



PROJECTS AND PROGRAMS



In December 2004, Congress reauthorized the Individuals with Disabilities Education Act (IDEA) and in doing so, established the **National Center for Special Education Research (NCSER)** in the Institute of Education Sciences (IES). On July 1, 2005, NCSER began its operation and held its first set of research grant competitions, which included the following ten topic areas: language and vocabulary development, serious behavior disorders, early intervention and assessment for young children, secondary and postsecondary outcomes, individualized education programs, reading and writing, mathematics and science, assessment for accountability, research on teacher quality in reading and writing, and research on teacher quality in mathematics and science.

NCSER received 253 applications to these ten competitions and funded a total of 27 research grants. During its inaugural year, NCSER also awarded three unsolicited grants that are investigating the use of meta-analysis with single-case research and two contracts, one designing the assessment of progress in the implementation of IDEA 2004, and one investigating the development and use of alternate assessments in ensuring that schools are accountable for the performance of students with disabilities. Finally, NCSER began its operation with a portfolio of 9 grants and 4 contract awards that were transferred from the Office of Special Education Programs (OSEP).

These research grants and contracts represent the first “investment” in NCSER’s inaugural year and augur the development of a research base in special education that is rigorous, relevant, and builds upon a legacy of research promoted by OSEP for the past three decades.

This document lists each of the research grants and contracts in NCSER. More importantly, NCSER looks forward to increasing this portfolio of research investments with equally important and methodologically stellar research projects.

Edward J. Kame’enui
Commissioner
National Center for Special Education Research

PROJECTS AND PROGRAMS

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ASSESSMENT FOR ACCOUNTABILITY

FY 2006 AWARDS

Name of Institution: Educational Testing Service**Principal Investigator:** Cara Cahalan-Laitusis**Goal:** Measurement**Title:** *National Accessible Reading Assessment Projects: Research and Development for Students with Visual Impairments***Purpose:** This project is (a) examining the psychometric properties of state assessments when administered to students with visual impairments, (b) conducting research on the development of an alternate assessment of technology-assisted reading for students with visual impairments, and (c) conducting a field test to examine the validity and reliability of both an accessible reading assessment and the alternate assessment of technology-assisted reading that includes students with visual impairments.EARLY INTERVENTION, EARLY CHILDHOOD SPECIAL
EDUCATION, AND ASSESSMENT

FY 2006 AWARDS

Name of Institution: San Diego State University**Principal Investigator:** Vera Gutierrez-Clellen**Goal:** Development**Title:** *Vocabulary, Oral Language, and Academic Readiness (VOLAR): A Language Intervention for Latino Preschool English Language Learners with Language Disorders***Purpose:** The purpose of this project is to develop and evaluate the potential efficacy of a focused vocabulary and oral language intervention for improving the academic readiness (VOLAR) of preschool Spanish-speaking children with language disorders within the preschool curriculum. In addition, the potential positive effects of the VOLAR intervention are being compared across bilingual and English-only modalities to determine whether the intervention presented in a bilingual modality (BIVOLAR) leads to greater improvements in vocabulary, oral language, and academic readiness than the VOLAR intervention presented in English only (EVOLAR).

Name of Institution: Georgia State University

Principal Investigator: Amy Lederberg

Goal: Development

Title: *Improving Deaf Preschoolers' Literacy Skills*

Purpose: This project is developing and obtaining preliminary evidence on the efficacy of a curriculum designed to foster emergent literacy skills in deaf and hard of hearing preschoolers. The new curriculum, Literacy Express for Deaf and Hard of Hearing Children (LE-D), will be based on the Literacy Express preschool curriculum.

Name of Institution: Arizona State University

Principal Investigator: M. Jeanne Wilcox

Goal: Development

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

Purpose: This project is (a) determining the efficacy of a language and early literacy curriculum (Trophies Pre-K) adapted for use with preschool children with developmental disabilities; (b) evaluating the extent to which the addition of an explicit oral language teaching protocol (EOLT) further enhances children's gains in oral language, pre-reading, and pre-writing skills; and (c) determining the intensity of intentional instruction required for all children to progress in the curriculum.

