



**College of Education
and Human Services**

Research

**Faculty Profiles and
Resources**

Utah State
UNIVERSITY

**COLLEGE OF EDUCATION AND HUMAN
SERVICES • UTAH STATE UNIVERSITY**

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COLLEGE of EDUCATION and HUMAN SERVICES UTAH STATE UNIVERSITY

College of Education and Human Services Mission

As members of the College of Education and Human Services we provide teaching, service, and research in a variety of disciplines to improve the teaching/learning transaction wherever it takes place and to increase the effectiveness of services for individuals, families, communities, schools, and organizations. To achieve this mission, we are committed to:

- Offering high quality instructional programs at the graduate and undergraduate levels in education and human services that are innovative and widely accessible;
- Supporting and nurturing a faculty committed to masterful teaching and cutting edge research in education and the human services;
- Establishing and maintaining nationally visible research centers to advance knowledge and professional practices in education and the human services;
- Fostering partnerships to enhance the quality of education and human services in our local and extended communities;
- Extending the impact of our instructional and research programs nationally and globally;
- Maintaining a technological infrastructure to enhance the College's visibility and accessibility regionally, nationally, and internationally;
- Enhancing the diversity of our faculty, staff, and students;
- Supporting instructional, research, and service programs that cultivate the longstanding dedication of educators and human service professionals to building a more just and equitable society.

DEPARTMENTAL PROGRAMS

- The **Department of Communicative Disorders and Deaf Education** offers undergraduate programs in communicative disorders and education of the deaf and hard of hearing and graduate programs in clinical and educational audiology, early childhood deaf education, education of the deaf and hard of hearing, and speech-language pathology. The department also offers a doctorate in Audiology (AuD).

<http://www.coe.usu.edu/comd>

- The **Department of Elementary Education**, in conjunction with the departments of family, consumer, and human development and special education and rehabilitation, offers undergraduate programs in elementary education and early childhood education and graduate programs in elementary education. The department also offers endorsement programs in early childhood education, reading, education of the gifted and talented, middle level education, ESL, and administration/supervision (K-12), and participates in the college's interdepartmental doctoral program with a curriculum and instruction specialization.

<http://www.coe.usu.edu/eled>

- The **Department of Family, Consumer, and Human Development (FCHD)** provides the opportunity to study individual development, family relationships, and consumer issues as they affect each other. The department provide undergraduate and graduate instruction to help students develop greater personal understanding and to prepare them for successful professional careers. The FCHD faculty also emphasize excellence in both basic and applied research.

<http://www.usu.edu/fhd>

- The **Department of Health, Physical Education and Recreation** offers undergraduate programs in school health and community health, exercise science, parks and recreation, exercise science, pre-physical therapy, and physical education teaching, and graduate programs in corporate wellness, exercise science, and health education.

<http://www.coe.usu.edu/hper>

- The **Department of Instructional Technology** houses one of the nation's outstanding IT programs. With excellent faculty, facilities, and students, the department offers graduate programs in educational technology, school library media administration, and instructional technology.

Graduates find employment in business, industry, education, and government and perform as teachers, trainers, and instructional designers.

<http://it.usu.edu>

- The **Department of Psychology** offers an undergraduate program in psychology and graduate programs in school psychology (M.S.), school counseling (M.S.), combined clinical/counseling/school psychology (Ph.D.), and research and evaluation methodology (Ph.D.). The department also participates in the college's interdepartmental doctoral program with a research and evaluation specialization.

<http://www.coe.usu.edu/psyc>

- The **Department of Secondary Education** offers the professional education framework leading to secondary teacher certification. In addition, the department sponsors the social studies composite major and the ESL endorsement/minor program. The department offers M.A., M.S., and M.Ed. degrees in secondary education, with a variety of academic emphases. The department offers nationally accredited graduate programs and also participates in the college's interdepartmental doctoral program with a curriculum and instruction specialization.

<http://www.co.usu.edu/seced>

- The **Department of Special Education and Rehabilitation** offers bachelor degree programs in special education with endorsements in mild/moderate disabilities, severe disabilities, and early childhood special education. It offers an M.Ed. and M.S. in special education and a masters in rehabilitation counseling. The department offers Ed.D. and Ph.D. programs in special education with specialties in a variety of areas. The department also offers non-degree certification programs for special education teachers in vision and hearing impairments as well as mild/moderate and severe disabilities.

<http://sped.usu.edu>

RESEARCH AND OUTREACH

- **Adele and Dale Young Child Development Laboratory**

The Adele and Dale Young Child Development Laboratory, affiliated with the Department of Family, Consumer, and Human Development, is designed to develop social competency skills in children. The staff provide service to the children and families who participate, carries out research on child development and early childhood education, and

provides training for future teachers and professionals who will work with children in many settings. The Laboratory provides a variety of programs for children from birth through 12 years of age. Basic to the framework that guides the service, research, and training carried out in the lab is the notion that children learn most effectively through active exploration and participation in their environment. Moreover, each child has specific interests, curiosities, talents, and self-esteem which must be nurtured and enhanced. In this model setting, professionals in training use developmentally appropriate practices to enhance children's development and parents' skills and contribute to the discovery of knowledge.
<http://www.usu.edu/fhd/cdlab/index.html>

- **Center for Persons with Disabilities (CPD)**

As a member of the national network of University Centers for Excellence in Developmental Disabilities' Education, Research, and Services, the mission of the CPD is consistent with the mandate of the Developmental Disabilities Assistance and Bill of Rights Act of 2000. That is, Centers for Excellence shall " . . . provide leadership, advise policymakers, and otherwise promote opportunities for individuals with disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life." The CPD accomplishes its mission through the provision of interdisciplinary education, exemplary services, technical assistance, research and evaluation, and dissemination of information. The Center's research and service divisions include:

<http://www.cpd.usu.edu/>

- Biomedical Division**

- The Biomedical Division is comprised of the medical service unit and the immunology/genetic research laboratory. Activities of the division are designed to manage medical issues involved in serving individuals with disabilities and to conduct research to determine causes, prevention, and medical intervention. The division provides a variety of specialty clinics. Research on autism, attention-deficit hyperactivity disorder, and dyslexia is ongoing.

- <http://www.cpd.usu.edu/divisions/biomedical.php>

- Early Intervention Research Institute (EIRI)**

- Researchers at EIRI investigate the effectiveness and associated costs

of early education and related services for infants and children with different kinds and severity of disabilities and with varying needs. The EIRI staff develops demonstration programs, provides technical assistance, facilitates the development of systems of service, and disseminates information. EIRI also focuses on the family's role in intervention and on understanding this role from both practice and impact perspectives.

<http://eiri.usu.edu/>

Exemplary Services Division

The Exemplary Services Division serves a wide range of consumers of all ages. The division strives to provide exemplary services to assist individuals with disabilities and their families through clinical evaluation and to identify effective interventions. The major goals of all intervention is to improve the quality of life for those who participate and for their families by working in partnership. The Exemplary Services Division also provides interdisciplinary training to both undergraduate and graduate students from various academic departments. Research in language development is an ongoing part of the division's activities.

http://www.cpd.usu.edu/divisions/exemplary_services.php

Interdisciplinary Training (IDT)

The IDT program provides opportunities for graduate students from eleven disciplines as well as consumers with disabilities and family members of children with disabilities to become part of interdisciplinary teams. These teams, with faculty mentors, participate in interactive didactic seminars to better understand the complex relationship between society and individuals with disabilities. Teams also provide services and supports to children and adults with disabilities and their families and participate in research activities..

<http://www.cpd.usu.edu/Interdisciplinary/>

Mountain Plains Regional Resource Center (MPRRC)

The MPRRC staff provides technical assistance to state education agencies in developing quality programs and services for children with disabilities. The MPRRC staff identifies and analyzes persisting problems that interfere with the provision of special education services, links state education agencies experiencing similar problems,

assists agencies in developing solutions, and supports them in their efforts to adopt new technologies and practices. The MPRRC serves Utah, Montana, Wyoming, Colorado, North Dakota, South Dakota, Arizona, Nebraska, Kansas, New Mexico, and the Bureau of Indian Affairs.

<http://www.usu.edu/mprrc>

Outreach Division

The Outreach Division disseminates information about the CPD. Print, video-based, and software materials to assist people with disabilities and their families are available through a lending library and an online electronic catalog of products in areas such as assessment, assistive technology, collaboration, consumer information, effective instruction, inclusion, individualized education, parent resources, Section 504, and vocational skills. Three periodic publications are produced by the division and disseminated to over 10,000 subscribers. Other projects operating through the Outreach Division include (1) the Bear River Adult Skill Center, an adult training and rehabilitation program, and (2) Estimator, a project updating software used by Utah special educators to calculate the discrepancy between aptitude/IQ and achievement, which is an important consideration in determining if a student has a specific learning disability.

<http://www.cpd.usu.edu/divisions/outreach.php>

Technology Division

The Technology Division uses a range of information-age tools to support persons with disabilities. The Division provides technical assistance training and support to Utah schools, state education administrators, and parents requesting help in improving the quality of instruction at school and at home. The Division works closely with other professionals statewide, particularly Utah physicians, who regularly refer parents of students failing in reading in the early grades. The Utah Center for Information Technology is housed within the Technology Division; this Center has been designated a “State Center of Excellence” by the Utah governor.

<http://www.cpd.usu.edu/divisions/technology.php>

• Center for the School of the Future (CSF)

The CSF staff focus on improving the quality and effectiveness of educa-

tion through identifying, researching, and developing proven educational practices and supporting their dissemination and adoption in local circumstances. To accomplish this end, CSF staff emphasize research and evaluation; design, development, and delivery of effective educational products and programs; information and resources for making well-informed educational decisions; and technology applications that will enhance education.

<http://www.csf.usu.edu/>

- **Edith Bowen Laboratory School**

Through collaborative partnerships, the Edith Bowen Laboratory School provides high quality educational programming for the elementary students enrolled. The school serves as an instructional and clinical lab setting for USU undergraduate and graduate students in elementary education and related fields as well as a laboratory setting where programmatic research in elementary education and related fields can be conducted and validated. The results from studies of promising instructional strategies and educational programming and from research and development activities are disseminated broadly throughout the state and nation.

<http://www.coe.usu.edu/eb/>

- **Emma Eccles Jones Center for Early Childhood Education**

The Emma Eccles Jones Center for Early Childhood Education provides comprehensive services for educational innovation, research, and dissemination in early childhood education. The Center provides professional development and resources for teachers and educational experiences for parents that reflect the most current understanding of the social, emotional, physical, and cognitive development of children from birth to age eight. The Center also serves as a clearinghouse of validated practices and curriculum for the improvement of education in kindergarten and the primary grades.

<http://www.coe.usu.edu/ecc/>

- **HOPE (Honoring Others Pursuit of Excellence) Institute**

The HOPE Institute (formerly known as the Region VIII Head Start Disability Services Quality Improvement Center, or DSQIC), was established May 2003 within the College of Education and Human Services at Utah

State University. The Institute's purpose is to support children who have disabilities or are at-risk and their families by providing education and training, resources and information to service providers. The Institute's motto, "Making a Difference, One Child at a Time," embodies the HOPE team's commitment to support fellow colleagues, agencies, and professional staff in their quests for excellence in providing services to children and families. The HOPE Institute will initially be funded through a grant from the Bureau of Indian Affairs and a gift from the George S. and Delores Dore Eccles Foundation. The latter funding will support the Institute in bringing Dr. T. Berry Brazelton's Touchpoints program to parents of young children throughout Utah.

