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- Nicolette Sammarco Caldwell, Ph.D., BCBA-D
- Karen K. Lange, Ed.S

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program

Course Number:

SPED 599V

Course Title:

Special Topics (Introduction to Early Childhood Special Education)

Catalog Description: Discussion and readings on selected topics in special education.
Special focus on recent and emerging topics in special education.

Prerequisite: Admission to Graduate School and ECSE Academy

Instructor:

Dr. Nicolette Sammarco Caldwell
Office hours – by appointment virtually
Email – nsammar@uark.edu

I. Relationship to Knowledge

This course is designed to help students understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Scholar-practitioners will learn how to apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. Scholar-practitioners will be able to identify and engage with the profession of early intervention and ECSE by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines.

II. Goal & Objectives

The goal of this course is to provide scholar-practitioners with the understanding and skills to support all early learner's learning and development in pre-K school settings.

The objectives of this course are as follows:

1. Demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions. *Related to EI/ECSE Initial Preparation Standard 1.1, TESS 1a, 1b*
2. Apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts. *Related to EI/ECSE Initial Preparation Standard 1.2, TESS 1a, 1b*
3. Apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction. *Related to EI/ECSE Initial Preparation Standard 1.3, TESS 1b*

4. Demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention. *Related to EI/ECSE Initial Preparation Standard 1.4, 6.3, 6.6, 6.7, TESS 2a*
5. Communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments. *Related to EI/ECSE Initial Preparation Standard 2.2, 4.3, 4.4, 7.3*
6. Partner with families and other professionals to demonstrate effective collaboration and communication in using evidence-based, appropriate, culturally and linguistically responsive services and supports. *Related to EI/ECSE Initial Preparation Standard 3.1, 3.2, 3.3, 5.1, 5.2, 6.2*
7. Use ongoing assessment and reflection to evaluate and improve their own practices. *Related to EI/ECSE Initial Preparation Standard 7.2*
8. Demonstrate an understanding of federal and state requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under IDEA. *Related to EI/ECSE Initial Preparation Standard 4.5*
9. Engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations. *Related to EI/ECSE Initial Preparation Standard 7.1*
10. Practice within ethical and legal policies and procedures. *Related to EI/ECSE Initial Preparation Standard 7.4*
11. Observe and/or practice in the 3 years to 5 years age groups. *Related to EI/ECSE Initial Preparation Standard 8.1*
12. Observe and practice in a community based early care and education program serving children identified with developmental concerns/atypical development. *Related to EI/ECSE Initial Preparation Standard 8.2*

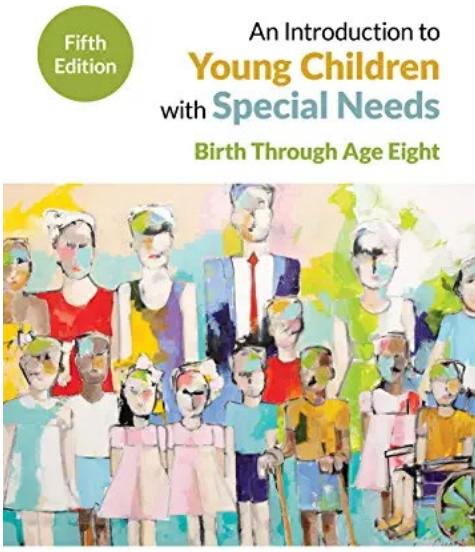
III. Required Texts

The following text and membership is required and used throughout the course. In addition, there will be a number of web-based lectures, online learning activities, journal articles and other resources assigned for each lesson.

<https://info.exceptionalchildren.org/Registration>

Gargiulo, R. M., & Kilgo, J. L. (2019). *An introduction to young children with special needs: Birth through age eight* (5th ed.). Sage.

Membership to the Council for Exceptional Children, including the Arkansas chapter and Division of Early Childhood



IV. Course Structure

This course is structured in an online format with weekly modules. Each module is organized into 3 tasks: read, explore, and do. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity within the module.

Modules will open on Wednesday morning at 8am and close the following Tuesday at 11:59pm. This allows the student to review module content and complete the VoiceThread discussion by Sunday at 11:59pm. Follow up comments and all assignments will be due each Tuesday at 11:59pm. There will be no late work accepted without approval from professor.

V. Evaluation and Assignments

Participation: Even though the course is online, you are required to view online weekly lectures and complete modules via blackboard learn. Each module will include a 30-60 minute VoiceThread lecture that serves as an introduction to the week's topic. Additionally, readings will be assigned within the module. Following the completion of each module, a 15-minute video lecture will be posted providing a summary of the week's topic, including answers to VoiceThread questions and a review of the topics that posed more difficulty.

VoiceThread Participation (15 X 5 points= 75 points): VoiceThread presentations will be uploaded weekly to introduce and review key topics directly related to the EI/ECSE standards and DEC recommended practices. To earn participation credit, you must provide a thorough answer to the discussion questions embedded in the VoiceThread presentation and reply to at least two of your colleague's comments.

Field Experience (4 assignments x 50 points = 200 points): Students will be required to complete 20 hours of field experience in assessing, supporting, and providing resources for young children with disabilities (ages 0-5) and their families.

