Publications Emerging From Research Funded through the National Center for Special Education Research as of June 30, 2010
Since 2006, the Institute of Education Sciences (IES) has funded more than 100 research grants through the National Center for Special Education Research. In this document we list the publications that have thus far resulted from these projects. Publications from IES grantees include those intended for the scientific community as well as those written for the general public. The publications report on progress in developing and evaluating interventions, summaries of existing research, and issues related to assessing and teaching students across a broad spectrum of disabilities, including visual impairments, significant cognitive disabilities, hearing impairments, and serious behavior disorders. We plan to update this list at regular intervals, so please check our website periodically.
Table of Contents

Early Intervention and Early Childhood Special Education...........................................4
Mathematics and Science Education: Special Education Research...............................7
Reading, Writing, and Language Development..........................................................9
Social and Behavioral Outcomes to Support Learning..................................................10
Special Education Policy, Finance, and Systems.........................................................13
Transition Outcomes for Special Education Secondary Students...............................14
Unsolicited and Other Awards: Special Education Research........................................17
Early Intervention and Early Childhood Special Education

FY 2006

Institution: Arizona State University
Principal Investigator: M. Jeanne Wilcox
Project Title: The Development and Efficacy of a Curriculum-Based Language and Early Literacy Intervention for Preschool Children with Developmental Disabilities


Institution: Florida State University
Principal Investigator: Christopher Lonigan
Project Title: A Randomized Trial of Preschool Instructional Strategies to Improve School Performance and Reduce Use of Special Education


Institution: Georgia State University Research Foundation, Inc.
Principal Investigator: Amy Lederberg
Project Title: Improving Deaf Preschoolers’ Literacy Skills


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


---

**FY 2007**

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


---

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


**Institution:** University of Kansas  
**Principal Investigator:** Charles Greenwood  
**Project Title:** The Infancy Preschool Early Literacy Connection: Validation Studies of the Early Communication (ECI) Indicator of Growth and Development


**Institution:** Vanderbilt University  
**Principal Investigator:** Mary Louise Hemmeter  
**Project Title:** Examining the Potential Efficacy of a Classroom Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children With and Without Disabilities


Mathematics and Science Education: Special Education Research

FY 2006

**Institution:** Mississippi State University  
**Principal Investigator:** Brenda Cavenaugh  
**Project Title:** The Effects of School Climate and Supports on Mathematics Achievements for Students with Visual Impairments


FY 2007

**Institution:** Pennsylvania State University  
**Principal Investigator:** Paul Morgan  
**Project Title:** Instructional Effects on Achievement Growth of Children with Learning Difficulties in Mathematics


**Institution:** University of Miami  
**Principal Investigator:** Marjorie Montague  
**Project Title:** Improving Mathematics Performance of At Risk Students and Students with Learning Disabilities in Urban Middle Schools


**Institution:** University of Texas at Austin  
**Principal Investigator:** Diane Bryant  
**Project Title:** Validating a Response to Intervention Multi-Tiered Model for Primary Grade Students with Mathematics Difficulties


**Reading, Writing, and Language Development**

**FY 2006**

**Institution:** University of Connecticut  
**Principal Investigator:** Michael Coyne  
**Project Title:** Project IVI: Intensifying Vocabulary Intervention for Kindergarten Students at Risk of Learning Disabilities


**Institution:** Vanderbilt University  
**Principal Investigator:** Donald Compton  
**Project Title:** Response-to-Intervention as an Approach to Preventing and Identifying Learning Disabilities in Reading


**FY 2007**

**Institution:** Georgia State University  
**Principal Investigator:** Paul Alberto  
**Project Title:** Integrated Literacy for Students with Moderate and Severe Disabilities

**Institution:** State University of New York at Albany  
**Principal Investigator:** Lynn Gelzheiser  
**Project Title:** Extending the Interactive Strategies Approach to Older Struggling Readers


**Social and Behavioral Outcomes to Support Learning**

**FY 2006**

**Institution:** Idaho State University  
**Principal Investigator:** Stephanie Peterson  
**Project Title:** Concurrent Schedules of Reinforcement and Adjusting Demand Requirements: Effects on Communication, Compliance, and Problem Behavior