Name of Institution: Vanderbilt University

Principal Investigator: Ann Kaiser

Goal: Efficacy

Title: *Improving Language and Literacy Outcomes for Preschool Children at Highest Risk for Reading Problems*

Purpose: Children with Individualized Education Plans, children with very low language skills, and children with low language skills and high problem behavior who are also enrolled in Head Start are at extremely high risk for later reading problems. This project is examining the differential effects of three approaches to improving language and literacy skills in these very high-risk children enrolled in Head Start. These approaches are: (a) Opening the World of Learning (OWL); (b) OWL + Enhanced Milieu Teaching (EMT); and (c) Creative Curriculum (CC), a general curriculum model which is widely used in Head Start.

Name of Institution: Florida State University

Principal Investigator: Christopher Lonigan

Goal: Efficacy

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

Purpose: This project is comparing the value added impact of an intervention focusing explicitly on language, literacy, and cognitive skills, with an intervention explicitly focused on these skills plus self-regulation. The researchers are examining the efficacy of two interventions using three treatment groups: (a) Literacy Express, a comprehensive preschool curriculum focused on language and literacy; (b) Tools of the Mind, a preschool curriculum focused on literacy and self-regulation; and (c) a newly created curriculum that includes modular components from both curricula.

Name of Institution: Texas A&M University

Principal Investigator: Deborah Simmons

Goal: Efficacy

Title: *Project Early Reading Intervention*

Purpose: This research is evaluating the efficacy and studying systematic variations of delivery intensity of the Early Reading Intervention (ERI), a commercial program that is designed for kindergarten children at risk of reading difficulty and used in more than 4,000 school districts in all 50 states. The researchers are also sampling participating schools to capture a broad range of demographic diversity and evaluating ERI's efficacy in sites distal to ERI developers.

Name of Institution: University of Colorado at Denver

Principal Investigator: Phillip Strain

Goal: Efficacy

Title: *LEAP - USA (Using Science-Based Approaches)*

Purpose: The purpose of this project is to assess the efficacy of LEAP in achieving positive child and family outcomes as a model of intervention for young children with autism. The researchers are examining the differential effects on key outcomes resulting from high-fidelity implementation.

INDIVIDUALIZED EDUCATION PROGRAMS

FY 2006 AWARDS

Name of Institution: The State University of New York at Buffalo

Principal Investigator: Gregory Fabiano

Goal: Development

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

Purpose: The purpose of this project is to develop an intervention to improve the practices of teachers of children with attention-deficit/hyperactivity disorder (ADHD) who have an Individualized Education Plan (IEP). The researchers will provide preliminary evidence of the efficacy of using a daily report card intervention as a means of linking the child with ADHD's IEP goals and objectives to his/her daily functioning in the classroom environment.

Name of Institution: University of Illinois

Principal Investigator: James Shriner

Goal: Development

Title: *IEP Quality Improvement: Research and Development of Web-Based Decision Support*

Purpose: This project is developing and testing a web-based Individualized Education Plan (IEP) Tutorial and decision-making support system that will be linked to the Illinois State Board of electronic IEP archiving system. The aim is to use the developed web-based informational and decision-making resources to allow IEP teams to craft better quality IEPs that function to support higher standards-based achievement.

Name of Institution: University of Hawai'i

Principal Investigator: Robert Stodden

Goal: Development

Title: *"I" in the IEP*

Purpose: The purpose of this project is to develop and obtain preliminary evidence of the effectiveness of two interventions designed to equip educators, administrators, and parents with the necessary tools to help students with disabilities from indigenous cultures engage with and benefit from their own Individualized Education Plan (IEP) meetings.

LANGUAGE AND VOCABULARY DEVELOPMENT

FY 2006 AWARDS

Name of Institution: University of Connecticut

Principal Investigator: Michael Coyne

Goal: Development

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

Purpose: Project IVI is developing, refining, and evaluating vocabulary intervention strategies for kindergarten students at significant risk of learning disabilities. The research team will draw on validated principles of instructional design and delivery to intensify vocabulary instruction and to optimize its effectiveness with kindergarten students most at risk of learning disabilities.