Chart of resources in your county:

1. Research the resources available in your county for children at risk or diagnosed with a disability under the age of 5 and their families. These should include private and public resources in community, health, academic, etc. domains. To count as field experience, students will be expected to interview colleagues and/or service providers, call ECI/ECSE agencies, visit local places, etc.
2. Develop a chart listing each resource available separated into early intervention (0-3) and preschool (3-5). (5 contact hours)

Interview:

1. Interview an early intervention provider to learn their role in the assessment and treatment planning for infants and toddlers (ages 0-3) with or at risk of a diagnosed disability (2.5 hours)
2. Interview an ECSE Pre-K educator to learn their role in the assessment and treatment planning for young children (ages 3-5) with or at risk of a diagnosed disability (2.5 hours)

Environmental Assessment:

1. Develop and administer an Environmental Assessment in an Inclusive Pre-K (ages 3-5) classroom.
2. Develop a plan based on the information from the assessment with support and modifications for students with disabilities (5 contact hours)

Observe:

1. Observe a parent-child interaction in a natural environment (i.e.- home or community) with a focus on play, routines, and communication.
2. Reflect on the observation in terms of client/caregiver strengths, areas of needed support or training, and potential family-centered goals. (5 hours)

Reflection (25 points): Upon completion of the field experience hours, students will reflect on their experiences, incorporating course content and ECSE competencies in their reflection.

Assignments	Possible Points
• VoiceThread Participation:	75
• Field Experience	200
• Reflection	25

- **Total: 300**

Module	Topic	Readings	Assignments
1	Introduction to Course and Blackboard Foundations of ECSE	Chp. 1	VoiceThread
2	Context of ECSE	Chp. 2	VoiceThread
3	Current issues and trends in ECSE	Chp. 10	VoiceThread
4	Professional Standards, Disposition, Professional Growth Plan	DEC and EPCP and ADE resources	VoiceThread Chart of Resources
5	Theories and philosophies of early learning and development	Readings -Piaget -Vygotsky	VoiceThread
6	Theories and philosophies of early learning and development	Readings -Cognitive -Language -Social/Emotional	VoiceThread Interview 1

Module	Topic	Readings	Assignments
7	Delivering services	Chp 4	VoiceThread
8	Assessment	Chp 5	VoiceThread Interview 2
9	Curriculum and Frameworks	Chp 6	VoiceThread
10	Designing and Adapting Learning Environments	Chp 7 & 8	VoiceThread
11	DEC Recommended Practices	Readings	VoiceThread Ecological Assessment
12	Evidence-Based intervention and instructional strategies	Chp. 9	VoiceThread
13	Family centered, culturally sensitive services	Chp. 3	VoiceThread

Module	Topic	Readings	Assignments
14	Ethics, Implicit Bias, and Reflection	Readings	VoiceThread Observation
15	Leadership and advocacy	Readings	VoiceThread Reflection

VI. Syllabus Change

The instructor reserves the right to make changes to the syllabus. In the event changes are made the students will be notified.

VII. Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 69%	F

All written assignments are to be prepared on a computer using word format (doc). Typos, misspellings, and grammar errors can result in a lower grade. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to person with disabilities. All written assignments should reflect clarity, and organization of thoughts. All written answers should consist of only the student own thoughts and words unless quotation marks are used. All references must be cited. Cutting and pasting will not be accepted.

VIII. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy as stated in the [Student Handbook](#) will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process

IX. Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the

beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

X. Academic Honesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

XI. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this **List of Program, Department, and College Contacts**. A **flow chart** is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>) or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>) for appeals structures and formal procedures for academic grievances.

XII. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive online behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated. Review the Computer Code of Conduct. Sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behaviors will result in possible removal from the class and /or disciplinary action as delineated in the University of Arkansas Student Handbook.

XIII. Inclement Weather

Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

- See the inclement weather web site at uark.edu
- Call 479-575-7000 or the University switchboard at 575-2000 for recorded announcements about closings.
- Check voice email for announcements

- Listen to KUAF Radio, 91.3 FM or other local radio and television stations for announcements
- Contact your supervisor or

**University of Arkansas
College of Education and Health Professionals
Department of Curriculum and Instruction
Special Education Program**

Course Number: SPED 5783 – Early Childhood Section

Course Title: Professional and Family Partnerships

Catalog Description: This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of family-school partnerships from early childhood through the transition to primary school while emphasizing advanced learning in the specialty studies and the social and behavioral studies in the substantive areas.

Prerequisite: Admission to Graduate School & ECSE Academy

Instructor: Karen K. Lange, Ed.S.

Office hours – by appointment virtually or in person

Phone 479.957.6939

Email – kkhoward@uark.edu

Zoom Personal Room Link

I. Relationship to Knowledge Base

ADVANCE LEVEL (M.Ed.)

This course is an advanced course at the graduate level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming.

II. Course Goals

This course explores issues, theories, models, research, and recommended practices related to family-professional and inter-professional relationships. Participants will investigate the dynamics of interactions with families and teams, including approaches to decision-making, communication, and collaboration. Course content (knowledge) focuses on systems theory in order to examine the potential impacts of disabilities on the daily lives of families and consider how the broader context of school and community both effects and is affected by interactions with individuals with disabilities and their families. Historical, legal, and ethical perspectives on family involvement are explored. Culturally competency approaches for teaming and providing services to families with members who have disabilities are discussed.