<http://www.HOPE.usu.edu>

- **National Center for Hearing Assessment and Management (NCHAM)**

NCHAM promotes the earliest possible detection of hearing loss in infants and the provision of timely and appropriate audiological, educational, and medical intervention. NCHAM staff develop training materials, conduct workshops, and provide on-site assistance to enable hospitals and state public health programs to establish successful Early Hearing Detection and Intervention (EHDI) programs. NCHAM staff also develop professional and public awareness educational materials, conduct research related to EHDI issues, and develop and distribute data management software for use in EHDI programs. This center functions within the Psychology Department.

<http://www.infanthearing.org/>

- **Ski*Hi Institute**

The SKI*HI staff conduct practical research related to best practices with young children with sensory disabilities and developmental delays, and they develop practical intervention strategies, programs, and resource materials for use by care givers and service providers of these young children in a wide variety of settings. The staff provide training/learning (e.g., technical assistance, inservice training, and preservice credentialing) via on-site sessions, home study, and distance education; and they communicate and disseminate information via correspondence, newsletters, telecommunications, workshops, and parent-to-parent networks. This Institute functions within the Communicative Disorders and Deaf Education Department.

<http://www.skihi.org/>

SERVICES FOR FACULTY AND STUDENTS

- Adele and Dale Young Education Technology Center (YETC)

As a learning resource center, YETC staff provide support services to COEHS faculty and students and its associated teacher education programs, as well as a broad spectrum of resources and technology to support the improvement of teaching. The YETC houses an open access computer lab and a library of K-12 curriculum materials, educational CD-ROMs and laserdiscs, multimedia resources (videotapes, DVD movies, audio CDs, cassettes), faculty reserve materials, and more. Utah public educators may access the YETC as a NASA Educator Resource Center. NASA provides educational materials, information, services, and other resources to our nation's classrooms. NASA resources include lesson plans, pictures and lithographs, and the NASA core catalog.

<http://teacherlink.ed.usu.edu/TLYETC/index.html>

- Office of Extension Services

The Office of Extension Services facilitates the delivery of COEHS degree programs and courses that serve teachers, school districts, and human service professionals throughout the State of Utah. The office also provides oversight for the Administrative/Supervisory Certificate Program. The Associate Dean for Extension chairs the COEHS marketing committee.

<http://www.coe.usu.edu/coe/asc/>

- Office of Giving and Development

To secure financial resources for maintaining and advancing academic and professional excellence throughout the century and beyond, the staff of the Office of Giving and Development promotes an open and friendly environment for private giving to the COEHS. They strive to develop both the human and financial resources that enrich the academic environment and support the COEHS mission of teaching, research, and service. Their mission is to cultivate relationships and partnerships with donors, prospective donors, and alumni and work with them to identify specific areas of interest for which they may want to be personally involved or give support. The Giving and Development staff is also committed to responsible stewardship of all gifts entrusted to the COEHS and ensures that generous appreciation and recognition is given to donors.

All development initiatives are designed to enrich the educational opportunities for students and support the mission of the COEHS.

<http://www.coe.usu.edu/coe/alumni/index.html>

- **Office of Research Services**

The administration and staff of the Office of Research Services (a) inform faculty and professional staff of funding opportunities related to their research interests; (b) assist faculty and professional staff in acquiring external funding for research, teaching, and service projects; (c) nurture faculty research, especially for those at critical stages in their careers; (d) foster collaboration among faculty and professional staff with similar interests and/or areas of expertise; (e) provide seed money and travel funds for proposal development; (f) serve as liaison between the COEHS and university-wide offices and committees involved in research and development; (g) prepare annual reports summarizing external funding activities and faculty publication productivity; (h) advise the COEHS Dean and departments on research matters; and (i) coordinate the review of thesis and dissertation proposals.

<http://www.coe.usu.edu/brs/home.htm>

- **Office of Teacher Education, Graduation, and Educator Licensing**

The Office of Teacher Education, Graduation, and Educator Licensing has four general responsibilities: (a) work cooperatively with departments both within and outside the COEHS in the development, implementation, evaluation, and administration of undergraduate and graduate programs that culminate in educator licensure; (b) coordinate all university and COEHS programs and services related to admission, advisement, retention, graduation, and licensing of students; (c) serve as a resource for the collection, organization, and dissemination of significant research and development programs (including but not limited to teacher preparation programs, including transmission of public school needs, student and parent opinions, and criticisms of teaching); and (d) function as a catalyst in the continuing review and improvement of COEHS undergraduate and graduate programs.

<http://www.coe.usu.edu/coe/general/telhome.html>

DEAN'S OFFICE ADMINISTRATIVE STAFF

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CENTER AND INSTITUTE DIRECTORS

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FACULTY PROFILES

Adrienne L. Akers

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Adrienne Akers is a senior research scientist at the Early Intervention Research Institute of the Center for Persons with Disabilities. Her recent projects have focused on service integration at the state and community levels; the development of state performance indicators for services for children with special health needs; and training home visitors in a model for promoting infant mental health referred to as mutual competence.

James F. Akers

Ph.D., Utah State University

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James Akers is a senior research associate with the Early Intervention Research Institute. His strengths are research design, data management, qualitative and quantitative methods, and statistical analyses. He also has expertise in developing standardized assessment procedures as well as interview and focus group protocols. Projects have included an evaluation of mental health programs for youth and their families and a study of language development in Hispanic populations.

Scot Allgood

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Scot M. Allgood is an associate professor in family and human development with a specialty in marriage and family therapy. His research centers in three areas: marital satisfaction, processes of change within marriage, and community programs. Several projects focus on the assessment and interactions of couples. Change within marriage focuses on therapeutic interventions—both from therapy (behavioral marital therapy techniques) as well as self help sources (biblio therapy, writing, self help books). Lastly, he has been involved in community programs like adoption groups (special needs pre-adoption groups) and assessment and community intervention.

Linda Alsop

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797-5598

Linda Alsop is project director for deafblind programs at the Ski-Hi Institute. A current development project is a model for providing parents of children who are deafblind with internet-accessible information, training, and resources. Other projects include service programs, curriculum and resource materials, development and use of DVD technology for education and training, and systems' change efforts for improving models of services for individuals who are deafblind. A national consultant and advocate for children and youth who are deafblind and their families, Linda focuses on the impact of combined vision and hearing loss on learning, interaction, and overall development.

Frank R. Ascione

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A psychology professor and family and human development adjunct professor, Dr. Ascione's research emphasizes domestic violence, child maltreatment, and child/adolescent animal abuse. He coedited *Cruelty to Animals and Interpersonal Violence: Readings in Research and Application*, and *Child Abuse, Domestic Violence, and Animal Abuse: Linking the Circles of Compassion for Prevention and Intervention*, and

authored *Safe Havens for Pets: Guidelines for Programs Sheltering Pets for Women who are Battered*. He received the Distinguished Scholar Award from the International Association of Human-Animal Interaction Organizations and the International Society for Anthrozoology. Oxford University Press will publish, *Children and Animals, Kindness and Cruelty*.

Ann M. Berghout Austin

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Ann Austin is a professor of child development in the Department of Family, Consumer, and Human Development. Her research interests include school readiness and school success, especially for children at-risk by virtue of family income or ethnicity. An additional research interest focuses on the impact of parasite infestation and caregiving environment on cognitive development for infants and toddlers in rural Paraguay.

Richard D. Baer

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Richard D. Baer is the director of the Outreach, Development, and Dissemination Division at the Center for Persons with Disabilities. His research interests include services for adults with disabilities; ways to support families with a member who has a disability; survey methods; learning disabilities diagnosis; and behavior analysis.

Wayne Ball

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Wayne Ball is a program specialist with the Mountain Plains Regional Resource Center. His areas of expertise include school improvement, comprehensive systems of personnel development, staff development, special education needs assessments, IDEA '97 The Law (monitoring and compliance), behavior management, paraprofessional training, training and facilitation, special education forms training, and special education advisory committees. He has over

twenty-five years of experience in education and corporate training.

Don Barringer

Ph.D., Utah State University
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797-0988

Don Barringer was formerly director of the Head Start Disability Quality Improvement Center (DSQIC). During fall 2003, the DSQIC was renamed the HOPE Institute which houses a new Touchpoints site, along with other programs. The HOPE Institute sponsors programs which provide outreach services in the western United States, training and technical assistance to native American schools in North and South Dakota and Minnesota, and Touchpoints training throughout Utah. Don's professional training has centered on young children with hearing loss, and for several years he directed the SKI*HI Institute.

Jim Barta

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797-0390

Jim Barta is an associate professor of elementary education with an emphasis in early childhood education and elementary mathematics methods. He has been involved in multicultural mathematical research and curricular development for nearly a decade with a particular emphasis on Native American mathematics of the Ute and Shoshone. He coordinates project and research efforts at the Edith Bowen Laboratory School.

Scott Bates

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797-2975

Scott Bates is an assistant professor of psychology and a social psychologist by training. Having spent several years working in the field of drug-use prevention, his research interests include prevention of alcohol, tobacco, and other drug use (especially among under-served populations), youth resilience, evaluation of preventive interventions, survey data-collection methodologies, and the study of at-risk youth. Other interests include interdisciplinary collaboration, evolutionary psychology, and teaching practices and techniques in higher education.

Troy E. Beckert

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Troy Beckert is an assistant professor of family, consumer, and human development. His research interests focus on intergenerational learning and development. His projects include multi-generational assessments of mothers and fathers of early adolescent children, parents of kindergarten children, and grandparents' strengths and needs. Current investigations focus on assessing culturally diverse parenting practices of mothers and fathers who have early adolescent children. International investigations include families within the Republic of China.

Diane D. Behl

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Diane Behl is a senior researcher at the Early Intervention Research Institute (EIRI) and is involved in the development and evaluation of numerous systems building efforts. Currently, she is co-principal investigator for measuring and monitoring community-based integrated systems of care as well as an outcomes-based approach to evaluating early intervention service coordination models. Areas of interest include participatory action research, service coordination, systems integration, and outcomes-based approaches to evaluation. She has disseminated her research activities via numerous publications and conference presentations.

Catherine Benitz

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Following her degree in Early Childhood Special Education, Catherine directed a non-profit early childhood, early intervention, and Head Start program in Wyoming. Prior to working with the MPRRC, Catherine was the Assistant Director and Training Coordinator for the Region VIII Head Start Disabilities Quality Improvement Center at USU. Previously, she served on the Wyoming Interagency Coordinating Council, the Wyoming Parent Information Center Board, and other non-profit and educational task groups. Particular interests in

special education are early childhood assessment, family involvement, language and social skill development, and teacher development and support systems.

Joanne P. H. Bentley

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Joanne Bentley is an assistant professor of instructional technology. Her research focuses on development and evaluation of web-based instruction as it accounts for individual differences in learning. She is particularly interested in developing instructional strategies for customized dynamic delivery of instruction. The impetus for her research originated with a validity study comparing the Learning Orientation Questionnaire (LOQ) with the Herrmann Brain Dominance Instrument which established the LOQ as the primary tool of choice for determining learner preferences for content delivery. Her research provides important data for improving the quality of customized web-based instruction.