**Institution:** University of Connecticut  
**Principal Investigator:** Sandra Chafouleas  
**Project Title:** Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently

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


Institution: Vanderbilt University  
Principal Investigator: Kathleen Lane  
Project Title: The Effects of Strategy and Self-Regulation Instruction on Students' Writing Performance and Behavior: A Preventative Approach


FY 2007

Name of Institution: Johns Hopkins University  
Principal Investigator: Philip Leaf  
Title: Testing the Impact of PBIS Plus


**Name of Institution:** Penn State University  
**Principal Investigator:** Linda Mason  
**Title:** Writing Instruction for Adolescents with Behavior Disorders: Scaffolding Procedural Learning to Extended Discourse


**Institution:** University of Oregon  
**Principal Investigator:** Robert Horner  
**Project Title:** Enhancing Data-Based Decision-Making in Schools

FY 2008

**Institution:** Virginia Commonwealth University  
**Principal Investigator:** Maureen Conroy  
**Project Title:** Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-Based Early Intervention Model


**Special Education Policy, Finance, and Systems**

FY 2006

**Institution:** Educational Testing Service  
**Principal Investigator:** Cara Cahalan-Laitusis  
**Project Title:** National Accessible Reading Assessment Projects: Research and Development for Students with Visual Impairments


**Transition Outcomes for Special Education Secondary Students**

**FY 2006**

**Institution:** Portland State University  
**Principal Investigator:** Laurie Powers  
**Project Title:** Project Success: Improving the Educational Outcomes of Youth with Disabilities in Foster Care Through Enhanced Self-Determination


**Institution:** University of Wisconsin  
**Principal Investigator:** Erik Carter  
**Project Title:** Project Summer: Improving Summer Employment and Community Inclusion Outcomes for Adolescents and Young Adults with Disabilities


**FY 2007**

**Institution:** University of Kansas  
**Principal Investigator:** Mike Wehmeyer  
**Project Title:** Determining the Efficacy of the Self-Determined Learning Model of Instruction (SDLMI) To Improve Secondary and Transition Outcomes for Students With Cognitive Disabilities


**Institution:** University of Nebraska, Board of Regents  
**Principal Investigator:** Mike Epstein  
**Project Title:** On the Way Home: A Family-Centered Academic Reintegration Intervention Model


**Unsolicited and Other Awards: Special Education Research**

**FY 2004**  
(Funded through OSEP)

**Institution:** Educational Testing Service  
**Principal Investigator:** Cara Cahalan-Laitusis  
**Project Title:** Developing Accessible and Valid Reading Assessments: A Research Based Solution


**Institution:** Oregon Research Institute  
**Principal Investigator:** Hill Walker  
**Project Title:** Evidence-Based Interventions for Severe Behavior Problems: First Step to Success


**Institution:** Southern Methodist University  
**Principal Investigator:** Patricia Mathes  
**Project Title:** Maximizing Literacy Learning Among Children with Mild to Moderate Mental Retardation


**Institution:** University of Minnesota  
**Principal Investigator:** Martha Thurlow  
**Project Title:** Research on Accessible Reading Assessments


**Institution:** University of North Carolina at Charlotte  
**Principal Investigator:** Diane Browder  
**Project Title:** RAISE: Reading Accommodations and Interventions for Students with Emergent Literacy


**Institution:** University of South Florida  
**Principal Investigator:** Donald Kincaid  
**Project Title:** Evidence-Based Interventions for Severe Behavior Problems: The Prevent-Teach-Reinforce Model


**Institution:** University of Washington  
**Principal Investigator:** Douglas Cheney  
**Project Title:** Evidence-Based Interventions for Severe Behavior Problems: Check, Connect, and Expect


**FY 2005**

**Institution:** University of California at Merced  
**Principal Investigator:** William Shadish  
**Project Title:** Methods for Meta-Analysis of Single-Subject Designs


**Institution:** University of Texas at Austin  
**Principal Investigator:** Natasha Beretvas  
**Project Title:** Methodological Investigation of Effect Size Estimates Used in Meta-Analyses of Single-Case Research Design Results


**FY 2006**

**Institution:** University of Wisconsin – Madison  
**Principal Investigator:** Thomas Kratochwill  
**Project Title:** Single-Case Research Design and Analysis: Applications in Educational Intervention Research