III. Course and skill objectives

1. Students will demonstrate application of their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in family's lives to develop trusting, respectful, culturally responsive, and affirming partnerships with all families that allow for the mutual exchange of knowledge and information. Related competencies and associated DEC EI/ECSE Standards: 2.1, 1.2 and DEC recommended practices: F1, F3, F5.
2. Students will develop an understanding for the historical perspectives on the relationships between families of children with disabilities in early childhood and schools, as well as the legal rights of

- families. Based on this knowledge of history, students will argue for areas in which the field and parent relationships with providers and schools have changed over time and suggest continued needs to support children and families. Related competencies and associated DEC EI/ECSE standards: 2.1
3. Students will reflect on their own family background and experiences and analyze how they may influence their interactions with families. Related to competencies and associated DEC EI/ECSE standards: 2.1, 2.3
 4. Students will develop skills to communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environment. Related to competencies and associated DEC EI/ECSE standards: 2.2, 6.2
 5. Students will increase knowledge and skills to engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes. Related to competencies and associated DEC EI/ECSE standards: 2.3, 1.3, TESS 4c
 6. Students will demonstrate knowledge of teaming models, skills and processes, including appropriate uses of technology, to collaborate and communicate with families; professionals representing multiple disciplines, skills, expertise and roles; and community partners and agencies. Related to competencies and associated DEC EI/ECSE standards: 3.1, 3.2
 7. Students will develop knowledge and skills on a variety of collaborative strategies that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach. Related to competencies and associated DEC EI/ECSE standards: 3.2
 8. Students will develop knowledge and skills to partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through five (5) age span. Related to competencies and associated DEC EI/ECSE standards: 3.3, 5.1
 9. Students will demonstrate understanding and appropriate use of a variety of assessments, interpret and use results to provide evidence-based, appropriate, culturally and linguistically responsive treatment plans, and communicate results with families and related professionals. Related to competencies and associated DEC EI/ECSE standards: 4.1, 4.2, 4.3, 4.4, 6.1, 6.7
 10. Students will apply knowledge of the principles of the Individualized Disability Education Act (IDEA), focusing on Part C and Part B-619, and the federal safeguards of stakeholders' rights and their impact on educational decisions, and seek out specific resources for families on legal rights that are linguistically and culturally sensitive and supportive. Related to competencies and associated DEC EI/ECSE standards: 4.5 and 4.6
 11. Students will develop an increased awareness of and ability to exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making. Related to competencies and associated DEC EI/ECSE standards: 7.3

IV. Required Texts

Turnbull, A., Turnbull, H. R., Francis, G. L., Burk, M., Kyzar, K., Haines, S., Gershwin, K. S., Holdren, N., & Singer, G. H. S. (2022). *Families, professionals, and exceptionality: Trusting partnerships in general and special education* (8th ed.). Pearson.

Sheldon, M. L., & Rush, D. D. (2013). *Early intervention teaming handbook: The primary service provider approach*. Brookes.

Supplemental readings, learning modules and videos will be added in BlackBoard

V. Course Schedule

Module Standards	#	Lessons	Readings/modules/ videos	Due
WHY 2.1, 7.3	1	Intro/overview Family sys. theory Fam-ctr. practices Changing needs and priorities in family	Syllabus review Turnbull et al., Ch. 3 & 4	Intro video in VT
2.2, 4.4, 4.5, 7.3	2	Historical/legal basis of family advocacy Family rights and responsibilities fed./state policies	Turnbull et al., Ch 2, Review federal and state EI policies and ECSE policies and procedures ECTA RP Checklists -	Choose Book. Complete reflective checklist Discuss in VT
2.2, 2.3, 4.4, 4.5,	3	IDEA Trusting partnerships & law. What is collab. teaming?	Sheldon & Rush, Ch.1 & 2 EPCP Cross Disciplinary Competency areas Cross-Disciplinary-Competency-Area-Case-Studies-Coordination-and-Collaboration.pdf (ecpcta.org)	Read case study – reflect and discuss
WHO 2.1, 2.2, 2.3, 7.3	4	Family as partners: Characteristics Overview Culture & Identity Lived Experiences	Family-centered practices – case study Antonia	Signed Family Invitation
2.1, 2.2, 2.3, 7.3	5	Family as Partners: Systems Interactions	Building Adult Capabilities to Improve Child Outcomes (harvard.edu) ACES and Arkansas	VT
3.1, 3.2, 4.4, 2.3	6	Team model method Primary service provider teaming.	Sheldon & Rush Ch. 3 Head Start framework Finley's Parent-Teacher Conference - YouTube	Video-ID team models ECTA checklist VT discussion
3.1, 3.2	7	Collaboration School team partners	Connect Modules Module 3: Communication for Collaboration Step 1: Dilemma - Connect Modules (dec-sped.org)	Module activities VT
2.1, 4.1	8	IEP/IFSP Process	Readings on BlackBoard	VT
3.2, 3.3	9	IEP/IFSP Process Engage families	https://ectacenter.org/~pdfs/topics/families/ifsp_process_chart.pdf	Partner with one of your

