



FOCUS on Research

Newsletter of the Division for Research (CEC-DR)

President's Message

Celebrating CEC-DR Successes!

Kristen McMaster, *University of Minnesota*

I am writing this Spring President's Message right after the CEC 2018 Convention. It was great to see many of you there! For me, one of the highlights was attending the session featuring last year's (2017) recipients of the Distinguished Early Career Research Award, Drs. Erin Barton and Christopher Lemons. In their session, entitled "*Improving Student Outcomes Through Intensive Intervention*," they each highlighted a series of studies in which they sought to answer questions about how best to individualize interventions for children with significant learning needs. Though the topics were very different (Dr. Barton discussed her research on promoting play skills in young children in inclusive settings, and Dr. Lemons reviewed his research on reading interventions for children with Down syndrome), they both struck me as remarkably systematic, rigorous, thoughtful, and generative. It was encouraging to see such innovative and sophisticated work and to think that it will continue for many years to come!

Another highlight was the DR Business Meeting and reception, especially seeing this year's well-deserving award recipients! Congratulations to all the award winners. And a special shout out to the DR Scholars—as

Dr. Jean Crockett noted in the meeting, they were the 10th cohort, and many alumni were in the room and/or had nominated this year's cohort members (one alumna, Dr. Sarah Hart, even won a student award this year in the qualitative methods category!). The DR Scholars program is truly one of our CEC-DR successes!

Finally, don't forget to check out the CEC-DR website for the latest updates—including the roll-out of two products from the Single Case Design workgroup: A SCD policy statement and SCD how-to guide for schools: <http://www.cecdr.org/new-item/new-item6>.

As always, I am grateful for CEC-DR members' ongoing efforts to advance research for children and youth with exceptional needs and their families! ■

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Council for Exceptional Children, Division for Research 2019 Awards: Call for Nominations

The following Council for Exceptional Children, Division for Research (CEC-DR) awards are open for nominations. Self-nominations are welcome. The deadline for all award nominations/self-nominations is **September 15, 2018**. Please email all materials to the individual committee Chair. Further information on each award can be found at: <http://www.cecdr.org/>.

1. **Kauffman-Hallahan-Pullen Distinguished Researcher Award**
2. **Distinguished Early Career Research Award**
3. **Early Career Publication Award**
4. **Student Research Awards**

1. Kauffman-Hallahan-Pullen Distinguished Researcher Award

In recognition of the critical importance of research in special education that has a meaningful impact on the field, the CEC-DR seeks nominations for the Kauffman-Hallahan-Pullen Distinguished Researcher Award. This award recognizes individuals or research teams whose research has resulted in more effective services or education for exceptional individuals. Recipients of this award are recognized for both the creation of a research base and the work done to translate this research into practice. Thus, the recognized work may include, but is not limited to, research articles, paper series, monographs, professional development activities, book chapters, and/or books. The Kauffman-Hallahan-Pullen Distinguished Researcher Award is funded through earnings of the *Handbook of Special Education*, edited by James Kauffman, Daniel Hallahan, and Paige Pullen and published by Routledge. The award, co-sponsored by Routledge Press, includes \$1,000 presented at the DR Reception at the CEC Annual Convention. Nominations are sought across all areas of Special Education as well as all forms of research methodology. Previous recipients include Hill Walker, Lynn and Doug Fuchs, Mary Brownell, Karen R. Harris and Steve Graham, Rob Horner, Kathleen Lane, and Naomi Zigmond.

Application materials include the following:

- a. A letter of nomination, **NO LONGER THAN 3** pages, addressing each of the following:
 - the research base(s) to which the individual or team has made substantial contributions,
 - the efforts undertaken by the individual or team to translate this research to practice, and
 - the impact of the research on policy, practice, or both.
- b. A complete and current vitae for the nominee or each team member
- c. Names, email addresses, and phone numbers of up to five references familiar with the nominee's work.

Dr. Clay Keller (keller.clay@gmail.com) Chair, Kauffman-Hallahan-Pullen Distinguished Researcher Award Committee

2. Distinguished Early Career Research Award

In recognition of the critical role of research to both current practice in and the future of the field of Special Education, the CEC-DR seeks nominations for the Distinguished Early Career Research Award. This award recognizes individuals who have made outstanding scientific contributions in special education, in basic and/or applied research, within the first 10 years following receipt of the doctoral degree. Nominations are sought across all areas of Special Education as well as all forms of research methodology. The award, cosponsored by the Hammill Institute on Disabilities includes \$1,000 presented at the DR Reception at the CEC Annual Convention and an invited presentation at CEC the following year. Previous recipients of this award include: Alexandra Trout, Jeanne Wanzek, Michael Wehmeyer, Ron Nelson, Patricia Mathes, Rollanda O'Connor, Batya Elbaum, Terrance Scott, Kathleen Lane, Frank Symons, Bryan Cook, Michael Coyne, Erik Carter, Stephanie Al Otaiba, Linda Mason, Kristen McMaster, Paul Morgan, Brian Boyd, Erin Barton, Christopher Lemons, and Sarah Powell.

Application materials include the following:

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- a. A letter of nomination, **NO LONGER THAN 3** pages, addressing each of the following as appropriate:
- the general theme(s) of the nominee's research
 - important theoretical contributions attributable to the nominee
 - critical research findings
 - degree to which the nominee's work has influenced the work of others both within and outside the field of Special Education, in the areas of practice, teacher preparation, and future research
 - the extent to which the nominee has mentored students or others in research in Special Education
- b. The nominee's complete and current vitae
- c. No more than five representative reprints; the emphasis here is to be on primary reports of research, as opposed to books or chapters
- d. Names, email addresses, and phone numbers of up to five references familiar with the nominee's work.