Name of Institution: Florida State University

Principal Investigator: Howard Goldstein

Goal: Development

Title: *Project ILIAD: Independent Lexical Instruction and Development*

Purpose: The purpose of Project ILIAD (Independent Lexical Instruction and Development) is to develop a comprehensive intervention program of vocabulary instruction that can be applied reliably and effectively in grades K-3. This research is comparing a focus on vocabulary enhancement to a focus on phonics as a means of preventing delays in reading, language, and academic development for at-risk children and those with disabilities.

Name of Institution: University of Kansas

Principal Investigator: Diane Loeb

Goal: Development

Title: *Development of a Culturally-based Language and Vocabulary Intervention for Elementary School Children with Language Impairments and Children who are at High Risk for Developing Learning Disabilities*

Purpose: The purpose of this study is to develop an intervention program that is culturally relevant and improves the vocabulary, narrative, phonological awareness, and reading skills of children from different cultures and of children from low socioeconomic homes.

MATHEMATICS AND SCIENCE

FY 2006 AWARDS

Name of Institution: Mississippi State University

Principal Investigator: Brenda Cavanaugh

Goal: Identification

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

Purpose: The purpose of this project is to examine the effects of school climate, including policies and practices related to teacher supports, student supports, and support for family involvement, and other contextual and individual factors on mathematics achievement of elementary and middle school students with visual impairments. Many school-related variables have been found to affect the achievement of students in general, but research has not been conducted on the effects of these variables on the achievement of students with visual impairments.

READING AND WRITING

FY 2006 AWARDS

Name of Institution: Vanderbilt University

Principal Investigator: Donald Compton

Goal: Measurement

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

Purpose: This project is addressing the key measurement issues associated with the response-to-intervention (RTI) process. Research questions include (a) who should enter the RTI process; (b) how does one determine whether effective Tier 2 intervention has been conducted; (c) what is a valid and practical method of monitoring responsiveness to Tier 2 instruction; and (d) what is a valid definition of 'nonresponsiveness' (i.e., reading disability)?

Name of Institution: Georgia State University

Principal Investigator: Robin Morris

Goal: Efficacy

Title: *Multiple-Component Remediation for Struggling Middle School Readers*

Purpose: The purpose of this project is to evaluate the efficacy of two multiple-component reading interventions for middle school students with reading disabilities. Both programs address multiple sources of dysfluent reading and incorporate an evidence-based combined phonological and strategy intervention. However, the programs differ in that one includes a fluency component and the other includes a comprehension intervention component.

Name of Institution: Teachers College, Columbia University

Principal Investigator: Joanna Williams

Goal: Development

Title: *An Intervention to Enhance Expository Text Comprehension Via Text Structure Instruction for Primary-Grade At-Risk Students*

Purpose: This research is developing and evaluating an intervention to improve (a) the reading comprehension of expository text, and (b) acquisition of social studies content for second-grade students at high risk for reading disabilities. The researchers are developing a supplemental program that teaches the five major types of text structure embedded in social studies content.

FY 2004 AWARDS

Improving Reading Outcomes for Children with Intellectual and Developmental Disabilities

Name of Institution: University of North Carolina at Charlotte

Principal Investigator: Diane Browder

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

Purpose: The RAISE (Reading Accommodations and Interventions for Students with Emergent Literacy) research project is a partnership among the University of North Carolina - Charlotte, Charlotte Mecklenburg Schools, and LifeSpan Community Services to conduct scientifically based research to evaluate interventions to teach reading to students with moderate and severe intellectual disability. The intervention program developed addresses each of the National Reading Panel's five essential components of reading.

Name of Institution: Southern Methodist University

Principal Investigator: Patricia Mathes

Title: *Maximizing Literacy Learning Among Children with Mild to Moderate Mental Retardation (Project Maximize)*

Purpose: The purpose of this research is to determine whether intense and explicit instruction that has worked for children who struggled with reading will also work for children with mild to moderate intellectual disability. Researchers are modifying Proactive Reading, an evidence-based reading intervention, and incorporating additional language support and oral language comprehension instruction to improve literacy outcomes.