James C. Blair

Ph.D., Northwestern University
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797-1388

James Blair is a professor and department head in communicative disorders and deaf education. He has conducted research on personal FM use with children who are deaf and hard of hearing and has studied classroom acoustics, sound field amplification, and provision of services to schools by audiologists. He is currently studying the most effective ways to improve services to children with hearing loss in the mainstream.

Martin Blair

B.S., Utah State University
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797-3886

Martin Blair directs the Utah Assistive Technology Program and is an adjunct professor in the Department of Special Education and Rehabilitation. He works with policy makers, service agencies and organizations, consumers, and family members throughout the United States on issues related to assistive technology policy and practice.

His training and research emphasis is on the use of technology to enhance community living options of people with disabilities.

Glenna C. Boyce

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Glenna Boyce is a senior research scientist at the Early Intervention Research Institute at the CPD. Her research includes the development and well being of at-risk children and their families, with a focus on evaluating interventions that support child and family, parent-child interaction, and family stress and/or adaptation. Her present research projects include InReach—a project in which parent/infant dyads are supported as they transition from neonatal intensive care units to community early intervention programs—and the Utah Frontiers Project—a rural Utah project in which youth (with serious emotional problems) and parent outcomes of participating in “wrap-around” services are assessed longitudinally.

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Lisa Boyce is a senior research associate at the Early Intervention Research Institute. Her research interests include examining family and intervention factors that facilitate or hinder optimal development of children living in poverty and those with disabilities. Her projects include a longitudinal study of early language and emergent literacy with children from Spanish speaking homes, play behaviors of mothers of typically developing infants and infants with disabilities, and evaluation of Early Head Start.

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Eadric Bressel is an assistant professor of physical education in biomechanics. He has served as a postdoctoral research fellow for the neuromuscular research unit at Auckland University of Technology in New Zealand. He actively conducts research and seeks grants for the following areas: anatomical and biomechanical determinants of

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Keith Christensen is a project director for the Center for Persons with Disabilities. A landscape architect by training, he advocates for integrated design which focuses on the abilities of individuals rather than their disability. Keith is involved with the design of a number of play environment projects, conducts research on design methodologies, and is the director of the Beyond Access Project, a national technical assistance effort on play environments for children with disabilities.

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corrective action plans. He has made conference presentations and published articles on special education issues, and provided technical assistance in the areas of legal issues, special populations, developing effective individualized education programs, due process/mediation, Section 504, procedural safeguards, systems change, strategic planning, comprehensive system of personnel development, state implementation planning, state improvement grants, assistive technology, and extended school year.

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Kim Corbin-Lewis is an associate professor of communicative disorders and deaf education. Her research interests include vocal aging, genetics of speech and voice production, gender differences in speech and voice production, and outcome research for voice treatment methodology. Kim collaborates with researchers at the University of Utah and the National Center for Voice and Speech and is funded by NIH. She has allied health privileges at Logan Regional Hospital and runs the voice clinic that specializes in laryngeal imaging.

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M. Scott DeBerard is an assistant professor of psychology. He is a clinical psychologist with applied interests in the psychosocial aspects

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Elizabeth Dennison is co-director of the SKI-HI Institute and project director of VIISA (Vision Impaired InService in America) Outreach. A teacher of the blind and visually impaired, she has directed grants, developed training materials, written curriculum materials, and conducted many training sessions in the preschool vision and blindness field that have had a national impact. She has served as chair of Division 8, the Infant/Preschool Division of AER, the national organization for those working in the blindness field. She also continues to work hands-on with a small caseload of young children with vision impairments.

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Martha Dever is an associate professor in elementary education. For-

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Melanie Domenech Rodríguez is an assistant professor of psychology. Her research interests include parenting interventions with Spanish-speaking Latino parents, and Latino children's mental health outcomes. Her background also includes research in the area of adolescents' substance use in the US and Mexico. She is particularly interested in improving mental health outcomes for Latino children and their families.

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Located in Nebraska, Ron is a special education program specialist for the MPRRC. With prior employment at private and public schools, state agencies, and industry, his experience centers on both self-contained resource and inclusionary classrooms. Previously, Ron worked for the Nebraska Department of Education focusing on school improvement and reform, accommodations, and inclusionary strategies, standards, assessment, and accountability issues for students with disabilities. He has held leadership positions on many pro-

professional councils and boards and is a skilled facilitator. His interests include standards and assessment, para education, alternate assessment, standards-based IEPs, inclusionary instructional strategies, team-building, and leadership development.

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Nick Eastmond is a professor of instructional technology who teaches courses in communication, program evaluation, educational research, performance systems, and qualitative methods for research. He has taught a course in French on information technologies in the French-speaking world. Subsequently, he taught an honors course dealing with race and communication issues in the USA and South Africa. Current research interests include needs assessment, program evaluation, content-based second language learning, cross-cultural communication, and instructional technology applications in a global context. His most recent book, published by Libraries Unlimited, is entitled *A Global View of Instructional Technology for the 21st Century*.

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Tamara Ferguson is a professor of psychology. Trained in social and developmental psychology, her projects include the study of emotion regulation skills as predictors of adjustment to new school settings; the role of emotion in predicting personality disorders and violence; the unintended negative effects of exposure to abusive systems on cognitive and social performance; studying negative emotions as an-

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Barry Franklin is a professor and head of secondary education. His research interests include educational policy with emphases on the history of curriculum reform, curriculum policies for disadvantaged youth, secondary school reform, and the interplay between schools and communities. His publications include studies of the history of the school curriculum, the development of policies for at-risk children, schools and communities, and urban school reform. He is presently involved in research and evaluation projects examining the reform of urban secondary schools, educational partnerships, after-school programs, and service learning.

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Mike Freeman is the associate dean for extension and an associate professor in the COEHS. His research interests are in organizational structures in continuing higher education and public education, and organizational theory and professionalism in education. He acts as a liaison with Extension/ Continuing Education and the COEHS, including oversight of the COEHS summer credit workshop program. He is also responsible for the administrative-supervisory certificate program and chairs the college's marketing committee and the annual academic olympiad.

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Susan Friedman is an assistant research professor of psychology and adjunct assistant professor of special education. Her research interests include all aspects of learning and behavior, human and animal. Susan has a particular interest in teaching different research methodologies used to measure learning and behavior and in teaching applied behavior analysis. She is also the coordinator of the telephone help desk at the National Center for Hearing Assessment and Management which assists states in developing and maintaining early hearing detection and intervention programs.

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Hilda Fronske is an associate professor of physical education. Her interests are in teaching cues for sports skills K-12. Dr. Fronske has authored three books related to teaching cues and coaching methods. Currently, she is writing a book on the analysis of leadership skills related to teachers and coaches. She presents workshops on communication, leadership, and sport skills.

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Renee Galliher is an assistant professor of psychology. Her research is focused on interpersonal relationships in adolescence, with particular emphasis on adolescents in rural communities. Using an observational methodology that examines couple members' own perceptions of their videotaped conversations with each other, she examines communication patterns in adolescent romantic relationships. Dr. Galliher is interested in the association between communication in adolescent couples and various individual and relational outcomes, such as adolescent psychological health, relationship quality, and dating aggression. She also studies the role of race and ethnicity in understanding adolescent romantic relationships in rural communities.

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Julie Gast is an associate professor in health education. She has an interest in research and projects related to community health, weight loss management, and health risk perception. She is also interested in self-esteem and disordered eating patterns. Recently, Dr. Gast received a grant from the Utah Health Department to conduct health and fitness programs across middle school curricula.

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Donna Gilbertson is an assistant professor of psychology. Her research focuses on applied behavior analysis in school settings to help adults respond effectively to children's learning and behavioral adjustment problems. Currently, she is examining the use of curriculum-based assessment with bilingual students to develop assessment systems linking educators to interventions. She is also modifying a systematic screening model that considers language proficiency, functional assessment, and intervention responsiveness for decreasing over-representation of minorities in special education. Finally, she is investigating consultation strategies to ensure that teachers and parents use treatments designed to help children in their care.

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Dr. Gimpel is an associate professor of psychology and coordinator of

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Gerry Giordano is the dean of the College of Education and a professor of special education and rehabilitation. His research interests include reading education, education of children, developmental disabilities, special education, literacy of persons with severe disabilities, and the history of twentieth-century education.

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Linda Goetze is an economist at the Early Intervention Research Institute. For more than 10 years, Dr. Goetze has conducted research with families, children, and teachers, including extensive survey research and studies that examine the economic challenges caused by disability. A recent book chapter discusses methods to redesign service systems for families and children with disabilities that are more family centered and give more control over federal, state, and local resources to families. She has disseminated her work in books, referred journal articles, state and national reports, and local, state, national, and international meetings and conferences

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ment. He has also studied the psychological response of athletes to competition and the use of altered states of consciousness to facilitate excellence in performance situations. Dr. Gordin is currently a consultant to professional athletes on the PGA tour and consults with several national governing bodies of the United States Olympic Committee. He is the lead sport psychology consultant for the USA track and field team for the 2004 Olympic games in Athens.

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Nanette Gutshall is the project coordinator for Project ACT at the Disability Services Quality Improvement Center. The project supports the Bureau of Indian Affairs' schools in ND, SD, MN, IA, WI and MI. Nan's professional training is in special education and her expertise and passion is in working with Native American populations. Nan brings her practical background as an experienced special education teacher to her training activities. She has had extensive experience as a project coordinator for externally funded projects and has presented at state and national conferences. Her publications on diversity and special needs children appear in professional journals.

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Edward Heath is an associate professor of physical education. He teaches undergraduate and graduate exercise physiology courses. His research is concerned with the effects of exercise on health. He is currently working on an American Heart Association funded project that involves the development and evaluation of a health promotion program in elementary schools. Dr. Heath is a fellow of the American College of Sports Medicine.

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Alan Hofmeister is a professor of special education and directs programmatic research and development on the prevention and treatment of academic failure. Most of the present projects focus on the prevention of reading failure with at-risk students in more than 15 states, including sites from Harlem and Puerto Rico, to Native American students in rural Utah. Research includes the development and validation of instructional and administrative practices at the building and district levels.

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Brett Holt is an assistant professor of health, physical education, and recreation. He is interested in the development of motor skill performance through skill/learning cues. In particular, Brett studies the differences in motor skill development between children receiving learning cues in figurative language (e.g., metaphors, hyperbole, personifications, similes) and children receiving critical skill/language learning cues in literal language (where only one interpretation can be gained from defining the cue). His investigations also focus on whether children remember or maintain correct motor performance over time via figurative or literal language.

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Judith Holt is an associate professor of special education and Director of the Interdisciplinary Training Division at the Center for Persons with Disabilities. She has extensive experience in developing and implementing interdisciplinary training programs for students from diverse academic backgrounds. She has established collaborative relationships with numerous departments at USU, the University of Utah, and the medical center. Her research interests include the evaluation of program effectiveness and participant outcomes using an inclusive model of primary stakeholders. She has also been actively involved in the design of several multi-state evaluation efforts focusing on young children at-risk and their families

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George G. Hruby is an assistant professor of language, reading, and literacy in secondary education. His current research focus is on adolescent reading development and appropriate methodologies for its observation and explication. Dr. Hruby's ongoing interests include the structure and history of literacy theory, and the use in literacy studies of alternative perspectives on cognition, learning, language, and identity informed by recent research in psychobiology, developmental dynamics, human sociality, and cultural psychology.

