program to a special education- oriented program and from a campus-based program to a combined campus-based and outreach program. Students finishing the program will be eligible for O&M Certification from The Association for Education and Rehabilitation of the Blind and Visually Impaired. The objectives of this project are: 1) to establish an outreach program to prepare nine to twelve visual impairment (VI) teachers for O&M certification over the three-year period; 2) to establish an on-campus program to prepare nine to twelve VI teachers and six to eight individuals with a degree in a related field for O&M certification over the three-year period; 3) to ensure that students meet the 1996 Professional Standards for the Practice of Orientation and Mobility.

*Method:*The outreach program will take two to three summers to complete and will be coordinated through regional special educational centers that are set up in Texas to provide support to local school districts. The service centers will help the University recruit teachers of the visually impaired in their areas. Trainees will teach O&M to visually impaired junior and senior high school students in a two-week summer camp. During the next school year, students will get O&M practicum hours in their home area under the supervision of a certified O&M Specialist. During the second summer, students will do a 10-week internship. Students with a vision certification will be eligible for O&M certification with 18-21 hours and students with degrees in related fields will be eligible for O&M certification with 33 hours. These students could receive a Masters in Education Degree by taking an additional 12-15 hours.

Grant Number:H029A960099

Training Physical Therapist Assistants to Provide Services in Educational Settings Using an Inquiry-Based Learning Approach

*Project Director:*Ratliffe, Katherine

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

University of Hawaii
Office of Research Services
2530 Dole Street Sakimaki D-200
Honolulu, HI 96822
Voice:(808)956-5009

*Purpose:*The goal of this project is to increase the number of physical therapist assistants (PTAs) available to assist infants, toddlers, children, and youth with low-incidence disabilities to benefit from their special education programs, and to improve the quality of the services provided. The project is a collaborative effort between the Hawai'i University Affiliated Program at the University of Hawaii, and Kapiolani Community College. The project is designed to respond to the increasing demand for physical therapy services in educational settings in the State of Hawaii. The shortage of physical therapists is particularly acute in Hawai'i because there is no professional training program in the state except for an established physical therapist assistant (PTA) program at Kapiolani Community College.

*Method:*The project is expected to train a minimum of 20 students each year, 6 of whom will be supported to specialize in pediatrics. In order to prepare PTAs to provide integrated therapy services, the project will develop and deliver a pediatric course to all students that focuses specifically on practices for serving children with low-incidence disabilities in educational settings. It will be taught using "inquiry-based learning," an innovative approach to teaching that focuses on critical thinking, problem solving, and direct, practical application to everyday classroom experiences. Students of culturally diverse backgrounds from rural Oahu and rural neighbor island communities will be specifically recruited and practicum sites will be developed in rural areas.

Grant Number:H029A960101

Preparing Educational and Related Service Personnel to Work with Children and Youth with Low-Incidence Disabilities

*Project Director:*Guess, Doug

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

University of Kansas
Dept. of Special Education
3001 Dole Building
Lawrence, KS 66045
Voice:(913)864-4954

*Purpose:*This project will develop a cooperative personnel preparation curriculum for providing multidisciplinary training for meeting the needs of the low-incidence population in inclusive educational settings. The project proposes to address the shortage of qualified personnel to serve children and youth with autism, significant cognitive disability, deaf-blindness, severe and multiple disabilities, and traumatic

brain injury through a collaborative undertaking by the Department of Special Education at The University of Kansas (located in the far eastern part of the state) and the School of Education at Fort Hays State University (located in the western part of Kansas).

Method: The first component of this project is a combination of intensive face-to-face course delivery, offered through one and two week blocks, weekend retreats connected by practicum experiences, and multimedia instructional technologies for connecting cohort groups of students with each other and instructors. It will be developed from the University of Kansas (KU) established low-incidence personnel preparation program in Lawrence. These innovative course offerings will be made available to students enrolled in special education professional development programs at Fort Hays State University through a cooperative training arrangement. This collaborative effort will facilitate Fort Hays State University's expansion of its current capacity and emphasis in mild disabilities. This new format will also increase the capacity of KU for providing personnel training in low-incidence disability to nontraditional students who are geographically unable to attend on-campus classes in the traditional format at either location. The second component of this project is the development and implementation of a cross-disciplinary training program for related services and special education personnel at KU. This collaborative effort of the Departments of Special Education, Occupational Therapy, and Speech, Language and Hearing, will be coordinated through the University Affiliated Program. Redesign of existing classes and development of new courses to include interdisciplinary seminars and cohort group structures will build the capacity for multidisciplinary training.

Grant Number: H029A970014

Preparation of Special Educators to Serve Children and Youth Who Are Deaf/Hard of Hearing with Additional Conditions

Project Director: Rose, Susan

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

University of Minnesota
Educational Psychology Department
178 Pillsbury Drive SE
Minneapolis, MN 55455
Voice: (612)624-6387

Purpose: This project incorporates five distinctive elements beyond the fundamental teacher preparation model in education for infants, children, and youth who are deaf or hard of hearing. These elements include: the case-study approach as a training tool, with specialized problem-solving strategies in the areas that compound access to education and information; service to targeted students provided by trainees in a variety of community-based and educational settings prior to student teaching; a Master Teacher mentor assigned to each trainee; specialized training in the use and adaptation of augmentative and alternative technology-based communication systems; and specialized training in the use and application of ecological assessments. A minimum of 30 trainees will participate in the program; at the end of the first year, a minimum of 10 graduate-level students will complete licensure requirements in the area of education for deaf/hard-of-hearing students and specialized training in other conditions.

Grant Number:H029A970015

The Preparation of Teacher/Consultants to Serve Individuals with Visual Disabilities

Project Director: Jackson, Richard M.

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

Boston College
School of Education 140 Commonwealth Avenue
Chestnut Hill, MA 02167-3813
Voice: (617)552-8429

Purpose: This project of Boston College intends to prepare 60 teacher/consultants to serve individuals with visual impairments. In each of the three cycles, 20 graduate students will complete a Master of Education program leading to Massachusetts standard certification as a Teacher of Students with Visual Impairments.

Method: The program consists of specialty and core courses, pre- practica attached to courses, and a semester of full-time clinical experience with a clinical semester. Graduates of the program will be prepared to assume a variety of roles in both rural and urban settings and with mixed minority and multicultural influences as itinerant teacher/consultants.

Grant Number:H029A970019

Preservice Program in Visual and Multiple Disabilities

Project Director: Corn, Anne

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

Vanderbilt University
Peabody College Kirkland Hall, Room 512
Nashville, TN 37240
Voice: (615)322-2249

Purpose: This project of Vanderbilt University's Program in Visual Disabilities (PVD) intends to train 30 master's level teachers of students with visual impairments (TVI) and 10 teachers of students with visual and multiple disabilities over the three years of the project; the latter group will receive certifications in both the TVI and Comprehensive areas of Special Education. This project will involve cooperation with state departments of education, local education agencies, and special schools for children with visual impairments.

Method: The project seeks to recruit a diverse student body from within Tennessee and throughout the southeast region; it will prepare educators with competencies related to learners with visual disabilities and with visual and multiple disabilities; and it intends to place at least 60 percent of its graduates throughout the Southeast. It will link its core curriculum areas—low vision and orientation and mobility—to consultation and preparation of new TVIs, and it will maintain a rigorous evaluation system for students, faculty, and the PVD preservice program. Practicum hours will be increased to comply with

new Blind and Visually Impaired standards, which will allow the option for trainees to become teachers of students with visual impairments or teachers with competencies in visual and multiple disabilities.

Grant Number:H029A970025

**Integrated Teacher Education in Visually Impaired and
Orientation and Mobility, Incorporating an Innovative Use of Technology**

*Project Director:*Alonso, Lou

*Beginning Date:*Aug 16, 1997

*Ending Date:*Aug 15, 2000

Michigan State University
Dept. of Cns. Ed. Psy. Spec. Ed.
331 Erickson Hall
East Lansing, MI 48824-1034
Voice:(517)355-1835

*Purpose:*The purpose of the project is to increase the supply of teachers of children with visual disabilities through a new baccalaureate integrated teacher education/special education preparation model, yielding 15 graduates per year, and to improve the quality of Michigan State University trainees with the addition of a new component in access technology to prepare them to instruct K-12 children with visual impairments on the use of technology for knowledge acquisition, communication, and networking. The project will also strengthen the orientation and mobility program by offering a new course for children and youth who are visually impaired and have additional disabilities. The training model balances academic courses, field-based instruction, and intern teaching.

Grant Number:H029A970027

**Training School Psychologists in Assessment Intervention and Integration of
Students with Low Incidence Disabilities**

*Project Director:*Shapiro, Edward; Cole, Christine

*Beginning Date:*Aug 1, 1997

*Ending Date:*Jul 30, 2000

Lehigh University
College of Education
College of Education 526 Brodhead Avenue
Bethlehem, PA 18015-3046
Voice:(610)758-3258
Fax:(610)758-6223
*E-mail:*es s2@lehigh.edu

*Purpose:*The purpose of this project is to train 30 school psychologists enrolled in a certification program in a specialization that emphasizes current knowledge, skills, and expertise in assessment, intervention, and integration of students with low incidence disabilities. Specifically, the project will focus on students with autism, severe mental retardation, and multiple disabilities, the types of students most likely to be encountered by school psychologists but an area in which they have historically received little training. The

project will emphasize training psychologists to function in a liaison role to support and facilitate the integration of these students into general education settings and community-based activities.

Grant Number:H029A970028

Teacher Internship

*Project Director:*Warden, Kathleen

*Beginning Date:*Oct 1, 1997

*Ending Date:*Sep 30, 2000

University of Tennessee
College of Education
404 Andy Holt Tower
Knoxville, TN 37996-0140
Voice:(423)974-3466

*Purpose:*This project intends to meet the need for more teachers for deaf or hard-of-hearing students through a five-year teacher preparation program for students who may lack the financial resources to complete a longer-than-traditional program. In addition to regular training, this program requires a graduate-level professional internship year for completion. This internship will provide in-depth training and time to provide a written description of the students' action research project.

Grant Number:H029A970030

Transdisciplinary Training of Special Education and Related Services Personnel in Early Intervention

*Project Director:*Kahn, James

*Beginning Date:*Oct 1, 1997

*Ending Date:*Sep 30, 2000

University of Illinois
ECRIP: Early Intervention Program
1640 W. Roosevelt Rd
Chicago, IL 60608
Voice:(312)413-1563

*Purpose:*The project intends to train preservice early interventionists to be leaders in transdisciplinary early intervention service provision for children with low-incidence disabilities, providing 45 graduate students from five disciplines with coursework and practicum experiences. A transdisciplinary advisory committee representing three practicum sites, the four academic departments (physical therapy, special education, social work, and audiology/speech-language pathology), the family members of children with disabilities, and the project administration will assist in designing course materials, recruiting faculty and families to teach in the courses, and selecting appropriate preservice students.

Grant Number: H029A970032

Dual Program in Special Education for Teaching Children Who Are Visually Impaired/Orientation and Mobility

Project Director: Whitten, Elizabeth; Wiener, William

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

Western Michigan University
Department of Blind Rehabilitation
Kalamazoo, MI 49008
Voice: (616)387-3457

Purpose: The project is a comprehensive regional program designed to graduate dually prepared personnel to meet the educational as well as orientation and mobility needs of students who are visually impaired. A major portion of this program incorporates a distance education format which will allow a broader reach throughout the region and surrounding states. The program consists of graduate level courses leading to certification in teaching of children who are visually impaired and in orientation and mobility. Three cohorts of 10 on-campus students and three cohorts of six distance education students should be served by this program. Western Michigan University intends to continue the program beyond the three-year grant period.

Grant Number: H029A970033

Preparation of School Social Workers for Work with Deaf and Hard of Hearing Children

Project Director: Arcari, Teresa

Beginning Date: Aug 15, 1997

Ending Date: Aug 14, 2000

Gallaudet University
Dept. of Social Work
800 Florida Ave. NE
Washington, DC 20002

Purpose: This is a three-year pilot project to prepare social workers to work with deaf and hard of hearing children in mainstream and specialized schools. It will recruit and prepare approximately 30 social work graduates to focus on deaf children. Course material on school social work will become a part of the curriculum for participating students and, through the efforts of the project, the number and capability of practicum sites in school settings will be expanded and strengthened; eventually, this previously unaddressed program area will be solidly established at Gallaudet.

Grant Number:H029A970034

Modification of an Existing Summers-Only Training Program in School Counseling: Emphasis on Mental Health Needs of Deaf, Hard of Hearing and Multiply Disabled Deaf Children in Educational Settings

Project Director: Zieziula, Frank

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Gallaudet University
Dept. of Counseling
800 Florida Ave NE
Washington, DC 20002-3695
Voice: (202)651-5515

Purpose: The purpose of this project is to better prepare entry-level school counselors to address the mental health needs of school-aged deaf, hard-of-hearing, and multiply disabled deaf children by incorporating specialized training into an existing school counseling and guidance M.A. degree program. The program will provide much of the specialized graduate-level training during the summer months to make use of educators/interpreters/residence staff. The project will train a minimum of 12 school counselors during the three-year grant period.

Grant Number:H029A970041

Preparation of Personnel for Service to Low-Incidence Disability Populations

Project Director: Darrow-Engleman, Melissa A.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

East Carolina University
Dept. of Special Education
Dept. of Special Education 235 Speight Building
Greenville, NC 27858-4353
Voice: (919)328-6400

Purpose: The project will improve upon an existing program to prepare individuals to serve students with low-incidence disabilities in the rural area of eastern North Carolina, where few of the targeted population of students actually receive services from personnel who are specifically trained to meet their needs. Over three years, the project will provide an add-on certification and/or master's degree training to 120 persons in low- incidence disabilities; it will provide supplementary training to add- on certification and/or master's degree students to assure depth of knowledge in several specific areas of low-incidence disabilities; and it will produce and disseminate a tutorial CD and training videotapes.

Grant Number:H029A970050

Training Teachers of Students with Severe Disabilities

Project Director: Lane, Gloria M.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Johns Hopkins University
Div. of Education
3400 Charles St.
Baltimore, MD 21218-2692
Voice:(410)516-8275

Purpose: This project is intended to meet the need for qualified special education instructors in Maryland who can provide instructional and behavioral supports for students with a combination of severe disabilities. The program will provide graduate training for 30 professionals who need full qualifications to teach students with severe disabilities. The curriculum consists of coursework and supervised practica that includes models with a demonstrated degree of success for children with a wide range of severe disabilities, including pervasive developmental disorders. The project emphasizes mentoring partnerships between trainees and veteran teachers and parent partnerships with families of the students with disabilities.

Grant Number:H029A970054

Preparing Speech-Language Pathologists and Early Childhood Providers to Serve the Needs of Children with Autism Spectrum Disorders in Rural Settings

Project Director: Prelock, Patricia

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Vermont
Communication Sciences
340 Waterman Building
Burlington, VT 05405
Voice:(802)656-3188

Purpose: This project will provide interdisciplinary preservice preparation for speech-language pathologists at the master's and specialist levels, and interdisciplinary preservice preparation for early childhood special educators at the specialist level to serve children with Autism Spectrum Disorders and their families in rural settings. It will also provide specialist training to related services personnel. A total of 48 specialists will be trained over the three years of the project. The major components of the program design will be: the development of four interdisciplinary training teams comprised of a second year master's degree student in speech-language pathology, a community speech-language pathologist, a community early-childhood special educator, and a related-services provider; the implementation of a competency-based training curriculum and of distance-learning technology using family-resource consultants as facilitators; the implementation of training across the state; and collaboration among university programs and state agencies.

Grant Number:H029A970055

**Paraprofessional Teacher Training Project - A.A. Degree Program
(Emphasis in Low Incidence Training)**

Project Director: Baca, Leonard

Beginning Date: Oct 1, 1997

Ending Date: Sep 30, 2000

University of Colorado
School of Education
School of Education Campus Box 19
Boulder, CO 80309-0019
Voice:(303)492-5416

Purpose: The goal of the project is to build the capacity for Aims Community College to operate a training program in bilingual special education with an emphasis in low incidence disabilities and to provide needed training to paraprofessionals in districts that lack such special education personnel. The result of this project will be an established Associate of Arts degree program in bilingual special education at Aims Community College with an emphasis in low incidence disabilities and a cadre of well-trained bilingual paraprofessionals who possess skills to work with students with low incidence disabilities and their families.

Grant Number:H029A970066

**Preparation of Personnel to Serve Infants and Toddlers with
Low Incidence Disabilities and Their Families**

Project Director: Beckman, Paula J.

Beginning Date: Nov 1, 1997

Ending Date: Oct 31, 2000

University of Maryland
Research Admin and Advancement
Rm 2100 Lee Building
College Park, MD 20742-5141
Voice:(301)405-6492

Purpose: This project will prepare master's level students to serve infants and toddlers in the state of Maryland with low incidence and multiple disabilities. The program will be open to master's students in special education who wish to specialize in the area of young children with multiple disabilities and those seeking degrees in disciplines other than special education who wish to receive training and experience in this area. The program stresses an interdisciplinary approach: students work in a variety of settings with professionals currently serving infants and toddlers with low incidence disabilities, and with the families of these children, interacting in different service-delivery and community settings. Approximately 12- 15 students per year are expected to participate in the training program.

Grant Number:H029A970073

Preparation of Special Physical Educators as Direct Service Providers and Consultants for LREs Serving Students with Low-Incidence Disabilities

*Project Director:*French, Ron

*Beginning Date:*Sep 1, 1997

*Ending Date:*Aug 31, 2000

Texas Woman's University
Dept. of Kinesiology
PO Box 425647
Denton, TX 76204-5647
Voice:(817)898-2582

*Purpose:*This project will prepare master's-level special physical educators who have completed a four-year degree in physical education and hold a valid teaching certificate in the area of adapted physical education. The training will provide direct teaching services as well as consultant services to teachers and others providing physical education services to children and youth with low-incidence disabilities. It will involve two new courses in special education, internships in different environments (e.g., inclusionary, motor labs, peer tutoring) in the Dallas-Fort Worth area, weekly seminars and practica, and new competencies within the curricula of all master's level courses for special physical educators. Each year, 12 interns will be prepared, and 10 to 12 additional students will benefit from the new component by taking some of the new or modified classes and practica.

Grant Number:H029A970074

Utah Multi-University Consortium: Statewide Preparation of Early Childhood Specialists in Vision and Hearing

*Project Director:*Robins, Kathleen

*Beginning Date:*Sep 1, 1997

*Ending Date:*Aug 31, 2000

University of Utah
Dept. of Special Education
Dept. of Special Education 221 Milton Bennion Hall
Salt Lake City, UT 84112
Voice:(801)581-6082

*Purpose:*The project intends to build upon existing programs in early childhood special education and training in sensory impairments across two universities to prepare interventionists to serve children birth through five years who have vision and hearing impairments throughout the state of Utah. At least 18 students per year will be enrolled. The two existing programs are the only approved programs in early childhood and sensory impairments with this established distance education capacity, which will allow the project to deliver the program to both urban and rural areas of Utah and surrounding states. Students will be supported by stipends and tuition waivers, and graduates of the program will be qualified to fill many roles in serving children with sensory impairments, including as early interventionists in home and center-based programs, as consultants to early intervention programs, as preschool teachers in categorical and integrated programs, and as consultants in integrated programs. Graduates will be certified in early childhood special education with an endorsement in hearing or visual impairments and a credential in

early intervention through the Utah Department of Health. Consortium and state agencies have committed to identifying ways to continue the program beyond project funding.

Grant Number:H029A970075

**Preparation of Personnel in Secondary Special Education and
Transition Service Delivery for Youth with Low Incidence (Severe) Disabilities**

Project Director: Moon, M. Sherril

Beginning Date: Aug 15, 1997

Ending Date: Aug 14, 2000

University of Maryland
Research Admin and Advancement
Room 2100 Lee Building
College Park, MD 20742-5141
Voice: (301)405-6491

Purpose: The project will provide training and certification for secondary special education teachers in classroom and transition- related instruction of secondary students with low incidence or severe disabilities. Graduate-level coursework and extensive field experience will focus on performance-based assessment techniques that allow trainees to: establish and implement individual transition plans for individuals with multiple disabilities at the secondary level that encompass a range of postsecondary outcomes; develop other assessment techniques related to transition programming; develop and monitor work-based sites for individuals with severe disabilities; apply instructional and assistive technology across related domains; develop and implement social-skills and self-determination programs at various sites; design support systems related to independent living; support families of individuals with severe disabilities; develop cooperative relationships with employers, service agency personnel, and consumer advocacy networks; and provide advocacy and instructional techniques that facilitate inclusion of students with low-incidence disabilities in academic, vocational, and community settings.

Grant Number:H029A970076

**Graduate Interdisciplinary Preparation of Special Education
Personnel to Serve Children and Youth with Autism**

Project Director: Wetherby, Amy

Beginning Date: Oct 1, 1997

Ending Date: Sep 30, 2000

Florida State University
Dept. of Communication Disorders
109 Herb Morgan Building
Tallahassee, FL 32306
Voice: (850)644-8456

Purpose: This project represents a statewide collaborative effort between the Departments of Communication Disorders and Special Education at Florida State University and the five Centers for Autism and Related Disabilities (CARD) in Florida to support: preservice training of special education teachers and speech-language pathologists with a specialization in the area of autism, 12 full-time students seeking

master's degrees, and 60 educators currently working with children with autism who are seeking an endorsement in profoundly handicapped-autism.

Method: The project model is competency based, reflecting the values of the CARD and derived from the most current educational practices to meet the requirements for the profoundly handicapped endorsement. Additionally, master's candidates will meet departmental requirements in special education or speech-language pathology. Trainees in the two disciplines will take coursework together and both will participate in practica, which will enhance the training of interdisciplinary teams as well as the collaborative nature of this project.

Grant Number: H029A970092

Alternative Endorsement Special Education Teacher II: Severe Needs Project

Project Director: Sands, Deanna

Beginning Date: Oct 1, 1997

Ending Date: Sep 30, 2000

Univ of Colorado - Denver/Regents
PO Box 173664 - Campus Box 123
Denver, CO 80217-3664
Voice: (303)556-6289

Purpose: This project will prepare 48 special education teachers to address key issues such as the shortage of well-trained personnel prepared to provide special education services to youth with low-incidence disabilities; the need for field-based internship programs that provide opportunities for supervised experiences in developing, implementing, and evaluating special education services; the need for special education personnel to participate collaboratively in urban secondary settings; and the need to involve individuals with disabilities and their families and community service providers in the preparation of teachers. Internships will be located in four urban high schools currently involved in federally funded research and model demonstration projects with regard to inclusion, standards-based education, and transition services. At the end of three years, a total of 48 special education teachers will have been trained at the graduate level, and the university and school districts will have a skilled cadre of school, consumer, family, and community service supports to continue the project goals.

Grant Number:H029A970099

Improving Quality of Instruction for Students At Risk or Identified with Disabilities by Training School Psychologists in Instructional Consultation

*Project Director:*Kaminski, Ruth; Shinn, Mark R.

*Beginning Date:*Sep 1, 1997

*Ending Date:*Aug 31, 2000

University of Oregon
School Psychology Program
5219 University of Oregon
Eugene, OR 97403-5219
Voice:(541)346-2142

*Purpose:*The project seeks to improve the ongoing training program at the University of Oregon for masters-level school psychologists in early intervention. The program will expand the interdisciplinary focus through coursework and practicums and add competencies in the following areas: family-guided service delivery, interdisciplinary/agency collaboration, transition planning, and case management. The range of ages served by graduates will be expanded to include birth to eight years of age. School psychologists will be trained within a problem-solving model to conduct functional and ecologically valid assessments of infants and young children with special needs and their families; to design, implement, and evaluate early intervention programs that meet family and child needs and enhance child development; to design and implement transition plans from preschool to elementary program and increase the likelihood of success; to conduct applied research to enhance educational services; and to provide training to improve existing services where the need is greatest. Students will receive competency-based training in assessment, interdisciplinary and interagency collaboration, family involvement, case management, intervention, evaluation, research, and training. In addition to coursework in early intervention and school psychology, students will complete a series of practicum experiences and internships in relevant areas; they will engage in extensive supervisory and teaching experiences to master skills; and they will complete research training to advance the knowledge base in early childhood school psychology.

Grant Number:H029A970100

Full-Spectrum Multidisciplinary Preservice Training in Adapted Physical Education with Emphasis on Low-Incidence Disabilities

*Project Director:*Porretta, David

*Beginning Date:*Sep 1, 1997

*Ending Date:*Aug 31, 2000

Ohio State University
Research Foundation
College of Education 1960 Kenny Road
Columbus, OH 43210-1063
Voice:(614)292-3110

*Purpose:*This project focuses on multidisciplinary preservice training in adapted physical education (APE) with special emphasis on low-incidence disabilities. Trainees will select one of three credentialing programs: undergraduate, graduate, or non-degree state-approved certification. The project's approach places emphasis on collaboration between APE and general teacher education programs, and it consists of

an APE/general teacher education core, a multidisciplinary core, and a practicum core which emphasizes inclusive settings.

Grant Number:H029A970104

Autism Training Initiative for Frontier Areas

*Project Director:*Zahn, Gail

*Beginning Date:*Aug 1, 1997

*Ending Date:*Jul 31, 2000

University of Wyoming
WIND UAP PO Box 4298
Laramie, WY 8 2071-4298
Voice:(307)766-2765

*Purpose:*The Wyoming Institute for Disabilities proposes a three-year project to provide a program of study to certify 30 professionals to work with children with autism. The project will assist rural school district personnel in providing more effective services for students with autism in neighborhood schools and communities. The ultimate goal is to facilitate a system of personnel development and statewide certification in teaching of children with autism, based on identified standards. The project has three components: trainee recruitment activities, preservice graduate level instruction, and practicum experience, and will be a collaborative effort among the University of Wyoming, the Wyoming Department of Education, national experts in autism, and the Wyoming Professional Teaching Standards Board. The targeted professionals will come from trainees currently working with children with autism in Wyoming public and Bureau of Indian Affairs schools.

Grant Number:H029A970107

Preparing Teachers to Assure Quality Educational Outcomes for Students with Moderate to Severe Disabilities in the Appalachian Region of Kentucky

*Project Director:*Knoll, James

*Beginning Date:*Aug 1, 1997

*Ending Date:*Jul 31, 2000

Morehead State University
Education & Behavioral Sciences
901 Ginger Hall
Morehead, KY 40351-1689
Voice:(606)783-2853

*Purpose:*The project intends to increase the number of qualified teachers certified in moderate to severe disabilities in eastern Kentucky and to enhance the quality of education in the region. Teachers who will receive advanced graduate training to become certified in the area of moderate to severe disabilities include up to 45 new teachers, 24 current teachers with an endorsement in this area, and up to 90 educational personnel currently working in this area. Students will be prepared to work in an interdisciplinary environment, to collaborate with families and colleagues, to support inclusion in all aspects of school life, and to develop functional individualized education programs for the children whom they will be serving.

Grant Number:H029A970113

Western Regional Graduate Program in Blindness and Visual Impairment

Project Director: Ferrell, Kay A.

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 2000

University of Northern Colorado
Division of Special Education, McKee 29 501 20th Street
Greeley, CO 80639
Voice: (970)351-1653
Fax: (970)351-1061
E-mail: kferrell@bentley.unco.edu

Purpose: This project intends to facilitate the services of the Vision Program of the University of Northern Colorado to the western states of Alaska, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. Current courses would be offered to all of these states via electronic mail, compressed video, and other formats.

Method: The project intends to provide faculty support to convert course offerings to various distance-education media and it intends to support the increasing number of students, ranging from 8 graduates the first year to some 65 by the third year. The project intends to convert its courses to formats that will continue to meet the needs of the western region after the grant period, since the distance formats will allow continued enrollment by qualified individuals in any of the western states.

Grant Number:H029A970115

Preparation of ECSE Personnel in South Carolina

Project Director: Brown, William H.; Boutte, Gloria

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of South Carolina
Education Psychology
College of Education
Columbia, SC 29208
Voice: (803)777-6582

Purpose: This project addresses the critical shortage of well-trained professionals in early childhood special education for children with low-incidence disabilities in inclusive preschool programs. Forty-four graduate students will be trained across the three years of the program, which employs a Professional Development School (PDS) model in local schools with inclusive classrooms. Coursework will be linked to field-based practicum experiences and collaborative student teams composed of early childhood/elementary educators, and special educators will work with the faculty supervisors, preschool teachers, and related service personnel at the practicum sites for opportunities to apply emerging professional knowledge. Through the project, two high-quality PDS sites for training recommended practices in early childhood special education will be established, and a cadre of professionals who can implement these practices will be trained in early childhood special education for young children with low-incidence disabilities in inclusive preschool programs.

Grant Number:H029A970116

The Teacher III Assistive Technology Preservice Training Project

Project Director: Goetz, Jami

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of Colorado
Dept. of Education
P.O. Box 173664 Campus Box 129
Denver, CO 80217-3664
Voice:(303)556-3669

Purpose: The purpose of this project is to implement a master's degree program which will result in special education licensure with an emphasis in assistive technology. It intends to recruit and train 24 master's students over three years as special education/assistive technology specialists. It will provide state-of-the-art applied experiences in assistive technology related to current disability issues in local and state educational agencies. It will evaluate and institutionalize the Master's in Assistive Technology Program in the University of Colorado School of Education and disseminate the curriculum to other special education programs and selected professional groups.

Method: The project has three main components for providing preservice instruction in assistive technology: the first, credit hour modules, can be offered in conjunction with regular courses required to receive a special education teacher endorsement or as stand-alone courses for teachers returning for certification or to increase their skills; the second component is field experience; and the third is the establishment of linkages between the graduate students and families with children who have the need to use assistive technology.

Grant Number:H029A970118

Preparation of Personnel to Serve Children with Low Incidence Disabilities in Rhode Island

Project Director: Antosh, Anthony A.

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

Rhode Island College
University Affiliated Program
600 Mt Pleasant Ave.
Providence, RI 02908
Voice:(401)456-8072

Purpose: The project will support the preparation of several new personnel in special education programs concentrating in severe disabilities and early intervention, speech-language pathology and physical therapy, and teacher assistant and physical therapy assistant programs. The project will collaborate with faculty in these programs to develop instructional modules in specialized content areas and to determine effective ways of infusing this content into core trainings. The project will also implement its activities in an interdisciplinary manner to develop interconnectedness among these programs.

Grant Number:H029A970124

Low Incidence Pediatric T.B.I. Training Grant

*Project Director:*Graham, Linda

*Beginning Date:*Aug 15, 1997

*Ending Date:*Aug 14, 1999

University of Central Arkansas
Dept of Speech Pathology
201 South Donaghey - Box 4985
Conway, AR 72035-0001
Voice:(501)450-5494

*Purpose:*This project will expand and modify the curriculum at the University of Central Arkansas Master of Science Program in Speech-Language Pathology and add new practicum opportunities to emphasize knowledge and skills in pediatric traumatic brain injury (TBI) assessment and intervention. The project will target service delivery to pediatric TBI patients in schools, rehabilitation facilities, hospitals, and home health services, with an emphasis on school, community, and vocational entry. Liaisons with state agencies and health programs on campus will enable on-site visits, practicum sites, and exposure to interdisciplinary and transdisciplinary approaches to programming for children and adolescents with TBI. In addition, speech-language pathologists and teachers currently serving students with TBI will benefit through training and inservice opportunities. Five graduate students per year over the three years of the grant will receive stipends and payment of tuition and fees for graduate study in speech-language pathology.

Grant Number:H029A970125

Inclusive Secondary Special Education Preparation Project

*Project Director:*French, Nancy

*Beginning Date:*Sep 15, 1997

*Ending Date:*Sep 14, 2000

University of Colorado - Denver
Dept. of Education/TSS
PO Box 173364 Campus Box 123
Denver, CO 80217-3364
Voice:(303)556-6289

*Purpose:*This project will provide initial preparation to paraeducators who serve students with low-incidence disabilities; it will facilitate collaboration among groups to meet the challenges of paraeducator employment, career development, and training; it will enhance local capacity to supervise and train inservice paraeducators for children with low-incidence disabilities; and it will facilitate paraeducator career pathways into professions in special education through articulated training programs.

Grant Number: H029A970127

Great Plains Deaf Education/Deaf-Blind Project

Project Director: Hayes, Lynn

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of Kansas Medical Center
Hearing and Speech Department
3901 Rainbow Blvd.
Kansas City, KS 66160-7605
Voice: (913)588-5750

Purpose: The purpose of this new three-year project is to train at the preservice level 30 teachers of students who are deaf/hard of hearing; to provide advanced graduate course work in deaf-blind education at the preservice level to 75 students majoring in deaf education, severe and multiple disabilities, or related fields; and to provide advanced course work in deaf-blind education at the preservice/inservice level to 150 participants in general education and special education.

Method: Preservice graduate students will be supported who have elected to study in one of five areas of emphasis in Deaf Education, from early childhood through secondary. Students majoring in Deaf Education or Severe and Multiple Disabilities will be supported if they elect to take advanced course work in deaf-blind education. Graduate level seminars will be offered in deaf-blind education each summer to students and teachers in general education and special education. Training will take advantage of new technologies.

Grant Number: H029A970131

Preparing Teachers of Students who are Deaf or Hard of Hearing with Additional Disabilities: A Competency-Based and Field-Based Training Project

Project Director: Luckner, John L.

Beginning Date: Aug 16, 1997

Ending Date: Aug 15, 2000

University of Northern Colorado
Special Education
Greeley, CO 80639
Voice: (970)351-1672

Purpose: This project addresses the need to train teachers of students who are deaf or hard of hearing and have additional disabilities. It will provide financial support for 30 trainees from the western United States pursuing a graduate degree in deaf education at the University of Northern Colorado (UNC); it will introduce a new course addressing assessment and instructional needs of students who are deaf or hard of hearing and who have additional disabilities; it will provide a required practicum for trainees working with these students; and it will target its recruitment efforts to attract trainees who are deaf, hard of hearing, disabled, or from racial or ethnic minority groups. Through its dissemination efforts, the project hopes to integrate its content into UNC's preparation program for teachers of students who are deaf or hard of hearing, thus ensuring its continued success in attracting students and maintaining its goals.

Grant Number:H029A970132

**Interdisciplinary Preparation of Therapeutic Recreation Special
Education and Psychology Students to Work with Individuals with Autism in
School and Community-Based Settings**

*Project Director:*Henderson, Karla

*Beginning Date:*Aug 8, 1997

*Ending Date:*Aug 7, 2000

University of North Carolina - Chapel Hill
Leisure Studies Recreation Adm.
Rm 300 Bynum Hall CB 4100
Chapel Hill, NC 27599-4100
Voice:(919)962-1222

*Purpose:*This project proposes an interdisciplinary effort to prepare personnel to meet the need for special education and therapeutic recreation services for students with autism. The objectives of the project are: to develop an interdisciplinary pre-service course and practicum experience to prepare graduate students in therapeutic recreation, special education, and psychology to work with students with autism in school- and community-based settings in the area of play, recreation, and social skills and to train 32 master's level students in this program; to develop and implement an interdisciplinary project to assess the effectiveness of these interventions for students with autism; to develop guidelines for therapeutic recreation as a related service; and to develop appropriate placement strategies and track job opportunities for graduates in the delivery of school- and community-based services to students with autism.

Grant Number:H029A970137

**An Augmentative and Alternative Communication
Program in Literacy and Multiculturalism**

*Project Director:*Harris, Ovetta L. H.

*Beginning Date:*Sep 1, 1997

*Ending Date:*Aug 31, 2000

Howard University
Communication Sciences Dept.
Communication Sciences 2400 Sixth Street, NW
Washington, DC 20059
Voice:(202)806-6973

*Purpose:*This project will prepare speech-language pathologists for comprehensive service delivery and program development to provide quality services for culturally diverse nonspeaking children who use augmentative and alternative communication (AAC) and who are developing literacy skills. Although trainees will receive preparation for the full spectrum of AAC services, emphasis will be on literacy acquisition and development of culturally diverse clients. Eighteen students will receive the specialized training over a period of four years through AAC practicums and course work.

Grant Number:H029A970139

Collaborative Practicum in Best Practices: A Distance Education Model to Train Rural Educators for Severe/Multiple Disabilities

Project Director: Wienke, Wilfred D.

Beginning Date: Jul 1, 1997

Ending Date: Jun 30, 2000

West Virginia University Research Corporation

PO Box 6845

Morgantown, WV 26506-6845

Voice:(304)293-3450

*Purpose:*This project will incorporate an innovative best-practices model using collaborative supervision teams at rural schools into a graduate certification/degree program at West Virginia University in the area of severe/multiple disabilities. Up to 40 educators over the three years of the project will complete the program with full qualifications for special education positions serving students in the region. The project will modify an existing distance learning program to provide training across remote rural areas, incorporate multimedia modules on best practices, and operate a telecommunication network for students and practitioners.

Grant Number:H029A970142

Project ENHANCE

*Project Director:*Mandell, Colleen

*Beginning Date:*Jul 1, 1997

*Ending Date:*Jun 30, 2000

Bowling Green State University

Dept. of Special Education

451 Education Building

Bowling Green, OH 43403-0255

Voice:(419)372-7293

*Purpose:*The project is designed to meet the needs of professionals who work with infants, toddlers, and young children with low-incidence disabilities. Special education certification is being redesigned to embody a consultative model facilitating inclusion and to provide the specialized knowledge and skills needed for working with this population. The project will recruit 20 graduate-level students in an intensive two-year master's degree program and train 10 other inservice educators to augment their ability to serve these children. Students will be paired with practicing professionals currently serving this population. The project will actively develop practicum placements to allow future students to have similar experiences after the expiration of federal funding. Dissemination of training will include a teleconference and eight training videotapes.

Grant Number:H029A970144

**Interactive Peer Coaching/Mentoring Project for Preparing Teachers of
Students with Severe Behavioral Disorders**

Project Director: Askvig, Brent

Beginning Date: Jul 15, 1997

Ending Date: Jul 14, 2000

Minot State University
Center for Persons with Disabilities
500 University Ave. West
Minot, ND 58707-0002
Voice: (701)858-3052

Purpose: The project will develop and deliver a comprehensive curriculum for certifying instructors in severe behavioral disorders (SBD) in the rural areas of North Dakota. Eight students per year will be trained in an interdisciplinary program of courses to meet certification guidelines for SBD in North Dakota. Peer coaching will facilitate instruction, and mentors from community service systems will work with trainees throughout their programs of study, helping to establish contacts in the local service system networks. The project will use an interactive communication system for all participants to maintain links.

Grant Number:H029A970145

Partnerships for Diversity

Project Director: McGregor, Gail; Vogelsberg, R. Timm

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

University of Montana
52 Corbin
Missoula, MT 59812
Voice: (406)243-5467

Purpose: This new project intends to meet the need for special educators in Montana for students with severe disabilities. It will create the first comprehensive preservice training program in low incidence disabilities in Montana, offering statewide education via interactive video and leading to a master's degree in severe disabilities. Efforts will be undertaken to provide information about students with severe disabilities in other courses across universities, to increase awareness among future general and special educators as well as related services personnel about strategies to effectively teach and include students in general education classes. Project activities are focused around five goals: (1) developing and maintaining a capacity in severe disabilities in Montana; (2) collaboration across teacher training programs in Montana; (3) university-school partnerships as a means of developing skills and improving services; (4) information dissemination within and outside of Montana; and (5) evaluation of teacher competencies and project outcomes. Over the three years of the project, 75 students are expected to complete the program supported by grant funds, and an additional 75 students will take one or more courses at their own expense for continuing education credits or inservice training units.

Grant Number:H029A970152

A Collaborative, Transdisciplinary Assistive Technology Training Program

Project Director: Schuman, Joan

Beginning Date: Jun 1, 1997

Ending Date: May 31, 2000

Hampshire Educational Collaborative
30 Industrial Drive East
Northampton, MA 01060-2327
Voice: (413)586-4900

Purpose: The Hampshire Educational Collaborative, in partnership with the University of Connecticut, proposes a transdisciplinary training project in assistive technology for preservice students, professionals, and paraprofessionals across western New England, intending to train a minimum of 60 to 100 participants each year in assistive technology. On-site preservice training at various locations will be given to undergraduate and graduate students in occupational and physical therapy and in speech-language pathology. Workshops for professionals and paraprofessionals will be offered and a certification/recertification program for specialists and master's degree candidates will also be offered.

Grant Number:H029A970162

Wisconsin Early Intervention Low-Incidence Preservice Project

Project Director: Tuchman, Linda

Beginning Date: Aug 11, 1997

Ending Date: Aug 10, 2000

University of Wisconsin
Waisman Center
750 University Ave
Madison, WI 53706-1490
Voice: (608)263-7710

Purpose: The purpose of the project is to address the need in Wisconsin and surrounding areas for qualified and appropriately trained personnel to provide services for very young children with low-incidence disabilities and their families. It will develop an interdisciplinary preservice program for students from nursing, education (general and special), occupational therapy, physical therapy, educational psychology, speech and language pathology, and audiology. The project will include a best-practices design for training and curriculum, parent involvement at all levels, interdisciplinary teaming, and an early intervention program promoting high expectations for outcomes and inclusion. Various departments and programs within the University of Wisconsin-Madison and community-based programs outside the university will collaborate to meet the project's goals. The project will emphasize assistive, medical, and emerging-information technologies and an ecological model of training, which incorporates the multiple contexts and teams in which trainees will participate. The collaborative effort of the project will help to assure that the training and materials have a life beyond the three years of the grant.

Grant Number:H029A970167

**Utah Project for Low Incidence Faculty and Teachers (UPLIFT):
A Consortium of Intermountain State Universities to Provide Teacher
Training in the Area of Severe Disabilities**

Project Director: Kiefer-O'Donnell, Richard

Beginning Date: Oct 1, 1997

Ending Date: Sep 30, 2000

University of Utah
Dept. of Special Education 221 Milton Bennion Hall
221 Milton Bennion Hall
Salt Lake City, UT 84112
Voice: (801)581-3080

Purpose: The project represents a collaborative effort by the Departments of Special Education at the University of Utah and Utah State University as well as other universities in the intermountain area to prepare qualified teachers of students with low- incidence disabilities via distance education technology. Through video conferencing technology and educational software, comprehensive teacher training courses will be broadcast to up to six universities and school districts in the area, which should help ameliorate the teacher shortage in the intermountain area.

Grant Number:H029A970170

**Proposal for Program to Increase Number of Multiculturally Competent
Teachers for Deaf and Hard of Hearing Youth**

Project Director: Gustason, Gerilee

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

San Jose State University
One Washington Square
San Jose, CA 95192-0139
Voice: (408)924-1427

Purpose: The project intends to counteract the shortage of teachers of deaf or hard-of-hearing (D/HH) youth in California, particularly where the shortage is greatest, among teachers who reflect the ethnic diversity of the students. The project would provide stipends for 10 students with its recruitment efforts targeting ethnic and cultural minority students, especially those of Latino background. It would also develop case studies on D/HH students from a variety of cultural backgrounds in collaboration with northern California programs for these students, and it would use these studies as the basis for videotaped seminars with special educators experienced with these cultures, sharing them with other teacher preparation programs in the state to help develop an understanding of these backgrounds in persons outside of those cultures.

Grant Number: H325A980009

Preparation of Inclusion Facilitators to Serve Students with Low-Incidence Disabilities: A Statewide Preservice Training Program in New Hampshire

Project Director: Jorgensen, Cheryl

Beginning Date: Jul 1, 1998

Ending Date: Jun 30, 2001

University of New Hampshire
Institute on Disability
Office of Sponsored Research
107 Service Bldg.
Durham, NH 03824
Voice: (603)862-4320

Purpose: This project of the Institute of Disability at the University of New Hampshire (UNH), in collaboration with the Departments of Education at UNH and Keene State College and the State Education Department, will establish a preservice education program to prepare special education teachers to assume the role of inclusion facilitators who are skilled in the development and implementation of inclusive elementary and secondary education programs for students with low-incidence disabilities from ages 6 through 21.

Method: The program of study will include an emphasis on curriculum design and modification, augmentative communication strategies, positive behavior supports, systems change and advocacy, and the establishment of partnerships with parents and general educators. At least 24 teachers will complete the two-year training sequence with 6 receiving their master's degrees plus state certification and 18 receiving certification only.

Grant Number: H325A980011

Training Rural Educators in Kentucky - Collaborative Relationships (TREK-CR)

Project Director: Schuseter, John W.

Beginning Date: Aug 15, 1998

Ending Date: Aug 14, 2001

University of Kentucky
201 Kinkead Hall
Lexington, KY 40 506-0057
Voice: (606)257-8594

Purpose: This project will institutionalize the TREK-CR project which provides preservice training at the graduate level to personnel from a variety of disciplines to serve and teach infants, toddlers, and children with low incidence disabilities in rural areas.

Method: The TREK-Distance Learning Project has offered a degree for students independent of the on-campus program since 1992. TREK-CR will establish recurrent coursework, integrate the off-campus and on-campus programs, and support a practicum supervisor. Students in the program will gain competency in teaching students with low-incidence disabilities via the development of collaborative relation-

ships and distance education. In addition, the project will establish linkages with statewide programs in low-incidence disabilities and provide access to experts in the field.

Grant Number:H325A980022

**Preparation of Educational Specialists Who Can Provide
Quality Service to Deaf and Hard of Hearing Infants, Toddlers, Children, and
Youth in the Role of Early Intervention or Itinerate/Consultant
Specialists in the Northwest Region**

*Project Director:*Brelje, H. William

*Beginning Date:*Jun 1, 1998

*Ending Date:*May 31, 2001

Lewis and Clark College
Department of Education Program in Special Education
0615 S.W. Palatine Hill Road
Portland, OR 97219
Voice:(503)768-7781

*Purpose:*This project will initiate a new regional program for the preparation of Education Specialists who can provide quality consultative, collaborative, and direct services to teachers, parents, administrators, supervisors, and support service personnel who teach and work with infants, toddlers, children, and youth who are deaf or hard of hearing and who live in the Northwest region of the United States (Oregon, Washington, Idaho, Montana, Alaska, and Hawaii).

*Method:*This project will train 25 students each year at the master's level to meet the certification and licensure requirements of all the states in the region and the Council on the Education of the Deaf. Currently no preparation program exists that has as its main goal the development of personnel who can provide quality, consultative, collaborative, and direct services to parents, regular classroom teachers, administrators, supervisors, and support service personnel who work with these children.

Grant Number:H325A980024

**Personnel Preparation for Low Incidence Disabilities: Graduate Training
Program with Emphasis in Autism**

*Project Director:*Myles, Brenda Smith

*Beginning Date:*Jul 1, 1998

*Ending Date:*Jun 30, 2001

University of Kansas
Department of Special Education
3001 Robert Dole Human Dev. Center
Lawrence, KS 66045

*Purpose:*This project will provide preservice training for teachers and related services personnel engaged or preparing to engage in careers with children and youth with autism. Persons who receive training will be qualified to assume teaching, direct service or consultation positions in public schools, community

agencies, and public and private facilities that offer educational and treatment programs for children and youth with autism.

Method: In addition to coursework and practica experience, masters- level students will participate as interdisciplinary team members under supervision of project staff at the University of Kansas Medical Center, Children's Development Unit. They will also have opportunities to interact with four leaders in the field of autism who will assist them in targeting an area of research for their masters thesis.

Grant Number: H325A980026

Early Childhood Special Education Low-Incidence Master's Training Grant

Project Director: Turner, Keith

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

University of Texas - Austin
Office of Sponsored Projects
Department of Special Education
P.O. Box 7726
Austin, TX 78713-7725
Voice: (512)471-4161

Purpose: The University of Texas at Austin will develop a new low-incidence master's program that is embedded within a medical/educational birth-through-two and a preschool three-through-five training emphasis. This program will prepare early intervention specialists and preschool teachers to collaborate with parents and other professionals in making the necessary supports and adaptations to effectively educate infants, toddlers, and preschoolers with severe sensory, motor, cognitive, communication, and social impairments in their natural or least restrictive environment.

Method: An innovative weekend and web-based delivery format will make the training accessible to the state and nation. The project will graduate 36 master's students with overall expertise in the recommended early intervention and special education practices for birth through five year age range with a specialization in low-incidence disabilities. It will develop four low- incidence specialty courses suitable for distance learning and for dissemination to other universities.

Grant Number:H325A980031

**Interdisciplinary Graduate Program: Rural Early Intervention
Specialists for Low Incidence Disabilities**

*Project Director:*Zeph, Lucille

*Beginning Date:*Jul 1, 1998

*Ending Date:*Jun 30, 2001

University of Maine
Center for Community Inclusion
Office of Research & Sponsored Programs
5717 Corbett Hall
Orono, ME 04469-5717
Voice:(207)581-1084

*Purpose:*This collaborative project of the University of Maine's Center for Community Inclusion will develop, implement, evaluate, disseminate, and institutionalize a new, innovative interdisciplinary graduate preservice personnel preparation program for Rural Early Intervention Specialists for Low Incidence Disabilities. It is intended to address the shortage of professionals qualified for state certification in Early Childhood Development Specialists and also for Early Intervention Specialists for Low Incidence Disabilities in rural areas in Maine and New Hampshire.

*Method:*The proposed project builds on the existing academic resources of the University of Maine and is designed to complement other programs. It was designed in collaboration with institutions of higher education throughout Maine, which provide preparation for related services personnel, but do not offer coursework focusing on infants and toddlers with disabilities and their families. It will create a support network for early intervention providers throughout Maine and New Hampshire to stimulate interdisciplinary and transdisciplinary discussion and sharing of resources specific to infants and toddlers with low-incidence disabilities and their families. The project proposes to graduate 40 graduate-level Rural Early Intervention Specialists for Low-Incidence Disabilities and to provide coursework to an additional 50 undergraduate and graduate students from early childhood special education.

Grant Number:H325A980038

Cognitive/Communicative Disorders in Children with Traumatic Brain Injury

*Project Director:*Bess, Fred H.

*Beginning Date:*Jul 1, 1998

*Ending Date:*Jun 30, 2001

Vanderbilt University
School of Medicine Dept. of Hearing & Speech Science
21st Avenue South
Nashville, TN 37232-8700
Voice:(615)322-4099

*Purpose:*The purpose of this project is to train speech-language pathologists at the master's level to work in rehabilitation and educational settings with children who have experienced traumatic brain injury (TBI). This project fills the gap in provision of services to these children; currently, few graduate programs in speech-language pathology offer extensive training in TBI and none concentrate in pediatric TBI.

Method: Under this grant, the Department of Hearing and Speech Sciences at Vanderbilt University's Bill Wilkerson Center plans to enroll 6 master's level students each year in speech-language pathology with a special concentration on the needs of children with traumatic brain injury. This program will use several university departments, area public schools and medical centers. It should result in the development of speech-language pathologists who are well qualified to meet the needs and challenges of children with acquired brain injuries.

Grant Number: H325A980044

Personnel Preparation for Special Education and General Education Teachers

Project Director: Goetz, Jami

Beginning Date: May 1, 1998

Ending Date: Apr 30, 2001

University of Colorado - Denver
Regents for the University of Colorado - Denver
CB 123, PO Box 173364
Denver, CO 80217-3364
Voice: (303)556-3669

Purpose: The purpose of this project is to implement a master's degree special education program which will result in special education licensure with an emphasis in assistive technology. The project will recruit, admit, and graduate 36 master's students over three years to assume roles as special education/assistive technology specialists. It will provide state-of-the-art applied experiences in assistive technology as they relate to current disability issues.

Method: The program will offer three main components for providing preservice instruction in the uses of assistive technology. In addition to the regular credit module offered, field experiences will be required of the trainees to allow the students to apply their knowledge, and, third, a component will be set up establishing linkages between the graduate students and families with children who have technological needs. The project will disseminate its curriculum to other special education programs and selected professional groups through presentations, workshops, and publications.

Grant Number:H325A980045

Low Incidence Disabilities Project: Master's Degree Training in Infant Special Education with an Emphasis in Low Incidence Disabilities

*Project Director:*Jarrett, Marian

*Beginning Date:*Jul 1, 1998

*Ending Date:*Jun 30, 2001

George Washington University
Office of Sponsored Research
2121 I Street, NW 6th Floor
Washington, DC 20052
Voice:(202)994-1509

*Purpose:*This Low Incidence Disabilities Project will train 39 master's degree students as early interventionists to serve infants and toddlers with the low-incidence disabilities of autism/multisystem developmental disorders (MSDD) and significant neurobehavioral disorders (SNBD). The degree program will address the education and training needs in the area of low-incidence disabilities by providing a coordinated program of training experiences that focuses on current and emerging issues facing the field.

*Method:*The project will recruit and enroll a diverse group of students, develop a training curriculum that reflects best practices in early intervention, develop a master's degree curriculum that reflects new knowledge in the area of infants and toddlers with MSDD and SNBD and their families, increase awareness of these disorders and improve early intervention professionals' skills and abilities, and implement a management plan that ensures effective, proper, and efficient administration of the project. The cooperative relationship between the University and early intervention programs established by this project will result in a well-trained cohort of professionals who will serve as team members, consultants, and trainers in early intervention systems.

Grant Number:H325A980052

Specialized Training for Speech-Language Pathologists in Habilitation of Children with Cochlear Implants

*Project Director:*Montgomery, Allen

*Beginning Date:*Jun 1, 1998

*Ending Date:*May 31, 2001

University of South Carolina
Speech-Language Pathology & Audiology
Office of Sponsored Programs & Research
Columbia, SC 29208
Voice:(803)777-4813

*Purpose:*This project responds to the need for speech-language pathology training programs that provide adequate knowledge and experience in providing aural habilitation services to young children and their families. It will prepare master's level speech-language pathologists to obtain a specialization in aural habilitation of children with cochlear implants.

*Method:*The specialization for graduate students in speech-language pathology at the master's level is in addition to the traditional curriculum. Two new specialty courses will be developed, practicum require-

ments modified, and efficient clinical training materials and extensive recruitment and evaluation plans developed. The department will incorporate a clinical-outcomes-based curriculum in the courses and will draw upon the clinical library for videotapes, case studies, and demonstrations to prepare a CD-ROM that will expose students to clinical examples and techniques in a systematic interactive way.

*Grant Number:*H325A980058

**Personnel Preparation to Serve Low Incidence Disabilities:
Children and Youth with Dual Diagnosis**

*Project Director:*Altman, Reuben

*Beginning Date:*Aug 1, 1998
*Ending Date:*Jul 31, 2001

University of Missouri - Columbia
Office of Sponsored Program Administration
310 Jesse Hall
Columbia, MO 65211
Voice:(573)882-0563

Purpose: This project will support the credentialing of 30 graduate level special education professionals possessing the prerequisite skills to meet the needs of the low-incidence population with severe disabilities across from 3 to twenty-one years of age.

Method: Thirty preservice low-incidence special education teachers will be recruited and prepared with particular expertise with students dually diagnosed with mental retardation and behavior disorders. A collaborative training relationship will be developed and sustained among various educational institutions, regular and special education school districts, and statewide parent and citizen advocacy groups. This training program will be promoted as a model effort in low-incidence personnel preparation throughout Missouri to encourage the development of additional low incidence training programs at the regional colleges and universities.

Grant Number:H325A980059

**Multi-Disciplinary Preparation of Educators to Improve
Services & Results for Children with Low Incidence Disabilities in
Adapted Physical Education**

Project Director: Stopka, Christine

Beginning Date: Jul 1, 1998
Ending Date: Jun 30, 2001

University of Florida
Dept. of Exercise & Sport Sciences
Box 118205; 100 FL Gym
Gainesville, FL 32611
Voice: (352)392-0585

Purpose: The purpose of this project is to improve an ongoing program by more than tripling personnel trained to provide high quality adapted physical education, thus increasing present services and results for children with low incidence disabilities and responding to a critical statewide shortage.

Method: Through a high quality, interdisciplinary program of personnel training at the masters level, as well as support for advanced bachelor's level students and currently employed teachers, it is expected that 3500-4000 hours of new hours of physical education assistance per year will be made available.

Grant Number:H325A980061

**A Proposal to Develop a Multicomponent Comprehensive Personnel
Preparation Program in Severe Disabilities in Western North Carolina**

Project Director: Westling, David L.

Beginning Date: Aug 1, 1998
Ending Date: Jul 30, 2001

Western Carolina University
Department of Human Services
Cullowhee, NC 28723-9013
Voice: (704)227-7310

Purpose: This initiative will expand the Special Education Program at Western Carolina University to include a multi-component personnel preparation program in severe disabilities to serve rural areas of the state.

Method: The program will employ faculty in special education and other relevant disciplines to offer programs leading to a master's degree in mental retardation with an emphasis in severe disabilities, licensure, and a certificate for non-special education professionals to work in collaborative teams. The program will work cooperatively with UNC-Charlotte to maximize use of federal funds.

Grant Number:H325A980062

Preparation of Secondary Special Education and Transition Disability Personnel

Project Director: Sitlington, Patricia

Beginning Date: Aug 1, 1998

Ending Date: Jul 31, 2001

University of Northern Iowa
Department of Special Education
150A Education Center
Cedar Falls, IA 50614-0601
Voice: (319)273-3264

Purpose: This new project, a collaboration among the University of Northern Iowa, the University of Iowa, the Iowa Department of Education, intermediate units, local school districts, and parents throughout Iowa, is designed to meet the most substantial personnel shortage in the state, that of certified educators of secondary students with low-incidence disabilities.

Method: This project will support annually 10 full-time master's students and 20 qualified teachers who will become part-time students. The first cohort will be seniors majoring in special education with an emphasis in moderate and severe mental disabilities; the focus of their preparation will be at the elementary level. The second cohort will be students in general education with a special education minor in mild disabilities at the secondary level. Both of these groups will complete their master's degree with an emphasis in secondary special education and transition. The third group, targeted for part-time master's degree work, will consist of teachers currently teaching in programs for adolescents with moderate and severe mental disabilities or severe emotional disturbance but who are not fully certified. The emphasis of the master's program will be on transition to all aspects of adult life. The focus will be on functional curriculum, interagency collaboration, integration into the community, and collaboration with general education in all aspects of transition planning.

Grant Number:H325A980065

The Preparation of Personnel to Teach Students with Visual Impairment

Project Director: Lewis, Sandra; Rosenblum, L. Penny

Beginning Date: Jul 1, 1998

Ending Date: Jun 30, 2001

Florida State University
Special Education
205 Stone Building
Tallahassee, FL 32306-4459
Voice: (850)644-4880

Purpose: The goal of this preservice personnel program is to increase the number of individuals with competencies to teach children with visual impairments in Florida and the southeast. Through the project's initiatives, the number and quality of personnel with more comprehensive qualifications to provide appropriate services will be increased, improving the outcomes of students with visual impairments within the school system and afterwards.

Method: Students in the programs will be trained to provide services within a specialized area related to the needs of students with visual impairments. Many trainees will obtain certification in these specialized areas as well as in teaching students with visual impairments. The project will expand the Program in Visual Impairments to include a distance learning component. Additional certification/Master's Degree courses will be offered during an intensive summer semester. Funds will be provided to support a doctoral-degree-seeking scholar specializing in the area of preparing teachers to work with students with visual impairments.

Grant Number: H325A980069

Preparation of Masters Level Related Service Personnel in Team & Consultation Methods and with Expertise in Assistive Technology to Serve Infants, Toddlers, and Children with Low Incidence Disabilities

Project Director: Robinson, Cordelia

Beginning Date: Jul 1, 1998

Ending Date: Jun 30, 2001

University of Colorado Health Sciences Center
Colorado UAP/Department of Pediatrics
4200 E. 9th Avenue, C234
Campus Box C234
Denver, CO 80262-0234
Voice: (303)315-5209

Purpose: The purpose of this project is to support the preservice preparation of highly trained related service professionals who can create, implement, and consult to support the full participation of students with low-incidence disabilities in inclusive classrooms and community settings. The program is competency based and interdisciplinary in its approach to personnel preparation.

Method: This program supplements and complements existing graduate course work for the trainees and will provide them with opportunities to implement team-based consultative/collaborative strategies that support the full participation of students with low-incidence disabilities in inclusive settings. Students will develop in-depth knowledge regarding the use of assistive technology for infants, toddlers, children, and youth with low-incidence disabilities and provide instruction and services that are consistent with current best practice knowledge. The program will meet identified multi-state needs for related-service personnel who can effectively use consultative methods and support primary educational and intervention staff members in the use of assistive technology for children with low-incidence disabilities.

*Grant Number:*H325A980071

Project SELF: Preparing Early Childhood Special Educators Who Will Support the Early Learning of Foundations for Self-Determination for Children with Severe & Multiple Disabilities

*Project Director:*Falco, Ruth

*Beginning Date:*Sep 16, 1998

*Ending Date:*Sep 15, 2001

Portland State University
Department of Special Education and Counselor Ed
PO Box 751
Portland, OR 97207
Voice:(503)725-4486

*Purpose:*To meet the needs for increased numbers and improved quality of special education teachers, the Project will prepare 72 early childhood special educators at the masters degree level to serve young children with severe and multiple disabilities in Oregon and Washington with special emphasis on setting the foundations for self-determination..

*Method:*Project SELF will support, through tuition remissions and stipends, the training of 72 early childhood special education teachers, vision specialists, and communications disorders specialists through an advanced graduate training program and curriculum that incorporates best practices for serving children with severe and multiple disabilities. formation aout Project SELF will be disseminated nationally.

*Grant Number:*H325A980079

The Idaho Early Interventionist Project

*Project Director:*Longhurst, Thomas M.

*Beginning Date:*Aug 15, 1998

*Ending Date:*Aug 14, 2001

Idaho State University
Dept. of Speech Pathology and Audiology
921 S. 8th Avenue, Box 8046
Pocatello, ID 83209-8046
Voice:(208)236-2204

*Purpose:*The purpose of the project is to meet the current and expanding need for new early intervention specialists in the Northern Rocky Mountain region. Both quantity and quality are at issue. Assessments indicate a need for specialized competencies to meet the service demands of infants and toddlers with severe, multiple developmental disabilities and their families.

*Method:*Project staff will identify and recruit twenty qualified graduate degree trainees and fifty-four qualified associate degree trainees. The project faculty will train them and support them in their initial placement in infant-toddler service environments.

Grant Number:H325A980084

Intermountain Hearing Impaired Partnership (I-HIP)

Project Director: Longhurst, Thomas M.

Beginning Date: Aug 15, 1998

Ending Date: Aug 14, 2001

Idaho State University
Department of Speech Pathology and Audiology
921 S. 8th Avenue, Box 8046
Pocatello, ID 83209-8046
Voice: (208)236-2204
E-mail: longthom@FS.ISU.ED U

Purpose: The I-HIP Project has been planned to provide for multi-level educational service delivery for infants, toddlers, children, and youth with severe hearing impairment in the 6 intermountain states. The 3 levels include consulting teachers, classroom teachers, and interpreters.

Method: The summers-Plus program is designed to facilitate full certification and career advancement for working professionals in Education of the Hearing Impaired. 15 Masters degree candidates, 15 Educational Specialist trainees and 15 educational interpreter trainees. will be admitted to the three summers-Plus program. In addition, 4-6 new classroom teachers and 6-8 new interpreters will be admitted to the academic-year program annually.

Grant Number:H325A980087

Regents Early Intervention Program (REEIP)

Project Director: Raschke, Donna

Beginning Date: Aug 1, 1998

Ending Date: Jul 31, 2001

University of Northern Iowa
Department of Special Education
Cedar Falls, IA 50614-0601
Voice: (319)273-3258

Purpose: This project of the three regent's universities in Iowa, the Regents Early Education Inclusion Program (REEIP), addresses best inclusionary practices for personnel providing services from birth through 6 in early intervention, early childhood, Early Head Start, and kindergarten programs. In this project, collaborative co-teaching will be modeled for trainees by general and special education professors, hearing and related service providers, and parents at each regent institution.

Method: Twenty-eight trainees will participate in the 3-year graduate program. In addition to the regular coursework for the program, general and special educators and related service personnel working with students with low-incidence disabilities in rural and urban settings will take course work via a statewide fiber optic communications system. Additionally, paraeducators, parents, administrators, and related services personnel from the trainee's work place will participate in appropriate course sessions so the strategies and techniques addressed by the program can be more effectively implemented in community settings or schools.

Grant Number: H325A980099

Masters Training Program for Special Educators and Adapted Physical Educators of Students with Low-Incidence Disabilities

Project Director: Stough, Lauri/Frey, Georgia

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

Texas A & M Research Foundation
Box 3578
College Station, TX 77843
Voice: (409)845-8257

Purpose: The purpose of this project is to increase the quality and quantity of qualified specialists to serve children with severe low-incidence disabilities, specifically students with severe orthopedic impairments, autism, severe mental retardation, traumatic brain injury, and severe multiple disabilities. It will implement an interdisciplinary program that addresses both the special education and physical education needs of this population.

Method: The project is composed of two programmatic tracks: a master's degree program in Educational Psychology with an emphasis in special education and a master's program in Physical Education with an emphasis in adapted physical education. In addition, all students who finish the program will receive ongoing support from university faculty as well as mentoring from a teacher colleague as they complete their first year of teaching.

Grant Number: H325A980100

Preparation of Related Service Personnel in Orientation and Mobility

Project Director: Kiernan, William

Beginning Date: Jul 1, 1998

Ending Date: Jun 30, 2001

University of Massachusetts - Boston
Institute for Community Inclusion
Graduate College of Education
100 Morrissey Boulevard
Boston, MA 02125-3393
Voice: (617)355-6506

Purpose: This project establishes an Orientation and Mobility (O&M) training sequence at the graduate level, specifically for students interested in working with children in school settings, leading to eligibility for certification by the Association for Education and Rehabilitation of the Blind and visually impaired. The program will be directed at increasing the number of new and existing professionals from underrepresented cultures in the field of O&M.

Method: Twenty four students will complete certification in the related service profession of O&M, while an additional 45 students from various education- and special education-related disciplines will develop the necessary skills to more effectively provide services to the low incidence population of visually impaired students. Collaborative agreements with various centers in New England will allow training to be

provided in various components of the project. The total direct teaching experience for the orientation and mobility certification sequence will be at least 340 clock hours.

Grant Number:H325A980103

Communication Development in Children with Severe Disabilities

*Project Director:*Rowan, Lynne

*Beginning Date:*Aug 1, 1998

*Ending Date:*Jul 31, 2001

Kent State University
Research & Graduate Studies
PO Box 5190 110 Terrace
Kent, OH 44242-0001
Voice:(330)672-2672

*Purpose:*To address the critical shortage of speech-language pathology personnel, this project will provide graduate student traineeships to recruit and train promising students (particularly those from under-represented populations) to attain certification as speech-language pathologists with a specialty concentration in severe disabilities and severe communication disorders.

*Method:*The project will provide specialized interdisciplinary academic and clinical training to 48 graduate trainees in speech/language pathology. During the project, 24 full-time graduate students will complete the requirements for a master's degree. Each summer, an additional 24 licensed or certified speech-language pathologists will be enrolled in 2 graduate courses and receive specialized practicum experience.

Grant Number:H325A980107

Personnel Preparation for Teachers of Students with Severe and Multiple Disabilities

*Project Director:*Grossi, Teresa A.

*Beginning Date:*Aug 1, 1998

*Ending Date:*Jul 31, 2001

University of Toledo
College of Education and Allied Professions
2801 W. Bancroft
Toledo, OH 43606
Voice:(419)530-2839

*Purpose:*This project will identify, recruit, and train special and regular educators in the graduate concentration area of teaching children and youth who are severely and multiply disabled. These educators will be prepared to assume instructional leadership roles in area and regional school districts, working with students with the most significant impairments to participate fully in the educational mainstream and the community.

Method: The master's program will take an interdisciplinary approach and will promote inclusive activities in the general education classroom, the school community, and the community at large. It will use school and agency personnel from different disciplines and parents to co-teach or serve as guest lecturers in seminars or courses and to deliver the course content in schools and community agencies where it will give the trainees an opportunity to gain hands-on experiences with equipment and materials. The project will prepare 20 special and regular education teachers over a three-year period to collaborate with regular educators and related personnel to promote inclusive activities for children and youth with multiple disabilities.

Grant Number: H325A980108

Interdisciplinary Preparation for Working with Young Children with Low Incidence Disabilities and Their Families: Collaboration Across Three Disciplines and Three Disability Areas

Project Director: Crais, Elizabeth

Beginning Date: Jul 1, 1998

Ending Date: Jun 30, 2001

University of North Carolina - Chapel Hill
School of Medicine Bynum Hall, Room 300 CB# 4100
Chapel Hill, NC 27599-4100
Voice: (919)966-9458

Purpose: The University of North Carolina at Chapel Hill will develop a collaborative project among three master's degree programs to enhance the opportunities for students to gain interdisciplinary academic and field-based experiences in working with young children with low incidence disabilities and their families. Students will be prepared to work in a collaborative and interdisciplinary manner with children, parents, and other professionals.