Name of Institution: Georgia State University

Principal Investigator: Rose Sevcik

Title: *Evaluating the Effectiveness of Reading Interventions for Students with Mild Mental Retardation*

Purpose: This project evaluates the effectiveness of two theoretically motivated instructional reading programs for children with mild intellectual disability. These programs are based upon increasingly convergent evidence that early reading difficulties are primarily due to two core linguistic deficits: phonological awareness and naming retrieval/access speed. One reading program teaches phonological analysis and blending skills (PHAB). The second program supplements the PHAB by adding instruction in fluency and comprehension skills (with the program *Retrieval, Automaticity, Vocabulary Elaboration, Orthography (RAVE-O)*).

Accessible Reading Assessments

Name of Institution: Educational Testing Service

Principal Investigator: Cara Cahalan-Laitusis

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

Purpose: This project is designing and developing an accessible reading proficiency assessment that isolates phonemic awareness, phonics, fluency, vocabulary, and comprehension into different test sections to allow scores to be reported by component for improved student diagnosis, progress monitoring, and design of intervention. Identifying subcomponent profiles of weaknesses and strengths is essential for developing individual interpretive, descriptive, and diagnostic reports for students with disabilities that affect reading.

Name of Institution: University of Minnesota

Principal Investigator: Martha Thurlow

Title: *Research on Accessible Reading Assessments*

Purpose: Learning to read and the demonstration of reading proficiency are cornerstones of educational success. This project addresses the question of whether current large-scale reading assessments result in a valid demonstration of reading proficiency for students who have disabilities that affect reading. This project is conducting a systematic program of research and development to make large-scale assessments of reading proficiency accessible to such students.

SECONDARY AND POST-SECONDARY OUTCOMES

FY 2006 AWARDS

Name of Institution: University of Wisconsin

Principal Investigator: Erik Carter

Goal: Development

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

Purpose: The purpose of Project Summer is to develop a practical, but effective, intervention designed to improve transition services for youth with disabilities and maximize engagement in summer employment and other transition-related activities. Project Summer will address transition-related goals in community contexts—employment in particular—circumventing many of the limitations associated when these goals are addressed during the school year.

Name of Institution: Portland State University

Principal Investigator: Laurie Powers

Goal: Efficacy

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

Purpose: Project Success is implementing the TAKE CHARGE model for enhancing the self-determination of youth with disabilities in foster care and systematically evaluating the efficacy of the model in improving educational outcomes.

SERIOUS BEHAVIOR DISORDERS

FY 2006 AWARDS

Name of Institution: Vanderbilt University**Principal Investigator:** Kathleen Lane**Goal:** Development**Title:** *The Effects of Strategy and Self-Regulation Instruction on Students' Writing Performance and Behavior: A Preventative Approach (Project WRITE)***Purpose:** Project WRITE is (a) modifying the instructional procedures of the Self-Regulated Strategy Development (SRSD) program to meet the behavioral needs of second-grade students at high risk for serious behavior disorders who also have poor writing skills and (b) examining the feasibility and effectiveness of implementing this program within the context of a three-tiered positive behavioral support (PBS) model. Specifically, Project WRITE will determine if SRSD improves the writing skills of second-grade students at high risk for behavior disorders and improves their behavioral performance.**Name of Institution:** Idaho State University**Principal Investigator:** Stephanie Peterson**Goal:** Development**Title:** *Concurrent Schedules of Reinforcement and Adjusting Demand Requirements: Effects on Communication, Compliance, and Problem Behavior***Purpose:** Inappropriate or problem behavior often stems from a student's need either to escape or avoid an unpleasant task or situation, or to escape to something, such as a desired activity. Although several interventions for escape-motivated problem behavior in individuals with disabilities already exist, each has weaknesses that can limit its utility. This study proposes to evaluate the effects of providing different dimensions of reinforcement for break requests, compliance, and problem behavior for children who display escape-maintained problem behavior.**Name of Institution:** The State University of New York – Buffalo**Principal Investigator:** William Pelham, Jr.**Goal:** Efficacy**Title:** *Adaptive Treatments for Children with ADHD***Purpose:** This project will investigate the sequencing of interventions and the relative effects of low dose combined treatments vs. high dose single type treatments in children aged 5-12 who have a diagnosis of attention-deficit