		<ul style="list-style-type: none"> - Facilitator role - Coaching in the team meeting - Agenda-building 	<p>https://ectacenter.org/topics/iep/iep.asp</p> <p>Cross-Disciplinary-Competency-Area-Case-Studies-Coordination-and-Collaboration.pdf (ecpcta.org)</p> <p>Explore ECTA Family practice guide for practitioners</p> <p>https://ectacenter.org/~pdfs/decrp/PGP_FAM1_workingwithfamilies_2018.pdf</p>	classmates, est. shared folder, plan/develop coaching plan for the family
HOW	10	Comm with families	Turnbull Ch. 8	VT
2.1, 2.2, 2.3, 4.4	11	IEP/IFSP Process Engaging families to identify strengths, priorities and concerns.	<p>Writing functional, participation-based individualized outcomes/goals</p> <p>Sheldon & Rush, Ch.5</p> <p>https://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifsputcomes-iepgoals.asp</p> <p>https://ectacenter.org/implementingintegrated/</p>	Watch ECTA video functional IFSP outcomes /IEP goals VT discussion
2.1, 2.3, 3.2, 7.3	12	Collaboration through improved cultural awareness	<p>Promoting cultural and linguistic competency – self-assessment</p> <p>https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf</p> <p>https://ectacenter.org/implementingintegrated/</p>	Complete self-assessment, offer insights in VT discussion post
2.1, 2.3, 3.2, 4.4	13	Dilemmas and Conflict with Families and teams	<p>Connect module 4: Family-professional partnerships</p> <p>https://connectmodules.dec-sped.org/connect-modules/learners/module-4/</p> <p>Read DEC Concept paper in module: Responsiveness to family, culture, values and education; video 4.1 and 4.2 -</p> <p>https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-4-2/</p>	Book Rev. Due Complete Activity 4.1 and share in VT discussion
	14	Thanksgiving Break		
3.1, 3.2, 3.3, 4.4	15	Early care/education environments Transitions EI/ECSE	https://ectacenter.org/~pdfs/topics/inclusion/ece_indicators_of_high_quality_inclusion.pdf	Teaming assignment
2.3, 4.4, 7.3	16	Advocacy commitment wrap-up; Effects/barriers	Final readings	

- *Reading expectations for each lesson, as well as other course materials will be posted in the lesson on Blackboard*

VI. Course Structure

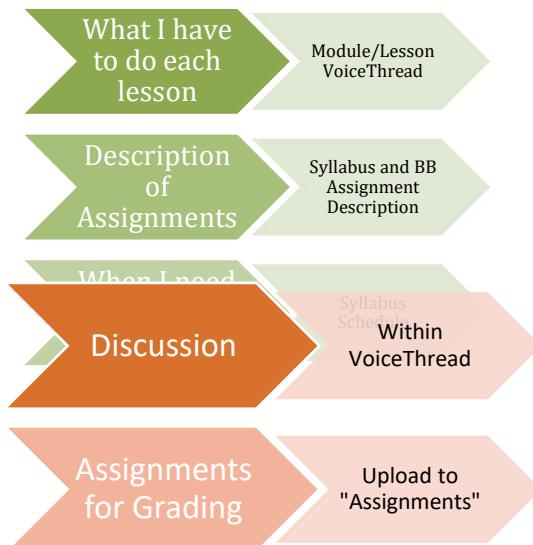
This course is structured in an online format. Each module will be opened at least a week prior to the start of the lesson. Each lesson is organized into 3 tasks: read, explore, and do. These will be your course activities for each week and may include some of the following activities. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity. **Each week begins on Wednesday, please make sure to post your discussion responses by Sunday and provide feedback**

I. Modules and Lessons

The course is divided into 3 content modules. The Why, Who, and How of Family and Professional Partnerships

and responses to peers by Tuesday night. This structure is designed to give you both weekday and weekend time to engage in each lesson.

Where do I find:



What do I put where?

VII. Assignments

Please note: All assignments and discussions are due by 11:55 pm TUESDAY night, with follow up discussion responses due by 11:55 pm FRIDAY night.

- **Assignment 1: Family Interview – Part 1, 2, 3, and 4**

Purpose:

This project is an opportunity for you to become familiar with the strengths and challenges experienced by a family that includes a child with a disability. In addition, this project enables you to acquire experience and perspective on the delivery of services within the context of families that includes a child with a disability. Be sure that the family is comfortable with you working with them. You must have the family member you are interviewing sign that you have permission to conduct your project with their family and return it to your instructor by date on schedule (see family invitation form).

What kind/form of family should I look for?

In this project, I want you to expand your horizons. Seek out a family that is different from your own (e.g., different culturally, different intersectionalities, different structure, child has a disability you are less familiar with). Select a family that includes a child, adolescent, or young adult with a disability.

How do I find such a family?

Use all of the resources you have at hand! Fellow class members may know multiple families that are willing to participate in this project. Families at your school or other community settings you frequent (e.g., place of worship) may be willing to participate in this project. Faculty at your school may be a resource for you, as well. I do not recommend choosing a family of a current student of yours to minimize sharing of information that comprises your relationship and work together. Once you identify a family, explain to them the purpose of the project (to learn more about families that include members with disabilities) and assure them of the confidentiality of any information they share with you. Share with the family the invitation/permission form

that outlines what you are asking the family to do and have the family member you are interviewing sign the form.

There are 4 components to this project (Self Reflection, Family Interview, Family Routine, Community Resources). Each component is outlined below.

Part 1: Self Reflection

An understanding of family's experience includes a reflection of our own in order to be clearer about the ways in which our own experiences and perspective influence the ways in which we perceive those of others.

1. Go to Harvard's Project Implicit (<https://implicit.harvard.edu/implicit/takeatest.html>), complete 2 of the following implicit bias tests (Native, Race, Asian, Arab-Muslim, Sexuality, Skin-Tone, Religion, Weight). One of these **must** be the Disability bias test; the other is of your choosing. You will not need to share exact results or prove that you took the test. You are expected to discuss your results and thoughts on them in your reflection write up. *Please note that all information shared will be kept in strict confidence – only the professor will have access to this information. Also, do not feel obligated to share information about yourself or your family that you are uncomfortable sharing.*
2. Consider the following questions as you reflect on ways in which your own family background influences your experiences with other families. Explore these in your write up after your interview with the family and your presentation.
 - a. Where is my family from? What part of the world/country/state? How did geographical location influence child rearing practices and values? What were the significant events in my life?
 - b. What are my intersectionalities within my family's? How do these interact with each other?
 - c. How have key events influenced who I am today? In what way, if any, did my upbringing influence my decision to enter my field of practice?
 - d. What do I consider my community? Who is a part of that community? How does my community influence my family and myself?
 - e. What are aspects of my family and community that I consider strengths/assets?
 - f. How might my understanding of myself, my family, and my community influence my interpretation of students' or family challenges/needs/strengths or my recommendations for service?
 - g. What are experiences that I am lacking in understanding the assets and values of families and communities different from my own?