Method: The project will offer interdisciplinary training opportunities, coursework, and practicum experiences for students in special education, speech and hearing sciences, and occupational therapy to specialize in working with young children with autism, hearing impairments, or severe physical impairments. Students will participate in seminars focusing on children with low-incidence disabilities and their parents and in research and field-based activities related to these children and their families. Program graduates will obtain their full licensure within their respective disciplines with a specialization in working with young children with autism, hearing impairments, or severe physical impairments.

Grant Number: H325A980121

Preparation for Teachers of Students with Severe/Multiple Disabilities

Project Director: Umbreit, John

Beginning Date: Jul 1, 1998

Ending Date: Jun 30, 2001

University of Arizona
Special Education and Rehabilitation
P.O. Box 210069
Tucson, AZ 85721
Voice: (520)621-0946

Purpose: This project will increase the number of well-qualified teachers for students with severe/multiple disabilities and expand the content an existing preparation program. The project will serve two groups of trainees: full time trainees working toward a Master's degree, and second certificate trainees.

Method: Full-time trainees will be required to complete academic coursework and extensive practicum experience. Second certificate trainees must complete five academic courses in one year. For both groups, coursework and practica will be carefully coordinated and monitored.

(84.029B)
**Preparation of Personnel for Careers in
Special Education**

Grant Number: H029B940014

**Behavioral Interventionist to Facilitate the Full-Inclusion of Students with
Emotional/Behavioral Disorder in Regular Education Environments**

Project Director: Bullock, Lyndal

Beginning Date: Dec 1, 1994
Ending Date: Nov 30, 1999

University of North Texas - Denton
College of Ed./Special Ed. Programs
P.O. Box 311337
Denton, TX 76206-0599
Voice: (940)565-3583
Fax: (940)565-4055
E-mail: bullock@tac.coe.unt.edu

Purpose: This project will develop a new component of the Special Education Program at the University of North Texas, with a focus on preparation of personnel who are competent to serve as behavioral interventionists. The perceived role of these personnel will be: * To work with regular classroom teachers in the implementation of services to students with emotional/behavioral disorders within more inclusive environments; and * To work with individuals and small groups of students with emotional/behavioral disorders for the purpose of understanding more about their problems, determining methods of intervention, and determining reinforcement priorities that are effective and which may be implemented in the regular classroom. There will be five full-time and ten part-time post baccalaureate students selected for the program each year of the five-year project. Students selected will be experienced teachers in either general or special education. Special education teachers who have the Texas Generic Special Education endorsement will be eligible for a teaching credential in Seriously Emotionally Disturbed after completion of the program. General education teachers will take sufficient courses to be eligible for both the Generic and Seriously Emotionally Disturbed credentials. Training will be heavily field based.

Grant Number:H029B940015

Teaching African-American Inner-City Children with Serious Emotional Disturbance: The Rose School Immersion Project

*Project Director:*Belknap, Nancy

*Beginning Date:*Jun 1, 1994

*Ending Date:*May 31, 1999

George Washington University
2121 I St., NW - 6th Floor
Washington, DC 20052
Voice:(202)973-1047

*Purpose:*This project will use federal funds to support 40 trainees over a five-year period in a one-year master's preservice, field-based, total immersion, 36-hour master's degree program. Eight trainees will graduate each year. Trainees will spend one full school year immersed in the life of the Rose School, which is a citywide public school in the District of Columbia that serves seriously emotionally disturbed students. It is the last placement option before residential placement, and the least restrictive environment for seriously conflicted children. Trainees will teach, act as interdisciplinary team members, and take part in all aspects of the operation. University professors will offer on-site clinical supervision. The project also initiates distinct new directions, as follows: * The need to refine existing competencies and to develop new competencies to meet the needs of seriously emotionally disturbed students as a result of the changing nature of this population. * Toward this end, program competencies have been refined and two new courses have been added: (a) The Changing Behaviors of Students with Psychiatric Disorders: A Sociological, Psychiatric, and Special Education Perspective, to be jointly taught by the Departments of Sociology, Psychiatry, and Special Education; and Teaching African American Inner City Children with Serious Emotional Disturbance. Seven areas of professional knowledge have been identified; from this knowledge base, 96 specific training competencies have been explicated. * The use of a weekly seminar providing personal and professional support to combat stress and burnout of teachers of seriously emotionally disturbed students. * The collaboration of university staff with the JOURNAL OF EMOTIONAL AND BEHAVIORAL PROBLEMS in which a running letter to the field will appear.

Grant Number:H029B940052

**Migrant Special Education Training Program:
Preparing Special Educators to Work with Migrant Students with Disabilities**

*Project Director:*Salend, Spencer

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

State University New York - New Paltz
SUNY Research Fdn.
Special Education Unit HAB 805
75 South Manheim Blvd - HAB 80
New Paltz, NY 12561
Voice:(914)257-2843

*Purpose:*Despite data showing that migrant students are performing significantly below their non-migrant peers on most measures of academic success, migrant students are under-identified and underserved in special education programs. Further, an extensive review of the literature revealed that no teacher training institution other than SUNY-New Paltz has developed a program to prepare special educators to provide

services to migrant students with disabilities and their families. This project offers a tuition-free 36-credit master's program in special education, with an emphasis in migrant education. The program uses a field-oriented competency-based approach to prepare teachers in the necessary skills and knowledge for working with migrant students. Rodriguez's multicultural training model will be used to incorporate the competencies into the existing training program. Each course will have a field work component that requires trainees to work with migrant students and their families. Based on emerging best practices in instruction in higher education, recent research and trends in special education, feedback from trainees, and the National Education Goals, the program will be revised by including the following components: cooperative learning and study groups; student portfolios; case studies; and content on inclusion and mainstreaming. Since there are few materials to train special educators to work with migrant youth with disabilities, an important goal of the project is to develop and disseminate materials to prepare educators to work with migrant youth with disabilities and their families. The materials will be used in coursework and will provide other teacher training programs an available and cost-effective way to incorporate content related to migrant youth with disabilities into their curricula. Priority in trainee recruitment will be given to individuals from migrant families and will focus on racial and ethnic minority group members.

*Grant Number:*H029B940054

Specialized Training Program in Audiologic Aspects of Early Intervention

*Project Director:*Hurtig, Richard

*Beginning Date:*Aug 1, 1994

*Ending Date:*Jul 31, 1999

University of Iowa
Dept Speech Path & Audiology 119 WJSHC
Iowa City, IA 52242
Voice:(319)335-8718

*Purpose:*Students in this project will be trained to work in, or as consultants to, school-based programs for children of all ages who have hearing losses, but they will acquire special expertise in early intervention. In many instances the role of the school with regard to children's hearing must begin well before a child enters kindergarten. There is a need for audiologists who are prepared to work with preschoolers and their families in such diverse areas as identification of hearing loss in infants and toddlers, consulting with preschool classroom teachers concerning the impact of unilateral sensori-neural hearing loss of recurrent otitis media on academic performance, counseling parents regarding the effects of a child's hearing loss both on the child and the family as a whole, selecting and managing classroom amplification systems, monitoring the use of personal hearing aids, and direct services to the child. The pool of audiologists available to meet this need is extremely small. Even in the State of Iowa, which employs approximately 5 percent of the nation's school-based audiologists, there are unmet needs. This project will modify an existing curriculum for training audiologists and add special observation and practicum experiences with school-based audiologists, in order to meet these needs.

Grant Number:H029B940059

Master's Program in Early Childhood Special Education

Project Director: Beckman, Paula

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

University of Maryland
College of Education
Research Admin & Advancement Off
Room 2100, Lee Building
College Park, MD 20742
Voice: (301)405-6492

Purpose: Federal funds will be used to significantly enhance the existing master's level program in early childhood special education at the University of Maryland. The objectives are as follows: * To substantially update and enhance the program to emphasize four areas: (a) cultural, ethnic, and economic diversity; (b) inclusion; (c) transdisciplinary preparation; and (d) family-driven services. * To recruit qualified candidates for master's training who represent diverse backgrounds. This diversity will include professionals representing other disciplines (e.g., regular early childhood education), as well as candidates who are ethnically diverse. * To offer a well planned sequence of courses and apprenticeships which result in trainees' mastery of teaching competencies; * To conduct an ongoing evaluation to ensure that (a) program enhancements are implemented; (b) students attain competencies; and (c) qualified teachers are prepared who meet or exceed state certification standards; and * To provide students with opportunities to participate in research and service activities directly related to the areas of program enhancement. Approximately 15 to 20 students per year will participate in the training program, most working toward certification. Upon completion of all degree and certification requirements, they will be prepared to work with children from birth to age 5 and with disabilities ranging from mild to severe.

Grant Number:H029B940062

Five-Year Preservice Program in Special Education

Project Director: Burke, Philip

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

University of Maryland
Lee Bldg., Rm 2100
College Park, MD 20742
Voice: (301)405-6515

Purpose: Federal funds will be used to implement and evaluate changes in the current five-year Preservice Preparation Program in Special Education at the University of Maryland. The changes will improve the quality of the field-based experiences and provide special education majors with additional expertise in (a) inclusion/collaboration techniques and (b) the education of infants, toddlers, children and youth with disabilities from racially, ethnically, and linguistically diverse backgrounds. Students will enter the University as pre- special education majors and spend their first two years completing course work that provides an understanding of basic psychological and sociological principles, and knowledge of normal human behavior and development. In addition, students will receive introductory level coursework and field-based experience in special education. During their third year, special education majors are provided with generic special education coursework and field experiences. The students' final two years are spent in intensive coursework and field experiences designed to equip them with knowledge and skills in inclu-

sion, collaboration and multicultural issues. Students may take up to 12 hours of coursework which count toward both their undergraduate and graduate degrees.

*Grant Number:*H029B940071

An Alternative Program For Special Educators The Apse Program

*Project Director:*Burstein, Nancy

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

California State University - Northridge
18111 Nordhoff St (RSCH)
Northridge, CA 91330
Voice:(818)885-3189

*Purpose:*This alternative credential program combines coursework for a general and special education credential, prepares teachers for diverse learners, and provides ongoing support and guidance to trainees. Federal funds will be used to develop and implement the alternative program that integrates general and special education competencies, addresses the impact of language differences and social problems on school performance, and provides guidance and supervision to working teachers. The program is designed specifically for non-credentialed special educators attending school part time and teaching on waivers. The interdepartmental courses integrating general and special education will be developed and collaboratively taught by faculty from the Departments of Special and Elementary Education and Educational Psychology and Counseling. Field experiences will include training in integrated general education classrooms and teachers' own special education programs. The project will train five cohorts of 15 teachers each, a total of 75 teachers in all. Recruitment efforts will focus on personnel from under-represented groups. Upon completion of the program, participants will have earned a Multiple Subjects/Elementary Credential, and a Special Education Specialist/Learning Handicapped Credential.

*Grant Number:*H029B940072

A Program to Prepare Minority Personnel to Teach High Incidence(LD/BD/EHM) Minority Children & Youth

*Project Director:*Ewing, Norma

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

Southern Illinois University - Carbondale
Dept Education Psych & Special Ed Research Development & Admin
Carbondale, IL 62901
Voice:(618)453-3101

*Purpose:*This project will prepare at least 20 African American and Hispanic special education teachers. Recruitment, retention, graduation and passing State Basic Skills and Special Education Certification tests are all major foci of the program. Participants will complete coursework that will prepare them to acquire State of Illinois certification to teach high-incidence learning disabled, socially/emotionally disabled, and educable mentally retarded children and youth. Certification in three categorical areas will enhance their potential to participate in collaborative/consultative teacher roles in systems where inclusion of students with disabilities is commonly practiced. They will also be prepared to act as resource room teachers. The

project is structured around several strong support services components, including: * Tutorial assistance in specific areas (e.g., math, assessment and remediation, English as a second language); * Preparation for taking State of Illinois teacher competency tests; * A three-tiered minority mentee-mentor component; peer mentors are minority senior level undergraduates or minority graduate students in the College of Education; * A highly structured faculty/staff mentoring component; * High quality field-based minority teachers and/or administrators as mentors for students; * Topical seminars in critical issues in special education. Program participants will acquire knowledge, experiences, and skills needed to improve multicultural aspects of special education service delivery for children from under-represented racial/ethnic groups. Minority faculty will provide instruction for courses during inter-session (May 15-June 15) and summer semesters. Multicultural knowledge and skills will be included in courses from a theoretical, as well as an experience base. Minority faculty will also serve as role models for all participants. Graduates of this program will be prepared to: * Respond as confident change agents in school settings with culturally and linguistically diverse students; * Serve as role models for minority students with a disability; * Foster improved cross-cultural understanding and diverse cultural tolerance; * Assist non-minority teachers in developing an enriched multicultural perspective in school-related matters; * Use culturally relevant knowledge and skills to enhance the quality of schooling for minority students with a disability. The project's staff and minority field-based mentors will provide direct contact and support to all graduates during their first year of teaching.

Grant Number: H029B940083

Bilingual Special Education: Personnel Preparation for Minority Populations

Project Director: Samora, Sarita

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

State University of New York - Buffalo
SUNY Research Foundation
P.O. Box 9
Albany, NY 12201
Voice: (716)878-5309

Purpose: Once culturally and linguistically diverse (CLD) students are properly assessed and placed in bilingual special education settings, districts must provide appropriate educational services to meet the individual needs of these students. This requires available personnel who are trained in a variety of areas, including, but not limited to: (a) the nature and needs of CLD students who are developmentally disabled; (b) the role of language and culture across referral, evaluation, placement, and programming procedures; and (c) relevant methods, procedures, techniques, and instructional strategies for bilingual children and youth who are disabled. Trained personnel are needed to develop and implement quality educational services for CLD students who are disabled, at all program options (e.g., inclusion models, resource rooms, self-contained classrooms, etc), as well as to provide related/support services in the development of second language proficiency as needed for individual students. In order to fulfill these needs, this project will implement a personnel preparation program in Bilingual Special Education and English as a Second Language. Funding will ensure that students acquire the necessary competencies to: provide meaningful education to limited English proficient students in bilingual special education settings; and teach English as a second language to limited English proficient students with disabilities. The importance of this project is demonstrated by the fact that: * Known enrollment of limited English proficient students in Western New York is in excess of 14,000 and, in New York State, over 300,000; * At the time this project was proposed, there was no program in New York State to train special education teachers in English as a second language for students with disabilities; and * There is currently limited

undergraduate training in bilingual special education in New York State, with no undergraduate training program in the Upstate New York area.

*Grant Number:*H029B940105

CASE Program: Consultation-Oriented Assessment in Special Education

*Project Director:*Tindal, Gerald

*Beginning Date:*Aug 1, 1994

*Ending Date:*Jul 31, 1999

University of Oregon
RT/232 Education
5262 University of Oregon
Eugene, OR 97403-5265
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*Purpose:*The focus of training for this project is centered around three components. * First, the content of training is oriented around special education teachers' use of classroom-based assessment, including a full range of measures that encompass basic skills (using both traditional curriculum-based measures and more recent procedures derived from portfolio assessments) and content knowledge in social studies and science. One year of course work and practica are designed around the development and use of student learning and performance measures to develop instructional programs that are effective and efficient. * Second, the context for carrying out such assessments includes both elementary and secondary settings, using a consultation-based delivery program. This consultation component is approached from a broad behavioral perspective in which special and general education work together in solving student academic and social behavior problems. A structured process will be used in coursework and practicum settings to general facility and proficiency in teachers in (a) requesting assistance, (b) identifying problems, (c) conducting functional analyses, (d) planning and implementing interventions, and (e) formatively evaluating outcomes. These various skills are organized within consultation agreements. * Third, a case study format is included to establish contingencies for teacher participation and maintenance of behavior changes in school programs. The training is expected to take one year and include monthly practicum seminars (with both preservice and inservice teachers) in which teachers monitor student progress and use performance data to evaluate instructional programs. This last component incorporates and binds together the focus on classroom assessment (the major content of formal training) and consultation practice (the primary context of training). With this format, case studies will be published in an annual research report- training monograph. Seven to ten students will be supported annually. Federal funds will also support a faculty member and coordinator from the university, and teacher mentors (substitute days and extended time) from the schools.

Grant Number:H029B940110

Preparation of Speech-Language Pathologists for Employment in Rural Public Schools

Project Director: Schwarz, Ilsa

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

University of Oregon
Human Development Center
College of Education - 901 E 18th Ave
Eugene, OR 97403
Voice: (503)346-3593

Purpose: This project will provide individuals who are qualified for graduate study with an opportunity to obtain a master's degree and national certification in communication disorders and sciences. The program allows students to obtain a master's degree, national certification (clinical fellowship status), and state licensure through on-campus summer study and distance education, or through summer study and a one-year on-campus commitment. It is expected that eight students will be supported through tuition waivers, each for approximately 2-1/2 years (expected average), totaling a group of 20 master's level professionals trained for service in rural schools over the course of the grant. The project will also upgrade the state and national certification status of individuals now serving as speech and language pathologists in rural areas, who do not meet state and national licensure standards. As a result of enhanced state licensure requirements, a number of speech-language pathologists currently employed in rural areas are considered under-qualified and are in jeopardy of losing their positions. Distance education will allow these professionals to upgrade their state licensure while maintaining their present job responsibilities. In all, it is expected that a minimum of ten practicing speech-language pathologists will participate in continuing education activities designed to facilitate progress toward state and national certification on an annual basis.

Grant Number:H029B940113

Project RETURN: Recruiting Speech-Language Pathologists for Hard-to-Fill Positions

Project Director: Scheffler, Marilyn

Beginning Date: Aug 1, 1994

Ending Date: Jul 31, 1999

University of Nebraska
Dept Special Education & Communication Disorders
303 Admin. Building
253 Barkley
Lincoln, NE 68502
Voice: (402)472-7697
Fax: (402)472-7697
E-mail: mas @unlinfo.un.edu

Purpose: This project is based on the premise that, through provision of financial incentives, specific courses, and enhanced practicum experiences, including a mentoring component, speech-language pathologists will return the cost of their educational program by employment where shortages are most acute. The program has two strands to aid in the preparation and retention of students. Students will be required to accept positions in urban or rural areas for a minimum of two years following graduation for each year of project support. Objectives and activities of the project are as follows: Objective 1: Recruit

four preservice trainees for an urban inner city strand, and four trainees for a rural strand each year of the project. * Provide presentations at state, regional, and national conferences; * Disseminate recruitment information; * Provide opportunities for on-campus visitation for potential participants; * Use graduates of the present program who are working in urban or rural areas to recruit potential trainees; * Recruit at the University's Career Fair, Minority Career Awareness Week, and other events; * Consult with the Nebraska Department of Education and its Comprehensive System of Personnel Development, and the University's Affirmative Action Office to finalize selection criteria; * Notify stipend recipients; * Monitor students' performance as a condition for receipt of stipends. Objective 2: Provide a sequence of coursework to prepare participants to work in urban inner city or rural settings. * Require SOC 445 (Sociology of Urban Areas) for inner city participant group, or * Require SOC 242 (Rural Sociology) for the urban participant group; * Conduct and update literature review on urban and rural practice of speech-language pathologists in schools; * Require SPA 488/888 (Linguistic Needs of Bilingual and Culturally Different Students) for all participants; * Conduct literature review for seminar development; * Require a new course, SPA 898 (Student Teaching Seminar: SLP) for all participants; and * Require SPED 990 (Consultation Skills for Ancillary Personnel) for all participants. Objective 3: Implement, coordinate, and evaluate urban inner city and rural practicum experiences and mentoring program. * Contact special education administrators to arrange practicum placements for students; * Develop and conduct training for practicum supervisors and mentors; * Assign students to appropriate sites; and * Supervise students on site. Objective 4: Evaluate the effectiveness of the project and disseminate project information. * Tabulate the number of stipend recipients, students completing coursework and practicum, and number of program graduates; * Gather data on the number of trainees enrolled in or served by the project, including those from historically under-represented groups; * Conduct discrepancy analysis of the project's objectives and activities; * Analyze discrepancy evaluation data; * Evaluate students in coursework and practicum through examinations, observation, and required projects; * Evaluate the quality of instruction and supervision; * Evaluate the mentor training program; * Conduct employer and student follow-up studies of program graduates; * Evaluate the success of the program in placing graduates in hard-to-fill positions; and * Submit articles, products, and presentations to journals, ERIC, and conferences.

*Grant Number:*H029B940115

New Mexico/South Texas Collaborative Project for Training Minority Personnel in Special Education

*Project Director:*Fletcher, Ruth

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

New Mexico State University
Dept Special Education & Communication
Box 3699
Las Cruces, NM 88003
Voice:(505)646-5993

*Purpose:*This project will train minority personnel as special educators of deaf and hard-of-hearing students from under-represented racial/ethnic groups. The Master of Arts program meets the required generic state licensure in special education, meets cross-categorical needs of rural districts, and addresses national licensure standards of the Council on Education of the Deaf. The interdisciplinary program emphasizes bilingual education and English as a Second Language in order to address the tricultural/trilingual nature of the populations residing in the Southwest. New Mexico State University's graduate program in special education/deaf and hard of hearing (with a specialty in bilingual education or English as a Second Language) is engaged in collaboration with faculty at the New Mexico School for the Deaf

and the University of Northern Colorado. This project will expand that collaboration. Further, trainees will be recruited from the five minority institutions of higher education in the region: the University of Texas-El Paso, New Mexico Highlands University, the University of New Mexico, Western New Mexico University, and New Mexico State University, as well as the community of deaf and hard-of-hearing individuals in the region. The project will establish scholarships and assistantships to provide financial support to graduate students from these historically under-represented groups.

Grant Number:H029B940124

A Personnel Training Partnership for Teachers of Students with Disabilities

Project Director: Scott, John

Beginning Date: Jun 1, 1994

Ending Date: May 31, 1999

Florida Atlantic University - Boca Raton
Exceptional Student Ed
Boca Raton, FL 33431
Voice: (561)297-3280

Purpose: This university-district cooperative program will provide preservice training to prepare personnel as special educators of children and youth with disabilities. Federal funds are used for the development of a new program to establish and increase the capacity and quality of preservice preparation at Florida Atlantic University.

Grant Number:H029B940130

The University of Georgia Development and Behavior Disabilities Personnel Preparation Project

Project Director: Gast, David

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

University of Georgia - Athens
Dept Special Ed
621 Boyd Graduate Studies
Athens, GA 30602
Voice: (706)542-5069

Purpose: This project will provide financial aid to 12 graduate students per year in the master's or special-ist degree program with a declared area of emphasis in moderate/severe mental retardation and/or early childhood special education. Financial aid will be in the form of graduate research or teaching assistantships and tuition stipends for students from a number of disciplines (special education, general education, therapeutic recreation, child development, social work, psychology, communication disorders) who may or may not be seeking initial Georgia certification in mental retardation, but who are pursuing advanced studies in moderate/severe developmental disabilities or early childhood special education. Emphasis will be placed on recruiting students from rural Georgia. To accomplish this, federal funds will be used for a practicum/consultation supervisor who will actively recruit full-time and part-time students who have been hired by a local education agency under a provisional certificate and who are not appropriately certified to teach students with moderate to severe disabilities. Additional responsibilities of the prac-

ticum/consultation supervisor will include: monitoring students' performance competencies in applying state-of-the-art practices in local districts; modeling, assisting, and supervising student consultation activities to parents, paraprofessionals, teachers, other professionals, and administrators; and serving as a liaison between the University's Department of Special Education and local education agencies. In addition to taking coursework in special education, trainees in this cross-disciplinary program will also enroll in didactic and/or practicum coursework from the Departments of Communication and Speech Disorders, Child and Family Studies, Recreation and Leisure Studies and/or Social Work, depending on their areas of concentration. In the DBD program, students will enroll in one of two areas: moderate/severe mental retardation or early childhood special education. Based on individual experiences and goals, students will select one or more areas of concentration: early childhood, severe developmental disabilities, severe behavior disorders, secondary transition, language/communication, micro-technology, motor development/disabilities, therapeutic recreation/leisure, family studies, or research. All students will enroll in a minimum of two quarters of supervised practicum experiences: (a) direct service practicum (assessment, instruction, behavior management); and (b) advocacy, consultation and personnel training practicum. In addition, students will enroll in three consecutive quarters of internship in which the student will be assisted, as well as evaluated, in the implementation of previously acquired informational and performance competencies. Students may be employed by a local education agency, preferably in a rural area, during this internship period. All graduate students will complete an applied research thesis in partial fulfillment of their master's or Ed.S. degrees.

Grant Number: H029B940154

Special Educators and Paraprofessionals: A Career Advancement Model

Project Director: Bossey, Consuelo

Beginning Date: Jun 1, 1994

Ending Date: May 31, 1999

Our Lady of the Lake University
School Of Education & Clinical Studies
411 SW 24th Street
San Antonio, TX 78207
Voice: (210)434-6711

Purpose: Students who attend Our Lady of the Lake University are themselves exceptional in that most are from minority groups and are first generation college or graduate students. One hundred percent of graduate students in special education are employed full time as teachers, and many are working mothers or fathers. In the undergraduate special education program, there is a rapidly growing student population of paraprofessionals who are employed full time in schools. The primary purposes of this project are to: * Provide training to (a) allow full-time teachers to gain a master's degree and additional certification in special education; (b) assist paraprofessionals who are working full time in obtaining a bachelor's degree in special education, with full Texas Education Agency certification; and (c) assist individuals who are working with less than full certification in becoming fully certified; * Increase the number of qualified minority special education personnel and non-minority personnel who are sensitive to and trained to serve the needs of children from under-represented racial/ethnic groups; and * Implement a system to develop practica sites that meet the highest standards of excellence in instructional quality for children and youth with disabilities. The focus will be on sites and competency requirements that provide transition assistance for special needs youth from school to adult roles.

Grant Number:H029B940156

An Innovative Approach to Preparing Secondary Teachers in Required K-12 Teacher Certification Programs

*Project Director:*Dunn, Caroline

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

Auburn University
Dept Rehabilitation & Special Ed
1228 Haley Center
Auburn University, AL 36849
Voice:(205)844-5943

*Purpose:*Alabama requires K-12 teacher certification. This master's program is a "first" for the state, in that it has been designed to prepare teachers at the secondary level, with the assistance of personnel from the State Department of Education who helped to tailor it to existing state teacher certification standards. The goal of the federal project is to have an impact on secondary special education programs in Alabama that serve more than 31,000 students with disabilities between the ages of 14 and 21. The specific purpose is to improve the quality and increase the numbers of secondary teachers serving students with mental retardation, learning disabilities, or behavior disorders.

Grant Number:H029B940177

Preparation of LH And SH Teachers to Serve a Large Rural Area of Southern California

*Project Director:*Cegelka, Patricia

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

San Diego State University
5250 Campanile Drive
San Diego, CA 92182
Voice:(619)594-4994

*Purpose:*This five-year project addresses the need for credentialed teachers in the vast rural areas of Imperial Valley, California, which is isolated from the fast-paced development of most of Southern California's counties. More than 80 percent of the inhabitants are from under-represented racial/ethnic groups (largely Mexican American) and many are migrant workers. Due to difficulty in recruiting credentialed teachers, the area has relied increasingly on the induction of local residents into the teaching profession. More than 40 percent of teachers of students with learning handicaps and severe handicaps are teaching without appropriate credentials; they have emergency credentials, are teaching as long-term substitutes, or are on credential waivers. This project is the result of a series of interactions between the University's Department of Special Education faculty and school administrators in Imperial Valley. The outcome of these efforts has been a teacher education service delivery model that includes the following: * A combination of coursework offered on site in Imperial Valley; * Summer coursework on the San Diego campus; * A month-long immersion experience in Ensenada; and * Coordination by a full-time faculty member of the practica supervision and student teaching/internship experiences of the participating teachers. Altogether, the majority of the coursework will be taught by regular faculty from the Department. In addition, the Department's adjuncts and doctoral level colleagues in the Imperial Valley region will teach the remainder of the coursework. Curriculum analysis procedures identified the need to adjust and/or refocus

the content in several of the courses in order to address the unique service delivery challenges of the region. Funding is collaborative. The districts/SELPA will contribute personnel time on advisory and steering committees, as direct supervisors of teacher trainees, guest lecturers in selected courses, and consultant stipends for outside speakers. Local funds are also supporting three release days per semester for each participant, as well as funding the participants' costs for the month-long immersion program in Ensenada. The Imperial Valley satellite campus is enriching the workload formula for full-time departmental faculty who will teach courses at that site. The Department at the university is contributing departmental instructional materials and resources, as well as faculty time to design and coordinate the effort. Federal funds will support tuition and summer living stipends for participants, summer school faculty salaries, the academic year practica supervision, and related costs. Over the five years of the project, it is estimated that 42 or more teaches will complete the graduate program leading to Special Education Specialist credentials. In addition, the project has a secondary goal relating to retention of special education teachers in the region. The workscope relating to teacher retention involves activities of the district/SELPA and of the trainees themselves, along with efforts by the SDSU and Imperial Valley campuses.

Grant Number:H029B940181

**An Interactive Model for Preparing Teachers for Students with
Behavior Disorders to Work with Rural Communities**

Project Director: Bloom, Lisa

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

Western Carolina University
211 Killian
Cullowhee, NC 28 723
Voice:(704)227-7310

*Purpose:*The Mountain Connections Project will prepare teachers in rural areas to work with communities in developing programs for students with, and at risk for, behavior disorders. The goals are: * To increase the number of fully certified teachers by recruiting and retaining teachers and by promoting full qualifications of all teachers serving students with behavior disorders; * To prepare teachers to work collaboratively with rural communities to develop model programs for students with, and at risk for, behavior disorders; * To train personnel to work in rural areas by developing methods and curriculum materials to prepare teachers to collaborate with community, school, and agency personnel; * To recruit minority teachers for students with behavior disorders and to improve services for such students who are from historically under-represented groups.

Grant Number:H029B940198

Meeting Changing Rural Needs: Recruitment & Preparation of Culturally Diverse Specialist Cadres

*Project Director:*Jensen, Mary

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

California State University
Special Education Program
First & Normal Streets
Chico, CA 95929-0870
Voice:(916)898-4099

*Purpose:*This project will recruit, prepare, and place 45 special education teachers from under-represented ethnic groups who reflect the population they will serve. Ninety individuals will complete this program, the first in the state to combine general education, special education and CLAD (cross-cultural, language, and academic development) competencies in training. The cadres of culturally diverse trainees will be immersed in exemplary rural multi-ethnic, multilingual schools while apprenticed to trained, collaborative teaching teams. The objectives are: * To develop long-term sources of supply of culturally diverse rural special educators that result in the recruitment of 45 qualified trainees from under-represented ethnic minorities; * To initiate a redesigned structure that efficiently prepares California special educators to meet needs of rural multi ethnic, multi-linguistic pupils with disabilities; * To retain 45 individuals from under-represented ethnic groups through training as special educators; and * To place 90 graduates, including 45 from under-represented groups, in careers in rural special education.

Grant Number:H029B940199

Finding and Keeping the Best: Preparing Teachers of Individuals with Severe Disabilities

*Project Director:*Jensen, Mary

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

California State University
Dept Profess Studies
First & Normal Streets
Chico, CA 95929
Voice:(916)898-4099

*Purpose:*This on-the-job training project applies the structure of an internship program for teachers of learning disabled students to teachers of individuals with severe disabilities. The objectives are to: * Reduce the severe and longstanding shortage of fully trained special educators for students with severe disabilities in rural areas; * Attract and select the best candidates for specialist positions; * Provide a structure that greatly reduces the personal, professional, and geographic hardships of obtaining a special education credential; * Prepare special educators who will effectively meet challenging needs in special education and in California's schools; * Fashion a support structure that assists on-the-job trainees and encourages the retention of talented special educators in rural areas. California State University-Chico has formed a collaborative partnership with school districts in its service area to design an alternative training program that will prepare 80 special education teachers to meet changing needs in rural California. Preferences in recruitment will be given to residents of local, northeastern communities of the state; those indi-

viduals are most likely to remain in their areas and in their teaching positions. Eighty trainees, particularly sought from historically under-represented groups, will receive a stipend incentive to pursue training in the wide range of technical and consultative skills needed by today's special educators. Training will be accessible at full-day classes, at regional training sites, through interactive instructional television, and at intensive on-campus summer sessions. In addition to formal training, a "safety net" or support network will be built around each trainee. District and university staffs will cooperate to provide joint support, local mentoring, and supervision throughout the two-year period.

Grant Number: H029B940214

Program to Merge Elementary Education and Special Education Credentials

Project Director: Cegelka, Patricia

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

San Diego State University
5250 Campanile Drive
San Diego, CA 92182
Voice: (619)594-4994

Purpose: This five-year project is a joint effort between the San Diego State University Department of Special Education and School of Teacher Education, and represents a collaborative effort between the general education and special education teacher preparation programs in the College of Education. Its goal is to meet manpower shortages in the special education areas of learning handicapped and severely handicapped, through a merged alternative special education/regular education preparation program that will train a minimum of 100 new special education teachers. At the same time, the merged program will prepare regular classroom teachers to meet the needs of all students who are experiencing learning difficulties within the mainstream environment. Under the current structure, the elementary education credential program is a fifth-year post-baccalaureate program; it is requisite to the special education credential programs which are 6-year-plus programs. The merged alternative program builds on a successful three-year experimental pilot program that combined the two credentials into a synchronous schedule which permitted the candidates to complete, within a calendar year, all coursework for both credentials, with the exception of six to nine units of elective coursework for the Special Education Specialist credential. The experimental program faculty has moved to reduce the overall number of courses required, through the redesign of the program, merging content from separate credential courses into single courses applicable to both credentials. Further, formal application has been made to the California Commission on Teacher Credentialing for approval of the merged program under the Alternative Credential provision of that agency. This move from a combined program with experimental credential status to a merged program offered under the Alternative Credential option is a move toward program institutionalization.

Grant Number:H029B940224

Preparation of Speech-Language Pathologists & Audiologists to Work with Hispanic Children with Communication Disorders

Project Director: Champlin, Craig

Beginning Date: Jun 1, 1994

Ending Date: May 31, 1999

University of Texas
Dept Speech Communication
P.O. Box 7726
Austin, TX 78713
Voice:(512)471-3841

*Purpose:*Speech-language pathologists who serve limited English proficient or non-English speaking Hispanic children must determine whether any reduced performance is the result of possibly learning a second language, or the result of a language disorder. Likewise, audiologists must use diagnostic procedures and materials that are sensitive to linguistic and culturally diverse populations. If remediation is indicated, appropriate treatment plans and programs must be implemented that take into account the child's linguistic knowledge of the primary and second language. Most recent data suggest that less than 1 percent of certified speech-language pathologists and audiologists in the United States are bilingual. In response to this situation, the Department of Communication, Program in Communication Sciences and Disorders, at the University of Texas-Austin will offer a pre-professional specialized training sequence in bilingual/bicultural speech-language pathology and audiology. Ten graduate level bilingual and monolingual students per year will complete academic coursework and supervised clinical practica. The project staff will also train students to provide inservice training to allied professionals. The net result of the training sequence thus reaches far beyond the 25 professionals who will complete the program over the five- year period.

Grant Number:H029B940232

A Master's Program in Speech-Language Pathology with Special Emphasis in Augmentative & Alternate Communication & Multiculturalism

*Project Director:*Huer, Mary

Beginning Date: Aug 1, 1994

Ending Date: Jul 31, 1999

California State University
School Of Communication (Speech)
P.O. Box 6868
Fullerton, CA 92834
Voice:(714)278-3894

*Purpose:*In the field of speech-language pathology, two areas of specialization have recently emerged: augmentative and alternative communication and multiculturalism. Critical shortages of qualified personnel exist in both of these areas. The purpose of this project is to train 30 master's students in speech-language pathology in these two areas of specialty during the course of their regular graduate study. California State University-Fullerton's Communicative Disorders Program currently enrolls 18 percent of its students from under-represented racial/ethnic groups. In comparison, the national average is 8 percent. As a campus, the university ranks 13th in the nation in its overall success in graduating students from under-represented groups overall, and ranks 12th in graduating Latinos, 9th in graduating Asians, and 14th

in graduating American Indians. The 1993 freshman class was 58 percent minority. Working within the university, this project will recruit students into the training program in order to develop their expertise in working with children with severe disabilities and with children who are from under-represented groups, as well as preparation in general speech-language pathology. The objectives of the project are: * To design a graduate program for students in speech and language pathology which emphasizes coursework and practica experiences in augmentative and alternative communication and multiculturalism; * To prepare well qualified service providers to work with two groups of public school students: minority students with speech-language problems and youth with severe disabilities needing speech-language pathology services; and children in medical facilities; and * To prepare well qualified speech-language pathologists who are from under-represented groups (i.e., children of migrant workers; Hispanic, African American, Latino, Asian; older returning students with families). During the project, graduate trainees must complete a minimum of 12 hours (units) of academic coursework in augmentative/alternative communication and multiculturalism, and may complete up to a maximum of 21 hours of course work in specialty areas. Trainees must complete a minimum of three semesters of specialty clinics but may complete a maximum of five semesters of specialty clinics, including summers. In addition, trainees will receive individual mentoring/advising sessions and participate in group meetings with the faculty and other trainees. Finally, each trainee will complete an in-depth research project in augmentative and alternative communication and multiculturalism before graduation and completion of comprehensive examinations. Faculty for the project will include individuals who are African American, Chinese American, fluent in Spanish, and/or have Latino and Korean American children. This faculty will act as mentors, advisors, teachers, and supervisors. Monies are budgeted to provide all tuition and fees and monthly stipends for each trainee for a two-year period.

*Grant Number:*H029B940234

Kansas Secondary/Transition Personnel Preparation

Project Director: Kleinhammer-Tramill, Jeanne

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

University Of Kansas - Lawrence
Dept Special Ed 3001 Dole Bldg.
Lawrence, KS 66045
Voice:(785)864-4950

Purpose: The goal of this project is to provide preservice teacher education for special educators who will serve students with disabilities at the secondary/transition level. The strategy for achieving that goal is to maximize the use of existing resources at the University of Kansas and federal resources to support students who participate in the program and to support faculty efforts to develop a best practice model for preparation of secondary/transition special educators. The objectives are: * To develop a model program for preparing special educators to provide comprehensive secondary/transition services to adolescents and young adults with disabilities; * To recruit high quality students into the preservice teacher education program for secondary/transition services; * To provide coursework and practica which will provide preservice teachers with opportunities for acquiring and demonstrating relevant skills, as well as provide models of comprehensive services to adolescents and young adults with disabilities; * To place special educators who are prepared to provide secondary/transition services in professional positions through cooperative planning with the state education agency, the CSPD Committee, and the Kansas Recruitment and Retention Project; * To disseminate the model for preparing special educators to provide comprehensive services at the secondary transition levels.

Grant Number:H029B940240

Urban/Cross-Cultural Minority Special Education Training Program

Project Director: Graf, Victoria

Beginning Date: Aug 26, 1994

Ending Date: Aug 25, 1999

Loyola Marymount University
Dept Special Ed
Loyola Blvd. at West 80th Street
Los Angeles, CA 90045
Voice:(310)338-2863

Purpose: This project will help to alleviate the shortage of both minority and non-minority special education teachers who are trained to meet the educational needs of culturally and linguistically different exceptional students in urban settings in California, specifically those with learning handicaps (learning disabled and mildly retarded) and those in need of Resource Specialist programs. This population of students includes those who are either limited English proficient (LEP) or bilingual, and represents at least 80 different language groups. The goals of the project are as follows: * To train 60 candidates by the end of the project and to significantly increase the number of graduates from under-represented racial/ethnic groups; * To continue to increase the capacity of the University's Cross-Cultural Special Education training program by increasing its emphasis on urban education, by continuing to emphasize the latest research in instruction of culturally and linguistically different students, which can be integrated into teacher training; * To prepare candidates for the 1993 B/CLAD guidelines of the California Commission on Teacher Credentialing so that graduates are fully credentialed to work with LEP students in special education; and * To disseminate the program's research and training through the development of videotapes, manuals, in-service training, and conference presentations. The project will continue updating the training program with the latest research in effective instruction for culturally and linguistically different students in special education by conducting research in instructional conversations and infusing this research into the program. This research, already conducted with regular classroom teachers of LEP students, has shown promising results with Hispanic LEP students in special education. Graduates of the program will receive the Learning Handicapped credential and/or Resource Specialist Certificate of Competence and/or master's degree, and be authorized for either the new Cross-Cultural, Language and Academic Development (CLAD) or Bilingual Cross-Cultural, Language and Academic Development (B/CLAD) credential.

Grant Number:H029B950119

Preparing Tribal College Students as Special Education Teachers

Project Director: Shafer, Carla

Beginning Date: Jul 1, 1995

Ending Date: Jun 30, 1999

Northwest Indian College
2522 Kwina Rd
Bellingham, WA 98 226
Voice:(206)676-2772

Purpose: The Northwest Indian College is an accredited tribal college chartered by the Lummi Indian Business Council, with the capability to initiate and implement a special education teacher training program. With its main campus on the Lummi Reservation near Bellingham, the college provides on-reservation higher education at 16 locations in Washington, Oregon, Idaho, and Alaska. This project focuses on the successful preparation of American Indian and persons from other under-represented racial/ethnic

groups to serve American Indian and other children in youth in rural and urban settings, on and off reservations. The following tasks will be accomplished: 1. Implement a four-year on-reservation training program that prepares students (primarily American Indians) to assume positions as special education teachers for tribal and public school classrooms in Washington and throughout the Northwest, and which includes sensitivity and understanding of ethnicity as relevant to teaching and learning; 2. Recruit, train, and place special education teachers so that, at the end of three years, up to 39 American Indian students and at least 6 students who are from under-represented groups or are socially and economically tied to a reservation community, will have completed their special education degree program leading to a special education endorsement and preparing them as classroom teachers; 3. Maintain cooperative articulation agreements and technical support with the Western Washington University's Woodring College of Education so that students can complete their four-year programs during the NWIC's transition to a four-year accredited program; and 4. Disseminate program information, activities, and outcomes to other tribal colleges and other rural colleges at regional, state and national levels. Forty-five students will enroll in the program, and fifteen will be credentialed in special education in the State of Washington by the conclusion of the program, and the remaining 30 will be making significant progress toward that goal. The necessary cooperative relationships will be developed and maintained between Western Washington University and Northwest Indian College, laying the foundation for Northwest Indian College to establish a four-year degree program in special education. For the first time, American Indians in the college's service area will be recruited and supported to become credentialed special education teachers, where none are presently employed. American Indian teacher's aides, who have been unable to pursue special education certification training, will have that door opened to them. The Lummi Nation, the college, and school personnel strongly support this program.

(84.029D and 84.325D)
Preparation of Leadership Personnel

Grant Number: H029D940004

**Administration & Supervision of Special Education
Preparation for the 21st Century**

Project Director: Gillespie, Diane

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

Virginia Polytechnic Institute and State University
100 Sandy Hall
234 UCOB
Blacksburg, VA 24061-0360
Voice: (540)231-9713

Purpose: The Virginia Polytechnic Institute and State University is the only institution in Virginia that is assigned advanced graduate degree authorization in Administration and Supervision of Special Education. The program has a cooperative relationship with James Madison University and Radford University, with master's level graduates of those institutions eligible to complete up to 10 hours beyond the master's prior to entering the Virginia Tech program. Field study activities in local education agencies, the state education agency, other state and federal agencies and organizations, coupled with course sequences in research and evaluation, enhance the applied emphasis of the program. Field study sites are selected to represent various stages of restructuring and reform (i.e., inclusion versus traditional models). This project will provide support for five doctoral students, as well as necessary supplies, materials, clerical and communication costs. This cycle of funding will assist in the overall improvement and expansion of the heavily field based program as students prepare for leadership roles in the 21st century.

Grant Number: H029D940012

Leadership Personnel Preparation Project

Project Director: Surburg, Paul

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

Indiana University - Bloomington
P.O. Box 1847
Bloomington, IN 47402
Voice: (812)855-5954

Purpose: The main thrust of this project is to prepare Ph.D. candidates to work in professional preparation programs in adapted physical education at colleges and universities, and to ensure that graduates attain tenure at these institutions. A unique aspect of the program is the development of the teacher/movement scientist. This type of professor will have the competencies to attain tenure at any university. The movement scientist phase of the program will have a greater research emphasis in motor learning or motor de-

velopment. Helping infants and toddlers with disabilities will be the primary emphasis of the motor development phase. A new component of the teacher phase will involve active participation in a new undergraduate physical education curriculum where adapted physical education faculty and doctoral students will help to integrate the concept of inclusion into the entire curriculum. Federal funds will be used to enable selected students to receive appointments as associate instructors in the Department of Kinesiology. Their assignments include a variety of responsibilities in adapted physical education programs, depending on their interests, needs, abilities and previous experience. These responsibilities include working with all categories of disabilities, conducting certain university adapted physical education classes, units on inclusion for non-adapted physical education classes, supervising graduate students in practicum settings, conducting research projects and performing other duties to assist them in perfecting competencies needed to be a teacher/movement scientist in adapted physical education.

*Grant Number:*H029D940015

**Doctoral Leadership Program in Severe Disabilities
Preparing Researchers & Teacher Educators**

*Project Director:*Kohl, Frances

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

University of Maryland - College Park
Dept Special Ed Office of Res Admin & Advancement
RM 2100, Lee Bldg.
College Park, MD 20742
Voice:(301)405-6490

*Purpose:*The goal of this project is to prepare nationally visible leadership personnel as both researchers and teacher educators in the area of severe disabilities. The program emphasizes both coursework and apprenticeship experiences to prepare leaders for a variety of settings, including universities, local school districts, state department offices of research and evaluation, private consultancy firms, or agencies in the federal government. The preparation program incorporates intensive graduate coursework in selected substantive areas, along with course work in research design and methodology. A major vehicle for attaining research and teaching expertise is a three- year apprenticeship that systematically provides the trainee with structured experiences leading to independent research and teacher education skills. Trainees will also participate (with faculty) in a monthly research colloquium as a forum for presenting and critiquing research. In addition, they are required to complete an internship in college teaching and a supervision apprenticeship. Trainees have other opportunities to learn and practice communication skills by participating in grant writing, workshops, manuscript reviews, and guest lectures.

Grant Number:H029D940020

**Early Childhood Special Education & Services
Joint Doctoral Leadership Institute**

Project Director: Hanson, Marci

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Voice:(415)338-1630

Purpose: This five-year leadership training project is developed and administered by San Francisco State University's Department of Special Education, in cooperation with the Joint Doctoral Program in Special Education at the SFSU and the University of California-Berkeley. The project focuses on training doctoral candidates in early childhood special education and services. Candidates will be recruited from a variety of disciplines, including special education, communicative disorders, educational psychology, nursing, physical therapy, and social welfare. Candidates will complete all required courses within the doctoral core, as well as activities in the early childhood special education and services project. The leadership training program will feature courses in early childhood, a major position paper, participation in a research seminar in the focus area, and internship experiences. Both faculty-to-student and student-to-student mentorships will be used to support students in the program and enhance recruitment and retention. The majority of federal funds will be used for student support during coursework and internship experiences. Approximately 18 students will participate over a five-year period. At least half of the doctoral candidates are expected to be from historically under-represented racial/ethnic groups.

Grant Number:H029D940024

Leadership Personnel Preparation Project

Project Director: Duchnowski, Albert

Beginning Date: Aug 15, 1994

Ending Date: Aug 14, 1999

University Of South Florida - Tampa
Dept Special Ed
4202 E. Fowler Ave -EDU 402
Tampa, FL 33620
Voice:(813)974-4618
Fax:(813)974-6257
*E-mail:*du c hnows@hal.fmhi.usf.edu

Purpose: This project involves a doctoral leadership program, specializing in research and policy analysis, in the area of serious emotional disability. The program will prepare students as interdisciplinary, systemic researchers and change agents to improve services for children who have serious emotional disability and their families. The National Mental Health and Special Education Coalition has identified the preparation of professionals to work with children with serious emotional disabilities as the highest national training priority. This emphasis grows out of the failure of education and mental health professionals to develop a satisfactory knowledge base for the identification, treatment, and education of these children. The Coalition emphasized: * The interdisciplinary nature of serious emotional disability; * The critical role of parents and families in advocating for these children; * Conceptual and measurement problems associated with the identification and assessment of children with serious emotional disability; and *

The culture and ethnic diversity of this population. This leadership preparation program will address these issues through a collaborative arrangement among the Hillsborough County Public School District and the University's Department of Special Education, the Florida Mental Health Institute, and the College of Public Health at the University of South Florida. The course of study will emphasize research, specialization, and clinical experience in which special education has a leadership role. A major portion of the training will occur in an applied setting which consists of an interdisciplinary and interagency arrangement for the purpose of developing, implementing, and investigating the efficacy of alternative models for providing quality education and related services for children with serious emotional disability.

Grant Number: H029D940032

Higher Education Disabilities Service Support Providers

Project Director: Hughes, Charles

Beginning Date: Aug 15, 1994

Ending Date: Aug 14, 1999

Pennsylvania State University - University Park
Educational & School Psychology 110 Technology Center Building
University Park, PA 16802
Voice: (814)863-1699

Purpose: Regulations for the Rehabilitation Act of 1973, Section 504, guarantee entrance of qualified students with disabilities into colleges, universities, and trade schools that receive any form of federal assistance, including direct financial aid to students. Because of these legislative mandates, an increasing number of young adults with disabilities are seeking admission to, and enrolling in, colleges and universities. In response to the growing number of postsecondary students with disabilities, institutions of higher education are faced with the charge of providing services and programs to accommodate the needs of eligible students. An important phase in this development is the hiring of key personnel with qualifications to develop and administer programs and services for college students with disabilities. It is the purpose of this project to address this need. Six doctoral students will be trained over a five-year period. Graduates will be qualified for positions as directors and developers of programs and services for individuals with disabilities in higher education settings. Competencies will be taught through coursework (e.g., special graduate level seminars specific to higher education and disability issues, coursework in such areas as administration and counseling, and typical doctoral requirements, in research, proposal writing, and statistics), and internships (a requirement for 900 hours of work with the Penn State Office for Disability Services over a three-year period, and a full-time supervised 12-week internship at a high quality college, university, or agency). Students will also write a series of three publishable papers on postsecondary disability services, in addition to the dissertation.

Grant Number:H029D940033

Leadership Personnel Preparation in Early Childhood Special Education

*Project Director:*Hanline, Mary Francis

*Beginning Date:*Aug 1, 1994

*Ending Date:*Jul 31, 1999

Florida State University - Tallahassee
Stone Bldg, Room 205
Tallahassee, FL 32306
Voice:(850)644-4880

*Purpose:*This project will improve and expand the existing Early Childhood Special Education (ECSE) doctoral program at Florida State University. Modifications to the existing program are based on evaluation data gathered over three years and on continuing needs of the field of ECSE. Changes include increased emphasis on research skills and policy issues, along with expanded opportunities for leadership practica experiences. These changes require greater collaboration between the Departments of Special Education and Educational Foundations and Policy Studies at the University, as well as the expansion of practicum experiences in the Florida Department of Education, local school districts, and the diverse programs providing services to young children with disabilities and their families. The project's second purpose is to support ten full-time Ph.D. students over the course of the five-year grant cycle. It is anticipated that an initial cohort of five students will complete the program in three years. After three years, a second cohort of five students will be supported, and this second cohort is expected to complete their degrees in three years of study (their third year being funded by monies from the University's Department of Special Education). Graduates will be prepared to assume leadership positions in teacher preparation, research, administration and supervision.

Grant Number:H029D940037

Preparation of Leadership Personnel: Special Education Community-Based Integrated Services Training Program

*Project Director:*Palmer, Douglas J.

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

Texas A&M University - College Station
Educational Psychology Department
College Station, TX 77843-4225
Voice:(409)845-7505

*Purpose:*This project will prepare future leaders to: * Develop, consult with, and evaluate community-integrated special education programs; * Develop university training programs, instruct, and mentor students in community-integrated special education programs; * Conduct, publicize, and guide research in the problems and solutions of community-integrated special education programming. Besides the major focus on community-based integrated services, the project will also emphasize minority populations and cross-categorical mild-to-moderate learning and behavioral disabilities. Highlights include: * Field-based development, evaluation, and research activities in communities with large minority populations and with multi-agency involvement; * Instruction in systems change, community schools, and program evaluation; * A conceptual strand in social service areas other than education (e.g., community health, recreation and fitness, employment, law enforcement); * Student organizing and presenting community workshops on the theme of cross-agency collaboration. Four to six students per year will join the three-year program.

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Graduates will be prepared to assume leadership roles in colleges and universities, although they will also be able to compete for senior positions in consultation and program directorships. This project builds on an unfunded program begun two years ago. The current skeleton program shows promise but requires additional funds to meet its full objectives.

*Grant Number:*H029D940044

Training Leadership Personnel In School Psychology & Attention Deficit Hyperactivity Disorder

*Project Director:*Crane, Deanne

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

University of Oregon - Eugene
School Of Psych Programs
5219 University of Oregon
Eugene, OR 97403
Voice:(541)341-2442

*Purpose:*An urgent need exists for school psychologists who are prepared to engage in three major professional activities regarding students with attention deficit hyperactivity disorder (ADHD). First, school psychologists are needed to provide state-of-the-art services to students diagnosed with ADHD, with a focus on integrating skills in psychological and educational assessment; curriculum development; positive instructional and behavioral programming, and problem-solving consultation and collaboration with parents, students, and physicians. Second, school psychologists are needed to conduct applied research on school-based issues regarding assessment, intervention, and educational service delivery for students with ADHD. Third, school psychologists are needed to provide inservice and preservice training for professional educators regarding assessment, intervention, and educational service delivery for students with ADHD. This project addresses this need by training doctoral level school psychologists to provide exemplary services, research, and training with reference to ADHD. The rationale for the project rests on five perspectives on service delivery for children with ADHD: 1. ADHD requires multi- method, multi-informant assessment, as well as multi-agent intervention. As such, improving outcomes for children with ADHD requires skills in collaboration and communication with parents, teachers, physicians, and students. 2. Improving outcomes for students with ADHD requires both general and specific intervention skills (i.e., development, implementation, and evaluation) across several distinct areas, including: interventions for behavior problems at home and school, interventions for academic achievement, medical interventions, and social skills interventions. * Improving outcomes for students with ADHD requires skill in differential diagnosis to (a) identify children with ADHD in need of professional services, and (b) develop appropriate and effective educational programs. * Improving outcomes for children with ADHD requires continuing research efforts aimed at delineating and evaluating effective educational services involving assessment, intervention, and collaborative consultation. * Improving outcomes for children with ADHD requires continuing training efforts for inservice and preservice professionals, with respect to issues of assessment, identification, intervention, education, and overall service delivery. Professional preparation will be accomplished through five primary mechanisms. Participating graduate students will complete: * Didactic coursework focusing on assessment, intervention, and empirically based decision-making with regard to students with ADHD; * A series of school-based and clinic-based practica involving experiences with students who have ADHD, their teachers and their parents; * Supervised consultation experiences in assessment and intervention with children diagnosed with ADHD to provide opportunities for mastery of training activities; * Supervised research opportunities in assessment and intervention with children who have ADHD; and * Supervised college teaching, as well as inservice train-

ing opportunities regarding ADHD and related topics. Students' coursework will be supplemented by participation in didactic and field-based experiences, as well as research and training within the Child Development and Rehabilitation Center of the University of Oregon. Six doctoral trainees will be supported by the project each year, for a total of 15 doctoral level school psychologists with expertise in ADHD produced over the course of the five-year grant period. In addition, training opportunities supported by the project will be made available to other doctoral trainees in the School Psychology Program and related disciplines.

Grant Number: H029D940054

Preceptor Project Leadership Training Program

Project Director: Tindal, Gerry

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

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Purpose: The emphasis of this project is on training doctoral candidates to be competent researchers and to consider issues that are educationally and socially significant. A preceptor apprenticeship model of training will be used. This model provides candidates with specific, concrete solutions to problems that arise in teaching and providing services to students with disabilities. Not only do many teacher trainers and special education administrators lack this kind of background, but research indicates that effective educational leaders are ones who can demonstrate the ability to understand, monitor, and offer solutions to specific instructional issues. Training will occur in three main areas: educational research, instructional supervision, and college teaching. These areas are coordinated so that candidates continually build on past competencies. Candidates move from novice to senior (or mentor) researchers, teachers, and instructional supervisors in the source of their program, thus allowing them to eventually assist new doctoral students. Research training requires candidates to critically analyze educational research and apply their teaching and supervision experiences in a sophisticated, intelligent manner. Candidates will also teach a class for their college teaching experience. In doing so, they will link their supervision and research work to lectures and class activities, thus providing special education teachers with detailed and effective instructional techniques.

Grant Number: H029D940055

**Leadership Preparation in Effective Behavioral Support &
Emotional or Behavioral Disorders**

Project Director: Sugai, George

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

University of Oregon
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Purpose: The major purpose of this project is to provide student support which would enable graduate students to participate in and benefit from specialized doctoral training. The project will assist in the preparation of professional personnel who (a) train teachers of children and youth with emotional or behavioral disorders, (b) conduct systematic research in effective behavioral support and emotional or behavioral disorders, and (c) administer programs serving this population of students. The project may be characterized as a specialized training experience that will be integrated into current doctoral training programs in the College of Education at the University of Oregon. There are several unique features. First, the project will expand the university's current school-based perspective in emotional or behavioral disorders to contemporary school and societal issues and problems — for example, dropping out of school, substance abuse, school and community violence, homelessness, poverty. In addition, more attention is given to emotional or behavioral disorders and the evolving relationship between general and special education (i.e., inclusion, mainstreaming, the regular education initiative). Finally, recent technologies in functional assessment and analysis, social skill instruction, proactive schoolwide management, and behavioral consultation will be emphasized. In addition to teacher training and research-related activities, participants will have access to a number of local and state programs that provide excellent service delivery, practicum experiences, and research models for advanced studies in emotional or behavioral disorders and effective behavioral support (e.g., Bethel, Eugene, and Springfield Public Schools; Oregon Research Institute; Oregon Social Learning Center; Teaching Research; Oregon Department of Education). Federal support will provide stipend and tuition assistance to doctoral students who otherwise could be unable to engage in advanced studies in emotional or behavioral disorders, especially on a full-time basis, for three to four years. Approximately five students per academic year will be supported over the five-year duration of the grant.

Grant Number:H029D940062

Leadership Training in Behavior Disorders and Transition

Project Director: Hughes, Carolyn

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

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Purpose: This project will finance 21 doctoral students during a five-year period in order to provide leadership training in behavior disorders and transition. The Leadership Training Program in Behavior Disorders and Transition at Vanderbilt University addresses the needs to produce a cadre of professionals who can (a) train teachers and teacher trainers, (b) provide integrated, comprehensive service delivery, and (c) address post-school outcomes and transition. Accordingly, the program consists of three specialty strands that are coordinated through a set of core activities and competencies: (a) Leadership in Personnel and Teacher Training, (b) Leadership in Service Delivery, and (c) Leadership in Transition. Students will complete a series of internships across a variety of school, community, and state agencies throughout their doctoral program. They will also have access to an array of interdisciplinary faculty and coursework across departments within the university, in addition to cross-disciplinary community programs, facilities, and professional staff. In order to address the cultural diversity of students with serious emotional disturbance served in Middle Tennessee, minority recruitment for the program will be promoted vigorously by a cooperative agreement with the three historically black colleges in Nashville: Fisk University, Meharry Medical College, and Tennessee State University. A volunteer Advisory Board representing individuals with disabilities, parents, community agency personnel, local and state education agency personnel, case managers, juvenile justice officers, and advocates will provide input into program development and assist in monitoring and evaluating program effectiveness.

Grant Number:H029D940067

Interdisciplinary Early Intervention/Early Childhood Special Education Leadership Program

Project Director: Bricker, Diane

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

University of Oregon
Center Human Development
901 E 18th Ave
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Purpose: This project addresses the need for leadership personnel who are experts with infants, toddlers, and preschool aged children who are at risk or disabled, and their families. The program is designed to prepare a minimum of 10 doctoral students over a five-year period. Students will receive comprehensive training in 11 competency areas, including special education, early intervention/early childhood special education, interdisciplinary team collaboration, assessment/evaluation, supervision, clinical skills, pro-

gram development, policy development, instructional skills, research and evaluation, writing and dissemination. Leadership qualities of self-evaluation, effective communication, incorporation of feedback, initiative, responsibility, decision making, time management, and professional involvement will be addressed. A cohesive set of course offering, in combination with a variety of field experiences, is planned. The project will carry out a noncategorical, competency-based course of study designed to prepare program developers, policy analysts/developers, university instructors, and applied researchers capable of leading and advancing early intervention/early childhood special education.

*Grant Number:*H029D940071

**Post-Doctoral Fellowship Program in Applications of
Technology in Special Education**

*Project Director:*Blackhurst, Edward

*Beginning Date:*Aug 1, 1994

*Ending Date:*Jul 31, 1999

University of Kentucky - Lexington
201 Kinkead Hall
229 TAYLOR ED BLDG.
Lexington, KY 40506
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*Purpose:*This project will support the operation of a postdoctoral program that will provide training in applications of technology in special education. Funding will be used for postdoctoral fellowship awards to special education faculty members from institutions of higher education, administrators of special education programs, special education research and development specialists, or new graduates from doctoral programs who are interested in developing technology skills or refining existing ones. The project will provide fellowships for 40 people during its five-year duration. Each year, four postdoctoral fellows will be selected to participate in a four-month fellowship program during the academic year. Four additional people will be able to pursue similar activities during each two-month summer session that the project is in operation. Some fellows may pursue postdoctoral study for a full academic year or combinations of summers and single semesters. In such cases, fewer than the 40 projected fellows will participate in the program. Fellows must complete a technology self-assessment upon application to the program. A written Individualized Fellowship Plan (IFP) is then developed to guide the fellowship activities. Fellows may take courses, or portions of courses, from the eight courses on technology in special education that are offered in the Department of Special Education, or several other general technology courses offered at the University. They also may engage in independent study activities, observation and practica, consultation, or research and development activities as part of their fellowship program. This project builds directly on a similar program that has been in existence since 1986. That program has provided postdoctoral technology training to 35 special education leadership personnel from 30 different agencies in 21 states since its inception. This new project broadens the focus of the program by including new activities on the development and use of hypermedia and multimedia, use of digital technologies, comprehensive assistive technology applications, infusion of technology into preservice and inservice training, planning for technology applications in schools, and the use of technology tools to plan and conduct research in special education.

Grant Number:H029D940078

Doctoral Leadership Training in Early Childhood Special Education

Project Director: Kaiser, Ann

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

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Purpose: This project will use federal funds to support eight doctoral students over a five-year period. By the end of that period, trainees will have developed expertise in early development and intervention, in conducting and critically analyzing research in early childhood special education and in teacher training. Trainees will participate in the doctoral program in special education, earning the Ph.D. in Education and Human Development. The program emphasizes interdisciplinary knowledge in child development and early intervention as a basis for early childhood special education, and draws on a nationally recognized faculty in early childhood special education and related areas (developmental psychology, clinical psychology, medicine, nursing, and early education). The approach includes a Junior Colleague Training Model, didactic instruction, continuous participation in research, collaborative internships and the development of specific expertise in a subcomponent area of early childhood special education (e.g., language intervention, families, assessment, inclusion, infancy).

Grant Number:H029D940085

Clinical Research Training in Audiology

Project Director: Wiley, Terry

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

University of Wisconsin - Madison
Dept of Communication Disorders
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Purpose: This project is based on the premise that the majority of practicing audiologists are limited in terms of the knowledge and skills required for full-range management of hearing-impaired children. Many university training programs do not have the necessary diversity of faculty and staff for the comprehensive preparation of persons offering services to the hearing impaired, and the curriculum of many programs does not properly emphasize the principles of research and research consumerism. Surveys over the past 20 years have indicated that a large number of practicing audiologists are using clinical procedures and techniques that are counter to available scientific evidence. This project posits that the initial attack on this problem should be directed at the preparation of leaders/scholars who, in turn, will be able to: * Assess the validity and viability of technological and procedural advances in audiology; * Render state-of-the-art clinical services to hearing-impaired children; * Conduct in-field research; and * Supervise and instruct other clinicians. The project is focused on clinical problems and clinical research dealing with hearing impairment in children. The curriculum encompasses speech and language development; speech

acoustics; speech perception; computer and technologic applications in speech, language and hearing; auditory disorders; speech and language disorders; and a variety of areas available in other departments throughout the university. The curriculum for each trainee will consist of a core of courses in the areas indicated above and additional courses based on each trainee's individual interests and career objectives. All trainees will participate in clinical and research rotations sequenced throughout their doctoral programs. Federal funds will be used for student support.

Grant Number:H029D940086

**Preparing Leadership Personnel to Serve Students with
Emotional/ Behavioral Disorders**

Project Director: Young, Richard K.

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

Utah State University
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*Purpose:*Utah State University will develop and implement a doctoral training program in emotional/behavioral disorders, which will also prepare doctoral candidates to work with persons with disabilities who are at risk of developing antisocial behavior problems. A key component is the involvement of a national faculty. Seven professionals from other institutions across the nation, all with expertise in behavioral disorders, will serve as a national advisory board, teach workshops and seminars on campus and via distance learning technology, and assist resident faculty and doctoral students in addressing social and behavioral problems of national significance. Program content will include coursework, seminars, supervised internship, and product development in five areas: * General special education; * Research; * A specialty area of emotional/behavioral disorders; * Personnel preparation; and * Supporting areas of coursework. Students will demonstrate competency in conducting research, writing research publications, teaching college courses, writing scholarly literature reviews, making professional presentations, and writing grant proposals.

Grant Number:H029D950015

Leadership Personnel Preparation Project: Project ASSIST

Project Director: Kleinhammer-Tramill, Jeannie

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1999

University of Kansas
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Lawrence, KS 66045
Voice:(785)864-4950

*Purpose:*This project will prepare doctoral students in Advanced Systems and Services in Secondary Transitioning (ASSIST) to serve as leadership personnel for the provision of transition services for adoles-

cents and youth adults with disabilities. The five graduate participants will receive a Ph.D. through the Department of Special Education at the University of Kansas, with an emphasis on interdisciplinary studies of students with disabilities at the secondary/transition level. The objectives include: * To develop a model program to prepare personnel to provide leadership in establishing comprehensive secondary and transition level policies and services for adolescents and young adults with disabilities; * To recruit high quality doctoral and post-doctoral students into the KU ASSIST program; * To teach course work and provide field experiences and internship settings which will provide opportunities for acquiring and demonstrating relevant skills, as well as provide working models of comprehensive transition policies and services for adolescents and young adults with disabilities; * To place graduates of the ASSIST program in leadership positions in institutions of higher education and/or agencies addressing transition issues for adolescents and young adults with disabilities; and * To disseminate the interdisciplinary model for preparing personnel to provide leadership in developing secondary and transition level policies and services for adolescents and young adults.

Grant Number:H029D950019

**Educational Leadership Preparation Program to Support Learners with
Severe Communication/Behavior Disorders & Autism in
Heterogeneous & Inclusive Settings**

*Project Director:*Donnellan, Anne M.

*Beginning Date:*Sep 1, 1995

*Ending Date:*Aug 31, 1999

University of Wisconsin
1025 W. Johnson Street
Madison, WI 53706
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*Purpose:*This four-year project extends and expands a successful interdisciplinary doctoral program to produce educational leaders for the new era of education. The training emphasis has shifted from specialized services in integrated settings to full inclusion, support, and participation. At least nine qualified teachers and related services personnel will be trained to develop supportive and cooperative relationships with learners, teachers, parents, and support staff in general education and special education, curriculum, administration, policy, evaluation, research, reform, transition, collaboration, communication, movement/neuromotor disturbance, positive behavioral support, and service delivery from early childhood through transition to adult services. Trainees will be affiliated with the RRTC in Career Development for post-school issues and with the Trace Center to allow specialization in augmentive and assistive technology. The objectives of the project are to: * Train educational leaders who can successfully train teachers and others to work with learners labeled as autistic or as having other severe/communication disorders; * Train educational leaders to develop educationally relevant individualized educational programs for use in inclusive, integrated heterogeneous, racially and culturally diverse settings; to implement and train others to implement full functional analyses and positive behavior support programs; and to develop appropriate communication options with opportunities for appropriate social development; * Train educational leaders competent to design, implement and evaluate educationally relevant research; * Train educational leaders knowledgeable about educational administration and policy issues, and able to have a positive impact on general, inclusive, integrated, and special education, as well as transitional, vocational, residential, and rehabilitative services; * Train educational leaders able to participate successfully in legal due process proceedings and related activities as expert witnesses, and to function as independent evaluators for parents, school districts, agencies, and advocates; * Train educational leaders with skills and experiences to design and implement effective and functional inservice and workshop programs for: teachers, related

service personnel, administrators, transitional vocational, rehabilitative and residential service providers, and others concerned with quality programs for individuals with severe communication/behavior disorders and autism; * Train educational leaders competent to deliver quality individual learner program consultation, technical assistance and evaluation services to: individual learners; educational personnel on the local, state and national levels; parents, community, vocational and residential agencies; administrators; speech/language clinicians; occupational therapists; physical therapists; and psychologists.

