

# Focus on Research

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Newsletter of the Division for Research (CEC-DR)

## Springing to Action!

### President's Message

**Kristen McMaster**, University of Minnesota

I'll start this Spring President's Message with a great big THANK YOU to CEC-DR members! Over the past couple of months, we have requested participation in standing committees, work groups, and input and contributions from past CEC-DR board members, and you have risen to the occasion: We've received overwhelming responses from many of you who are ready and willing to carry out the CEC-DR mission. Your response is much appreciated, as there is much work to be done! Here are some of our ongoing initiatives:

- The Diversity Committee, under the leadership of **Tisa Aceves**, is producing DR Diversity "Spotlights" that highlight resources and studies that exemplify recommendations made in the CEC-DR Diversity White Paper (see <http://www.cecdr.org/news/new-item>).
- The Research and Families of Individuals with Disabilities Committee, under the leadership of **Shana Haines**, is working on a special issue focusing on emerging research aimed at building reciprocal family-professional partnerships that will enhance inclusion of people with disabilities across the lifespan, to be published in *Inclusion* in Fall of 2017.
- The Knowledge Utilization Committee, under the leadership of **Sarah Powell**, is exploring a collaboration with the National Center on Intensive Intervention (NCII) to produce one or more webinars to reach both research and practitioner audiences. We hope that, in addition to providing a bridge between research and practice, this is an avenue to attract and recruit new members!
- Student representatives **Mandi Kern** and **Kyle Wagner** have launched an experimental

virtual student group as a way to share research ideas, network, and create collaboration opportunities for DR student members.

- We have assembled a short-term work group to develop a statement, to be disseminated by CEC-DR, to provide guidance for state and local school districts in the use of Single-Case Design research to identify evidence-based practices.
- We are collaborating with faculty affiliated with the National Center on Leadership in Intensive Intervention (NCLii) to produce a special issue of *Learning Disabilities Research & Practice* on research on intensive intervention.
- We have launched a campaign for past CEC-DR board members to help sponsor CEC-DR early career awards and activities (and are very grateful for their response and support!).
- We have launched an initiative to create and disseminate a series of "Research Matters" stories that highlight the ways that special education can make a difference in the lives of exceptional children and their families.
- We continue to work with NDD United and Friends of IES to fight federal cuts to education programs and to advocate for special education research.

These are just some of the ways that CEC-DR members continue to work to **make research matter** in the lives of exceptional children and their families. Again, thank you to all, and I look forward to seeing many of you in Boston!

## 2017 CEC-DR Research Awards

### Kauffman-Hallahan-Pullen Distinguished Researcher Award

**Dr. Kathleen Lane** is the 2017 recipient of the Kauffman-Hallahan-Pullen Distinguished Researcher Award. Dr. Lane earned her doctoral, master's and bachelor's degrees at the University of California, Riverside. She has served on faculty at the University of Arizona, California State University-Los Angeles, Peabody College of Vanderbilt, and North Carolina at Chapel Hill. She is currently a professor of special education at the University of Kansas where she has served since 2012.

Dr. Lane has been a prolific scholar in the field of special education. A review of her curriculum vitae notes 160 publications in refereed journals, primarily research-based. She is the author of 8 books, 31 chapters, and an additional 25 other publications. Her research has yielded external support approximating \$10 million. A brief summary such as this cannot certainly fully capture the nature and impact of Dr. Lane's work.

A significant amount of Dr. Lane's research has focused on students with emotional and behavioral disorders (EBD). This scholarly work has consistently demonstrated a clear research-to-practice emphasis and consequently she and her colleagues have worked extensively with school, district and state educational programs.

A major emphasis has been on the development, and validation, of comprehensive, integrated, three-tiered (C3T) models of prevention that enable schools to prevent the development of learning and behavior problems for students with, and at risk, for EBD and also to remediate the effects of existing challenges that students experience. Her research has been designed to increase learning and understanding of evidence-based prevention practices. In a related vein, Dr. Lane has been engaged in consistent efforts to validate preventive strategies, interventions for students at risk for difficulties, and school-wide program interventions.

Kathleen Lane has also conducted numerous validations of screening tools to provide assistance to educators in the evidence-based selection of such tools. This work includes examination of their social validity and practices with attention to needed professional learning and sustainability. Related work on functional assessment-based interventions has been extensive.

Dr. Lane also has studied students with EBD in terms of learning difficulties and instructional strategies. Her work has made major contributions in terms of focusing on the too-often overlooked area of academic interventions and outcomes for these students. Numerous studies have provided insight in to reading/literacy instruction as well as writing, the latter (in conjunction with Karen Harris and Steve Graham) regarding examinations of the implementation of Self-Regulated Strategy Development for writing and its impact on students at risk for EBD. Dr. Kathleen Lane is most deserving of recognition as the 2017 Kauffman-Hallahan-Pullen Distinguished Researcher Award of the Division for Research of the Council for Exceptional Children.