Part 2: Family Interview

The interview should be viewed as an opportunity to listen to their "family story" as well as an opportunity to practice your skills in family interviewing and assessment. The purpose of listening to families is to gain a comprehensive view of the needs and strengths of the family as a basis for providing individualized and relevant support to the family. Consider an expansive view of "family". While many disabled children and youth are supported by a traditional, western form of "family" – 2 heterosexual parents and siblings – this is not everyone's experience. Focus your interview on the closest caregiver to the child or youth with disability – parent, grandparent, older sibling, foster parent, non-biological caregiver. This component consists of the following steps:

1. Contact the family to set up a time for your interview (the interview can be done in person, via phone, or via online platform).
2. Provide the family with a invitation/permission letter prior to actually conducting the interview. Explain to the family that all information they provide will be kept confidential.

3. Conduct the interview. Remember to be respectful to the family at all times. Be aware of any tendencies to express judgement, validation which may be experienced as you interact with the family.

Things to consider:

- It is OK to take notes during the interview, but I recommend writing them rather than typing them. Sometimes families feel intimidated when a professional is typing and they can't see what the professional is typing.
- Be clear with the family about how much time you will need. If you are likely to go over during the interview, especially if the family seems to be enjoying sharing their story, stop and negotiate a stop time that is responsive to the family's needs.

Some questions to consider asking include:

1. Tell me about your family structure. For example, who lives in your home? Are there other people not living in your home you consider part of your family?
2. Please tell me about your child with the disability (strengths, areas of need). *Questions will change based on the child's disability and age but may include some of the following:*
 - a. What did the early years look like?
 - b. How did you come to learn about your child's disability? Tell me about the process of diagnosis? What supports did you have? What do you wish was different about that process?
 - c. Please tell me about your child's experience in school. What works well? What is hard?
 - d. What has been your experience at IEP meetings? What has been helpful? Not helpful?
 - e. How was the transition post school? What was helpful? What was not helpful?
 - f. Can you recall a time when you felt very surprised by your child and his/her strengths?
3. Are there particular challenges that you struggle with? What supports do you have related to these? What supports do you still need?
4. What would you most like school professionals to know about living with a child with a disability?
5. What do you feel are your family's strengths related to your child? What are your challenges? How do you manage these? What supports do you have access to?
6. What resources do you use in your community? What supports do you have? Are there things you wish you can do or do more of? What would be helpful for you?
7. How are you similar to or different than other families you know with children with disabilities?
8. What do you wish professionals knew about your experience interacting with us?
9. Is there anything else you'd like me to know that I haven't asked you about yet?

At the conclusion of the interview explain that you will gather a list of resources for the family. You may say something similar to: "As part of this project I will research resources in your area that you may find helpful for you and your child. Are there particular resources that you would like information about?". Next, schedule a time when you can join the family for one of their family routines (e.g., dinner, shopping, church, completing homework after school) and share with them the community resources you gathered at that time.

The interview needs to be completed by **the date on the schedule** so that you have enough time to complete all aspects of the project.

Part 3: Family Routine

The purpose of this component is to gain a better understanding of a typical family routine involving a child with disabilities. You may attend any routine that you and the family are comfortable with. Some examples include: accompany the family on an errand (e.g., grocery shopping) eating dinner, doing homework, going to church,

attending a play date, attending a play group or community event (e.g., library story time, soccer game); attending a swimming class or other recreational/ sport activity). Spend enough time with the family so that you are joining them for the transition into and out of the routine. You can observe the routine or join in and participate (again whatever you and the family feel comfortable doing and discuss). While observing/participating in the routine think about the following questions:

- What surprised you about the routine? Was anything more challenging/less challenging than you expected?
- What did you observe that gave you information about family priorities? Values? Child rearing practices?
- How is the family similar to and different than your family and/or your expectations based on interview?

Part 4: Community Resources

The purpose of this component is to give something back to the family for opening their home to you. Additionally, this component is meant to give you experience of seeking and identifying community resources and to become familiar with local resources for individuals with disabilities. Based on your interview with the family create a list of community resources. Community resources may include local camps for children, support groups for parents, support/social groups for children with disabilities, support groups of siblings, respite, information about transitioning out of high school, information about employment, local businesses that support individuals with disabilities (for example, sometimes skating rinks will have a special night just for individuals with disabilities, or some hair salons are sensitive to individuals with disabilities – offering a quieter setting).

For this component the resources should be typed, and a brief summary of each resource should be provided for the family. The phone numbers, addresses, links, and websites of the resources should be provided as appropriate. It should be organized, easy to read, and should not include any jargon.

Parts 1, 2, 3, & 4 - The Family Project Reflection Presentation

Prepare a presentation using VoiceThread to share with the rest of the class that includes a synthesis of the information you obtained from the family interview and a reflection of the interview and the family routine. The presentation should be no more than 5 minutes. This is not much time. Make sure to practice ensuring you get all of the following information in your presentation.