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Grace C. Huerta is an associate professor of secondary education. Her qualitative research interests include educational policy and multicultural/ bilingual education relevant to secondary school settings. In addition to teaching graduate courses in multicultural education and ESL instruction strategies, Dr. Huerta is also interested in Latino/a community outreach, school restructuring, and secondary ESL teacher training using digital technology.

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Scott Hunsaker is an associate professor of educational foundations and of gifted and talented education in elementary education. His research targets professional decision-making in gifted and talented education. His publications have focused on teacher belief systems and practices and on gifted identification instrumentation. He also conducts research on the evaluation of gifted programs.

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Dr. Innocenti is co-director of the Early Intervention Research Institute, Assistant Director of the Research and Evaluation Division at the Center for Persons with Disabilities and has an appointment as research associate professor in both psychology and the research and evaluation methodology program. Dr. Innocenti has over 20 years of experience working with infants and young children at-risk as well as with disabilities and their families through multiple research and model demonstration projects. His approach to issues is based on an interdisciplinary and participatory model that recognizes the contribution of different disciplines and stakeholders.

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Aziele Jensen is an infant/toddler specialist for the Disability Services Quality Improvement Center/Touchpoints. Aziele has taught preschool and special education preschool and has early intervention and vision impairment certifications. These credentials maximize her ability to support and train the Early Head Start and Head Start staff who work with young children and infants with disabilities across 6 states. Aziele is also a coach/mentor for the S.T.E.P. preschool literacy curriculum which is being used by Region VIII Head Start Programs. Aziele is passionately involved nationally and in Utah in supporting the development of infant mental health resources and curricula.

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Francine Johnson is the associate dean of teacher education, graduation, and educator licensure and is an associate professor of elementary education. Her research interests include field experience research, mentoring/supervision, follow-up studies, and teacher education research.

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Art Jones is an associate professor of parks and recreation. He has an interest and expertise in recreation administration and has practical experience and research experience related to leadership styles and administrative behavior. He has also managed large recreation projects including the Utah State Fair.

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Dr. Jones's professional work focuses on adolescent development, substance use/abuse, and research methodology. His research find-

ings have linked psychosocial variables to problem behaviors and support psychosocial interventions for preadolescents. Preadolescents who experience psychosocial difficulties engage in more and varied problem behaviors, and their reported intentions suggest that they aren't likely to change. Likewise, adolescents who experience psychosocial difficulties are more likely to engage in substance abuse, premarital sexual relations, and risky sexual behavior. By helping elementary children deal with psychosocial issues, we anticipate fewer adolescent psychosocial difficulties, resulting in reductions in problem behaviors including substance use and premarital sexual involvement.

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Daniel R. Judd is the project evaluator for the Disability Services Quality Improvement Center (DSQIC) and provides evaluation functions for other projects run by DSQIC. He brings multicultural and international perspectives to his work investigating services for young children and their families. Issues of quality improvement, access, and Hispanic services are his central research concerns. He is collaborating with teams of Hispanic women in rural Utah, predominantly undocumented, to improve health care access. He is particularly interested in improving the impact and service quality for children with special needs.

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George Julnes is an associate professor of psychology in the research and evaluation methodology program. His research interests center around the advancement of program evaluation practice and theory, particularly in service of informed public policies. He pursues these interests by conducting funded evaluations of human services programs and educational policies. Dr. Julnes is also interested in philosophy of science and the history of psychology.

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Vonda Jump is a senior research associate at the Early Intervention Research Institute. Her research interests include parent-child relationships, child abuse and neglect, early developmental trajectories, the factors which affect development in young children, and infant massage. Her current projects include investigations of the impacts of infant massage on infants diagnosed as failure to thrive, and the growth, physiological, and behavioral outcomes of severely touch-deprived infants in Ecuadorian orphanages who receive massage therapy.

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Dr. Yoon G. Lee is an assistant professor of family, consumer, and human development. Her research interests include household consumption and financial management, with an emphasis on women, elderly, and baby boomers. Her current research topics deal with succession planning among family business owners, financial security of single older women, consumption patterns of boomers, time use of American families for leisure, and children's human capital. Dr. Lee has been a Utah leader of a multistate research project.

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Shirley Leew has 20 years of clinical experience in the area of child language. Her research interest is prelinguistic development, including the study of correlates of language development (e.g., play, attachment, social communication) and early intervention methods/efficacy. She has a strong interest in collaborative research which will inform and advance the practice of speech-language pathology.

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Steve Lehman is an assistant professor of psychology. Dr. Lehman's expertise is in cognitive and motivational processes underlying reading comprehension. He studies the influence of the relevance of reading material on comprehension and reader interest. He also investigates the influence of multimedia on comprehension and learning from electronic text in web-based training modules.

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Shelley Lindauer is professor and associate department head in family, consumer, and human development. She also directs the Adele and Dale Young Child Development Laboratory. Shelley teaches graduate and undergraduate courses in early childhood development and education, and has mentored numerous M.S. and Ph.D. students. Her research interests include the study of parental/school socialization practices, processes in preparing early childhood teachers, children's transition to kindergarten (particularly in non-native English speaking families) and parent-child relationships. In 2000, Shelley received the Robin's Award for professor of the year, and the Eldon J. Gardner Award for teaching excellence.

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Jaclyn Littledike is an assistant professor of communicative disorders and deaf education. She is a past president of the Utah Speech-Language-Hearing Association, has twice served as legislative counselor from Utah to the American Speech-Language-Hearing Association, and has served as a member of the Utah State Licensure Board. She is clinical coordinator of speech and language services for the USU Speech-Language-Hearing Center. Jaclyn teaches graduate courses in professional practice and communication problems related to orofacial anomalies. She supervises practicum for undergraduate and graduate students and coordinates all off-campus externships. Areas of expertise include orofacial anomalies, professional practice issues, and clinical supervision.

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Dr. Lown's research interests include women and financial planning

attitudes and practices, especially in relation to retirement planning. Her research asks how to motivate women to take more responsibility, prior to mid-life, for their financial security in later life. A second interest is credit overuse and consumer bankruptcy in Utah due to the high filing rate. Specifically, why is the failure rate for Chapter 13 repayment plans so low and how do successful Chapter 13 plans differ from unsuccessful plans? To what extent does local legal culture contribute to the problem of multiple filings and unsuccessful repayment plans?

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Sonia Manuel-Dupont has joint appointments as associate professor of communicative disorders and deaf education, civil and environmental engineering, and English. Her research interests include non-discriminatory assessment of non-English speaking children and adults, multiculturalism, bilingual aphasia, restoration and maintenance of the native language in Native American communities, technical and scientific writing, and literacy development in various racial, ethnic, and socioeconomic groups. She is a Native American linguist with additional training in second language acquisition. Most recently she has been involved with research on training interpreter paraprofessionals and curricular modifications for ESL students in the regular K-6 classroom.

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James Marshall is an extension specialist in family, consumer, and human development. He is a licensed marriage and family therapist. He works with the Utah marriage initiative to promote and strengthen marriage within the state. His research interests include marriage education and divorce prevention, succession planning of family-owned businesses, family support in substance abuse treatment, and cross-cultural supervision in marriage and family therapy.

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Sherry Marx is an assistant professor of ESL education in the Department of Secondary Education. Her research focuses on improving teacher preparation in the areas of ESL and multicultural education. In particular, she is interested in the beliefs that White, mainstream teachers construct about the culturally and linguistically diverse children they teach and the impact these beliefs have on the relationships they develop with their students. Dr. Marx is a qualitative researcher who centers her work in critical theory.

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Carol Massanari is a program specialist and the co-director for the Mountain Plains Regional Resource Center. Some of her current areas of interest are leadership development, systems change, instruction, curriculum, behavior, and secondary transition. She began her professional career as an elementary teacher before entering the field of special education. She has classroom experience in a variety of special education delivery modes (from itinerant to self-contained) as well as experience as a local district director of special education programs.

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Kevin Masters is an associate professor of psychology. His doctoral training is in clinical health psychology. Dr. Masters investigates the interaction of psychological and behavioral variables with health. He recently received funding from the National Institute on Aging to study how religiosity may influence psychological and physical response to stress. He also has recently studied psychological predictors of low back surgery outcome and adherence to exercise programs. Dr. Masters teaches graduate courses in health and clinical psychology and also teaches an undergraduate course in abnormal psychology.

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M. David Merrill is a professor of instructional technology. His primary research interest is effective, efficient, and appealing instruction. His instructional technology contributions include the TICCIT authoring system, an early computer-based training system; component display theory and elaboration theory; knowledge objects and instructional transaction theory, primarily aimed at facilitating the automation of instructional design; and principles of instruction that are common to most theories and models of instruction. He was awarded the 2001 Distinguished Service Award by the Association for Educational Communications and Technology for advancing the field of instructional technology through scholarship, teaching, and leadership."

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Zan Merrill is the project manager for the rehabilitation counselor education (RCE) master's program. Her research interests include the effective use of technology in the design and delivery of instruction. She coordinates the use of synchronous and asynchronous educational technologies for both students and professors in the RCE program as well as student recruitment efforts. She has earned a second master's degree in technical writing through the on-line English program at USU.

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Brent Miller is vice president for research and a professor in the USU Department of Family, Consumer, and Human Development. His research has focused on adolescent sexual behavior and pregnancy. More recently he has been studying adjustment of adopted children and adoptive family issues. He is the author of several books and over 100 articles and chapters, mostly authored with graduate student collaborators.

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Leigh Monhardt is an assistant professor of elementary education. His degree is in the field of science education. His research interests include professional development in science education, equity in science education, curriculum development and implementation, and integrated curriculum. He is interested in improving science instruction at the middle and elementary level.

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Rebecca Monhardt is an associate professor of elementary education. She is a science specialist and teaches undergraduate and graduate level science education classes. Her research interests deal with diversity issues related to science education.

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Bob Morgan is an associate professor of special education and rehabilitation. Research and teaching interests include transition from school to adult life, severe disabilities, paraprofessional training, and behavior analysis. Bob and his colleagues have produced four training programs for paraprofessionals and one for training teachers to be effective supervisors. He and his staff have also produced a CD

ROM-based job preference program for youth with severe disabilities. Applied experience includes work in special day schools for students with behavior disorders and in preschool and K-12 classrooms for students with severe, multiple disabilities, and adult service providers.

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Dennis Nelson is an associate professor and chair of the parks and recreation program. He has expertise in community recreation and has been a consultant and advisor to the Boy Scouts of America in assisting their curriculum for national camp training. Dr. Nelson has also conducted research on family recreation and has been involved in research projects. He has served on several national committees, currently serving on the National Accreditation Council as an accreditation visitor.

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Thorana Nelson is an associate professor of family, consumer, and human development and director of the Marriage and Family Therapy Program and Clinic. She is interested in all aspects of marriage and family therapy training and supervision, particularly basic skills. She collaborates with colleagues in other universities on systemic treatment for women substance abusers. Most recently, she has become interested in investigating how marriage and family therapy skills that effect change in clinical trials can be translated into agency therapy.

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Sylvia Niehuis is an assistant professor of family, consumer, and human development. She teaches courses in marriage and family relationships, family and cultural diversity, family theories, and courtship. Her program of research focuses on the development of premarital relationships over time. Her primary interests focus on whether and

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Susan Nittrouer is a professor of communicative disorders and deaf education and the director of the Division of Exemplary Services within the Center for Persons with Disabilities. Her research interests revolve around questions of how children acquire access to the phonetic structure of language, with emphases on what factors facilitate the development of the ability to access that structure, what goes wrong when children fail to do so, and how this ability supports other language processing skills. Empirical findings from investigations of these questions form the basis of her clinical interests in hearing impairment, dyslexia, and specific language impairments.