### 2017 Early Career Research Awardee

**Dr. Erin Barton** has been named one of two recipients of the DR 2017 Distinguished Early Career Research Award. This award recognizes individuals who have made outstanding scientific contributions in basic and/or applied research in special education within the first 10 years after receiving the doctoral degree. Dr. Barton received her doctorate in special education from Vanderbilt University, Peabody College of Education, and she is currently an Assistant Professor of Special Education in that college. Dr. Barton is considered one of the most promising scholars in Early Childhood Special Education. Her research record is impeccable, and she is having an impact on practice and policy in this area. One of the Early Career Award members indicated that Dr. Barton is probably the most promising young scholars in Early Childhood programs that she has known over the course of her career. She has more than 50 publications and many are in top tier, high impact journals. Additionally, she is quite active in securing federal monies to support her research and the development of future doctoral students. She is the Principal Investigator or Co-Principal Investigator on two research grants awarded by the Institute for Education Sciences, and three personnel development grants award by the Office of Special Education Programs.

**Dr. Chris Lemons** has been named the other recipient of the DR 2017 Distinguished Early Career Research award. Like Dr. Barton, Dr. Lemons also received his doctorate in special education from Vanderbilt University, Peabody College of Education, and is currently an Assistant Professor of Special Education in that college. Dr. Lemons is also one of the most promising junior scholars in the field of special

education, and is conducting research on students with Down Syndrome that is questioning long standing practice in this area. Dr. Lemons promise as a scholar is evident in his prolific scholarly record and national awards received. He is one of 13 educational researchers who has received the *White House Office of Science and Technology Policy, Presidential Early Career Award for Scientists and Engineers (PECASE)*, and the *National Down Syndrome Congress 2016 Pueschel-Tjossem Memorial Research Award*. Dr. Lemons has published more than 30 papers and book chapters in top tier, high impact journals. He is the Principal or Co-Principal Investigator on 4 research grants funded through the Institute for Education Sciences and 5 personnel development grants funded through the Office of Special Education Programs, one of which is a collaborative project designed to prepare future leaders to conduct research on and educate others about intensive interventions.

### Early Career Publication Award

**Dr. Robin Parks Ennis**, University of Alabama at Birmingham, is the recipient of the 2016 Distinguished Early Career Publication Award. This award recognizes an outstanding research publication by an individual within the first five years of receipt of the doctoral degree. Dr. Ennis is recognized for her paper in the *Journal of Behavioral Education*, "Classwide teacher implementation of Self-Regulated Strategy Development in writing with students with E/BD in a residential facility" (Ennis, Jolivet, Terry, Fredrick, & Alberto, 2014).

This paper reports the results of a study in which teachers were trained to implement self-regulated strategy development (SRSD) with their secondary students with EBD in a residential facility, and both behavioral (academic engagement) and academic (writing) outcomes were assessed and analyzed using piecewise hierarchical linear modeling. Results suggest that students improved in both areas over the course of the intervention and that teachers were able to implement SRSD with fidelity; teachers also reported seeing the benefits of SRSD and that they were likely to continue to use this intervention for their students' writing. The study added to the literature by using teachers as implementers of the SRSD intervention, and by reducing the intensity of the intervention to two days per week. It also represents a continued step in Dr. Ennis's line of inquiry that has extended SRSD research to students with EBD, especially those at the secondary

level, and to residential settings. The Early Career Awards Committee was impressed with the sophistication and rigor of this research effort, and with the ways in which it adds to the literature in this area of inquiry.

Ennis, R. E., Jolivet, K., Terry, N. P., Frederick, L. D., & Alberto, P. A. (2015). Classwide teacher implementation of Self-Regulated Strategy Development in writing with students with E/BD in a residential facility. *Journal of Behavioral Education*, 24, 88-111.