*Grant Number:*H029D950025

**Preparing Doctoral Students for Leadership Roles in
Culturally and Linguistically Diverse Inclusive School**

*Project Director:*Gavilan, Marisal

*Beginning Date:*Jun 1, 1995

*Ending Date:*May 31, 1999

Florida International University
Tamiami Trail
Miami, FL 33199
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*Purpose:*This project will establish a leadership track on integrated and inclusive schools within the existing doctoral program at Florida International University. The program will respond to the need for highly trained individuals with expertise in both research and teacher preparation, with a focus on the design and implementation of models for educating culturally and linguistically diverse children and youth with disabilities in integrated environments. Students will be recruited on the basis of their aptitude for and interest in teaching in higher education, obtaining supervisory and leadership roles in state and local education agencies, and conducting applied research within integrated and inclusive schools. Efforts will be made to recruit candidates whose ethnic backgrounds are representative of the South Florida pupil population. Retention strategies will be used to maintain these students in the program. The project brings together faculty from general education (elementary, secondary, and administration) and special education who, by virtue of a combined doctoral training program, will reflect the idea of integrated service delivery in the school for culturally and linguistically different exceptional students, and will contribute to each other's expertise while modeling the process of integration for their trainees. It is anticipated that up to eight doctoral students will be supported through graduation, and up to four additional students will obtain project support through one or two years of their program (with other support to complete their degrees after the project's conclusion). Five of these candidates are expected to be special education majors, and three will be general education majors. All will obtain a program focus on inclusive education for culturally and linguistically diverse children and youth. Each student will select a mentor from among the faculty members involved in the program. Two of these faculty members will serve as general mentors for all program students and maintain the program's focus.

Grant Number:H029D950027

Interdisciplinary Leadership Training Program

*Project Director:*Linder, Toni

*Beginning Date:*Jun 1, 1995

*Ending Date:*May 31, 1999

University of Denver
College of Education
Denver, CO 802 08
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Purpose: This collaborative project involves three doctoral programs (early childhood special education, social work, and school psychology) of Denver University and the Colorado University Affiliated Program. It addresses the need for personnel at the doctoral level who have experience in interdisciplinary and interagency practice. Graduates will be prepared with skills in teaching, research, clinical practice, and policy implementation. Denver University will provide the core doctoral training experience in the three disciplines, plus key interdisciplinary course work and teaching experiences. With its combined mission of training, exemplary clinical service, outreach, research, and dissemination, the Colorado University Affiliated Program will provide critical interdisciplinary experience for trainees across the many roles expected of leadership personnel. Trainees will take interdisciplinary core course experiences and field experiences as a cognate, in addition to their regular doctoral programs of study. They will receive training in key leadership roles through the many programmatic efforts of the University Affiliated Program.

Grant Number:H029D950040

**Preparation of Leadership Personnel in Multicultural
Communication Sciences and Disorders**

*Project Director:*Marquardt, Thomas

*Beginning Date:*Jul 1, 1995

*Ending Date:*Jun 30, 1999

University of Texas
Dept Speech Communication
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Purpose: The goal of this project is to increase the number of leadership personnel trained at the doctoral level in the area of multicultural issues in communication sciences and disorders. There is not only a critical shortage of doctoral personnel in communication disorders, but also an alarming shortage of doctoral personnel from minority backgrounds, particularly Hispanic backgrounds. This need can be expected to increase with changing demographics. The objectives of this project are: * To recruit students (especially those from Hispanic backgrounds) who will complete the doctoral program with a multicultural emphasis in communication sciences and disorders; * To develop the necessary skills for doctoral students to become expert teachers of multicultural trainees in university preservice programs; * To develop the necessary skills for doctoral students to produce expert research dealing with multicultural issues in communication sciences and disorders; and * To assist doctoral students in developing inservice training for practitioners in the field who are providing services to children from diverse cultural backgrounds. The project will maintain a mentor-based research focus on multicultural issues, and provide an interdisci-

plinary curriculum within the doctoral track on Language and Culture. There is a focused plan for developing teacher effectiveness.

*Grant Number:*H029D950043

University of Utah's School Psychology Consultation Leadership Program

*Project Director:*Jensen, Bill

*Beginning Date:*Sep 1, 1995

*Ending Date:*Aug 31, 1999

University of Utah
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*Purpose:*This project responds to state, regional, and national needs to train school psychologists as consultants to parents and teachers of children with disabilities in the regular classroom. Its focus is on promoting the preparation of integrated professionals, including a focus on training school psychologists in validated, state-of-the-art techniques to benefit children and youth with disabilities. A consultation specialization will be developed in the School Psychology Program at the University of Utah. Specifically, the consultation specialization will emphasize conjoint behavioral consultation, which coordinates services delivered by all service providers, including school psychologists, parents, general and special education teachers, and additional support staff, when appropriate. The project promotes cooperation among school psychologists, families, special education, general education, and public and private agencies. A central feature is the systematic involvement of parents in the education of their children with disabilities. This is a four-year project designed to recruit and train give school psychology doctoral students per year. As part of their experiences in the program, each of these students will work with five parents and teachers of children with disabilities in the general education classroom each year, benefiting up to 25 parents, teachers, and students annually and up to 100 parents, teachers, and students over the duration of the project. The project was developed with attention to Utah's Comprehensive System of Personnel Development, and it has received support from the Utah State Office of Education, the University's Departments of Educational Psychology and Special Education, numerous school districts, and support groups that have expressed a desire to participate.

*Grant Number:*H029D950045

**Preparing Special Education Leadership in Context of Educational Reform:
Meeting National Education Goals & School to Work Transition Needs**

Project Director: Johnson, David

Beginning Date: Oct 1, 1995

Ending Date: Sep 30, 1999

University of Minnesota
Institute of Community Integration
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Purpose: This project is a cooperative effort among the University of Minnesota's Department of Educational Policy and Administration (Special Education Administration), Department of Educational Psychology (Special Education Programs), National Center on Educational Outcomes, and National Transition Network (a center of the Institute on Community Integration). The program to be developed will prepare doctoral students for leadership positions in research, teacher education, program development, policy making, and administration. The University of Minnesota is the only doctoral granting institution in the state and one of the largest research institutions in the Midwest. In the past, there has been no established leadership development emphasis on transition assistance for students with disabilities and families, or on general reform issues, within the doctoral programs in the Departments of Educational Policy and Administration or the Department of Educational Psychology. Over the past several years, however, key faculty and staff of these departments, the National Center on Educational Outcomes and the Institute on Community Integration have undertaken various initiatives that have led to the conceptualization of this new program. An Interdisciplinary Faculty Advisory Committee and a Community Planning Team will develop a carefully structured and intensive program of graduate study and applied leadership training experiences. This program will include several components: * Develop and monitoring of individual leadership training plans in consultation with interdisciplinary faculty to ensure that all trainees receive multi-disciplined advisement and extensive mentoring opportunities with key research faculty and staff; * In-depth interdisciplinary course work that provides trainees with specific foundations, principles, and expertise in research methods, program design, public policy, and administration in special education and related fields (vocational education, social work, family studies, etc); * In-depth interdisciplinary experiences that provide trainees with foundations and methodological expertise outside their primary disciplines; * Supervised leadership training practicums with the National Center on Educational Outcomes, National Transition Network, and/or other relevant state and local agencies; * A specialized research policy and practice seminar series (offered annually) for program trainees, addressing critical issues in relation to the National Education Goals and facilitating school-to-work and adult transition of youth with disabilities; and * Ongoing evaluation of trainees progress by advisors and the interdisciplinary faculty advisory committee.

Grant Number:H029D950047

Leadership Preparation for Collaborative Service Personnel

Project Director: Williams, Brenda Toler

Beginning Date: Jul 1, 1995

Ending Date: Jun 30, 1999

College of William & Mary
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Purpose: As the roles and responsibilities of both special education and general education administrators have changed during this period of educational reform, it has become increasingly apparent that advanced graduate preparation is necessary to prepare administrators for leadership roles in tomorrow's schools. The objectives of this leadership preparation project are to: * Recruit, enroll, and support highly qualified and culturally diverse doctoral students who are capable of completing a competency-based program in leadership for cooperative service delivery; * Implement a comprehensive leadership preparation program that ensures proficiency in those competencies essential to cooperative planning, implementation, and evaluation of programs for students with disabilities in inclusive settings; * Monitor student progress and achievement of project objectives; and * Dissemination information on the work of the project. The project features advanced curricula to develop an extensive knowledge base in educational administration, special education leadership, and public policy. Extensive clinical and field-based experiences will ensure relevant application of administrative theory, research, and evaluation practices. There is also an emphasis on developing cultural competency and addressing challenges for educating students with disabilities in urban settings. The project will coordinate its recruitment efforts with the historically Black colleges and universities in the region. Ten doctoral students will be enrolled in this program during the project cycle, with federal support.

Grant Number:H029D950052

Nevada UAP Interdisciplinary Leadership Program In Special Education

Project Director: Johnson, Joann

Beginning Date: Sep 1, 1995

Ending Date: Aug 31, 1999

University of Nevada
Mail Stop 278
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Purpose: This project will develop an Educational Leadership Program at the Nevada University Affiliated Program in Developmental Disabilities. Students will receive comprehensive training in 12 competency areas: knowledge of general special education; knowledge of secondary core areas; family interaction and community resources; interdisciplinary team cooperation; assessment and evaluation; supervision; clinical skills; program development; policy development; instructional skills; research and evaluation; writing and dissemination. Leadership qualities of self-evaluation, effective communication, incorporation of feedback, initiative, responsibility, decision-making, time management, and professional involvement will also be addressed. A cohesive set of course offerings, in combination with a variety of field experiences, are planned. The non-categorical competency-based course of study will prepare program developers, policy analysts and developers, university faculty members, administrators for school

district or agency programs, and applied researchers capable of leading and advancing the field of special education. The project will support ten students over a four-year period.

*Grant Number:*H029D950053

Doctoral Training Program in Families & Disability: Focusing on Transition, Goals 2000, & Multiculturalism in Preparing Special Education Leadership Personnel

Project Director: Turnbull, Ann

Beginning Date: Jul 1, 1995

Ending Date: Jun 30, 1999

University of Kansas

Beach Center

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Purpose: This project will prepare doctoral students in Advanced Systems and Services in Secondary Transitioning (ASSIST) to serve as leadership personnel for the provision of transition services for adolescents and youth adults with disabilities. The five graduate participants will receive a Ph.D. through the Department of Special Education at the University of Kansas, with an emphasis on interdisciplinary studies of students with disabilities at the secondary/transition level. The objectives include: * To develop a model program to prepare personnel to provide leadership in establishing comprehensive secondary and transition level policies and services for adolescents and young adults with disabilities; * To recruit high quality doctoral and post-doctoral students into the KU ASSIST program; * To teach course work and provide field experiences and internship settings which will provide opportunities for acquiring and demonstrating relevant skills, as well as provide working models of comprehensive transition policies and services for adolescents and young adults with disabilities; * To place graduates of the ASSIST program in leadership positions in institutions of higher education and/or agencies addressing transition issues for adolescents and young adults with disabilities; and * To disseminate the interdisciplinary model for preparing personnel to provide leadership in developing secondary and transition level policies and services for adolescents and young adults.

Grant Number: H029D950062

**Post Doctoral Training in Early Childhood Language:
Applied Research & Applications to Practice**

Project Director: Wilcox, Jeanne

Beginning Date: Sep 1, 1995

Ending Date: Aug 31, 1999

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Purpose: The provision of early, effective communication and language interventions is a key factor in facilitating learning readiness in young children with disabilities. Although the empirical knowledge base regarding effective communication and language interventions is substantial and growing, the translation of such knowledge into effective practices is increasingly identified as a pervasive problem and has led to much discussion of the "research to practice gap." Various reasons have been posited for this gap, including: * A lack of awareness among practitioners of the array of validated intervention approaches and, accordingly, a reliance on practices that lack empirical support; * The fact that many practices developed under experimental conditions are not easily adapted, or even relevant, for typical practice conditions; * A view of practitioners as appliers rather than contributors of knowledge; * An over-reliance by researchers on methodologies that are not capable of addressing relevant issues for practice; and * A tendency to train researchers in experimental, rather than applied, research design and methods. In responses to these issues and needs, this project will provide training opportunities for post-doctoral personnel to enable acquisition and improvement of applied research skills. This is an interdisciplinary effort that involves various departments and colleges of Arizona State University and Southwest Human Development (a major regional human services agency). Training will be provided to six post-doctoral personnel over the course of the project. Personnel with a primary interest in applied research in early childhood language and with doctoral degrees in speech and hearing science, developmental psychology, early childhood special education, or other related disciplines will be eligible for participation in project activities. The participatory research model will allow practitioners to assume collaborative roles as co-researchers in the design and implementation process. Through completion of individually determined activities, the post doctoral fellows will acquire and/or enhance competencies relative to: (a) the application of the participatory research model; (b) evaluation of existing research and its relevance and/or applicability to practice; (c) translation of existing research to practice; and (d) the design, implementation, and evaluation of research that is directly applicable to practice.

Grant Number:H029D950063

Training Leadership Personnel to Address the Needs of Preschoolers Who Engage in Challenging Behavior

Project Director: Reichle, Joe

Beginning Date: Sep 1, 1995

Ending Date: Aug 31, 1999

University of Minnesota
Department of Communication Disorders
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Minneapolis, MN 55455
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Purpose: This project will create a new concentration of transdisciplinary study to prepare doctoral students and post-doctoral associates to address cutting-edge research, personnel preparation, policy and direct service delivery practices to improve the provision of behavioral support plans for preschoolers with disabilities who have a propensity to engage in challenging behavior. During the 48-month project period, six doctoral students and four post-doctoral associates representing speech-language pathology, special education/early childhood, and school psychology will be prepared. Particular attention will be given to content competencies that address challenging behavior (including exemplary assessment and proactive intervention strategies), racial/cultural diversity and its influence on intervention practices in home environments, and inclusive educational practices. Process competencies will focus on skills required to engage in research, training, technical assistance, service delivery, and educational policy. This project emphasizes collaboration within university departments, between major universities, and between public schools and university preservice training programs. Providing cooperation at all three levels will allow trainees to: * Act as teaching assistance in both university preservice and inservice course work; * Participate as interns to professional organizations responsible for generating and enforcing public policy; * Deliver longitudinal and programmatically explicit technical assistance to professionals, paraprofessionals, and parents who regularly interact with individuals who have severe and multiple disabilities; and * Participate in the design and implementation of research to enhance our ability to serve children and youth with severe developmental disabilities in inclusive educational settings.

Grant Number:H029D950064

Leadership for the Field of Learning Disabilities

Project Director: Zigmond, Naomi

Beginning Date: Sep 1, 1995

Ending Date: Aug 31, 1999

University of Pittsburgh
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Purpose: In a world where only change can be taken for granted, we must be prepared to educate our doctoral students to evaluate and integrate new knowledge as it is generated, to take a well reasoned stand which is open to informed change reflecting growth in the knowledge base; to generate new knowledge and advances in the field; and to understand the broader world of education in which special education and learning disabilities are nested. Trainees in this program will develop expertise through a series of

courses, a Professional Seminar, research apprenticeships, and teaching internships. Their doctoral preparation will be multidisciplinary. Graduates will be prepared to provide inservice and preservice education for teachers of students with learning disabilities, to conduct and publish scholarly research which furthers the knowledge base and improves practice in the learning disabilities field, and to occupy positions of leadership at local, state, or national levels. The project will fund five doctoral students each year. Graduates will be well versed in Goals 2000, school restructuring issues, and other issues common across education, so that they can assume leadership in the educational community and ensure that the teachers they train will be able to assume appropriate cooperative roles in schools. Graduates will also be active researchers who have participated in and presented the results of numerous studies, and who understand the proper conduct of qualitative and quantitative research. They will be able to design conceptually sound, research-based courses for the preparation of future teachers in learning disabilities. Course work, mentored research, college teaching, and supervision of interning teachers are all parts of the project. The Professional Seminar is of particular interest, since it encourages participation in a collegial team conducting ongoing investigations, and the construction of an ideal program of teacher preparation which reflects the goals of education within a broad context. Because discussion is expected to lead to expanding knowledge which, in turn, generates more questions and inquiry, the focus of the Professional Seminar will be rotated. During the first year, it will be devoted to research; during the second year, to teacher preparation and policy (examining what LD teachers need to know, restructuring, outcomes for students with LD, subject matter content, teaching pedagogy). By alternating topics across the years, current and future students will have continually changing themes for discussion. In a world where only change can be taken for granted, we must be prepared to educate our doctoral students to evaluate and integrate new knowledge as it is generated; to take a well reasoned stand which is open to informed change reflecting growth in the knowledge base; to generate new knowledge and advances in the field; and to understand the broader world of education in which special education and learning disabilities are nested. Trainees in this new doctoral program in learning disabilities will develop this expertise through a series of courses, a Professional Seminar, research apprenticeships, and teaching internships. Their doctoral training will be multidisciplinary. Graduates will be prepared to provide inservice and preservice preparation for teachers of students with learning disabilities, to conduct and publish scholarly research which furthers the knowledge base and improves practice in the LD field, and to occupy positions at local, state, or national levels. Graduates will also be well versed in Goals 2000, school restructuring issues, and other issues common across education. They will be active researchers who have participated in and presented the results of numerous studies, and who understand the proper conduct of qualitative and quantitative research. They will be able to design conceptually sound, research-based courses for preparing future teachers in learning disabilities. Five doctoral students will be funded each year. Course work, mentored research, college teaching, and supervision of interning teachers are all part of the program. Of particular interest are the Professional Seminars, which encourage participation in a collegial team conducting ongoing investigations, and the construction of an ideal program of teacher preparation which reflects the goals of education within the broad context, as well as convergent findings in research with LD students. The focus of the Professional Seminars will rotate, so that the first year will be devoted to research and the second year to teacher preparation and policy. By alternating topics across the years, current and future students will have continually changing themes for discussion.

Grant Number:H029D950067

Leadership Personnel Preparation Project

Project Director:La Sasso, Carol

Beginning Date:Jul 1, 1995
Ending Date:Jun 30, 1999

Gallaudet University
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Washington, DC 20002
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Purpose:Federal funds will be used by Gallaudet University to enhance and broaden the impact of a four-year old Ph.D. program in Deaf Education. The goal of the project is to improve the doctoral programs in ways that will result in: (a) the preparation of well qualified leadership personnel, (b) in numbers that significantly impact on national personnel needs in Deaf Education, (c) in a program that addressed identified current needs in the field, (d) in a manner that is efficient and effective. The design of the project is based on four objectives related to: recruitment and retention of students; program development and re-accreditation; project management; and evaluation and dissemination. Recruitment efforts will target two groups: (a) applicants who are themselves deaf and/or are from under-represented racial/ethnic groups (especially Black, Hispanic, and Asian Pacific applicants), and (b) currently employed leadership personnel who are reluctant, for financial reasons, to leave their jobs to pursue doctoral studies. Program development needs to be addressed relate to: * The addition of three new concentration areas (school to work transition, deaf studies, interactive instructional media) that reflect current needs in the field; * The modification of the delivery system to make the program more appealing to currently employed leadership personnel; * Increased two-way interaction with higher education institutions and instructional programs through the creation of an Advisory Board and linkage with a Professional Development Schools project; and * Securing NCATE re-accreditation. The expansion of concentration area options is not expected to result in the need to add more courses. Students selecting the new concentration areas will take concentration area courses in the departments at Gallaudet and through the Consortium of Washington, DC, Universities. More than two-thirds of the federal funds are assigned to student stipends and student travel. The remaining funds are for improvement initiatives as described above.

Grant Number:H029D950069

Multicultural Doctoral Program for the Preparation of Speech-language Pathologists & Audiologists

Project Director:Proctor, Adele

Beginning Date:Jun 1, 1995
Ending Date:May 31, 1999

University of Illinois
Dept Speech Hearing Sciences
109 Coble Hall 801 S. Wright St.
Champaign, IL 61821
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Purpose:The University of Illinois-Champaign will use its federal grant to establish doctoral training of minority speech-language pathologists and audiologists. There is a national need for doctoral graduates in communication sciences and disorders who are trained in a range of diversity issues and who must develop innovative research practices relative to under-represented groups, including those with limited Eng-

lish proficiency (LEP). The goal of the doctoral program is two-fold: * To prepare culturally and linguistically diverse students to earn the Ph.D., in Speech-Language Pathology or Audiology; and * To concurrently train these same students in how to design and implement culturally sensitive research that will enhance the quality of assessment and intervention practices in the communication sciences and disorders. The minority graduates of this program will be prepared to successfully compete for leadership positions in higher education and to continue their own multicultural research initiatives. To achieve the overall objective, and consistent with the Multicultural Action Agenda 2000 proposed by the American Speech, Language, and Hearing Association, the Department of Speech and Hearing Sciences has revised its curriculum. The new curriculum integrates multicultural information in longstanding courses and new courses dedicated solely to multicultural concerns. The Multicultural Doctoral Program is based on a strong mentorship model. Mentorship will provide personal support, as well as measures to facilitate the development of scholarship, teaching, research, and professional socialization.

Grant Number: H029D960004

**Interdisciplinary Preparation of Leadership Personnel in
Early Intervention & Prevention of Developmental Disabilities**

Project Director: Kaczmarek, Louise

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 2000

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Purpose: During the four years of this project, 15 doctoral students in special education, administrative and policy studies, and communication disorders will develop expertise needed to produce interdisciplinary research programs, service delivery systems, and policy that reduces preventable neurodevelopmental disabilities and enhances the quality of life for children with disabilities and their families.

Method: An emphasis on early intervention and prevention will equip trainees to assume leadership roles in personnel preparation, program and policy development, and research pertaining to families and their children who are disabled or at risk for disabilities. These objectives will be achieved through the following experiences: participation in a weekly interdisciplinary Developmental Disabilities Leadership Seminar; participation in a weekly interdisciplinary clinical activity and clinical seminar; leadership mentoring by a project faculty member; involvement in an additional 14 hours per week of interdisciplinary research activities; participation and teaching in community-outreach/continuing education activities; and implementation of an outcome-based evaluation mechanism requiring completion of a variety of individually tailored projects that reflect mastery of leadership competencies in clinical, research, administration, and policy domains. In addition, a long-term plan will be implemented to ensure that multicultural diversity is more adequately represented by minority leadership personnel interested in early intervention and prevention in the future.

Grant Number:H029D960005

Leadership 2000: A Unified Early Childhood and Early Childhood Special Education Doctoral Program

Project Director:Correa, Vivian

Beginning Date:Jan 1, 1997

Ending Date:Dec 30, 2000

University of Florida
Dept. Of Special Education
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Purpose:Leadership 2000 is a unified doctoral preparation program in early childhood education (ECE) and early childhood special education (ECSE), which aims to support up to 18 students to be trained as researchers, administrators, supervisors, and teacher educators. The program provides a three-pronged approach to doctoral preparation by: promoting inclusive education and collaborative teacher education through the unification of the disciplines of ECE and ECSE; providing a rich field-based context for research, teaching, and service in Florida, a state that reflects the conditions and cultural diversity of today's society; and emphasizing interdisciplinary preparation for professionals who will work as teacher educators at colleges and universities, and in school districts and other agencies.

Method:The proposed Leadership 2000 program will include preparation in knowledge and skills identified as important to becoming an effective teacher educator and researcher in ECE and ECSE. The coursework includes a specialization core of unified ECE/ECSE doctoral seminars, a generalized core of education doctoral seminars, an interdisciplinary core of courses, and a research core of courses. In addition to university-based coursework, the program contains a strong field-based practica component. Doctoral field-based practica experiences involve participation in: a) research design, implementation, and evaluation, b) university undergraduate teaching, c) university undergraduate supervision, d) inservice preparation and consultation, e) conference preparation and presentation, and f) grant writing. Students can also select either of two age strands for concentration: infant/toddler (0-3) or preschool/primary (3-8).

Grant Number:H029D960017

Preparation of Leadership Personnel: School Psychology Training in Community-Based Integrated Services

Project Director:Ford, Laurie

Beginning Date:Sep 1, 1996

Ending Date:Aug 31, 2000

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Purpose:The School Psychology Leadership Training Program in Community-Based Integrated Services aims to prepare future leaders in the field to: a) develop, consult with, and evaluate community-based integrated service delivery programs to children and youth with disabilities and their families; b) develop uni-

versity training programs for school psychologists, mentor students, and instruct students in community-based integrated service delivery program for children with disabilities and their families; and c) conduct, disseminate, and guide research in the problems and solutions of community-based integrated services for children with disabilities. The program will emphasize service delivery to populations from high risk and culturally diverse backgrounds and family-centered service delivery.

Method: Highlights of the program include: a) field-based development and research activities in communities with large culturally diverse populations and with multi-agency involvement; b) instruction in systems change, community schools, family systems, and program evaluation; c) conceptual strands in special education leadership and families/community; d) student-organized research and development activities; and e) emphasis on recruiting individuals from culturally diverse backgrounds into the training program. The program training emphasis is built upon a desire to strengthen the training and research relationship with areas across the university including the University Affiliated Program for Persons with Developmental Disabilities in the College of Medicine, the Special Education Training Program in the College of Education, and the new interdisciplinary Institute for Families in Society. In addition, the strong links that each of these university program areas has with agencies outside the university will be utilized in developing community-based training sites.

Grant Number: H029D960025

Doctoral Training Program in School Psychology/Special Education and the Hispanic Child with Disabilities

Project Director: Ochoa, Salvador

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 2000

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Purpose: The purpose of this grant is to recruit and train doctoral level bilingual educational leadership personnel in school psychology/special education with an emphasis on disabled Hispanic children and youth.

Method: Coursework will be developed pertaining to a) bilingual special education, b) effective classroom practices, c) child and family therapy, d) and practicum experiences. The potential impact of graduates from this program includes the following: a) direct service providers in schools or community/state agencies serving disabled Hispanic children; b) university faculty trainers with expertise in Hispanic disabled children; and c) researchers developing appropriate assessment procedures and materials as well as educational strategies for Hispanic disabled students.

Grant Number:H029D960035

**Collaborative Preparation of Leadership Personnel to Facilitate Language
Use by Children and Youth with Disabilities**

*Project Director:*Halle, James

*Beginning Date:*Jan 1, 1997

*Ending Date:*Dec 31, 2000

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*Purpose:*This project will prepare individuals with backgrounds in speech-language pathology and in special education to conduct research, to teach, and to supervise students with communication disabilities in applied settings, and to deliver technical assistance to professionals serving children and youth with communication disabilities. Six competencies will be acquired: broad knowledge of communication disabilities, research expertise, teaching and supervision competence, professional knowledge, multicultural knowledge and competence, and the ability to bridge special education and speech-language pathology through transdisciplinary collaboration. These competencies will be acquired by doctoral candidates in Special Education and Speech and Hearing Science through a collaborative training model between departments.

*Method:*Each year the project will fund five predoctoral trainees and one postdoctoral fellow. Thus, by the end of the first four- year cycle of the project, at least eight predoctoral trainees and four doctoral trainees will have received leadership preparation through the proposed program. Training will occur at the University of Illinois and entails an individualized, competency-based program focusing on developing professional leadership skills. Unique aspects of the program include: a) a transdisciplinary focus in research training, academic instruction, and teaching/supervisory experiences; b) attention to the full-range of communication processes, disabilities, and intervention approaches, cutting across ages and severity levels; c) particular emphasis on the professional knowledge required of doctoral-level professionals (e.g., grant writing and evaluation); d) an inextricable linkage between theory and practice infused into every aspect of the training program; and e) the opportunity for trainees to individualize their academic program, based on their interests and professional goals.

Grant Number:H029D960038

**University/School Partnerships: Leadership Preparation Dedicated to
Collaboration, Urban Education and Inclusion**

Project Director: Shaw, Stan

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

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*Purpose:*The overarching goal of this leadership program is to prepare school leaders and university faculty who have knowledge and skills necessary to create and sustain professional development schools — partnerships between schools and universities designed to enhance the learning of all students through the unification of general and special education personnel preparation programs.

*Method:*The program will: 1) recruit well-qualified leadership candidates (including persons with disabilities) from diverse cultural and ethnic backgrounds, who will take leadership roles in both university and school settings; 2) design, implement, and evaluate a new leadership preparation model, based both in partnership schools and at the university, that prepares university faculty and school leaders (administrators) to work in urban schools and to better integrate general and special education within schools and in teacher preparation programs; 3) prepare leaders, both university faculty and school-based, who can think analytically, link theory with practice, and conduct research; and 4) disseminate program information and evaluation data such that the program can be replicated nationally.

Grant Number:H029D960040

Preparation of Leadership Personnel

Project Director: Greenwood, Charles

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2000

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*Purpose:*This project aims to reduce the shortage in both minority- group and nonminority-group research leaders in special education who have expertise in minority issues. Research training will focus on research knowledge and skill concerning appropriate, effective practices for minority and nonminority students with disabilities within urban school settings. The assistance will provide financial support for up to 16 selected special education professionals to complete a one- or two-year post-doctoral fellowship. These professionals will be recent doctoral degree recipients, University faculty members, professional researchers, or local education agency, state education agency, or Federal agency staff, whose professional activities have a direct and clear line of impact upon the educational programs of minority children. Thus, the project will serve expressed national personnel preparation needs, including: a) addressing shortages and enhancing quality by updating doctoral-level professionals in recent innovations in research

knowledge, methods, technologies, and skills; b) preparation of professionals to conduct research concerning minority-group children; and c) preparation of professionals who train teachers or related personnel who serve minority children with disabilities.

Method: Project features include: 1) the current portfolio of research projects at Juniper Gardens that provide the broader context for this leadership program; 2) improvements in the traditional competencies and offerings that cross-cut conditions of disability, minority and linguistic issues, life span conditions, and settings, including: early childhood special education, students with special needs, and students with mild-moderate disabilities; 3) addition of a new competency domain (Research to Practice); 4) integration of the Goals 2000; and 5) a larger, more diverse mentoring research faculty. Competency domains and skills, which build on the past program, include: 1) current research topics and culturally/linguistically diverse students influencing special education research and practice, 2) effective practices with diverse students, 3) environmental assessment and analysis, 4) research designs appropriate to the analysis of growth/change in performance, 5) technology and computer applications, 6) research communications, 7) experiences conducting research, and 8) bridging the gap between research and practice. Applicants will receive leadership experiences at the Juniper Gardens Children's Project in Kansas City, Kansas. Each post-doctoral fellow will design an individualized program of study, selected from among all available competency domains and skills, to acquire higher-level research skills and experiences.

Grant Number: H029D960041

Preparation of Leadership Personnel for Communication and Literacy in African American Children and Youth

Project Director: Pollock, Karen

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

University of Memphis
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Purpose: This leadership personnel preparation project has two major goals: 1) to prepare scholars to assume leadership roles in research on communication and literacy in African American children and youth, and 2) to prepare scholars to educate future speech-language pathologists (SLPs) to work collaboratively with educators to improve the communication and literacy skills of African American children and youth.

Method: The four-year project is designed to support four doctoral students (full-time for 3 to 4 years each) and eight post-doctoral fellows (each of whom will participate for either one academic semester or two consecutive summer semesters). Unique features of the program include: 1) an interdisciplinary curriculum that includes courses in speech-language pathology, reading, special education, learning disabilities, sociology, linguistics, and anthropology; 2) a mentor-based research component with a focus on communication and literacy skills in African American children and youth; 3) school-based research experiences; and 4) the opportunity to develop collaborative research and provide inservice training to school personnel to facilitate communication and literacy.

Grant Number:H029D960043

**Leadership for Full Participation of Youth in
Secondary Education and Transition**

*Project Director:*Kochhar, Carol

*Beginning Date:*Jul 1, 1996

*Ending Date:*Jun 30, 2000

George Washington University
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*Purpose:*Over a four-year period, this project proposes to train a total of 32 leadership personnel: 12 completing the full Special Education program, and 20 participants in the Full Participation/Collaboration core: 6 in Curriculum and Instruction, 8 in Rehabilitation and School Counseling, and 6 in Educational Administration. The project responds to three priorities: collaboration, professional development, and underrepresentation.

*Method:*The project proposes to create a 69-hour interdisciplinary preservice doctoral leadership preparation model to prepare leadership professionals as systems change agents and to foster effective collaboration among professionals in regular education and special education, related services and rehabilitation personnel, and families. To improve and advance professional development, the program links preservice preparation with systems change and professional development needs in the field, at national, state, and local levels. The interdisciplinary doctoral curriculum is combined with 12-credit hour, year-long internships in field-based roles in educational settings. The trainee cohort forms a cadre of system change fellows who, in cross-disciplinary teams, are linked to local and state educational agencies or national organizations. To ensure strong participation of traditionally underrepresented groups in leadership training, the project utilizes unique and innovative recruitment, program retention, and placement strategies. The project includes an extensive combination of academic, social, and professional development supports for participants to ensure the successful completion of doctoral course work, professional field experiences, and the dissertation. These include doctoral program orientation, faculty mentors, academic support seminars, seminars coordinated by doctoral students, professional writing clinics conducted by faculty, preparation sessions for the portfolio assessment and comprehensive exams, support services for students with disabilities, peer support groups, and computer skills training opportunities.

Grant Number:H029D960048

University of Utah Leadership Training Grant

*Project Director:*Hardman, Michael

*Beginning Date:*Jul 1, 1996

*Ending Date:*Jun 30, 2000

University of Utah
Dept. of Special Education 225 MBH
Salt Lake City, UT 84112
Voice:(801)581-4082

*Purpose:*This leadership training project aims to develop competencies in two general areas: 1) exemplary program for individuals with disabilities, and 2) research and teaching.

*Method:*The project will combine coursework and extensive field experiences to support the development of competencies in 10 strands. The five strands in the exemplary programs area are: Including Students with Disabilities in General Education Assessments and Curricula; Disability Policy and Law; The Least Restrictive Environment; Transition from School to Adult Life; and Coordination between and among Regular and Special Education. The five strands in the research and teaching area are: Research Design, Methodology, and Ethics; University Teaching; Instructional Technology in the Delivery of Distance Education Programs; Facilitating Implementation of Best Practices in Education and Community Service Agencies; and Extramural Funding.

Grant Number:H029D960054

**Preparation of Leadership Personnel: Combined
Generic-Specialty Doctoral Training Program**

*Project Director:*Simpson, Richard

*Beginning Date:*Sep 1, 1996

*Ending Date:*Aug 31, 2000

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*Purpose:*This project proposes a combined generic-specialty doctoral program to prepare participants to assume positions as teacher educators, researchers, supervisors/managers, and clinicians. The generic component of the program would prepare students to assume leadership positions focusing on children and youth with either mild/moderate or severe/profound disabilities. The specialty component of the program would prepare students in careers related to children and youth with autism, attention deficit hyperactivity disorder (ADHD), and traumatic brain injury (TBI).

*Method:*The program design incorporates generic, specialty, and role-specific competencies to be delivered to participants by ten generic graduate faculty and four specialty-oriented graduate faculty.

Grant Number: H029D960057

**Training Leadership Personnel in Curriculum-Based-Measurement,
Curriculum-Based-Assessment and a Problem-Solving Model**

Project Director: Shinn, Mark

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 2000

University of Oregon
College of Education
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Purpose: The goals of the training grant are to produce doctoral-level personnel who can 1) provide leadership in implementation of curriculum-based measurement/curriculum-based assessment (CBM/CBA) in a problem-solving model in public schools, 2) provide appropriate preservice training with CBM/CBA to other educational personnel through institutions of higher education, and 3) contribute to the knowledge base on effective CBM/CBA assessment practices.

Method: As part of their doctoral level training in school psychology, students will complete: 1) didactic coursework in measurement and problem-solving assessment strategies using curriculum; 2) didactic coursework in academic and social-emotional interventions to facilitate effective outcomes with pupils with disabilities; and 3) a series of school-based practica and internships in which CBM/CBA and problem-solving model experiences will be provided.

Grant Number: H029D960061

**Project BRIDGES: Preparation of Leadership Personnel;
Bridging Learning and Leadership through Anchored Apprenticeship**

Project Director: Simmons, Deborah

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 2000

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Purpose: Project BRIDGES will provide strategic linkage of learning and leadership experiences. By doing so, it will increase the capacity of special educational leadership personnel to provide the levels of scholarship in research, teaching, and supervision necessary to develop lines of inquiry and prepare school-based instructional leaders to address the instructional needs of children in today's and tomorrow's schools.

Method: The program maintains a primary emphasis on the preparation of candidates to be competent researchers, teachers, and supervisors who can provide specific, concrete solutions to problems that arise in teaching students with learning disabilities or academic learning problems, with specific competence in: a) the design and delivery of effective instruction with a focus on literacy, and b) the systematic linkage

of theory and practice. The program of preparation will use an apprenticeship model engaging doctoral students with university-based and field-based mentors including administrators and teachers. It extends the apprenticeship model by anchoring research, supervision, and practice to a particular school and to a sustained school-based practicum that cuts across terms and provides a systemic field-based experience. Candidates will have mentors in three areas: educational research, college teaching, and instructional supervision.

Grant Number:H029D960065

**Preparation of Leadership Personnel for Responsible Inclusion:
Working Together to Provide Equity Education**

Project Director: Emery, Margaret

Beginning Date: Jul 1, 1996

Ending Date: Jun 30, 2000

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Purpose: The goal of this project is to prepare 24 inclusion specialists through the development of a new integrated training model. Program graduates will receive a Doctorate of Philosophy degree in Curriculum and Instruction, with a specialization in inclusion.

Method: This will be accomplished through development of an integrated training model bringing regular and special educators together for joint not parallel training experiences. This program contains several unique features. First, students are required to take courses representing an integrated training perspective. Second, all coursework will be accompanied by completion of internship experiences in school districts, state agencies, and institutions of higher education. Third, all students must engage in Applied Research experiences that will be submitted for publication. Fourth, regular and special education trainees will be paired during coursework, internships, and applied research. Finally, all students must participate in leadership roles, which include designing school district long-range inclusion plans, conducting follow-along research, speaking at local and other professional conferences, and conducting in-service training programs in schools.

Grant Number:H029D960067

**Preparation of Leadership Personnel in Seriously Emotionally Disturbed/
Behaviorally Disordered with Focus/Collaboration on
Underrepresented Populations**

*Project Director:*Bullock, Lyndal

*Beginning Date:*Oct 1, 1996
*Ending Date:*Sep 30, 2000

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*Purpose:*This project is one of a group of projects funded to prepare doctoral and/or post-doctoral level personnel to serve as personnel trainers, researchers, administrators, supervisors, and other specialists.

Grant Number:H029D970001

Doctoral Training in Early Childhood, Families and Early Intervention

*Project Director:*Odom, Sam

*Beginning Date:*Jul 1, 1997
*Ending Date:*Jun 30, 2001

University of North Carolina - Chapel Hill
School of Education CD#3500
Chapel Hill, NC 27599-3500
Voice:(919)962-9370
Fax:(919)962-5097
E-mail: Dsamodom@email.unc.edu

*Purpose:*This new project, a Leadership Training Program in Early Childhood, Families, and Early Intervention at the University of North Carolina at Chapel Hill, will incorporate a transitional model of training in which students move from a mentorship role to a junior colleague role during the course of their training.

*Method:*Over the four year period, the program will enroll and train 36 doctoral level professionals from education and school psychology, as well as the related disciplines of developmental psychology, maternal and child health, social work, and nursing. This design reflects the views that professional preparation now incorporates a range of methodologies, more participatory in nature, and that the student-in-training is a learner, a thinker, and a problem solver, rather than the "researcher-as-expert" paradigm that used to be held as a model.

Grant Number:H029D970006

**American Indian Leadership Training in
Special Education and Educational Administration**

Project Director: Gakar, Amma H.; Tippeconnic, John W.

Beginning Date: Aug 15, 1997

Ending Date: Aug 14, 2001

Pennsylvania State University
Special Education 110 Technology Center
University Park, PA 16802-3206
Voice: (814)863-2284

Purpose: The purpose of this project is to prepare six American Indian/Alaska Natives to be leaders in special education by completing doctoral degree programs in either Special Education or Educational Administration at Penn State University. The programs will focus on special education, educational administration, leadership, and Indian education. Graduates will be able to assume leadership positions in schools, tribes, colleges and universities, or professional organizations that provide special education services to Indian people.

Method: This new doctoral program expands Penn State's current American Indian doctoral program in Special Education to the area of Educational Administration and generally enhances special education's capacity for quality preservice training. The six students funded by the program will major in Special Education with a strong emphasis in Educational Administration. Leadership development and Indian education will be a focus of the program. The program will allow graduates to conduct research in the areas of American Indian Special Education and Administration, to administer and develop specialized teacher training programs, to seek positions as administrators of programs designed for American Indian students with disabilities, or to become regular school administrators who emphasize special education school-wide.

Grant Number:H029D970010

**Training Pediatric School Psychologists: Preparing Leaders to Address the
Health Needs of Children with Emotional/Behavior Disabilities**

Project Director: Shapiro, Edward

Beginning Date: Aug 1, 1997

Ending Date: Jul 31, 2001

Lehigh University
College of Education
111 Research Drive
Bethlehem, PA 18015-3046
Voice: (610)758-3258
Fax: (610)758-6223
E-mail: ESS2@Lehigh.edu

Purpose: The objective of this project is to train school psychologists as leaders in the research and practice of linking medical, educational, and psychological services within school settings for children with emotional/behavioral disorders (E/BD) as well as others with health problems who are at-risk for the development of E/BD. The collaborative project will develop professionals who are capable of interacting

within schools and health-care communities to provide integrated services for students within full-service schools.

Method: Through a combination of coursework, practica, research mentorship, and dissemination of research and practice, a total of 12 trainees will complete their Ph.D. in school psychology with a specialization in pediatric school psychology.

Grant Number: H029D970014

Preparation of Leadership Personnel: Project INSPIRE

Project Director: Pyfer, Jean L.

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2001

Texas Woman's University
Department of Kinesiology
PO Box 425527
Denton, TX 76204-5619
Voice: (940)898-2850
Fax: (940)898-2853
E-mail: D_Pyfer@venus.twu.edu

Purpose: Texas Women's University's Project INSPIRE (Innovative New Strategies to Promote Instructionally Relevant Environments) has been designed to significantly strengthen and broaden the impact of the university's ongoing doctoral program in adapted physical education.

Method: The program will support 10 doctoral-level adapted physical educators and 100 post-doctoral teacher trainers over a period of four years. The project will stress teaching in natural settings, with teacher trainers becoming adept at understanding why and how to modify regular environments to maximize the extent to which mastery of identified goals occurs.

Grant Number: H029D970024

An Innovative Doctoral Program for Creating Leaders to Foster Coordinated Instruction by Special and General Education Teachers: Acquiring Proficiency in the "Research-Product Development-System Change Process"

Project Director: Deshler, Donald D.; Schumaker, Jean B.

Beginning Date: Aug 1, 1997

Ending Date: Jul 31, 2001

University of Kansas
Center for Research on Learning
3061 Dole Bldg.
Lawrence, KS 66045-7536
Voice: (913)864-4780

Purpose: This project will prepare leadership personnel in fields related to the education of students with mild disabilities in mainstream environments, specifically for these personnel to instruct future general

and special education teachers in the education of students in inclusive educational environments using empirically validated methods. They will also learn to become efficient in the “research-product development-system change” process, in which they will learn how to conduct methodologically sound research, translate validated interventions into user-friendly products, and prepare teachers to use these products in staff development/system change efforts.

Method: Students will learn academic statesmanship (skills foundational to any other endeavor in education), teacher preparation (becoming competent in instructing new special and general education teachers), research (doing their own and learning how to teach others in conducting research), system change (how to consult with school personnel to create lasting change in schools on behalf of children), technological applications, and product development (how to develop materials for children and teachers). Each student will have a professional development plan tailored for his/her goals and will develop a personal portfolio to collect accomplishments, experiences, and products.

Grant Number: H029D970026

Preparation of Leadership Personnel in Adapted Physical Education

Project Director: McCubbin, Jeffrey A.

Beginning Date: Jul 1, 1997

Ending Date: Jun 30, 2001

Oregon State University
Exercise and Sport Science
120 Womens Building OSU
Corvallis, OR 97331-6802
Voice: (541)737-5921

Purpose: This project, a collaboration between Oregon State University and the University of Utah, will respond to the need for highly qualified personnel to teach physical education to students with disabilities.

Method: A cadre of doctoral level personnel who have the necessary skills to serve as effective teacher-trainers, scholars, and leaders will be trained via distance education at two major Research I universities, benefitting from the additional related professional experiences that this project will make available to them. Coursework, field experiences, and scholarly research efforts will be designed to ensure that program graduates play a significant role in improving the quality of physical education offered to the children and adolescents who have a disability.

Grant Number:H029D970030

**Preparation of Administrators and Supervisors of Special Education -
Certificates of Advanced Graduate Studies**

Project Director: Gillespie, Diane N.

Beginning Date: Oct 1, 1997

Ending Date: Sep 30, 2001

Virginia Polytechnic Institute
202 E. Eggleston Hall
Blacksburg, VA 24061-0302
Voice: (540)231-9713
Fax: (540)231-7845
E-mail: Dgilles@vt.edu

Purpose: This project will improve an ongoing doctoral program in Administration and Supervision of Special Education to support five students; it will also extend to students in general education who are preparing for careers as school principals and administrators at the district level and as administrators of related services agencies.

Grant Number:H029D970035

**Preparing Leaders for Careers in Transdisciplinary Professional
Development, Research, and Administration in Education of
Children with Disabilities**

Project Director: White, Owen

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2001

University of Washington
Office of Special Education
Box 357925
Seattle, WA 98195-7925
Voice: (206)543-4011
Fax: (206)616-9198
E-mail: owhite@u.washington.edu

Purpose: This new project will prepare a total of 12 to 16 doctoral students for leadership careers in personnel preparation, research, and administration concerning the provision of educational services to children with disabilities. The program will emphasize collaboration among special educators, regular educators, related services personnel, early intervention specialists, and parents.

Method: In addition to meeting the regular requirements for a Ph.D. or Ed.D., students will be involved in research or program evaluation and complete at least one administration practicum during their studies. Each student will have at least two primary mentors: one in his or her own field, and one from a related field.

Grant Number:H029D970038

**Doctoral Leadership Program in Learning Disabilities: Preparing
Researchers and Teacher Educators for Inclusive Environments**

Project Director: Speece, Deborah

Beginning Date: May 1, 1997

Ending Date: Apr 30, 2001

University of Maryland
Research Admin and Advancement
Lee Building Rm 2100
College Park, MD 20742-5141
Voice: (301)405-6482
Fax: (301)314-9158
E-mail: D dlspeece@wam.umd.edu

Purpose: The goal of this project of the Department of Special Education at the University of Maryland, College Park, is to prepare nationally visible leadership personnel as researchers and as teacher educators in learning disabilities. The program emphasizes coursework and apprenticeship experiences to prepare leaders for research and teaching positions in a variety of settings.

Method: Through formal commitments with other departments and programs in the college, the project will initiate collaborative program planning and design apprenticeship programs that involve collaborative supervision of special and general education preservice personnel in professional development schools. The doctoral preparation program incorporates intensive graduate coursework in selected areas along with work in research design and methodology.

Grant Number:H029D970049

Special Education Leaders to Educate Regular and Special Education Teachers

Project Director: Biklen, Douglas

Beginning Date: Aug 1, 1997

Ending Date: Jul 31, 2001

Syracuse University
376 Huntington Hall
Syracuse, NY 132 44-1200
Voice: (315)443-2699
Fax: (315)443-9218
E-mail: dp biklen@syr.edu

Purpose: This project will prepare leadership personnel in special education who can conduct original research and effectively teach in college and university teacher preparation programs that combine or coordinate training of regular and special educators.

Method: This project will organize the Syracuse University's leadership training in a new, functional training model involving doctoral students in each of the kinds of activities that will be expected of them when they become professors. The doctoral students will be involved in learning to teach through a mentorship program and in learning to do research by engaging in inquiry-based classrooms. They will consult with school districts that coordinate special and regular education services.

Grant Number:H029D970062

**Doctoral Program in Rehabilitation Science:
Meeting Leadership Needs in Related Services**

*Project Director:*Mann, William C.

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2001

State University of New York - Buffalo
500 Lee Entrance
Amherst, NY 14228
Voice:(716)645-2977

*Purpose:*This project consists of a new interdisciplinary Ph.D. program that addresses the shortage of related services specialists, particularly physical and occupational therapists. The program will prepare leaders to develop and expand current theory and practice in rehabilitation, including services related to special education and early intervention. The graduates of this program will be qualified to educate students at the professional entry level in physical and occupational therapy, ultimately contributing to the expansion of related services programs and to services for infants, toddlers, children, and youth with disabilities.

*Method:*The project will produce a total of 16 graduates with a Ph.D. in Rehabilitation Science trained to teach and conduct research in the related services. The students supported by this project will focus on pediatrics and school-based education courses. Graduates of the program will be qualified to be employed as university faculty in schools of allied health within departments of occupational and physical therapy.

Grant Number:H029D970065

Special Education Doctoral Program in the Delivery of Distance Education

*Project Director:*Blackhurst, Edward A.

*Beginning Date:*Aug 1, 1997

*Ending Date:*Jul 31, 2001

University of Kentucky
Research Foundation
105 Kinkead Hall
Lexington, KY 40506-0057
Voice:(606)257-7908

*Purpose:*The goal of this project is to develop and implement a new option in the University of Kentucky's special education technology doctoral program which will focus on delivering instruction about special education via different distance education systems. Upon completion of their studies, graduates will be qualified to assume leadership positions in: the design of distance education programs; the development of instructional products for, administration of; and evaluation of distance education programs; and implementation of research projects related to distance education programs. Six full-time and four part-time doctoral students will be supported.

*Method:*A competency-based personnel preparation model is being followed to guide curriculum development efforts in the new program. The proposed project builds on existing distance education programs,

from in-service to the Master's Degree, to extend the current special education technology doctoral program into distance education.

Grant Number:H029D970066

**Preparation of Leadership Personnel: Establishing Interprofessional
Community/School Linkages in Early Childhood Intervention (0-8)**

*Project Director:*Gallagher, Karen; Sailor, Wayne

*Beginning Date:*Sep 1, 1997

*Ending Date:*Aug 31, 2001

University of Kansas
School of Education
112 Bailey
Lawrence, KS 66045
Voice:(785)864-4297

*Purpose:*This leadership project represents an effort within and across departments and professional schools to establish an interdisciplinary preparation program that will demonstrate the benefits of interprofessional, collaborative personnel preparation for service to children who have been diagnosed with disabilities or are at-risk and their families.

*Method:*This doctoral studies project will train personnel to implement collaborative best practices to meet the diverse needs of all young children from birth through eight years and their families. The project is an interprofessional effort at the University of Kansas, combining programs in the departments of education and psychology with community-based field experiences to plan and implement programs for the target population.

Grant Number:H325D980014

**Preparation of Leadership Personnel: Training Leadership Personnel to
Facilitate Collaborative Processes in Rural Areas**

*Project Director:*Fugate, Mark

*Beginning Date:*Sep 1, 1998

*Ending Date:*Aug 31, 2002

Alfred University
Division of School of Psychology
Saxon Drive
Alfred, NY 14802-1205
Voice:(606)871-2212

*Purpose:*The goal of this project is to establish new training elements within Alfred University's Division of School Psychology that will provide leadership training for doctoral level practitioners of rural school psychology. The four-year project will support 16 doctoral students who have interest in and made a commitment to practice a collaborative processes model of educational and psychological service delivery in rural school districts. This model of practice will allow doctoral level school psychologists to become leaders and generalists who can intervene with children who demonstrate a broad range of academic and

behavioral difficulties in regular and special education settings, and foster successful coordination and facilitate collaboration among regular and special education teachers, school administrators, related service personnel, parents, and rural families in the delivery of educational and psychological services to children with disabilities in rural school districts. The doctoral students funded by this project will receive extensive advanced coursework and practice in the use and implementation of a collaborative processes model of school psychology practice and model internship sites will be established.

Method: The project will recruit and train 12 doctoral school psychology students who are committed to providing leadership in rural settings including students who are Hispanic, African- American, Asian American, and/or economically disadvantaged. By adding a collaborative process component to the existing curriculum, the doctoral students will be provided with the leadership skills to successfully coordinate a wide range of services in rural settings. Each student will complete a dissertation project oriented toward improving the delivery of educational services and interventions.

Grant Number: H325D980018

**Preparing Higher Education Faculty for Special Education:
The Ph.D. Program at Ohio State University**

Project Director: Heward, William

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2002

Ohio State University
1960 Kenny Road
Columbus, OH 43210 -1063
Voice: (614)292-3110

Purpose: This project will improve the quality of and increase the number of students served by an existing Ph.D. program that prepares higher education faculty for special education.

Method: The program entails an intensive curriculum of required and elective courses, special topic seminars, involvement in three original applied research studies prior to the dissertation, two summer internship experiences, supervised teaching and advising at the University level, plus a variety of non-credit requirements.

Grant Number:H325D980034

**Interdisciplinary Doctoral Program:
Preparing Future Leaders in Early Intervention**

Project Director: Stoneman, Zolinda

Beginning Date: Jul 1, 1998

Ending Date: Jun 30, 2002

University of Georgia
College of Family and Consumer Sciences
621 Graduate Studies
Clarke, GA 30602-7411
Voice:(706)542-3960

Purpose: This doctoral training program is designed to prepare leadership personnel for roles as researchers, university teachers, and policy specialists in programs for infants and young children with disabilities and their families. Along with a knowledge base in family-centered early intervention, this project will prepare future leaders to affect system change through a strong foundation of expertise in technology, adult learning principles, policy, research, and evaluation.

Method: The leadership training will focus on family-focused intervention, allowing the students to work toward doctorates in the Department of Special Education or Child and Family Development. A strong interdisciplinary focus will encourage cooperation and foster inclusion of the best practices of several related areas to a comprehensive and unique training program. This program will prepare six full-time and four part-time students per year.

Grant Number:H325D980037

**Special Education Policy Integration: Leadership Training in IDEA
Implementation and Alignment with Standards-Based,
School Unification, and Full-Service School Reforms**

Project Director: Skrtic, Thomas

Beginning Date: Jun 1, 1998

Ending Date: May 31, 2002

University of Kansas
Dept. of Special Education
3001 Dole Bldg.
Lawrence, KS 66045
Voice:(913)588-5955

Purpose: This project will develop a new doctoral and postdoctoral training program in Special Education Policy Integration (SEPI) at the University of Kansas (KU) through a collaborative effort among several departments at KU. The project will help to increase the quantity and improve the quality of personnel to serve infants, toddlers, children, and youth with disabilities through transformational leadership training at the doctoral and postdoctoral levels for special education scholars, policy researchers, and personnel preparation faculty.

Method: The project will provide five doctoral participants with a new, four-year training program that will address the special education policy context. The project will also involve two postdoctoral participants each year from outside the special education field to serve as program developers and trainees and who will transfer their knowledge of disability policy issues and policy integration methods back to their home disciplines, professions, and state-level agencies.

Grant Number:H325D980039

The Leadership Project: Training Early Childhood Professionals for the 21st Century

Project Director: Freund, Maxine

Beginning Date: Aug 1, 1998

Ending Date: Jul 31, 2002

George Washington University
2121 I Street, NW, Suite 601
Washington, DC 20052
Voice: (202)994-1547

Purpose: The New Leadership Project of the George Washington University is designed to meet the need for faculty in early childhood special education. The project is committed to the challenge of preparing faculty as teachers, researchers, and scholars capable of predicting and imagining the problems, structuring the questions and implementing careful studies which inform the field, thereby improving best practices and quality services.

Method: The New Leadership Project will offer students solid special education competencies and field concentrations in public health, with a maternal and child health focus, as well as educational and disability policy studies, thus preparing the students to assume the full complement of faculty responsibilities in higher education. Using a network of field-based collaborations, each student will be exposed to and directly involved in research affiliations and commingled activities with primary faculty in several departments within the university. In addition, the multi-disciplinary faculty will serve as research, teaching, and service mentors.

Grant Number:H325D980042

**Crossover Model of Leadership Preparation in Special Education:
Six Interdisciplinary Options**

Project Director: Nelson, Ron

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2002

Arizona State University
Box 871603
Tempe, AZ 85287-1603

Purpose: This project is a new interdisciplinary program that will prepare 12 leadership personnel in special education. These leadership personnel will meet professionally recognized standards for the preparation of leadership personnel in special education and one of six related disciplines: 1) multicultural

education, 2) early childhood education, 3) general education (i.e., elementary, secondary, reading, and physical education), 4) media and technology, 5) educational leadership and administration, or 6) psychology in schools (i.e., school psychology and counseling).

Method: This crossover model will enable the project staff to attract candidates representing various professional and personal backgrounds. The model has a strong experiential and interdisciplinary emphasis to ensure that students will have the background necessary to fulfill their teaching, service, and research responsibilities associated with faculty positions at a full range of institutions of higher education or other professional roles (e.g., administrators). A key feature of this project is the Integrative Stage, which is the professional seminar organized by the project. The seminar is designed to bring together each of the doctoral students throughout their studies to help them integrate their educational and professional experiences. The seminar will not only be designed to engage all doctoral students in a thoughtful consideration of their rich collective experiences, but to develop integrative interdisciplinary research, teaching, and service activities.

Grant Number: H325D980046

**Educational and Research Leadership in
Augment and Alternative Communication**

Project Director: Beaukelman, David

Beginning Date: Aug 1, 1998

Ending Date: Jul 31, 2002

University of Nebraska - Lincoln
Dept. of Special Education/ComDis
303 Administration Building
Lincoln, NE 68583-0430
Voice: (402)472-5463

Purpose: Throughout the course of four years, the proposed project will provide training in the area of augmentative and alternative communication through theoretical and practical experiences.

Method: Competencies to be provided to the students in the program will be the ability for them to provide relevant preservice and inservice personnel training experiences, to conduct quality research, to provide advocacy and legal consultative services, to participate in public policy planning, and to administer agencies and program serving persons with severe communication disorders, and to produce written materials for use by others. The project intends to train four doctoral level professionals who will be able to provide personnel training and service delivery systems for children and adults who unable to meet their daily communication needs through natural speech.

Grant Number:H325D980047

Secondary Education and Transitional Services Leadership Preparation Project

Project Director:Menchetti, Bruce

Beginning Date:Sep 1, 1998

Ending Date:Aug 31, 2002

Florida State University
Department of Special Education
205 Stone Building
Tallahassee, FL 32306-4459
Voice:(850)644-4880

Purpose:This project will provide doctoral degree level personnel with expertise in transitional services and support for youth with disabilities. The program includes financial incentives for interdisciplinary coursework and shared field-based leadership experiences to doctoral students from many departments and disciplines.

Method:The project will prepare six full-time and six part-time special education doctoral degree level leadership personnel with interdisciplinary training and expertise in one of several transition specialization areas: postsecondary support services, secondary education and school-to-career programs for youth with mild disabilities, or supports promoting the community inclusion, employment, and social integration of youth with more severe disabilities. The project intends to recruit and train two individuals in each of these specialization areas.

Grant Number:H325D980048

Prevention and Early Intervention of Developmental Disabilities: Interdisciplinary Preparation of Leadership Personnel

Project Director:Goldstein, Howard

Beginning Date:Sep 1, 1998

Ending Date:Aug 31, 2002

Florida State University
Dept. of Communication Disorders
107 Regional Rehabilitation Center
Tallahassee, FL 32306-1200
Voice:(850)644-2238

Purpose:This new program provides leadership training to educators and related service personnel who are interested in developing effective services for children with developmental disabilities and their families.

Method:Training program includes participation in three core courses and weekly Leadership seminar, leadership mentoring by professional and family community representatives, involvement in research activities, participation in development or evaluation project, participation in community outreach activities, and completion of individual projects. Project staff and trainees will be involved in efforts to recruit, nurture and mentor minority leadership personnel. During the four years of this project, at least 20 doctoral students in communication disorders, special, general, and early childhood education, psychology, and social work will acquire the expertise needed to develop interdisciplinary research programs, service deliv-

ery systems, and policies that reduce preventable disabilities and enhance the quality of life for children with disabilities and their families.

Grant Number:H325D980049

Leadership Training Program in Learning Disabilities

*Project Director:*Baker, Janice

*Beginning Date:*Sep 1, 1998

*Ending Date:*Aug 31, 2002

Vanderbilt University
Peabody College Room 512 - Kirkland Hall
Nashville, TN 37240
Voice:(615)322-8175

*Purpose:*This Preparation for Leadership Personnel Project, entitled Leadership Training Program in Learning Disabilities: Bridging the Research-to-Practice Gap, incorporates an innovative approach to training leadership personnel in the area of learning disabilities and address four needs: to increase the capacity for conducting intervention research that improves student outcomes and bridges the research-to-practice gap; to forge strong partnerships between colleges/universities and public schools; to prepare leadership personnel to work effectively with mainstreamed students with learning disabilities and their teachers; and to prepare prospective college/university special education faculty of culturally diverse backgrounds in these areas.

*Method:*Two cohorts of six high-quality students will be recruited for the project from such institutions as historically black colleges in Nashville and the Project Alliance regional network. A strong partnership will be developed with local schools in which intervention research currently occurs. Throughout their doctoral training, students will participate in research-to-practice apprenticeships for designing and conducting research in collaboration with one general educator who serves the learning disabled population, one special educator, and a faculty mentor. Trainees will participate in seminars on conducting intervention research that bridges the research-to-practice gap and an advisory board will ensure that the graduates of this program can satisfy the demands for conducting research and bridging the research-to-practice gap for mainstreamed students with learning disabilities.

Grant Number:H325D980050

MSELT: Multicultural Special Education Leadership Training

Project Director: Kauffman, James M.

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

University of Virginia
Curry School of Education
405 Emmet Street S
Charlottesville, VA 22903-2495
Voice: (804)924-0763

Purpose: This project extends UVA's established doctoral training program to include collaboration with historically black colleges and universities (HBCUs) in Virginia and North Carolina.

Method: Major program features will be designed to produce teacher trainers with special expertise in multicultural special education. These features include shared teaching between UVA and the HBCUs, instructional internships at the HBCUs, colloquia hosted by each of the institutions focused on multicultural special education, field testing of the procedures developed in the workshops, dissemination of the field-tested products to other teacher trainers, and links to other training projects with emphasis on multicultural issues.

(84.029E and 84.325E) ***Preparation of Minority Personnel***

Grant Number: H029E930048

Preparing Bilingual Teacher Aides as Special Educators

Project Director: Brusca-Vega, Rita

Beginning Date: Nov 1, 1993

Ending Date: Oct 31, 1998

Northeastern Illinois University
5500 N St Louis Ave
Chicago, IL 60625
Voice: (312)794-2823

Purpose: The purpose of this project is to prepare 30 bilingual teachers' aides as fully certified special educators who will serve pupils with limited English proficiency in the Chicago metropolitan area. The project will recruit currently employed bilingual teachers' aides who have completed sufficient college coursework to be accepted as beginning second-year students at the university. Since trainees will be full-time employees of the public schools, the project will use a field-based approach to build instructional competence, and will provide coursework during weekend and/or evening hours. Trainees will exit the program with: * A bachelor's degree in education with a major in special education and a minor in linguistics; * State certification in special education in both learning disabilities and behavior disorders (Illinois Type 10, grades K-12); * State approval in bilingual special education; and * Expertise in serving pupils with mild disabilities from diverse language and cultural backgrounds.

Grant Number: H029E940026

Minority Personnel Preparation Project

Project Director: Palma, Gloria

Beginning Date: Aug 15, 1994

Ending Date: Aug 14, 1999

North Carolina A&T State University
1601 E Market Street
Greensboro, NC 27411
Voice: (336)334-7398

Purpose: This project addresses current and projected needs for personnel in three ways: * By increasing the number of qualified adapted physical education specialists, especially in rural school systems; * By training physical educators in providing early childhood adapted physical education activities; and * By increasing the number of traditionally under-represented individuals in the teaching profession, specifically at the post-baccalaureate level. The project is based on an interdisciplinary, developmental, and non-categorical curricular model, which emphasizes the integration of various disciplines with special considerations given to the sociocultural and political uniqueness of rural school systems. Extensive field-based experience supports the theoretical knowledge base.

Grant Number:H029E940034

Training Personnel for the Education of the Handicapped Minority Institution

*Project Director:*Monteith, Dianne S.

*Beginning Date:*Jan 1, 1995

*Ending Date:*Dec 31, 1999

South Carolina State University
Educational Administration 300 College Avenue
Orangeburg, SC 29117
Voice:(803)536-8211

*Purpose:*Through this project, an interdisciplinary program will be implemented among South Carolina State University's Department of Educational Administration, its Special Education Program, and public schools in South Carolina, North Carolina, and Georgia. The ultimate goal is to increase the number of minority school leaders and/or administrators in rural, high minority population areas to administer special education programs, as well as to improve the competencies of those who are currently employed. The following are the five objectives which will lead to the project's goal: * To implement a special education concentration in the Educational Administration Program (Ed.S., Ed.D.); * To recruit 15 minority students per year who will elect a degree concentration in special education; * To train 15 leaders/administrators per year to administer special education programs in rural schools in South Carolina, North Carolina, and Georgia; * To incorporate a mentoring component as part of the administrator training programs to enhance participants' abilities to supervise and manage special education programs and secure employment in appropriate rural areas; and * To disseminate the training model and accompanying information to other institutions of higher education in the tri-state area.

Grant Number:H029E940041

Minority Personnel Preparation Project

*Project Director:*Chavez, Janice

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

California State University - Fresno
4910 N Chestnut Avenue
Fresno, CA 93726
Voice:(209)278-0293

*Purpose:*The Minority Special Education Leadership (MISEL) program will train 37 Spanish-speaking and/or minority graduate students, within a five year period, to receive their Master's Degree in Special Education and/or Doctoral Degree in Educational Leadership with a specialization in Minority Special Education. This project will respond to the need to train minority and/or bilingual leadership personnel and to respond to the critical national, state, and local shortage of special education scholars, researchers, administrators, teacher-educators, and other specialists, particularly minority community leaders in rural areas, to more effectively serve special education students and their parents.

*Method:*The MISEL project will address six major objectives: 1) recruitment of minority and/or bilingual pre-doctoral and doctoral students into the MISEL program; 2) provision of financial assistance for special education pre-doctoral and doctoral students; 3) implementation of a pre-doctoral research training program in minority special education; 4) implementation of a doctoral program in Education Leadership with a emphasis in minority special education; 5) implementation of a program in university teaching and

mentorship for minority and/or Spanish-speaking doctoral students; and 6) dissemination of research on the best educational practices with minority special education students and their families. As a collaborative relationship between California State University, Fresno (CSUF), the Joint Doctoral Program in Educational Leadership (JDPEL), four participating University of California (UC) campuses, the School of Education and Human Development (SOEHD), the State Department of Education, and participating school districts, 22 pre-doctoral and 15 doctoral candidates will be selected from school districts serving minority special children. A cohort of 22 minority and/or Spanish-speaking pre-doctoral candidates, trained and mentored on the purpose, nature and implementation of research and scholarly activity and will develop, publish and disseminate their products in minority special education. These and other minority and Spanish-speaking master's degree students will form the recruitment pool for the selection of potential minority doctoral candidates. A cohort of three doctoral students each year will be selected to participate in an intensive program consisting of doctoral leadership and minority special education coursework and supervised university teaching leading toward a Doctorate in Educational Leadership with an emphasis in Minority Special Education. Doctoral and pre-doctoral graduate students will conduct "action research," under faculty supervision, on issues related to best educational practices in minority special education to be disseminated and published. The foundation of this project is a compilation of eleven years of conceptualization and experience, including four federal and one state grant in minority special education personnel training and could serve as a national and state model for leadership training.

Grant Number: H029E940049

Special Education Assistant Training

Project Director: Hermanson, Mike

Beginning Date: Oct 1, 1994

Ending Date: Sep 30, 1999

Salish Kootenai College
P.O. Box 117
Pablo, MT 59855
Voice: (406)675-4800

Purpose: This project will develop, implement, and evaluate a special education paraprofessional training program in order to significantly increase the number of American Indian teacher assistants serving children, youth and adults with disabilities in school and community settings, and to increase the number of American Indians entering baccalaureate programs through cooperative transfer agreements with the two prominent special education teacher training programs in Montana. The following objectives will drive the project's activities in accomplishing these purposes: * To develop a curriculum that will impact American Indian students (and non-Indian students) in a holistic way (by including coursework in areas such as chemical dependency, Native American studies, health-related and medical aspects of disabilities, etc.); * To develop, offer, and evaluate a training sequence that prepares para-educators to work with persons with disabilities in a range of education and community settings and/or prepares graduates to transfer to other institutions of higher education to obtain a bachelor's degree in the field of special education; * To institutionalize the special education program by submitting a substantive change to the Northwest Association of Schools and Colleges by May 1, 1995; and * To recruit 10 participants to begin training during the second year of the project, with a 20-percent increase in participants each year thereafter, for a total of 53 trainees. American Indians and trainees with disabilities will be specifically targeted as participants and will be supported with stipends.