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Maria C. Norton is assistant professor of gerontology. Her research program centers on geriatric mental health and the epidemiology of aging disorders. She studies protective and risk factors for depression, anxiety and dementia, including genetics and physical and psychosocial health. She also has expertise in research methodology and statistics in large population-based studies, and is developing a methodology for measurement of depression and anxiety. Dr. Norton's current projects include the study of depression in married elderly couples, the relation between religious involvement and depression, the reciprocal relation between cognitive decline and depression, and the progression of psychiatric disturbances in dementia.

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Dennis Odell is the director of the Biomedical Division at the Center for Persons with Disabilities. Research projects focus on genetic and immunologic abnormalities in autism and attention deficit/hyperac-

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Amy Odum is an assistant professor of psychology. Her research interests are in two areas of behavior analysis: behavioral pharmacology and the experimental analysis of behavior. In behavioral pharmacology, she investigates the manner in which the effects of drugs of abuse are modified by environmental circumstances. Her recent research in this area concerns the effects of drugs on temporal discrimination and reinstatement of behavior in an animal model of relapse. In the experimental analysis of behavior, her research has concerned self-control and impulsivity, the persistence of variable and repetitive operant behavior, as well as the persistence of remembering.

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Edward O'Leary is a program specialist with the Mountain Plains Regional Resource Center. The areas of expertise that he is most noted for are secondary, transition, and vocational programming for youth with disabilities, IEPs, technology, monitoring, and systems change. He was one of six invited speakers to present information on IDEA 1997 at the U.S. Department of Education OSEP conferences in Florida and California. Prior to his work with the Regional Resource Center, he spent over twenty years working in the public schools as a special education consultant, transition specialist, high school special education teacher, and work experience coordinator.

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Sue Olsen is the director for the Up To 3 Early Intervention Program. As an early childhood special educator, her interests have been in the

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D. Kim Openshaw is an associate professor in family, consumer, and human development with adjunct status with psychology and women's studies. Dr. Openshaw is a licensed marriage and family therapist and clinical social worker. He is an approved supervisor for the American Association for Marriage and Family Therapy, and certified with the Department of Corrections as a sex offender specific therapist. His primary research interests are in marriage and family therapy, self-esteem, and juvenile male and female sexual offending. Dr. Openshaw currently chairs a new community organization called the Cache Sexual Issues Coalition (CSIC).

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Grayson Osborne is a professor of psychology. He is trained in behavior analysis and has mentored over 20 doctoral and masters students. He has over 40 publications in applied and basic behavior analysis. Across his career he has been sought as a consultant with respect to individuals who are hearing impaired and those with mental retardation. Currently he also coordinates the university's efforts in educational and program assessment.

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Thomas C. Pedroni is an assistant professor of secondary social studies methods, educational foundations, curriculum theory, and qualita-

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Connie Pehrson is the resource training coordinator/early childhood specialist for the Disability Services Quality Improvement Center (DSQIC). Connie coordinates the DSQIC library and training resources for Head Start/Early Head Start programs in a 6-state region (CO, MT, ND, SD, WY). Connie has had many years of experience as a special educator and early interventionist. She helped to develop the AHEAD (At Home & At Daycare) Curriculum through SKI-Hi Institute at USU and has trained early interventionists across the nation, Canada, and Puerto Rico in the AHEAD curriculum. Her passion and expertise is in supporting parents of children with disabilities

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Paula Pittman is the project director for SKI-HI deaf mentor outreach projects and clinical instructor of communicative disorders and deaf education. Her research interests include early childhood education involving children who have both vision and hearing losses, children who are deaf or hard of hearing and their families, bilingual-bicultural education, and linguistic development. The outreach project provides assistance to states/agencies in establishing bilingual-bicultural home environments for children who are deaf through training, technical assistance, and materials development. The project enables adults who are Deaf to become effective language and cultural mentors to young children and families.

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Lisa Pray is an assistant professor of elementary education. Her research interests include examining language assessments used in the referral and placement of language minority students into special education and other academic programs. Issues of second language acquisition, English as a second language and bilingual education, special education of culturally and linguistically diverse students and assessment are her central research concerns. Her other particular interests include the development and implementation of programs to serve the needs of diverse student populations.

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Beth Price is the project coordinator of the Accommodating Students with Disabilities in Higher Education project affiliated with the Center for Persons with Disabilities, a nationally disseminated training curriculum for faculty, staff, and administrators. She has a background in rehabilitation. Her past projects have dealt with adults with disabilities in various postsecondary education settings at the university and in the community. She is particularly interested in developing projects that change stereotypical attitudes about the capabilities of people

with disabilities and that encourage self-advocacy.

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Sylvia Read is an assistant professor of elementary education. Her research interests include effective instruction for nonfiction writing in the primary grades and assessment of current writing instruction in K-3 classrooms. Other interests include how and why teachers change their language arts instruction and how to teach genre through children's literature and writing.

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Ray Reutzel is the endowed chair and director of the Emma Eccles Jones Center for Early Childhood Education. He is also a distinguished professor of early childhood education in elementary education. His research focuses on early childhood literacy. Dr. Reutzel is the author of more than 125 refereed research reports, articles, books, book chapters, and monographs. He received the A.B. Herr Award from the College Reading Association in 1999 for outstanding research and published contributions to reading education.

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Kaye Rhees is the principal/director of the Edith Bowen Laboratory School. The school is a kindergarten through fifth-grade elementary

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John Ribera is an associate professor of communicative disorders and deaf education. He is a retiree from the US Army Medical Service Corps where he served as an audiologist. He has owned a private practice, been an adjunct faculty member, managed a large hearing conservation program in Germany, conducted speech intelligibility research at an aeromedical research laboratory, and served as director of audiology at the House Ear Clinic. His current research interests include telemedicine and hearing in noise, particularly in schools.

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Thomas Risk is director of K-SAR video production, distance education, and DVD productions at the Center for Persons with Disabilities. He is an adjunct professor of instructional technology. He has done extensive research since 1998 in DVD technology and its application for use in education and training. He has over 10 years of experience in designing effective instruction for distance education technologies. He is currently researching applications for combining technologies such as; DVD-ROM, Internet, and video conferencing to provide state-of-the-art solutions to low bandwidth to provide training to families in their homes.

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Richard N. Roberts is director of the Research and Evaluation Division (Early Intervention Research Institute) at the Center for Persons with Disabilities, and professor of psychology. He is the principal investigator of several MCH projects. Dr. Roberts is the author of a

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Dr. Lori Roggman, is a professor of family, consumer, and human development. She received her Ph.D. in developmental psychology. Her research and teaching interests are mostly focused on social development in the early years of life—attachment, parent-child play, language development, and father involvement. She has had extensive experience with programs serving children, including Head Start, working as a consultant for home-based and other programs for children and families, conducting a 3-year evaluation of the Family Service Center project in northern Utah, and currently directing a longitudinal Early Head Start research project studying low-income children from infancy to kindergarten.

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Lori Rowan is project director for AHEAD (At Home & At Daycare) Outreach, co-director for HERITAGE (Helping Early Interventions to Receive Information Training to Address Grandparent Families Needs in Effective Ways), and clinical instructor of communicative disorders and deaf education. Her interests include developing training designs for trainers and early interventionists who provide services to families of children with disabilities, birth to three; developing training resources which include resource manuals and videotapes/DVDs; and providing technical assistance to trainers nationwide.

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Barbara Rowe is the family resource management extension special-

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Cyndi Rowland, the associate director for the Center for Persons with Disabilities, holds an appointment in special education and rehabilitation as an early childhood special education faculty member. Cyndi has focused extensively on technology throughout her career. For the past 10 years, she has been involved in distance education and a variety of technologies (Web, CD-ROM, interactive television) to prepare personnel. She conducts research to improve the accessibility of the Internet and other distance technologies for individuals with disabilities and to improve teaching and learning through the use of technologies that support effective pedagogy.

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Mike Salvesen is the director of the administrative/supervisory certificate program. Mike spent twenty-nine years in public education, including eight years as a high school principal. He received honors from the state and national science teachers associations for exem-

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Charles Salzberg is a professor of special education and psychology. His research interests include special education teacher preparation, issues of personnel shortages in special education and related services, students with disabilities in higher education, and transition of students from secondary education to adult life, especially to post secondary education. Dr. Salzberg also contributes to policy development in special education.

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Kerstin Schroder is assistant professor of health psychology, research, and evaluation methodology. Her research interests in health psychology are: HIV risk behavior, substance use, coping with chronic disease, and, more general, the self-regulation of health behaviors, and testing and improving models of health behavior. Her methodological interests focus on testing and improving the validity of health behavior self-reports, specifically with regard to socially sensitive behaviors. Further interests include: cardiovascular response to social stress, women's health, improving health in ethnic minorities, literature reviews, and meta-analysis.

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Timothy Shahan is an assistant professor of psychology with a specialization in behavior analysis. He studies operant conditioning, primarily with non-human subjects. His recent research has focused on variables affecting the prevalence and persistence of observing (i.e., attending to) stimuli associated with primary reinforcers. Some of this research focuses on factors affecting attending to stimuli associated with drug reinforcers and how such observing affects drug consumption in an animal model of drug taking. His other interests include

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Vicki Simonsmeier is dually certified as a speech-language pathologist and audiologist and is an assistant professor of communicative disorders and deaf education. She has over 17 years of clinical experience, specializing in pediatrics, especially those who are medically fragile and require home services. She has been a consultant to hospitals, health care providers, insurance companies, and Medicare agencies. She has been an administrator in the area of rehabilitation and was instrumental in bringing services to underserved rural and ethnically diverse populations in Wisconsin. Her research interests include interdisciplinary training, SLP training issues for low-incidence disabilities, and auditory/language processing skills.

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Timothy A. Slocum is an associate professor of special education and rehabilitation. His main research interests center on improving reading instruction for students with mild to moderate disabilities. These include instructional procedures, curriculum, data-based decision making, motivation, and teacher preparation. In addition, Dr. Slocum is interested in developing and teaching research and evaluation methods that can lead to improvements in outcomes for consumers of educational and psychological services.

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Julie Smart is a professor and director of the rehabilitation counseling program, which is part of special education and rehabilitation. Her areas of interest include psychosocial aspects of disability, Hispanics with disabilities, undergraduate disability studies, and culturally relevant rehabilitation practices. She has recently written a textbook, *Disability, Society, and the Individual*, and has developed a course, "Disability in the American Experience," which is now an undergraduate general education requirement in the social sciences. Dr. Smart translated into Spanish two widely used rehabilitation instruments, *The Acceptance of Disability Scale* and *The Client Satisfaction with Rehabilitation Services Scale*.

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Geoffrey G. Smith is the director of the Substitute Teaching Institute affiliated with the Center for the School of the Future which focuses on research, publishing, directing, and training districts across the

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John is an associate professor of elementary education. His area of emphasis is reading instruction methods. His former research interests focused on children's learning of content area information from children's literature. He is currently investigating the effectiveness of teacher education programs in preparing undergraduate education majors to teach reading comprehension.