Create slides and add comments/video/audio of the following information:

- Description of the family and the child with disabilities (using fictitious names to protect confidentiality)
- Reflections regarding the family's background and priorities
- Reflections regarding parenting a child with disabilities from family's perspective
- Reflections regarding family needs and resources
- How would you incorporate what you learned about this family in your classroom?
- How would you collaborate as a team to meet this family's needs and concerns?
- What did you learn about yourself through this process and how will that learning inform your work with families in the future?

Include in presentation:

- the community resources sheet
- interview questions (highlight ones you asked; do not include answers)

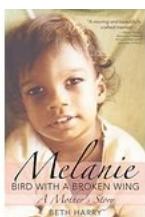
Respond to fellow students' presentations with thoughts on some of the following: what you learned from their presentations and connections to course content.

- **Assignment 2: Book Review**

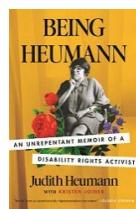
Purpose: The purpose of the book review is to give you an opportunity to reflect on the course content from a new perspective. You will explore your reading of the book through synthesis of course content. After reading the book explore the content through the *why, who, and how* of the course content through a 4-5 page double-spaced paper. Choose a few theories, history, critical concerns, and effective practices we discussed throughout the course to explore through the content of the book you choose. Use APA style to back up your claims including in text citation and references using course resources – text, articles, etc.

Be prepared to summarize your reflection in a class discussion. Each of the books depicts diversity in some unique way including cultural/linguistic, socioeconomic, and dis/ability.

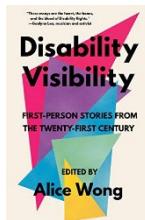
You may choose to read **ONE** of the following books:



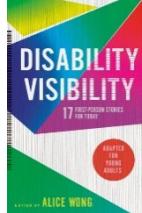
Harry, B. (2010). *Melanie: A Bird with a Broken Wing: A Mother's Story*. Baltimore, MD: Paul H. Brookes



Heumann, J. (2020). *Being Heumann: An Unrepentant Memoir of a Disability Rights Activist*. Beacon Press



Wong, A. (2020). *Disability Visibility: First Person Stories from the Twenty First Century*. Knopf Doubleday Publishing Group.



Wong, A. (2021). *Disability Visibility – Adapted for Young Adults: 17 First-Person Stories for Today*. Random House Children's Books.

Criteria Checklist

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.
- **Assignment 3: Teaming**

Purpose: This teaming assignment provides you with the opportunity to think through a teaming context, identify roles of individuals on the team, and consider the use of effective collaborative processes.

Request to observe a meeting that includes a family and at least 2-3 professionals. This could be an Individualized Education Plan meeting or related meeting. Ensure you are introduced to the family before the meeting as an observer. Use the form that will be provided by your instructor to reflect on: team structure, roles and responsibilities, communication skills, collaboration processes, and reflection of collaborative opportunities that were and were not attended to during the meeting.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.

- I have included all elements as described in the instructions.

• Weekly Participation

Over the 15-week course, you will have the opportunity to participate in weekly discussions on various topics mostly through VoiceThread. Each week's lesson is worth 10 points. Responses and feedback to peers is a critical aspect of this course. Feedback is a critical element of discussion. *Your responses to peers should evidence helpful reflection on your peer's post, consideration of critical feedback, support in their growth, and specific ideas. Why did you appreciate their statement? What did you connect with? How might they expand their thinking? What elements may they be missing?*

Your engagement in VoiceThread discussions and feedback is essential to the learning we co-create in this course. Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Please remember to treat each other and your ideas with care.

To that end, please be mindful to ensure your language is respectful of people with disabilities, people from cultures and family structures different from your own, and so forth. *Being respectful doesn't mean we cannot challenge each other's thinking. We will learn best when we can respectfully question each other and offer alternate perspectives. Building a safe, supportive learning community will be essential to our work together.*

Please remember to keep the information we share confidential and only share what you are comfortable with

Participation & Engagement Rubric	Incomplete	Almost there	Complete	COMPLETEST!
Peer Engagement - Response	You did not share any thoughts with the group.	You replied to someone else's post.	You replied at least 2 posts from others and added a unique perspective on their thoughts.	You replied to at least 2 posts, added a unique perspective on their thoughts, & responded to replies left on your thread.
Peer Engagement – Reflection	You did not ask any questions and did not reply to questions left for you.	You did not ask anyone a follow up question or join a threaded conversation, but you responded to questions for you.	You asked at least closed ended questions of anyone you left a comment for and replied to questions for you.	You asked open ended questions of support, reflection, or seek clarification and replied to questions of you.

others knowing. Given the content of this course focusing on families, cultures, schools, and conflict we will likely touch on vulnerable issues. Please remember to treat each other and your ideas with care. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from races, cultures, genders, sexual orientation, religions or no religion, and family structures different from your own, and so forth. Remember to not make assumptions about who people are or what they represent. *Building a safe, supportive learning community will be essential to our work together.*

Here's a rubric to check your own participation.

I. Expectations

All assignments should be completed in a **grammatically correct and well-organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12-pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs.

Typos, misspellings, and grammar errors will result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. For more information concerning the APA format refer to the APA manual 7th edition or use the APA format navigation link on the left menu.

Avoid language that is sexist, culturally biased, reinforcing of stereotypes, or offensive to persons with disabilities (ableist). The instructor will assess the content of each chapter and its assigned readings through products and examinations. Products must be submitted by the due date published in the syllabus. Assignments will be completed; otherwise, the student will earn an "F" in the course.

Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA):

<i>Points by Assignment:</i>	
Family Interview Pts 1, 2, 3	110
Book Review	80
Teaming	60
Discussions Online-	150
Total Points: 400	
A (90 – 100%)	360-400
B (80 – 89%)	320-359
C (70 – 79%)	280-310
D (60 – 69%)	240-279
F (0-69%)	below 244

https://apastyle.apa.org/?_ga=2.83413523.48249480.1661181135-319283939.1656981614

2. U of A Writing Studio: <https://success.uark.edu/tutors/writing-studio.php>

The U of A Writing Studio is an excellent resource for on campus and online students. You can find excellent support and resources to prepare you to develop your graduate level writing skills. Consider using this resource early in your graduate school experience.

3. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
4. U of A Library <https://libraries.uark.edu/distancelearning/>

II. Due Dates

Adult lives carry additional complexities that may not adhere well to a schedule. I have incorporated pre-work into our schedule to help you plan the semester and support your work not falling behind. If you require an extension on an assignment, you are welcome to check and let me know when to expect your work.

Assignments that include discussion with others in the course (i.e. parent interview presentation, book review discussion, weekly lesson participation) cannot be late since they impact the shared learning experiences and

will necessitate a lower grade. Please make sure to communicate with your instructor about any concerns you have about being able to manage due dates. Additionally, keep in mind that requesting an extension on another assignment may impact my ability to provide you supportive feedback.

III. Technology

If you notice that the course is experiencing technological problems, you should contact Blackboard Support at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the Support tab in Blackboard. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develops a local back-up plan to assist in the event that technical difficulties are experienced during the course

IV. Incomplete Grade

Per University policy, an **incomplete grade** for a course may be assigned when a legitimate circumstance has prevented the student from completing all course requirements and the work completed at the time of assigning the incomplete is of passing quality. If a student believes that they have a legitimate circumstance and would benefit from an incomplete grade and extension of time to complete assigned work, they must communicate this request with the instructor as soon as possible. It is the discretion of the instructor that determines what qualifies as a legitimate circumstance and if an incomplete grade is appropriate given their knowledge of the student's work to date. If instructor approves the incomplete, they with the student will create a plan and timeline for submission of work.

V. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at provost.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

VI. Accommodations under the Americans with Disabilities Act

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

VII. Academic Appeals

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office,

which can provide objective and confidential mediation. Refer to the [Graduate Catalog of Studies](#) (for appeals structures and formal procedures for academic grievances.

VIII. UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

IX. Classroom Behavior

Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

X. Inclement Weather Policy

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/>. See also: [Emergency Procedures](#).

XI. Course Resources

University of Arkansas Mullins Library

Computer Laboratories-Graduate Education Building

See Blackboard for other resources for each week's lesson

XII. Graduate School Soft Skills

Soft skills are those skills that we take for granted yet deeply impact our relationships with peers, professors, and other professionals in our field. Below are some resources (some serious, some tongue-in-cheek) that might help you reflect on yours. The core content of this course and others is critical, though if your soft skills are not well developed your deep knowledge may be overlooked.

Emailing your: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.i0mse083b>

General soft skills to focus on:

<http://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Strategies for participating in on-line discussion:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students>

Graduate school strategies (focus on learning!):

<http://psychcentral.com/lib/12-tips-for-surviving-and-thriving-in-grad-school/>

XIII. Syllabus Change

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

XIV. Blackboard Access

Your access to this course's Blackboard will be closed after the course is completed. Make time during the course to download and make note of resources you wish to continue to access. Further, save all of your assignments and relevant feedback to your own files.

University of Arkansas, College of Education and Health Professions

DEPARTMENT OF CURRICULUM AND INSTRUCTION

SPED 5873 – Assessment and Programming for Students with Disabilities – ECSE section

Instructor

Nicolette Caldwell, Ph.D

Office Hours: by appointment
Email: nsammar@uarke.edu

Required Materials:

Text

Wortham, S. C., & Hardin, B. J. (2016). *Assessment in early childhood education* (7th ed.). Pearson

Course Supplementary Readings:

Additional required and optional reading will be made available from the instructor. Additionally, Blackboard (Bb) will be utilized this semester to access class notes, links to articles that offer suggestions, ideas, and strategies for assessing students with disabilities, and web links related to various areas in reading/special education.

Relationship to Knowledge

This course will provide you with a foundation for understanding the assessment process and will give the skills necessary to carry out meaningful assessments. The formal assessment process will be covered, as well as, the assessment practices that teachers carry out in their classrooms. Critiques of the strengths and weaknesses of formal tests and informal procedure will help you select the tools that will provide the information you need.

Popular assessments will be discussed in depth because they reflect current practice. Lesser well-known tests and techniques will also be discussed so that you will be acquainted with promising procedures.

The connection between gathering assessment information and using it to make decisions will be stressed. Assessment data must also be considered in relation to the classroom setting when trying to make sense of all the information gathered. While the process of assessment is described in the context of the team approach, particular emphasis is placed on the role of the special educator.

Goals and Objectives:

This course is designed to help students gain knowledge and understanding of the purposes of assessment in relation to ethical and legal considerations. Students will learn how to choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, students will develop or select as well as administer informal measures, and select and administer formal measures in partnership with teachers and other professionals. Students will learn to analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting. Students will use assessment results to create well aligned lesson plans and teach two lessons to preschool children with disabilities.