Grant Number:H029E940087

Undergraduate Preparation of Psychologists and L/BD Teachers

Project Director: Sanders, Jim

Beginning Date: Jul 25, 1994

Ending Date: Jul 24, 1999

Hampton University
Phenix Hall, Room 304
Hampton, VA 236 68
Voice:(757)727-5794

Purpose: This project provides for the expansion of the special education undergraduate training program at Hampton University, which prepares primarily minority students in learning disabilities and behavior disorders (L/BD). Financial support will be offered to 10 juniors and 10 seniors during each of four project years, and to 10 seniors during the fifth and final project year. Students eligible for the support have a declared cognate area of Psychology and will be enrolled in the undergraduate special education training program beginning in their junior year. The undergraduate Psychology-L/BD program will use a curriculum that follows best practice and meets Holmes Group recommendations for teacher training meshed with practical experiences and intensive student teaching arrangements. Didactic coursework in education and special education requires a broad range of observation and experience in practical settings. Coursework covering assessment and instructional planning includes clinical experiences which reinforce basic course content. Revised instruction in educational technology will be infused into all major education and special education coursework, thus making sure the training represents contemporary trends. Graduates of the program will have earned a Bachelor of Arts degree in Psychology and will be qualified for State of Virginia dual licensure in Learning Disabilities and Emotionally Disturbed.

Grant Number:H029E950009

Bilingual/ESL Special Education Teacher Training Project

Project Director: Rodriguez, Richard

Beginning Date: Jan 1, 1996

Ending Date: Dec 31, 1998

Western New Mexico University
Dept Education
PO Box 680
Silver City, NM 88062
Voice:(505)538-6128

Purpose: The State of New Mexico has recently adopted a non- categorical training endorsement. This project will expand a bilingual/English as a Second Language version of this newly approved endorsement for teachers of students with moderate special needs. Trainees will be 30 special education, general education, and bilingual education teachers, primarily from minority backgrounds, who wish to obtain a master's degree in bilingual special education.

*Grant Number:H029E950027***Minority Personnel Preparation Project**

*Project Director:Rossi, Marcia A**Beginning Date:Sep 1, 1995**Ending Date:Nov 30, 1998*

Tuskegee University
Thrasher Hall
Tuskegee, AL 36088
Voice:(205)727-8830

*Purpose:*The goals of this project are: (a) to strengthen Tuskegee University's special education teacher certification program; (b) to introduce African American high school students to the field of special education as a career choice; and (c) to form an alliance between the special education teacher certification programs at Tuskegee University and Auburn University to mutually strengthen each. Within this framework, the project's objectives are: 1. To recruit, select, financially support and retain 30 minority students in Tuskegee University's special education program; 2. To increase the "contact range" that Tuskegee's special education students have with professional educators by requiring that Tuskegee students enroll for no less than two of their twelve required courses through Auburn's Special Education Department. One of these courses will be Auburn's course on Foundations in Transition for Secondary Students with Disabilities; 3. To require the Tuskegee special education majors to take an active role in the 4-day statewide annual conference on transition in Alabama; 4. To establish a Summer Special Education Career Institute that serves African American high school juniors and seniors in order to attract them to the field of special education as a career choice; 5. To utilize Tuskegee University's already declared special education majors to serve as recruiters and mentors for the summer high school scholars; 6. To establish a faculty exchange program between Tuskegee University and Auburn University, whereby faculty from both universities teach courses and mentor students at the other; 7. To establish library (and other resource) exchange privileges between the two universities; and 8. To formalize a cooperative graduate recruitment program between Tuskegee University and Auburn University, whereby Auburn recruits Tuskegee students into advanced level programs in special education. Included among the benefits to result from this three-year project are: * The recruitment, retention, and baccalaureate graduation of 30 African Americans who have received their special education and undergraduate degree from Tuskegee University with teacher certification in mental retardation; * The recruitment of 100 prospective African American high school students to be introduced to the field of special education as a career choice; and * An alliance between the special education departments of Auburn University and Tuskegee University that will not only strengthen both programs for students and faculty, but will also provide Tuskegee's special education graduates with a direct pipeline for admission to Auburn's master's degree programs in special education.

Grant Number:H029E950038

Minority Personnel Preparation Project

Project Director: Jiggetts, Joseph; Sheng, Katharine

Beginning Date: Jul 1, 1995

Ending Date: Jun 30, 1999

City University of New York - New York
79 Fifth Avenue
New York, NY 10003
Voice: (212)650-5183

Purpose: This project will develop a much-needed special education teacher training program to prepare minority teachers to work with drug-exposed infants, toddlers, and children at risk for disabilities. Each year, 25 minority teachers will be recruited into this program, which is designed to provide these trainees with essential competencies for working with the drug-exposed population of children. Qualified minority candidates will be selected to receive scholarships to pursue the M.S. Ed. degree in early childhood education, with an emphasis in drug-exposed infants, toddlers and young children at risk for disabilities. During the three years of the project, 75 minority teachers will be prepared to assess, identify, and ameliorate the needs of these children. Successful outcomes will be disseminated to other teacher education programs in the region and to inner city school systems who need teachers with expertise in this area.

Grant Number:H029E950056

Master's Training in Early Childhood Special Education for Haitian Creole-Speaking Personnel

Project Director: Rothlein, Liz

Beginning Date: Aug 15, 1995

Ending Date: Aug 14, 1999

University of Miami
Coral Gables, FL 33124
Voice: (305)284-2102

Purpose: The University of Miami's School of Education is offering a newly revised master's degree program in early childhood special education (ECSE). The major elements of this interdisciplinary training program include education in child growth and development, working with families, the interdisciplinary aspects of ECSE, assessment and intervention with young children who have disabilities, and the cultural issues involved in teaching in urban multicultural settings. The target population for recruitment will be qualified candidates from the Haitian community who do not have training in education but are interested in becoming ECSE teachers. Among the special features of this project are the following: * Upon completion of the master's degree program, students will be eligible for certification in special education and endorsement in early childhood special education. * Preparing new teachers from the Haitian community in ECSE will help to fulfill the need for more ECSE teachers overall and, more important, increase the number of ECSE teachers who will be able to communicate with children and their families in their primary language of Haitian Creole. (Currently, only one of out 92 ECSE teachers in Dade County has this skill.) * The program is interdisciplinary and builds on strong relationships already established among the University's departments and programs, and with community agencies and Dade County Public Schools. * A strand that represents multicultural issues is included throughout all ECSE courses. In addition, the students participate in varied field experiences in multicultural settings. The 3-year grant will provide 95

percent tuition for eight ECSE trainees who will be prepared to provide direct services to young children and their families in Florida and the nation.

Grant Number:H029E960004

Preparing Teachers to Educate Students with Severe and Multiple Disabilities from Diverse Multicultural Backgrounds

*Project Director:*Downing, June

*Beginning Date:*Jul 15, 1996

*Ending Date:*Jul 14, 2000

California State University — Northridge
Department of Special Education
18111 Nordhoff Street
Northridge, CA 91330-8265
Voice:(818)677-5261

*Purpose:*This project will recruit and train teachers, especially those representing minority groups, to earn a Master's degree in Special Education at Cal State University, Northridge, so they can effectively impact the population of students who have moderate to profound mental retardation and at least one severe sensory impairment, physical disability, or behavioral challenge.

*Method:*The program of study will require one-and-a-half to two years to complete and will enable all graduates to receive a Master's degree in Special Education and certification in the area of severe handicaps; graduates will also receive a certificate attesting to their ability to teach students with multiple disabilities, including deaf-blindness. Coursework reflects best practices for the population, fieldwork for student teachers, and mentorship with Master-level teachers for added support. Using state-of-the-art practices, the project will train nine teachers per year, for a total of 36 for the length of the project.

Grant Number:H029E960005

Training Speech-Language Pathologists to Serve Multicultural Populations: A Model for the 21st Century

*Project Director:*Payne, Kay T.

*Beginning Date:*Jul 1, 1996

*Ending Date:*Jun 30, 2000

Howard University
Communication Science & Disorders Dept.
2400 Sixth Street, NW
Washington, DC 20059
Voice:(202)806-4054

*Purpose:*This project addresses the training needs for speech- language pathologists to improve the condition of communicative disordered persons in multicultural populations. The goal of this project is to produce specialized professionals who possess knowledge and skills to provide diagnostic, management, and preventive services to multicultural populations including African Americans, Hispanic Americans, American Indians, and Asian Americans whose needs are often neglected or inadequately met. A second-

dary goal of the project is to increase the number of minority professionals, particularly those who will provide services to infants, toddlers, and youth within public schools.

Method: The project will train a total of 16 students over the four-year period. A minimum of eight master's students per year will be trained in the assessment, treatment, and prevention of communication disorders in multicultural populations. Eight students will complete their studies during the first two years and eight students will participate during the third and fourth project years. Students will complete a course in Applied Sociolinguistics which presents information relative to the application of sociolinguistic theory to the solution of clinical, educational, and societal problems. Students will also enroll in Clinical Methods for Culturally Diverse Populations, a course designed specifically for the project which presents direct diagnostic and therapy methods related to African American, Hispanic, Asian, and American Indian populations. A final component of the project is a specialized clinical practicum with multicultural populations.

Grant Number: H029E960006

**A Family-Centered, Parent-Professional Collaborative Service Training to
Prepare Minority Professionals to Serve Families of
Preschool Children with Disabilities**

Project Director: Guerin, Gilbert

Beginning Date: Aug 24, 1996

Ending Date: Aug 23, 2000

San Jose State University
P.O. Box 720130
San Jose, CA 95172
Voice: (408)924-3667

Purpose: This project will prepare racial, cultural, and language minority professionals and related services professionals to serve the population of preschool children with disabilities from diverse groups and their families. The professionals being trained will work in partnership with minority parents and other service providers.

Method: The project will recruit, retain, and graduate 56 minority groups special educators and related services personnel to meet state required early childhood competencies for children with special needs. It will implement a field-based, family-centered, culturally relevant, collaborative partnership and multidisciplinary training program using the resources of a large parent center and hospital settings. Minority professional from eight professional training programs (audiology, nutrition, nursing, occupational therapy, school psychology, special education, social work, and speech and hearing) will be provided theoretical and practical experiences to serve the diverse population of preschool children with disabilities and their families.

Grant Number:H029E960008

Preparing Graduate Students & Providing Specialty Training for Professionals in Speech Language Pathology to Service Minority Populations

*Project Director:*Champion, Tempii

*Beginning Date:*Jul 1, 1996

*Ending Date:*Jun 30, 2000

Tennessee State University
Dept. of Speech Pathology & Audiology 330 10th Avenue North
Nashville, TN 37209
Voice:(615)963-7030

*Purpose:*The project will increase the number of minorities in the field of communication disorders and increase the number of speech language pathologists specializing in working with minority children in school settings. This project will provide specialty training for speech language pathologists and enable working professionals to increase their knowledge in the area of multicultural literacy as it relates to speech language development and disorders.

*Method:*The program incorporates two training components: academic course work and supervised clinical practicum experience. There will be 14 students in each year of the four-year project. Upon completion of the program, graduates will: 1) demonstrate more competence in handling diverse clientele; 2) enhance their understanding and appreciation of cultural diversity in the field; 3) engage in ongoing research and learning in multicultural literacy; 4) develop community leadership capacity; and 5) possess an awareness of multicultural resources available to professionals in the field.

Grant Number:H029E960013

Providing Mandated Speech-Language Pathology and Audiology Services to Linguistically and Culturally Diverse Children in California: A Project to Prepare and Certify Bilingual Professionals

*Project Director:*Conway-Madding, Carolyn

*Beginning Date:*Sep 1, 1996

*Ending Date:*Aug 31, 2000

California State University — Long Beach
Communicative Disorders
1250 Bellflower Boulevard
Long Beach, CA 90840-2501
Voice:(310)985-5283

*Purpose:*This project of the Communicative Disorders Department at California State University Long Beach will fully prepare and certify bilingual speech-language pathologists and audiologists to serve the needs of the communicatively disordered children from culturally and linguistically diverse backgrounds in California.

*Method:*In each of its four years, the project will train ten bilingual students. The trainees will receive tutoring and assistance from graduate students to be certified to serve students from a variety of linguistic

and cultural groups and mitigate the shortage of bilingual/bicultural speech-language pathologists and audiologists in the state.

*Grant Number:*H029E960017

**Minority Leadership Training: University of Hawaii
Doctor of Education in Exceptionalities Program**

*Project Director:*Prater, Mary Anne

*Beginning Date:*Jul 1, 1996
*Ending Date:*Jun 30, 2000

University of Hawaii
UAP
2540 Maile Way, Spalding #253
Honolulu, HI 96822
Voice:(808)956-7956

*Purpose:*This four-year project will recruit and train seven to ten trainees, admitted in two cohorts with a preference given to individuals from underrepresented minority groups and the Pacific Basin Region, to complete the Doctorate in Exceptionalities Program, a new specialization of the University of Hawaii (UH) College of Education's Doctoral Program. This program is uniquely positioned to provide multicultural leadership training in special education in an area characterized by the most ethnically diverse populations of the United States—the Hawaii public school system, UH, the state of Hawaii, and the Pacific Basin Region. The program has access to a large pool of potential leaders in special education from underrepresented ethnic groups (namely Asian, Southeast Asian, Filipino, and Pacific Islander). The state of Hawaii and the public schools provide a stimulating and diverse multicultural training environment.

*Method:*Trainees will complete a rigorous program of study requiring them to demonstrate competencies necessary for conducting research and providing teacher preparation with a focus on multiculturalism. College-wide requirements of the program include a research core (quantitative and qualitative competencies), cognate, internship, and dissertation. All trainees will focus on multiculturalism to fulfill the program's cognate requirement. Requirements of the Exceptionalities specialization include an Exceptionalities core (single- subject research methodology, doctoral seminars in special education, special education for students with mild/moderate disabilities or severe disabilities, secondary/transition). Students are required to demonstrate competence in their emphasis area through a number of product-outcomes, including an independent research study, a professional presentation, a manuscript submitted for publication, and at least one semester of college teaching.

Grant Number:H029E960029

Training Personnel for the Education of Individuals with Disabilities

Project Director: Taylor, George

Beginning Date: Jul 1, 1996

Ending Date: Jun 30, 2000

Coppin State College
Division of Education
2500 West North Ave.
Baltimore, MD 21216
Voice: (410)383-5949

Purpose: The purpose of Project FORWARD is to prepare each year a cohort of 65 special education teachers to work in the Baltimore City Public Schools special education program, of which approximately 40 will pursue certification for mild and moderate disabilities, 15 for severe and profound disabilities, and 10 for a speech-hearing concentration in addition to preparation for certification in teaching learners with mild and moderate disabilities.

Method: The Baltimore City Public Schools is implementing a strategic plan that seeks to improve special education services through inclusive school settings, services focused on Individual Educational Plans (IEPs), and increased service to the Severely and Profoundly Handicapped, as well as the 28% in need of speech and language services through recruitment and retention of qualified personnel as soon as possible. All preparation will be for elementary and middle grades. Supporting objectives will be to recruit from non-traditional sources, provide classroom training and directed teaching experiences that prepares students for the changing environment in which special education services will be provided, and increase the supply of minority teachers in special education for Baltimore City. The target population for this interdisciplinary program of instruction are provisional teachers, and teachers currently employed in areas where there are surplus personnel, such as home economics, music, art, and social studies. The project will present improved curriculum that will be relevant to the needs of special education teachers serving a predominantly inner city population of African Americans, along with significant smaller populations of other culturally and linguistically diverse groups.

Grant Number:H029E960042

A Collaborative Model for Serving Hispanic Students with Limited English Proficiency and Who Demonstrate Language/Learning Disabilities

Project Director: O'Connor, Lisa

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 2000

California State University — Los Angeles
University Auxiliary Services
5151 State University Drive
Los Angeles, CA 90032
Voice: (213)343-4692

Purpose: The project will train bilingual school psychologists and speech language pathologists to serve students who are culturally and linguistically diverse and who also have language learning difficulties.

The training will emphasize the collaborative approach among the professionals who work with this population.

Method: The project will provide interdisciplinary and collaborative preservice training experiences for bilingual school psychologists and speech language pathologists. The training will be enhanced through cross-training opportunities so that students from each discipline can increase their understanding of the other specialty areas. Supervised field work experiences will provide the opportunity to directly apply coursework and enhance the students' ability to effectively collaborate when providing services to limited-English proficient Hispanic students with language/learning needs. The project will provide interdisciplinary training for at least 42 bilingual trainees over four years.

Grant Number:H029E960044

Speech Language Personnel Preparation for Hispanic Children with Disabilities

Project Director: Acevedo, Mary Ann

Beginning Date: Jun 15, 1996

Ending Date: Aug 31, 2000

Our Lady of the Lake University
Programs in Communication Disorders
411 SW 24th St.
San Antonio, TX 78207-4689
Voice: (210)434-6711

Purpose: This project is one of a group of projects funded to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities from racially, ethnically, and linguistically diverse backgrounds, through the provision of preservice training for careers in special education, related services, early intervention, and leadership personnel. These projects include grants to Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent. These projects must focus on specific minority populations, determine the additional competencies needed to understand and work with a culturally diverse population, and infuse those competencies into special education and related services programs.

Grant Number:H029E960048

Multicultural/Cross-Cultural School Psychology Program

Project Director: Cook-Morales, Valerie

Beginning Date: Aug 1, 1996

Ending Date: Jul 31, 2000

San Diego State University Foundation
5250 Campanile Drive
San Diego, CA 92182-1931
Voice: (619)594-4626

Purpose: The Multicultural/Cross-Cultural School Psychology Project (MCCSP) supports the preservice preparation of fully qualified school psychologists with the competencies to serve ethnolinguistically diverse children and youth with disabilities, their families and teachers. The project addresses the need to

enhance the quality and nature of culturally and linguistically diverse services for these students in California schools.

Method: The project will increase the number of ethnolinguistically diverse school psychologists, institutionalize the program's multicultural/cross-cultural emphasis as it focuses on the cultural appropriateness of special education programs and services for diverse students. Essentially, the project revises and restructures the School Psychology Program at Sand Diego State University. Using the collaborative structure of the existing program, the project will involve all stakeholders in the revision process. A new structural organization and new instructional processes and new partnerships with school districts will contribute to the outcomes of the new core sequence in cultural, multicultural, and cross-cultural studies. To date, the MCCSP Project has supported 39 trainees, advanced 15 trainees to internship, and graduated 3 new school psychologists.

Grant Number:H029E960049

Recruitment and Training of Minority Preservice Special Education Teachers into Full-Time Graduate Study

Project Director: Hurwitz, Brian

Beginning Date: Aug 1, 1996

Ending Date: Jul 31, 2000

Jersey City State College
Department of Special Education
2039 Kennedy Blvd.
Jersey City, NJ 07305
Voice: (201)200-3023

Purpose: This project addresses the barriers that prevent minority graduates from completing the preservice teacher training graduate program at Jersey City State College, an urban college located in the middle of Jersey City. The project offers: 1) a plan to reduce the 23% minority student enrollment deficit in the graduate special education program, and 2) a plan to improve the quality of the training that is offered to students by developing a new full-time graduate program. As a result, an efficiently trained, specialized cadre of graduate minority students will be able to effectively meet the needs of culturally and linguistically diverse students with disabilities in New Jersey's urban school settings.

Method: The Jersey City State College (JCSC) Department of Special Education will follow these objectives to meet the goals of reducing the 23% deficit in minority graduate students and to more effectively meet the needs of prospective teachers: 1) develop a full-time special education graduate program with an emphasis on urban education by using the latest research in instruction of culturally and linguistically diverse students; 2) increase awareness and interest among graduating senior minority students at JCSC, minority students graduating from colleges throughout New Jersey, and potential students in communities throughout New Jersey about the opportunities in special education, about the full-time graduate program's availability in the special education department, and about the scholarship and stipend available to students who are accepted into the program; 3) identify and recruit 11 qualified minority students in need of financial assistance during Project Year One, 13 students during Project Year 2, 15 students during Project Year 3, and 15 students during Project Year 4; 4) provide ongoing support for minority students throughout their program of study leading to state certification in special education and the Master's Degree in Special Edu-

cation; and 5) assist minority graduate students in developing job seeking skills and in obtaining successful employment in settings serving racially, culturally, and linguistically diverse students.

Grant Number:H029E960050

Preparing Special Education Teachers of Culturally Diverse & Limited English Proficient Incarcerated Youth with Emotional and Behavioral Disorders

Project Director: McIntyre, Tom

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 2000

City University of New York
Hunter College
695 Park Avenue
New York, NY 10021
Voice: (212)722-4706

Purpose: The project will train 30 qualified special education teachers who are competent in meeting the needs of culturally diverse and limited English proficient incarcerated youth with emotional and behavioral disorders (EBD). As New York City area correctional facilities for youth are severely deficient in teachers who are trained to work with disabled juvenile offenders, this training program can have a decisive impact on the New York metropolitan area's ability to meet the educational needs of culturally diverse and limited English proficient incarcerated youth with behavioral and/or emotional disorders. This program will more than triple the number of special education personnel in these facilities.

Method: The project will give immediate provision of essential special education personnel for New York City juvenile correction facilities with staffing needs. The long-term needs of educational programs in New York City area juvenile correction facilities will be met through the diffusion of gained knowledge and ability passed to other teachers via the collegial sharing of information and skills. Connections forged between New York area's correctional facilities and Hunter College's Special Education program will also allow for ongoing consultation and inservice training for educational professionals working with troubled juvenile offenders.

Grant Number:H029E960054

Preparing Leadership Personnel

Project Director: Serna, Loretta

Beginning Date: Aug 1, 1996

Ending Date: Jul 31, 2000

University of New Mexico
Albuquerque, NM
Voice: (505)277-5018

Purpose: This project is one of a group of projects funded to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities from racially, ethnically, and linguistically diverse backgrounds, through the provision of preservice training for careers in special education, related services, early intervention, and leadership personnel. These projects include

grants to Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent. These projects must focus on specific minority populations, determine the additional competencies needed to understand and work with a culturally diverse population, and infuse those competencies into special education and related services programs.

Grant Number:H029E960055

Training Bilingual School Psychologists with Certification to Serve as Behavior Intervention Case Managers

Project Director: Mayer, Roy

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 2000

California State University — Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Voice:(213)343-4250

Purpose: This project is designed to address two needs of language minority students as facilitated by school psychologists: the delivery of appropriate special education services and programs to limited-English-proficient Hispanic students, and the provision of extensive behavior management services for special education students who demonstrate serious behavior problems.

Method: The project will increase the number of credentialed school psychologists who can assess Spanish-speaking students with disabilities in their primary language with a sensitivity to and understanding of cultural concerns and who are also certified in behavior analysis, which will prepare them to design, provide, supervise, and evaluate extensive behavior management services for Hispanic students who exhibit serious behavior problems. Bilingual/bicultural trainees will be prepared as fully credentialed school psychologists and certified behavior intervention case managers in the only such program in the State of California and in the county with the greatest Hispanic population in the country. Fourteen bilingual trainees will be supported annually through this project and over the course of the project up to 56 professionals will be trained with an emphasis on cultural and linguistic diversity.

Grant Number:H029E960076

Program to Train Bilingual (Spanish/English) Speech-Language Pathologists

Project Director: Iglesias, Aquiles

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 2000

Temple University
Broad Street & Montgomery Avenue
Philadelphia, PA 19122
Voice:(215)204-8537

Purpose: This project is designed to increase the number of bilingual (Spanish/English) speech-language pathologists. The program has as its main goal the training of 80 bilingual (Spanish/English) speech-language pathologists during this four-year project. The program will infuse multilingual/multicultural infor-

mation throughout the academic curriculum and practicum experience to provide students enrolled in the MA program the competencies necessary to address the needs of monolingual (English) and bilingual (English and another language) cultural/linguistic minority children and their families.

Method: Students will be bilingual (Spanish/English) and show a strong commitment to working with Latino children and their families. About 16 graduate students will graduate from the program during its duration. An additional 64 bilingual MA students will participate in the intensive summer institute designed to provide participants with the knowledge and skills they will need to meet the needs of Latino children and their families. Students will enroll in a course specifically designed to address the management of linguistic minority populations. As part of their clinical practicum requirements at the Temple University Speech-Language Hearing Center, supervised by a bilingual speech-language pathologist, all first year trainees will participate in the assessment and treatment of bilingual (Spanish/English) children, including adapting programs, instructional materials, and activities to make them linguistically appropriate for the client, and will counsel and work with parents in a manner that respects the client's belief system. During Year 2 of their program, all trainees will be enrolled in early intervention and school sites that serve large Latino populations.

Grant Number: H029E960077

**Master's Degree Program for School-to-Work Transition
Specialists from Minority Backgrounds**

Project Director: Kimm, Christine

Beginning Date: Dec 1, 1996

Ending Date: Nov 30, 2000

California State University — Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Voice: (213)343-4416

Purpose: This project is a new program to recruit and train students from minority backgrounds at the Master's degree level as school-to-work transition specialists. The project is designed to maximize collaboration between special education and rehabilitation counseling and collaboration among parents, community leaders, local minority business owners, and other professionals in an effort to improve school-to-work transition services for students with disabilities within a multicultural and multilingual environment.

Method: Training will be composed of four components: intensive coursework, active local meetings with collaborators, practicum, and networking. According to their emphasis, trainees will take either special education or rehabilitation counseling coursework in addition to specialized coursework for transition specialists. In addition to the Master's degree, trainees will be able to earn either special education teaching credentials or rehabilitation counselor certification. Between 24 to 30 students from minority backgrounds will be trained through this project.

Grant Number: H029E960081

Project BRIDGE: Florida Memorial College Master's Degree

Project Director: Vaughn, Sharon

Beginning Date: Aug 15, 1996

Ending Date: Aug 14, 2000

University of Miami
School of Education P.O. Box 248065
Coral Gables, FL 33124
Voice: (305)284-8611

Purpose: The overall goal of this project is to prepare highly qualified African American students at the graduate level who will meet state endorsement requirements as teachers in early childhood special education (cross-categorical) and who will be capable of meeting the special educational needs of young children with disabilities, ages three to five, and their families. This four-year project will produce 28 well-trained Early Childhood Special Education (ECSE) teachers who will be prepared to provide direct services to young children and their families in Florida and the nation. The principal objectives of the program are: to increase the number of African-American special education teachers; to offer an interdisciplinary preservice training program in the area of early childhood special education (ECSE) for students who are entering the field of education for the first time; and to prepare African American teachers with the expertise, knowledge, skills, and experience to serve as community leaders in the area of early childhood special education.

Method: The major elements of this interdisciplinary training program include education in typical and atypical child growth and development, working with families, early childhood curriculum, assessment and intervention with young children who have disabilities, and working with young minority children with disabilities in urban multicultural settings. Students have the opportunity to see these elements in practice during their field experience observation/participation for a minimum of 60 hours in a variety of multicultural sites serving young children with and without disabilities and their families. The students will also complete two full-time, six-week internships in two different centers serving young children with disabilities. Each trainee will provide direct service to a minimum of 12 young children and their families each year. After the second year of implementation, 168 young children with disabilities and their families will have benefited from this project. After the fourth year, 336 children and their families will have benefited. This project is supported by strong collaborative efforts from Florida Memorial College (a traditional black college), the School of Education and the Mailman Center for Child Development of the University of Miami (a minority institution), Dade County Public Schools (over 75% minority), and several private agencies serving young children.

Grant Number:H029E960082

Teacher Training

Project Director: Shanley, James

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 2000

Fort Peck Community College
Teacher Training
Box 398
Poplar, MT 59255
Voice:(406)768-5551

Purpose: With this program, the Fort Peck Community College will offer special education professional development services to Indian adults on the Fort Peck Reservation in Montana. While 79% of students enrolled are Indian, only 11% of the teachers are of Indian descent. Therefore, there is a rural, cultural need for more professionals and paraprofessionals, especially Indian teachers, to meet the special needs of the Indian student.

Method: This project will offer educational opportunities for all eligible Indian adults earning their Associate and/or Bachelor of Science Degree in Special Education (a total of 16 in each degree program) on the Fort Peck Indian Reservation. Career education and counseling/guidance services will be provided to a minimum of 75 eligible Indian adults that want to enter a teacher preparation program. Trainees will develop basic knowledge and competencies needed to understand and serve students (ages birth to 21) from diverse cultures and languages.

Grant Number:H029E960085

Preparation of Minority Special Education Teachers for Inclusion and Multicultural Education

Project Director: Trusdell, Lee Ann

Beginning Date: Jul 1, 1996

Ending Date: Jun 30, 1999

City University of New York
Queens College
Flushing, NY 11367
Voice:(718)997-5237

Purpose: The goals of this project are the following: 1) recruit minority graduate students for special education teaching; 2) implement a program that prepares special education teachers to teach culturally diverse children with disabilities in integrated settings; 3) increase the number of New York State-certified culturally diverse special education teachers with expertise in inclusive special education; 4) evaluate the implementation and outcomes of the special education teacher preparation program for inclusion and multicultural education; and 5) disseminate information about best practice in providing special education within integrated settings.

Method: The project will include: 1) tuition waivers provided by Queens College; 2) student stipends provided by federal funds; 3) a one-year internship in inclusive settings serving a culturally diverse student population; 4) courses in multicultural education, consultation and special education; and 5) a multifac-

eted recruitment plan directed at minority applicants. Twelve students per year will be accepted into the two-year, 34-credit graduate program. Within the four-year project, 36 students will complete their program of study, earning a Masters degree in Special Education and becoming eligible for New York State's cross-categorical certification in special education.

Grant Number:H029E970008

**Project Zenith - Multicultural/Multimedia/Emphasis in
Speech-Language Pathology**

*Project Director:*Weddington, Gloria

*Beginning Date:*Sep 1, 1997

*Ending Date:*Aug 31, 2001

San Jose State University
One Washington Square
San Jose, CA 95092-0139
Voice:(408)924-3699

*Purpose:*This project is designed to educate two cohorts of bilingual graduate students (20 trainees each) in speech-language pathology for specialized training in the diagnosis and treatment of communicative disorders to work in the public schools in low income and limited-English-speaking communities. Included in the specialized training is coursework in bilingual and alternative assessment, instructional technology, and clinical practicum. They will assess and remediate children who represent culturally/linguistically diverse populations with speech-language and hearing disorders, helping to increase the children's ability to achieve in their performance.

Grant Number:H029E970015

Urban Special Education Teacher Preparation Program

*Project Director:*King, Diane

*Beginning Date:*Sep 1, 1997

*Ending Date:*Aug 31, 2000

Kean College of New Jersey
Special Education Department
Morris Ave.
Union, NJ 07083
Voice:(908)527-2327

*Purpose:*The goal of this collaborative project between Kean College and three urban, multiethnic districts in New Jersey is to increase the numbers of urban special education teachers who come from under-represented groups; it will achieve its goal through a program of training and certification of teachers and paraprofessionals.

*Method:*The program will enhance existing initiatives and provide participants with financial assistance, tutoring, counseling, academic advisement, mentors, and other support services needed to ensure their suc-

cess. The project expects to develop a collaborative model for successful identification, recruitment, selection, retention, and training of minority students in special education.

Grant Number:H029E970019

Personnel Preparation in Visual Impairment and Blindness

*Project Director:*Fazzi, Diane; Dote-Kwan, Jamie

*Beginning Date:*Sep 1, 1997

*Ending Date:*Aug 31, 2001

California State University - Los Angeles
University Auxiliary Services, Inc.
5151 State University Dr.
Los Angeles, CA 90032
Voice:(213)343-4400

*Purpose:*This project proposes to train 48 qualified professionals in the low-incidence field of visual impairment. Graduate level training of education specialists and related service professionals will help alleviate the severe shortage of professionals available to provide appropriate education and support services to infants, toddlers, children, and youth in California who are blind or visually impaired.

*Method:*The recruitment and training of individuals from traditionally underrepresented groups will be a priority for this project, and a special emphasis will be placed on preparing graduate students to be orientation and mobility specialists and teachers of children with visual impairments and to work with culturally and linguistically diverse urban populations. Program improvements will be developed and institutionalized in the areas of early childhood visual impairment, adaptive technology, and effective transitioning.

Grant Number:H029E970020

Project MODEL (Males of Diversity Exhibiting Leadership)

*Project Director:*McSwain, Arletha J.

*Beginning Date:*Jul 1, 1997

*Ending Date:*Jun 30, 2001

Bethune Cookman College
640 Mary McLeod Blvd.
Daytona Beach, FL 32115-3099
Voice:(904)257-9157

*Purpose:*This project specifically targets and prepares African American men to teach and serve as role models for preschoolers with disabilities. It will address current and projected personnel preparation needs by advancing a training model for providing culturally and linguistically relevant education to preschoolers. More specifically, the project will address the critical shortage of African American males who serve as role models for these diverse preschoolers with disabilities and who also have the knowledge, skills, attitudes, and understanding to teach these children.

Grant Number:H029E970021

**TSU - Schools Collaborative Professional Preparation Project to Enhance
Special Education Teacher Training for Students Exhibiting
Emotional and Behavioral Disturbances**

Project Director: Aldrich, Sharon D.

Beginning Date: Aug 1, 1997

Ending Date: Jul 31, 2001

Tennessee State University
Dept. of Teaching and Learning
3500 John A. Merritt Blvd
Nashville, TN 37209-1561
Voice: (615)963-7263

Purpose: This program will increase the availability and quality of special education teachers prepared to serve students with serious emotional disturbances (SED) by adding a new area of concentration in SED to the special education programs at Tennessee State University. The project models a cross-disciplinary, strengths-based approach to teacher preparation through interdepartmental collaboration. Project philosophy, curriculum, and methods adhere to principles of school-linked, integrated services and supports that are based on a psychosocial approach to child development. Program components include a mentorship program for secondary students with SED; a parent co-instructor for a seminar on family perspectives; practica experiences in multiple settings; and preparation in prevention, early intervention, and direct instruction.

Grant Number:H029E970023

Preparing Urban Leaders for Special Education (PULSE)

Project Director: Evans, Susan

Beginning Date: Jun 1, 1997

Ending Date: May 31, 2001

University of San Francisco
School of Education
2130 Fulton St.
San Francisco, CA 94117-1080
Voice: (415)422-5892

Purpose: The PULSE (Preparing Urban Leaders in Special Education) Project proposes to prepare leadership personnel, with a priority on recruiting candidates from minority and bilingual populations, for a doctoral program in research and college teaching with an emphasis on urban, multicultural special education. It will provide financial assistance for doctoral candidates and it will implement a leadership training model which uses doctoral students to teach and supervise interns in a culturally diverse mildly/moderately handicapped master's degree program. Nine to twelve doctoral candidates will complete the four-year program leading to a Doctorate of Education and ten candidates will receive a master's degree for teaching culturally diverse mildly/moderately handicapped children.

Grant Number: H029E970024

Alternative Routes to Teaching: Project ART

Project Director: Evans, Susan

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2001

University of San Francisco
School of Education
2130 Fulton St.
San Francisco, CA 94117-1080
Voice: (415)422-5892

Purpose: This project of the University of San Francisco School of Education proposes to train forty minority and bilingual paraeducators (instructional assistants and teacher aides) and noncertified substitutes to receive their special education (mild-moderate) credential and master's degree with an emphasis in urban multicultural special education.

Method: Interns will complete a two-year program using field-based training, instruction by urban education specialists, an integrated curriculum, case-based instruction, continuous supervision, and authentic assessment of outcomes. Interns will be team taught and supervised by special education faculty and doctoral students with bilingual, multicultural, and urban expertise. This personnel training program could serve as a state and national model for the training of paraeducators in urban multicultural special education.

Grant Number: H029E970027

Special Ed Teacher Preparation

Project Director: Webber, Jo A.

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

Southwest Texas State University
601 University Dr.
San Marcos, TX 78666
Voice: (512)245-8389

Purpose: Southwest Texas State University proposes to improve the Career Alternatives in Special Education Program, a two-year graduate program whose purpose is to alleviate the shortage of secondary special education teachers, especially minority teachers, by recruiting, training, and placing people seeking second careers, especially those separating from military ranks. The project intends to: improve recruitment strategies for second-career individuals, establish a selection process to determine long-term successful secondary special education teachers, offer additional training and certification in the areas of emotional and behavioral disorders and severe disabilities and autism, improve the quality of mentoring provided to interns during their induction year through inservice training, and encourage retention of teachers by offering regular support and information through electronic mail. It is expected that approximately 65 additional second-career teachers will enter the program as secondary special education teachers.

Grant Number:H029E970031

Project LIFE

Project Director: Westby, Carol E.

Beginning Date: Aug 15, 1997

Ending Date: Aug 14, 2001

University of New Mexico
Center for Family and Community Partnerships
College of Education
University of New Mexico
Albuquerque, NM 87131-1231
Voice:(505)277-6195
Fax:(505)277-9382
*E-mail:*D mocha@unm.edu

*Purpose:*The goals of Project LIFE are to: develop an educational program that will provide students from multiple disciplines with the competencies identified in the New Mexico Early Childhood Education Licence, and recruit and retain undergraduate students from culturally and linguistically diverse backgrounds majoring in regular education, special education, family studies, and communication disorders who will be prepared to enter professional graduate programs. Over the four year project, the University of New Mexico will be able to graduate at least 16 students from diverse backgrounds with the academic credentials necessary to apply to graduate programs. It will provide in-depth training in family-centered services for the students to become trainers of trainers. It will assist an additional 24 students in gaining the competencies necessary for early childhood licensure and will increase the numbers of professionals from non-dominant cultural populations.

Grant Number:H029E970036

Interdisciplinary Preservice Early Intervention Training of Related Services Personnel and Special Educators to Serve a Culturally Diverse Community

Project Director: Okada, Doris

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2001

California State University - Dominguez Hills
Research Foundation
1000 E. Victoria St.
Carson, CA 90747-0001
Voice:(310)243-3927

*Purpose:*The objective of this project is to implement high-quality, interdisciplinary preservice programs for the training of prospective teachers and related-services personnel, particularly those from minority groups or with target-language competency, to receive preservice training in early childhood special education; it has set out to retain all trainees throughout the program and into the first year of employment following training.

*Method:*The coursework includes hands-on, individualized, field- based practicum experiences at an infant/toddler development center, and model public and private programs in the community. Each trainee

will be assigned to a mentor and, after completing the program, candidates will be eligible for a credential and a Master's degree in special education.

Grant Number:H029E970042

Training Multicultural/Bilingual Communicative Disorders Specialists

Project Director: Thile, Edmund

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2001

San Diego State University
Research Foundation
5250 Campanile Dr.
San Diego, CA 92182-1900
Voice:(619)594-7106

Purpose: The objectives of this project are to recruit and retain about 35 potential Spanish and other language-speaking students (adding to the number of students already in San Diego State University's Communicative Disorders Program) and to train them as speech-language pathologists, audiologists, and deaf educators for culturally and linguistically diverse children. During the course of the academic year, the students will each have individual educational plans that specify the language and culture courses in which they will specialize, and preclinical and clinical experiences will place the students in multiethnic settings in the community. Volunteer ethnically diverse professionals will serve as mentors for them. Graduate students will be involved in training and tutoring the undergraduate students and will serve as role models.

Grant Number:H029E970043

Special Educators for Culturally and Linguistically Diverse Learners with Disabilities

Project Director: Burstein, Nancy

Beginning Date: Jul 1, 1997

Ending Date: Jun 30, 2001

California State University - Northridge
1811 Nordhoff St.
Northridge, CA 91364-8265
Voice:(818)677-3189

Purpose: This project addresses the critical shortage of qualified teachers from diverse backgrounds prepared to serve students with disabilities from culturally and linguistically diverse backgrounds. Graduating college seniors will be recruited to participate in model special education training programs in mild/moderate disabilities or early childhood education. Specific objectives include developing innovative recruitment strategies to attract students to post-baccalaureate programs from underrepresented groups.

Method: The program will be designed to provide crosscultural language and academic development (CLAD) through cross-curriculum competencies and to provide preparation in professional development

schools that demonstrates exemplary practices with culturally diverse populations. During the second year of this program, students will obtain positions in Los Angeles schools as interns. This project expects to prepare sixty special education teachers in CLAD; twenty of these will be in early childhood, and forty in mild/moderate disabilities.

Grant Number:H029E970046

Recruiting and Training Minority Students into an Early Childhood Special Education Graduate Program

Project Director: Hurwitz, Brian; Juncker, Jo Anne

Beginning Date: Aug 1, 1997

Ending Date: Jul 31, 2001

Jersey City State College
Department of Special Education
2039 Kennedy Blvd.
Jersey City, NJ 07305-9809
Voice:(201)200-3023

Purpose: This project addresses the problem of recruitment of minority group teachers to work with minority children in special education programs for infants, toddlers, and young children. It will put into effect a plan to improve the quality of training of these candidates by developing an innovative and collaborative early childhood special education graduate program and recruiting 50 qualified minority students to participate in this new graduate program.

Grant Number:H029E970048

Holistic Education for the Advancement of Recreational Therapy in Schools (HEARTS)

Project Director: Wolff, Robert M

Beginning Date: Aug 1, 1997

Ending Date: Jul 31, 2001

Florida International University
College of Education
11200 SW 8th St.
Miami, FL 33199-0000
Voice:(305)348-2494

Purpose: This project proposes to train twelve bachelor-level therapeutic recreation specialists per year at Florida International University to respond to the unique needs of children and youth with disabilities in urban, multicultural settings in southern Florida and the nation. The project hopes to bridge the gap between professional preparation and service provision by providing the training in concert with public schools to promote the provision of recreational therapy services to children and youth with disabilities within the school environment. The HEARTS Project will provide a cadre of specially trained certified therapeutic recreation specialists to work within public schools to enhance educational objectives and skills to help integrate students with disabilities into the life of the community.

Grant Number:H029E970052

**Training for Early Childhood Special Education/Teaching
English to Speakers of Other Languages Masters' Degree**

Project Director: Vaughn, Sharon; Rothlein, Liz

Beginning Date: Aug 15, 1997

Ending Date: Aug 14, 2001

University of Miami
School of Education
5202 University Dr.
Coral Gables, FL 33124-2040
Voice:(305)284-3014

*Purpose:*The principle objectives of this program are: to prepare Master's level students to serve as highly skilled teachers of young children with disabilities, some of whom may be learning English as a new language; to strengthen the preparedness of teachers who are currently inadequately prepared for teaching children with disabilities, especially English language learners; and to prepare teachers pursuing regular early childhood certification, in identification, assessment, and intervention with young children who may have disabilities or come from homes where English is not the only spoken language.

*Method:*Major elements of this project include education in typical and atypical child growth and development, working with families, early childhood curriculum, assessment and intervention with young children who have disabilities, working with young diverse children in an urban multicultural setting, and a concentration of coursework in TESOL. Students will also complete many field-based experiences, including a full-time internship in a multicultural center for young children with disabilities.

Grant Number:H029E970056

Delivery of Speech Services to Minorities

Project Director: Acevedo, Mary A.

Beginning Date: Jul 1, 1997

Ending Date: Jun 30, 2001

Our Lady of the Lake University
411 SW 24th St.
San Antonio, TX 78207-4689
Voice:(210)434-6711

*Purpose:*This project builds on a previous project to improve services in speech-language pathology to culturally and linguistically diverse populations, particularly Mexican-American children from infancy through secondary school. It also intends to increase the number of professionals knowledgeable about language acquisition, assessment, and intervention with these populations, and to increase the number of Spanish-speaking individuals trained as speech-language pathologists.

Grant Number:H029E970057

Project Excel: Training Special Education in Inclusive Settings

Project Director: Carver, JoAnne Y.

Beginning Date: Aug 15, 1997

Ending Date: Aug 14, 2001

Hampton University
Dept. of Education
East Queen St.
Hampton, VA 23668
Voice:(757)721-5178

Purpose: This project proposes to train 64 preservice special education personnel from minority backgrounds in the area of serious emotional disorders. It places emphasis on the preparation of minority teachers to serve in school-based or site-based leadership roles designed to facilitate the transitioning of culturally diverse adolescents with serious emotional disturbances from inclusive secondary educational settings to appropriate postsecondary environments.

Method: The project will identify, recruit, and retain culturally diverse special and regular education teachers in a master of the arts program. Personnel will be trained in providing transition services assistance from school to postsecondary settings; classroom management strategies for students with severe behavior problems in inclusive settings; use of authentic and other developmentally appropriate assessment techniques; use of classroom technology; promotion of research development activities; and development and maintenance of parent-school-university collaborative partnerships.

Grant Number:H029E970058

Stone Child College Minority Institutions Teacher Training Program

Project Director: Small, Robert

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2001

Stone Child College Federal Programs
RR1 Box 1082
Box Elder, MT 59521-1082
Voice:(406)395-4313

Purpose: The purpose of this project is to provide advanced training for Chippewa Cree personnel serving infants, toddlers, children, and youth with disabilities. It intends to eliminate the national, state, and regional shortages of qualified American Indian special education professionals and paraprofessionals. It will recruit and retain American Indians in special education at three levels: the associate (at Stone Child College); the bachelor (a distance learning program with the University of Great Falls); and the master (through Montana State University). Through these programs the project will develop in each student the basic knowledge and competencies needed to understand and serve American Indian disabled students.

Grant Number:H029E970065

**Preparation of Teachers for Learners with Severe Disabilities
Including Deaf-Blindness from Diverse Urban Populations**

Project Director: Silberman, Rosanne

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2001

City University of New York
695 Park Ave.
New York, NY 10021
Voice: (212)772-4740

Purpose: This project, a Master's Degree program at Hunter College (CUNY), is a response to the critical shortage of preservice training programs to prepare teachers of children with severe disabilities, including those with deaf-blindness, within the diverse populations of New York City. The project will be a collaborative effort between special and general education to improve the quality of learning and to increase educational opportunities and standards for all learners. The program will include a competency-based model of coursework for the graduate students; a new methods course that is team-taught by faculty from bilingual, general, and special education; practicum experiences with culturally diverse learners who have a range of severe disabilities; on-site observations by the faculty field supervisor; and the establishment of partnerships with families in the practicum component. A total of sixty graduate students will be prepared to teach the targeted low-incidence population; intensive recruiting efforts will be made to enroll students from racially, culturally, and ethnically diverse groups.

Grant Number:H029E970067

**Training Minority Speech-Language Pathologists to Work with
Communicatively Disordered Who are Victims of Substance Abuse**

Project Director: Screen, Robert M.

Beginning Date: Jun 1, 1997

Ending Date: May 31, 2001

Hampton University
Queen St.
Hampton, VA 23668-0099
Voice: (757)727-5431

Purpose: The project addresses the shortage of speech-language pathologists, particularly minorities, in providing speech, language, and hearing services to infants, toddlers, and preschool children, with a special focus on those who are victims of substance abuse or African American children born in the inner city. The project provides for recruitment and financial assistance for seven graduate students each year for four years. The students will study informational materials about substance abuse in their courses and workshops. A strong effort will be made to recruit students from linguistically diverse populations into the undergraduate program in communicative sciences and disorders at Hampton University. At the end of the program, the students will have acquired competencies in the identification, assessment, and treatment of infants, toddlers, and preschool children from the targeted population.

Grant Number:H029E970068

Lakota Early Childhood Project

Project Director: Medearis, Cheryl

Beginning Date: Oct 1, 1997

Ending Date: Jun 1, 2001

Sinte Gleska University
2nd and Lincoln Marcus Building
Mission, SD 57555-0008
Voice: (605)856-2326

Purpose: This program will train teachers of Native American background for endorsement in early childhood special education in a rural reservation area. The project would afford accessible education needed by persons directly affecting young children and their development.

Method: Because the program is a collaboration between students on a reservation and the university affiliated program at the University of South Dakota, the trainees do not have to wait for the program of study to be developed and the faculty on the reservation can work within their own setting and contribute their particular strengths. At the end of the four-year project, the tribal institutions will have a proven set of courses infused into their system and available to the reservation communities, assuring the development of minority early childhood special education professionals for the future.

Grant Number:H029E970073

Minority Assistance and Pacific Partnerships (Project MAPP)

Project Director: Robinson, Nancy

Beginning Date: Jul 1, 1997

Ending Date: Jun 30, 2001

University of Hawaii
Affiliated Programs
2530 Dole St. Sakamaki D200
Honolulu, HI 96822-0000
Voice: (808)956-4454

Purpose: The proposed project, building on the successful development and demonstration of Project MAI (Minority Assistance Institute), is designed to assist students of underrepresented ethnic minority backgrounds to complete bachelor's degrees in special education in related services careers to serve children and youth with disabilities. Students who participate in the program will have three options: an undergraduate major in disability studies, an undergraduate minor in disability studies that is integrated with a traditional degree program (such as nursing), or a graduate minor in disability studies. The interaction of undergraduate and graduate students within the same cohort is planned to increase formal and informal opportunities for peer mentorship and support. The project should support a total of 50 students of minority backgrounds to complete bachelor's and master's degrees with a focus on disability studies.

Grant Number:H325E980007

**Recruitment of Minority Special Educators for
Coppin's Non-Categorical Degree Program**

Project Director: Taylor, George

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2002

Coppin State College
Division of Education
2500 W. North Avenue
Baltimore, MD 21216-3698
Voice:(410)383-5960

Purpose: This project will train 40 minority special education teachers over a four-year period in Coppin State College's non- categorical mildly-moderately disabled degree program.

Method: Upon completion of the degree program, trainees will demonstrate competencies and skills that will enable them to teach the mildly intellectually limited, learning disabled, and emotionally disturbed, in elementary and middle school grades. Participants will gain experience in communicating and collaborating effectively with mainstream teachers in order to promote the full inclusion of individuals with disabilities in the least restrictive environment.

Grant Number:H325E980009

Little Big Horn College Minority Institutions Training Program

Project Director: Pretty On Top, Jannie

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2002

Little Big Horn College
Dean of Student Services
PO Box 370
Crow Agency, MT 59022
Voice:(406)638-7211

Purpose: The purpose of this project is to provide a viable teacher training program at the associate degree level at Little Big Horn College with an emphasis in special education; it is being coordinated with a distance learning program at MSU-Billings at the bachelor degree level, and with Montana State University at the master's degree level.

Method: Special education professional and paraprofessional personnel trainees will be recruited from students of American Indian descent. In all 24 Native Americans will be trained at the associate, bachelor, and master's degree levels. Internal and external evaluation procedures will be conducted on a formative and summative basis each year. The distance learning component of the project will operate with a combination of video and audio feeds, interactive computer networking, and video-taped lectures.

Grant Number:H325E980018

Retraining of Teachers for Competencies in Special Physical Education

Project Director:Joseph, Daniel P

Beginning Date:Sep 1, 1998

Ending Date:Aug 31, 2002

Coppin State College
Division of Education
2500 W. North Avenue
Baltimore, MD 21216
Voice:(410)383-5960

Purpose:In this project, physical education teachers currently working in the Baltimore area public schools will be retrained to meet Maryland's need for teachers with competencies to meet the individual needs of students receiving special education services. Trainees will participate in the Master of Education in Special Education: Teaching Adapted Physical Education degree program, intended to increase the quantity and improve the quality of special education personnel to meet the unique needs of infants, toddlers, children, and youth with disabilities in Baltimore's urban schools.

Method:Developed with extensive involvement of parents of children with disabilities and SEA personnel, trainees will participate in mentorship/retention activities in support of their progress toward a master's degree. This new preservice training project will support and graduate 45 teachers (15 per year) of adapted physical education with the competencies to meet the unique needs of students at all levels.

Grant Number:H325E980020

Training Haitian Teachers for an Early Childhood Special Education/ Teaching English to Speakers of Other Languages

Project Director:Rothlein, Liz

Beginning Date:May 1, 1998

Ending Date:Apr 30, 2002

University of Miami
School of Education
PO Box 248065
Cor al Gables, FL 33124
Voice:(305)284-2102

Purpose:The focus of this project is to improve the quality of personnel preparation in Florida and in the nation by supporting students of Haitian background to participate in a master's degree program which meets the needs of training quality personnel to work in the field of early childhood special education (ECSE) while also providing training in teaching English to speakers of other languages.

Method:This four-year project will support 38 students to become qualified ECSE teachers who will not only be prepared to provide direct services to young children and their families, but who will be trained to meet the needs of children who are English Language Learners. The program will be interdisciplinary with an emphasis on working with three to five year old children with disabilities who may come from homes where English is not the primary language. Students will be trained in identification, assessment, and intervention techniques for the target population. An emphasis will be placed on recruiting qualified

minority students (primarily from the Haitian community) with certification in education who are committed to teaching young, limited-English proficient children with special needs.

Grant Number: H325E980021

**Special Education Teacher Preparation for Work in
Continuation and Court Ordered School Settings**

Project Director: Denti, Lou

Beginning Date: Aug 25, 1998

Ending Date: Aug 24, 2002

San Jose State University
PO Box 720130
San Jose, CA 95172-0130
Voice: (408)924-3703

Purpose: To meet the increasing demand for special education teachers in alternative settings, this project will establish a program to prepare minority and bilingual special education teachers to work with students with mild-moderate disabilities, from diverse ethnic and linguistic backgrounds, who are placed in alternative education settings.

Method: This project will recruit and prepare special education teachers to improve students' literacy and academic skills, social, emotional, and behavioral skills, their re-entry into the community, regular school, or work, and incarceration cultures and environments. Training includes hands-on experience in model alternative schools in open and in locked facilities.

Grant Number: H325E980027

Project PACE (Preparing All Cultures Educationally)

Project Director: McSwain, Arletha

Beginning Date: Jul 1, 1998

Ending Date: Jun 30, 2002

Bethune Cookman College
640 Mary McLeod Bethune Blvd.
Daytona Beach, FL 32114-3099
Voice: (904)257-9157

Purpose: This project will address current and projected personnel preparation needs by advancing a training model for providing culturally and linguistically relevant education to children with disabilities, focusing particularly on African American and Hispanic teachers.

Method: It is anticipated that 60 African American and Hispanic preservice teachers will be recruited and trained by the end of this four-year project. An advisory board representing these minority groups will assist the project in recruitment, retention, mentoring, and employment of the trainees. Training competen-

cies and materials will be developed by faculty and nationally recognized consultants in culturally and linguistically relevant competencies for children with disabilities.

*Grant Number:*H325E980029

Project Lengua2: Preparation of Bilingual Speech-Language Pathologists to Serve Hispanic Pediatric Populations

*Project Director:*Wright-Harp, Wilhelmina Y.

*Beginning Date:*Aug 16, 1998

*Ending Date:*Aug 15, 2002

University of the District of Columbia
Dept. of Languages and Communic. Disorders
4200 Connecticut Avenue, NW
Washington, DC 20008
Voice:(202)274-5546

*Purpose:*This is a new project designed to recruit and prepare Spanish/English bilingual students to become speech-language pathologists to serve a rapidly growing Hispanic population of infants, toddlers, children, and youth with communication disorders. It addresses the shortage of bilingual speech-language pathologists in the Washington metropolitan area by providing a pool of professionals with specialized training in bilingualism and it will work to improve the delivery of services to Hispanic infants, toddlers, children and youth, many of whom are limited English proficient (LEP) and have speech and language disorders.

*Method:*The project's curriculum will include courses on bilingualism, language acquisition in bilingual populations, and assessment and treatment of bilingual populations. An additional component will consist of clinical practica with bilingual infants, toddlers, children, and youth who are LEP. Students in the program will learn assessment and therapeutic strategies appropriate for use with bilingual children and youth with speech-language disorders. The plan is to recruit and support 12 students. At the conclusion of the program, graduates will be fully credentialed professionals with a knowledge of cultural and linguistic diversity with a specialization in bilingualism.

*Grant Number:*H325E980031

Project RICO: Realizing Individual Competence through Cognitively Rich Environments

*Project Director:*Raborn, Diane Torres

*Beginning Date:*Sep 1, 1998

*Ending Date:*Aug 31, 2002

University of New Mexico
College of Education Hokona Hall 282
Albuquerque, NM 87131
Voice:(505)277-9098

*Purpose:*Project RICO (Realizing Individual Competence in Cognitively Rich Environments) is designed to address the need for special education teachers who are familiar with second language acquisition and

acculturation, and who are bilingual. It will prepare teachers of culturally and linguistically diverse exceptional students in an improved bilingual/multicultural special education program.

Method: Two cohorts of 25 graduate level students will be recruited who wish to be certified or obtain master's degrees in special education with specialized knowledge of bilingual education and English as a second language. Two cohorts of five master teachers will be recruited whose practices are exemplary in the same areas as above, as well as in math and science education. Students will be taught specialized knowledge and skills in second language acquisition and ESL, as well as special education and the core curriculum.

Grant Number: H325E980035

Project Access: Training of Personnel to Provide Services to Culturally and Linguistically Diverse Children with Speech, Language and/or Hearing Problems

Project Director: Guillory, Barbara L.

Beginning Date: Jul 1, 1998

Ending Date: Jun 30, 2002

Southern University

Department of Speech Pathology & Audiology Office of Sponsored Programs and Research Adm. PO
Box 12596

Baton Rouge, LA 70813

Voice: (504)771-3950

Purpose: Project Access was designed to address the underrepresentation of persons trained to meet the speech, language, and hearing needs of children from culturally and linguistically diverse background. The undergraduate and graduate programs in speech-language pathology at Southern University are committed to recruiting and training students from diverse cultural groups, particularly African American.

Method: Project Access will serve as a bridge between the undergraduate and graduate programs by providing financial support to and training for 8 seniors and 16 graduate students. The seniors will receive bachelor's degrees and will transition as first year graduate students. The first cohort of 8 graduate students will receive master's degrees the first years, and another 8 the second. Academic support and mentoring by project administrators will ensure that quality preparation will be the focus of this project.

Grant Number:H325E980037

Pacific Partnerships in Disability & Diversity Studies

Project Director: Robinson, Nancy

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2002

University of Hawaii
University Affiliated Programs
Office of Research Services
2530 Dole Street, Sakamaki D200
Honolulu, HI 96822
Voice: (808)956-8706

Purpose: The purpose of this training program is to support leadership trainees (post-master's, doctoral, and post-doctoral students) at the University of Hawaii at Manoa to complete disability and diversity studies as an integral part of doctoral studies in Education, Social Work, Psychology, and Public Health. The project plans to institutionalize a formal graduate certificate program in interdisciplinary disability and diversity studies for post-master's and doctoral students.

Method: Students, particularly those from indigenous ethnic groups, will be recruited in Hawaii and the Pacific Basin at the post-master's and doctoral levels to develop leadership skills for program improvement for children and youth with disabilities, to help build local capacity for services with underserved and unserved children and youth with disabilities. The dual focus of the program will be to increase leadership personnel to implement program improvement and to infuse cultural competence in services for children and youth with disabilities. The program is planned to be implemented by the University of Hawaii with an interdisciplinary faculty in disability studies and will feature mentoring and cross-cultural exchange activities in addition to the core seminars, research, and internship experiences.

Grant Number:H325E980039

Training Culturally Competent Professionals (TCCP) to Deliver Services to Children and Youth with Disabilities

Project Director: Woodbury, Patricia

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2002

Hampton University
School of Liberal Arts and Education Department of Education
Hampton, VA 23668
Voice: (757)727-5537

Purpose: This proposal supports the recruitment, training, and retention of minority special education teachers through internship experiences coordinated by the Children's Diagnostic and Remediation Clinic and cooperating local education agencies. The project is characterized by combining rigorous clinically based coursework, personal/professional development, and family/community involvement with training in transdisciplinary teamwork and cultural competence.

Method: The project prepares students to address critical educational issues by training preservice professionals who are particularly responsive to the needs of the whole child. The project will be managed

through Hampton University's Department of Education and will offer financial support to at least 13 pre-service interns each year. Students will be recruited from the community and a variety of undergraduate programs and will earn a Master's in Teaching that qualifies them for dual licensure in learning disabilities and emotional/behavioral disorders.

Grant Number:H325E980042

Cross-Cultural and ESL Preparation of Special Educators

Project Director:Cegelka, Patricia

Beginning Date:Jul 1, 1998

Ending Date:Jun 30, 2002

San Diego State University
5250 Campanile Drive
San Diego, CA 92182-1931
Voice:(619)594-3745

Purpose:The purpose of this project is to increase the number of fully certified special education teachers who are specifically prepared to work with ethnolinguistically diverse students with disabilities.

Method:The project will recruit, support, and prepare a total of 63 fully certified special education teachers from diverse backgrounds who will participate in a program of study leading to a special education teaching credential, the state's Cross-Cultural Language and Academic Development Certificate. The project will recruit and admit students from the range of ethnic, racial, and linguistic groups in Southern California and will give priority to applicants who are proficient speakers of a language other than English. In addition to the preparation of 63 special education teachers, the project will implement, document, evaluate, revise, and disseminate a replicable model for the recruitment of diverse students into special education careers.

Grant Number:H325E980050

Training Doctoral Level Leaders in Deaf Education

Project Director:Moulton, Robert

Beginning Date:Sep 15, 1998

Ending Date:Sep 14, 2002

Lamar University
Department of Communication Disorders
PO Box 10078
Beaumont, TX 77710
Voice:(409)888-1721

Purpose:This project of Lamar University continues a project training educators in deaf education at the doctoral level, specifically recruiting potential leaders who are themselves deaf and/or from minority backgrounds. It addresses a national shortage of doctoral-level leaders to meet the need for faculty positions in teacher training programs or for administrative posts in programs serving deaf youths.

Method: The objectives of the Deaf Studies/Leadership Project are: to develop a new component of the existing doctoral program; to recruit potential doctoral leaders, particularly those who are deaf and/or from minority backgrounds; to carry out the new doctoral program component by offering coursework as well as professional seminars centered on critical issues; to evaluate the program; and to disseminate project findings and results of applied research.

Grant Number: H325E980051

Distal-based Preparation of Educational Diagnosticians Serving in Bilingual Contexts

Project Director: Hausman, Ralph

Beginning Date: Sep 1, 1998

Ending Date: Aug 30, 2002

University of Texas - Brownsville & Texas Southmost College
Department of School Specialties
80 Fort Brown
Brownsville, TX 78520
Voice: (956)982-0265

Purpose: This project is designed to implement a distance learning approach to the training of certified, practicing teachers serving in bilingual, rural settings who are interested in becoming qualified educational diagnosticians.

Method: The project combines several distance learning approaches, involving Internet-based conferencing in parallel with computer-based, multimedia learning modules, and supplemented by CD-ROM-based independent study units, field supervised and individually mentored practica, as well as campus-based summer training institutes. Trainees will consist of bilingual, practicing teachers studying for a Master's degree as well as a generic special education teaching certificate and an educational diagnostician certificate.

Grant Number: H325E980055

Preparation of Leadership Personnel in Low Incidence Early Childhood

Project Director: Dote-Kwan, Jamie

Beginning Date: Jul 1, 1998

Ending Date: Jun 30, 2002

California State University - Los Angeles
University Auxiliary Services
5151 State University Drive
Los Angeles, CA 90032
Voice: (213)343-4418

Purpose: This project in the area of low incidence early childhood special education (LIECSE) of California State University, Los Angeles, takes advantage of existing partnerships between that university and two others in the L.A. area and the unusual capacity in the field of LIECSE. The project will support recruitment and training of 20 candidates in a doctoral training program in special education with an emphasis in LIECSE, particularly those who come from minority backgrounds.

Method: Doctoral coursework will be given in general special education and individual program planning will ensure breadth across low incidence disabilities and early childhood special education. Advanced low incidence research practica will be directed and supervised collaboratively by faculty from the three campuses. Dissertation research should address a major educational or early intervention issue related to infants and young children with low incidence and multiple sensory disabilities. A total of 20 students will receive support from the program.

(84.029F)
Preparation of Related Services Personnel

Grant Number: H029F940006

Preparation of Minority Personnel in Therapeutic Recreation

Project Director: Bedini, Leandra

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

University of North Carolina
Dept Leisure Studies
Greensboro, NC 27412
Voice: (919)334-3260

Purpose: Through this project, UNC-Greensboro will implement a new cooperative program to provide preservice preparation to increase the quantity and quality of personnel from under-represented groups working in therapeutic recreation for children and youth with disabilities. The Department of Leisure Studies at the University of North Carolina-Greensboro offers an accredited Recreation degree, with a concentration in Therapeutic Recreation. North Carolina A&T University offers a degree in Recreation Administration only. Through the Greater Greensboro Consortium, both universities will work in cooperation to offer African American students from A&T and UNC-Greensboro the opportunity to acquire a degree in recreation from their own university and a concentration in therapeutic recreation from UNC-Greensboro. Thirty African American students will graduate and become Certified Therapeutic Recreation Specialists through this project.

Grant Number: H029F940013

**Preparation of Related Services Personnel: Preservice Training of
Occupational Therapists to Provide Services to Children with
Emotional & Behavioral Disorders**

Project Director: Deitz, Jean

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

University of Washington
Dept of Rehabilitation Medicine
3935 University Way, NE
Seattle, WA 98195
Voice: (206)685-7412

Purpose: This project will provide a program of study for pediatric occupational therapists which will offer graduate-level preservice training with a special focus on children with emotional and behavioral disorders and the inclusion of these children in educational settings. This project offers the only program in

the northwest region of the United States for pediatric occupational therapists. Trainees will be prepared to work with children with emotional and behavioral disorders, particularly those who are at risk due to cultural differences, poverty, inaccessible geographic locations, parental substance abuse, or parental developmental disabilities. A Pediatric Emotional and Behavioral Disorders Specialization Track will be incorporated into the existing Graduate Program of the Division of Occupational Therapy. This track will offer both didactic and practicum preservice training which will focus on: * Current assessment and intervention strategies appropriate for children, especially those described above; * Providing services that are sensitive to cultural practices, family priorities, and geographic locations; * Working effectively in a variety of roles (i.e., team members, interventionists, case managers, consultants) in interdisciplinary pre-school and elementary school special education programs; and * Providing consultation services to school personnel, caregivers, and families in urban and rural environments to enhance their abilities to optimize function within the caregiving and educational contexts. Two new courses, entitled "Effective Service Delivery in Educational Settings" and "Assessments and Interventions for Children with Emotional and Behavioral Disorders," will be developed and implemented. These courses will have an interdisciplinary focus and will be open to graduate students from other disciplines. In addition, four 90-hour clinical practica (three in the school system and one in an interdisciplinary pediatric assessment clinic) and one 30-hour practicum in the Fetal Alcohol Syndrome Clinic will be designed, implemented, and evaluated. Students will be required to participate in a minimum of two 90-hour practicum experiences and the practicum at the Fetal Alcohol Syndrome Clinic. Over a three-year period, 12 occupational therapy graduate students will be awarded one-year stipends and tuition for participation in this program of study.

*Grant Number:*H029F940016

Preparing School Psychologists for Home-School Collaborative Efforts that Enhance Children's Academic and Social Competence

*Project Director:*Knoff, Howard

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

University of South Florida
Dept Psych
4202 Fowler Ave
Tampa, FL 33620
Voice:(813)974-3246

*Purpose:*The preservice training of this project will integrate home, school, and community service programs for students from under-represented racial/ethnic groups and disadvantaged students and their families, including students with disabilities. The focus is on promoting full qualifications for personnel and improving services for minorities. The program will prepare preservice school psychologists to provide services to impact targeted students' academic and social competence. This will be accomplished through an initiative involving service and training to inner city schoolwide Chapter 1 and full-service network schools, using seven interdependent components.

*Grant Number: H029F940023***Southwestern Orientation and Mobility Preparation Program**

*Project Director: Erin, Jane**Beginning Date: Aug 15, 1994**Ending Date: Aug 14, 1999*

University of Arizona
Dept Special Education & Rehabilitation
College Education
Tucson, AZ 85721
Voice: (602)621-0945

Purpose: The Vision Program at the University of Arizona will use federal assistance to continue an innovative certification and graduate degree program in Orientation and Mobility (O&M). The Southwest Orientation and Mobility Preparation Program includes special emphasis in preparation for working with preschool-aged and severely, multiply challenged children with visual impairments and is one of only two O&M preparation programs of any kind in the western United States, excluding California. Over the five years of this project, approximately 30 individuals will complete certification and/or advanced degree preparation. In addition to maintaining and redefining current program features, a number of new components will be implemented, including: * An increase in the number of specialists prepared in a year-long program from four per year to six per year; * Increase in the number of hours spent in practicum experiences. Specifically, the spring semester practicum will be increased from 10 hours per week to 15-20 hours per week, and summer internships will be increased in duration from 8 weeks to 10-12 weeks; * Expansion and refinement of preparation procedures and strategies for teaching O&M skills to individuals with low vision, which are different from those used in teacher preparation and actual instruction of individuals with total blindness. This will be accomplished through components such as: (a) inclusion of simulated low vision O&M practice into the typical "blindfold" experience equal to one day per week, to allow students to experience a simulated O&M curriculum as experienced by low vision students; (b) recording by students of the unique techniques necessary to facilitate O&M by individuals with low vision (and differing from those used by individuals with total blindness) and collection into a curriculum notebook with a section for strategies for individuals with total blindness and one for strategies for individuals with low vision; and (c) focus on issues related to instruction of individuals with low vision in all O&M courses. * Addition of a required O&M core course focusing on developmental issues pertaining to education of preschool and severely, multiply challenged children and preparation in strategies for teaching O&M to these children. In addition to instruction in the unique needs of such children, this course will include a practicum experience which will provide students the opportunity to develop a long-term teaching relationship with a child of preschool age or a child with multiple challenges across two to three semesters. This course will also be open to individuals not admitted to the full program who wish to prepare in specific areas of preschool and multiple impairments.