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Nathan currently serves as director of technology for the COEHS, director of the Adele and Dale Young Education Technology Center, and adjunct faculty of instructional technology. A former public school teacher, his interests deal with integrating new technologies into best educational practices, and in training COEHS faculty, staff, and students to use technology effectively in their professions.

Tim G. Smith

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797-2004

Tim Smith is the director of technology at the Center for the School of the Future. His projects include providing technology support to center activities and a technology initiative for preparing preservice teachers to use technology.

J. Steven Soulier

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797-2653

Steve Soulier is an associate professor of instructional technology. His research interests include technology integration in K-12 education, user interface design for computer-based instruction, design factors affecting the globalization of computer-based instructional products, and instructional message design. He is currently project director for the university's PT3 project and has spent time in Thailand working on a national project to develop computer-based vocational training materials.

David M. Stein

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797-3274

David M. Stein is a clinical psychologist, professor, and department head of psychology. His research focus is addictive behaviors, impulse control disorders, and their relation to health (e.g., eating disorders and chemical dependency). Dr. Stein's grants have included training and research grants through the Safe and Drug Free Schools and Communities Program and the state of Utah.

Frank C. Stewart

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797-1611

Frank Stewart is the director of giving and development for the COEHS. Frank is committed to the donor stewardship we have with our USU alumni and friends in generating funding for student scholarships, department and center projects and programs, and buildings. In development, Frank favors and specializes in "relationship fundraising," a donor-based approach in working with our constituency.

Carol J. Strong

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797-1471

Carol J. Strong, a trustee professor of communicative disorders and deaf education and the associate dean for research, teaches courses

in language assessment and intervention, school-age language disorders, and research in education and psychology. Her research and publications focus on narrative assessment, literature-based language intervention, early intervention for children with low-incidence disabilities, and intervention for school-age children with language disorders.

William J. Strong

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797-7038

William Strong is a professor of secondary education and director of the Utah Writing Project, a statewide network of K-12 teachers. His research interests center on secondary English education, content area reading and writing, and scaffolded language development activities for a wide range of students, including English language learners. Recently he has begun to explore the uses of narrative knowledge in teacher development work.

L. Ruth Struyk

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797-2223

Ruth Struyk is an assistant professor of secondary education. Her research focuses on classroom assessment including portfolio assessment and alternative assessment practices, self-evaluation procedures for teachers, and classroom management needs of beginning teachers.

Timothy N. Tansey

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797-3241

Timothy N. Tansey is an assistant professor of rehabilitation counseling in special education and rehabilitation. He is a certified rehabilitation counselor (CRC) and Certified vocational evaluator (CVE). Dr. Tansey's research interests are in the areas of rehabilitation of persons with severe mental illness, stress and coping responses utilized by persons with disabilities, ethics, and assessment issues with persons with disabilities.

Matthew J. Taylor

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797-3719

Matthew Taylor is director of research and evaluation for the Center for the School of the Future and a faculty member in mathematics and statistics. Dr. Taylor has extensive educational research experience and has evaluated many local and state educational programs. He is the author of *Indicators of School Quality*, a comprehensive survey of perceptions of school functioning. He is also the co-author of ALERT, an online behavior inventory used to monitor progress toward reducing antisocial behavior in schools, and is the creator of Signal Analysis, a graphic reporting system used in interpreting survey responses.

Annette Thompson

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797-8097

Annette Thompson is the curriculum specialist for Project ACT/ Grants, and coordinator for the Disability Services Quality Improvement Center (DSQIC). Annette's background is in dramatic literature, theatre arts, and English. Her teaching experience is in language arts, speech, and drama in secondary schools, and as a lecturer in the English Department at USU and adjunct faculty in the English Department at Weber State University. She was named "Top Prof" in 1994 by the USU Mortar Board. Annette has had extensive experience in public relations and program coordination in the area of theater arts.

Ron J. Thorkildsen

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797-1469

Ron Thorkildsen is professor emeritus of instructional technology. His teaching interests are in educational research methods, statistics, and instructional technology. Past research and publications have focused on the efficient use of technology in education, particularly in the area of computer assisted, video instruction. He is currently exploring ways of rethinking and improving educational research pedagogy.

Anthony R. Torres

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797-2750

Anthony Ron Torres is the director of the Biomedical Laboratory at the Center for Persons with Disabilities. He has research experience and publications in protein chemistry, molecular biology, and cell biology. This expertise is currently being applied to study autism and attention deficit/hyperactivity disorder. Although research for the last several years has revolved around the immunogenetics of autism, he is now interested in examining neurodevelopmental disorders from a proteomics viewpoint.

JoAnn Tschanz

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797-1583

JoAnn Tschanz is an assistant professor of psychology and a clinical neuropsychologist. Her research interests include the cognitive and psychiatric features of Alzheimer's disease, stroke, and other causes of dementia. In addition to characterizing the early features of these disorders, she also studies factors that influence the clinical course. She has worked for the past 7 years studying the epidemiology of dementia in Cache County, Utah, along with colleagues from Johns Hopkins and Duke Universities. This project, the Cache County Study on Memory in Aging, is among the largest studies of memory in aging being conducted in the world.

Phillip Waite

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797-7217

Phillip Waite is an assistant professor of health, physical education, and recreation. He has conducted research examining the relationship between spiritual and physical health behaviors, the impact of worksite resiliency training, and the outcomes of community and school-based drug prevention programs. Recently, his research efforts have focused on the impacts of reminiscence therapy conducted by college students upon institutionalized senior adults.

Sue Watkins

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797-5585

Sue Watkins is an associate clinical professor of communicative disorders and deaf education, directing that department's deaf education early childhood program. Sue is also co-director of the SKI-HI Institute, an organization that has achieved national prominence pioneering and developing early intervention programs for young children with sensory impairment. Sue has directed many projects at the Institute and oversees resource and materials development. Her areas of interest include early communication, emerging literacy, and family support issues for infants and young children who are deaf and hard of hearing.

Richard P. West

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797-3091

Richard West is the executive director of the Center for the School of the Future and a professor of special education. Dr. West's current research focuses on effective practices for preventing violence and other forms of antisocial behavior in schools, homes, and communities; comprehensive school evaluation and reform; and family-based interventions for children and youth at risk. He has written numerous books and articles on issues pertaining to children and youth at risk, and those with behavioral and emotional problems.

Martha L. Whitaker

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797-0393

Martha Whitaker is an assistant professor of cultural foundations of education in the Department of Elementary Education. Her research interests include feminist theory and pedagogy, curriculum theory, and teaching about religion in the public schools. She is active in building coalitions to enhance educators' ability to meet the diverse needs of learners in our communities.

Karl White

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797-3013

Karl White is a professor of psychology, chair of the research and evaluation methodology graduate program, and director of the National Center for Hearing Assessment and Management affiliated with the Psychology Department. His current research is focused on improving newborn hearing screening, diagnosis, and intervention programs. Current research projects are funded by various federal, state, and private agencies. Additional information about these research projects is available at www.infanthearing.org. Dr. White teaches courses in research and evaluation methods, statistics, and psychometrics.

David Wiley

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797-7562

David Wiley is an assistant professor of instructional technology. His research interests include learning objects, mediated action, biological models of self-organization, peer-to-peer networks, collaborative learning, online communities, open source culture, and intellectual property.

Rolayne Wilson

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797-1508

Rolayne Wilson is an associate professor of physical education. She has research interests in elementary physical education. Her expertise is in physical education teaching methods for elementary school preservice teachers and supervision of practicum in elementary schools. She has presented workshops and classes for regional audiences and has been the co-author of two books related to assessment and teaching cues.

Blaine R. Worthen

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797-1447

Blaine Worthen is an emeritus professor of psychology and is affiliated with the research and evaluation methodology and the research and evaluation doctoral programs. His work for the past 35 years has primarily been program evaluation, in which he has published books, articles, and chapters. His research has been in the area of program evaluation, survey research methodology, testing of creativity, and ethical misconduct of researchers.

Carmel Yarger

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797-1304

Carmel Yarger is an associate professor of communicative disorders and deaf education. Her research interests focus on educational interpreting for students who are Deaf, working with families, and itinerant teaching efficacy in Deaf education. Dr. Yarger teaches courses in sign language, instructional methods, and language acquisition and development. She is the publicist for an Association of College Educators-Deaf/Hard of Hearing grant focused on increasing technology use and accessibility for classroom teachers and students who are Deaf and hard of hearing. Her publications appear in the *American Annals of the Deaf*, *The Volta Review*, and *Perspectives in Education and Deafness*.

AREAS OF FACULTY, RESEARCH STAFF, AND ADMINISTRATOR EXPERTISE

Adolescents

| | |
|---------------------------------|----------------------------|
| At-risk youth | Bates |
| Dating aggression | Galliher |
| Dating and courtship | Niehuis |
| Development | R. Jones |
| Interpersonal relationships | Galliher, Niehuis |
| Mentoring | T. Lee |
| Motivation and success | Openshaw |
| Prevention of social problems | T. Lee |
| Principle-based decision making | Openshaw |
| Pregnancy | Miller |
| Psychological health | Galliher |
| Self-esteem/self-mastery | Openshaw |
| Sexual behavior | R. Jones, Miller, Openshaw |
| Substance use | Bates, Domenech Rodriguez |

Adult Studies

| | |
|------------------------------|----------|
| Courtship | Niehuis |
| Family relations | Piercy |
| Learning | Burnham |
| Marital satisfaction | Allgood |
| Marriage in diverse cultures | Skogrand |

Aging

| | |
|--|-----------------|
| Caregiving | Piercy |
| Epidemiology/intergenerational transfers | Beckert, Norton |
| Financing long-term care | Rowe |
| Gerontology | Piercy |
| Geriatric mental health | Norton |
| Institutionalized seniors | Waite |

Assessment, Measurement, and Testing

| | |
|------------------------------------|------------------|
| Alternative assessment practices | Struyk |
| Anxiety and depression in children | Crowley |
| Behavioral assessment | Friedman, Higbee |
| Creativity | Worthen |
| Curriculum-based | Gilbertson |

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|---------------------------------------|--------------------------|
| Data-based decision making | Behl, Gilbertson, Slocum |
| Disability | Dughman, Smart, Tansey |
| Early childhood assessment | Benitz |
| Early intervention outcomes | Roberts |
| Family | T. Lee |
| General | Friedman, White |
| Gifted identification instrumentation | Hunsaker |
| Learning disabilities | Baer |
| Narrative | C. Strong |
| Needs assessment | Eastmond |
| Non-discriminatory assessment | Manuel-Dupont |
| Perceptions of school functioning | Taylor |
| Physical education | Wilson |
| Portfolio | Struyk |
| Rehabilitation | Smart |
| Screening for special education | Gilbertson |
| Standardized assessment procedures | J. Akers |
| Writing instruction | Read |

Audiology

| | |
|---------------------------------------|-----------------|
| Auditory processing | Simonsmeier |
| Classroom acoustics | J. Blair |
| Clinical | Laws |
| Educational | J. Blair, Krumm |
| Electrophysiological tests | Laws |
| Hearing conservation/hearing in noise | Ribera |
| Newborn hearing screening | Friedman, White |
| Sound-field amplification | J. Blair |
| Speech intelligibility | Ribera |