hyperactivity disorder (ADHD). This study is comparing two adaptive treatment strategies: one starting with a low dose of medication and one starting with low-intensity school-based behavioral treatment (school Daily Report Card with supporting parent training). Children who do not respond to the treatment will be further randomized to either (a) augment the first treatment (increase dose of medication, add higher-intensity behavioral treatments) or (b) move to combined treatment by adding the other treatment component. Results will help educators, practitioners and families determine treatment strategies for individual children and provide a framework for future studies of ADHD treatment using adaptive strategies.

Name of Institution: University of Florida

Principal Investigator: Stephen Smith

Goal: Efficacy

Title: *Universal Cognitive-Behavioral Intervention for Elementary Students to Reduce Disruptive/Aggressive Behavior*

Purpose: The purpose of this project is to determine whether a cognitive-behavioral problem-solving curriculum focused on anger management (Tools for Getting Along (TFGA): Teaching Students to Problem Solve), improves student behavioral outcomes related to positive social adjustment and school success when implemented by school personnel in 4th and 5th grade classroom settings.

Name of Institution: SRI International

Principal Investigator: Mary Wagner

Goal: Effectiveness

Title: *Early, Evidence-Based Intervention for Externalizing Behavior Problems in School: From Efficacy to Effectiveness of the First Step to Success Program*

Purpose: The First Step to Success Program is a school-home intervention with substantial evidence for its efficacy in achieving secondary prevention goals and positive outcomes for behaviorally at-risk children in the primary grades. It is packaged for dissemination, is evidence-based, and has been implemented successfully by a number of districts across the country during the past decade. The purpose of this project is to conduct a randomized comparison trial to evaluate the effectiveness of First Step to Success under scaled-up conditions.

Name of Institution: University of Connecticut

Principal Investigator: Sandra Chafouleas

Goal: Measurement

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

Purpose: This project will develop and validate a daily behavior report card (DBRC) that is feasible for use in applied settings and can be used for student progress monitoring. Project VIABLE will develop the DBRC for use in progress monitoring through 3 phases of investigation that include examining issues surrounding (a) foundations of measurement (i.e., instrumentation and procedures), (b) summative and formative application, and (c) feasibility for use by educators.

Name of Institution: University of Georgia

Principal Investigator: Randy Kamphaus

Goal: Measurement

Title: *Development and Validation of a Screener for Behavioral and Emotional Problems in Elementary and Middle School*

Purpose: The purpose of this project is to develop and validate a five-minute screening assessment to be used by teachers to identify elementary and middle school children with behavioral or emotional problems that predispose them to academic failure. The study will build upon pilot research to develop a screener from the longer form of the Behavioral Assessment System for Children currently used widely in the U.S. and abroad.

FY 2004 AWARDS

Behavior Research Centers

Name of Institution: Oregon Research Institute

Principal Investigator: Douglas Cheney

Title: *Evidence-Based Interventions for Severe Behavior Problems*

Purpose: This project is evaluating the Check, Connect, and Expect (CC&E) program. CC&E is based on the theory that relationships with school staff, reinforcement of clear expectations and social behavior, and engagement in school activities contribute to improved academic and social outcomes of students. Therefore, the intervention focuses on improving students' positive relationships and prosocial behavior via increased school staff reinforcement and feedback. Students not completely successful with CC&E will receive an

additional intensive, functionally based intervention developed by the district behavior specialist, a behavior coach, and the classroom teacher. The intervention planning will be driven by the needs of the individual, but it also will have a standardized procedure.