### Student Publication Award Recipients

#### Quantitative Design

**Title:** The Perceived Stress, Executive Function, Perceived Stress Regulation, and Emotional and Behavioral Outcomes of Middle School Students with and Without Significant Emotional and Behavioral Problems

**Abstract:** Students with or at-risk for significant emotional and behavioral problems have some of the poorest outcomes of all students, which may largely be linked to neurocognitive differences and stress related issues. Researchers across disciplines have discovered that individuals with significant problem behaviors tend to exhibit deficits in the neurocognitive mechanisms known as executive functions (EFs) and have limited ability to navigate stressful situations, resulting in worsening conduct and resistance to intervention over time. Yet, few researchers have investigated the EF of students who receive school-based services for behavior and none have examined the relationships among EF, school-based stressors, stress regulation, and behavioral outcomes during middle school – a high stress and active EF maturation period. I conducted an observational study with 79 matched middle school students (44 with behavior, 35 typical peers). Results indicated that students with behavior problems (a) had lower EF abilities and higher peer stress, (b) used less engagement coping, and (c) reported higher internalizing and externalizing behaviors than typical peers. For all students, perceived family and school stress predicted behavioral problems and stress regulation abilities, with group moderating effects noted. Involuntary responses to stress positively predicted internalizing and externalizing problems, while engagement coping and disengagement coping predicted internalizing behaviors only. Both engagement coping and involuntary responses to school stress served as mediators between perceived stress and behavior problems. Unexpectedly, EF was unrelated to

any variable of interest. Findings highlight important prevention and intervention areas for students with significant emotional and behavioral problems.

**Student Awardee:** *Michelle Cumming, Ph.D.*, Assistant Professor of Special Education, University of Nevada, Las Vegas

**Advisor:** *Stephen W. Smith, Ph.D.*, Professor of Special Education, Department of Special Education, School Psychology, and Early Childhood Studies, College of Education, University of Florida

**Single-Subject Design**

**Title:** Training a Paraprofessional to Implement Video Prompting to Teach a Vocational Skill

**Abstract:** Very few individuals with autism spectrum disorder (ASD) have been trained in the vocational skills needed to obtain gainful employment. Moreover, although there is an abundance of research evaluating the practice of training practitioners of students with ASD to use evidence-based practices to teach a wide variety of skills, there have been few that apply this training to the acquisition of vocational tasks. This study uses a multiple baseline across behaviors design to evaluate the training methods used to train a paraprofessional in the preparation and implementation of video prompting with his student with ASD. Further, the behavior and learning of both the paraprofessional and student are measured. Results indicate that the training package resulted in increased video prompting implementation behavior for the paraprofessional, as well as corresponding, increased vocational skill behavior for the student.

**Student Awardee:** *Rachel L. Seaman, M.Ed.*, Department of Educational Studies Special Education Program

**Advisors:** *Matthew Brock, Ph.D.*, Assistant Professor of Special Education and *Helen Malone, Ph.D.*, Professor of Special Education, Ohio State University

**2016-2017 DR Doctoral Student Scholars**

CEC-DR is pleased to announce the 9<sup>th</sup> cohort of scholars selected through an internationally competitive process to participate in the **2016-2017 DR Doctoral Student Seminars in Special Education Research (DRDSS)**. DR commends all of the students who applied this year and their nominators for upholding a high standard of scholarship. We would also like to thank the panel of reviewers and our seminar leaders.

<i>Ashley Barkel</i>	<i>Karen R. Harris</i>	Arizona State University
<i>Katy Bateman</i>	<i>Ilene Schwartz</i>	University of Washington
<i>Jennie Jones</i>	<i>Marcia L. Rock</i>	University of North Carolina – Greensboro
<i>Christen Knowles</i>	<i>Wendy Machalicek</i>	University of Oregon
<i>Hailey Love</i>	<i>Eva Horn</i>	University of Kansas
<i>Stephanie Morano</i>	<i>Paul J. Riccomini</i>	The Pennsylvania State University
<i>Gena Nelson</i>	<i>Kristen McMaster</i>	University of Minnesota
<i>David James Royer</i>	<i>Kathleen Lynne Lane</i>	University of Kansas
<i>Jaehyun Shin</i>	<i>Kristen McMaster</i>	University of Minnesota
<i>Melissa Sullivan Walker</i>	<i>Marcia L. Rock</i>	University of North Carolina – Greensboro

DRDSS is an online seminar and discussion series designed to foster connections among students at different universities and contribute to raising the standard of research in the field through sustained inquiry into the question, “What makes for excellence in special education research?”

Seminars were led this year by noted scholars recognized for their outstanding research contributions, including: **Dr. Karen Harris**, Arizona State University; **Dr. Erik Carter**, Vanderbilt University; and **Dr. Brian Boyd**, University of North Carolina, Chapel Hill. Dr. Harris is a recipient of the DR Kauffman-Hallahan Distinguished Researcher Award and both Drs. Carter and Boyd were recipients of the DR Distinguished Early Career Research Award.

All graduate students and interested faculty attending CEC’s national convention in Boston are invited to attend the culminating colloquium dedicated to graduate student development on Friday afternoon. Please see the CEC program for details.

**Jean B. Crockett, Ph.D.**, University of Florida  
**Mary Theresa Kiely, Ph.D.**, CUNY Queens College  
*Co-Chairs, DR Doctoral Student Scholars Program*