Behavior

| | |
|-----------------------------------|---|
| Analysis of behavior | Baer, Ball, Cheney, Friedman, Gilbertson, Massanari, Morgan, Odum, Osborne, Shahan, Streifel |
| Antisocial & prosocial behavior | Ascione, Taylor, West |
| Biofeedback and psychophysiology | Streifel |
| Chemical dependency | Odum, Stein |
| Diet selection by herbivores | Cheney |
| Emotion regulation | Ferguson |
| Emotional or behavioral disorders | Ferguson, Forbush, Friedman, Gimpel, Odell, West |

| | |
|------------------------------|---------------|
| Marital therapy | Allgood |
| Operant conditioning | Shahan |
| Pharmacology | Odum |
| Play behaviors of mothers | L. Boyce |
| Premarital sexual behavior | R. Jones |
| Self-management/self-control | Forbush, Odum |
| Self-organizing systems | Cheney |
| Taste aversions | Cheney |

Child Development

| | |
|------------------|---|
| At-risk | Austin, Foley, Leew, C. Strong |
| Cognition | Austin |
| Language | Bentley, Foley, Leew, Roggman, C. Strong |
| Motor Skill | B. Holt |
| Play | Leew, Roggman |
| School Readiness | Austin |
| Social | Bentley, Leew, Roggman |

Children/Early Childhood

| | |
|-------------------------------------|--|
| Adoption | Allgood, Miller |
| Attitudes toward animals | Ascione |
| Birth to three | Leew, Olsen, Rowan, Simonsmeier, White |
| Children at-risk and their families | Austin, Barringer, G. Boyce, Franklin, J. Holt, Olsen, Simonsmeier |
| Children's human capital | T. Lee |
| Communication and language | Foley, Leew, Nittrouer, Pittman, Roggman, Simonsmeier, C. Strong, Watkins |
| Education | Austin, Giordano, Lindauer, Reutzel |
| Head Start/Early Head Start | Barringer, Benitz, L. Boyce, Jensen, Pehrson, Roggman, White |
| Infant massage | Jump |
| Poverty | L. Boyce, Roggman |
| Special health needs | A. Akers, G. Boyce, Simonsmeier |
| Transition to kindergarten | Lindauer |

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|------------------------------------|--|
| Trauma in childhood | Skogrand |
| Cognition | |
| Affective and cognitive disorders | Norton |
| Cognitive & social performance | Ferguson |
| Cognitive behavior therapy | Streifel |
| Cognitive features of Alzheimer's | Norton, Tschanz |
| Processes underlying reading comp. | Lehman |
| Communication | |
| Augmentative & alternative | Foley |
| Cross-cultural | Eastmond, Manuel-Dupont |
| Pragmatics | Foley, Leew, C. Strong |
| Pre-linguistic development | Leew |
| Consumers | |
| Bankruptcy | Lown, Rowe |
| Consumption expenditure | Y. Lee |
| Family businesses | Rowe |
| Financial Security | Y. Lee, Lown, Rowe |
| Leisure time use | Y. Lee |
| Retirement planning | Lown, Rowe |
| Succession planning | Y. Lee, Marshall |
| Women's welfare | Y. Lee, Lown |
| Counseling | |
| Financial | Delgadillo |
| Impulse control disorders | Stein |
| Marriage and family therapy | Allgood, T. Nelson, Openshaw |
| Curriculum | |
| Deafblind | Alsop, Pittman |
| Development | Barta, Dever, Lindauer, Rhees |
| Feminist theory and pedagogy | Whitaker |
| History | Franklin |
| Humane education | Ascione |
| Inclusion | Hammond |
| Instructional design | Hall, Hofmeister, Lignugaris/ Kraft |
| Integrated science | L. Monhardt |
| Interdisciplinary | Guertsen |
| Kindergarten and primary grades | Dever |

| | |
|---------------------------|-----------------------|
| Language arts | Read, Thompson |
| Mathematics | Barta |
| Multicultural education | Huerta |
| Music education | Hall |
| Preschool | Lindauer |
| Reading | Slocum |
| Religion (teaching about) | Whitaker |
| Science | L. Monhardt, Salvesen |
| Theory | Pedroni, Whitaker |
| Vision and blindness | Dennison |
| Written language | W. Strong |

Deaf/Hard of Hearing

| | |
|---------------------------------|--|
| American Sign Language | King, Yarger |
| Bilingual-bicultural education | King, Pittman, Watkins |
| Deafblind | Alsop |
| Early childhood education | Barringer, J. Blair, Nittrouer, Pittman, Watkins, White |
| Educational interpreting | Yarger |
| Family support | Watkins, Yarger |
| Hearing impairment | Osborne, White |
| Itinerant teaching efficacy | Yarger |
| Language and speech development | Nittrouer, Watkins |
| Literacy | Nittrouer, Watkins |
| Pediatric hearing health issues | Krumm, White |
| Parents of deafblind children | Alsop |
| Technology for deafblind | Alsop |

Development

| | |
|----------------------------------|----------------------------------|
| Adult | Piercy |
| Anxiety and depression | Crowley, Ferguson |
| Cognitive | Austin |
| Developmental factors | Ascione, Ferguson, Leew, Jump |
| Early developmental trajectories | Jump |
| Identity | Cain |
| Infant and early childhood | Lindauer |
| Intergenerational | Beckert |
| Psychosocial | R. Jones |

Disability

| | |
|---------------------|----------------|
| Assisted technology | Foley, Hammond |
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|----------------------------------|--|
| At-risk | G. Boyce, Innocenti, Simonsmeier, West |
| Attitudes towards | Price |
| Behavior | Forbush |
| Blindness and visual impairment | Dennison |
| Content instruction for students | Hudson |
| Day schools for students | Morgan |
| Deafblind | Alsop, Dennison |
| Developmental | G. Boyce, Giordano, Odell, Olsen, Streifel |
| Economic challenges | Goetze |
| Ethics | Tansey |
| Family services/support | Baer, Goetze, Innocenti, Roberts, Rowan, Rule |
| General | M. Blair, L. Boyce, Rowland |
| Hispanics with disabilities | Smart |
| IEP process | Menlove, O'Leary |
| Infants | Jensen |
| Intervention | Foley, Leew, Nittrouer, Rule, C. Strong, West |
| Learning disability | Baer, Gilbertson, Hudson |
| Literacy | Foley, Giordano, Nittrouer, C. Strong |
| Mental retardation | Osborne |
| Mild/moderate | Lignugaris/Kraft, Likins, Menlove |
| Play environments | Christensen, Hammond |
| Psychosocial aspects | Smart |
| Reading instruction | Forbush, Hofmeister, Slocum |
| Services for adults | Baer |
| Severe | Higbee, Morgan, Simonsmeier |
| Stress and coping responses | Tansey |
| Students in higher education | Salzberg |
| Systems integration | A. Akers, Behl |
| Transition | Cain, Massanari, Morgan, O'Leary, Salzberg |
| Undergraduate disability studies | Smart |
| Vision impairment | Dennison, Jensen |
| Vocational programming for youth | O'Leary |

Disorders/Diseases

| | |
|-----------------------------------|---------------------------------------|
| ADHD | Gimpel, Odell, Torres |
| Alzheimer's disease and stroke | Foley, Tschanz |
| Chronic | Schroder |
| Conduct | Ascione |
| Dementia | Norton |
| Depression | Norton |
| Eating | Stein |
| Autism | Higbee, Odell, Simonsmeier, Torres |
| Epidemiology of dementia | Tschanz |
| Genetic/immunologic abnormalities | Odell |
| HIV risk behavior | Schroder |
| Orofacial anomalies | Littledike |
| Stroke | Tschanz |

Distance Learning

| | |
|-------------------|---|
| Distance learning | Burnham, Byrnes, Cain, Crowley, Ferguson, Forbush, Freeman, Hall, Menlove, Z. Merrill, Risk, Rowland, Smart, Struyk |
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Diverse Learners (race, gender, and class)

| | |
|--|---|
| Bilingual aphasia | Manuel-Dupont |
| Bilingual/bicultural education | King, Pittman |
| Curriculum-based assessment | Gilbertson |
| Disadvantaged youth | Franklin |
| English as a second language | Huerta, Marx |
| Equity and equality in education | Skogrand |
| Finances | Delgadillo |
| Hispanic health care access & services | Judd |
| Hispanics with disabilities | Gilbertson, Smart |
| Housing | Delgadillo |
| Identity formation among | Pedroni |
| Kindergarten transition | Lindauer |
| Latino families | Delgadillo |
| Latino parenting interventions | Domenech Rodriguez |
| Multicultural education | Barta, Guertsen, Huerta, Manuel-Dupont, Marx |
| Native Americans | Barta, Guertsen, Manuel-Dupont, R. Monhardt |

Non-discriminatory assessment Manuel-Dupont
Spanish early lang. & emergent literacy L. Boyce

Education

After school programs Franklin
Critical theories Guertsen, Marx
Education for democratic citizenship Shaver
Educational foundations Pedroni
Educational partnerships Franklin
Educational policy Franklin, Huerta, Julnes,
Salzberg, Shaver
Educational reform Ball, Franklin, Pedroni, Rhees
Educational partnerships Franklin
Giving and development Stewart
History Franklin, Giordano
Innovative educational practice Rhees
Law/legal issues Ball, Gallegos, Menlove,
Olsen
Marriage and family life T. Lee, Marshall, Niehuis
Multicultural Marx
Readiness Austin
School success Austin
Theory and research Pedroni

Evaluation

Adolescent probl. behavior prevention Bates
Cost/benefit analysis Goetze, White
Distance learning Burnham
Early intervention outcomes Behl, J. Holt, Roberts, White
Educational and program assessment J. Akers, J. Holt, Osborne
Evaluation of Early Head Start L. Boyce, Roggman, White
Gifted education Hunsaker
Human services Julnes
Interview and focus group protocols J. Akers
Leadership and institutional change Burnham
Program evaluation theory & practice Bates, Dorward, Eastmond,
Julnes, Shaver, Taylor, White,
Worthen

Family/Community/Schools

Community context of early
childhood services Roberts

| | |
|---|--------------------------|
| Community, family, and therapeutic recreation | D. Nelson |
| Community-level prevention planning | Bates |
| Community program evaluation | Allgood |
| Family business | Y. Lee |
| Family crisis | Skogrand |
| Family life education | T. Lee |
| Family relationship dynamics | T. Lee |
| Family stress | G. Boyce |
| Integrated service delivery systems | Cain |
| Interpersonal relationships | Niehuis |
| Marriage and divorce | Niehuis |
| Parent-child interaction/relationships | G. Boyce, Jump, Lindauer |
| Parent training | G. Boyce, Gimpel, Yarger |
| Recreation administration | A. Jones |
| School improvement | Ball |
| Service learning | Franklin |
| Teen pregnancy | Miller |
| Work and family issues | Rowe |

Finances

| | |
|------------|--------------|
| Housing | Delgadillo |
| Management | Y. Lee, Lown |
| Security | Rowe |

Gifted and Talented

| | |
|---|----------|
| Professional decision making in education | Hunsaker |
|---|----------|

Health

| | |
|---|---|
| Achilles tendon rupture | Bressel |
| Behavior self-regulation | Schroder |
| Community health | Gast |
| Disordered eating patterns | Gast |
| Drug use prevention/treatment | Bates, R. Jones, Marshall, T. Nelson, Waite |
| Effects of exercise on health | Heath |
| Effects of stress on physical and mental health | Masters |
| Emotions and health | Ferguson |
| Ethnic minorities | Schroder |
| Health risk perception | Gast |