Name of Institution: University of South Florida

Principal Investigator: Donald Kincaid

Title: *Evidence-Based Interventions for Severe Behavior Problems: The Prevent-Teach-Reinforce Model*

Purpose: The University of South Florida, in collaboration with the University of Colorado at Denver and Health Services Center, is evaluating the Prevent-Teach-Reinforce (PTR) intervention, which is modeled after a positive behavior supports approach and is a team process through which an individualized intervention is developed and implemented. PTR is based on the theory that well-conducted functional behavioral assessments and sound positive behavior support plans for children with severe behavior problems will do three things: (a) decrease the occurrence of maladaptive target behaviors, (b) increase the occurrence of appropriate prosocial behaviors, and (c) consequently produce positive outcomes in behavior, academics, and lifestyle changes for the child.

Name of Institution: Oregon Research Institute

Principal Investigator: Hill Walker

Title: *Early, Evidence Based Intervention for Severe Behavior Problems: First Step to Success*

Purpose: This project is evaluating the First Step to Success intervention, a 3-month process incorporating three components in an effort to improve the behavior and academic performance of students with severe behavior problems. The intervention is based on the theory that a preventive approach (rather than a reactive one) to early signs of poor social adjustment using secondary prevention goals and involving both teachers and families to support students' behavior change will more effectively transform emerging severe behavior problems.

Name of Institution: Vanderbilt University

Principal Investigator: Joseph Wehby

Title: *Reducing Severe Problem Behavior in Schools*

Purpose: Investigators at Vanderbilt are instructing teachers in classroom management techniques designed to improve classroom behavior. In addition, there is an academic tutoring component that consists of tutoring in reading. These interventions are based on the theory that student behavior is directly affected by classroom environment and practices. Training and motivating teachers to engage in practices known to improve the classroom environment will result in improved student behavior and learning. Academic success hinges on reading skills and will be enhanced by direct reading instruction and indirectly by improved student behavior.

Name of Institution: SRI International

Principal Investigator: Mary Wagner

Title: *National Behavior Research Coordination Center*

Purpose: The National Behavior Research Coordination Center (NBRCC) is working closely with the four behavior research centers (BRC) described above. The NBRCC is (a) coordinating, synthesizing, and analyzing data and findings from the BRCs; (b) fostering dissemination of knowledge on effective practice to consumers, practitioners, and policy-makers; (c) facilitating a collaborative partnership to enhance the designs of the interventions and evaluation; and (d) contributing methodological expertise to enhance the rigor of BRC research. In partnership with the four BRCs, the NBRCC will produce and actively disseminate new knowledge for the special education and mental health fields regarding “what works” in improving the behavior and, through it, the academic performance of children and youth with severe behavior problems.

STANDARDS AND ASSESSMENT DEVELOPMENT

FY 2006 AWARDS

Name of Institution: University of Wisconsin - Madison

Principal Investigator: Thomas Kratochwill

Title: *Single-Case Research Design and Analysis: Applications in Educational Intervention Research*

Purpose: This project is reviewing the current state of single-case research design and data analysis, as applied to educational intervention research. The

work will be conducted in four domains: (a) *Research Design*, which will illustrate how randomization can be incorporated into designs to improve the quality of single-case designs; (b) *Data Analysis*, which will focus on visual analysis and include a comprehensive list of graphical aids that can be used to complement and improve the rigor of visual analysis; (c) *Statistical Strategies* that can be applied to single-case research data; and (d) *Literature Summary* that builds upon the previous three phases by demonstrating analytic methods that can be used to summarize findings across studies including a set of “best practices” guidelines for conducting single-case research.

FY 2005 AWARDS

Name of Institution: University of Texas - Austin

Principal Investigator: Natasha Beretvas

Title: *Methodological Investigation of Effect Size Estimates Used in Meta-Analyses of Single-Case Research Design Results*

Purpose: This project is studying methods for best summarizing results from single-case (single-n) design studies. Three studies are being conducted to demonstrate and evaluate meta-analytic methods used to synthesize results of single-n design studies, including (a) a summary of methods used in meta-analyses of single-n designs, (b) an actual meta-analysis of single-n and large-n designs conducted to assess factors related to the effectiveness of school-based interventions used with children with Autism Spectrum Disorder (ASD), and (c) a simulation study evaluating and comparing performance of potential effect size estimators under a variety of conditions.