Grant Number:H029F940034

Related Service Training Project: Orientation & Mobility for Children and Youth with Visual & Multiple Disabilities

*Project Director:*Fazzi, Diane

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

California State University
University Auxiliary Services
5151 State University Dr
Los Angeles, CA 90032
Voice:(213)343-4400

*Purpose:*This five-year project will train 40 fully qualified orientation and mobility (O&M) specialists at the master's level. The recruitment and training of individuals from under-represented groups for this project will be a priority. An emphasis will be placed on preparing O&M specialists to work with culturally and linguistically diverse populations in order to adequately address the changing demographics in the United States. Trainees will receive in-depth course work and practicum experiences related to serving children and youth with multiple disabilities, including blindness and visual impairments. In addition, issues and skills related to transitioning visually impaired youth from school to self-sufficient adult roles will be infused into the curriculum and practicum experiences during the project period.

Grant Number:H029F940045

American Sign Language/English Interpretation. Will Graduate 18 Students Each Year, Will Serve Those Who Are Deaf in Oregon or Other NW States

*Project Director:*Freeburg, John

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

Western Oregon State College
Regional Resource Center on Deaf
Education Bldg.
Monmouth, OR 97361
Voice:(503)838-8444

*Purpose:*Western Oregon State College established a one-year sign language interpreter training program in 1974. This certificate program prepared 18 to 20 interpreters per year until spring 1993, when approval was granted to convert it to a 61-credit undergraduate (non-teaching) major. This program now offers a Bachelor of Science degree in American Sign Language/English Interpretation (BSI). The current project requests five years of funding to support student stipends (60 percent of direct costs) for 36 students per year (18 juniors and 18 seniors) selected to participate in the BSI program. The University is also continuing its tradition of matching federal training grant funding with state-supported student tuition waivers. Activities of the project will include: * The revision and national distribution of the bachelor's degree curriculum; * The development of a bilingual/bicultural minor; * A strengthened minority recruitment strategy; * New course content that addresses interpreting in trilingual settings; and * Increased curricular emphasis on the issues of interpreting in rural areas.

Grant Number:H029F940046

**University of Kansas School Psychology/Early Childhood Special Education
Personnel Preparation Project**

Project Director: Gallagher, Raymond J.

Beginning Date: Jun 1, 1994

Ending Date: May 31, 1999

University of Kansas
Institute Life Span Studies
3001 Dole
Lawrence, KS 66045
Voice:(913)864-4950

*Purpose:*The goal of this project is to provide high quality personnel preparation at the early childhood special education level for school psychologists, through a collaborative effort between the Kansas University Affiliated Program, the Departments of Special Education and Educational Psychology and Research, and other departments representing related service areas at the University of Kansas. The objectives include: * To develop a collaborative, interdisciplinary model program at the University of Kansas to prepare school psychologists to provide services in early childhood special education; * To develop a system for collaborative advisement and recruitment of school psychology students into the preservice early childhood special education training component; * To deliver preservice coursework and practica which will prepare school psychologists to serve young children with disabilities and their families within integrated service systems; * To place school psychologists to provide early childhood special education services in professional positions through cooperative planning with the State ICC, KDHE, the state education agency, the CSPD Committee, and the Kansas Recruitment/Retention Project; and * To disseminate the model for preparation of related services personnel to serve broader age spans and to provide services in the context of integrated service systems.

Grant Number:H029F940049

Native American Specialty in Related Services Personnel

Project Director: Robinson-Zanartu, Carol

Beginning Date: Aug 1, 1994

Ending Date: Jul 31, 1999

San Diego State University
College of Education
5250 Campanile Drive
San Diego, CA 92182
Voice:(619)594-6109

*Purpose:*San Diego County has a large American Indian population on 18 reservations, as well as a sizable urban population of American Indians, whose unique issues span learning style, culturally appropriate assessment and intervention, parent involvement, non-completion of school, communication issues, and the urgent need for American Indian role models. Attention to these issues is reflected in the key features of this project, which is developing and evaluating American Indian specialty competencies in each related services component, as well as providing interdisciplinary involvement. The project will provide preservice training for 46 American Indians in school psychology, rehabilitation counseling/transition, and service as rural paraprofessionals. It builds on San Diego State University's School Psychology and Rehabilitation Counseling Programs, recognized nationally for multicultural emphases, and on the ongoing

ing involvement of the project's staff with local American Indian communities. The goals over a five-year period are to: * Select eight, and graduate at least five, American Indian school psychologists with expertise in culturally appropriate service delivery to American Indian children and youth; * Select eight, and graduate at least six, American Indian rehabilitation counselors who specialize in transition issues for children and youth with identified disabilities; * Implement a Rural Paraprofessional Certificate Program compatible with identified needs of local rural schools and American Indian youth; * Select thirty, and graduate a minimum of 24, American Indian paraprofessionals to serve American Indian children and youth in special education and children at risk of disabilities; and * Disseminate a minimum of two professional publications in school psychology, two professional publications in rehabilitation counseling, and ten presentations at professional conferences. The CIPP (Context, Input, Process, Product) evaluation model will prove a total systems focus and attention to the educational decision-making process. Evaluation activities (for example, portfolio development, contact logs, student staffings, advisory board input, and comprehensive examinations) will produce extensive data for ongoing formative and summative evaluation.

*Grant Number:*H029F940062

Training Paraprofessionals in Transition Services

Project Director: Albright, Leonard

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

California State University
Dept Occupational Studies
1250 Bellflower Blvd
Long Beach, CA 90840
Voice:(310)985-8103

*Purpose:*The goal of this project is to prepare paraprofessionals from a variety of public education and related services agencies to provide transition services to persons with disabilities. The preservice training program, which consists of 40 units of coursework and field-based experiences, represents a substantial refinement and expansion of the extant undergraduate transition services training program which has been in operation since July 1989. Program enhancements comprise four major objectives. First, the training group will be diversified through the recruitment of individuals who are disabled, parents, and persons from under-represented groups. Second, the training curriculum will be revised to incorporate a comprehensive set of empirically based training competencies which reflect increased emphasis on promoting client self-advocacy, multiculturalism, and interdisciplinary collaboration among service providers. Other modifications include the use of a competency-based career portfolio for monitoring and evaluating trainee progress and increased participation of local agency personnel in the supervision of student practica. Finally, an important thrust of this project is to institutionalize this training opportunity for paraprofessionals within the Department of Occupational Studies. A total of 75 paraprofessionals will be trained over a five-year period, with at least 33 percent as members of under-represented groups. Specifically, 15 individuals will be recruited each year for five years, with five per year being parents of persons with disabilities, and 5 per year being persons with disabilities. Another accomplishment of the project will be the establishment of a formal undergraduate transition services degree option within the Department of Occupational Studies.

Grant Number:H029F940069

**Schools and Families Together (SAF); TRAINING of
School Psychologists and Parent Paraprofessionals to
Increase Student Success for Students**

*Project Director:*Christenson, Sandra

*Beginning Date:*Aug 1, 1994

*Ending Date:*Jul 31, 1999

University of Minnesota
School Psych Program
350 Elliott Hall, 75 E River
Minneapolis, MN 55455
Voice:(612)624-0037

*Purpose:*This project will educate specialist-level school psychologists to develop home-school partnerships to increase school success of students with disabilities. The training program builds on the systems-ecological model of training developed with support from a personnel preparation grant from 1989 to 1993. In addition to the required core school psychology course work, students complete three family/school-oriented courses and the PATHS seminar, which stands for Parents and Teachers Heading to Success. The PATHS seminar is the vehicle for monitoring students' varied practical experiences for working with families whose children are disabled. Practicum sites are at three urban schools, grades K-8. Although the goal is to educate school psychologists, the format allows for an opportunity to train parent paraprofessionals as well. In total, 15 school psychologists and 18 parent paraprofessionals will be trained within the five years of funding. Two manuals will also be produced.

Grant Number:H029F940081

School Psychologists in Early Childhood Services (SPECS) Training Project

*Project Director:*Peterson, Carla

*Beginning Date:*Aug 15, 1994

*Ending Date:*Aug 14, 1999

Iowa State University
Dept Human Development & Family Stud
101 Child Develop Bldg.
Ames, IA 50011
Voice:(515)295-3040

*Purpose:*This project will train school psychology students to work with interdisciplinary teams in the design and delivery of state-of-the-art early childhood special education services. Varied training activities will include coursework, seminars, supervised practica experiences, supervised program evaluation and research work, and special summer institutes, all designed to ensure that trainees acquire identified project competencies and meet licensure requirements for school psychologists. The following goals will be addressed: * To implement a recruitment and retention plan to meet the high demand for school psychologists trained to provide early childhood special education services to children and families in Iowa and the surrounding area; * To develop and implement the project by building on the strengths of the Departments of Psychology and Human Development and Family Studies at the university; * To monitor the project's work scope and evaluate the impact of training on graduate trainees, on children and families served in early childhood special education programs, and on agencies delivering services; and * To disseminate information regarding the project's materials, processes, and outcomes to other universities and state and community agencies in an effort to broaden its impact. Trainees will acquire knowledge and skills in fam-

ily-centered services, the developmental needs of infants and young children, interdisciplinary and transdisciplinary teaming, interagency collaboration, and consultation. Three to four full-time trainees will be recruited during each of the five years of funding, and practicing school psychologists will have opportunities to gain additional training in early childhood special education service delivery.

(84.029G and 84.325G)
Preservice Personnel Training

Grant Number: H029G960014

Career Ladder Special Education Paraprofessional Teacher Training Program

Project Director: Baca, Leonard

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Colorado
School of Education Campus Box #19
Boulder, CO 80309
Voice: (303)492-5416

Purpose: The ultimate goal of this project is to build a capacity for Aims Community College to operate a training program in bilingual special education. The intermediate goal of this project is to provide school districts in the service area with a quality trained cadre of paraprofessionals in the emerging field of bilingual special education who have an adequate understanding of the unique cross-cultural, special and bilingual special education needs of culturally and linguistically diverse (CLDE) students. The immediate goal of this project is to implement an innovative program for paraprofessionals as well as other interested personnel, leading toward an Associate of Arts degree.

Method: This project will implement an innovative approach to the training of bilingual paraprofessionals to provide direct and related services to CLDE children. Trainees will consist of paraprofessionals interested in obtaining training in the area of bilingual special education, ultimately leading towards an Associate of Arts degree. School personnel and parents will be given an opportunity to enroll in the specialized bilingual education courses.

Grant Number: H029G960017

Preparation of Orientation and Mobility Specialists to Serve Children with Visual Disabilities: A Western Regional Distance Education/Extension Model

Project Director: Ferrell, Kay

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Northern Colorado - Greeley
Division of Special Education MCKFEE #318
Greeley, CO 80639
Voice: (970)351-1653
Fax: (970)351-1061
E-mail: kferrell@bentley.unco.edu

Purpose: This project addresses the shortage of orientation and mobility (O&M) specialists in the western regional U.S. by increasing the quantity of related services personnel serving persons with visual disabilities and improving the quality of related services personnel. Trainees will be prepared for positions as re-

lated services personnel for infants, children, and youth with visual and visual/multiple disabilities within a continuum of service delivery options.

Method: The project will expand the University of Northern Colorado's (UNC) program in O&M by: continuing the distance education/extension model of graduate studies in O&M already established in the state of Washington (using adjunct faculty on-site with close supervision by UNC faculty); implementing other extension models of distance learning in three other states; providing financial assistance to 36 trainees over the three years of the project; providing financial assistance to on-site supervising teachers in the four extension states; establishing a week-long seminar at UNC for all trainees; and disseminating the extension model to other graduate programs preparing O&M specialists. Only individuals already certified as teachers of students with visual impairments will be accepted as trainees, to assure a commitment to providing special education and related services. Individuals completing the 17-credit program will receive a certificate from UNC and an institutional recommendation for certification in O&M from the Association for Education and Rehabilitation of the Blind and Visually Impaired.

Grant Number:H029G960020

**New Adapted Physical Education Master's Degree Training
Program in Rural Special Education**

Project Director: Horvat, Michael A.

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Georgia - Athens
College of Education
621 Boyd Graduate Studies Bldg.
Athens, GA 30602
Voice: (706)542-4455
Fax: (706)542-3417
E-mail: mhorvat@coe.uga.edu

Purpose: This project is a new preservice training program in Adapted Physical Education in Rural Areas of the Department of Physical Education and Sport Studies, University of Georgia, Athens. The program will train Adapted Physical Educators at the Master's Degree level and is designed to establish expanded capacity for quality preservice training of students who teach individuals with disabilities in special schools, agencies, and preschools, as well as regular physical education and special education teachers who teach in rural settings.

Method: A minimum 50-quarter hour master's degree program will be conducted to provide appropriate competencies and learning experiences consistent with established competencies for adapted physical education specialists as well as competencies specific to rural education. Important characteristics of the training program are the following: 1) rural training; 2) recruiting and training underrepresented populations; 3) full inclusionary placements; 4) focus on interdisciplinary team processes; 5) competency-based classroom instruction; 6) field-based approach through extensive supervised practicum experiences from preschool to adult; 7) systematically implemented and evaluated with a careful management plan and evaluation model; 8) based on statewide needs and trends in implementing appropriate physical education services for individuals with disabilities and development of distance learning to train and retain teachers in rural counties. The project director is appointed to the faculty of Physical Education and Sport Studies and is a Faculty Fellow at the University Affiliated Program (UAP) for Individuals with Developmental Disabilities, which provides a unique opportunity for an interdisciplinary approach to training. The pro-

ject also has strong support and faculty involvement from Health, Exceptional Children, Child and Family Development, Recreation and Related Therapies (OT, PT), Vocational Education, and the University Affiliated Program. Program graduates will have the knowledge, skills, and abilities required to assume leadership roles in the development of programs, assessment, and evaluation of students with disabilities in rural areas as well as providing direct services in adapted physical education.

Grant Number:H029G960027

A Bilingual-Bicultural Special Education Master's Training Program: A Collaborative Approach between Community and College

*Project Director:*Belfiore, Phillip

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

Mercyhurst College
Administrative Services 501 East 38th Street
Erie, PA 16546
Voice:(814)824-2267
Fax:(814)824-2438
*E-mail:*Belfiore@paradise.mercy.edu

*Purpose:*This preservice teacher preparation program is designed to prepare bilingual special educators within four areas of proficiency: Hispanic language and literacy across the curriculum; special education strategies of pre-referral, individualized assessment, and instruction; bilingual education and the relationship to limited English proficiency students; and Hispanic cultures. The purpose is to increase the number of qualified education professionals available to meet the needs of bilingual special education students, the number of Hispanic individuals among this professional group, and the connection between University, community, and family through a collaborative training program designed to meet the needs of bilingual/LEP special education students as they transition through school.

*Method:*This is a joint project between the graduate program in special education and the Foreign Languages and Cultures Department and was established to include new and emerging trends in reform efforts in general language and literacy, special education, and bilingual education. The project focuses on the following competencies: 1) individual diagnostic teaching and curricular modification as a result of pre-referrals, functional assessment, and assessment-driven instruction; 2) the nature, structure, and use of first and second language acquisition as it relates across the curriculum; 3) bilingual and English as a second language models of service delivery and the relationship to limited English proficient student education; and 4) the nature of culture, including cross-culture dialog, cultural congruence, diversity, empowerment, and prejudice in the U.S. A total of 20 graduates will complete the Master's degrees in Special Education and Spanish language proficiency and be prepared to assume new and underserved positions providing services to bilingual students with special needs within the city of Erie, the tri-state region, and the country.

Grant Number:H029G960028

**Training Psychoeducators: Improving Outcomes for
Adolescents with Serious Emotional Disturbance**

*Project Director:*Belknap, Nancy

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

George Washington University
2121 I Street, NW
Washington , DC 20052
Voice:(703)358-6200

*Purpose:*The project will train 34 Masters degree trainees over a three-year period in a preservice psychoeducation program which views emotional disturbance within its contextual interdependencies: the family; the school; the community at large; and the mental health community. The project staff believe that adolescents with serious emotional disturbance (SEDA) are served by what works for them vs. fitting them to a theoretical model and that the cognitive and affective domains are involved in all behavior processes. The following 12 improvements will permeate the project: 1) increase of program graduates from 22 to 34 special educators; increase of credit hours from 36 to 42; four courses emphasize one of these content areas: 3) human interaction; 4) interdisciplinary planning for SEDA; 5) career, vocational and transition planning; and 6) a pre-internship seminar; 7) trainees participate in monthly synthesizing seminar throughout the course of training; 8) increased emphasis on the diagnostic prescriptive process occurs through creative restructuring of the assessment and methodology courses; 9) a psychiatrist will serve as a mental health consultant to the project; 10) increased practica activities coordinated by two community-based field liaisons; 11) a full-time project director; and 12) increased emphasis upon research directed toward program effectiveness for SEDA and training special educators of SEDA.

*Method:*Trainees will teach SEDA as defined by PL-101-476 and identified in DSM IV. In addition, they will develop the skills, collaboration, and consultation in order to assist regular educators, related service professionals, families and members of the community in providing coordinated services to aid SEDA in recovery. Seven of the project's nine objectives derive from the seven targets identified by the National Agenda for Achieving Better Results for Children and Youth with Serious Emotional Disturbance (1994). These objectives include knowledge, skills, and attitudes to: 1) expand positive learning opportunities and results for SEDA; 2) strengthen school and community capacity for SEDA; 3) value and address diversity; 4) collaborate with families of SEDA; 5) promote appropriate assessment of SEDA; 6) provide ongoing skill development and support to families and others involved with SEDA; and 9) create comprehensive and collaborative systems for SEDA. Trainees will also gain knowledge of human growth and development and gain insight into the dynamics of human interaction. To meet the nine project objectives, 120 competencies have been developed. About 52 of the 120 competencies serve as project improvements. Through the clinical experiences, comprehensive supervision and content reflecting best practices, 34 proficient psychoeducators will be trained to serve this increasingly conflicted adolescent population.

*Grant Number:*H029G960034

**Preparation of Consulting Teacher/Reading Coordinators to
Serve Students with Mild to Moderate Disability in
Vermont Elementary and Middle Schools**

Project Director: Salembier, George

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Vermont
Dept. of Education
340 Waterman Building
Burlington, VT 05405
Voice: (802)656-4031

Purpose: The overall purpose of this project is to provide a graduate level training program which will prepare 30 Special Education Consulting Teacher/Reading Coordinators (CT/RCs) to serve students with mild to moderate disabilities in elementary and middle schools located throughout Vermont. The project will achieve the following primary objectives: 1) enable special educators and Title 1 reading teachers to acquire a core of knowledge and skills which will allow them to address the specific needs of students with disabilities, and others at risk, who are experiencing challenges related to developing basic literacy skills, with reading, writing, and language arts taught as a coherent unit; 2) provide special educators and Title 1 reading teachers with an opportunity to acquire a core of knowledge and skills which will allow them to assume leadership positions in Vermont public elementary and middle school special and compensatory education programs as special education consulting teachers and/or reading coordinators; and 3) provide opportunities for special educators and Title 1 reading teachers currently living and working in rural areas of Vermont to participate in coursework and practicum experiences leading to an M.Ed. or CAGS degree in Education, and dual Vermont State licensure as special educators and reading coordinators.

Method: The Special Education CT/RC program is a collaborative effort of faculty from the University of Vermont's special education and literacy programs, with input from a field-based advisory board. The Special Education CT/RC Advisory Board represents a partnership between university faculty, local school district administrators, experienced field-based professionals, representatives the state Department of Education, parents and persons with disabilities. This board will continue to meet bi-annually and as needed to revise program content, evaluate progress toward program goals and objectives, and in general, to ensure that the program is responsive to the needs of Vermont children, schools, and communities. The program will emphasize an essential core of coursework and practicum experiences in special education leadership, combined with specialized learning and experience in literacy instruction. A number of program components will promote participation by students from rural communities.

Grant Number:H029G960048

Preparation of Audiologists to Serve Infants, Toddlers, and Preschool-Age Children

Project Director: Bess, Fred

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Vanderbilt University
School of Medicine
21st Ave. South
Nashville, TN 37232
Voice: (615)322-4099

Purpose: The purpose of this project is to provide adequate preparation for graduate students in audiology for meeting the special needs of infants, toddlers, and preschool age children. This project will provide this preparation, seldom received by audiologists, through a personnel preparation program in early childhood audiology with a special focus on children zero to five years of age and their families.

Method: The emphasis of this program is placed on at-risk children, the family and a multidisciplinary/interdisciplinary approach to the management of young children with hearing impairment. The program fosters active participation from the medical school and early childhood/special education. 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 program will enroll seven students each year of the project. Trainees will receive instruction and supervised experience to enable them to serve as competent hearing professionals for infants, toddlers, and preschoolers 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 the roles of administrators, supervisors and/or consultants in educational agencies (local, state, regional).

Grant Number:H029G960055

Preparing School Psychologists in Curriculum-Based Assessment and Curriculum-Based Measurement

Project Director: Powell-Smith, Kelly A.

Beginning Date: Jan 1, 1997

Ending Date: Dec 31, 1999

University of South Florida
College of Education
4202 E. Fowler Avenue
Tampa, FL 33620
Voice: (813)974-9698

Purpose: This project will train at least 36 advanced graduate (Ed.S.) school psychology students, including a minimum of eight minority students, to demonstrate skills in the following: 1) development of curriculum-based assessment (CBA) and curriculum-based measurement (CBM) materials; 2) administration and scoring of CBA/CBM; 3) systematic strategies to facilitate consultation and program evaluation at each stage of the educational problem solving process; 4) use of CBA/CBM strategies to facilitate consult-

ation and program evaluation at both the individual child and the system levels; 5) implementation of CBA/CBM strategies to monitor educational outcomes, so effective programs will be maintained and ineffective programs can be modified in a timely manner; and 6) development and integration of research and accountability systems to ensure that these strategies fulfill their potential.

Method: This related services personnel preparation project will be executed by the University of South Florida's School Psychology Program. With three past-presidents of the National Association of School Psychologists, a nationally known faculty of six full-time professors, and its Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy, USF's School Psychology Program trains all of its students to be effective educational problem solvers at all levels of the school organization. Students will complete a year-long grant experience facilitated by Project ACHIEVE, a nationally based school reform project that focuses on children receiving special education services or children at risk for educational failure, under the direct supervision of the project directors. The students will fulfill coursework and practicum requirements through this experience and receive the supervision necessary to assure the conferral of the Ed.S. degree no more than two years after completing this training experience. Graduates will demonstrate competency in: 1) areas of development of CBA/CBM materials, administration and scoring, instructional consultation, curricular intervention development and goal writing, and monitoring of important educational outcomes (e.g. literacy development) for children with disabilities and children at risk for educational failure; and 2) their ability to facilitate, organize, and implement changes in assessment practices in their school buildings, school systems, and communities such that systemic school reform efforts focused on functional assessment and intervention-based services occur as documented by a multi-method evaluation procedure.

Grant Number: H029G960057

Training Personnel for the Education of Individuals with Disabilities Program: Grants for Preservice Training

Project Director: Campbell, Lynda

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 1999

Saint Louis University
Communication Disorders
3750 Lindell Blvd.
St. Louis, MO 63108
Voice: (314)977-2940

Purpose: To address the national, state, and local need for an increase in the amount of and improved quality in preservice training for both minority and non-minority speech-language pathologists, this project will prepare Master's level students-in-training for careers serving children and youth with communication disorders from urban communities.

Method: This project is an expansion of a successful U.S. Office of Special Education project entitled, "Preparation of Personnel for Careers in Special Education: Master's Level Training of Speech-Language Pathologists." The current project includes specific academic and practicum experiences for students designed to facilitate the preservice preparation of graduate students to work with children and youth with disabilities in the Saint Louis urban community. In addition, a seminar entitled "Current Topics in Serving Urban Communities: An Interdisciplinary Educational Series," with nationally recognized interdisciplinary experts on serving urban communities will be held to provide additional preservice education for

project trainees and continuing education for cooperating agencies and faculty on topics not covered in traditional courses. This series will also support faculty in their on-going efforts to acquire and infuse multicultural information in their respective academic and clinical courses.

Grant Number: H029G960064

**Training Personnel for Education of Seriously Emotionally
Disturbed and Autistic Children**

Project Director: Simpson, Robert

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Auburn University
Rehabilitation and Special Education
1228 Haley Center
Auburn, AL 36849
Voice: (334)844-5943
Fax: (334)844-2080
E-mail: simpstrg@mail.auburn.edu

Purpose: The project addresses the improvement of an existing program designed to increase the capacity and quality of preservice training. About 26 teachers who are qualified to teach seriously emotionally disturbed and/or autistic children will be trained. Program graduates will have earned the Master's degree in Special Education.

Method: The capacity of the program will be increased in four ways: 1) increase the number of teachers trained per year from six to eight, 2) expand the geographical area served to include Alabama and Georgia, 3) expand the training program to include collaborative consultation skills for teachers who will serve as behavior management consultants in inclusive settings. Recruitment of minority students and noncertified personnel into a high quality practicum-based training program continue as project priorities. The project trainees come from general education classes in local public and private schools. One of the features of this project is the Special Education Summer Clinic, that fosters interaction between students with disabilities and their nondisabled peers and the participation of autistic and seriously emotionally disturbed students in the general education classes.

Grant Number:H029G960072

**Conceptualizers, Instructors, Listeners: Preparing Infant-Toddler
Early Interventionists in North Carolina**

*Project Director:*Lamorey, Suzanne

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

University of North Carolina - Charlotte
Dept of Counseling Spec Educ Child Development
9201 University City Blvd.
Charlotte, NC 28223
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*E-mail:*sglamore@email.uncc.edu

*Purpose:*The project will expand the current focus of the Birth through Kindergarten Teacher Licensure Program at the University of North Carolina at Charlotte to include training necessary for early intervention professionals to earn the newly established Personnel Certificate of the North Carolina Infant-Toddler Program.

*Method:*The project is a 14-credit certification program in early intervention with a focus on infants and toddlers with disabilities and their families. Program content will be characterized by a two-pronged approach highlighting coursework and practica designed to address eight major competency areas. Students will compile individualized portfolios of field-based skills to complement the acquisition of an intensive academic knowledge base. Some program features include: an intensive summer practicum experience in a university-supervised community-based integrated daycare setting and in a home visitation program; interdisciplinary training coordinated by faculty of Special Education, Child Development, Counseling, Social Work, and Psychology; and recruitment of minority students and students from underserved and rural areas.

Grant Number:H029G960074

School Psychologists: Meeting the Needs of American Indian Children

*Project Director:*Hall, Phillip

*Beginning Date:*Jan 1, 1997

*Ending Date:*Dec 31, 1999

Minot State University
North Dakota Center for Disabilities
500 University Ave. West
Minot, ND 58707
Voice:(701)858-3580

*Purpose:*This project will accept 10 students into the graduate-level school psychology program to meet the critical need for school psychologists who can be culturally competent service providers to American Indian students in rural areas.

*Method:*Graduate students will be recruited from classroom teachers, special education and learning disabilities teachers, and other educators who currently work in schools serving American Indian children. American Indian college graduates will also be aggressively recruited. Selected applicants will become culturally competent service providers through a combination of specialized training and practica experiences. After two years of study in content courses, the students will do a year-long internship in schools

that serve a high percentage of American Indian children. When the project is completed, the training of culturally competent service providers will be continued for students in the school psychology program, by integrating the training into existing courses.

Grant Number: H029G960075

**Preparing Personnel with Degrees in General Education to Certify Them for
Special Education Positions in Inclusionary Schools**

Project Director: Vasa, Stanley

Beginning Date: Jan 1, 1997

Ending Date: Dec 31, 1999

University of Nebraska
Board of Regents
303 Canfield Administration Bldg.
P.O. Box 804430
Lincoln, NE 68588
Voice: (402)472-5494

Purpose: The project will prepare 10 paraeducators per year with degrees in general education to receive certification in Mild- Moderate Handicapped (MMH) with emphasis on inclusive education. The University of Nebraska Department of Special Education and Communication Disorders (SCED) will develop a new innovative program to provide the competencies needed by individuals who will be employed in inclusive classrooms which serve students with a wide range of disabilities.

Method: The project will accomplish these goals by meeting the following objectives: 1) identify candidates for training by meeting with personnel from local education agencies, reviewing personnel reports from Nebraska Department of Education, and developing appropriate selection criteria in collaboration with cooperating districts; 2) develop a program of studies for paraeducators with general education endorsements leading to endorsements in MMH by analyzing the existing program competencies, developing strategies for addressing distance and accessibility issues, and developing seminars and practicum to augment and supplement existing courses; 3) delivery of program of studies to participants through distance learning, an intensive summer seminar, and specialized internship practicum in collaboration, consultation, and cooperative teaching, establish distribution list and web site for sharing information and materials for instruction.

Grant Number:H029G960080

Training General Educators to Serve Students with Learning Disabilities in Inclusive Education Settings

Project Director: Wienke, Wilfred

Beginning Date: Sep 16, 1996

Ending Date: Sep 15, 1999

West Virginia University
Special Education Dept. P.O. Box 6845
Morgantown, WV 26506-6845
Voice:(304)293-3450

Purpose: This project is designed to significantly improve the availability, content, and quality of a program to train special educators to facilitate inclusive practices. The project will increase the knowledge and skills of functioning general education teachers through training that will lead to full certification in learning disabilities.

Method: Through course work, applied assignments, and inclusion modules, graduate students will gain practical skills and knowledge for understanding, assessing, and teaching students with learning disabilities in general education classrooms. Innovations in this program are: 1) regular education teachers within entire schools will be targeted for training that leads to certification in learning disabilities and leadership in inclusive practices; 2) trainees will be fully employed while being trained; 3) competencies will be demonstrated in their home schools and, therefore, training effects will be more permanent; and 4) parents will be involved as part of training.

Grant Number:H029G960082

Increasing the Capacity of Special Educators to Support and Deliver Standard-Oriented Curriculum and Instruction to Students with Disabilities

Project Director: Davis, Mary

Beginning Date: Jan 1, 1997

Ending Date: Dec 31, 1999

Clemson University
Box 345702 300 Brackett Hall
Clemson, SC 29634
Voice:(864)656-5114

Purpose: The purpose of this project is to increase the capacity and quality of preservice personnel by focusing on the content area of mathematics and providing trainees with a well-developed set of principles and strategies that can be applied to other content areas such as language and science.

Method: This interdisciplinary personnel program in Special Education at Clemson University is a collaborative effort between the Department of Educational Foundations and Special Education and a South Carolina State Systematic Initiative model project, the Anderson-Oconee-Pickens HUB for Mathematics and Science. This project will prepare 30 Masters-level students seeking initial or additional certifications in Special Education, and will address several critical needs in that graduates will: 1) meet all licensure requirements of the State, and 2) have advanced and specialized training to support and deliver standards-oriented instruction of the general curriculum to students with disabilities, regardless of where those stu-

dents are educated. The program will include several components: 1) a solid preparation program in procedures and methods essential to all special educators, including behavior/classroom management, legal and policy issues, instructional design and modification and adaptation, assessment and decision-making; 2) specialized coursework and training in the content of mathematics defined by the "South Carolina Mathematics Framework," 3) advanced coursework and training in the effective use of a variety of instructional approaches to accommodate, to the maximum extent possible, all students in standards-oriented instruction, and 4) extended field-based practicum experiences during which program participants will work collaboratively with Master/Mentor teachers who have expertise in teaching mathematics and/or special education students.

*Grant Number:*H029G960100

Development and Evaluation of a Preservice Distance Preparation Program for Teachers of Students with Mild/Moderate Disabilities

*Project Director:*Lignugais, Benjamin

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

Utah State University
Jones Education Bldg. USA
Logan, UT 84322
Voice:(801)797-2382

*Purpose:*The purpose of this project is to develop, implement, and evaluate a distance education field-based certification program to increase the number of special educators for students with mild/moderate disabilities in the Intermountain region of Utah. In addition, this preparation program will result in an improvement in the quality of preservice practicum sites in participating school districts, and a replicable model for developing the necessary infrastructure to deliver high quality field-based training to rural locations. Another project goal is to develop, implement, and evaluate a mentor cooperating teacher training program.

*Method:*Approximately 30 additional special education teachers will be certified through this project. The project will feature redesigned courses in modular format with extensive use of case study methodology. Didactic courses will be delivered to rural locations using two-way interactive video technology. The field-based component of the project will feature the systematic development of local practicum sites and a local school district capability for delivering professional teacher education courses. The proposed training program will expand a strong on-campus undergraduate certification program and produce teachers who continue to refine their instructional skills after completing their program of studies.

Grant Number:H029G960103

Preservice Training of Pediatric Residents (Component 2) and Early Interventionists (Component 3)

Project Director:Bruder, Mary-Beth

Beginning Date:Jan 1, 1997

Ending Date:Dec 31, 1999

University of Connecticut Health Center
School of Medicine 263 Farmington Ave.
Farmington, CT 06032
Voice:(860)679-4632

Purpose:This project will design, implement, and evaluate a new interdisciplinary certificate/credentialing process for 120 early interventionists (across disciplines) providing services within the Part H early intervention system in Connecticut.

Method:The certificate program will consist of 15 credit hours, including nine credits of coursework and six credit hours of supervised practicum experience. The content of the coursework will be taught as three modules: families, team process, and interagency collaboration. A series of competency-based tasks will be used to measure the trainees' acquisition and application of critical content. These competencies will include areas such as assessment, intervention, service coordination, assistive technology, and working with children with low-incidence disabilities. Coursework and practicum assignments will use instructional technology (e-mail, Internet, and video conferencing). Two levels of system support will be provided to the project. First, an advisory board of personnel involved in the development and evaluation of an interdisciplinary competency-based credentialing process for infant-toddler specialists in other states (Kentucky, Illinois, North Carolina, Virginia) will assist in the final design of Connecticut's program. Second, a Higher Education Council on Early Intervention will be formed as a part of the project structure in order to build long-term capacity across Connecticut's colleges and universities to continue the certification process in early intervention in Connecticut.

Grant Number:H029G960109

Grant for Preservice Personnel Preparation for Careers in Special Education, Related Services—RCE & ECE Intervention and Preschool

Project Director:Kushner, Millicent

Beginning Date:Oct 1, 1996

Ending Date:Sep 30, 1999

University of Texas - Austin
Office of Sponsored Projects
P.O. Box 7726
Austin, TX 78713
Voice:(512)471-6424

Purpose:The Department of Special Education at the University of Texas at Austin will develop an innovative model master's level preservice training program that addresses the increasingly multicultural and technological society in Texas and the rest of the nation. The project will provide a responsive teacher training program for special educators who teach classes dominated by minority students and teacher training on technology to enhance instruction.

Method: The features of the project include multicultural and assistive and instructional technology competencies as the anchors for a common core of courses, for master's students in Special Education. Over the three-year period the project will train: 1) 51 master's level personnel (17 per year over three years) with expertise in working with culturally and linguistically diverse pupils with mild to moderate disabilities; 2) 18 master's level Rehabilitation Counselors (6 per year for three years) to serve public school youth with disabilities, especially youth from culturally and linguistically diverse backgrounds; and c) 18 early intervention and preschool personnel (6 per year over three years). Master's program students will be provided with skills, knowledge, and competencies to use technology to effectively work with individuals with disabilities.

Grant Number: H029G960110

Interprofessional Preservice Training for Careers in Early Education & Care Settings Serving Infants, Toddlers, and Preschoolers with Disabilities

Project Director: Wilcox, Jeanne

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Arizona State University - Tempe
Speech & Hearing Science
P.O. Box 870102
Tempe, AZ 85287-0102
Voice: (602)965-9397

Purpose: This project will provide sequenced, interprofessional training opportunities to students admitted to or enrolled in degree programs in speech-language pathology, social work, early childhood education, early childhood special education, educational psychology, child development, and advanced pediatric nursing. These particular disciplines represent a combination of undergraduate and graduate (master's level) professional training programs that provide services that are typically required by families and their infants and young children with disabilities, and collectively represent the broad spectrum of expertise (e.g., health, educational, therapeutic, social resources) that may be required by families and their infants and young children with disabilities.

Method: The project relies upon interdisciplinary faculty and practitioner collaboration that includes various departments and colleges of Arizona State University and community human services agencies. Project training activities will be integrated within the students' ongoing discipline-specific training. Through completion of either a two- or four-semester sequence of coursework and experiential learning activities, trainees will: 1) develop or enhance their knowledge of the integrative nature of early childhood development and practices, 2) develop an understanding of interprofessional teaming models and key issues for implementation, and 3) participate in field-experience activities.

Grant Number:H029G960117

A Showcase Paraeducator to Professional Project

Project Director: White, Richard

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of North Carolina - Charlotte
Child Development
9201 University City Blvd.
Charlotte, NC 28223
Voice: (704)547-3732

Purpose: This project intends to take full advantage of the on-the-job acquired competence of highly rated paraeducators, a major group of service providers who, according to Recruiting New Teachers, Inc., are too often overlooked as worthy teacher educator candidates. This project, and the recruitment of paraeducators into teacher education in general, rectifies many traditional problems associated with special education preservice preparation. Project trainees will be individuals who are chosen competitively and who are highly recommended because of their performance. They are individuals who will have demonstrated much promise as teachers and learners already. Paraeducators are a major untapped potential pool of teacher education candidates.

Method: The Special Education Program with the Department of Counseling, Special Education and Child Development, College of Education, University of North Carolina at Charlotte (UNCC) has established "The Showcase Para to Professional Educator Project" to provide an licensure, and career in special education for 30 meritorious paraeducators currently employed in programs serving children with disabilities within the Southwest Region of North Carolina. The professional preparation programs at UNCC offer initial licensure at the undergraduate or graduate level. The preparation programs offer initial licensure at the Bachelor's level in mental disabilities and at the Master's level in emotional-behavioral disabilities, learning disabilities, mental disabilities, and cross-categorical. The contribution of the special education paraeducator to the performance of supervising teachers and to the education of disabled children has been studied extensively. Paraeducator-teacher teams are more capable of individualizing instruction and increase the amount of academic learning time per child. Teacher-paraeducator communication improves the planning process and outcomes. Paraeducators may provide even more critical solution to the growing scarcity of professionals in special education than other educational fields.

Grant Number:H029G960118

Preparing Collaborative Teachers for Inclusive and Diverse Environments

Project Director: Gavilan, Marisal

Beginning Date: Aug 25, 1996

Ending Date: Aug 24, 1999

Florida International University - Miami
College of Education Tamiami Trail
Miami, FL 33199
Voice: (305)348-2097

Purpose: Florida International University (FIU) will develop consulting-collaborative teachers at the Masters level that will take leadership roles in integrated and inclusive schools. The program will respond to the need for highly trained exceptional education teachers with expertise in consultation with general edu-

cators, that will develop and evaluate models for educating culturally and linguistically diverse children and youth with disabilities in general education classes. The graduate program specialization is to train professionals to: 1) apply research to model-building in integrated and inclusive schools, where culturally and linguistically diverse students reside; 2) systematically develop consultation and collaboration skills; and 3) obtain the certification/endorsement in English as a Second Language (now required for all teachers in the State of Florida).

Method: The graduate training program addresses current and projected personnel needs; and its graduates advance the development of models for providing special services in integrated settings. Students will be recruited on the basis of their; 1) aptitude for, and interest in teacher consultation mode; 2) willingness to assume supervisory and leadership roles in state and local education agencies; and 3) commitment to conduct applied research within integrated and inclusive school settings. The project is innovative in that it brings together educators certified in all areas of special education, who, by virtue of an interdisciplinary training program will reflect the ideal of integrated service delivery in the schools for culturally and linguistically different exceptionally students. Faculty associated with the program are expert teacher educators in special education, school psychologists and school counselors with distinguished records of publication and service germane to the program's emphases. Approximately 60 graduate students will be supported through graduation from this Masters Program. All the trainees will obtain a program focus on inclusive education for culturally and linguistically different children. Students will conduct field-based research; and supervise practicum experiences of post-baccalaureate interns placed in urban and minority settings. All students will actively participate in a bi-weekly professional seminar. The seminar serves as a forum for: 1) discussing issues concerning the integration of special and general education of culturally and linguistically diverse students in urban settings; and 2) exchanging information about student and mentor research and training activities.

Grant Number: H029G960120

Preparation of Adapted Physical Educators

Project Director: McCubbin, Jeffrey

Beginning Date: Sep 16, 1996

Ending Date: Sep 15, 1999

Oregon State University - Corvallis
Exercise & Sport Science 120 Womens Building
Corvallis, OR 97331-6802

Voice: (541)737-5921

Fax: (541)737-4230

E-mail: mccubbij@ccmail.orst.edu

Purpose: This project responds to the need for quality adapted physical educators in the state of Oregon and the nation by providing a Master's degree preservice level training program. Personnel prepared by this project will be equipped to provide quality physical education programs to a wide range of children with disabilities, including preschool-aged children, children with severe disabilities, and students in transition-oriented educational programs.

Method: The educational curriculum is theoretically based and non-categorical. Field-based practicum experiences include opportunities in early childhood physical education, a campus-based clinic program offering services for infants through age 21 years, public school experiences including transition programs, the Oregon State School for the Deaf, and a community-based exercise program for adults with disabilities. Courses in exercise science, special education, and movement studies in disability will give graduates valuable competencies consistent with the needs of children with disabilities. Full-time as well as

part-time students will participate in this project. The part-time option will encourage full-time teachers to expand their understanding and abilities in adapted physical education during summer classes on campus and through distance education via an educational network. The funds will support approximately 21 master's degree students.

Grant Number: H029G960121

**Project RECEIPT: Reaching Essential Competencies in
Early Intervention and Preschool Training**

Project Director: Gilbert, Sharon L.

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Southern Alabama - Mobile
Dept. of Special Education
Dept. of Special Education UCOM 3800
Mobile, AL 36688
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Fax: (334)380-2748
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Purpose: Project RECEIPT aims to provide preservice and inservice training that addresses standards for early intervention and preschool (EI&P) personnel in Alabama. The project will address generic competencies required in various EI&P service professions.

Method: Project features include a multidisciplinary approach, collaborative relationships among individuals involved in providing services, and utilization of a family-centered approach. Families of children with disabilities as well as practicing EI&P professionals will serve as Co-Instructors. A multidisciplinary advisory committee composed of faculty from the Departments of Special Education, Speech Pathology and Audiology, Occupational Therapy, Physical Therapy, Psychology, Curriculum and Instruction, and Pediatrics will assist in the development of specific course syllabi. Course materials will be developed on providing early intervention and preschool services, typical and atypical child development, working with families, and child and family assessment. At least 54 (24 undergraduate and 30 graduate) trainees will be supported by project funds during the duration of the project.

Grant Number:H029G960151

**Personnel Training of Speech-Language Pathologists and
Audiologists in Pediatric Aural Habilitation**

Project Director: Thibodeau, Linda

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 1999

University of Texas - Dallas
Callier Center for Communication Disorders
2601 N. Floyd Rd.
Richardson, TX 75080
Voice:(214)883-2313

*Purpose:*The focus of this project is to provide interdisciplinary training to students in speech-language pathology and audiology who will serve hearing-impaired children ages birth to five years and their families. The project's major objectives are to increase students': (1) expertise with pediatric populations in their respective majors, (2) knowledge of how to effectively serve families of hearing-impaired infants and toddlers, (3) awareness of the unique needs of hearing-impaired infants and toddlers in mainstream educational environments, (4) experience with auditory management and the development of auditory-oral skills, (5) participation in interdisciplinary service models, (6) consultation skills through experiences with regular education and special education teachers, (7) experience with technological advances in sensory aids for the hearing-impaired, including cochlear implants and assistive listening devices, and (8) knowledge of how multicultural factors influence assessment and intervention.

*Method:*The academic courses focus on assessment and habilitation in the areas of hearing and communication for infants and toddlers. The bridge from the theories presented in the academic courses to applications in therapy are made during the methods courses. A unique feature is the incorporation of issues related to serving multicultural infants/toddlers with hearing loss. Another innovative aspect is that students are trained to provide inservice training so the benefits of the training they received may be effectively transferred to other professionals. The training emphasizes integration of the family and educational personnel to deliver optimum services in a coordinated fashion.

Grant Number:H029G960152

**SPED Crosscultural, Language, Academic Development
(CLAD) Intern Program**

Project Director: McCabe, Marjorie

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

California State University - San Bernardino
5500 University Parkway
San Bernardino, CA 92407
Voice:(909)880-5656

*Purpose:*This project aims to increase the quantity and improve the quality of personnel available to serve pupils with disabilities, particularly those students whose first language is not English. The project provides preservice preparation for interns to earn the Mild/Moderate Disabilities credential and all coursework for the Crosscultural Language Academic Development (CLAD) certificate. The project aims to

prepare special education teachers who demonstrate competencies in the use of appropriate special education methodologies and strategies necessary for effective assessment and instruction of pupils with disabilities, particularly limited English proficient and/or bilingual pupils with disabilities, by providing financial and mentorship support to minority and non-minority interns.

Method: The intern program is needed because of the large number of teachers in the San Bernardino area on emergency permits who are not fully qualified to teach pupils with mild and moderate disabilities. Candidates will earn the Mild/Moderate Disabilities credential and complete all coursework for the CLAD certificate over a two-year period while concurrently teaching full-time in classes for pupils with mild/moderate disabilities and who may have limited English proficiency. Twenty-two interns will enter the program the first year. Interns will receive intensive supervision, mentoring, and support.

Grant Number: H029G960153

Cross Categorical Teacher Preparation in Career Education

Project Director: Certo, Nick

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Voice: (415)338-6225

Purpose: The purpose of this project is to prepare 36 California personnel, especially those in the San Francisco Bay Area, to provide career education services to the full range of individuals with disabilities, many of whom come from diverse ethnic, cultural, or racial backgrounds. The San Francisco State University's Department of Special Education will increase the supply of special education teachers prepared to specialize in providing career education services to prepare secondary-aged students with disabilities for transition to work and postsecondary education. Trainees will include: credentialed teachers currently providing direct services to this population who are interested in upgrading their skills; teachers in training in other department categorical credential programs (e.g., Learning Handicapped) interested in augmenting their training to facilitate specializing with this age group upon graduation; and new prospective teachers. Special emphasis will be placed on recruiting trainees from diverse ethnic, cultural, or racial backgrounds that make up the demographic composition of the San Francisco Bay Area.

Method: As a revision of the existing department's Vocational Special Education specialist certificate and Master's degree program, the program is designed to meet multiple needs of trainees in a flexible fashion by allowing students to: 1) earn a specialist's certificate in Vocational Special Education while enrolled in another categorical credential program by completing a 12-credit hour basic core sequence of competency-based coursework and practica designed to augment career education information provided in these other departmental credential areas; or 2) earn both a Master's degree and specialist certificate in Vocational Special Education by completing a 30-credit hour competency-based course and practica sequence to gain advanced expertise needed to provide quality transition services and to function as a change-agent within a school system. This specialist certificate and Master's program will be generic across disability areas while also allowing for specialization. Coursework will be competency based and tied to field experiences.

Grant Number:H029G960155

Project Listos

Project Director: Ingalls, Lawrence

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Texas - El Paso
500 W. University Ave.
El Paso, TX 79968
Voice: (915)747-7583

Purpose: This project is designed to meet the challenging needs of educators who serve linguistically and culturally diverse children with special needs. The project will train master teachers who will be able to assist diagnosticians and school psychologists in the identification of a disability versus a cultural and linguistic difference, assist regular educators to educate those children with linguistic difference, and assist regular educators to educate those children with cultural and linguistic differences who also have special education needs.

Method: The University of Texas at El Paso (UTEP) will recruit and train a minimum of 30 educators from the nine school districts in the El Paso area and from two local Apache reservations. Project LIS-TOS is designed to interface the resources of two departments within the College of Education at UTEP: the Educational Psychology and Special Services Department and the Teacher Education Department. Special interface courses and a strong field-based experience will be provided. One component of this program will be the provision of summer institutes on a rotating basis near each of the Apache reservations and in the El Paso area. The institute focus will allow educators to experience teaching strategies specific for different types of cultural and language characteristics and promote general practices that could be applied to all children with cultural and linguistic differences.

Grant Number:H029G960161

**Training Personnel for the Education of Individuals with Disabilities
Program: Grants for Preservice Personnel Training**

Project Director: O'Connor, Rollanda

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Pittsburgh
Office of Research 350 Thackeray Hall
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Purpose: Component 1: This project aims to revise, implement, and evaluate a program to prepare teachers with the knowledge and skills to provide special education support for children and youth who have mental and physical disabilities and/or emotional disturbance. The program includes the following foci: increased emphasis on core curriculum content and emerging models of instruction from the field of general education, increased collaboration between faculty and students from general and special education, strengthened technical expertise in special education in the areas of both literacy and intervention for children and youth with emotional disturbance, and the blending of research and teaching in ways that pro-

note reflective practice. Component 3: This project aims to improve the quality of graduate-level preservice training for personnel who serve children birth through age 5 with disabilities. Objectives include: develop a Master of Education Program in Early Intervention which has two certification options—one in early childhood education, and one in special education; graduate 16 personnel with an M.Ed. in Early Intervention and a certificate in either special education or early childhood education; establish a process through which faculty from multiple disciplines design and regularly review interdisciplinary coursework; and develop more authentic competency acquisition and evaluation activities in the two early intervention methods courses.

Method: Component 1: The project will implement these innovations through a carefully sequenced set of experiences that include: course work that addresses methods and curriculum across a range of needs; seminars on professional issues (e.g., inclusion) and on resolving the current gap between research and practice; and fieldwork experiences that include literacy tutoring, direct special education support, indirect support through collaboration and consultation, and applied research in schools. Component 3: The Early Intervention core courses offer several exemplary features, including an interdisciplinary course on early childhood inclusion developed through community partnerships in which three inclusionary models are simulated, and participation in a two-semester seminar sequence that brings together faculty and students from more than 6 schools and over 15 disciplines and specializations concerned with children who have neurodevelopmental disabilities. The project will develop more authentic competency acquisition and evaluation activities to include more realistic case study and video-based evaluation activities and portfolio assessment.

Grant Number: H029G960169

Preparing Speech-Language Pathologists for Early Intervention: A Family-Centered, Interdisciplinary Approach

Project Director: McDade, Hiram

Beginning Date: Sep 1, 1996

Ending Date: Aug 31, 1999

University of South Carolina - Columbia
Dept. of Speech Pathology 901 Sumter Street
Columbia, SC 29208
Voice: (803)777-4813

Purpose: The purpose of this project is to provide the qualified speech-language pathology personnel necessary for filling existing South Carolina vacancies, with specialized training that emphasizes the Public Law 99-457 mandated services relating to intervention with handicapped infants, toddlers, and pre-schoolers.

Method: Over the three-year period, the graduate program in Speech-Language Pathology intends to modify its curriculum and clinical practicum experiences to provide 30 project participants with specialized interdisciplinary early intervention training that emphasizes a more pragmatically based, family-centered approach.

Grant Number:H029G960181

Alaska's Early Intervention Home Based Personnel Preparation Program

Project Director: Cavalier, Mary

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Alaska - Anchorage
Center for Human Development 2330 Nichols Street
Anchorage, AK 99508
Voice: (907)272-8270

Purpose: To meet the demand for quality early intervention personnel and other service providers to work with infants and toddlers with disabilities in rural/remote areas of Alaska, a collaborative, state-wide para-professional training program is being developed by the University Affiliated Program's Center for Human Development, the Alaska Early Intervention/Infant Learning Program (EI/ILP), NEC*TAS, and other partner agencies. This project will result in an improvement in the training of early intervention personnel, an increase in the numbers of quality personnel, a decrease in the costs of services and training, and a direct increase in the quality and availability of services for families with infants and toddlers with disabilities.

Method: At the end of three years, 18 paraprofessionals and a minimum of 14 partner agency trainees should qualify for CDA (Child Development Associate) Home Visitor Certification, Early Intervention Competency Certification, and Early Childhood Teacher Assistant "Type E" Certification. EI/ILP Coordinators will instruct the paraprofessional trainees in skills appropriate for serving infants and toddlers with disabilities in rural, often isolated, communities. A major focus in the development of this training is the enhancement of the existing child development associate's program to include specialized training in early intervention. The training utilizes distance delivery techniques with a variety of teaching mechanisms for variations in learning styles, such as video, small group discussions by audio conference, and written and on-the-job activities. In addition, trainees will complete a minimum of three supervised field-work placements and will undergo rigorous assessments for certification. Forty training modules will be adapted from existing CDA training materials to incorporate home-based early intervention techniques and to allow for learning styles appropriate to Alaska Native cultures and implementation in isolated communities.

Grant Number:H029G960182

Great Beginnings

Project Director: Whichard, Judith A.

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Aims Community College
5401 West 20th Street
Greeley, CO 80632
Voice: (970)330-8008

Purpose: Recognizing the growing demand for educational services for infants, toddlers, and young children, the demand for skilled workers to serve these individuals, and the paucity of available training options, this proposal seeks to create a paraprofessional training program that would lead to graduates with the requisite skills for working successfully with these individuals and their families. Using the "First

Start” training model as the foundation, over the three-year period the project will: 1) create and implement an interdisciplinary, inclusion-based, early childhood training specialization focused on serving infants, toddlers, and young children with disabilities and their families within the Associate of Applied Sciences Degree in Early Childhood Education; 2) establish state certification for paraprofessionals serving infants, toddlers, and young children with disabilities and their families; 3) collaborate with the Governor’s Council on Career Ladders in Early Childhood Education to articulate this specialization with state high schools and colleges’ and universities’ Special Education, Early Childhood Education and Elementary Education Baccalaureates to encourage individuals to pursue special education careers; and 4) document, evaluate, and disseminate the results of the model to others in the field.

Method: “Great Beginnings” will raise the level of quality care for all infants, toddlers, and young children with disabilities and their families. Using an instructional team of health care professionals, educators, service providers, and parents of children with disabilities, “Great Beginnings” adapts a field-tested, early intervention curriculum, “First Start,” as the basis of its training model. Program participants will receive 12 college credits in classroom and internship training for working with infants, toddlers, and young children with disabilities in inclusive settings, as well as state certification.

Grant Number: H029G960186

TOPS: Training Oklahoma Providers of Service: Special Education, Related Services, Early Intervention, and Preschool

Project Director: Martin, Vyonda G.

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Oklahoma University Health Sciences Center
University Affiliated Program
P.O. Box 26901, ROB 342
Oklahoma City, OK 73190
Voice: (405)271-4500

Purpose: This project will address all three components of the absolute priority in a collaborative effort of several university programs, which will be coordinated and administered through the University Affiliated Program. Component 1 (preparation of special education personnel) will develop, implement, and replicate interdisciplinary practicum sites with problem-solving seminars where about 180 students seeking careers in special education, general education, speech-language pathology, and related services will have family-centered, culturally sensitive training that promotes inclusion of students age 3 to 21 with disabilities. State-of-the-art videoconferencing technology will link the schools and universities. Component 2 (preparation of related services personnel) will prepare about 75 occupational therapists and physical therapists at both the undergraduate and postprofessional master’s degree levels to work in public school and early intervention programs. At the undergraduate level, the project will focus on recruitment and preparation of students through project-paid elective coursework and practicum experiences. At the master’s degree level, the project will add interdisciplinary assistive technology coursework and practica to an existing program that prepares occupational therapists and physical therapists to work in school and early intervention programs. Component 3 (preparation of early intervention and preschool personnel) will prepare 120 special education master’s degree students to provide early intervention, transition, and preschool services by supplementing their degree program with interdisciplinary coursework and practica. The project will also build upon an existing model preschool practicum site to include children who need to learn to use augmentative and alternative communication.

Method: The primary university programs involved are the University of Oklahoma's Norman campus (special education and social work) and the University of Oklahoma Health Sciences Center (occupational therapy, physical therapy, and speech-language pathology). The special education programs of three other universities (Oklahoma State University, Southwestern Oklahoma State University, and University of Central Oklahoma) and Oklahoma State University's speech-language pathology program will participate in Component 1.

Grant Number: H029G960195

Preparation of Personnel in Secondary Special Education and Transition Service Delivery

Project Director: Neubert, Debra

Beginning Date: Sep 16, 1996

Ending Date: Sep 15, 1999

University of Maryland - College Park
Res. Administration & Advancement
Lee Building, Room #2100
College Park, MD 20742
Voice: (301)405-6466

Purpose: The purpose of the project is to train certified and highly qualified secondary special education teachers who can provide a range of transition-related instruction and services to students with mild, moderate, and severe disabilities and to assume a variety of roles in special education, vocational education, and regular education that target the school-to-work and adult living transition process. The project will redesign, implement, and evaluate a master's training program to prepare transition practitioners.

Method: The two-year (four semester, 36 credit hour) program will allow the trainee to graduate with a Master of Arts or Master of Education degree, special education certification in the State of Maryland, and the option to receive an endorsement in severe disabilities in Maryland which will enhance inclusive practices for all students with disabilities. The project includes interdisciplinary graduate-level coursework and extensive field experiences that focus on performance-based assessment techniques that allow trainees to demonstrate the following competencies: 1) establish and implement individual academic transition plans for individuals with disabilities at the secondary level that encompass a range of postsecondary outcomes; 2) develop, conduct, and interpret the results of academic, vocational, and functional assessment techniques related to academic and transition programming; 3) develop and monitor work-based sites for individuals with disabilities; 4) apply the principles of behavior analysis to job training and maintenance; 5) apply instructional and assistive technology across the work, residential, and social/recreational domains; 6) develop and implement social skills and self-determination programs in school and in work-based sites; 7) design instruction and support systems related to independent living; 8) support families of individuals with disabilities; 9) develop cooperative relationships with employers, school and adult service agency personnel, and consumer advocacy networks; 10) critically evaluate and apply the experimental literature on best practices in secondary special education, vocational education, and transition programming; 11) advocate for the inclusion of individuals with disabilities in academic, vocational and community settings; and 12) provide instructional techniques that facilitate inclusive practices in academic, vocational, and community settings.

Grant Number:H029G960198

**Training Personnel for the Education of Individuals with Disabilities
Program: Grants for Preservice Training**

Project Director: Reilly, Amy Sue

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Auburn University
Rehabilitation & Special Education
1228 Haley Center
Auburn, AL 36849
Voice:(334)844-5943

*Purpose:*The purpose of this personnel preparation program in early intervention is to increase the quantity and improve the quality of personnel available to serve very young children with disabilities and their families in Alabama, especially the southern region. In response to Alabama's identified personnel needs in early intervention, this program will target three graduate student groups, including early childhood special education teachers (who will receive a Master's degree in Early Childhood Special Education and earn a Class A teaching certificate), special service providers (who will earn a generic early intervention competency certification allowing them to become qualified early intervention providers), and equivalency service providers (who are employed in the Alabama Early Intervention System, but do not meet the early intervention qualified provider criteria necessary to retain employment, and will earn a generic certificate necessary for Alabama's endorsement for special instruction equivalency).

*Method:*The preparation program is working toward seven specific project objectives: 1) establish an Advisory Council to oversee and monitor the program, 2) recruit and select no less than 18 graduate students per year (with no less than four representing minorities), for a total of 54 graduate students over the three-year grant period, 3) use three different curricula strategies for professionally preparing the three targeted groups, 4) implement the early intervention training program, which includes teaching license and generic certification, 5) prepare and assist students upon graduation to assume a leadership role in their work setting, 6) provide a mechanism to help graduates locate appropriate employment in various agencies, programs, and schools serving young children with disabilities and their families, and 7) ensure that all project objectives are met by both formatively and summatively evaluating the project using multiple methods and strategies.

Grant Number:H029G960202

The Collaborative Resource Teacher Preparation Program

Project Director: Monda-Amaya, Lisa

Beginning Date: Jan 1, 1997

Ending Date: Dec 31, 1999

University of Illinois
Dept. of Special Education
288 Education Building
1310 S. 6th St.
Champaign, IL 61820-6990
Voice: (217)333-0260

Purpose: The Collaborative Resource Teacher (CRT) Preparation Program is designed to provide preservice and professional development to enable teachers to act as change agents for facilitating educational reform, by working collaboratively and as support personnel in designing and implementing programs for students with special needs.

Method: The project has two elements. In the first element, two preservice programs will prepare special and general educators. One master's level program, which has been in place for five years, addresses the full-time preparation of special educators. Candidates are entitled to an Illinois Standard Special Education Certificate with multiple endorsements in learning disabilities, serious emotional disturbance, and educable mental handicaps. The second preservice program addresses general educators. Faculty from the CRT program, along with members of the Department of Curriculum and Instruction (C&I), have developed a collaborative approach to training. Cohorts from C&I will interact with CRT. Candidates will learn critical aspects of teaming, co-teaching, effective instructional planning and implementation, and issues in special education. The second element is aimed at master's level preparation of general and special education teachers in the field. Practicing teachers in the new Skills Enhancement Program will be provided with advanced skills to become effective change agents and leaders in their schools. In keeping with the program emphasis on change agency, teachers will be required to develop a proposal describing how they plan to implement changes in their classrooms, schools, and/or districts.

Grant Number:H029G960203

CASEI Project: Consultation and Administration Specialists in Early Intervention

Project Director: Ostrosky, Michaelene

Beginning Date: Jan 1, 1997

Ending Date: Dec 31, 1999

University of Illinois
Dept. of Special Education
288 Education Building
1310 S. 6th St.
Champaign, IL 61820
Voice: (217)333-0260

Purpose: Consultation and Administration Specialists in Early Intervention (CASEI) will provide cross-disciplinary preservice training for early intervention specialists in Illinois. Students will be recruited

from the range of disciplines involved in early intervention services. The project is specifically designed to meet the training needs of personnel currently employed in rural early intervention programs. Participants will work toward a master's degree in Early Childhood Special Education with an emphasis on administration and consultation. The CASEI Project will provide post-baccalaureate training which is geographically and financially accessible to currently employed personnel and which responds to needs in the field to prepare graduate students for administrative and consultative roles in early intervention.

Method: A minimum of 60 individuals will benefit from this project which includes: a combination of weekend and summer coursework; practica experiences embedded within coursework; a structured, competency-based administration component; and a structured, competency-based early intervention internship that will occur under the guidance of project staff.

Grant Number: H029G960207

Distance Education in Assistive Technology for Speech Language Pathologists, Occupational Therapists, and Physical Therapists and Early Intervention and Preschool Personnel

Project Director: Adamson, Gary

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of New Mexico/Albuquerque
Special Education
801 University
Albuquerque, NM 87131
Voice: (505)272-3500

Purpose: The Distance Education in Assistive Technology project for speech-language pathologists, occupational therapists, physical therapists, and early intervention and preschool personnel will improve the existing University of New Mexico (UNM) training program in assistive technology, which was implemented in 1988. The project has been extended nationwide through the use of multimedia training courses designed for distance education and delivered through the UNM Research Institute for Assistive and Training Technologies (RIATT). The project will develop eight specialized courses for three target groups: speech-language pathologists (SLP), occupational/physical therapists (OT's and PT's), and early intervention & preschool personnel.

Method: Personnel from the University of Kansas (KU) will work in collaboration with UNM special education faculty and RIATT staff to accomplish the content analysis, course development, and field testing for this project, bringing together the specialized knowledge in assistive technology of RIATT staff and faculty, the long history of product development and field testing of training materials by KU personnel, and the extensive training and project experience of professionals of both institutions. Existing competencies of assistive technology specialists will be expanded, resulting in development, implementation, and field testing of eight courses. About 75 assistive technology specialist trainees will complete existing courses and the eight new courses. The courses will be taught by UNM faculty members in Special Education and will be disseminated through RIATT's distance education, utilizing the Partnership of States and other dissemination processes. The primary project outcome is the preparation of training materials in assistive technology that can be delivered to sites across the country or to individuals within their own homes. The Accessible Learning Kit format makes possible the dissemination of specialized content and

instructional expertise to individuals, school districts, agencies, and organizations that have found it difficult, or impossible, to obtain such expertise in the past.

Grant Number:H029G960208

Preparing Advanced Collaborative Teams

Project Director: Walther-Thomas, Christine S.

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

College of William and Mary
School of Education P.O. Box 8795
Williamsburg, VA 23187
Voice:(804)221-2335

Purpose: Few teachers are well prepared to collaborate with families and other professionals to help students with disabilities succeed in inclusive environments. To address this need, the PACT Project is designed to: 1) recruit highly qualified participants; 2) prepare education professionals to plan, deliver, and evaluate programs for students with disabilities in more inclusive settings; 3) monitor participant progress and achievement of project objectives; and 4) disseminate information regarding the PACT Project.

Method: To ensure the development of critical skills, knowledge, and attitudes that will enable PACT Master's students and members of their local PACT teams (i.e., colleague teachers and building administrators) to function successfully in their roles, project faculty have designed a program which incorporates four key features: 1) a program design that actualizes the School of Education's philosophical commitment to interdisciplinary collaboration; 2) systematic development of competencies for both direct and indirect service delivery; 3) redefinition of a school-based service delivery model for students with disabilities; and 4) an induction program to support the resource/collaborating teachers in their new roles. Admitted PACT students will recruit one colleague and one administrator in their school. As they complete their Master's degrees, PACT students will receive ongoing support, field supervision over a two-year period, and other professional development opportunities. A total of 36 PACT Master's degree students during a three-year period will develop, implement, and monitor appropriate inclusive education programs for students with disabilities. In addition, 36 building-level administrators and 36 colleague teachers will participate in the PACT project.

Grant Number:H029G960214

Inquiry-Based Teacher Education Program — The Project Leads to Undergraduate Certification in Behavior Disorders, Learning Disabilities, and Mental Retardation

Project Director: Epanchin, Betty

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of South Florida
Dept. of Special Education
HMS-421 4202 East Fowler Ave.
Tampa, FL 33620
Voice: (813)974-4717
Fax: (813)974-5542

Purpose: This project is a culmination of six years of cooperative work between the University of South Florida and Pasco County that has moved the two institutions toward a partnership. This project is developed in response to the belief that the challenge to meeting Florida's critical needs for effective special education teachers lies in the preparation of teachers who are specially prepared to teach in rapidly changing Florida schools. The project intends to design, implement, and evaluate an inquiry-based teacher education curriculum in special education and to develop, implement, and evaluate a cost-effective, collaborative model for mentoring student teachers.

Method: The project leads to undergraduate certification in one or more of the following areas: behavior disorders, learning disabilities, and mental retardation. Altogether 90 to 100 undergraduate special education teachers will graduate from this program. Graduates benefit from carefully monitored field experiences that are designed to prepare them for the realities of the schools in which they will work. They also receive extensive experience gathering data upon which effective educational decisions may be made, and they will have worked on collaborative instructional teams in inclusive settings.

Grant Number:H029G960223

Grants for Preservice Personnel Training

Project Director: Baker, Janice

Beginning Date: Jan 1, 1997

Ending Date: Dec 31, 2000

Vanderbilt University
Peabody College Kirkland Hall, Room 512
Nashville, TN 37240
Voice: (615)322-8195
Fax: (615)343-1570
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Purpose: In response to the shortage of trained personnel to work with adolescents and children with behavior disorders, the project will train 20 Master's students (15 full-time students and 5 part-time students) in Behavior Disorders and Transitions. The program is designed to upgrade skills of certified teachers by providing specialized training on teaching methods and on coordinating the multiplicity of services needed to support the students both within and outside the school.

Method: This project will prepare personnel through: 1) coursework and practica with a focus on both children and adolescents with behavior disorders; 2) partnerships of part-time and full-time trainees to maximize the opportunities for applying knowledge and skills; and 3) extended field placements in school-based classrooms and community agencies to illustrate the importance of comprehensive services. The Master's Program in Behavior Disorders and Transitions will train a cadre of professionals to assume roles in providing comprehensive services to students with behavior disorders, expanding services to both adolescents and children with behavior disorders by developing comprehensive service delivery systems, and contributing to the expansion and dissemination of knowledge about services for students with behavior disorders.

Grant Number:H029G960228

A Personnel Preparation Partnership for Systems Change in Transition

Project Director: Flexer, Robert

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Kent State University
Adult Counselor, Health & Vocational Ed. Research & Graduate Studies
Kent, OH 44242
Voice:(330)672-3833

Purpose: This project is designed to create a model for personnel preparation partnerships between institutions of higher education and adult service and education agencies involved in transition. The purpose of this partnership is to provide coordinated and administratively supported graduate level training in empirically supported and self-determined transition practices to teachers and adult service providers serving youth with disabilities. The project will pursue the following goals: 1) develop a joint graduate degree program in interdisciplinary transition services for practicing professionals through personnel development partnerships; 2) implement coursework and field activities focusing on core competencies; 3) implement university/partner-developed summer seminars focusing on professional development plans and systems change; and 6) replicate and disseminate information concerning training methods and other program features that contribute to the knowledge base concerning effective preparation of transition personnel.