Dr. Ron Nelson (*nelson@unl.edu*) Chair, Distinguished Early Career Research Award Committee

3. Early Career Publication Award

The CEC-DR seeks nominations for the Early Career Publication Award. This award recognizes an outstanding research publication by an individual within five years after completing the doctorate. The person nominated must be sole or first author of the article. The article must be published in a peer-refereed journal prior to the deadline (i.e., "in press" papers will not be considered; submit after publication). The article must be a primary research report (reflecting any research methodology), a meta-analysis, or a research review. It may not be a chapter, theoretical paper, or position or issue article. Nominations are sought across all areas of Special Education as well as all forms of research methodology.

The committee will initially review all articles submitted and create a short list. Evaluations may be solicited from appropriate scholars in the field based on the topics investigated in the articles constituting the

short list. Feedback from these scholars to the subcommittee will be considered and a final decision reached on the recipient(s). The Early Career Publication Award will be presented at the CEC-DR Reception during the Annual CEC Convention. Previous award winners include: Sharlene Kiuvara, Allison Bruhn, Chris Lemons, Andrew Wiley, Sarah Powell, Brian Reichow, Karrie Shogren, Ya-Yu Lo, Andrew Roach, Terry Scott, Wendy Murawski, Margaret Beebe-Frankenberger, Alexandra Hollo, Robin Parks Ennis, and Justin Garwood.

Application materials include the following:

- a. A copy of the article being submitted for recognition. If the article submitted has multiple authors, the contributions of the nominee to the publication should be clearly identified.
- b. A letter of nomination, **NO LONGER THAN 3** pages, providing an assessment of the article, including:
- identifying the research method
 - the quality of the research
 - how the study extends the knowledge base, and
 - the impact of the publication
- c. A complete and current vitae for the nominee

Dr. Timothy Landrum (*t.landrum@louisville.edu*) Chair, Early Career Publication Award Committee

4. Call for Nominations: Student Research Awards

CEC-DR seeks nominations for the Student Research Award. This award recognizes high-quality research across multiple research methodologies conducted by students in the course of their undergraduate or graduate special education training program. CEC-DR will award up to four such awards annually, with one award presented in each of up to four areas of research designs or methodologies: qualitative, single-subject, quantitative, and mixed-methods. No award will be given in any research methodology area if an exemplary, high-quality research study is not submitted; thus, there may be fewer than three awards presented in any given year. Nominations are sought across all areas of special education

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services. The awardee in each research method area will receive a \$200 award and a certificate.

The following criteria must be met in each area.

- a. The nominated student must be the sole or first author of the nominated manuscript and the research study must represent the student’s intellectual work.
- b. The nominated research study must have been conceptualized and conducted while the first author was a student.
- c. The nominated study must not be in press at the time of submission nor have been published prior to submission for the award.
- d. The nominated manuscript must not exceed 50 double-spaced pages, not including tables and references. Manuscripts should be formatted according to current APA guidelines.
- e. Independent of the methodological area in which the manuscript is submitted, research studies nominated must adhere to standards for high-quality research advocated for in the field of special education and by the CEC-DR. Detailed quality indicators of high-quality research for quantitative, qualitative, and single-subject design studies can be found in the Winter 2005 special issue of *Exceptional Children*, Volume 71(2), edited by Odom et al. Detailed quality indicators of high-quality research for mixed-methods studies can be found in Klingner and Boardman (2011) and Leech and Onwuegbuzie (2010). Applicants are referred to these references for guidance. Please note that the “quantitative” category for this award includes group experimental and quasi-experimental designs (Gersten et al., 2005) and correlational designs (Thompson, Diamond, McWilliam, Snyder, & Snyder, 2005).

Application materials include the following:

- a. A copy of the paper being submitted for recognition. If the article submitted has multiple authors, the con-

tributions of the nominee to the publication should be clearly identified.

- b. A letter of nomination, NO LONGER THAN 1 page, including:

- the title and methodological area in which the research is being submitted for consideration
- written assurance that the research was conceptualized and conducted by the nominee while the nominee was a student, and has not been accepted for publication; and
- all current contact information (name, title, position, affiliation, address, telephone number, email address) for the nominator and the nominee.

Drs. Kimberly Vannest (kvannest@tamu.edu), Tanya Santangelo, and Kelly Whalon, Co-Chairs, Student Research Awards ■

Diversity Spotlight

DR’s Diversity Committee has charged itself with identifying empirical studies and resources that represent the recommendations made in our 2015 white paper titled “Increasing the Involvement of Culturally & Linguistically Diverse Students in Special Education Research.”

Cavendish, W., Artiles, A. & Harry, B. (2015). Tracking inequality 60 years after Brown: Does policy legitimize the racialization of disability? *Multiple Voices for Ethnically Diverse Exceptional Learners*, 14(2), 1–11.

The current article critiques federal policy implementation designed to address the overrepresentation of youth of color in special education. The authors analyze IDEA state compliance reports to review state definitions and methods to calculate disproportionality using national datasets. The strength of this article lies in its overall purpose and research design to ferret out inconsistencies in policy and methods for tracking the representation of diverse student populations. This research brings critical awareness to national practices that fail to address the problem of disproportionality. ■



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