Name of Institution: University of California - Merced

Principal Investigator: William Shadish

Title: *Methods for Meta-Analysis of Single-Subject Designs*

Purpose: This research is developing meta-analytic methods for synthesizing single-subject designs, which are widely used in educational research settings and are among the strongest nonrandomized experiments. This project will (a) review the literature on meta-analysis of single-subject designs; (b) further develop multi-level statistical models for the analysis and synthesis of these designs; (c) conduct several meta-analyses of single-subject data sets; and (d) produce a book on methods of single-subject designs.

NATIONAL INITIATIVES

Name of Institution: SRI International

Principal Investigator: Mary Wagner

Title: *National Longitudinal Transition Study-2 (NLTS-2)*

Purpose: This study is providing a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. Data are collected on students' individual and household characteristics; characteristics of their schools, school programs, and classroom experiences; secondary school performance and outcomes; adult services and supports; and early adult outcomes in employment, education, independence, and social domains. These data are being used to examine new issues facing youth in transition and suggest directions for service provision, research, and policy. Additionally, NLTS-2 is designed with many of the same features of the original National Longitudinal Transition Study (1987-1993) in order to identify the nature and extent of changes in the special education services provided to high school students and in their post-school achievements in the last decade.

Name of Institution: SRI International

Principal Investigator: Jose Blackorby

Title: *National Study on Alternate Assessments*

Purpose: This study is addressing three sets of questions that are crucial to understanding the development and use of alternate assessments to ensure that schools are accountable for the performance of students with disabilities. In particular, the study will evaluate the degree to which states and schools provide alternate assessments based on grade-level, modified, and alternate achievement standards as a means for including students with disabilities in state accountability systems and improving their educational outcomes.

Name of Institution: Westat

Principal Investigator: Elaine Carlson

Title: *Pre-Elementary Education Longitudinal Study (PEELS)*

Purpose: The Pre-Elementary Education Longitudinal Study (PEELS) is following more than 3,000 children nationwide who, at the start of the study, were 3 through 5 years old and had Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs) to receive special education services. Children's progress will be tracked as they move through their preschool years and into early elementary school. PEELS will examine

children's preschool and early elementary school experiences, their transitions between early intervention to preschool and preschool to elementary school, and their performance over time on assessments of academic and adaptive skills.

Name of Institution: Westat

Principal Investigator: Marsha Brauen

Title: *An Evaluation of States' Monitoring and Improvement Practices Under the Individuals with Disabilities Education Act*

Purpose: This study is evaluating the effectiveness of state monitoring on key outcomes of Parts B and C of IDEA. As state monitoring of IDEA is an evaluation activity, this study is a meta-evaluation of state monitoring evaluations; that is, it is an evaluation of states' own evaluations. This study has three objectives: (a) to describe the nature and extent of the various monitoring activities implemented by states for Parts B and C of IDEA; (b) to assess the effectiveness of states' monitoring efforts and to identify the reasons for good and poor outcomes for children with disabilities; and (c) to identify and develop recommendations for potential best practices in monitoring that can be shared with states.

Name of Institution: Westat

Principal Investigator: Thomas Fiore

Title: *Design of the National Assessment of Progress Under the Individuals with Disabilities Improvement Act (IDEA 2004)*

Purpose: The National Assessment of Progress Under IDEA 2004 will assess progress in the implementation of IDEA and the relative effectiveness of the law in achieving its purposes. Westat and Abt Associates are designing the national assessment which will provide information to federal policymakers and to state and local administrators on how to implement the law more effectively and provide information that will assist federal policymakers in developing future legislation. In designing the national assessment, Westat and Abt Associates are identifying currently available data to answer evaluation questions posed by Congress; determining which evaluation questions can be addressed with existing data and which evaluation questions will require additional data; recommending ways to collapse, combine, and analyze the existing data to answer appropriate questions; and proposing alternative designs for consideration by NCSER studies or tasks that will yield data to answer the remaining questions.

Funding Opportunities

Visit <http://ies.ed.gov/ncser/> for information about funding opportunities at the National Center for Special Education Research.