Method: The project is a two-year graduate degree program in interdisciplinary transition services for teams of professionals and students/families from local schools/agencies and communities surrounding Kent State University. Year 1 of the program involves two interdisciplinary transition courses and two foundation courses. In the summer of year one, participating professionals will develop a professional development plan in a university/partner-taught seminar. The context of the seminar will be the assessment of strengths and needs in transition competencies and will include activities designed to facilitate implementation of newly learned transition skills. Year 2 of the program involves two advanced role-specific courses and six credit hours of practicum designed around the professional development plan. In the summer of year two, participating professionals and community stakeholders will evaluate the impact of the project in a university/partner-taught seminar. Students/families will participate as instructors/consultants in all courses and field activities throughout both years.

Grant Number:H029G960232

Training Teachers of the Deaf in Texas and Louisiana

Project Director:Bienenstock, Michael

Beginning Date:Jan 1, 1997

Ending Date:Dec 31, 1999

Lamar University
Dept. of Communication Disorders & Deafness
P.O. Box 10076 Lu Station
Beaumont, TX 77710
Voice:(409)880-7121

Purpose:This project addresses the educational needs of deaf and hard-of-hearing children through a Lamar University program designed to: 1) increase the quantity of teachers of the deaf in Texas and Louisiana where there is a critical need; 2) improve the representation of minority teachers and of teachers who are deaf themselves; and 3) increase the quality of deaf education teacher preparation.

Method:About 30 teachers of the deaf will graduate with Master's degrees and teacher certification through this three-year project. Emphasis will be placed on the recruitment of deaf, minority, and minority-deaf teachers; inclusion of course work and practicum specific to multicultural issues and to multimedia technology; addition of an intern year; and maintenance of the project's commitment to enhance sign language skills and awareness of Deaf culture.

Grant Number:H029G960239

Preparing Early Intervention Personnel: An Interdisciplinary Services Model

Project Director:Wienke, Wilfred

Beginning Date:Dec 1, 1996

Ending Date:Nov 30, 1999

West Virginia University
P.O. Box 6845
Morgantown, WV 26 506
Voice:(304)293-3450

Purpose:The project will incorporate an innovative interdisciplinary services component into a graduate level certification and degree program at West Virginia University to prepare educators and related service specialists in the area of Early Intervention Special Education. The goal of the project is to recruit, train, and certify up to 30 highly competent professionals for early intervention positions serving children in local schools and other community agencies. The project will use an existing distance education model, including satellite delivery of coursework and on-the-job supervision of practicum experiences, to provide training to educators and related services specialists throughout rural areas of West Virginia and the surrounding region.

Method:The project curriculum will focus on the addition of competencies needed to provide high quality interdisciplinary services for young children with disabilities and their families to existing program competencies for effective early intervention. Graduates will demonstrate high level competency in: 1) meaningful involvement of family members in family-focused services; 2) multidisciplinary arena assessment of child and family needs; 3) team collaboration in the design of developmentally appropriate curriculum

goals; 4) team integration of education and therapy into age-appropriate and individualized instructional methods and materials; 5) team development of functional adaptations and assistive technology to enhance communication, social interaction, and environmental mastery skills; 6) team planning for transition from infant/toddler service to preschool programs, and from preschool to school programs; 7) interpersonal skills for consultation and collaboration with families and other professionals; and 8) group process skills for participating in transdisciplinary team models and interagency collaboration efforts to improve service delivery.

*Grant Number:*H029G960240

Preparation of Personnel for Careers in Special Education: Enhancing Accessibility to Preparation in Speech-Language Pathology and Audiology on Behalf of Three Special Groups of Graduate Trainees: A Cost Sharing Approach

*Project Director:*Hull, Raymond

*Beginning Date:*Sep 1, 1996

*Ending Date:*Aug 31, 1999

Wichita State University
1845 Fairmont
Wichita, KS 67260
Voice:(316)689-3285

*Purpose:*The purpose of this project is to enhance the recruitment efforts and provide financial assistance to three special groups of graduate trainees who possess characteristics that are important to serving the communicatively impaired in schools in Kansas in order to address specific personnel shortages in this state and its southwestern neighbors. These three special groups of students include: 1) growing numbers of excellent non-traditional students who desire to enter and complete graduate programs in speech-language pathology or audiology, and who most likely will remain in Kansas upon completion of their training; 2) Hispanic students, or students who are fluent in Spanish and who are knowledgeable of the Hispanic culture and language and who desire to serve the growing numbers of communicatively impaired Hispanic children and their families; and 3) those who have service on behalf of communicatively impaired children and youth in the schools, particularly in the schools of rural Kansas as their specific professional goal.

*Method:*Approximately 45 students will be recruited, 15 each year (including 5 graduate students in each of the three special groups). About 33 students will be recruited in speech-language pathology, and approximately 12 in audiology. About 15 graduate students recruited by this project will graduate per year. The graduate students are carefully matched with school districts that are in need of their services upon graduation, and/or have supported their education, and those graduates, in turn, contract with the school districts to work there for an equivalent of the years that the school districts have supported them. Through this effort, the shortage of speech-language pathologists and audiologists in the schools in Kansas will be eliminated at the conclusion of this project.

Grant Number:H029G960243

Training Teachers, Interventionists, Audiologists, and Speech-Language Pathologists to Provide Services to the Deaf/Hard of Hearing (TEASL-D)

*Project Director:*Blair, James

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

Utah State University
Dept. COM D
Logan, UT 84322
Voice:(801)797-1388

*Purpose:*The specific objectives of the project are: 1) to increase the number and quality of teachers of the deaf and hard of hearing; 2) to increase the number and quality of speech-language pathologists providing services to children who are deaf and hard of hearing; 3) to increase the number and quality of audiological services to children who are deaf or hard of hearing; 4) to increase the number of trained professionals working in early intervention and preschool settings with families and children who are deaf or hard of hearing.

*Method:*The project will have its greatest influence in Utah, western Wyoming, Montana, Idaho, New Mexico, and Nevada where there is a major need for teachers of the deaf and hard of hearing and for audiologists and speech-language pathologists with special training in education of the Deaf, as well as early intervention personnel working with families in which there is hearing loss. The program content consists of specific courses, techniques, and media which will prepare professionals to meet needs of children who are deaf or hard of hearing from birth through the elementary level. There is a unique interaction between the training programs in Communicative Disorders and Deaf Education at Utah State University, and the SKI-HI Institute.

Grant Number:H029G960249

Preparing Speech-Language Pathologists to Support Preschool Children with Communication Disorders in Their Transition to School

*Project Director:*Prendeville, Joanne

*Beginning Date:*Jan 1, 1997

*Ending Date:*Dec 31, 1999

University of Cincinnati
Communication Science & Disorders
332 Braunstein Hall - ML0379
Cincinnati, OH 45221
Voice:(513)556-2668

*Purpose:*The purpose of this project is to provide a preservice educational program to train speech-language pathologists (SLP) to work effectively in the preschool to kindergarten collaboratively planned transition process. The project will also provide preservice education in family-professional relationships.

*Method:*This project will include training for eight masters-level SLP students and one doctoral student each year in the four areas of transition identified by Project STEPS in the state of Kentucky: administration, staff involvement, family involvement, and child preparation. The program will include three pri-

mary components: preservice coursework for speech-language pathology graduate students, student placement in preschool and kindergarten settings, and development of a model family-centered collaboratively developed transition plan. This project will train graduate students who are entering the work force and support professionals who are currently working with preschool and kindergarten children. Placements will include eight preschool programs and eight kindergartens to which children from the preschool programs will be transitioned.

*Grant Number:*H029G960250

Preparing Special Educators with Expertise in Early Literacy Instruction: Translating Research into Practice

*Project Director:*Hodge, Janie

*Beginning Date:*Jan 1, 1997

*Ending Date:*Dec 31, 1999

Clemson University
Sponsored Programs Box 345702 300 Brackett Hall
Clemson, SC 29634
Voice:(864)656-1613

*Purpose:*The purpose of this project is to prepare, over the 3-year period, 24 graduate-level preservice special educators with expertise necessary for effectively and systematically teaching early literacy skills to young students who have disabilities or who are at risk for reading failure. A three-dimensional model of preparation involves instructional content, instructional arrangement, and instructional decision making. Graduates will develop skills to translate research into practice by examining literacy research, introducing assessment and interventions in field-based sites, evaluating critically the impact of instruction on student progress, and modifying instruction using case-based and group-based decision-making.

*Method:*Program graduates will receive a Master's degree in Special Education with specialization in early literacy. This degree will be accomplished through a multidisciplinary plan of studies including course work in Special Education, Educational Foundations, and Reading. Competencies necessary to gain expertise in early literacy skills for students with disabilities will be developed through rigorous course work coupled with direct and ongoing classroom experience involving students with or at risk for reading disabilities and through extensive syntheses of literacy research. Completion of this program will ensure that graduates demonstrate mastery of the following competencies: 1) in-depth knowledge of early literacy skills required for proficient reading; 2) practical knowledge and application of assessment techniques to measure early literacy skills; 3) practical knowledge and implementation of research-based instructional strategies to teach early literacy skills; 4) ability to make data-based instructional decisions for students with skills deficits in literacy, and 5) ability to provide research-based information regarding early literacy skills to general and special education teachers.

Grant Number:H029G960264

Preparing Speech-Language Pathologists to Provide Effective Family-Centered Treatment to Transdisciplinary Teams

Project Director: Andrews, James

Beginning Date: Jan 1, 1997

Ending Date: Dec 31, 1999

Northern Illinois University
Dept. Of Communication Disorders
323 Adams Hall
DeKalb, IL 60115
Voice:(815)753-6526

*Purpose:*The purpose of this project is to prepare a minimum of 20 master's level speech-language pathology students 1) to practice the profession as effective members of transdisciplinary early intervention teams; 2) to provide early intervention services that are family-centered and enabling of family members; and 3) to provide services in which family therapy counseling techniques are integrated with treatment. The project is designed to improve the existing early intervention preparation of master's degree students in the Department of Communicative Disorders by 1) including students as team members of the DeKalb County multiagency early intervention program, T.E.A.M. (Together Everyone Achieves More) for Families; 2) helping students understand the importance of family-centered services from the perspective of parents by increasing student contact; and 3) providing seminars in which students and project staff role play real and potential clinical situations and portions of videotapes of students' clinical sessions are discussed to assist trainees' to learn to integrate counseling techniques with treatment.

*Method:*The project consists of a five semester Master's degree program with an integrated plan of coursework and clinical practicum. In each of the first four semesters, project students will participate as team members of T.E.A.M. for Families. Project students will participate as speech-language pathologists in transdisciplinary assessments; participate in developing Individualized Family Service Plans with family members and other professionals; participate in Multi-Disciplinary Conferences (MDC's) and Individualized Educational Plan (IEP) meetings as children served transition from the birth to three program to preschool or special education programs; and provide family-centered speech-language treatment services. The fifth semester consists of two off-campus full-time eight-week practica.

Grant Number:H029G960267

Specialist Training in Assistive Technology for Educators in Kentucky

Project Director: Lahm, Elizabeth

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of Kentucky
Research Foundation
201 Kinlead Hall
Lexington, KY 40506-0057
Voice:(606)257-1520

*Purpose:*The project is designed to provide rural graduate training at the Educational Specialist (Ed.S.) degree level in the area of assistive technology (AT). The Ed.S. program is designed specifically to meet

the needs of special educators in rural areas of Appalachian Kentucky through the utilization of distance learning technology and on-site supervision.

Method: The broad scope of the project will involve preservice training of personnel from varying fields to serve as assistive technology specialists in order to address the assistive technology needs of individuals with disabilities. Instruction will be delivered through currently available compressed video technology at eight community college, university, and high school sites located in rural areas of Central and Eastern Kentucky. Students involved in the program will hold a master's degree from special education or related disciplines and will be working toward the Ed.S. advanced degree.

Grant Number: H029G970013

Transition Specialist to Meet Needs of Adolescents with Emotional/Behavioral Disorders through Collaborative Planning

Project Director: Bullock, Lyndal M.

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of North Texas
College of Education Institute for Behavior and Learning Differences
P.O. Box 311337
Denton, TX 76206- 0599
Voice: (940)565-3583
Fax: (940)565-4055
E-mail: bullock@tac.coe.unt.edu

Purpose: The purpose of this project is to make improvements in an existing personnel preparation component in the Special Education Program at the University of North Texas with a focus on meeting the needs of adolescents with emotional/behavioral disorders.

Method: The project will prepare transition specialists who have a knowledge and understanding of working with students with EBD and who are skilled in collaborative planning with school personnel, families and caregivers, and community-based agencies and employers. Trainees will work with individuals or small groups of students with EBD to understand more about their disorders and to provide quality instruction in the classroom. They will work with other school personnel in implementing instructional strategies that will enable students to succeed within more inclusive environments, and they will engage in collaborative planning. Six full-time post-baccalaureate trainees will be selected each year. In addition, 10 part-time trainees will pursue the program through evening and summer courses.

Grant Number:H029G970033

The Bilingual Program in Speech/Language Pathology

*Project Director:*Kayser, Hortensia

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

New Mexico State University
Department of Special Education/Communication Disorders Educational Research Center Box 30001,
MSC 3R
Las Cruces, NM 88003-8001
Voice:(505)646-2631

*Purpose:*This project of the Special Education/Communication Disorders Department of New Mexico State University will train 8 full- time and 10 part-time graduate students annually in the Bilingual Program in Speech/Language Pathology as part of an improved Master's level project in speech/language pathology for Hispanic children with disabilities.

*Method:*The project will identify, recruit, and retain bilingual-bicultural Hispanic students into speech/language pathology and develop and implement a training sequence to prepare Hispanic students to become nationally certified bilingual clinicians. During the three years of this project, it is expected that a total of 34 bilingual-bicultural Hispanic speech-language pathologists will be prepared to serve the expanding Hispanic population in New Mexico and the Southwest.

Grant Number:H029G970035

**Preparing Speech-Language Pathologists to Provide
Augmentative and Alternative Communication Services:
A Master's Level Personnel Preparation Project**

*Project Director:*Zangari, Carole

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

Nova Southeastern University, Inc.
Clinics for Ideology and Speech Language Pathology
3301 College Ave.
Ft. Lauderdale, FL 33314
Voice:(954)262-7706
Fax:(954)262-3940
*E-mail:*zangaric@fcae.nova.edu

*Purpose:*This project intends to prepare speech-language pathologists at the master's degree level to provide augmentative and alternative communication (AAC) services to children and youth with severe communication impairments. It is an expansion and improvement of an existing SLP program at Nova Southeastern University.

*Method:*The project intends to increase the number of SLPs who are qualified to provide AAC service, to increase the number of AAC-qualified SLPs from underrepresented ethnic/racial groups, and to improve the quality of AAC services in general. During the three years of the project, it is expected that 55 indi-

viduals (45 graduate student SLPs and 10 practicing professionals) will receive training leading to AAC competencies and participate in clinical experiences.

Grant Number: H029G970041

**Project Prepare: Preparing Early Childhood
Special Educators for Inclusive Settings**

Project Director: Judge, Sharon

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Tennessee
Inclusive Early Childhood Education
404 Andy Holt Tower
Knoxville, TN 37996-0140
Voice: (423)974-4456

Purpose: The Preparing Early Childhood Special Educators for Inclusive Settings Project (Project Prepare) will provide demonstration of a new personnel preparation program for early childhood special educators for interdisciplinary roles for working with infants, toddlers, and preschool children with disabilities and their families.

Method: This project of the University of Tennessee proposes to prepare ten early childhood special educators each year for the next three years and will lead toward licensure and a master's degree. Students will be trained in a competency-based interdisciplinary model that involves a sequential series of instructional hierarchies which will move the students from coursework to practicum sites and to internships, where students can apply their skills in the field.

Grant Number: H029G970049

**Improved Master's Degree Preparation for School Psychologists:
Specialization in Emotional and Behavioral Disorders**

Project Director: Gimpel, Gretchen A.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Utah State University
Dept. of Psychology
2810 Old Main Hill
Logan, UT 84322-2810
Voice: (801)797-0721

Purpose: This project of the Department of Psychology at Utah State University intends to provide specialty training in comprehensive service delivery to children and youth with emotional and behavioral disorders.

Method: Through this project, 24 students over a three-year period will receive master's level training in school psychology with a focus on service provision to youth with emotional and behavioral disorders. Project students will receive training in all aspects of school psychology service delivery, including assessment, identification, direct interventions, consultation, and systems-level change and collaboration. The main focus of the training will be on the provision of comprehensive (direct and indirect) intervention services to these children, their families, and their teachers.

Grant Number: H029G970064

School-Based Teacher Education Program

Project Director: Epanchin, Betty

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of South Florida
Department of Special Education
4202 E. Fowler Avenue, EDU 2088
Tampa, FL 33620-5650
Voice: (813)974-4717
Fax: (813)974-5542

Purpose: This project will revise and expand the ongoing School-based Teacher Education Partnership (STEP) Program, a master's degree program in special education that was cooperatively designed by faculty at the University of South Florida and the exceptional education directors and supervisors in local school districts. The primary purposes of STEP are to recruit and retain persons, especially minorities, in special education, and to prepare STEP participants to be leaders in school reform.

Method: The STEP project retains and expands on a master's level teacher preparation curriculum that focuses on developing teacher competencies in part-time and full-time training programs. Recruitment efforts will target minority candidates and general education teachers, especially from elementary education and English education. The cultural competence of students will be emphasized as well as focused instruction in co-teaching and other collaborative models of working with general education. Field supervisors will provide ongoing support and guidance to program participants.

Grant Number:H029G970065

A Collaborative Approach to the Preparation of Personnel to Serve Students with Disabilities

*Project Director:*Lloyd, Lyle L.

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

Purdue University
Office of Sponsored Programs
1021 Hovde Hall
West Lafayette, IN 47907-1021
Voice:(765)494-7333

*Purpose:*This project will use a transdisciplinary, interdepartmental approach in preparing special educators and speech-language pathologists to provide augmentative and alternative communication services to students who have little or no functional speech.

*Method:*Through a combination of coursework, practica, team experiences, and other professional development activities, 12 to 18 graduate students will gain essential practical skills and clinical hours with state-of-the-art assistive technology and research. With the strong emphasis on transdisciplinary collaboration, these professionals will be better prepared to provide services to students with disabilities, resulting in improved educational outcomes for students with disabilities.

Grant Number:H029G970066

Specialist Certificate Program: Preparing Professionals to Provide Services in Natural Environments and Inclusive Settings

*Project Director:*Effgen, Susan

*Beginning Date:*Jul 1, 1997

*Ending Date:*Jun 30, 2000

Allegheny University of the Health Sciences
Department of Physical Therapy Broad and Vine, MS 502
Philadelphia, PA 19102-1192
Voice:(215)762-4970

*Purpose:*This project is an interdisciplinary graduate program with two certificate components: related services, which prepares already licensed PTs and OTs to demonstrate competencies that promote the full inclusion of students with disabilities in educational settings; and early intervention, which prepares already licensed or certified PTs or OTs and EI disciplines to demonstrate competencies to promote the full participation of infants, toddlers, and young children in their homes and communities.

*Method:*A total of 30 graduate trainees, 15 in each certificate component, are expected to complete one of two programs that will result in acquisition of specifically delineated competencies for related services or for early intervention professionals; trainees will also attain a graduate certificate in related services or EI, or, for PTs or OTs, a Pediatric Specialty Certification. Training faculty will come from two universities as well as from a group of nationally known experts; they will review course content, co-teach courses,

and design field-based assignments. Related services trainees will be mentored by experienced school-based therapists selected by project staff.

Grant Number:H029G970070

Preparation of Special Education Teachers to Work within Alternative School Settings

Project Director: Denti, Louis

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

San Jose State University
Research Foundation
P.O. Box 720130
San Jose, CA 95172-0130
Voice: (408)924-3703

Purpose: This project will develop and establish a program to prepare special education teachers to work with students with mild-moderate disabilities from diverse ethnic and linguistic backgrounds who are placed in alternative education settings such as restricted placement in continuation or community schools, in court schools, or in detention facilities. Trainees will be prepared to work with students to improve their literacy, academic, social, emotional, and behavioral skills, and to assist their reentry into the community and into regular schools or work settings.

Method: This project will prepare 40 special education teachers, 20 in each of two cohorts. Teachers will be prepared to serve students with mild to moderate disabilities in alternative education settings. The program will heighten community and student awareness of the existence of alternative education, increase the awareness of the role of special education teachers in these settings, and provide teachers-in-training with the opportunity to explore alternative education settings and make informed employment choices based on experience and skill. The university program will highlight special needs; provide appropriate training; and encourage, foster, and support participation.

Grant Number:H029G970076

Collaborative Learning, Assistance, and Structured Support (CLASS) for Teacher Preparation

Project Director: Cross, Lee

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of Central Florida
4000 Central Florida Boulevard
Orlando, FL 32816
Voice: (407)823-2401

Purpose: The project addresses the improvement of an already existing program to increase the capacity and quality of preservice training for out-of-field teachers in exceptional education with special emphasis on the issues of field-based training and teacher retention.

Method: Through the creation of an on-going collaborative relationship between the University of Central Florida, FLDRS (Florida Diagnostic Learning and Resource System) and five surrounding public school districts, the project will develop and implement a field-based training model leading to certification and/or a master's degree in varying exceptionalities supported by a three-tiered mentoring system for out-of-field teachers.

Grant Number: H029G970092

North Carolina Partnership Training System: Distance Education Project

Project Director: Lillie, David

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of North Carolina - Chapel Hill
School of Education
300 Bynum Hall CB 4100
Chapel Hill, NC 27599-4100
Voice: (919)966-7001

Purpose: This project will establish a collaborative distance education training system to implement a new statewide certification program in behaviorally and emotionally handicapped (BEH) and specific learning disabilities (SLD). The project will address the disparity between the need for and the supply of qualified teachers in these two critical areas of educational programs for students with disabilities.

Method: The project will develop a coordinated statewide higher education certification program in SLD and BEH, preparing 190 new certified teachers in SLD and 90 new certified teachers in BEH in the three years of the grant. The project will also establish and field test a distance education training model that will be continued within the state to reduce the gap between supply and demand for teachers of BEH and SLD students. It will increase the number of minority teachers certified in these two areas and improve services for minority students. Features of the project include a comprehensive system of personnel development to provide a statewide system of teacher competencies, an approach to teacher education that employs a portfolio evaluation system, mentor teachers, classroom observations to measure demonstrated competencies, and distance education courses using the Internet and interactive instruction.

Grant Number:H029G970103

Multidisciplinary Educational Support for Deaf Children with Cochlear Implants

Project Director: Schery, Teris

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

Vanderbilt University
Peabody College
Room 512, Kirkland Hall
Nashville, TN 37240
Voice:(615)322-8150

*Purpose:*In response to the dearth of trained Cochlear Implant personnel with knowledge and skills in following children with implants into their educational settings to monitor progress in communication and academics, this new multidisciplinary project intends to train B.A. level educators of the deaf together with M.S. level speech language pathologists and pediatric audiologists.

*Method:*The project intends to support a total of 24 trainees (6 speech language pathologists, 6 audiologists, and 12 educators of the deaf) over three years. The joint curriculum will be based on a problem-based learning model in medical education. The dual-level, multidisciplinary training is expected to increase the number of professionals knowledgeable about best practices for deaf children with cochlear implants, provide inservice training on educational support for deaf children with implants to school district personnel (in regular and special education in rural areas throughout Tennessee and Kentucky), and contribute knowledge on the necessary skill and role requirements for special education professionals who serve as members of Cochlear Implant Teams. It will also contribute knowledge of how to most effectively implement a problem-based learning model for multidisciplinary special education personnel preparation.

Grant Number:H029G970112

Preparing Personnel to Meet the Needs of Individuals with Learning and Behavioral Disabilities

Project Director: Scott, Terrance M.

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of Kentucky
Research Foundation
201 Kinkead Hall
Lexington, KY 40506-0057
Voice:(606)257-7927

*Purpose:*This project will provide professional preparation and ongoing support designed to meet the needs of teachers working under Learning and Behavioral Disorders (LBD) emergency/probationary certificates as they complete a graduate-level program and attain full certification.

*Method:*The project will develop Internet connections with faculty and graduate students, access to mentoring by experienced LBD teachers who are pursuing advanced special education teacher preparation in Master's and Specialist Degree Programs, access to customized Web pages for behavioral and academic

problem-solving, and provision of a significant package of tuition and other financial and material supports. A major goal is to improve retention of LBD teachers and the efficiency with which they complete their certification programs; this anticipated success is linked to mentoring and electronic-network supports that these individuals receive early in their special education teaching careers.

Grant Number:H029G970119

Specialized Training for Speech-Language Pathologists in Habilitation of Children with Cochlear Implants

*Project Director:*Montgomery, Allen

*Beginning Date:*Jan 1, 1998
*Ending Date:*Dec 31, 2000

University of South Carolina
Speech Language Pathology and Audiology
Columbia, SC 29208
Voice:(803)777-4813

*Purpose:*This project addresses Component 1: Preparation of Personnel for Careers in Special Education. It intends to develop a new specialization for graduate students in speech-language pathology at the master's level that is in addition to the traditional curriculum. It expands the capacity of a cochlear implant clinic and the clinical and educational methods for the implant population. It also includes a comprehensive plan for parent involvement.

*Method:*Two specialty courses will be developed for the program, practicum requirements will be modified, and efficient clinical training materials and extensive recruitment and evaluation plans will be developed. The department will incorporate a clinical outcomes-based curriculum in the courses and will draw upon the clinical library for videotapes, case studies, and demonstrations to prepare a CD-ROM to expose students to clinical examples and techniques in a systematic, interactive way.

Grant Number:H029G970131

Vocational Intervention Personnel in Transition

*Project Director:*Jones, Karen H.

*Beginning Date:*Jan 1, 1998
*Ending Date:*Dec 31, 2000

University of Georgia
Occupational Studies 621 Boyd Graduate Studies
Athens, GA 30602-7411
Voice:(706)542-4473

*Purpose:*This proposal intends to train secondary vocational and special education teachers through a sequence of training courses in transitional programming which will lead to endorsement in Georgia's Coordinated Vocational Academic Education or Related Vocational Instruction programs. By being provided effective support for staying in school, Georgia students are more likely to obtain vocational skills and social competencies leading to successful adult living.

Method: Project training will prepare vocational and special educators enrolled in vocational special needs endorsement programs through a sequence of school-to-work transition courses. The courses will include field-based experiences for teachers and students with local businesses and industries which hire students of the teacher trainees.

Grant Number:H029G970135

An Improvement in the Childhood Hearing Impairment Program: An M.A. Training Program for Audiologists

*Project Director:*Maxon, A. B.

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

University of Connecticut
Dept. of Communication Sciences U-85, 850 Bolton Road
Storrs, CT 06269
Voice:(860)486-3687

*Purpose:*This project responds to Component 1, Training Personnel for the Education of Individuals with Disabilities Program, and is an improvement in the childhood hearing impairment program, a master's level program at the University of Connecticut.

*Method:*The new focus of the project emphasizes training related to very early identification of hearing loss and cochlear implant assessment and management. Fourteen students each year will be enrolled in the two-year program. On obtaining the M.A. and completing the Clinical Fellowship Year, trainees will be eligible for national certification as audiologists and will be prepared to diagnose, assess, and manage children with cochlear implants, and will be skilled in aural rehabilitation and diagnostic services for infants, toddlers, children, and youth with all types and degrees of hearing loss.

Grant Number:H029G970137

New Connections: Linking and Enhancing Graduate Training in Low Incidence Disabilities for Related Services, Early Intervention, and Preschool Personnel

*Project Director:*Cox, Ann

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

Virginia Commonwealth University
Virginia Institute for Developmental Disabilities
MCV Station Box 980568
Richmond, VA 2329 8-0568
Voice:(804)828-8244

*Purpose:*This project is an interdisciplinary preservice training model created by the Virginia Institute for Developmental Disabilities in collaboration with the Schools of Education, Allied Health, Nursing and Social Work, and the Department of Psychology at Virginia Commonwealth University. It is intended to increase the number and quality of related services, early intervention, and preschool personnel prepared to serve young children with disabilities, particularly low-incidence disabilities, and their families.

Method: The project will incorporate improved and innovative design features to meet its training needs. The proposed interrelated graduate two-component training model will include a comprehensive early intervention/preschool education component leading to teacher licensure in early childhood special education with specialized training in the area of severe disabilities. Early childhood general educators will join the early intervention/preschool trainees and the related services trainees by completing a special focus on young children with low-incidence disabilities. An interdisciplinary related services component will add an emphasis in low-incidence disabilities in early childhood to the graduate programs in nursing, occupational therapy, physical therapy, psychology, and social work. Experiential team learning will be promoted by trainees working together, sharing expertise, and collaboration in assisting young children with low-incidence disabilities and their families.

*Grant Number:*H029G970138

Collaboration and Consultation: Innovative Occupational Therapy Services in Schools

*Project Director:*Burke, Janice P.

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

Thomas Jefferson University
College of Health Professions
130 S. Ninth Street, Suite 820
Philadelphia, PA 19107
Voice:(215)503-9606

Purpose: This project is a new program focused on school-based collaboration and consultation in the Department of Occupational Therapy at Thomas Jefferson University. The project builds on the established entry-level professional master's degree program to improve the capacity and quality of preservice training of occupational therapists to work in public school settings using a school-based collaborative consultative model.

*Method:*Thirty OT students will learn to provide educationally relevant occupational therapy services in schools in order to work collaboratively with regular and special educators to meet the needs of children with disabilities in inclusive settings. Trainees will learn the educational relevance of therapeutic assessment and intervention in sensory awareness, neuromuscular functions, motor, and perceptual skills and adaptive behavior. They will also learn when to consult, models of consultation, the communication and facilitation skills necessary for consultation, and the legal mandates to the school system, including collaboration with stakeholders such as families, administration, and educators.

Grant Number:H029G970144

Project Excel: Teachers as Collaborators in Inclusive Settings

Project Director: Carver, JoAnne Y.

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

Hampton University
Department of Education East Queen Street
Hampton, VA 23668
Voice: (757)272-7579

Purpose: This four-year project represents an advanced Master's degree training program for 32 preservice special education personnel in the area of Serious Emotional Disorders. Specifically, the project will build upon and expand Hampton University's existing program to include emphasis on preparation of minority teachers to serve in schools or in site-based leadership roles designed to facilitate the effective transitioning of culturally diverse adolescents with serious emotional disturbances from inclusive secondary educational settings to appropriate postsecondary environments.

Method: Project Excel intends to identify, recruit, and retain culturally diverse special and regular education teachers as part of Hampton University's Master of Arts Program in Special Education. Student cohorts and mentorships will be formed to provide geographical support for trainees. Preservice training of personnel will address the training of regular and special education teachers to work in inclusive settings to improve educational outcomes for culturally diverse students through systemic reform. Training will also address the teacher as leader in transition services for children with severe emotional disturbances, classroom management strategies for students with severe behavioral problems in inclusive school settings, appropriate assessment techniques for these students, promotion of research development activities, and development of parent-school-university collaborative partnerships.

Grant Number:H029G970156

New Master's Level Program Track in Speech-Language Pathology for Adolescents with Language Disorders

Project Director: Cimorelli, Jacqueline M.

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of North Carolina - Greensboro
Department of Communication & Disorders
300 Ferguson Building
P.O. Box 26170
Greensboro, NC 27402
Voice: (336)334-5939

Purpose: This project intends to develop a preservice training program designed to prepare master's level, certified speech-language pathologists to work with adolescents with disabilities.

Method: The project addresses the development of a new specialty program/track in adolescent language development and disorders that will expand the Communication Sciences and Disorders Program's capacity for quality preservice training. Trainees will take courses in speech/language development and disorder-

ders as well as in special education issues in adolescence, and they will be placed in middle and high schools to provide intervention for the underserved adolescent population. Trainees will work collaboratively with public school teachers to meet the needs of adolescents with language disabilities in inclusive settings.

Grant Number:H029G970158

Expanded Master's Level Program to Train Teachers for the Education of Youth with Emotional or Behavioral Disorders

Project Director: Leone, Peter

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of Maryland — College Park
Room 2100, Lee Building
College Park, MD 20742
Voice:(301)405-6489

Purpose: This project is designed to improve the quality and quantity of certified elementary and secondary special educators for students with emotional or behavioral disorders in Maryland and the mid-Atlantic region by preparing master's level elementary and secondary special education teachers to support positive outcomes for students with emotional or behavioral disorders.

Method: The training model will emphasize the following areas: identification and assessment, collaborative relationships with parents and families, multidisciplinary and interagency programming, curriculum and instruction, behavioral support, school reform and accountability, prevention of emotional or behavioral disorders, least restrictive placement and inclusion, and cultural competence. Trainees will complete coursework in special education and allied disciplines with field experiences in a range of school environments to earn a Master of Arts or Education degree and a special education certificate.

Grant Number:H029G970159

Project Team: Interdisciplinary Family-Centered Preparation of Related Services Personnel for Early Intervention Collaboration

Project Director: Jones, Elizabeth L.

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

Western Kentucky University
Department of Psychology 260 Tate Page Hall
Bowling Green, KY 42101
Voice:(502)745-4414

Purpose: The purpose of this project is to meet the increased need for qualified personnel in the areas of social work, school psychology, clinical psychology, speech/communication disorders, and family studies to work with children with disabilities ages birth to five and their families in rural south/central Kentucky.

Method: Students will be recruited from each of the five fields noted above to complete a competency-based area of emphasis in Interdisciplinary Early Childhood Collaboration (IECC), which prepares them to work with young children and their families as part of their entry-level professional preparation program. Students will complete a degree program in their respective disciplines while completing a strand of preparation concentrating on children birth through five with disabilities and their families. This project increases the number of students participating in the area of emphasis in IECC, the number of disciplines represented, the family-centered focus of the course content, the interdisciplinary composition of the faculty, and the opportunities for students from various disciplines to interact in a class setting and through the interdisciplinary faculty team. Approximately 75 students will be trained during the three-year project.

Grant Number: H029G970165

Collaborative Teacher Training through Distance Education Technology

Project Director: Knapczyk, Dennis

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

Indiana University
School of Education
P.O. Box 1847
Bloomington, IN 47402
Voice: (812)856-8148

Purpose: This project supports the preparation of personnel for careers in special education by developing and offering a new teacher certification program through distance education. It would prepare personnel to teach in rural communities and promote full qualification of personnel serving children and youth with learning disabilities, mild mental handicaps, and serious emotional handicaps.

Method: The project will support the Collaborative Teacher Education Program, a distance education program that would increase the quantity and improve the quality of personnel available to teach special education children and youth in rural communities in southern Indiana. The program would prepare school personnel to engage in school-based collaborative planning that assists students with mild disabilities and serious emotional handicaps in becoming successfully integrated in general education settings. The certification program would help reduce the shortage of personnel in rural communities by preparing general educators for careers in special education and giving special educators on emergency licences access to coursework for becoming fully certified. During the three years of the project, approximately 60 teachers would obtain certification.

Grant Number:H029G970170

Interdisciplinary Training for Early Intervention and Preschool Personnel

Project Director: Snell, Martha E.

Beginning Date: Oct 15, 1997

Ending Date: Oct 14, 2000

University of Virginia
Curry School of Education
405 Emmet Street S
Charlottesville, VA 22903-2495
Voice: (804)924-0768

Purpose: The purpose of this project is to improve a preservice personnel preparation program, increasing the numbers and quality of personnel serving infants, toddlers, and preschool children with disabilities and their families. Targeted personnel include early childhood special education teachers and other professional practitioners providing short-term and long-term services.

Method: This graduate training program will prepare teachers of children with low- and high-incidence disabilities, birth to five. Teachers will earn masters' degrees, and some will take individually designed minors as part of their training, including adapted physical education, early childhood, speech/language pathology, audiology, clinical/school psychology, counseling, and nursing. Eight students a year will be enrolled in a two- year early childhood special education program, and eight additional students a year will take a graduate minor addressing core knowledge, interdisciplinary applications, and experience with children and families.

Grant Number:H029G970176

Project COMETS: Collaboration for Maximizing Early Teacher Supports

Project Director: Sears, Sue

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

California State University - Northridge
18111 Nordhoff Street
Northridge, CA 91330-8232
Voice: (818)677-2552

Purpose: The purpose of the project is to promote the early completion of a new credential program for early childhood special education teachers who reflect the increasing cultural and linguistic diversity of the population and to prepare them to support students with disabilities in general education settings.

Method: The project will focus on incentives and recruitment of undergraduate students from diverse cultural and linguistic backgrounds by accelerating the training process and permitting students to begin coursework and field experiences in their senior year with completion following one additional year of post baccalaureate study. The project will also support their development through early field experiences, cohort seminars, and partnerships with collaborating teachers.

Grant Number:H029G970177

**Interdisciplinary Training for Early Intervention Social
Inclusion Facilitators in Special Education, School Psychology,
Audiology, and Speech/Language Pathology**

*Project Director:*Boone, Harriet

*Beginning Date:*Jan 1, 1998
*Ending Date:*Dec 31, 2000

University of North Carolina
School of Education Bynum Hall, Room 300 CB #4100
Chapel Hill, NC 27599-4100
Voice:(919)962-5579

*Purpose:*This project of the University of North Carolina at Chapel Hill intends to develop an interdisciplinary program for masters- level students in special education, school psychology, audiology, and speech-language pathology to prepare them to become social inclusion facilitators in community-based programs for socioculturally diverse young children and their families. The project will link several schools within the university, and interdisciplinary preparation will be provided for 44 students and 30 practicing professionals to learn collaborative consultation skills to fully include children with disabilities and their families in community-based programs and activities.

*Method:*The project will provide opportunities for interdisciplinary students and practicing professionals to engage in seminars and coursework focused on transdisciplinary teaming, collaborative consultation strategies, cultural diversity, social inclusion, and family-centered intervention strategies. It will provide team-based practicum experience in a variety of inclusive early intervention settings. The 44 students participating in the program will obtain full licensure in their respective disciplines with a specialization in early intervention inclusion and will serve children with disabilities in a number of settings, including homes, child care centers, public and private schools, and hospitals and clinics.

Grant Number:H029G970185

**Preparation of Special Physical Educators with an Emphasis on Consulting in
Inclusionary Environments**

*Project Director:*French, Ron

*Beginning Date:*Jan 1, 1998
*Ending Date:*Dec 31, 2000

Texas Woman's University
Department of Kinesiology
P.O. Box 425647
Denton, TX 76204
Voice:(940)898-2582

*Purpose:*The purpose of this project is to prepare special physical educators at the master's level who have completed a 4-year degree in physical education and hold valid teaching certificates in physical education. The preparation will focus on provision of direct services in an inclusionary environment.

Method: The focus of the training is the development of the knowledge and skills of the physical educator interns to provide direct teaching services as well as consultant services. The training will include two new special education courses and weekly internships in inclusive schools. Each year 9 interns will be prepared and over 300 children and youth with disabilities between the ages of 3 and 22 will be served by these interns in inclusive settings.

Grant Number: H029G970187
Urban Initiative for Collaboration

Project Director: Taymans, Juliana

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

George Washington University
2121 I Street, NW, 6th Floor
Washington, DC 20052
Voice: (202)994-3291

Purpose: The Urban Institute for Collaboration project will develop a new teacher education option at The George Washington University, by integrating two separate degree programs, transition special education and secondary education. The project aims to prepare teachers to meet the challenges of inclusive teaching at the secondary level, and engage them in a sustained partnership with an inner city high school to integrate the resources of the teacher education program with the educational reforms happening at that school.

Method: The project is collaboratively planned and will be collaboratively delivered by faculty from Transition Special Education and Secondary Education. The project intends to develop and refine the master's level integrated teacher education program to allow graduate students to be dual certified in secondary education and special education, or to allow those without a specific content background to be certified in special education. The project will provide tuition support for 25 preservice teachers to complete their master's degrees leading either to single or dual certification.

Grant Number: H029G970190
Accommodating Challenges: Training for Inclusion-Oriented Needs

Project Director: Gettinger, Maribeth

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of Wisconsin
Waisman Center on Mental Retardation and Human Development
750 University Ave.
Madison, WI 53706
Voice: (608)265-3474

Purpose: The purpose of Project ACTION (Accommodating Challenges: Training for Inclusion-Oriented Needs) is to improve the preparation of related services personnel to support inclusion of young children with disabilities who exhibit challenging behaviors.

Method: Through ACTION, 48 masters-level students in school psychology, school counseling, and school social work at two University of Wisconsin campuses will participate in a two-semester training sequence designed to improve their current discipline-specific training. ACTION will increase the capacity and quality of related services personnel to accommodate challenging behaviors through an interdisciplinary program that addresses the understanding of inclusion and challenging behaviors, the promotion of collaborative strategies and interdisciplinary training, and work with culturally diverse families and children. Practicum experiences will be provided in inclusive programs that provide educational services for culturally diverse children and families. A training model will be developed that emphasizes reflective, case-based learning and professional decision-making with an emphasis on inclusion of children with disabilities who exhibit challenging behaviors.

Grant Number:H029G970192

T-LINCS

Project Director: French, Nancy

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of Colorado - Denver
Education/TSS CB123, P.O. Box 173364
Denver, CO 80202
Voice: (303)620-4589

Purpose: This project is designed to collaboratively prepare 36 special educators in three years to assume leadership roles in inclusive schools.

Method: The project intends to use innovative methods to recruit 36 students over three years to earn masters degrees in special education and to become teacher-leaders in inclusionary schools. On-site professional development will be provided for general and special educator mentors to supervise program interns. T-LINCS interns will develop teaching portfolios that demonstrate the knowledge, skills, and dispositions necessary to be teacher-leaders in inclusive schools. Mentor teachers will continue to supervise students after the conclusion of the project.

Grant Number:H029G970198

**Project CO-TEEMS: Collaborative Teacher Education for
Middle and Secondary Special Educators**

*Project Director:*Herr, Cynthia

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

University of Oregon
Secondary Special Education and Transition
c/o Research Services & Administration
5219 University of Oregon
Eugene, OR 97403-5219
Voice:(541)346-1410

*Purpose:*This project addresses Component 1: Preparation of Personnel for Careers in Special Education, "New License and Master's Level Project for Secondary Special Education." The purpose of Project CO-TEEMS (Collaborative Teacher Education for Middle/Secondary Special Educators) is to collaboratively train middle and secondary special education trainees with regular education trainees in the skills necessary to teach effectively a wide diversity of students, especially those with disabilities, within regular education settings.

*Method:*A total of 63 middle and secondary special education teacher trainees will be trained across the three years of the project. Through common course work, practicums, and student teaching, preservice special education teachers served by the project will receive training in such areas as effective teaching techniques, effective classroom and individual behavior management techniques, techniques for collaboration, learning and metacognitive strategies, adolescent development and self-direction, the connections between assessment and instructional planning, multicultural education, and legislation which impacts regular and special education teachers.

Grant Number:H029G970199

**Training School Counselors to Work with Urban Culturally and
Linguistically Diverse Exceptional Education Students**

*Project Director:*McEachern, Adriana

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

Florida International University
College of Education
University Park
ZEB 241A
Miami, FL 33199
Voice:(305)348-2096

*Purpose:*The purpose of this project is to recruit and train 30 school counseling graduate students who are racially, culturally, and linguistically diverse and/or who have a background or interest in working with exceptional students.

Method: Ten students will be recruited each year of the project for the Exceptional Student Education Specialization Track of FIU's M.S. in Counselor Education, School Counseling program, which emphasizes collaboration among students, faculty, families, schools, and the community as well as clinical field experiences in culturally diverse urban schools.

Grant Number: H029G970200

Project Special P.E. 2000: A Master's Preservice Training Grant in Special Physical Education

Project Director: Henderson, Hester

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of Utah
Department of Exercise and Sport Science
300 South 1850 East, Room 259
Salt Lake City, UT 84112
Voice: (801)581-7964

Purpose: The purpose of this project is to modify the existing special physical education program in the Department of Exercise and Sport Science at the University of Utah by revising and expanding coursework and elective opportunities to integrate the competencies of special physical educators.

Method: The program will combine a strong theoretical, non- categorical, competency-based training program with quality field-based practicum experiences. More practicum opportunities will be included in the program across a wide variety of disabilities, ages, locales, cultural backgrounds, and socioeconomic levels. A peer professional mentoring program will be developed and will include mentoring with a physical therapist, an occupational therapist, and related service personnel. A professional development program will be developed to provide training to regular educators, special educators, and physical educators.

Grant Number: H029G970207

A Team Approach to Training Early Intervention and Preschool Personnel in Speech-Language Pathology

Project Director: Weddington, Gloria

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

San Jose State University
P.O. Box 720130
San Jose, CA 95172-0130
Voice: (408)924-3699

Purpose: This project intends to train 15 students a year in the master's degree program in Communications Disorders and Sciences at San Jose State University to serve as early interventionists for communicatively impaired infants, toddlers, and preschoolers.

Method: Three cohorts of trainees will be provided extensive opportunities for both on-campus and off-campus experiences at different agency settings, including various departments in the university as well as local school districts, regional centers, and private and public nurseries and preschools. Trainees will be involved with families at all phases of training. They will take on a number of roles appropriate to the discipline of speech-language pathology and will be part of teams in other roles as appropriate for dealing with high incidence disabilities.

Grant Number: H029G970209

Orientation and Mobility Highway (OMH) Project

Project Director: Huebner, Kathleen M.

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

Pennsylvania College of Optometry
Graduate Studies 1200 W. Godfrey Avenue
Philadelphia, PA 19141-3399
Voice: (215)276-6093

Purpose: This project represents a collaboration between the Pennsylvania College of Optometry and the State Departments of Education, Educational Resource Centers, and local school systems in Oklahoma, Oregon, West Virginia, and Wisconsin. The purpose of the project is to increase the quantity and quality of professionally trained orientation and mobility therapists to serve infants, toddlers, children, and youth with visual and multiple disabilities.

Method: The College will offer a three-year Summer Certificate Program in Orientation and Mobility (O&M) Therapy to prepare certified teachers in vision impairment for related services certification in O&M. The College will provide the project curriculum and instructional materials, resources for recruitment and admissions, faculty time for mentoring and advising, and teleconference programming and resources. By the end of the grant period, a minimum of 40 individuals are expected to be certifiable O&M therapists and an additional 40 entered into the second three-year cycle.

Grant Number:H029G970210

**Project Options: An Interdisciplinary Outcome-Based Training Program for
Preparing Early Childhood Personnel**

Project Director: Grisham-Brown, Jennifer

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of Kentucky
Research Foundation
College of Education
201 Kinkead Hall
Lexington, KY 40506
Voice:(606)257-7909

*Purpose:*The purpose of this project is to expand and improve current early childhood special education training programs to prepare personnel to work with young children with and without disabilities and their families in inclusive settings.

*Method:*Program plans will be individually designed based on an assessment of each student's current skills and professional goals and needs. Courses offered through the project will also be taught using alternative formats such as distance learning, compressed video, weekend and night courses, and summer institutes in order to recruit students who might not otherwise be able to attend. The project will focus on developing partnerships with families by including family members as mentors and co-instructors.

Grant Number:H029G970214

Project APEX (Adapted Physical Education Excellence)

Project Director: Decker, Jim

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

East Carolina University
Dept. of Exercise and Sport Science
75 Minges Coliseum
Greenville, NC 27858-4353
Voice:(252)328-0001

*Purpose:*This project, Project APEX, addresses Component 1: Preparation of Personnel for Careers in Special Education. It will emphasize the preparation of adapted physical educators to work collaboratively with regular physical educators to meet the needs of children with disabilities in inclusive settings. It improves the existing East Carolina University Adapted Physical Education Training & Research Program.

*Method:*The project incorporates a competency-based training model stressing theoretical constructs and experiential learning to provide high quality preservice training through state-of-the-profession pedagogical and practical experiences. It will infuse strategies for including students with disabilities in regular physical education classes across graduate curricula and provide meaningful assistance to regional local education agen-

cies and organizations serving children with disabilities. As a result of the project, twelve qualified adapted physical education specialists will be prepared and placed to serve students with disabilities.

*Grant Number:*H029G970215

ACCK Preservice Early Intervention Program

*Project Director:*Rosenkoetter, Sharon

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

Associated Colleges of Central Kansas
Special Education
210 South Main Street
McPherson, KS 67460
Voice:(316)241-7754

*Purpose:*This project, a collaborative effort of the Associated Colleges of Central Kansas, intends to recruit promising students into a preservice specialization in early childhood special education and give them the disciplinary and interdisciplinary competencies to serve infants and toddlers with special needs and their families. It will also recruit social work students and similarly train them to work in early intervention, and it will develop improved practicum experiences in national environments to prepare students to work effectively in early intervention.

*Method:*To help meet the focus of the project, interdisciplinary coursework, seminars, and practica will guide the early childhood students in family services coordination and the social work students in practices appropriate for families of infants and toddlers with special needs. The project will participate in state and national systems for cooperative planning and dissemination in order to share a validated, innovative model and to match program graduates with early intervention vacancies.

*Grant Number:*H029G970225

A Collaborative Program to Prepare Early Intervention and Early Childhood Special Education Personnel

*Project Director:*Rule, Sarah

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

Utah State University
Center for Persons with Disabilities
6800 University Blvd.
Logan, UT 84322-6800
Voice:(801)797-1987
Fax:(801)797-3944
E-mail: s_rule@cpd2.usu.edu

*Purpose:*This project addresses the critical need to prepare additional early intervention and preschool special education personnel in Utah and to improve the quality of their preparation by training them to work collaboratively with regular educators in inclusive settings.

Method: The project will support preservice preparation that includes a core of special education courses, practica in inclusive settings, and specific transdisciplinary preparation and experience with faculty from disciplines within and outside of education. The project will also support recruitment of students from rural areas and students from culturally and linguistically diverse backgrounds who are underrepresented in Utah's teaching force. Graduates from the program will become certified in early childhood education and early childhood special education and will also qualify for early intervention credentials.

Grant Number: H029G970231

Improved Graduate Program to Prepare Special Educators to Support Students with Emotional and Behavioral Disabilities in Regular Education Classrooms

Project Director: Fox, Wayne L.

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

University of Vermont
University Affiliated Program of Vermont
College of Education
340 Waterman Building
Burlington, VT 0 5405
Voice: (802)656-4031
Fax: (802)656-1357
E-mail: wfo x@zoo.uvm.edu

Purpose: This project is designed to prepare special educators to educate students with serious emotional disturbance in general education settings, to build a capacity for serving these students in their local schools and communities, particularly in rural settings, and to provide support to their families.

Method: This competency-based program is designed to accommodate part-time and full-time trainees in rural areas. Each trainee will participate in intensive practicums focusing on school-based and family-based intervention services for students with serious emotional disturbance. Coursework can be applied towards an M.Ed. degree or a Certificate of Advanced Study beyond the master's.

Grant Number:H029G970237

Project ACT: Arizona Cross-Categorical Training Project

Project Director: Bos, Candace S.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Arizona
Department of Special Education & Rehabilitation
P.O. Box 210069
Tucson, AZ 85721
Voice: (520)621-0938
Fax: (520)621-3821
E-mail: cbos @u.arizona.edu

Purpose: The Arizona Cross-Categorical Teacher Preparation Project (Project ACT) is a new teacher certification program that will include the addition of cross-categorical certification while continuing certification in the disabilities area. It is designed to meet teacher shortages in the fields of learning disabilities (LD) and emotional and behavioral disorders (EBD) and to prepare teachers for this new cross-categorical certification.

Method: Project ACT will prepare 30 to 35 special educators who are qualified to teach in resource and inclusive settings as well as to educate students with severe LD or EBD in more restrictive settings. The project will expand the number and use of professional development partnership sites, develop a rural site to address the needs and competencies of teachers in rural settings, and strengthen the skills and competencies in the areas of collaboration, diversity, and technology. Special education teachers will be prepared for cross-categorical certification to effectively work in consultative and resource service delivery models and in either LD or EBD. The project will develop a model of personnel preparation through a partnership with the local school district and will include three professional development sites.

Grant Number:H029G970238

Project INTERFACE III: Interdisciplinary Preparation of Bilingual/ESL Learning Disabilities Teachers and Diagnosticians

Project Director: Fletcher, Todd

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Arizona
Dept. of Special Education and Rehabilitation
P.O. Box 210069
Tucson, AZ 85721-0069
Voice: (520)621-0939

Purpose: The purpose of Project Interface III is to recruit and train 25 to 30 educators to serve Hispanic and Native American students with special learning needs. Personnel trained under this project will be able to assume the role of educational diagnostician and/or teacher of limited English proficiency/bilingual students with disabilities in a variety of educational settings.

Method: The program of study is based on interdisciplinary preparation in several departments at the University of Arizona. Students will be provided with preservice training, with coursework in special educa-

tion, learning disabilities, bilingual education, and English as a Second Language that reflects current research-based assessment and intervention practices. Trainees will be provided with a variety of public-school experiences in inclusive and other settings involving the provision of services to students from culturally and linguistically diverse backgrounds with learning disabilities. They will also participate in clinical and academic settings with Hispanic and Native American students with learning disabilities and they will collaborate with general and bilingual educators to learn how to best meet the needs of these students in general and bilingual education classrooms.

*Grant Number:*H029G970240

**New Master's Level/Certification Project for Uncertified Bilingual
Special Education Teachers in a Low Performance
Difficult-to-Staff Urban School District**

*Project Director:*Gregory, James

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

St. John's University
School of Education and Human Resources 8000 Utopia Parkway
New York, NY 11439
Voice:(718)990-6456

*Purpose:*This project of the School of Education and Human Services of St. John's University in New York intends to start a master's level teacher certification project for uncertified bilingual special education teachers in a low-performance, difficult-to-staff urban school district. The project will address the shortage of these teachers in this environment and how to better meet the special needs of culturally and linguistically diverse exceptional (CLDE) children by recruiting teachers into the program and by enhancing the professional knowledge and skills of minimally credentialed teachers of CLDE children.

*Method:*The project will recruit 20 teachers who are bilingual and currently teach children and youth with disabilities in an urban New York district but who possess only minimal credentials for New York City and who lack New York State certification. They will be matriculated into the master's level program in Bilingual Special Education as part of this project. There, they will be provided with systematic and ongoing literacy and test-taking skills training to enable them to more successfully complete all required New York State teaching certification examinations by the end of the project.

Grant Number:H029G970243

Preparing Teachers to Provide Educational and Transitional Services to Youth with Learning Disabilities and/or Emotional and Behavioral Disorders

Project Director: Tankersley, Melody

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

Kent State University
Educational Foundation and Special Services
405 White Hall
Kent, OH 44242
Voice: (330)672-2294
Fax: (330)672-2512
E-mail: MTAN KERS@educ.kent.edu

Purpose: The purpose of this project is to create a Personal Planning Partnership that focuses on providing teachers with experience in school-based academic interventions, transition planning and coordination of field-based experiences, and collaboration with families and agencies in order to improve secondary and postsecondary outcomes for students with learning disabilities and students with emotional/behavioral disorders.

Method: Graduate students in the Special Education Masters degree program and the Center for Innovation in Transition will participate in coursework and field experiences that will focus on delivery of services to students with LD and EBD to prepare them, as school-based professionals, to design, implement, and evaluate curricular packages that include specific strategies to reach academic, vocational, social, behavioral, and personal goals for these youth.

Grant Number:H029G970244

Teaching Elementary School Students with Serious Emotional Disturbances (TESSED)

Project Director: Dembinski, Raymond J.

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

Northern Illinois University
College of Educational Psychology and Special Education, Graham Hall
DeKalb, IL 60115
Voice: (815)753-8443

Purpose: This project will prepare masters-level students to become elementary teachers for students with serious emotional disturbances (SED). Selected students will take part in a one-year, full-time intensive experience leading to a master's degree, as well as needed skills and appropriate state certification.

Method: The trainees will master competencies built around teaching skill and knowledge areas needed for excellence in teaching elementary students with SED in inclusive and alternative school settings. Extensive field experiences will be provided through three practicum courses in schools where students with SED are receiving appropriate education. Trainees will also receive instruction and training in inter-agency collaboration and family involvement with professionals from other disciplines.

Grant Number:H029G970245

**Coordinating Health Services under IDEA: A Training Program for
Medical Students and Pediatric Residents**

*Project Director:*Tada, Wendy

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

University of Hawaii
University Affiliated Programs 2530 Dole Street, Sakamaki D200
Honolulu, HI 96822
Voice:(808)956-4453

*Purpose:*The goal of this project is to improve and enhance the Medical School and Pediatric Residency Training Programs at the Burns School of Medicine at the University of Hawaii, with a focus on children with disabilities and the role of physicians in educational settings. Medical professionals will be trained to support the education of these children by assisting school personnel to overcome barriers to serving children with disabilities with significant health concerns in school settings.

*Method:*Components of the program will include: introductory/awareness training for first-year medical students, core knowledge and collaborative roles under IDEA for second-year students, application of knowledge and skills in educational settings for third-year medical students, and specialized training in an interdisciplinary practicum in rural school settings for fourth-year medical students and pediatric residents. The project is projected to train approximately 500 medical students and/or pediatric residents over the three years.

Grant Number:H029G970252

**A Transdisciplinary Approach to Preparing Professionals to
Work Collaboratively Providing Orientation and Mobility/Independent
Living Skills Services in Inclusive Settings to Children and
Adolescents with Visual Impairments**

*Project Director:*Hawkins, Brucie

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

Northern Illinois University
College of Educational Psychology and Special Education
DeKalb, IL 60115
Voice:(815)753-8455

*Purpose:*Through this project, the Department of Educational Psychology, Counseling, and Special Education at Northern Illinois University plans to extend its commitment to meet the needs of children and adolescents with severe visual impairments through the expansion of the scope of its personnel training program for related services personnel. The approach will combine the preparation of 27 master's level professionals to provide services in orientation and mobility with their training to provide independent living skills to children and youth with visual disabilities in inclusive settings.

Method: The project will provide year-round training for two cohorts of preservice participants, and a summer-based program for certified special educators of children with visual disabilities. Participants will acquire the academic and practical skills training to earn master's degrees and to be certified as O&M instructors. Graduates will participate in transdisciplinary training, a collaborative approach to instruction that will provide shared responsibility for adaptations and modifications and a joint ownership of students and student progress. The project will promote increased professionalism by introducing new technologies into the coursework.

Grant Number: H029G970254

Personnel Preparation

Project Director: Sniezek, Karen M.

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

California State University - Stanislaus
801 W. Monte Vista Avenue
Turlock, CA 95382
Voice: (209)667-3502

Purpose: This project, through new credentialing programs, addresses the shortage of fully credentialed special educators in California, where a large number of children and youth with disabilities are being taught by personnel with emergency permits or credential waivers.

Method: California State University at Stanislaus will develop two new credentialing programs in special education for mild and moderate disabilities and for moderate to severe disabilities. Trainees in these programs will be trained to work collaboratively with general educators to meet the needs of infants, toddlers, children, and youth with disabilities.

Grant Number: H325G980001

On-site Program to Prepare Special Education Teachers: A School-University Partnership for the Rural Arizona/Mexico Border Region

Project Director: Ver Velde, Ray

Beginning Date: Jan 1, 1998

Ending Date: Dec 31, 2000

Northern Arizona University
Center for Excellence in Education Box 5774
Flagstaff, AZ 86011
Voice: (520)523-2127

Purpose: This project addresses Component 1: Preparation of Personnel for Careers in Special Education; focus: New Program to Prepare Preservice and Inservice Teachers in Rural, Multicultural, Inclusive Settings. The project addresses the critical shortage of special education teachers for the classrooms of the Southern Arizona border region, with the focus on the rural area surrounding the border community of Nogales, Arizona. It is a new three-year preparation program designed to prepare teachers to provide high quality special education services to minority children in rural areas. Graduates will be prepared to

implement inclusive education practices in classrooms and to provide an interface between bilingual and special education programs.

Method: Coursework for the program will be delivered by resident university project faculty and other faculty members from the Center for Excellence in Education at Northern Arizona University. Undergraduate students will complete internship assignments under the direction of mentor teachers while also completing coursework on-site in local schools. Coursework will lead to a degree and dual certification in special and elementary education. The program will serve approximately 30 preservice educators as well as 30 in-service teachers specially trained to enhance their teamwork and leadership skills as educators and as mentors for student interns. An assistive technology component will be integrated into the preservice and inservice training.

(84.029K)
Special Projects

Grant Number: H029K940085

**Project SUCCESS Aims to Provide Technical Assistance and Information
Each Year to 50 Project Directors of Newly Funded DPP Projects**

Project Director: Smith, Deborah

Beginning Date: Aug 1, 1994

Ending Date: Jul 31, 1999

University of New Mexico
Dept Special Ed
1634 University Blvd, NE
Albuquerque, NM 87131
Voice: (505)277-7226

Purpose: Project SUCCESS stands for Serving Under-represented Colleges through Colleagues' Efforts and Support for Self-determination. It will assist new grant holders from minority institutions in implementing high-quality projects funded by the OSEP Division of Personnel Preparation (DPP). Experience suggests that ongoing technical assistance is necessary for many institutions whose faculty members are receiving a grant for the first time. Project participants (grant holders) will be selected by means of a criterion-based system. Project SUCCESS includes four components: * Knowledge production and dissemination; * An annual project directors' meeting and topical seminars; * Individualized support services from colleagues; and * Project evaluation. Each year, the project will sponsor and coordinate a project directors' meeting in Washington, DC. The format and agenda for these meetings will be developed from needs assessments. Several regional topical seminars will also be held each year. High-priority topics for these seminars, determined through consumer input, will be repeated in various regions of the United States, while other topics will be offered less frequently. Colleagues of this project will be experienced personnel from minority institutions who will be trained by Project SUCCESS. Each colleague will be assigned to deliver individualized support and assistance to three grant holders. Each year, it is anticipated that 12 first-time DPP grant holders and 6 others referred by DPP project officers will receive these services, for a total of 90 grant holders across the project's five-year duration. The final component, product development and dissemination, will have impact on the largest number of DPP grant holders from minority institutions, with the potential for serving at least 250 projects over five years. A wide range of products (flyers, newsletters, electronic mail, disseminables of various lengths, computer programs, videotapes, and manuals) will be developed on a range of topics relevant to the work of the project and its constituents.

Grant Number:H029K940092

Assistive Technology Training for Early Childhood Personnel

Project Director: Wilcox, Jeanne

Beginning Date: Aug 1, 1994

Ending Date: Jul 31, 1999

Arizona State University
Dept Speech & Hearing
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Tempe, AZ 85287
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Purpose: This project will provide personnel involved in inservice and preservice early childhood special education with the competencies and strategies necessary to facilitate the inclusion of assistive technology across the early childhood curriculum. Three major assistive technology components will serve as the focus of training efforts: adaptive play, computers, and augmentative communication devices. The project relies on a public-private partnership that includes an interagency, inter-network design in order to develop and field test a personnel training model that brings about interdisciplinary collaboration and integration of assistive technology across the early childhood curriculum. Four major activities will be undertaken to achieve this purpose: * Inservice training of interdisciplinary personnel teams, including early childhood special educators, speech and language pathologists, physical and occupational therapists, administrators, and early childhood educators; * Provision of intensive field-based internship experiences for preservice personnel; * Independent replication of assistive technology methods and procedures by trained personnel teams; and * Development, field testing, and dissemination of packages of training materials. Over the course of this five-year project, the plan is to provide information and strategies in assistive technology across the early childhood curriculum to 20 interdisciplinary preservice personnel teams and 160 interdisciplinary early childhood personnel teams (including speech-language pathologists, physical and occupational therapists, early childhood special educators, and early childhood educators or child development specialists). As a result of these efforts, it is anticipated that a minimum of 648 children with disabilities will directly benefit from project activities. Project efforts begin with direct training of local personnel teams and provision of preservice internship experiences. Through an independent replication-evaluation-revision process, training activities will be systematically shared to statewide, regional, and national personnel teams.

Grant Number:H029K940107

**Allnet - A National Training Network for Inclusive Schools -
A Special Projects Application**

Project Director: Bender, William

Beginning Date: Aug 1, 1994

Ending Date: Jul 31, 1999

University of Georgia
621 Boyd
Athens, GA 30602
Voice:(706)542-4586

Purpose: The purpose of ALLNET is to increase the quantity and quality of training available to mainstream and special educators so that these teachers will have the skills necessary to include students with disabilities in all aspects of education. ALLNET will be an inclusion training network of live and interac-

tive satellite teleconferences for a five-year period. The project will develop a minimum of 15 two-hour live broadcasts featuring background information on inclusion, debate on current issues regarding inclusion, and collaborative teaching strategies for regular and special education teachers. The ALLNET teleconferences will feature presentations and applied assignments to be conducted in each participant's classroom. The speakers featured on each telecast will include nationally recognized scholars, as well as teachers and parents. On-site facilitators at each downlink location will assist the participants with interactive activities which reinforce telecast content. Participants across the United States will be able to call in their questions and comments to the presenters during the live telecast. The Georgia Center for Continuing Education at the University of Georgia is providing the television production facilities and the satellite uplink. During Year 1, ALLNET will (a) establish 100 downlink sites (30 in Georgia and 70 across the nation); (b) produce three teleconferences; and (c) train 6,000 teachers.

*Grant Number:*H029K940132

**Adapted Physical Education Professional Enhancement
Program Through Technology**

*Project Director:*Bowers, Louis

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

University of South Florida
School of Physical Education
Ped 214/4202 E. Fowler Avenue
Tampa, FL 33620
Voice:(813)974-3443

Purpose: This project will develop a distance learning and multimedia program for use in university and continuing professional preparation of teachers who provide physical education programs for students with disabilities. Over a five-year period, the project will develop 12 videotapes, with print material and a multimedia program for use by school systems and universities. Video and multimedia production will be accomplished by WUSF-TV, a public broadcasting station. The videotapes will be disseminated through the established I'M SPECIAL Network and State Department of Education contacts. For each of the first four years of the project, 50 master videotapes will be distributed to State Departments of Education to make copies for distribution.

Grant Number:H029K940161

Training Personnel for the Education of the Handicapped

Project Director: Kohler, Paula

Beginning Date: Aug 21, 1994

Ending Date: Aug 20, 1999

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Purpose: This five-year project will identify and organize competencies needed by secondary-level teachers and rehabilitation personnel relevant to planning and delivering transition services for youths with disabilities. Additional purposes include the development and evaluation of a conceptual model of transition-related competencies and national dissemination of the model. Concept mapping (a structured conceptualization process) will be used with a national sample of education and rehabilitation professionals to identify, organize, and evaluate the conceptual model of competencies. Initially, a comprehensive literature review will be conducted to identify current knowledge of transition-related competencies. A preliminary list of competencies will be developed. Using survey techniques, the national sample will then be asked to add to the list of competencies and, subsequently, to organize and rate them. Multidimensional scaling and cluster analysis will be conducted to create a conceptual framework of competencies in the form of concept maps. Finally, the concept maps will be evaluated statistically and by study participants. Products will include a document featuring the conceptual framework and a detailed listing of the competencies, and a manuscript of the study and its findings.

Grant Number:H029K940181

Parent/Professional Partnership Project

Project Director: Campbell, Kathleen

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

Matrix: A Parent Network
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Purpose: MATRIX is a parent-administered Family Resource Center that brings the parent perspective more fully into the national inclusion effort. Its goals for this project are as follows: * To alter the traditional approach to teacher education by directly involving parents of children with disabilities as architects and implementors of preservice, inservice, and technical assistance materials for graduate students, as well as educators in the field; * To create and institutionalize the partnership between these parents and professionals within the organizational setting of the University so that promotion of meaningful involvement of parents in the education of their children continues beyond the life of the project; * To structure the parent-professional partnership to promote successful inclusion of children with disabilities in the regular school environment and society; and * To increase collaboration of parents of disabled and nondisabled children, teachers, administrators, institutions of higher education, and private agencies. By working collaboratively with San Francisco State University (SFSU) and Sonoma State University (SSU) to develop this project, MATRIX serves as a model for other parent organizations to increase family involvement in their children's education. Parents will co-teach the required Elementary Mainstreaming course

662 at SFSU to at least 120-150 regular education graduate students in Years 2 and 3 of the project, with the intention of institutionalizing this relationship. SFSU will develop guidelines to allow parents to become co-teachers and lecturers in the Department of Education. In Year 4, SSU will also offer a revised preservice class for 60-80 graduate students and similarly constituted teaching teams composed of parents and faculty members, institutionalizing the parent position at SSU in Year 5. The same parent-faculty teams will also provide needed inservice and technical assistance for teachers, administrators, and other parents already confronting issues related to mainstreaming and full inclusion. Several school districts are participating in the development and field tests of materials and methods for the inservice and technical assistance for at least 40 regular educators, administrators, and parents. During Year 3, additional rural districts will also become involved in field testing, modifying, and evaluating the materials and methods for a minimum of 20 teachers and administrators.