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|---|-------------------|
| Low back pain surgery | Deberard, Masters |
| Parasite infestation and caregiving environment | Austin |
| Passive joint stiffness | Bressel |
| Pharmacology | Cheney |
| Physical and psychosocial health | Norton |
| Spiritual and physical health behaviors | Waite |
| Stress management | Gordon |
| Weight-loss management | Gast |
| Women's | Schroder |
| Women's substance abuse | T. Nelson |
| Worksite resiliency training | Waite |

Higher Education

| | |
|--------------------------------|----------|
| Continuing higher education | Freeman |
| School/university partnerships | Hall |
| Teaching practices | Bates |
| Teacher | Guertsen |

Instruction and Learning

| | |
|------------------------------------|--|
| Classroom management | Friedman, Gilbertson, Struyk |
| Effective education/instruction | Cheney, Gilbertson, Massanari, Read, Slocum |
| Learning transactions/interactions | Burnham |

Intervention

| | |
|---|--|
| Academic and behavioral | Gilbertson |
| Behavioral marital therapy | Allgood |
| Biblio therapy | Allgood |
| Children living in poverty | L. Boyce |
| Community based programs | T. Lee |
| Divorce prevention | Marshall |
| Early | A. Akers, Behl, Crowley, Higbee, Jensen, Leew, Nittrouer, Olsen, Roberts, C. Strong, Watkins, White |
| Family-based for children and youth at-risk | Gimpel, West |
| Literature-based language Programs | C. Strong White |
| Reminiscence | Waite |
| School-age children with | C. Strong |

| | |
|---|--------------------|
| language disorders | |
| Severe communication impairments | Foley, Leew |
| Spanish-speaking Latino parents | Domenech Rodriguez |
| Supporting child & family | G. Boyce |
| Training designs for early interventionists | Rowan, Watkins |

Kinesiology

| | |
|--------------------------------------|---------|
| Biomechanics & physiology of cycling | Bressel |
|--------------------------------------|---------|

Language

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|--|---|
| American Sign Language | King |
| Content-based 2nd language learning | Eastmond |
| ESL | Huerta, Marx |
| Figurative language and motor skill | B. Holt |
| Language development | Foley, Leew, Nittrouer, Pittman, C. Strong |
| Native American | Manuel-Dupont |
| Phonetic structure | Nittrouer |
| Scaffolded language development activities | C. Strong, W. Strong |
| Spanish language & emergent literacy | L. Boyce |
| Written language instruction | Read, W. Strong |

Leadership

| | |
|------------------------------------|-----------------------|
| Coaches and teachers | Fronske |
| Educational | Salvesen |
| Professional development | Ball, Cain, Massanari |
| Professionalism in education | Freeman |
| Special education | Forbush |
| Styles and administrative behavior | A. Jones |

Literacy and Literature

| | |
|-----------------------|--|
| Assessment | Foley |
| Children's literature | Dever, Read, Reutzel |
| Development | Fawson, Manuel-Dupont, Reutzel |
| Early childhood | Dever, Fawson, Jensen, Lindauer, Nittrouer, Reutzel, C. Strong |
| Emerging | Fawson, Nittrouer, Reutzel, C. Strong, Watkins |

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|----------------------|-----------------------------|
| Literacy instruction | Camperell, King, Read, |
| Theory | Reutzel, W. Strong Hruby |

Marriage

| | |
|--|---|
| Adult attachment | Openshaw |
| Assessment and intervention strategies | Openshaw |
| Deception in relationship development | Openshaw |
| Divorce prevention | Marshall, Skogrand |
| Education | Marshall |
| Marriage and family therapy | Allgood, Marshall, T. Nelson, Openshaw |
| Training | T. Nelson |
| Supervision | T. Nelson |

Mathematics

| | |
|-------------------------------------|-----------------|
| Education | Dorward, Hudson |
| Multicultural mathematical research | Barta |
| Native American | Barta |

Mental Health

| | |
|-----------------------|--------------------|
| Infant | A. Akers, Jensen |
| Outcomes for Latinos | Domenech Rodriguez |
| Personality disorders | Ferguson |
| Self-esteem | Gast |
| Self-presentation | Ferguson |

Middle School

| | |
|--------------------|-------------|
| Fitness programs | Gast |
| Science curriculum | L. Monhardt |

Organizational Theory and Development

| | |
|-----------------------|-----------------------------------|
| Organizational change | Burnham, Copenhaver, Massanari |
| Organizational theory | Freeman |
| Professional practice | Littledike |

Parents

| | |
|---------------------------------|----------|
| Culturally diverse parenting | Beckert |
| Father involvement in parenting | Roggman |
| Low income | Pedroni |
| Parent-child relationships | Lindauer |

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|--|-----------------|
| Parent education | Beckert, T. Lee |
| Support for parents of disabled children | Pehrson |

Physical Education

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|-------------------------------------|-----------------|
| Athletic administration | Kras |
| Athletic coaching | Kras |
| Exercise adherence | Masters |
| Golf fitness | Kras |
| Motor skill performance | B. Holt |
| Movement exploration | Gordon |
| Performance enhancement | Gordin |
| Physical education teaching methods | Wilson |
| Sports psychology | Gordin |
| Teaching cues for sports skills | Fronske, Wilson |

Psychology

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|--------------------------|----------|
| Evolutionary psychology | Bates |
| Identity and environment | R. Jones |

Reading

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|--------------------------------|--|
| Adolescent reading development | Hruby |
| Comprehension | Camperell, Fawson, Hayes, J. Smith, C. Strong |
| Content area | Camperell, J. Smith, W. Strong |
| Education | Giordano |
| Engagement | Fawson |
| Expository text | Camperell, Lehman, C. Strong |
| Instruction | Camperell, Fawson, Forbush, Hayes, Slocum, J. Smith, W. Strong |
| Motivation & engagement | Fawson, Forbush, Lehman, Slocum |
| Prevention of reading failure | Hofmeister |

Rehabilitation Counseling

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|--|--------|
| Counselor supervision | Cain |
| Culturally relevant rehabilitation practices | Smart |
| Persons with severe mental illness | Tansey |

| | |
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| Preparation of rehabilitation counselors | Smart |
| Self-advocacy | Price |

Research: Methods & Philosophy

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|----------------------------------|---|
| Action research | Behl |
| Data management | J. Akers |
| Design | R. Jones |
| Ethics | Deberard, Shaver, Slocum, Streifel, White, Worthen |
| Field experience research | Johnson |
| Follow-up studies | Johnson |
| Intellectual property | Wiley |
| Literature review | Schroder, Friedman, Shaver, C. Strong, White |
| Methodology | Norton |
| Qualitative methods | J. Akers, Dever, Eastmond, Hall, Johnson, Marx, Pedroni, Piercy, Whitaker |
| Quantitative methods | J. Akers, Bates, Deberard, Friedman, Nittrouer, Norton, Shaver, Slocum, C. Strong, Taylor, Thorkildsen, White |
| Research methodologies | J. Akers, Bates, Friedman, Nittrouer, Schroder, Shaver, Slocum, C. Strong, Taylor, Thorkildsen, White |
| Survey research methodology | Baer, Bates, Ferguson, Goetze, Taylor, Worthen |
| Technical and scientific writing | Manuel-Dupont, Shaver |

School and Classroom Effects

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|---------------------------------|------------------------|
| Classroom management/discipline | Hall, Struyk |
| Health promotion | Heath |
| Quality improvement | Judd |
| Readiness and school success | Austin |
| School evaluation and reform | Franklin, Taylor, West |

Science

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|-----------------------------|-------------|
| Diversity issues | R. Monhardt |
| Equity in science education | L. Monhardt |

Secondary Education

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|---|---|
| English education | W. Strong |
| Multicultural/bilingual education | Huerta, Marx |
| Social studies | Pedroni |
| Sexuality | |
| Sex education | Openshaw |
| Sex therapy | Openshaw |
| Social Studies | |
| Instruction | Byrnes, Shaver |
| Special Education | |
| Accountability | Dughman |
| Advisory committees | Ball |
| General | Copenhaver, Giordano, Gutshall |
| Inclusion | Dughman, Hammond |
| Interdisciplinary training | J. Holt, Simonsmeier |
| Leadership | Forbush |
| Litigation | Gallegos |
| Needs assessment | Ball |
| Personnel preparation | J. Blair, Higbee, Likins, Rule, Salzberg, Slocum |
| Personnel preparation via distance education | Lignugaris/Kraft, Menlove |
| Personnel shortages and attrition | Menlove, Salzberg |
| Policies, procedures and legal issues | Copenhaver, Menlove |
| Transition | Morgan, Salzberg |
| Speech/Voice | |
| Gender differences | Corbin-Lewis |
| Genetics of speech and voice production | Corbin-Lewis |
| Outcome research for treatment | Corbin-Lewis |
| Speech perception | Nittrouer |
| Vocal aging | Corbin-Lewis |
| Substance Abuse | |
| Drug prevention and treatment programs | Bates, R. Jones, Marshall, Stein, Waite |
| Substance use | Schroder |
| Women | T. Nelson |

Teacher Education

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| Early Childhood | Lindauer |
| Elementary | Guertsen, Hayes |
| Ethics | Cain |
| Gerontology | Piercy |
| Mentoring/supervision | Hall, Johnson, Littledike, Salvesen, Wilson |
| Paraprofessional preparation/training | A. Akers, Ball, Dughman, Forbush, Likins, Manuel-Dupont, Morgan, Olsen |
| Professional development | Ball, Copenhaver, Fawson, Lignugaris/Kraft, L. Monhardt, W. Strong |
| Secondary | Camperell, Franklin, Hruby, Huerta, Marx, Pedroni, W. Strong |
| Selection criteria for teacher education students | Byrnes |
| Substitute teaching | G. Smith |

Technology

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| Accessibility of the internet | Rowland |
| Assistive | M. Blair, Foley |
| Biological models of self-organization | Wiley |
| Collaborative learning | Recker, Wiley |
| Computer-based instruction | D. Merrill, Soulier, Thorkildsen |
| Design and delivery of instruction | Eastmond, D. Merrill, Z. Merrill, Risk, Soulier, Thorkildsen |
| Design and evaluation | Recker |
| Developing training resources | Alsop, Rowland, Rowan |
| General | D. Merrill, O'Leary, Rowland, N. Smith |
| Global applications | Eastmond |
| Knowledge/learning objects | D. Merrill, Wiley |
| Mediated action | Wiley |
| Multimedia simulations | Crowley, Rowland |
| Online communities | Wiley |
| Peer-to-peer networks | Wiley |
| Technology in learning | Ferguson, D. Merrill, Recker, Risk |

Technology integration in
K-12 education
Telehealth
Web-based instruction

Recker, N. Smith, T. Smith,
Soulier
Krumm, Ribera
Bentley, Eastmond, Lehman,
Risk

Violence/Abuse

Animal abuse
Child abuse and neglect
Juvenile male and female
sexual offending
Personality disorders and violence
Prevention
Resiliency
Violence and the family

Ascione
Ascione, Jump, Skogrand
Openshaw
Ferguson
West
Openshaw
Ascione

In the News: In the U.S. News and World Report Graduate School Rankings the College of Education has:

- Ranked in the top tier nationally for four consecutive years;
- Ranked in the top ten for external research funding with over \$163 million in the past ten years;
- Ranked in the top tier for special education and rehabilitation counseling programs.

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