*Grant Number:*H029K950055

Unlocking Futures: A Preservice Masters Program to Prepare Educators to Prevent Dropout & Delinquency among At-Risk Youth with Disabilities

*Project Director:*Kochhar, Carol

*Beginning Date:*Jun 1, 1995

*Ending Date:*May 31, 1999

George Washington University
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Voice:(202)994-1536

*Purpose:*Increases in violent and aggressive behavior in the school setting are on a sharp rise and are expected to contribute to growing numbers of youth with disabilities being removed from regular classrooms and placed in alternative educational programs. In 1990, almost 350,000 students in the nation dropped out of high school, and a disproportionate number of them were from special education. Research has shown a high incidence of disabilities among violent and pre-delinquent youth and has demonstrated a strong link between juvenile delinquency and learning disabilities. In addition, the number of youth on juvenile probation in public schools is on the rise. Although figures vary, a significant portion of these students in crisis have been, or were at one time, identified and served as special education students with learning disabilities. These trends suggest that the public school system — even with the additional educational interventions provided by today's special educators — is accomplishing too little too late for a sizable portion of our youth. These at-risk students need alternative, innovative educational and social-cognitive interventions to teach them functional, vocational, and interpersonal skills linked to a continuum of community health and social services for themselves and their families. New strategies are needed to help educators to break the cycle of academic and social failure that leads to high school dropout and juvenile delinquency, and often from there to social dependency and criminality. Since 1983, George Washington University's Adjudicated Youth/Special Education Master's Program has emphasized education in correctional settings. Responding to new research, the faculty have initiated a shift from a correctional-remediation-rehabilitation model to a school-based prevention model for identifying and intervening earlier, before youth become delinquent or drop out of school. This new interdisciplinary 42-hour master's degree preservice training project focuses on the needs of children and youth in grades 4 through 12 (ages 8-21) who have been or could be identified as at risk, and who are in need of specialized or alternative education services. The training program emphasizes: * Early identification of at-risk youth in the elementary and middle school years; * Proven innovations in social-cognitive educational interventions; * Dropout prevention and outreach strategies; * Prevention of violent and delinquent behaviors; * Programming and services that support transition to adulthood; and * Community-based diversion and re-entry programs. The project will lead to special education certification for 27 students over three years, in

three cohorts of 9, and will recruit adults with backgrounds in education and human services who have experience serving troubled children or youth, aiming to aggressively seek out students from traditionally under-represented groups. Faculty from the fields of special education, vocational-technical education and transition, psychology, family services and social work, sociology, human services, criminology, and law will provide relevant interdisciplinary course work that incorporates knowledge and skills for adapting school and facility-based education to meet the social-cognitive needs of at-risk youth and young offenders. This will be integrated with full-time structured internships in one of two alternative education settings to create an intensive 15-month immersion experience that will train teachers to be effective change agents in the lives of our most challenging youngsters. Trainees will develop an understanding of the link between learning and social development and build the skills to break the spiraling cycle of academic and social failure that plagues these youngsters. Specifically, they will build necessary competencies to: * Thoroughly understand and accurately identify the nature and needs of at-risk special needs children; * Expertly reach through behavior and emotional problems to teach these youngsters the academic, vocational, and interpersonal skills they need; * Effectively communicate and collaborate with family, school, and community resources to relieve stress and provide opportunities for success; * Successfully transition these students to less restrictive settings and/or into the adult world of work. To facilitate the project, The George Washington University has entered into partnerships with the District of Columbia Public Schools Superintendent's Student Efficacy initiative, the National Learning Center/Capital Children's Museum Options School, and the For Love of Children (FLOC) Learning Center. Graduate student interns will work with these programs in alternative educational settings serving at-risk special needs children and youth, aged 8 to 18. Student interns will both teach and support the development process and assist schools in reaching the eight National Education Goals. The staff will document the project's processes and outcomes and will disseminate these through linkages with the National Dropout Prevention Center, national networks for alternative education, the Correctional Education Network, and the National Goals 2000/Goaline Office which is located in the Graduate School of Education and Human Development at The George Washington University.

*Grant Number:*H029K950103

Positive Behavioral Support: Preparing Personnel to Assist Students in Transition to Inclusive School & Community Settings

*Project Director:*Schall, Carol

*Beginning Date:*Sep 16, 1995

*Ending Date:*Mar 15, 1999

Virginia Commonwealth University
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*Purpose:*This project will develop, field test, and disseminate a training model, with both inservice and preservice components, that will improve the preparation of school personnel and others working with transition-age students who have severe disabilities and challenging behaviors. The training model will incorporate the philosophy and techniques of positive behavioral support, person-centered planning, transdisciplinary team action planning, and three state-of-the-art technologies that enhance effective educational planning for students with disabilities and challenging behaviors. Recipients of training will include general and special educators, related service personnel, family members, community service providers, school and agency administrators, and university faculty and students. Through the inservice component of the project, a series of training and technical assistance sessions will be provided to positive behavioral support teams organized around individual students in three different localities in Virginia.

This will allow assessment of the replicability of the project in the state and nation by examining the influence of such factors as geographic location of schools (urban, suburban, and rural); participation of various school and community personnel in training; and racial/ethnic diversity of populations. Ongoing technical assistance beyond the life of this project will be provided in collaboration with an existing network of university technical assistance centers that provide support to school personnel. In addition, the project will also make training available to school administrators and supervisors from community agencies to help them create an organizational culture that enhances the probability of successful transition experiences for students with severe disabilities and challenging behaviors. The preservice component of the project, offered to graduate students from multiple disciplines, will consist of an interdisciplinary graduate-level course drawing on the actual experiences of teams who have developed and implemented positive behavioral support plans through the inservice training. Required practice placements will be in school systems that have received the inservice training. To introduce faculty to the concepts of positive behavioral support, and to present methods for infusing relevant content into existing courses, a Faculty Institute will be offered, and a positive behavioral support Instructor's Manual will be developed. Through this project, it is expected that at least 108 school personnel and other direct service providers, administrators, and family members; 20 university students; and 30 university faculty members will receive training. In addition, 18 pupils will have positive behavioral support plans implemented in their schools, homes, and communities. Other general and special educators, related service providers, family members, and students with disabilities will also benefit through planned generalization of the training and ongoing technical assistance to all sites throughout the duration of the project.

*Grant Number:*H029K950136

Preparing Paraeducators To Work With Children & Youth Who Have Special Education Needs Including Limited English Proficiency

*Project Director:*Pickett, Ann Lou

*Beginning Date:*Sep 1, 1995

*Ending Date:*Oct 31, 1998

City University of New York
Research Foundation
25 West 43rd St. Room 620
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Voice:(212)642-2948

*Purpose:*Across the country, para-educators are integral members of instructional teams that provide education and transition services for students with disabilities and other special needs, including those who have limited English proficiency. Despite increased reliance on para-educators in roles that are evolving and becoming more complex and demanding, opportunities for their inservice and preservice training in most school districts are not available. Nor are there partnerships among state departments of education, local education agencies, and institutions of higher education in most states to develop articulated systems for providing training and career development for para-educators. With the assistance of the Transition Services Training Program at California State University- Long Beach, the National Resource Center for Paraprofessionals in Education and Related Services will conduct this national significance project to: * Develop, evaluate, and produce competency-based instructional materials to prepare para-educators to work with children and youth with disabilities and other special needs that place them at risk; * Produce a monograph that will highlight new and emerging articulated approaches for training and career development for para-educators who come from language minority heritages; and * Conduct a national dissemination effort to share materials developed by the project with various audiences who can benefit from

them. This project will undertake materials and curriculum development activities that will increase the availability of skilled personnel to work with children and youth with disabilities and their families.

*Grant Number:*H029K950157

Expertise in Special Education: Special Thinking in Special Settings

*Project Director:*Palmer, Douglas

*Beginning Date:*Sep 1, 1995

*Ending Date:*Aug 31, 1999

Texas A&M University
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*Purpose:*In the last ten years, the construct of expertise has been used as a fruitful heuristic for describing the classroom behaviors and cognitions of effective teachers. However, this body of research has traditionally focused on instruction within the regular classroom; there are few studies that have examined expertise in special education teachers. Knowledge of this expertise is particularly important, given the rapidly metamorphosing role of special education and public education and the changing demography of students receiving special education services. For example, due to recent educational initiatives, learners with special needs are increasingly being included in general education classrooms. Special educators are, as a result, often called upon to serve in a consultation service role in the education of students with disabilities. There is therefore a strong need to investigate the skills that novice special education teachers must have to meet the educational needs of mentoring students with disabilities and the changing demands of their educational roles. This project has three objectives: 1. Developing a knowledge base of identified expert special educators who work with culturally and linguistically diverse students with mild to moderate disabilities; 2. Field testing expertise teacher training materials and activities by incorporating them into a teacher education program; and 3. Evaluating and disseminating results of the project. During the first year, activities will identify expert teachers of exceptional learners with mild to moderate learning problems and conduct an in-depth study of these teachers. The data gathered from the practicing expert teachers will be analyzed both qualitatively and quantitatively, and a description of these expert special education teachers will be generated. Activities during the second year will (a) verify and expand upon the first-year findings, using a larger sample of special education teachers; (b) observe and analyze the instruction of special education student teachers; (c) develop videotapes and curriculum materials that focus on expert instruction by special educators; and (d) disseminate the findings from the first project year. Activities of the third year will (a) incorporate, as a pilot test, the descriptions of expert teachers developed during Year 1 into a master's level course for prospective special education teachers entitled "Developing Expert Instruction"; (b) examine the effects of the pilot course on special education student teachers; (c) compare these results with those of student teachers who are not exposed to these concepts; and (d) disseminate nationally the results of the project to other teacher educators and researchers.

Grant Number:H029K960017

The Paraeducator Communication Training System

Project Director: Glover, Barbara

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

Utah State University - Logan
SKI-HI Institute 809 North 800 East
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Purpose: This project will develop, field-test, and disseminate a new, effective training system to deliver basic instruction to paraeducators about communication with children, ages three to eight, with sensory impairments. A series of concise, self-instructional training modules that are cost-effective and convenient for use by paraeducators will be developed. The benefits will be to strengthen the capacity of paraeducator/teacher teams to meet the needs of children with sensory disabilities and to use technology to substantially increase access to these important training services.

Method: The project objectives include: 1) choose communication topics for the new training modules; 2) create, formatively evaluate, revise, and package 30 short, effective, practical training modules; 3) distribute and install the training modules in schools for paraeducator/teacher use; 4) ensure coordination among all service providers, including regular educators; and 5) conduct follow-up and evaluation of the effectiveness of the training modules. The SKI-HI Institute and other facilities at Utah State University will provide support services. The distribution of the training modules to Utah schools and revision will be based on evaluative input from 30 Utah paraeducators and teachers prior to national dissemination.

Grant Number:H029K960023

Right from the Start: Partners in Education

Project Director: Rosenkoetter, Sharon

Beginning Date: Jan 1, 1997

Ending Date: Dec 31, 2000

Associated Colleges of Central Kansas
Dept. of Special Education
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Purpose: This project describes the development, validation, dissemination, and initial replication of an innovative, interdisciplinary, collaborative model for preservice/in-service preparation for personnel to work in natural settings with infants, toddlers, and children through grade five (including those with and without disabilities) and their families in a rural area. The model will make a significant contribution to national thinking related to higher education programs for early intervention, general and special education, nursing, and social work, as linked to schools, early childhood programs, and community services for children and families.

Method: The model that results from the project will be widely replicable in rural areas throughout the nation. It will show higher education departments how to develop a system to collaborate with one another

and with early childhood programs, public schools, community agencies, and families to deliver site-based professional education. Anticipated outcomes of the project are as follows: 1) the model for personnel preparation and school-university-community partnerships will be validated and disseminated to audiences that can implement it elsewhere; 2) modifications in teacher education and preservice nursing and social work will occur in participating institutions as the benefits of cross-disciplinary collaboration and field-based personnel preparation become obvious; and 3) improved services to consumers (i.e., infants, toddlers, and children, and their families) will result from the cross-age nature of this project.

*Grant Number:*H029K960032

Project UTEM-2: Unified Teacher Enhancement Model

*Project Director:*Thorp, Eva

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

George Mason University
Center for Human Disabilities
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Voice:(703)993-2035

*Purpose:*The purpose of this project is to provide new ways of thinking, learning, and responding for approximately 90 inservice and 100 preservice teachers working with diverse infants, toddlers, and young children with disabilities and their families in inclusive community settings. The goal of the project is to develop training materials for early childhood personnel who serve culturally, linguistically, and educationally diverse children (birth through age eight) and their families. The training modules will integrate the knowledge base of four fields: multicultural education, bilingual/ESL education; early childhood special education, and early childhood education. The project's rich collection of more than 200 critical dilemmas confronting early education personnel teaching culturally, linguistically, and ability diverse children and their families will form the basis for interactive training opportunities in a CD-ROM format.

*Method:*This project builds upon George Mason University's Unified Teacher Education Model (UTEM-1) preparing early childhood and early intervention preservice teachers to work in diverse community settings. In the first year, the project will develop and pilot the program, develop an individual self assessment, and produce the first four modules focusing on cultural diversity, inclusion, families, and collaboration. In the second year, the project will develop and field test the second four modules focusing on development, language, assessment, and curriculum. Throughout the project, critical teaching dilemmas and strategies for systematic problem solving supportive of an integrated perspective will be selected and incorporated into an interactive CD-ROM format.

Grant Number:H029K960060

Family Consultant Training—The FCT Program

Project Director: Bunse, Carol

Beginning Date: Jan 1, 1997

Ending Date: Dec 31, 1999

Western Oregon State College
Teaching Research Div.
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Purpose: The project will take best practices content that project staff have successfully presented in workshop format, add new information and competencies, and develop comprehensive individualized follow-up and evaluation. The project will develop, evaluate, and disseminate training in the following core areas to help early intervention service providers translate the law into practice: normal child development; family dynamics and family-centered services; non-intrusive assessment of families and their infants and toddlers with disabilities that is culturally sensitive; translation of assessment information into a family focused IFSP where the family is an integral part of the development process; collaboration with multiple agencies to develop a team approach to service provision; provision of high quality services to children and families including the use of activity based instruction, use of a variety of culturally sensitive instructional strategies, appropriate tracking of infant/toddler progress and transition to the next environment. The project specifically addresses the absolute priority related to the inservice preparation of personnel to work with infants and toddlers with disabilities and their families, including children of families considered minorities. The project also addresses invitational priority c through its focus on teams of teachers and long term individualized follow-up.

Method: The individuals targeted for this training include: early intervention/early childhood special education consultants; sample of families receiving services; support staff such as physical, occupational and speech therapists; psychologists and nurses; programs such as Head Start that may provide services to infants with disabilities as well as typical children. Over the three years, the project will develop inservice training that will translate into continuing education graduate credits at two levels: 1) 120 individuals will be trained at Teaching Research in the family consultant model with individualized follow-up training and 2) the most significant aspect of this project will be the program's focus on the preparation of 30 locally-based trainers at the state, regional and national level who will carry the program forward after the grant has been completed. The project proposes the development of sophisticated training materials that will support the locally based trainer as they bring the Family Consultant Training program to local early intervention professionals. Local trainers will be able to provide accessible and affordable training to the currently employed professionals as well as offering continuing education credits.

Grant Number:H029K960062

Teaching Cases for Special Education Teacher Preparation

*Project Director:*Epanchin, Betty

*Beginning Date:*Sep 1, 1996

*Ending Date:*Aug 31, 1999

University of South Florida
Dept. Of Special Education
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Tampa, FL 33620
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*Purpose:*This project will address the need for teaching cases and case-based instruction in teacher education by developing, evaluating (field testing), and nationally disseminating 54 teaching cases that will aid in the attainment of knowledge by preservice and inservice teachers. The teaching cases will be organized around the knowledge areas/competencies that The Council for Exceptional Children (CEC) has identified as necessary for teachers who work with children and youth with disabilities and their families.

*Method:*The teaching cases will be written by trained case writers who will use classroom teachers from all over the United States as case informants for the cases. The national dissemination of the project results will be accomplished in part by the establishment of a National Special Education Cases Clearinghouse that will be accessible through the Internet as well as by mail. In addition, the project will host a national conference on case-based instruction and teaching cases. The conference will further disseminate the project results and will provide networking opportunities for professionals interested in case-based instruction and teaching cases.

Grant Number:H029K960069

An Early Intervention Training Curriculum on Parent-Child Relationships

*Project Director:*Pianta, Robert

*Beginning Date:*Jan 1, 1997

*Ending Date:*Dec 31, 1999

University of Virginia
Curry School & Medical School
173 Ruffner Hall 405 Emmet St.
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*Purpose:*The project will develop, field-test, and disseminate broadcast-quality video-text curriculum materials (VHS, CD-ROM, World Wide Web) designed to train parents and early intervention professionals to enhance parent-child and family relationships for infants and young children with disabilities. There are modules for five topics: 1) understanding patterns of family adaptation to the needs of infants and toddlers with a disability or chronic illness; 2) reading the interactive cues of infants and young children with disabilities or illnesses; 3) increasing functional support to enhance the quality of play and exploration in infants and young children with disabilities or illnesses; 4) increasing professionals' skill and sensitivity in delivering feedback to parents and family members regarding a child's diagnosis; and 5) understanding strategies parents use to adapt to receiving a diagnosis or feedback regarding the child.

Method: Core video material for each of these five topics will be tailored to three groups of consumers: families (parents), early intervention professionals (educators and allied health professions), and medical professionals (physicians, nurses). The families on whom the video materials are based include a number of minority groups. Roughly 20% of all subjects are African-American, 2% Asian, and 2% Latino. The Beach Center will link the project with the Fiesta Educativa state organizations to translate the materials into Spanish, and will be available to review the materials for cultural and ethnic issues.

Grant Number: H029K960081

Project RIME: Providing Early Elementary and Special Education Teachers with Preparation in Reading Instructional Methods of Efficacy

Project Director: Bos, Candace

Beginning Date: Aug 15, 1996
Ending Date: Aug 14, 1999

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Purpose: This project is designed to develop, field test, and disseminate a model of professional development that is designed to increase the knowledge and skills of early elementary and special education teachers, at both the preservice and inservice levels, in teaching early reading to children at risk for reading failure. The model is composed of two major features: a three-unit course (Early Reading and Spelling Interventions for At-Risk Learners); and a mentor program to support teachers as they integrate the knowledge and skills learned into their classrooms, including classroom visits, peer coaching, group discussions, and interchange via e-mail and electronic communications.

Method: The three-year project has three phases: 1) during phase one, the course and mentor program will be developed with effective methodologies and technologies, piloted to 20 preservice and inservice elementary and special education teachers, and coordinated with the partnership site, Project TIME (Training and Instruction Methods of Efficacy), a privately funded professional development project in early reading for teachers in Vermont; 2) during phase two, the course and mentor program will be implemented with approximately 20 elementary and special education teachers in two school districts in Tucson, Arizona, and approximately 25 preservice elementary and special education teachers attending the University of Arizona at the campus in Tucson or the rural campus in Sierra Vista, and systematically evaluated by the Vermont partnership site; and 3) during the third phase, the model will be replicated in the participating school districts and at the University of Arizona with 35 additional inservice and preservice teachers. The model will also be implemented at four national outreach sites. Through this project, 200 special and elementary teachers will develop competencies in teaching early reading to students at risk for reading/learning disabilities through their direct participation in the project at the Tucson, Sierra Vista, and the national outreach sites. Through coordination with the partnership site in Vermont and dissemination efforts, approximately 500 additional teachers will benefit from this project. Findings will be disseminated in the following ways: regional and national conferences, professional literature, electronic networks such as The Council for Exceptional Children's home page, and other avenues within various professional organizations.

*Grant Number:*H029K960091

**Project MEET: Innovative Models and Effective Educational
Tools to Prepare Personnel to Serve Children with Severe
Communication and Multiple Disabilities**

*Project Director:*Ellis, Dawn

*Beginning Date:*Sep 1, 1996

*Ending Date:*Aug 31, 1999

American Speech Language Hearing Association
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Voice:(301)897-5700

*Purpose:*The project will develop, evaluate, and disseminate instructional modules and curricula on best practice and services for infants, toddlers, and young children with severe communication disorders and multiple disabilities, and their families. The modules and curricula will use effective and cost-effective instructional methodologies and adult learning strategies, including interactive videotapes suitable for pre-service as well as inservice training that will potentially impact more than 66,000 speech-language pathologists, special educators, occupational therapists, and other education and early intervention personnel. With thousands receiving and benefiting from the training over the next several years, services could be improved for more than 2 1/2 million children. In particular, there will be direct impact on services for the more than 156,000 children with severe communication disorders and multiple disabilities, including children from multicultural populations.

*Method:*Targeted training areas include: 1) augmentative and alternative communication, 2) swallowing and dysphagia, 3) integrated early intervention, and 4) multicultural issues. Experts, practitioners in the field, and consumers will advise on competencies and course content. Instructional modules and curricula will reflect the latest research findings, current concepts of best practice, and interdisciplinary considerations. Emphasis will be placed on developing the necessary skills and knowledge for learners to be successful in practice-based applications. Instructional media design and delivery methods will address three areas of learning: precourse (e.g., assessment of learner's current knowledge and skills in relation to targeted competencies); during the course (e.g., effective training materials such as interactive videotapes and case study exercises); and post-course (e.g., support and activities to promote carryover of new knowledge and skills). Curricula guides will be developed for preservice use by universities.

Grant Number:H029K960102

**Project TRIAD: Relationships as the Foundation of Early Intervention
Efficacy: A Curriculum to Assist Trainers of Early Intervention Personnel**

Project Director: McCollum, Jeanette

Beginning Date: Jan 1, 1997

Ending Date: Dec 31, 1999

University of Illinois - Champaign
College of Education
109 Coble Hall, 801 S. Wright St.
Champaign, IL 61820
Voice: (217)333-4123

Purpose: The purpose of this project is to develop, field test, and disseminate a series of training modules encompassing 12-15 training sessions to be used as a foundation for preparing early interventionists to employ a triadic perspective and its accompanying strategies in two settings in which close relationships between parent and interventionist have maximum opportunity to develop: parent-child play groups, and home visits. The project will fulfill a critical training need by providing a flexible, replicable model for training early intervention personnel from multiple disciplines to implement a philosophy-based approach to home visiting and parent-child groups. Through these modules, early interventionists of multiple disciplines will strengthen their service provision by explicitly and consciously recognizing and enhancing the foundation of early intervention practice: the relationships between parents and their babies, and the relationships between dyads and interventionists.

Method: The set of modules will be designed for use by 21 inservice trainers and faculty in two-year and four-year colleges who are preparing personnel who may assume a variety of disciplinary roles in early intervention settings. About 30 university students will benefit from the whole curriculum; at least 60 additional preservice and 30 additional inservice trainees will benefit from each module used separately; and as a part of the dissemination activities, a minimum of 100 preservice and inservice trainers will benefit from participation in full one-day conferences on the project training curriculum including a Saturday class format and a weekly teleconference format, and will receive copies of the full curriculum for their own use. Modules will incorporate adult learning principles of active learning and reflection on practice in order to facilitate implementation in applied settings. Each module will include trainer and trainee materials, videotapes to demonstrate what is being taught, and evaluative materials that can be used by trainers to evaluate student attainment of the competencies both within coursework and practicum settings.

Grant Number:H029K960111

**Supporting Change and Reform in Interprofessional Preservice Training
(SCRIPT)**

Project Director: Winton, Pamela

Beginning Date: Oct 1, 1996

Ending Date: Sep 30, 1999

University of North Carolina - Chapel Hill
Frank Porter Graham Child Development Center
Room 300, Bynum Hall
Chapel Hill, NC 27599
Voice:(919)966-7180

Purpose: The project will develop a model that will prepare higher education faculty to serve as leaders in providing and promoting quality interprofessional preservice training in their states, using a systems change approach designed to make a long-lasting and meaningful impact on personnel preparation programs. The goals of this project are the following: 1) to develop and field test a training and technical assistance approach for assisting faculty in making changes at state, community, institution (university/community college), and individual levels related to improving the preservice training available to their students; 2) to systematically evaluate all project methods, activities, and materials; and 3) to disseminate nationwide information on effective strategies for promoting improvements in preservice training.

Method: Approximately 200 state early intervention leaders with preservice personnel preparation responsibilities and 100 to 120 faculty members drawn from multiple disciplines and institutions will participate in a sequence of training activities. These activities include: 1) on-site planning with state leaders to identify preservice problems and generate strategies for solving them; 2) an intensive training institute for state interprofessional higher education faculty teams featuring innovative methods and materials in key early childhood/early intervention content and process areas; 3) resources to support implementation of individual and state technical assistance plans; and 4) three on-site follow-up visits over an 18-month period for follow-up and technical assistance. The following results will occur from this project: 1) increased capacity of institutions of higher education to prepare students for leadership and practitioner roles in the areas of early childhood/early intervention and family support; 2) increased knowledge and skills of community college and university faculty related to using innovative instructional approaches for delivering early childhood/early intervention content in their preservice training programs; and 3) increased linkages among state agencies, institutions of higher education, and consumers relative to preservice personnel at the state level.

Grant Number:H029K960149

Professionals Ready for Educational Partnerships

Project Director: Welch, Marshall

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Utah - Salt Lake City
Dept. of Special Education 1471 Federal Way
Salt Lake City, UT 84102
Voice: (801)581-6019

Purpose: The Professionals Ready for Educational Partnerships (PREP) Project will provide inservice training to teachers to demonstrate the utility and flexibility of innovative instructional materials in traditional preservice settings and in non-traditional settings such as off-campus/distance education sites, school district staff development in urban and rural settings.

Method: The PREP Project will use innovative forms of technology to promote strategies for educational partnerships at several levels: classroom, school-wide, home-school, and school-community. The project will produce a series of video presentations and facilitator-led activities to provide competencies associated with educational partnerships. The project will also use interactive multi-media support through a CD-ROM package which provides tutorials and assessment instruments to assess participants' progress. After developing the training materials, the project will evaluate outcomes and disseminate the materials and training methods.

Grant Number:H029K960162

Reforming Continuing Professional Development: A Modular Approach

Project Director: Ferguson, Dianne

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Oregon - Eugene
Specialized Training Program 5219 University of Oregon
Eugene, OR 97403
Voice: (541)346-2491

Purpose: This project will demonstrate, evaluate, and disseminate an innovative, modular approach to meet the need for continuing professional development of general and special educators to work with increasingly diverse groups of students, including students with disabilities. The project will initiate a program that is responsive to local and regional teacher education needs, aligned with revised state teacher licensure regulations, flexible for individual professional goals whether or not degree-based, supportive of both general and special educators, and accessible to teachers statewide through distance learning technology.

Method: The project will organize identified content areas critical to successful inclusion into flexible sets of "endorsement modules." Each module will consist of a set of courses and field-based applications, focused on one of six areas of specialized knowledge. These modules may be taken as stand alone post-graduate concentrations to supplement the basic teaching credential, or may be combined with a set of graduate core courses for a master's degree in special education. During each year of this three-year pro-

ject, Continuing Professional Development (CPD) Fellowships to 36 practicing general and special educators will be provided. Each CPD Fellow may participate in the "endorsement module" best suited to his or her professional needs, or in a comprehensive master's degree program in special education. Information on the status of the project, its ongoing accomplishments, and its results and outcomes will be disseminated widely through conference presentations and professional publications.

*Grant Number:*H029K960173

The End of Silent Acceptance? Gender Inequity in the Education of Students with Cognitive and Developmental Disabilities

*Project Director:*Wehmeyer, Michael

*Beginning Date:*Oct 1, 1996

*Ending Date:*Sep 30, 1999

The Arc
Dept. Of Research and Program Services
500 East Border St., Suite 300
Arlington, TX 76010
Voice:(817)261-6003

*Purpose:*The Arc, in collaboration with Harilyn Rousso, founder of Disabilities Unlimited and author of "Disabled, Female and Proud!" will operate this project to address the topic of gender inequity in education and lack of attention to this matter by: 1) conducting the foundational research on sex equity in special education needed to move the field of special education toward action, and 2) producing teacher inservice and preservice materials on gender equity to achieve sex equity through education.

*Method:*Research activities involve the conduct of three studies in two areas of gender inequity in the education of students with cognitive and developmental disabilities: 1) identification for and admission to special education services, and 2) delivery of educational services. Results from this research will be disseminated through traditional procedures (articles for professional journals and newsletters, presentation at conventions) and through The Arc's World Wide Web site. A training manual and interactive training component on the World Wide Web for teachers working with students with mental retardation and developmental disabilities will be produced to provide greater awareness of gender equity issues on both a personal and professional level. A textbook will be developed for use in preservice teacher training to provide information on promising and best practices to support gender equity through education.

Grant Number:H029K970003

**Development of an Intelligent Learning Environment for
Training of Clinical Audiology Students**

Project Director: Tharpe, Anne Marie

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

Vanderbilt University
School of Medicine Division of Hearing & Speech Science
21st Avenue South
Nashville, TN 37232-8700
Voice:(615)340-8273

Purpose: This project proposes to complete development of an intelligent learning environment employing artificial intelligence technology for instruction delivery and interaction with students to assist in the clinical training of audiology students. Pediatric audiologists are particularly in need of training programs to help them expediently identify hearing impairment in young children and enroll them in educational programs when it is most advantageous.

Method: The project will provide a problem-based learning curriculum for pediatric auditory assessment, allowing for students to be exposed to a wide range of clinical cases. This program will give access not just to those students located in training programs that are affiliated with large clinical practices but also students who are in rural or remote areas. Through new technologies, which break the isolation of the remote classroom, these students will be able to gain access to a variety of interesting and complex cases.

Grant Number:H029K970025

**Project DISCUSS (Developing Interdisciplinary Teams in
Schools and Communities to Utilize Successful School Strategies)**

Project Director: McClain, Cate

Beginning Date: Jul 1, 1997

Ending Date: Jun 30, 2000

University of New Mexico Health Sciences Center
Center for Development and Disability
915 Camino de Salud
Albuquerque, NM 8713 1
Voice:(505)272-3000

Purpose: Project DISCUSS (Developing Interdisciplinary Teams in Schools and Communities to Utilize Successful School Strategies) proposes to develop, implement, evaluate, and disseminate an innovative new personnel training model for regular educators, special educators, parents, and related services personnel in the process of individualizing educational programs for children with autism. The model includes an 8-week course followed by a 1-week intensive practicum institute. An on-line Internet system will be used for participants to access resources and to participate in inquiry-based conferences.

Method: Teams will be recruited in collaboration with local education liaisons and will be trained using problem-based learning methodology. Teams will include a family member, regular educator, special educator, and other related services personnel. Curriculum will address behavioral and educational issues

pertinent to children with autism. It is anticipated that 70-90 professionals and family members at three sites in New Mexico will participate in the training model. Participants are expected to increase their knowledge about the learning styles and behavior of children with autism and to improve their understanding of the importance of interdisciplinary teaming. A problem-based curriculum, training manual, and video will be developed to support sites wishing to replicate this training model.

Grant Number: H029K970035

Referring and Working with Children with Disabilities: An Inservice Video Curriculum for Child Welfare and Related Personnel

Project Director: Pokorni, Judith

Beginning Date: Oct 1, 1997

Ending Date: Sep 30, 2000

Georgetown University
Child Development Center 3307 M Street, NW, Suite 401
Washington, DC 20007
Voice: (202)687-8635

Purpose: The purpose of this project is the development and use of an effective inservice program designed to provide child welfare personnel with information regarding disabilities such as pervasive developmental delay and autism, neurologic impairments, attention deficit disorder, physical disabilities, and emotional disorders. The program will also provide participants with the ability to take appropriate steps to assure the timely referral of children for evaluation, and when warranted, to effectively work with agencies serving young children with disabilities. It will address the impact of disabilities on families and strategies for improving the family's ability to respond to a child's special needs.

Method: The curriculum will consist of both video and written materials designed to be used in formal training sessions as well as by individuals. The major target audiences for the curriculum are child welfare intake specialists who respond to the initial and ongoing reports of child abuse and neglect, family preservation workers who work intensively with families, and foster care and adoption workers who provide support to families assuming the care of children within the child welfare system. Interdisciplinary training will be conducted in urban and rural settings and will include child welfare personnel as well as individuals working specifically in the area of developmental disabilities, such as special education staff, mental health professionals, and early intervention teams. The project will result in an inservice curriculum including a printed manual and video learning segments that will be available at low cost for use by public and private sector social service agencies and in preservice training in schools of social work.

Grant Number:H029K970048

Sharing Ideas about Teaching Effectively: Preparing Effective and Collaborative Teachers of Students with Disabilities

Project Director: Campbell, Pamela

Beginning Date: Sep 28, 1997

Ending Date: Sep 27, 2000

University of Connecticut
School of Education 249 Glenbrook Road, U-64
Storrs, CT 06269-2064
Voice: (860)486-0200
Fax: (860)486-0180

Purpose: The goal of this project is to improve the preparation of personnel to educate children and youth with disabilities through the development and dissemination of a database of tactics for Sharing Ideas about Teaching Effectively (SITE).

Method: The project will develop a database of effective teaching tactics for teachers of students with disabilities in general education classrooms; implement a process for ongoing communication and collaboration among teachers of students with disabilities; evaluate the effectiveness of the project in promoting the adoption of these practices; and disseminate project materials, processes, and data so that the project can be replicated nationally. The computerized database of information and teaching tactics will be based on the content of university courses and school-based clinic experiences and will be organized according to grade content and type of learning need.

Grant Number:H029K970052

Supporting Young Children through Collaboration: An Inservice Approach

Project Director: Beckman, Paula

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

University of Maryland - College Park
Office of Research Administration & Advancement
Room 2100 Lee Building
College Park, MD 20742
Voice: (301)405-6492

Purpose: This project is designed to provide inservice training to promote increased collaboration among those who work with young children with special needs. Intensive and sustained inservice training will be provided to promote collaboration between special education, regular education, related services personnel, and families.

Method: Project personnel will meet with administrators of various programs and agencies who provide services to young children with disabilities to discuss the specific needs of their program or agency with respect to improved collaboration and to identify potential teams who will be invited to participate in the inservice training. Teams will receive support to attend a two-week summer institute focused on collaboration strategies. Dissemination of the results of this project will be achieved at a state and national level through the development of a series of training modules that specify an approach to collaboration which

can be used by teams from schools and other organizations that provide services for young children with disabilities.

Grant Number:H029K970071

Project Na'nitin (To Learn)

Project Director: Allison, Sherry

Beginning Date: Oct 1, 1997

Ending Date: Sep 30, 2000

University of New Mexico Health Sciences Center
Center for Development and Disability 915 Camino del Salud
Albuquerque, NM 87131- 5020
Voice:(505)272-0388

*Purpose:*The primary goal of Project Na'nitin (To Learn) is to maximize the knowledge and skills of Navajo paraprofessionals to work more effectively with children with special needs and their family members.

*Method:*The project will conduct research in the areas of intervention techniques and traditional Navajo beliefs and treatments; develop culturally relevant and linguistically appropriate modules on intervention techniques and methods for Navajo paraprofessionals to use with Navajo children and families; provide inservice training activities for Navajo-speaking paraprofessionals and parents; and disseminate the training modules and products at local, state, and national levels. The training modules will include reference and resource materials, case studies, hands-on activities, and visual support materials wherein Western techniques and methods will be merged with Navajo beliefs and practices.

Grant Number:H029K970081

Comprehensive Positive Behavior Support Approach

Project Director: Sugai, George

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

University of Oregon
College of Education
5219 University of Oregon
Eugene, OR 97403-5262
Voice:(541)346-3560
Fax:(541)346-5689

*Purpose:*The purpose of the Comprehensive Positive Behavior Support (CPBS) Project is to train personnel to function effectively and efficiently within the structures and processes needed to support all students who present severe behavior challenges, especially those students whose behaviors disrupt the general education environment and who are frequently excluded from regular education settings. The project intends to provide regular and special educators with a team-based inservice and preservice approach to personnel preparation that will emphasize opportunities for increasing educators' educational, behavioral, and organizational capacity to meet the needs of all children with serious behavioral challenges.

Method: Over the three years of this project, nine to fifteen preservice teachers will receive specialized training in comprehensive behavior support, resulting in certification or an advanced graduate degree from the University of Oregon. During this period, the knowledge and skills of up to 300 inservice personnel will be enhanced in the provision of behavior support for students who present severe behavior challenges.

Grant Number: H029K970088

**Teacher and Paraprofessional Teams:
Strategies for Building Them and Sustaining Them**

Project Director: Pickett, Anna Lou

Beginning Date: Jul 1, 1997

Ending Date: Jun 30, 1999

City University of New York
Graduate School & University Center
25 West 43rd Street, Room 620N
New York, NY 10036
Voice: (212)642-2948

Purpose: This project, working under the guidance of an advisory panel representing a cross section of SEA, LEA, and IHE personnel and other stakeholders, will provide leadership and break new ground in the arena of personnel preparation. Project outcomes will provide policymakers and practitioners with information they can build on to improve the contributions that paraeducators make to the quality of education and related services for students with disabilities.

Method: Project goals are to develop model standards for paraeducator roles, supervision, and preparation; parameters for appropriate paraeducator responsibilities; prototypes for comprehensive systems of paraeducator training and professional development; and a model paraeducator credentialing system with components that recognize distinctions in roles and a hierarchy of skills and knowledge required for different levels of positions. The project will produce a report on the project results that includes these guidelines, standards, and models, and will disseminate it to state departments of education and other audiences who can benefit from the methods.

Grant Number: H029K970089

Virtual Resource Center in Behavioral Disorders

Project Director: Fitzgerald, Gail

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

University of Missouri
Office of Sponsored Program Administration 310 Jesse Hall
Columbia, MO 65211
Voice: (573)882-0566

Purpose: This project will develop personnel preparation training materials in behavioral disorders utilizing interactive multimedia and telecommunications technologies to be used in preservice and inservice

education programs to enhance problem solving abilities of teachers and other service providers. The project is a collaborative effort between faculty of the University of Missouri-Columbia and Arkansas State University.

Method: The project will produce a compact disk and accompanying software concerning behavioral disorders. The programs will include instruction and management, assessment and planning, classroom observation practice, and perspectives. Training support will be provided via the Internet using listserv discussion groups, chat groups, virtual conferences, and a Web site including materials, findings, resource links, and teacher home pages.

Grant Number: H029K970090

**Up to PAR: The Implementation and Maintenance of Comprehensive,
School-Wide Discipline Programs for All Students**

Project Director: Rosenberg, Michael

Beginning Date: Oct 1, 1997

Ending Date: Sep 30, 2000

Johns Hopkins University
Department of Special Education
Room 100, Whitehead Hall 3400 N. Charles Street
Baltimore, MD 21218
Voice: (410)516-8275

Purpose: The project is designed to deliver on-site, school-based, inservice training in a process-based model that promotes school-wide discipline in inclusive schools; to provide an ongoing, user-friendly, technologically enhanced system of support for maintenance of the project's behavior management procedures; and to disseminate the procedures and outcomes to a broader segment of the educational community.

Method: The project will build on several years of successful work in training inservice personnel in school-wide behavior management. School-based training will be delivered in 12 local schools that have implemented an inclusive service delivery model and that have experienced conduct that impedes the learning of all students in the class. The training will lead to the development of a comprehensive school-wide behavior management plan for all students. User-friendly, technologically enhanced supports will help ensure the maintenance of the plan and provide additional training and support. The methods will be developed into a manual with an accompanying CD-ROM as well as being presented on a Web site.

Grant Number:H029K970100

Accommodating Challenges: Training for Inclusion-Oriented Needs

*Project Director:*Gettinger, Maribeth

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2000

University of Wisconsin System
Waisman Center on Mental Retardation and Human Development
750 University Ave.
Madison, WI 5 3706
Voice:(608)265-3474

*Purpose:*The goal of the ACTION Project is to develop, evaluate, and disseminate a preservice and inservice training program to increase competence among regular and special educators and related services personnel to address challenging behaviors of young children with disabilities in inclusive classrooms.

*Method:*The ACTION Project targets four specific competency domains: 1) conducting a functional analysis of challenging behaviors, engaging in performance monitoring, and planning empirically validated interventions for classroom and home settings to support inclusion; 2) functioning collaboratively as members of interdisciplinary teams; 3) building family-professional partnerships; and 4) facilitating inclusion of children from ethnic minorities and children from economically disadvantaged families. The project intends to develop a comprehensive and integrated training curriculum that targets four domains of knowledge and skills necessary for successful inclusion of young children with disabilities who exhibit challenging behaviors, and it will disseminate the ACTION training program on a statewide, regional, and national basis through diverse outlets and training media.

Grant Number:H029K970103

Stepping In: Building Inclusion Teams that Promote Success

*Project Director:*Doll, Elizabeth

*Beginning Date:*Aug 1, 1997

*Ending Date:*Jul 31, 2000

University of Colorado - Denver
Sponsored Programs Campus Box 123, P.O. Box 173364
Denver, CO 80217-3364
Voice:(303)620-4589

*Purpose:*Through a year-long residency experience, this project will prepare teams of regular and special educators to recognize the regular education classroom contexts that predict the success of fully included students with disabilities, provide them with tools to foster these contexts, and train them in broad contextualized strategies for solving inclusion problems when they occur.

*Method:*Multidisciplinary teams of residents will be drawn from several programs at CU-Denver. Residents will work with teams of mentor teachers to create inclusionary classroom contexts that foster high levels of student self-efficacy, create caring and authentic relationships between teachers and their students, promote self-management and self-control among students, support student self-determination, foster effective peer relationships, and strengthen home-school collaboration.

Grant Number:H029K970113

Project Case-Link

Project Director: Singer, George H.S.

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

University of California
Graduate School of Education
Santa Barbara, CA 93106-9490
Voice: (805)893-2198

Purpose: This project will develop and pilot a case- and problem-based-learning special education course that brings together trainees from various programs within the University of Santa Barbara. The workshop course will become a national model to develop, test, and disseminate the instructional strategy for preparing preservice and inservice regular and special education teachers to develop the knowledge, attitudes, and team problem-solving skills needed in the current environment of school reform to more successfully implement inclusive education for children with disabilities.

Method: Specifically, the project will design, develop, test, and disseminate two components: a case- and problem-based multi professional training course, and an interactive World Wide Web-based support package that will be capable of supplementing traditional introductory special education courses. The project, assisted by a national consortium of 20 teacher training colleges and universities, is expected to be a national effort with immediate and prominent effects and replication.

Grant Number:H029K970122

**Project LIGHTS (Language and Intelligence:
Grappling with Hard to Teach Students)**

Project Director: Westby, Carol

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

Wichita State University
College of Education 1845 Fairmount
Wichita, KS 67260
Voice: (316)978-3240

Purpose: The goal of Project LIGHTS (Language and Intelligence: Grappling with Hard to Teach Students) is to enhance the ability of school psychologists and speech-language pathologists to work together to conduct assessments of difficult-to-assess students with cognitive and language impairments and accompanying social-emotional-behavioral difficulties. The purpose of these assessments is to identify what facilitates and what compromises a child's performance and to use the knowledge gained in assessment to develop effective interventions.

Method: Project LIGHTS will develop three interactive CD-ROMs with manuals which will demonstrate strategies for conducting ethnographic interviews with parents and teachers, for assessing difficult to teach students, and for using assessment information to develop intervention plans. The interactive CD-ROMs will be used to educate speech-language pathologists and school psychologists, specifically the following groups: graduate students in their degree programs, professionals attending their state conventions,

professionals in rural districts (via interactive television), and other professionals who independently use the CD-ROMs and manuals.

Grant Number:H029K970124

TECH for TOTS: Assistive Technology for Infants and Young Children

Project Director: Aller, Sonia K.

Beginning Date: Oct 1, 1997

Ending Date: Sep 30, 2000

Children's Hospital Los Angeles
USC University Affiliated Programs 4650 Sunset Blvd., MS#53
Los Angeles, CA 90027
Voice: (213)669-2300

Purpose: The purpose of Tech for Tots is to increase the preservice training capacity of university-based personnel preparation programs and the inservice training capacity of state and federal service coordinating agencies, service provider agencies, and University Affiliated Programs nationwide.

Method: The project goal is to produce a disseminable, modular, multidisciplinary curriculum based on developmentally and educationally appropriate practices, which will improve the competencies of all personnel serving infants and young children with assistive technology needs, including occupational therapists, speech and language pathologists, nurses, psychologists, social workers, physicians, service coordinators, family resource specialists, and early intervention specialist personnel. To accomplish this goal, the project will develop, field test, and disseminate a curriculum (instructional material and video tape) comprised of five modules. Formal linkages with various educational entities in California will facilitate adequate testing of the curriculum for preservice and inservice audiences and full statewide impact.

Grant Number:H029K970125

**Parents in Personnel Preparation: A Statewide Model for
Involving Parents in Instructional Roles**

Project Director: Mahoney, Gerald

Beginning Date: Sep 1, 1997

Ending Date: Aug 31, 2000

Children's Hospital Medical Center of Akron
Family Child Learning Center One Perkins Square
Akron, OH 44308
Voice: (330)633-2055

Purpose: The purpose of this project is to build on several previous efforts in Ohio by developing a statewide model for promoting greater levels of participation in personnel preparation by parents of children with disabilities. The project will focus on developing the following components: parenting skills, access to parents, and faculty receptiveness to parent participation. The project is a cooperative effort among hospitals and educational institutions.

Method: The model to be developed by the project intends to train and mentor parents to serve as partners with faculty from a variety of disciplines across Ohio and it will provide incentives for higher education faculty to incorporate these parents as partners. A strategic plan will be developed and implemented for leveraging ongoing financial support for parent participation. Materials will be developed to be used by parents serving in instructional roles, and these materials will be disseminated nationally.

Grant Number: H029K970133

Cultural Interfacing: Preparation of Personnel to Work with Native Americans

Project Director: Seikel, J. Anthony

Beginning Date: Aug 16, 1997

Ending Date: Aug 15, 2000

Washington State University
Department of Speech & Hearing Sciences
Washington State University
201 Daggy Hall
Pullman, WA 99164- 2420
Voice: (509)335-0111

Purpose: This project addresses the shortage of qualified individuals to provide speech, language, and hearing services to Native Americans by recruiting qualified Native American students committed to serving the Native American population and by preparing these students to take on service and leadership roles.

Method: Through an innovative clinical delivery model that provides an extension of Native American culture into the academic setting, Native American and non-Native American students will work as members and leaders of cross-disciplinary, multicultural teams. The project establishes a critical mass of Native American students within the department from which students derive psychosocial support that acknowledges this community-focused element of the culture and which is extended through professional mentorship and academic instruction. The project will support a total of 12 Native American students, six of whom are expected to receive bachelor's degrees and five of whom are projected to receive master's degrees. The project will develop a series of three interactive multimedia units in compact disk format to be distributed broadly.

Grant Number:H029K970187

**Enhancing the Skills of Inclusion and Special Education Teachers
Working with Students Who Display Challenging Behaviors**

Project Director:Lignugaris-Kraft, Ben

Beginning Date:Nov 1, 1997

Ending Date:Oct 31, 2000

Utah State University
Dept. of Special Education and Rehabilitation
2865 University Blvd.
Logan, UT 84322-2865
Voice:(435)797-2382

Purpose:This project proposes to develop, evaluate, and disseminate an interactive training program for elementary and middle school level inclusion and special education teachers targeting classroom behavior management skills. It will provide preservice and inservice teachers with opportunities to make decisions and practice behavior management skills while working at a computer terminal using a CD-ROM-based program.

Method:Motion video on the CD-ROM will depict common behavior management problems, provide teachers with decisions to be made, and allow them to branch to probable outcomes based on their decisions. The video program will be accompanied by a manual providing practical information on behavior management and instructional adaptation strategies. The project will be disseminated nationwide using the resources available at Utah State University and will be marketed to both special and regular educators working in inclusive classrooms with students who exhibit challenging behaviors.

Grant Number:H029K973002

An Academy: Linking Teacher Education to Advances in Research

Project Director:Meyen, Edward

Beginning Date:Oct 1, 1997

Ending Date:Sep 30, 2000

University of Kansas
Center for Research on Learning 3061 Dole Bldg.
Lawrence, KS 66045
Voice:(785)864-0675
Fax:(785)864-4149
E-mail:elm @ukans.edu

Purpose:The purpose of this project is to improve instruction by infusing research-based interventions into the teacher education curriculum and making them available to practicing teachers.

Method:Researchers and teachers from across the country will help select research to be translated into instructional modules which will be developed in print and electronic media. The instructional programs on research-based interventions will be designed to assist faculty members in moving from their current teaching styles to methodologies that are more performance-based, tied to the realities of the classroom, and use emerging technologies. A common thread of this project is the use of technology to enhance collaboration among faculty, teachers, students in training, and the research community.

Grant Number:H029K973005

**Developing a National Plan for Training Personnel to
Serve Blind and Low-Vision Children**

Project Director: Mason, Christine

Beginning Date: Oct 1, 1997

Ending Date: Sep 30, 1999

Council for Exceptional Children
Research and Development Program
1920 Association Drive
Reston, VA 20191-1589
Voice: (703)264-9431
Fax: (703)264-1637
E-mail: chrism@cec.sped.org

Purpose: This project intends to conduct a national needs assessment and develop a strategic plan to improve services for students who are blind or have low vision.

Method: This project will work with a national advisory board and other key stakeholders to reach consensus regarding national needs and means for solving problems in the recruitment and preparation of personnel for teaching students who are blind or have low vision. The project will employ a variety of methodologies to achieve its goals, including national surveys of teachers and field-based specialists, phone surveys, focus groups, literature reviews, and a strategic planning session with follow-up consensus-building activities.

(84.029L)
Preparation of Educational Interpreters

Grant Number: H029L940004

Educational Interpreters Preparation Project

Project Director: Guilford, Arthur

Beginning Date: Aug 1, 1994

Ending Date: Jul 31, 1999

University of South Florida
4202 E Fowler Ave
Tampa, FL 33620
Voice: (813)974-2006

Purpose: This project has been cooperatively developed between community colleges that currently offer Associate degrees in Interpreter training, and the University of South Florida, which proposes to implement a bachelor's level Educational Interpreter Training degree program. This project has the following goals: * To provide incentives for the recruitment of participants, including: tuition stipends; delivery of prerequisite and required coursework; practica placements on campus and off campus in public schools and agencies in urban and rural settings; and job placement assistance; * To provide prerequisite and required course modules, with adaptations to meet the needs of working interpreters with Associate of Arts degrees and to respond to the schedules of school personnel in both rural and urban settings; and * To increase participation of African American and Hispanic trainees. In addition to the development of a strong Educational Interpreting curriculum, this project has capitalized on already strong departmental course offerings through the Department of Communication Sciences and Disorders at the University of South Florida. This plan is based on the principle that qualified interpreters for the deaf and hard of hearing must possess a broad and sufficient educational background and knowledge of signs and codes to interpret effectively for children who are developing their knowledge base and language skills. Therefore, the Educational Interpreting Program will incorporate coursework in Education, Interpretation for the Deaf, Communication Sciences and Disorders, and the Liberal Arts. The project incorporates three tracks for recruiting, training, and retention. * Track 1 is designed for the student with an Associate of Arts degree in Interpretation for the Deaf from a recognized community college or junior college. * Track 2 is designed for the student with an Associate of Arts degree from a recognized community or junior college, but who does not have a concentration in Interpretation of the Deaf. * Track 3 is designed for the student who has completed 60 hours at a four-year baccalaureate granting institution. Students entering the Educational Interpreting Program from Tracks 2 or 3 will have to present evidence of satisfactory completion of courses or proficiency in American Sign Language.

Grant Number:H029L940011

Educational Interpreters Preparation Project

*Project Director:*Taff-Watson, Myra

*Beginning Date:*Oct 1, 1994

*Ending Date:*Sep 30, 1999

University of Arkansas
Little Rock, AR 72204

*Purpose:*The University of Arkansas-Little Rock Interpreter Training/Education Program (TIP) has a successful history in provision of preservice and inservice interpreter education and training, both institutionally and under grants from the Rehabilitative Services Administration and the Office of Special Education Programs. The current project will enable the University to meet the guidelines recommended by the National Task Force on Educational Interpreting and to: * Offer the revised Associate of Arts degree in Interpretation, American Sign Language/English, with a new emphasis on educational interpreting; * Seek options for implementation of a baccalaureate degree in Interpretation, ASL/English, with an emphasis on educational interpreting; * Sponsor 50 full-time degree traineeships to increase the number of new qualified educational interpreters; * Sponsor 100 traineeships for educational interpreters during specialized summer institutes conveying competency-based modules to upgrade their skills for certification requirements by developing their core of knowledge in deafness, education, and interpreting; and * Train, or upgrade the knowledge of, 100 general education teachers and related personnel who work with students who are deaf, deaf-blind, or hard of hearing, regarding the role of educational interpreters. This project works closely with school districts, the State Department of Education/Special Education; the Arkansas School for the Deaf; the Research and Training Center; rehabilitation agencies; and related education, consumer, community, and parent resources in identifying and meeting needs for educational interpreter training.

Grant Number:H029L940013

Educational Interpreters Preparation Project

*Project Director:*Kranis, Joann

*Beginning Date:*Aug 1, 1994

*Ending Date:*Jul 31, 1999

City University of New York
CUNY Research Foundation
31-10 Thomson Ave.
Long Island City, NY 11101
Voice:(718)482-5313

*Purpose:*The LaGuardia/Lehman Educational Interpreter Preparation Program is a joint effort between these two institutions. The program is structured in an articulated format. A two-year Associate of Arts degree in Deaf Studies will be offered at LaGuardia, and a bachelor's degree in Interpreting with a minor in Interpreting in Educational Settings, and a Master's option, will be offered at Lehman College. The Associate of Arts program in Deaf Studies at LaGuardia Community College will provide a program of instruction that will expose students to a variety of communication modes used by deaf and hard-of-hearing students, develop fluency in Sign Language, and develop an understanding of the special needs of deaf and hard-of-hearing individuals and of the deaf community at large. Students completing the en-route A.A. degree will be prepared to transfer into the B.A. program at Lehman. In addition, if they so choose, they will be qualified to work as paraprofessionals with the deaf population. The Lehman College bachelor's program in Interpreting, with a minor in Interpreting in Educational Settings, will provide the philo-

sophical perspectives, sociolinguistic and psycholinguistic information, understanding of the interpreting process, and comprehensive skills necessary for entry into the field of interpreting in the educational setting. Recruitment efforts will focus on individuals currently working with the deaf population and/or others interested in language, culture, and communication who demonstrate adequate knowledge of the deaf community and proficiency in using Sign Language, as well as graduates of A.A. programs in Sign Language or Deaf Studies. Special efforts are included to attract students from ethnic and racial minority groups, individuals with disabilities, and others who are traditionally under-represented on many college campuses. The master's option, offered at Lehman College, will provide students with more in-depth study in interpreting in the educational setting, and will require additional coursework, such as self-generated research. Recruiting into this program will emphasize individuals currently working with the deaf population who already have B.A. degrees, specifically experienced interpreters who seek to upgrade their skills and broaden their knowledge of the educational setting.

*Grant Number:*H029L950005

Educational Interpreters Preparation Project

*Project Director:*Freeburg, John

*Beginning Date:*Sep 1, 1995
*Ending Date:*Sep 14, 1999

Western Oregon State College
Monmouth, OR 97361
Voice:(503)838-8444

*Purpose:*The Summer Interpreter Education Program (SIEP) is a model for the delivery of educational interpreter training that is effective in increasing the number of qualified classroom interpreters in rural school districts. Federal funds will make it possible to (a) continue the proven components of this training sequence, (b) add a distance learning emphasis, and (c) fully offer the program to the remaining states of Region X (Alaska, Idaho, and Washington). Since 1974, Western Oregon State College has offered programs for the preparation of sign language interpreters for employment in education and rehabilitation settings. The College's Regional Resource Center on Deafness maintains a four-state inservice training program for currently employed interpreters (the Interpreter Education Center) and a preservice program that offers a bachelor of science degree with a specialty in American Sign Language/English Interpretation. In spite of the success of these and other interpreter training programs in Region X, a well-documented shortage of qualified educational interpreters continues in rural school districts. The lack of these specialists in rural areas appears to be related to: * The absence of a local preservice interpreter education program; * The absence of a lead staff interpreter who is trained to provide mentoring, ongoing evaluation, and support; and * The lack of regularly offered, high quality sign language classes to ensure that local individuals acquire sign language proficiency levels necessary to enter interpreter education, either at the inservice, certificate, or degree level. The Summer Interpreter Education Program is designed to assist in relieving these problems in rural communities. The first SIEP objective is to offer educational opportunities for advanced sign language students and beginning-level interpreters who wish to continue their development toward becoming classroom interpreters. Recruitment and publicity strategies focus on rural participants. The second objective is to prepare lead interpreters to become interpreter resource specialists and mentors. These selected staff members are trained to offer individualized evaluation, training, and support to staff interpreters in their respective school districts throughout the school year. The third objective seeks to increase the number of individuals in rural areas whose level of basic sign communication is sufficient to qualify them for participation in interpreter preparation, either inservice or preservice. To accomplish this, the SIEP program staff will promote growth in the number of rural sites where American Sign Language is offered and will also offer advanced training in sign language pedagogy for currently employed sign language educators. In areas where sign language is not currently taught,

individuals will be recruited primarily from the local deaf community to participate in sign language teacher education. Currently, all course work is offered during summers on campus through the Office of Continuing Education and Summer Programs. Individual classes are conducted in one, two, and three-week modules. Credit received may be applied to certificate or degree interpreter education programs. New program expansion activities include the design of a distance delivery component which will reach a greater number of rural and isolated classroom interpreters.

(84.029Q)
**Training Personnel to Serve Infants,
Toddlers, and Preschoolers**

Grant Number: H029Q940002

**Preservice Training of M.A. Level Speech-Language Pathologists to
Provide Appropriate Services to Minority Infants, Toddlers, & Their Families**

Project Director: Campbell, Lynda

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1999

St. Louis University
Department of Communication Disorders
221 N Grand Blvd
St Louis, MO 63103
Voice: (314)658-2948

Purpose: This project will improve the academic and clinical training of speech-language pathologists, in order to improve the quality of services provided to infants and toddlers with disabilities, those who are at high risk of becoming disabled, and their families. The focus is primarily on African American infants and toddlers. St. Louis University's Department of Communication Disorders is the largest graduate program in speech-language pathology in Missouri. It has the largest enrollment of students from under-represented racial/ethnic groups (22 percent) and of undergraduate minority students (15 percent). More than 75 percent of those receiving speech and language services at the University Clinic are also from under-represented populations. Further, the Department has been recognized by the American Speech-Language-Hearing Association as a national model for the multicultural preparation of speech-language pathologists. This project will establish a new preservice emphasis — birth to three — for graduate speech-language pathology students in training. The preservice aspect includes academic and practicum experiences, including two multicultural courses and multicultural infusion throughout the curriculum. Trainees will participate in two specialized courses, a year-long specialized seminar series, and two clinical practicum experiences utilizing a transdisciplinary and family approach to service delivery for infants and toddlers with disabilities, those at high risk of becoming disabled, and their families in the St. Louis metropolitan area. In these practica, students are rotated through two of several service delivery sites, each demonstrating a different service delivery model and set of student responsibilities.

*Grant Number:*H029Q940019

Early Intervention: Recruiting Minorities/Preparing Paraprofessionals & Special Educators

*Project Director:*Bondurant-Utz, Judith A.

*Beginning Date:*Aug 1, 1994

*Ending Date:*Jul 31, 1999

State University of New York
Research Foundation
PO Box 9
Buffalo, NY 14209
Voice:(716)878-5429

*Purpose:*The three priorities of this project are: * Full qualifications for early childhood special educators; * Minority recruitment and retention; and * Paraprofessional training. Financial assistance will be provided for students with undergraduate degrees in special, elementary, or early childhood education or a related service area, so that they may complete the Infant/Preschool Special Education Concentration in the Exceptional Education Department at Buffalo State College within two years. The program will enable them to earn a master's degree and qualify for permanent certification in special education. The principal benefits of the program include: * Acceleration of the typically slow, part-time pace at which the majority of graduate students complete their master's degree at SUNY-Buffalo; and * Provision of immediate and continuing program support to students while they complete their training. The 30-33 semester hour transdisciplinary program may be completed in 1-1/2 years for students with provisional certification in special education and two years for students without provisional certification in special education. Practica will be revised through a mentor/coach approach using college supervisors and cooperating teachers to enhance students' decision-making skills. Providing graduate students with increased opportunities to learn in urban, inclusive settings will be emphasized. Students will be encouraged to become more involved in programs, such as Head Start, to learn more about cultural differences and educating students with disabilities in the least restrictive environment. The project offers recruitment, retention, and training of urban minority students to become certified in special education at the master's level. Emphasis is placed on recruiting persons who are established in urban areas and are likely to remain in those communities. The target population will be at the CAO Head Start Program in Erie County and the Early Childhood Centers of the Buffalo Public Schools. Tuition assistance will be provided for paraprofessionals interested in pursuing an undergraduate degree in special education. By the end of the project's first year, the concentration will have been revised to emphasize inclusive settings with urban minority populations. By the end of the second year, a model for paraprofessional training will be developed and implemented to meet the needs of urban minorities with disabilities in inclusive settings. By the end of the project's second year and each year thereafter, at least eight students will be fully qualified for employment in large metropolitan areas of New York State as teachers of infants, toddlers, and preschoolers with disabilities.

Grant Number:H029Q940024

Preparation of Early Childhood Personnel

Project Director: Stayton, Vicki

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

Western Kentucky University
Dept Teacher Ed
360 Tate Page Hall
Bowling Green, KY 42101
Voice:(502)745-3899

Purpose: This project is preparing personnel to work with children aged 3-5 and their families in integrated settings in rural south/central Kentucky. The primary target groups for the project are: (a) persons who already hold staff positions in integrated early childhood or early childhood special education settings but lack prior training and experience in interdisciplinary practices and want to become qualified to teach in integrated early childhood or early childhood special education programs. The goals of the project are as follows: * To implement a competency-based personnel preparation program at the master's level to prepare personnel to work with children aged 3-5 with disabilities and their families in integrated settings. Through coursework and intensive practica, students will earn a master of arts in interdisciplinary early childhood education, birth to kindergarten. Students will complete a minimum of 33 semester hours specific to competencies derived from recommended content areas of the National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood, 240 clock hours of practica, and three semester hours in the College of Education's basic foundation course requirements. A family systems training approach will be a theme throughout the curriculum. * To implement coursework and practica that are interdisciplinary in nature. Participants will have the opportunity to interact with both students and faculty from related disciplines (psychology, communication disorders, social work, and family studies) through coursework in those areas and practica experiences. The major culminating experience for the program will be participation as a team member in a supervised summer practicum, with at least one student from each of the disciplines of psychology, social work, and communication disorders at the University's Childcare/Head Start Center. * To offer coursework through a program design that meets the needs of persons who are currently employed full time and are thus unable to participate in traditional preservice programs. This will be achieved by offering coursework during the fall and spring semesters in the evening, with individualized practica based at regional sites. Students will attend two five-week summer terms with additional course work and practica. The master's degree will be obtained in a two-year sequence of coursework and practica. * To develop and disseminate quality interdisciplinary early childhood education personnel practices and training materials to other colleges and universities involved in preparing personnel for integrated early childhood programs. Approximately 90 students will participate in training during the five project years. The students will participate in six groups of 15. Financial assistance will be available in the form of stipends to help defray educational costs.

Grant Number:H029Q940026

Early Childhood Speciality Certification for School Psychologists

Project Director: Thurman, Kenneth

Beginning Date: Jul 1, 1994

Ending Date: Jun 30, 1999

Temple University
College Education
Broad St & Montgomery Ave
Philadelphia, PA 19122
Voice: (215)204-6018

Purpose: This project will provide early intervention and early childhood competencies to trainees enrolled in Temple University's School Psychology Program, and also to individuals who are already certified and working as school psychologists up to the full professional standard. The program will enable these trainees to qualify for an Early Intervention/Early Childhood Specialty Certification. Over a five-year period, ten to fifteen students will be admitted per year. They will complete four courses plus a self instructional module for the early childhood specialty. Those already certified in School Psychology will complete a practicum with children under age 5, while those who are completing their School Psychology certification training will complete at least 20 percent of their internship with children under the age of 5. Courses are scheduled so that most students will be able to complete the Early Intervention/Early Childhood specialty program requirements within one calendar year.

Grant Number:H029Q940039

An Early Intervention Emphasis Program for Speech-Language Pathologists

Project Director: Russell, Lorraine

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

Temple University
School Community
Broad St & Montgomery Ave
Philadelphia, PA 19122
Voice: (215)204-1876

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to provide early intervention services for infants, toddlers, and preschoolers (birth through five years) who are either disabled or at high risk of becoming disabled, and their families. These projects must have a clear and limited focus on the special needs of children within the age range and must also include consideration of family involvement in early intervention preschool education. Training projects must have a significant interdisciplinary focus and include attention to training in instructional and assistive technology. Training programs may prepare personnel at the associate, bachelor, masters, and/or specialist levels. Personnel may also be prepared to provide training for, or be consultants to, other service providers, including case managers and parents.

Grant Number:H029Q940045

**Teams Preparing Teams of Personnel to Serve Minority Infants and
Toddlers with Disabilities**

*Project Director:*Lifter, Karin

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

Northeastern University
Div Rehab & Special Ed
423 Lake-360 Huntington Ave
Boston, MA 02115
Voice:(617)373-2485

Purpose: This project concerns a new transdisciplinary preservice training program for early intervention personnel that will (a) increase the number of such personnel, (b) improve the preparation of personnel, and (c) improve services provided by personnel to minority infants and toddlers and their families. Four new transdisciplinary courses and a practicum will be designed and implemented, incorporating: competencies recommended by the Personnel Subcommittee of the Early Intervention Advisory Board; competencies to prepare personnel for team participation; and course components focused on cultural awareness, sensitivity, and intervention expertise. Grounded in problem-based learning, these courses will be team-taught by faculty across the programs, and students will work as teams in practicum placements. Over a five-year period, 50 graduate students will be recruited (approximately 10 each year), with at least 25 from under-represented racial/ethnic groups, from Northeastern University's Bouve College of Pharmacy and Health Sciences programs in special education, school psychology, speech- language pathology and audiology, and physical therapy. These students will receive cross-disciplinary and transdisciplinary education and training through practicum placements in four early intervention settings and one preschool setting in Boston, reaching more than 500 children and their families per year. Project TEAM not only expects to graduate 50 early intervention and preschool personnel, but also to reach additional students through these graduates who will serve as mentors and role models and sustain the program in the future.

Grant Number:H029Q940048

Mentors in ECSE

*Project Director:*Cavallaro, Clair

*Beginning Date:*Aug 15, 1994

*Ending Date:*Aug 14, 1999

California State University - Northridge
c/o Mentors in ESCE
18111 Nordhoff St
Northridge, CA 91330
Voice:(818)885-2596

Purpose: This project addresses the urgent need in California for qualified professionals in Early Childhood Special Education (ECSE) created by recent approval of an ECSE credential by the California Commission on Teacher Credentialing, the expansion of services to preschoolers mandated by Public Law 99-457 Part B, and implementation of Public Law 99-457 Part H mandates. The objectives of the project are: * To develop a model credential training program in ECSE; * To recruit potential ECSE professionals from culturally and linguistically diverse populations and from diverse background disciplines related to early intervention; * To prepare fully qualified ECSE professionals able to: identify and meet the com-

plex, heterogeneous needs of culturally and linguistically diverse children from birth through age 5 with disabilities; work effectively as members of interdisciplinary and transdisciplinary teams; recognize, support, and work effectively within culturally and linguistically diverse family systems; and provide service coordination and advocacy. A course sequence leading to the new California credential authorization in ECSE will be offered to students recruited for this project. This sequence will include coursework and practicum experiences focused on the early implications of various disabilities across all areas of development; assessment techniques in ECSE; innovative instructional and assistive early intervention technology; understanding and working with families from diverse backgrounds; interdisciplinary and transdisciplinary teamwork; low incidence populations; and positive behavioral programming. An emphasis will be placed on strategies for providing services in natural settings and with typical peers. Students will complete up to two supervised internships: one in infant programs (birth to 3) and the other in preschool (ages 3 to 5) settings. An innovative feature of this project is the use of an integrated training model of specific coursework, teaming, mentorship (professional and peer), and supervised practica experiences which will result in highly qualified personnel. The project will provide financial support for 12 new students per year, as well as support for professional and peer mentors and for faculty in recruitment, coordination, and evaluation activities.

*Grant Number:*H029Q940051

The Inclusive Early Childhood Teacher Education Project

*Project Director:*Meyer, Luanna

*Beginning Date:*Sep 1, 1994

*Ending Date:*Aug 31, 1999

Syracuse University
Dept Special Ed
113 Bowne Hall
Syracuse, NY 13244
Voice:(315)443-9651

*Purpose:*Through this project, Syracuse University's new undergraduate Inclusive Elementary and Special Education Teacher Preparation Program (now in its fifth year) will be revised and expanded to reflect pending New York State certification changes in special education and to incorporate birth-5 training and certification. In addition, three cadres of trainees will be identified and supported either directly or indirectly through the project. These will include: * Students enrolled full time in the Inclusive Program who identify a major interest in early intervention and preschool education for children with disabilities; * Paraprofessional personnel presently working as child care assistants and teachers' aides in area early intervention and preschool programs; these trainees will have a special training sequence to enable them to complete certification and degree requirements while employed; * First and sophomore year students enrolling at an area community college (Onondaga Community College) will be recruited for part-time enrollment at Syracuse University while completing basic undergraduate core requirements at the community college, followed by transfer to Syracuse University in their junior year for completion of the bachelor's and certificate program. Individuals from under-represented groups will be the focus of recruitment and training efforts, including both persons of color and persons who have disabilities. Over five years, the project will train at least 100 teachers with certification in Early Childhood Special Education and indirectly prepare 200 additional teachers who will eventually qualify for provisional certification in this area. At least 50 percent of the trainees who receive direct tuition stipends will be persons of color or persons who have disabilities.

Grant Number:H029Q940056

Interdisciplinary Infant/Newborn Specialist Training Program

Project Director: Mahoney, Gerald

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

Children's Medical Center
Family Child Learning Center
1 Perkins Sq
Akron, OH 44308
Voice: (216)633-2055

Purpose: This project will provide interdisciplinary, field-based graduate training to enable 40 trainees to acquire the competencies necessary to provide high quality services for infants who are disabled or at risk for disabilities and their families. Twenty full-time trainees, four in each of five project years, will complete intensive field-based training. They will receive assistantships and tuition support for the 12-month (three semester) involvement that is necessary to complete graduate degree requirements. An additional 20 trainees will complete degree requirements on a part-time basis. These students will also be eligible for tuition support while working toward graduate degrees. The inter-institutional and interdepartmental design of this project includes several departments from Kent State University and Children's Hospital Medical Center of Akron. Trainees will complete a minimum of 35 semester hours of coursework, field-based training, and research to fulfill the requirements for certification in the Early Childhood Special Needs Emphasis, Infant/Newborn Specialist option. These requirements are jointly administered by two departments at Kent State University: the Department of Educational Foundations and Special Services and the Department of Teacher-Leadership-Curriculum Studies. Full-time trainees will complete a minimum of 600 clock hours and part-time trainees will complete a minimum of 160 hours of field-based training at the Family Child Learning Center. This field-based internship provides hands-on experiences and demonstrates direct application of information acquired through formal coursework. Trainees may integrate their infant specialization coursework with master's degree programs in special education (41 hours total), a master's program in early childhood special education (ranging to 50 hours total), or other degree requirements (e.g., a master's in speech pathology or audiology, nursing; further education in physical or occupational therapies).

Grant Number:H029Q940067

Preparing School Psychologists to Support Young Children with Attention Deficit Disorders & Related Problems in Early Intervention & Preschool Setting

Project Director: Schaughency, Elizabeth

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

University of Oregon
School Psych Program
College Education
Eugene, OR 97403
Voice: (503)346-2120

Purpose: This project will train professionals to provide best practice and early intervention services to preschool-aged students presenting with attention deficit hyperactivity disorders (ADHD) and related problems. There are three major themes: * Improving outcomes for preschool children with ADHD re-

quires skill in differential diagnosis and problem-solving assessment to both identify children with ADHD in need of professional services, and to develop appropriate and effective educational programs, as well as behavior problem management and prevention programs; * Improving outcomes for preschool-aged children with ADHD requires both general and specific behavior management, prevention, and intervention skills (i.e., development, implementation, and evaluation) across several distinct areas, including behavior problems at school and home, academic achievement problems, and social skills problems; * ADHD is a problem requiring multi-method, multi-informant assessment, as well as multi-agent intervention. As such, improving outcomes for preschool children with ADHD requires skills in collaboration and communication with parents, teachers, physicians, and students. Participating graduate students will complete (a) didactic coursework focusing on assessment, intervention, and empirically based decision making with regard to preschool-aged students with ADHD; (b) a series of school-based and clinic-based practica involving experiences with students who have ADHD, and their teachers and parents; and (c) supervised consultation experiences in assessment and intervention with children diagnosed with ADHD to provide opportunities for mastery of training activities, including conducting inservice training. Students' coursework in the School Psychology Program will be supplemented by participation in didactic and field-based experiences in the Early Intervention Program and the Child Development and Rehabilitation Center of the University of Oregon.

Grant Number:H029Q940083

Interdisciplinary Early Intervention Masters Training Program

Project Director: Bricker, Diane

Beginning Date: Sep 1, 1994

Ending Date: Aug 31, 1999

University of Oregon
Center Human Development
901 E 18th Ave
Eugene, OR 97403
Voice: (503)346-0807

Purpose: This project involves an interdisciplinary personnel preparation program with two components. The full-time preservice component will graduate 10 master's degree students each year for a minimum total of 50 master's trainees in five years. The summers- only endorsement component will offer a consecutive set of courses over five summers that will lead to state certification. A minimum of 10 to 12 students can participate in this component each summer. The content of the program will assist students in developing the following competencies: * Foundations in early intervention; * Typical and atypical development; * Infant, toddler, and preschool assessment; * Family involvement; * Design of intervention; * Implementation of intervention; * Evaluation of intervention; * Interdisciplinary and interagency collaboration; * Research application; and * Program administration. Students will take four specialized practica in community-based settings. The first two practica will emphasize basic intervention skills, including activity-based intervention, infant/child assessment, formulating Individualized Family Service Plans, and conducting intervention. The second two practica will be more specialized, and will be individualized according to students' interests and needs. Hospital-based programs, community shelters, abuse-prevention agencies, and day care centers are examples of settings where these practica will take place. A practicum seminar will assist students in the acquisition of necessary information and skills to be successful in their assigned practicum setting. In addition, a three-term interdisciplinary seminar will be offered. This seminar will provide students with the opportunity to learn about the roles and responsibilities of medical and allied health professionals, as well as other disciplines and community agencies involved with young children and families. A Consumer Advisory Group will oversee the project. This group is composed of con-

sumers, parents, individuals with disabilities, and professionals from the community. Quality of training, cultural diversity, and caregiver/family concerns are among issues this board will consider.

*Grant Number:*H029Q940085

**Professional Preservice Personnel Preparation for
Early Intervention Using the First Start Model**

*Project Director:*Krajicek, Marilyn

*Beginning Date:*Jul 1, 1994

*Ending Date:*Jun 30, 1999

University of Colorado
School Nursing
4200 E 9th Ave, Box C-287
Denver, CO 80262
Voice:(303)270-8734

*Purpose:*First Start: Care of Infants, Toddlers, and Preschoolers with Disabilities and Chronic Conditions has evolved from the beliefs and mission of its parent institution, the University of Colorado Health Sciences Center. The course content is based on the belief that all human beings have an inherent right to dignity, respect, and opportunities to actualize their potential as persons within society; that each individual, including infants and young children, has the responsibility to actively participate and develop as a constructive social being; and a primary support system, including parent, child and caregiver, promotes reciprocal caring and nurturance and provides an environment within which persons become aware of these values. On the basis of the First Start model, this project will carry out the following objectives in terms of occupational therapy and physical therapy assistant programs: * Educate community college faculty members at a minimum of six schools as course coordinators to administer the First Start curricula and practica experiences over the course of five years; * Enable students to acquire knowledge, skills, and competencies to provide inclusive early intervention and related services to young children with disabilities and chronic conditions, with funding support for faculty and students; * Develop and implement practica experiences preparing students to deliver early intervention services and child care to young children with disabilities and chronic conditions; * Counsel and evaluate students' progress thorough the personnel preparation system; * Evaluate the impact of the personnel preparation program as students assume positions in the community; * Develop and implement infusion of First Start competencies and curriculum into existing education programs to ensure continuity of effort after the project is concluded; and * Disseminate project information, descriptions, and reports of effectiveness to personnel preparation programs regionally and nationally.

Grant Number:H029Q950062

Early Childhood Personnel Preparation Project

Project Director: Taylor, Janeen

Beginning Date: Jul 1, 1995

Ending Date: Jan 31, 1999

Johns Hopkins University
6740 Alexander Bell Drive
Columbia, MD 21046
Voice:(410)290-1777

Purpose: Johns Hopkins University, in partnership with the Howard County Public Schools, will prepare 20 highly qualified and certified early intervention and early childhood special education teachers to meet Maryland's demand for personnel. The project has the full support of the Maryland State Department of Education, the Maryland Infants and Toddlers Program, and the Head Start Community. During the three-year project, two cohorts of 10 students each will complete a 39-credit graduate curriculum consisting of academic and supervised clinical experiences leading to (a) the master of science in education degree, (b) certification in special education at the infant/primary level, and (c) recognition by the Maryland Infants and Toddlers Program as meeting 'suitable qualifications' in early intervention. The curriculum is a comprehensive outcome-based academic and clinical program of studies encompassing an extensive range of knowledge and skills associated with effective, family-centered, multicultural, cooperative, and community-based early intervention and early childhood special education. A significant portion of preservice training will take place in a Professional Development Center within the Howard County Public Schools, where students will engage in activities associated with high quality, developmentally appropriate, and family-centered early intervention services and early childhood special education, under the supervision of veteran early intervention and early childhood special education teachers.

Grant Number:H029Q950066

Establishing A Blended Early Childhood & Early Childhood Special Ed Undergraduate Program & Restructuring The Current Early Childhood-Special Education Program

Project Director: Thompson, Barbara

Beginning Date: Aug 1, 1995

Ending Date: Jul 31, 1999

University of Kansas - Lawrence
3001 Dole Bldg.
Lawrence, KS 66045
Voice:(913)864-4954

Purpose: Federal funds will be used to restructure the current undergraduate and graduate preservice programs for the preparation of early childhood special educators at the University of Kansas. These program development and restructuring activities are based on the following rationale, which is grounded in the guidelines established by the National Association for the Education of Young Children, The Council for Exceptional Children/Division of Early Childhood Education, and the National Board for Professional Teaching Standards/Early Childhood Standards. * Early interventionists/early childhood special educators hold a deep respect for the individual and precious nature of each child, and have developed a value base which grounds their professional practices and pursuit of knowledge and professional excellence. * Early interventionists/early childhood special educators are grounded in reflective practice and have developed excellent observation skills based on a solid foundation of normal child development, an under-

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standing of disabling conditions and their impact on development, and an understanding of the transactional nature of the child development process. * Early interventionists/early childhood special educators must first be competent early childhood educators who understand and can implement developmentally appropriate practices for young children as articulated by the National Association for the Education of Young Children. * Early interventionists/early childhood special educators bring to the transdisciplinary team pedagogical competencies specific to young children with disabilities and have considerable competency in instructional procedures and facilitative strategies which support: (a) active learning and meaningful progress across developmental domains; (b) meaningful participation in families, inclusive early childhood education and child care programs, and other community settings which include young children; and (c) positive interactions with family members, peers, and other significant adults. * Early interventionists/early childhood special educators must embrace the premise of family-guided decision making in both planning and implementing services for young children and their families and understand that parents are critical members of the team who must take a leadership role in determining their child's needs and priorities. * Early interventionists/early childhood special educators must be able to function effectively within a transdisciplinary or integrated team model that is based on a holistic and family-focused view of the child when (a) conducting assessment activities; (b) planning goals and objectives; and (c) implementing therapeutic and instructional strategies within naturalistic and child-focused settings.

(84.029U)
***Developing Licensing Standards for
Beginning Teachers Regarding Children
with Disabilities***

Grant Number: H029U970001

**Developing Licensing Standards for Beginning Teachers
Regarding Children with Special Needs**

Project Director: Miller, Jean

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1999

Council of Chief State School Officers
One Massachusetts Avenue, NW Suite 700
Washington, DC 20001-1431
Voice: (202)336-7048

Purpose: This project proposes to accomplish two objectives: to craft model state licensing standards for beginning teachers to consider what all beginning teachers need to know and how best to teach students with disabilities, and to craft model state licensing standards for all beginning special education teachers.

Method: The work will be completed by the Interstate New Teacher Assessment and Support Consortium (INTASC) of the Council of Chief State School Officers (CCSSO), which is responsible for setting educational policy in the states and territories. Within the CCSSO, INTASC works with 31 state education agencies and independent professional standards boards which are responsible for regulating the preparation and licensing of education professionals. Since state oversight is intrinsic to the career of an education professional, from initial licensing through professional development and evaluations for license renewal, the licensing process is a major tool affecting educational reform.

(84.325H)
***Improving the Preparation of Personnel
to Serve Children with
High-Incidence Disabilities***

Grant Number: H325H980006

American Indian Special Education Teacher Training Program

Project Director: Gajar, Anna H.; Tippeconnic, John W.

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2001

Pennsylvania State University
110 Technology Center
University Park, PA 16802-3206
Voice: (814)863-2284

Purpose: This project will continue the program at the Pennsylvania State University to prepare American Indian (AI) special educators who will provide direct services to AI students with disabilities and work with classroom teachers serving these students in the mainstream.

Method: The project will offer seminars to integrate the standard curriculum with AI cultural knowledge, require course work in educational administration, provide contact with the Bureau of Indian Affairs for the purpose of becoming familiar with studies and concerns of AI special educators, and offer extensive practica with children with disabilities in mainstream and integrated settings. Between 12 and 15 Master of Education degrees in Special Education will be awarded to AI students through this project.

Grant Number:H325H980026

Certification of Linguistically and Culturally Competent Speech-Language Pathologists to Serve Minority Language Students in California

*Project Director:*Madding, Carolyn

*Beginning Date:*Sep 1, 1998

*Ending Date:*Aug 31, 2001

California State University - Long Beach
CSULB Foundation
Dept. of Communicative Disorders
6300 State University Dr.
Long Beach, CA 90815
Voice:(562)985-5283

*Purpose:*This project will prepare 30 trainees for full national and state certification and will assure bilingual and bicultural competencies for addressing the speech and language needs for minority language students in California schools. This effort will recruit, educate, and retain bilingual students to serve speech-language disabled students in their native Spanish, Vietnamese, Cambodian, or other languages. The project is designed to address the critical shortage of speech-language pathologists who can meet the unique educational, cultural, linguistic, and familial needs of communicatively disordered language minority children and youth ages three to 21.

*Method:*In each of its three years, this project will train five bilingual and five bicultural/emerging bilingual students. Each trainee will receive tutoring from advanced graduate students, mentoring from other bilingual students, and guidance from the project director. Selected trainees will sign an agreement for two years of school service for each year of support (or repayment). It is anticipated by the end of the project that all trainees will complete the M.A. degree, will be fully certified, fully bilingual, and will be employed in California schools to address the needs of bilingual/bicultural communicatively disordered students.

Grant Number:H325H980028

North Carolina Transition Services Cooperative Preparation Program

*Project Director:*Test, David

*Beginning Date:*Oct 1, 1998

*Ending Date:*Sep 30, 2001

University of North Carolina - Charlotte
College of Education
9201 University City Boulevard
Charlotte, NC 28223
Voice:(704)547-3731

*Purpose:*This project, a collaboration between the Special Education Program at the University of North Carolina and the Division for Vocational Rehabilitation of the state's Department of Public Instruction, will improve and expand the collaborative personnel preparation program to provide preservice graduate training to professionals interested in careers as transition coordinators, transition teachers, or special population coordinators working with students with high-incidence disabilities.

Method: The coursework will be provided via an interactive network at three partner universities, thus facilitating access by transition-related professionals across North Carolina and enabling them to complete coursework leading to a graduate certificate in supported employment and transition. A total of 80 students are expected to be certified during the project. Training manuals will be developed for each course and disseminated to special education teacher programs in North Carolina; an instructional Web site will be developed.

Grant Number: H325H980031

Preparation of Graduate Students to Serve Children with Communication Disorders in Urban Schools

Project Director: Guilford, Arthur M.; Champion, Tempii B.

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

University of South Florida
Communication Sciences
4202 East Fowler Avenue - BEH 255
Tampa, FL 33620
Voice: (813)974-9790

Purpose: This project will develop a unique program to provide specialty training for speech-language pathologists desiring to develop competencies in multicultural literacy, work with families, consult and collaborate with teachers, and improve literacy skills across the school's curriculum. The program incorporates academic course work and supervised clinical practicum experiences. Emphasis on appropriate, knowledgeable and skillful service delivery to minority populations, including African American and Hispanic, will be incorporated into these competencies. Goals established include: 1) to increase the number of minorities and individuals with disabilities in the field of Communication Sciences and Disorders; and 2) to create a specialized program that will prepare students and professionals to serve students in high poverty and urban school settings.

Method: Activities will incorporate the use of recruitment strategies and incentives; course work and practicum experiences focusing on cultural and linguistic diversity and service delivery in inner city high-poverty schools. Positive outcomes will include: 1) a reduction in the critical shortage of speech-language pathologists working in the schools; 2) recruitment, education, training, and placement of personnel; and 3) the generation of a graduate curriculum in cultural and linguistic diversity that will reflect minority sensitivity capable of replication across the United States.

Grant Number:H325H980033

DIALS (Distance Instruction for All Learners)

*Project Director:*Churton, Michael

*Beginning Date:*Oct 1, 1998

*Ending Date:*Sep 30, 2001

University of South Florida
Special Education Dept.
4202 East Fowler Avenue EDU 208B
Tampa, FL 33620
Voice:(813)974-3221

*Purpose:*DIALS (Distance Instructional Assistance for All Learners) aims to increase the number of rural and inner city special education personnel for the high incidence population. DIALS is a new and innovative collaborative, distance learning, field-based personnel preparation project that addresses the completion of certification, undergraduate, and graduate requirements for special and regular education teachers and paraprofessionals-to-teachers serving children of high incidence disabilities (including mental retardation, emotional disorders, and mild-moderate learning disabilities) in southwest Florida.

*Method:*DIALS was designed, developed, and constructed by the Greater Tampa Bay Special Education Consortium (GTBSEC), a partnership of school districts and three campuses of the University of South Florida. DIALS consists of a synchronous two-way video and audio interactive system in real time using on-site mentors combined with Web site and e-mail support. The provision of quality distance education will enable special education teachers and paraprofessionals, who have been denied access to campus-based programs, to become state certified and pursue careers in special education, respectively. The project will actively recruit participants from diverse underrepresented backgrounds and from areas classified as high poverty.

Grant Number:H325H980035

Chrysalis Program: A Comprehensive Program to Prepare Ethnic Minorities and European Males for Special Education Positions in Urban Schools

*Project Director:*Townsend, Brenda L.

*Beginning Date:*Sep 1, 1998

*Ending Date:*Aug 31, 2001

University of South Florida
Special Education, COE
4202 East Fowler Avenue
Tampa, FL 33620
Voice:(813)974-1385

*Purpose:*In response to severe ethnic minority and male teacher shortages, this project will collaborate with county agencies to train, support, and provide teaching positions for African American, Hispanic, and Anglo men to teach urban children with disabilities. The Chrysalis program is designed as a social action program to improve cross-cultural relationships among preservice teachers and across cultural communities.

Method: Twenty men will be recruited and enrolled in the program each year. They will attend seminars on urban education and professional development issues and skills, and they will be provided with multiple supports to prepare them to teach urban children with disabilities. The program will use previously identified strategies for recruiting and retaining under-represented ethnic minorities and men desiring to teach these children.

Grant Number: H325H980037

**Northeast Florida Educational Consortium/University of Florida
Collaborative Teacher Education Program**

Project Director: Sindelar, Paul T.; Corbett, Nancy

Beginning Date: Jan 1, 1999

Ending Date: Dec 31, 2001

University of Florida
Division of Sponsored Research
219 Grinter Hall
Gainesville, FL 32611
Voice: (352)392-0701

Purpose: This project is a collaborative effort involving the Department of Special Education at the University of Florida (UF) and the Northeast Florida Educational Consortium (NEFEC). The purpose of this project is to increase the quantity and improve the quality of teachers of students with mild disabilities specifically in rural areas of North Florida, by developing or improving, and implementing, programs that provide preservice preparation for special and regular education teachers and related services personnel in order to meet the diverse needs of children with high incidence disabilities and to enhance the supply of well-trained personnel to serve these children in areas of chronic shortage. The major objective of this project is to offer an off-campus preservice teacher education program.

Method: The program philosophy comprises the following five elements: 1) eco-behavioral orientation; 2) multidisciplinary orientation; 3) commitment to least restrictive placement, continuum of services, and parent participation; 4) multicultural orientation; and 5) commitment to improving school practice through collaboration between university faculty and teachers (and other school personnel) on such activities as conducting teacher-initiated action research, supervising practicum students and interns, teaching methods courses in preservice curriculum, and providing for the professional development of teachers. The project is designed for paraprofessional teacher assistants. By completing this program, teacher assistants earn bachelor's degrees in special education and qualify for teacher certification. The project will span three years and 30 participants will be graduated and certified. The UF undergraduate special education curriculum will be offered at centrally located sites in NEFEC counties. The UF curriculum will be offered during summer terms and taught by UF faculty and NEFEC personnel. The clinical element of the UF program will be modified to meet the specialized needs of the trainees. The clinical component will be offered during the school year, in the settings where teacher assistants work.

Grant Number:H325H980048

Reaching American Indian Special/Elementary Educators (RAISE)

Project Director: Prater, Greg

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

Northern Arizona University
Center for Excellence in Education
Box 5774
Flagstaff, AZ 86011
Voice: (520)523-8979

Purpose: The RAISE (Reaching American Indian Special/Elementary Educators) project will prepare both Navajo and non-Navajo students to earn dual certification in special and elementary education, to teach in impoverished rural and remote areas, and to work in inclusive school models with culturally and linguistically diverse populations.

Method: Over the three years of the project, two cohorts of up to 20 students each will participate in a three-semester program designed to prepare them to provide educational services to children in remote and rural areas. Students will also be trained to work with American Indian students and to deliver services in an inclusive school model that encourages high family involvement. Faculty from Northern Arizona University will provide seminars to RAISE participants via interactive television.

Grant Number:H325H980050

Paraeducator to Educator: A School-University Preservice Partnership Program

Project Director: Albright, Leonard

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

California State University
Occupational Studies
1250 Bellflower Blvd.
Los Angeles, CA 90840
Voice: (562)985-8103

Purpose: This project will provide a comprehensive career ladder training program leading to a Bachelor's degree for paraeducators from two school districts in southern California. Paraeducators will be assisted in providing better services to children with high-incidence disabilities, while preparing them to become fully qualified teachers of special and regular education.

Method: The training group will be diversified through the recruitment of paraeducators from under-represented populations, including those with disabilities or those who are members of racial or ethnic minorities. The training will mostly be conducted at school district sites, allowing the paraeducators to stay within the communities. The project will reinforce partnerships among the school districts, local community colleges, and the university. A total of 45 paraeducators will be trained over the three years of the projects.

Grant Number:H325H980058

Preparing General Educators to Serve Students with Emotional/Behavioral Disorders in Inclusive Rural Education Settings

Project Director: Wienke, Wilfred

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

West Virginia University
Special Education Programs
886 Chestnut Ridge Road
PO Box 6845
Morgantown, WV 26506-6122
Voice:(304)293-3450

Purpose: This project will enhance the supply of well-prepared, certified teachers to serve in rural areas, particularly for students with emotional disturbances, and will improve the quality of preservice preparation focusing on inclusive schooling practices.

Method: Over the three-year project, 30 practicing rural general educators will receive preparation to obtain full certification to teach students with mild/moderate emotional disturbances and to provide support and staff development for implementing inclusive practices at their rural home schools. Rural general education teachers will gain access to programs to improve their professional skills and the opportunity to acquire the knowledge and skills to serve students with emotional disturbance in inclusive settings.

Grant Number:H325H980064

Master's Degree in Special Education for Department of Defense School System Teachers

Project Director: Burke, Philip

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

University of Maryland
Lee Bldg., Room 2100
College Park, MD 20742
Voice:(301)405-6486

Purpose: The Special Education Department at the University of Maryland will offer a Master's degree preservice program to prepare teachers in the Department of Defense School System in Germany. This preservice program will address the critical present and projected needs of students with high incidence disabilities both nationally and in the Department of Defense Schools.

Method: The Department of Defense schools in Germany are staffed by American teachers, serve students who are the dependents of U.S. military personnel overseas, and are part of the U.S. public school system. There is a critical need for preservice preparation in special education for teachers teaching in the Department of Defense school system. This program will provide a Master's degree in special education for 27 teachers who would otherwise be unable to improve their skills. The program will address three areas of critical importance: 1) working with culturally, ethnically, and racially diverse groups; 2) services for students with challenging and disruptive behaviors; and 3) services to young children. Additionally, the pro-

gram improves a past program by focusing on three critical areas of training: 1) effective strategies for inclusion of students with disabilities; 2) collaboration and co-teaching abilities of general and special educators; and 3) the development of meaningful partnerships with families.

*Grant Number:*H325H980065

**M.A. Special Education Project:
Recruitment Enhancement and Cohort Training**

*Project Director:*Baca, Leonard

*Beginning Date:*Sep 1, 1998

*Ending Date:*Aug 31, 2001

University of Colorado
School of Education
Campus Box 19
Boulder, CO 80309-0019
Voice:(303)492-5419

*Purpose:*The REACT (Recruitment Enhancement and Cohort Training) Project is designed to address the lack of teachers from diverse cultural and linguistic backgrounds and the ongoing need for training programs at colleges and universities to remain knowledgeable about current research and changing practices in K-12 special education programs. The project is a partnership between the BUENO Center for Multicultural Education at the University of Colorado and several school districts and the state department of education.

*Method:*The project will provide an opportunity for 20 practicing teachers to participate in a bilingual/multicultural Master's program and an endorsement preservice project. An intensive recruitment effort will focus on candidates with disabilities, candidates who are male, and candidates who are from culturally and linguistically diverse backgrounds. Students will be provided with support and mentoring during the coursework and will participate in meaningful practica and field-based experiences. The project hopes to close the gap between research/theory and practice by involving school district personnel, parents, and the state's department of education, to substantively inform the special education program at the University of Colorado.

Grant Number: H325H980075

**A Careers in Special Education through
Committed University Collaboration Project**

Project Director: White, Richard

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

University of North Carolina - Charlotte
College of Education
Charlotte, NC 28223-0001
Voice: (704)547-3732

Purpose: This personnel preparation project will result in a Master's degree and initial licensure in special education for 30 graduates from North Carolina's Historically Black Colleges and Universities (HBCUs).

Method: This graduate preparation program offers initial licensure in behavioral-emotional disabilities, learning disabilities, mental disabilities, and cross-categorical disabilities to a cohort of liberal arts graduates from the state's HBCUs. Program participants will be individuals who have made a "later in life" commitment to a career in teaching and to the service of students with disabilities. The project will document that graduates from the program, particularly students of color, will enter jobs serving students with disabilities in high poverty rural or inner city areas at a higher prevalence than previously.

Grant Number: H325H980076

CONSEPT - Consortium for Special Education Paraeducator Training

Project Director: Bauman, Dona; Mesics, Linda

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

Lehigh Carbon Community College
Human Services Division
4525 Education Park Drive
Schnecksville, PA

Purpose: This project, a partnership among three community colleges, will develop and implement a new preservice program to prepare paraprofessional personnel to serve children ages three through eleven with high-incidence disabilities through an associate degree program in special education.

Method: The project will develop an associate in applied science degree program in special education to prepare paraeducators. The project will also offer an associate in arts program in special education so that the program will be transferable to four-year colleges for students who want to continue their education at the baccalaureate level in special education. About 180 students will be recruited and trained in the degree program and 45 students will graduate from an associate degree program in special education. These programs will be institutionalized and the program content disseminated to educators, government agencies, and professional associations to promote the credentialing and training of paraeducators in Pennsylvania and the nation.

Grant Number:H325H980078

SUPPORT to Implement IDEA '97: Supplying University Preservice Preparation for Organizing Resources to Teachers to Implement IDEA '97

*Project Director:*Tindal, Gerald

*Beginning Date:*Sep 1, 1998

*Ending Date:*Aug 31, 2001

University of Oregon
College of Education
Research and Sponsored Programs
5219 University of Oregon
Eugene, OR 97403
Voice:(541)346-1640

*Purpose:*This project will improve the quality of special education support provided in general education settings to students with high-incidence disabilities, linking individualized education plans (IEPs) to state-wide tests that define high standards. Preservice teachers will participate in seminars and practica that provide them opportunities to acquire knowledge and skill in making valid decisions about student participation in testing programs, the appropriate use of accommodations, development of alternative assessments, and strategies for reporting outcomes.

*Method:*Preservice teachers will be provided instruction and experiences to enhance their ability to implement current federal and state legislative mandates, including learning the basic tenets of formal and informal assessment systems and their alignment to state standards. Coursework and practicum experiences will be provided in the assessment of outcomes for making high-stakes decisions; emphasis will be on content, performance, and the opportunity to learn. The training will focus on using empirically supported practices to enhance the inclusion of students with disabilities in general education settings. Teachers will also receive training on developing IEPs aligned to general education classrooms. Preservice students will be paired with inservice teachers currently participating with other training efforts within the State of Oregon.

Grant Number:H325H980084

Personnel Preparation for Urban School Reform: Preparing Professionals to Improve Inclusion and Transition Outcomes for Students with Mild Disabilities

*Project Director:*West, Lynda

*Beginning Date:*Oct 1, 1998

*Ending Date:*Sep 30, 2001

George Washington University
2121 Street, NW Suite 601
Washington, DC 20052
Voice:(202)994-1533

*Purpose:*This project revises the current master's degree program in Transition Special Education at George Washington University to address the pressing issues of inclusion in a time of increasing academic standards, the need for meaningful and coordinated transition planning, and the preparation of adolescents with disabilities meshed with the growing difficulties faced by urban schools.

Method: A cadre of urban special educators will be trained to be especially prepared for the rigors and challenges of urban education. New teachers will be recruited and prepared to enter urban teaching; these new teachers will receive first-time certification. General educators who are currently in the system will receive a second certification in special education. The project will prepare a total of 44 special education teachers at the secondary level for teaching in urban schools. Teachers will learn about the needs, resources, and talents of the students attending urban schools and how to work within a sometimes chaotic and unresponsive system to meet student needs, particularly of secondary special education students who are preparing to leave the school system to face the world.

Grant Number: H325H980085

Project Therapeutic Recreation-Special Education

Project Director: Ashton-Shaeffer, Candace

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

University of Florida
Dept. Of Parks, Recreation, and Tourism
219 Ginter Hall
Gainesville, FL 32611
Voice: (352)392-4042

Purpose: This collaborative project among the Departments of Recreation, Parks and Tourism, and Special Education, all within the University of Florida, will work with students with behavioral or emotional disturbances in school-based and community-based programs.

Method: The project will develop and implement an interdisciplinary preservice specialization within the existing therapeutic recreation and special education curricula to prepare Master's students to work with children and youth with behavioral or emotional disturbances. The project will stress recreation-based interventions for children and youth with emotional disturbances. A total of 90 Master's level preservice therapeutic recreation specialists and special education teachers will be trained by the project using curricula that incorporate course work and experiential partnerships with local education agencies that reflect wide contextual and student diversity.

Grant Number:H325H980093

Distance Learning Preparation of Master's Level Personnel to Serve Students with Communication Impairments

*Project Director:*Goldstein, Howard

*Beginning Date:*Jan 1, 1998

*Ending Date:*Dec 31, 2001

Florida State University
107 Regional Rehabilitation Center
Tallahassee, FL 32306-1200
Voice:(850)644-2238

*Purpose:*This project will provide Master's level training to Florida State University students, drawn from rural school districts in the state, who are likely to be retained for or who seek speech language pathology (SLP) positions in the schools. Trainees will be prepared to provide high quality SLP services to culturally diverse populations of students with disabilities, enhance their educational outcomes, and improve the quality of life for these students and their families.

*Method:*Training will be provided for generalists in SLP, and the program will be offered to Bachelor's level speech-language personnel working in public schools at three distance learning sites. Courses will be offered via interactive audio-video transmission, and opportunities for intensive supervised clinical practicum will be offered in four settings following relevant coursework and in conjunction with clinical practicum courses. The program will emphasize development of critical thinking skills through cooperative learning and problem-based learning activities via Web-based, interactive programs. Regional coordinators will serve as co-instructors for didactic courses, as clinical coordinators for students at their sites, and as clinical supervisors. Through the ten semesters of this project, 36 students will acquire Master's level expertise in communication science and communication disorders.

Grant Number:H325H980094

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

*Project Director:*Surburg, Paul

*Beginning Date:*Sep 1, 1998

*Ending Date:*Aug 31, 2001

Indiana University
PO Box 1847
Bloomington, IN 47402
Voice:(812)855-5954

*Purpose:*This project will develop a model for the State of Indiana for a comprehensive system of personnel development in adapted physical education as well as for a collaborative and comprehensive program for the training of adapted physical educators.

*Method:*Three universities will target specific groups of students or teachers and will share certain learning experiences with students from other universities. Ball State University will prepare undergraduate students to be certified adapted physical educators and will provide additional preparation for students at the other two locations in the areas of sports activities for persons with high incidence disabilities. In all,

45 students will be certified as adapted physical educators and 15 will receive Master's degrees as adapted physical education teachers with certification. Additionally, students will receive collaborative learning experiences in physical disabilities and early childhood intervention. Additionally, 30 post-baccalaureate physical education teachers will acquire adapted physical education certification. All students will receive training in parent advocacy and inner city challenges.

*Grant Number:*H325H980095

**A Collaborative Program to Prepare Master's Level Educators for
Inclusive Schooling of Students with High Incidence Disabilities**

Project Director: Alper, Sandra

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

University of Northern Iowa
Department of Special Education
150A Schindler Education Center
Cedar Falls, IA 50614-0601
Voice:(319)273-2569

Purpose: The Department of Special Education at the University of Northern Iowa (UNI), in collaboration with four year colleges around the state of Iowa, will establish a Master's degree teacher training program to prepare a cadre of educators to assist students with high incidence disabilities in achieving successful inclusion. The term high incidence disabilities refers to students with mild levels of cognitive, behavioral, and language disabilities; in Iowa, these students are currently identified as mentally retarded, learning disabled, or behaviorally disordered. This project will meet the greatest area of teacher shortage in the State of Iowa, where 25 to 35 percent of educators of students with high incidence disabilities are less than fully certified, and only 25 percent of all teachers have training beyond the Bachelor's degree.

Method: This new collaborative project combines the unique resources of the UNI with four-year colleges throughout Iowa, intermediate units (area education agencies), and local school districts throughout the state. Highly qualified graduating seniors with general education majors at four-year colleges and teachers of students with mild disabilities currently employed in rural and economically stressed areas, but who are less than fully qualified, will be selected to participate as full- and part-time Master's students. Faculty representatives in general education will assist in identifying prospective trainees and advising them in the selection of coursework. The areas emphasized for training include: 1) informed inquiry and translation of theory into practice; 2) assessment, instructional methodologies, and curricular adaptations for inclusion; 3) consultation and collaboration; and 4) disabilities legislation. A total of 50 students is expected to receive training through the project, including 20 part-time and 30 full-time Master's students. Flexible options are available for both full- and part-time graduate study delivered on the University of Northern Iowa campus as well as broadcast to participants' home communities via the Iowa Communications Network fiber optic system.

Grant Number:H325H980098

**Responsive and Reflective Special Educators of
Students with High Incidence Disabilities**

Project Director: Hatley, Josephine

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

University of Pittsburgh
School of Education
4H01 Forbes Quadrangle
Pittsburgh, PA 15260
Voice: (412)624-7400

Purpose: This project will revise, implement, and evaluate a program at the University of Pittsburgh to prepare teachers with the knowledge and skills to provide special education support for children and youth who have high incidence mental and physical disabilities and/or emotional disturbance.

Method: The program will focus on: core curriculum content and emerging models of instruction from the field of general education; increased collaboration between faculty and students from general and special education; strengthened technical expertise in special education in the areas of literacy and intervention for children and youth with emotional disturbance; and the blending of research and teaching to promote reflective practice. Student teachers trained by this project will conduct ten weeks of monitored literacy tutoring for students with reading disabilities, and will fulfill a variety of beginning support roles in both elementary and special education classrooms.

Grant Number:H325H980100

Learning, Emotional, and Behavioral Disabilities Teacher Preparation Program

Project Director: Montague, Marjorie

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

University of Miami
School of Education
PO Box 248065
Coral Gables, FL 33124
Voice: (305)284-2891

Purpose: This preservice teacher education project will prepare individuals from minority groups to become teachers of students with learning, emotional, and behavior disabilities. It directly addresses the shortage of minority teachers in special education by preparing special educators from under-represented groups to work with students with high-incidence disabilities and their families who represent the cultural and linguistic diversity that characterizes large urban areas.

Method: This project will provide 30 Master's level students from under-represented groups in south Florida with a variety of educational and clinical perspectives and experiences that cut across related disciplines. The project will increase the number of special educators from minority groups working in an area of Florida that is about 85 percent minority. The training will involve several different departments within the University of Miami and will lead to initial certification in Florida in two areas of exceptional-

ity: learning disabilities and emotional handicaps. Students will gain knowledge of and experience with validated instructional and behavioral strategies in the classroom; culturally competent, family- focused interventions; and effective collaboration, consultation, and communication.

*Grant Number:*H325H980101

Interdisciplinary Early Childhood Training Program

Project Director: Pretti-Frontzcak, Kristie

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

Kent State University
Educational Foundations and Special Services
1335 Terrace Hall
Kent, OH 44242
Voice: (330)672-2294

Purpose: The two procedural goals of this program are: 1) to increase the number of well-prepared personnel who are trained to work in high-poverty urban and rural areas serving children with high incidence disabilities through the education and mentoring of masters-level students; and 2) to demonstrate, evaluate, and disseminate an interdisciplinary model of masters-level preparation to address the need for interdisciplinary collaboration, family-centered services, and developmentally appropriate practices. The project will result in increased numbers of personnel choosing to serve young children with high incidence disabilities in high poverty urban and rural areas across northeastern Ohio, and improved quality of training and experiences of Early Childhood Special Education personnel to better prepare them to combat the challenges presented when working in high poverty areas. The program will prepare at least 36 graduate-level students to work in positions that provide inclusive education and related services to preschool and primary-level children with high incidence disabilities who live in communities with high proportions of families living in poverty. All trainees will obtain professional licensure and/or masters' degrees in one of four disciplines: Early Childhood Special Education, Early Childhood Education, School Psychology, and/or Speech-Language Pathology.

Method: This program will directly prepare up to 24 full-time trainees to work within high poverty school districts and improve the values, knowledge, and skills of approximately 12 part-time trainees who currently work in four targeted high poverty school districts. Trainees will be required to complete discipline-specific coursework and will receive specialized training designed to help them become proficient across three themes identified as essential to the effective education and treatment of young children with high incidence disabilities. The three themes include interdisciplinary collaborative teaming, family-centered services, and developmentally appropriate practices. Training will be provided through three avenues: 1) a series of coursework co-taught by program faculty; 2) intensive, supervised practicum experiences in three different community-based settings; and 3) independent trainee research projects that will target issues pertinent to the education and treatment of young children with high incidence disabilities living in areas of high poverty. Program staff will initiate systems-level change by providing on-site training, technical assistance, and resources in conjunction with the four partner school districts' professional development plans. The program will engage in a number of activities designed to specifically recruit trainees from commonly underrepresented populations. Extensive support both on-the-job and within the campus will ensure candidate retention. Program supports and activities will also be implemented to place trainees into jobs where they will work with young children with high incidence disabilities in poverty communities across Ohio.

Grant Number:H325H980104

Preparation to Improve Services for Children with High-Incidence Disabilities

Project Director: Rush, Gary

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

Louisiana State University
College of Education
One University Place
Shreveport, LA 71115
Voice:(318)797-5381

Purpose: Louisiana State University in Shreveport (LSUS) has developed this project to enhance the preparation of personnel to serve children with high incidence disabilities. The project will offer services and activities to improve and expand preservice education and training opportunities and career success of students enrolled in special education baccalaureate and graduate courses. The project will also foster expanded partnerships with local public school districts, thus increasing the regional and national capacity to serve children with high incidence disabilities, as well as improving school district and individual institutional climates supportive of inclusion strategies and best practices. The project includes strategies for recruiting students from underrepresented populations, including students with disabilities, and will demonstrate that a majority of LSUS special education program graduates consistently enter jobs in which they serve children with disabilities in high poverty rural and inner city areas.

Method: Project components include: recruitment of disabled and minority students; student support activities to increase the success of both undergraduate and graduate students in special education careers; curriculum modules to increase inclusion knowledge and skills for preservice personnel; field-based practica in diverse settings; enhanced partnership with local education agencies; and evaluation/dissemination strategies to expand best practices.

Grant Number:H325H980108

Project CAPS: Collaboration for Achievement in High Poverty Schools

Project Director: Fullerton, Ann

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

Portland State University
Special Education Dept.
PO Box 751
Portland, OR 97207
Voice:(503)725-4254

Purpose: The CAPS project will address specific recruitment and preparation needs by accomplishing the following goals: 1) recruit and prepare special educators with dual special/elementary licensure from underrepresented groups (minority and bilingual students and students with disabilities) through targeted outreach; 2) establish an ongoing partnership with the Oregon Department of Education, rural school districts, and rural colleges to recruit and prepare special educators for rural communities; 3) over three years, prepare 56 special educators who are highly competent to collaborate with classroom teachers, parents, and diverse communities in high poverty urban and rural schools using school-university partnerships, research-based practices, field experiences, and action research; and 4) over three years, prepare 56

special educators who are highly qualified to improve the achievement of students with mild disabilities in the general education standards-based curriculum and assessments.

Method: The CAPS Project will implement a strategy to recruit persons from underrepresented groups to special education teaching. The Portland State University (PSU) School of Education, area businesses, and the Portland school district have together supported the Portland Teachers Program (PTP), a career ladder program for persons of color, for ten years. Through the PTP, the project will have ongoing contact with minority high school and undergraduate students who have chosen to prepare for a teaching career. In addition, the project has established an ongoing partnership with the Oregon Department of Education to connect with rural school districts and rural colleges to recruit students for the dual-preparation program. In classes and practica experiences, the dual preparation program will focus on: collaboration skills for inclusion of students with mild disabilities, multicultural education and the role of special educators in providing appropriate prereferral interventions and nondiscriminatory assessment for bilingual/bicultural students, merging IEP and standard-based goals for students in general classrooms, helping teachers engage in planning and instruction that will meet the individual needs of underachieving and special needs students in the restructured curriculum, and providing modifications and adaptations of performance assessments. Practica sites have been established with culturally/linguistically diverse schools that are most advanced in implementing inclusive models.

Grant Number: H325H980110

USC School-Based Occupational Therapy Training Project

Project Director: Kellegrew, Diane

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

University of Southern California
2250 Alcazar Street, CSC-219
Los Angeles, CA 90033
Voice: (213)342-2882

Purpose: This project will prepare school-based occupational therapists to provide services to children with high- incidence disabilities in school settings. Training applicable to school settings will be given in order for graduates to implement an educational paradigm while providing therapy services to students in inclusive classrooms.

Method: The project will train 42 entry-level Master's occupational therapy students from diverse backgrounds to meet the needs of children with high-incidence disabilities. Students will receive research-based, integrated course work that promotes clinical reasoning as well as fieldwork placements that incorporate inclusive school sites in rural, culturally diverse, and high-poverty settings. The project will be coordinated among various agencies of the state government and local school district education agencies.

Grant Number:H325H980115

**Interdisciplinary Preservice Preparation for Personnel Serving
Preschool/Primary Children and Families in Culturally and
Linguistically Diverse Urban Settings**

*Project Director:*Rhyner, Paula; Hains, Ann; Kennedy, Bonnie

*Beginning Date:*Dec 1, 1998

*Ending Date:*Nov 30, 2001

University of Wisconsin - Milwaukee
Graduate School
P.O. Box 340
Milwaukee, WI 53201
Voice:(414)229-5590

*Purpose:*This project will recruit and prepare personnel from three disciplines to provide services to young children with disabilities and their families within an interdisciplinary model: special education, occupational therapy and speech-language pathology. Participating students will be from groups that have been underrepresented in the target disciplines, including: 1) African American, Hispanic/Latino, Native American, Southeast Asian, and male populations, and 2) financially disadvantaged students.

*Method:*Project faculty will collaborate across the target disciplines and with family members and community professionals to meet the following specific project objectives: 1) to recruit students from underrepresented groups for the post-baccalaureate and/or master's degree program in special education and the master's degree programs in occupational therapy and speech-language pathology at the University of Wisconsin-Milwaukee; 2) to provide comprehensive support (counseling, advising, and mentoring) to students to ensure successful completion of their respective academic programs and entry into the target disciplines; 3) to 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; 4) to develop students' competencies in incorporating technology; and 5) to facilitate employment of students within settings that require knowledge, skills, and competencies that will be acquired through the project. Students will develop the identified competencies through enrollment in specialized courses and field placements. Students will be assigned as "interdisciplinary teams" to required field placements that incorporate an interdisciplinary team model. During each year of the project, 18 students will be recruited, including six post-baccalaureate or graduate students in special education, six graduate students in occupational therapy, and six graduate students in speech-language pathology. By the end of the project, a total of 54 students will have been recruited.

Grant Number:H325H980118

Preparing Minority Teachers to Instruct Young Children with High-Incidence Disabilities: A Master's and Endorsement Program

Project Director: Hughes, Marie

Beginning Date: Jan 1, 1999

Ending Date: Dec 31, 2001

University of Miami
School of Education
PO Box 240865
Coral Gables, FL 33146
Voice: (305)284-2470

Purpose: This project of the University of Miami's School of Education will improve the quality of special education personnel in Florida and throughout the nation by preparing high-quality minority teachers of young children with high-incidence disabilities.

Method: The program will provide support for 39 minority students to participate in a preservice program at the graduate level. It will offer students two program options: either a Master's degree with certification in varying exceptionalities and an endorsement in early childhood special education (ECSE), or merely the ECSE endorsement. Major elements of this interdisciplinary training program include education in child development, working with families, collaboration with general education, and assessment and intervention of young children with high-incidence disabilities. As part of the training, students will receive field experience in a variety of sites serving children with and without disabilities, and they will complete internships in a center serving children with high-incidence disabilities.

Grant Number:H325H980126

School Psychologists as Behavioral Consultants across Home and School Settings: Meeting the Needs of Students with Behavioral and Emotional Disabilities in the Regular Classroom

Project Director: Davis, Sharon

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2002

University of Nebraska
Educational Psychology Department
220 Bancroft Hall
Lincoln, NE 68588-0345
Voice: (402)472-6208

Purpose: This project responds to state, regional, and national needs to train school psychologists as consultants to parents and teachers of children with serious behavioral and emotional disabilities in the regular classroom, serving children in poverty in urban and rural areas of the State of Nebraska. It focuses on promoting the preparation of preservice related services personnel and utilizes validated, innovative approaches to training to benefit children and youth with behavioral/emotional disabilities.

Method: The project will develop a consultation specialization in the school psychology program at the University of Nebraska to emphasize "conjoint behavioral consultation," which coordinates services delivery by all service providers in a classroom. The project promotes increased collaboration among school psychologists, families, special education, and general education to address the needs of students with behavioral/emotional disabilities. This three-year program will recruit and train six school psychology graduate students per year, who will in turn serve up to 90 parents, teachers, and students over the duration of the project.

Grant Number: H325H980129

**Interdisciplinary Special Education Teacher Preparation for the
Education of Students with Learning, Language, and Related
Disabilities in Inclusive High Poverty Settings (Interstellar Project)**

Project Director: Bos, Candace

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

University of Arizona
Department of Special Education & Rehabilitation
Tucson, AZ 85721
Voice: (520)621-0938

Purpose: The goals of the Interstellar Project are to: 1) prepare teachers and supervisors/education specialists with interdisciplinary and collaborative knowledge and skills to effectively assess and educate students with learning disabilities and related disabilities in special education and inclusive settings in high-poverty urban and rural schools; 2) recruit well-qualified students from underrepresented populations; 3) prepare and assist graduates to assume positions that serve high-poverty students; and 4) use a collaborative partnership model of personnel preparation through university-school partnerships. The project will prepare 18 to 20 special education teachers and supervisors/educational specialists.

Method: The program has been uniquely designed to include: 1) coursework in education, special education, learning disabilities, language, and literacy; 2) specialized competency areas in cultural and linguistic diversity; multidisciplinary teaming and collaboration, and supervision/staff development (Ed.S. only); 3) supervised experiences in an interdisciplinary clinic for students with learning and other related disabilities; 4) a variety of field-based experiences in special education and inclusive settings including partnership sites at three urban schools with high poverty students and with culturally diverse students; and 5) collaborative experiences with general and special educators and specialists. Special Education and Rehabilitation Department Faculty have partnered with faculty in the Department of Language, Reading, and Culture, Department of Teaching and Teacher Education, and Department of Speech and Hearing Sciences and with professional development sites in the Tucson Unified School District and Sunnyside School District to design a preparation program that provides: interdisciplinary preparation; collaborative emphases between special and general educators; field-based experiences through university-school partnerships; research-based methods of assessment, teaching, and collaboration; and a focus on educating diverse students in high poverty, urban, and rural areas. The program, which will provide professional preparation and M.A. and Ed.S. degrees, will demonstrate that a majority of the graduates enter jobs that serve children in high-poverty urban and rural settings.

Grant Number:H325H980131

**Finding and Keeping the Best: A Rural Regional Partnership for
Recruiting and Retaining Teachers for Children with
High-Incidence Disabilities**

Project Director: Churchill, Lisa

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

California State University - Chico
Chico Research Foundation
Kendall Hall, Room 111
Chico, CA 95929-0870
Voice: (530)898-5167

Purpose: This project will recruit, prepare, and support 75 special education teachers for pupils with high incidence disabilities in high-poverty rural schools. Specialized recruitment strategies are designed to attract and support candidates from underrepresented populations, including those with disabilities. California State University, Chico, has formed a consortium with 46 county offices and school districts to offer an alternative training program that meets changing needs of rural California. The project combines local, university, and federal resources for the aggressive recruitment, accessible training, and structured support necessary to alleviate the serious and persistent shortage of fully credentialed special education teachers in the region. In addition to an increase in the number of specialists, the rural area served by this project demands also a changing diversity among its future teachers in order to better reflect the increasing diversity of the region itself.

Method: The project continues the tradition of a regional internship structure for special education trainees, one that has placed 90% of its graduates since 1987 in high poverty areas. The project's strategies are designed to recruit students from underrepresented groups, including students with disabilities. California State University at Chico and 46 local education agency partners assertively recruit individuals who can both reflect and assist the changing population of rural California. Training in the wide range of technical and consultative skills needed by today's special educator will be accessible at full-day classes, at regional training sites, through interactive instructional television, and in intensive summer sessions. In addition to formal training, a "safety-net" or support network will be built around each trainee. Extensive support both on-the-job and within the campus ensures candidate retention. District and university staffs will cooperate to provide joint support, local mentoring, and supervision throughout the preparation period. Other key features of the project are the following: 1) collaboratively designed university-public school joint recruitment, training, and support program; 2) intensive on-the-job training in rural areas; 3) accessible coursework via interactive television, release day seminars, electronic networking, and summer sessions; 4) revitalization of local rural specialists in new roles as mentors; 5) specialists trained in an interdisciplinary context; and 6) curriculum driven by research and best practices literature in assessment, pedagogy, collaboration, and multicultural understandings.

Grant Number:H325H980133

**Community Partners: Preparing Personnel to
Create Caring Communities for Students with
Emotional/Behavioral Disorders**

Project Director: Bacon, Ellen

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

North Carolina Central University
Department of Education
Durham, NC 27707
Voice: (919)560-5174

Purpose: The goals of this project are to increase the number of licensed special education teachers in emotional and behavioral disabilities (EBD) by recruiting qualified students from underrepresented populations; to prepare teachers to provide a school-wide program for EBD students or students at-risk of being EBD based on research-based practices and instructional programs; to develop five demonstration collaborative programs each year; to develop a portfolio model of evaluation at North Carolina Central University (NCCU) in which participants will demonstrate mastery of identified competencies in field experiences through action projects and performance-based assessment; and to prepare schools and teachers to meet the needs of students from culturally diverse populations who are at-risk of being EBD.

Method: A model for providing school-wide services to students from diverse populations will be developed through a collaborative partnership of North Carolina Central University (NCCU), Wright School Re-Ed Center, and Durham Public Schools. All participants in the program will complete a part of their field experience in the Wright School program. Demonstration programs will be developed in five Durham Public Schools. Each school will participate in training and support for a team consisting of EBD teacher(s), principal, psychologist or counselor, regular classroom teacher(s), mental health personnel, and parent. During the first year, each team will develop a school-wide caring community plan based on a self-administered best practices needs assessment. On the basis of this assessment, schools will develop a project to support competent social behavior of EBD students. During the second year, NCCU Project Faculty will work with African-American and Latino EBD students and parents to develop culturally sensitive instructional programs within the demonstration schools. During the third year of the project, faculty and staff at the demonstration schools will be trained to be on-site trainers for other schools and NCCU interns. Five full-time NCCU students will work in the target schools for 20 hours a week and function as part of the school team.

Grant Number:H325H980134
Project UTEEM - Recruit

*Project Director:*Thorp, Eva; Sanchez, Sylvia

*Beginning Date:*Oct 1, 1998
*Ending Date:*Sep 30, 2001

George Mason University
Graduate School of Education
4400 University Drive
Fairfax, VA 22030-4444
Voice:(703)993-2035

*Purpose:*Project UTEEM-Recruit will support the improvement of an ongoing successful pilot master's program to increase the capacity and quality of preservice training for underrepresented populations. The goals of the project are: 1) to increase the number of ethnically and linguistically diverse licensed teachers to serve young children with high incidence disabilities, including those with limited English proficiency, in early childhood classrooms (pre-K to grade three); 2) to develop sustained partnerships with high poverty school and community programs serving children with disabilities and their families, including those with limited English proficiency; and 3) to implement family-professional collaborative instruction to increase the program's capacity to prepare teachers to work with diverse families.

*Method:*This training program builds upon the experience of George Mason University's pilot Unified Transformative Early Education Model (UTEEM). This unique interdisciplinary preservice education program prepares personnel to work with culturally, linguistically, and developmentally diverse young children and their families in a variety of inclusive community settings. The model derives its knowledge base from the four disciplines of multicultural education, bilingual/ESL education, early childhood education, and early childhood special education. The program will recruit and support 30 individuals from ethnic and language minorities for participation in the two-year master's program. At the end of the training, these individuals will receive Virginia licensure in early childhood special education (birth to age five) and early childhood education (pre-K to grade three) and an endorsement in English as a second language education. The project will reach out to ethnic and linguistic community resources in the Washington metropolitan area for its recruitment efforts, including two rich pools of diverse applicants: the paraprofessional/non-licensed practitioners working in educational settings in the geographical area, and the undergraduate minority students at GMU. The project maintains a partnership with one Head Start site which pays UTEEM interns for the services they provide as teachers and family services providers. A family member of a child with disabilities will be hired to work as a co-teacher, so that preservice students will benefit from the enhanced and broaden integration of family perspectives in all programs.

Grant Number:H325H980144

Diagnostician 2000

*Project Director:*Parker, Richard

*Beginning Date:*Nov 1, 1998

*Ending Date:*Oct 31, 2001

Texas A & M Research Foundation
Box 3578
College Station, TX 77843
Voice:(409)845-7505

Purpose: Texas A&M's Special Education Area has developed "Diagnostician 2000," a new graduate program to address Texas state needs for qualified special education personnel. Experienced educators will earn Texas Educational Diagnostician certification, plus the M.Ed. in Special Education. This program leads the state in responding to IDEA 97 by creating new courses and restructuring others, and better meets Texas' Comprehensive System of Professional Development (CSPD) needs than any other program in the state.

*Method:*In collaboration with the Texas Region VI Education Service Center, the project will use distance education, video modules, and direct training to serve both its primary and secondary training audiences. The primary audience is an annual intake of 14 experienced general and special education teachers who will pursue the M.Ed. and Educational Diagnostician credentials via a five-semester, 43-credit hour program. The secondary audience is a large number of Region VI special educators, including special education teachers, assessment personnel, and special education administrators. Experienced general educators can also earn the Generic Special Education credential through extended coursework. Ten main program features ensure that "Diagnostician 2000" will strongly impact Texas' need for fully qualified and highly trained special educators. These include: 1) emphasizes assessment and programming for ethnic/linguistic minority (LEP) students; 2) meets newest IDEA 97-linked national and state-wide standards; 3) directly addresses Texas state Comprehensive System of Personnel Development (CSPD) needs; 4) offers best practices in Educational Diagnostician training in Texas according to national and Texas Diagnosticians content standards; 5) directly addresses Texas' major non-compliance issues; 6) has a framework of practical Admission, Review and Dismissal (ARD) concerns, rather than theory or isolated test practice; 7) impacts a secondary training potential audience of 1500 special education teachers, 200 assessment personnel, and 50 special education administrators; 8) recruits experienced teachers from rural districts for rural employment; 9) meets rural needs for a generalist Educational Diagnostician in a broad array of skills such as pre-referral assessment and intervention, legal interpretations, ARD manager and case manager, teacher consultation, and assessments of limited English proficient (LEP) students; and 10) training by several highly qualified professors with "front line" experience.

(84.325N)
National Significance/Nondirected

Grant Number: H325N980006

Principal Training in Special Education

Project Director: White, George P.

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

Lehigh University
Education and Human Services Department
Office of Research and Sponsored Programs
526 Brodhead Avenue
Bethlehem, P A 18015-3046
Voice: (610)758-3262

Purpose: This project will develop a model blueprint for training preservice elementary and secondary school principals in legally defensible and educationally sound inclusion programs extended to students with emotional and behavioral disorders.

Method: The project blueprint includes customized courses in special education law and curriculum, instruction, and program design to provide basic building blocks. Leadership institutes on specially selected topics will be offered for more refined knowledge and skills, and a year-long practicum with a supporting seminar will teach effective application of these cognitive competencies. Project activities are facilitated by an advisory panel of key stakeholders and an external evaluator and by the efficient use of technology, including a Website and chat-lines.

Products: The project will directly serve 48 participants in three one-year cohorts of principals. In addition, via teleconferences, distance learning institutes, and other products developed by the project, many practica and selected national sites will be served through project activities.

Grant Number:H325N980009

Professional Development Academy: Enhancing Collaborative Partnerships for Systems Change

Project Director: Murray, Karl

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

National Association of State Directors of Special Education
1800 Diagonal Rd. Suite 320
Alexandria, VA 22314
Voice: (703)519-3800

Purpose: This project will assist in the establishment and perpetuation of substantial interagency, inter-institutional, and interdisciplinary collaboration to ensure higher expectations and positive educational outcomes for all students.

Method: The project will identify, develop, and support a leadership network that bridges state and local district professional development systems, effecting changes that will impact on the lives of children with disabilities. It will enhance the capacity to create professional development systems through technical assistance that matches state, regional, and local conditions and context. The project will develop a cadre of trainers to replicate a professional development academy model at local educational agencies.

Products: The state and local education agency teams developed through this project will create supportive learning systems to promote development, learning, and higher levels of success for all children. These teams will develop and sustain the capacity to improve continuously, meet higher standards, establish effective collaborative partnerships, and challenge others to achieve similar accomplishments.

Grant Number:H325N980022

Model for Paraprofessional and Supervisor Training to Serve Students with High-Incidence Disabilities in Vermont Secondary Schools

Project Director: White, Regina

Beginning Date: Sep 1, 1998

Ending Date: Aug 31, 2001

University of Vermont and State Agricultural College
College of Education
University Affiliated Program of Vermont
340 Waterman Building
Burlington, VT 05405
Voice: (802)656-3360

Purpose: This project will improve the training of paraprofessionals to meet the needs of children with disabilities in general education classrooms through model preservice and inservice programs for paraprofessionals and the teachers who supervise them. The training model addresses entry-level and advanced training for paraprofessionals and supervisory training for teachers in three delivery formats: distance learning, Internet, and group instruction.

Method: The project design includes development and field-testing of entry-level paraprofessional and supervisor curricula and advanced paraprofessional training curricula, and validation and revision of all curricula.

ricula and delivery formats to develop a blueprint for training that can be effectively replicated nationally within the State Improvement Plans.

Products: Dissemination of the project model will occur throughout the project and will include presentations, newsletters, and brochures. Project staff will make presentations at national and local conferences and prepare publications for appropriate journals. Information about the project will also be available on the Internet.

Grant Number: H325N980029

Education and Work Leadership Program

Project Director: Phelps, L. Allen

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

University of Wisconsin
Center on Education and Work
Graduate School—400 A.W. Peterson Building
750 University Avenue
Madison, WI 53706-1490
Voice: (608)263-2714

Purpose: The Education and Work Leadership Program aims to enable school-based teams and educational leaders to improve student learning, school cultures, and educational accountability.

Method: University of Wisconsin at Madison (UW) faculty from the Departments of Educational Administration, Rehabilitation, Psychology, and Special Education have designed this program in collaboration with local practitioners. The program design incorporates a series of leadership seminars, field-based externships, and program improvement-focused action research in an 18-credit certificate program. More specifically, the cohort-based, two-year program will conduct the following activities: 1) prepare practicing professionals to assume school-wide leadership positions in teaching, administration, or student services, focused on improving education-and-work programs that effectively include youth with disabilities; 2) enhance the capacity for improving professional development, teacher education, and administrator preparation by establishing and/or supporting new certification options and standards for advanced teaching and program leadership that focus on inclusion of youth with disabilities; 3) engage the participants and UW faculty and research staff in collaborative action research and development projects, which develop new knowledge about education-to-work and inclusion practices, inform and advance local policies and practices, and create opportunities for developing, implementing, and testing new school-wide approaches to career-oriented learning.

Products: Program participants will design action research projects and professional portfolios that create and implement new contextual learning opportunities for all students (e.g., work-based learning programs, career academies, community-based career exploration programs, or advanced Tech Prep programs). In the second and third years of the project, national dissemination efforts will feature collaborative faculty-participant conference presentations and articles in mainstream education journals, as well as an interactive World Wide Web site.

Grant Number:H325N980034

New Scripts for 21st Century Services: An Innovative Model for Supporting Change and Reform in Interprofessional Preservice Training

Project Director: Winton, Pamela J.; Catlett, Camille

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

University of North Carolina - Chapel Hill
Frank Porter Graham Child Development Center
Room 300 Bynum Hall
Chapel Hill, NC 27599-4100
Voice:(919)966-7180

Purpose: This project will expand upon a model for supporting change and reform in professional preservice training that was developed through three prior projects. It is designed to expand, replicate, evaluate, and disseminate information about a technical assistance approach for preparing higher education faculty to serve as leaders in providing and promoting quality interprofessional early childhood intervention preservice training in their states.

Method: New Scripts takes an ecological, individualized approach to produce documented, long-lasting higher education change. The project will generate needs, priorities, and support for making changes in early childhood intervention preservice personnel preparation from higher education and state leaders. It will provide models, materials, and educational experiences, including an intensive training institute to address state priorities for interprofessional teams of faculty, providers, and families. It will facilitate the development of state and individual action plans for improving the quality of preservice preparation efforts and it will provide technical assistance in support of these plans.

Products: This project will ensure a cadre of confident, competent professionals who are able to provide quality services to all infants, toddlers, young children, and their families. Print, electronic, and human methodologies will be used to disseminate the findings and products of New Scripts to policy makers, administrators, faculty, family members, early childhood consultants, and program directors, all of whom are stakeholders in early childhood intervention training.

Grant Number:H325N980038

Teacher Training to Supervise Paraeducators Using Validated Curriculum and a Problem-Solving, Consultative Method

Project Director: Ashbaker, Betty; Morgan, Jill

Beginning Date: Oct 1, 1998

Ending Date: Sep 30, 2001

Utah State University
Center for Persons with Disabilities Box 6800
Logan, UT 84322-6800
Voice:(435)797-1981

Purpose: This project will train teachers to supervise paraeducators using validated curriculum and a problem-solving, consultative model. Via the use of a train the trainers component, the project will strengthen local capacity in participating school districts, thus providing the means of ongoing support and training.

Method: The six major activities of this project are: 1) to provide training to supervising teachers and their paraeducators in the skills necessary for effective collaboration to enhance services for students/children with disabilities; 2) to collect final field-test data on curriculum materials relating to effective supervisory relationships (namely "Teamwork and Evaluation") in order to make final adjustments to the materials and ensure their complete effectiveness; 3) to develop and field-test a facilitator manual to accompany "Teamwork and Evaluation" so that the materials can be made widely and easily accessible to educators who wish to increase their supervisory skills and school districts and/or states who seek to validate curriculum in order to provide this training to their educators; 4) to provide a training of trainers in the curriculum, thereby increasing the capacity of school districts to continue training teachers and paraeducators; 5) to provide orientation training for building- and school district-level administrators in the issues surrounding supervision and training of paraeducators; and 6) to disseminate results of research and development activities to appropriate audiences.

Products: The project will produce "Teamwork and Evaluation" curriculum materials and an accompanying Facilitator Manual. Project findings will also be disseminated via the Center for Persons with Disabilities Website, papers and workshops at professional conferences, and articles submitted to professional journals.

(84.325P)
National Significance/Directed

Grant Number: H325P980006

Professional Development: School without Walls

Project Director: Epanchin, Betty C.; Laframboise, Kathryn

Beginning Date: Jan 1, 1999

Ending Date: Dec 31, 2003

University of South Florida
Department of Special Education 4202 E. Fowler Avenue
Tampa, FL 33620
Voice: (813)974-2536

Purpose: This project aims to enable the following educational reforms to occur: 1) curriculum reform and identification of the current and emerging roles of special educators in inclusive schools; 2) implementation of a model for providing ongoing intensive professional development; 3) creation of new professional roles that bridge university and school programs; 4) generation of a case study that will enable replication of the model; and 5) follow-up of graduates from the preservice teacher education program. The project has the dual purpose of simultaneously improving teacher education and classroom practice. Specific attention will be given to improving services to children and youth with special needs through reforming the elementary and special education preservice curricula, and instituting a model for professional development that actively involves general and special education teachers in researching their own teaching. A secondary purpose of this project is to study the effectiveness and sustainability of the partnerships over time.

Method: The University's Departments of Elementary and Special Education will work collaboratively with teachers and administrators from the school districts, administrators for the Florida State Department of Education, and faculty in the University's English as a Second Language Program to identify and incorporate the common core of knowledge and skills that are appropriate for all prospective general and special education teachers, that are aligned with critical teaching standards and with high student content and performance standards, and that all teachers should have in order to teach in inclusive schools that serve diverse student populations. Additionally, this group will study the current and emerging roles of special educators and incorporate the appropriate training for these roles in curriculum reform. Teachers, administrators, university faculty, and students will all be involved in the dual function of preparing preservice personnel and conducting ongoing action research that will support their construction of knowledge, professional development, and improved classroom practice. The partnership model will first be implemented and evaluated in Pasco County and then it will be replicated and evaluated in Hillsborough County. The implementation and replication design will identify factors that impact and affect the successful implementation and maintenance of partnerships, and particularly this model for a partnership. The effectiveness of the curriculum reform effort will be assessed in follow-up studies of the first two cohorts to graduate from the program. Through these activities, the project will create a learning community that will have the purpose of and will function as a professional development school, but it will not be confined to the structure of a building.

Products: This project will develop a model that has the potential for replication. The work of the "PDS without Walls" will be shared on a Web page and in a newsletter summarizing teacher research. Participants will be encouraged to share their work at national and state meetings.

Grant Number: H325P980009

A 21st Century Construction: The Sustainable, Renewing University-School District Partnership

Project Director: Rhodes, Lynn; McNulty, Brian

Beginning Date: Jan 1, 1999

Ending Date: Dec 30, 2003

University of Colorado - Denver
School of Education/CCEL
Sponsored Programs CB123 P.O. Box 173364
Denver, CO 80202-1326
Voice: (303)556-3336

Purpose: This project will build on existing collaborations to develop, implement and evaluate a district-university partnership model that features four integrally linked outcomes designed to meet the needs of students with disabilities in general education classrooms: 1) exemplary teacher preparation for general and special education teacher candidates; 2) continuing results-oriented professional development for district/university faculty; 3) the integration of research/evaluation and practice through collaborative action research conducted in schools and classrooms; and 4) exemplary education for all P-12 students, including students with disabilities.

Method: The project will build upon a developing partnership between the University of Colorado at Denver and the Adams 14 Public Schools, a district that uses a model for inclusive services for all students, including students with disabilities as well as those served in Title I programs. The project is intended to establish a sustainable and renewing partnership at four levels: district, university, individual school, and teacher (district and university). The achievement of an exemplary teacher preparation program will involve all district schools in preparing new special education teachers and will involve three partner schools in which general and special education teachers are both prepared. The partner schools will assume a leadership role for the district with regard to the integration of research/evaluation and practice through collaborative, action research.

Products: The project's evaluation and dissemination activities will inform and support the work of other partnership efforts in general and special education. The project will outline plans for a blueprint for other universities and districts constructing their own partnership activities. The partnership's Website will maintain logs of activities at each of the partnership sites, make available the evaluation tools, and provide a forum for data collection through online surveys and open-ended discussions.

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