As a result of active participation and successful completion of course requirements, students will be able to:

- Understand the purposes of formal and informal assessment including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program. Students will also be able to explain state and federal mandates related to assessment in early intervention and early childhood special education. *Related to EI/ECSE Initial Preparation Standard 4.1, 1.2, 1.4*
- Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families, and other professionals. *Related to EI/ECSE Initial Preparation Standard 4.2, 1.4, TESS 1b, 1f*
- Partner with families and other professionals to demonstrate effective collaboration and communication in using evidence-based, appropriate, culturally and linguistically responsive services and supports. *Related to EI/ECSE Initial Preparation Standard 3.1, 3.2, 3.3, 5.1, 5.2*
- Analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals. *Related to EI/ECSE Initial Preparation Standard 4.3, TESS 4c, 4f*
- In collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming. *Related to EI/ECSE Initial Preparation Standard 4.4, 1.3, 6.2, 7.3*
- Demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention *Related to EI/ECSE Initial Preparation Standard 1.4, TESS 1e, 2b, 2c*

- Engage in ongoing reflective practice and access evidence-based information to improve their own practices. *Related to EI/ECSE Initial Preparation Standard 7.2, TESS 3d, 3e*
- Observe and practice in the 3 years to 5 years age groups *Related to EI/ECSE Initial Preparation Standard 8.1*
- Observe and practice in a community based early care and education program serving children identified with developmental concerns/atypical development. *Related to EI/ECSE Initial Preparation Standard 8.2*

Tentative Class Schedule:

Please see schedule posted on Blackboard (Bb). The instructor reserves the right to make changes as necessary to the class schedule.

Syllabus Change:

The Instructor reserves the right to make changes as necessary to this syllabus. When the Instructor makes changes, notification will be given to the class.

Email Policy:

Email correspondence: Emails sent Monday through Friday, excluding class assignments, will be answered within 48 hours.

Course Policy:

Online Participation

During online class sessions, it is expected that assignments will be turned in a timely manner. You are responsible for managing your time. If questions are posted, you are expected to respond to my questions as well as others.

Assignments Policies

- *Due Dates:* All assignments are due prior to 11:59 p.m. on the due dates. Please read the Schedule.
- *Late assignments:* NO late submissions will be accepted without prior approval from professor.
- *Format:* All assignments must include your full name to receive points. Remember, when you are attaching an assignment that has been completed in Word, please name your document with your LAST name and the name of the assignment (ex.: bell_ch1_2.doc). You must also put your name and page number as a running head throughout your document for each assignment. All assignments are to be double spaced and written in size 12 font.

- *Email submissions:* All assignments should be submitted to Blackboard. If students have to email the assignment to the instructor due to any technical difficulties, they must enter within the subject line of their emails, the name of the assignment to be submitted. Additionally, all email attachments should have your last name and the assignment name – for example if I were attaching the CBA project, my email attachment would read (bellCBAproj.doc). DO NOT put your first name or initial and do not add your name after the assignment name. IF YOU WANT FEEDBACK ON YOUR WEEKLY ASSIGNMENTS, YOU MUST ATTACH AS A WORD DOCUMENT IN BLACKBOARD RATHER THAN AN RTF FILE. RTF FILES will not get feedback. Those papers not following this format will be returned. I grade many assignments and it saves me much time if I do not have to rename assignments or put names on them for you. If you have a question regarding the course or assignment, do not ask it within your assignment email. Send a separate email to address this matter.

Course Requirements:

VoiceThread lectures and **Course Readings** will be indicated on the schedule and should be completed prior to class.

Chart of tests recommended by your district

1. Examine the formal tests recommended for use by your district in diagnosing students with disabilities and become familiar with their content.
2. Develop a chart listing each test used and differentiate when you would use which tests for which profile of student. (5 contact hours)

Interview:

1. Interview a school psychologist or education examiner to learn their role in the education of students with disabilities in Pre-K classrooms (2 hours)

Curriculum Based Measurement (CBA):

1. Develop and administer a Curriculum-based Assessment in an Inclusive Pre-K (ages 3-5) classroom.
2. Develop and conduct a lesson based on the information from the CBA with modifications and support for students with disabilities (5 contact hours)

Developmental Based Measurement (DBA):

1. Develop and administer a Developmental-based Assessment in an ECSE setting.
2. Develop and conduct a lesson based on the information from the DBA with modifications and support for students with disabilities (5 contact hours)

Observe:

1. Observe a Pre-K teacher using Tier 2 RTI in the classroom (3 contact hours)
2. Observe an IEP meeting for a Pre-K student (2 contact hours)

Assist:

1. Assist a Pre-K teacher in preparing materials and recommendations for an IEP meeting (3 contact hours)

TESS Observation and Evaluation

Recordings of the first lesson from CBA field experience will be evaluated using the TESS rubric. Individual feedback will be given before the second lesson is conducted. The second lesson will be recorded to evaluate implementation of suggested changes.

VoiceThread Participation: Weekly presentations via VoiceThread will be uploaded each week on Wednesday morning by 8am. You will have until Sunday at 11:59pm to participate in the VoiceThread discussion slides. You will have until Tuesday at 11:59pm to respond to at least two comments or questions made by your peers.

VIII. Graded Assignment and Grading Scale

Graded Assignments:

Assignment	Week Due	Points
Chart of Tests used by District/School	Week 2	50
Interview School Psychologist	Week 4	50
CBA and 2 Lesson Plans	Week 6	50
1 st lesson	Week 8	50
Observation RtI	Week 9	50
Obs. IEP meeting	Week 10	50
Assist Pre-K teacher with prep for IEP meeting and modifications to IEP	Week 12	50
2 nd lesson	Week 14	50
Reflection	Week 15	25
VoiceThread (15)	Every week	75 (15 x 5)
Total Points		500

Grading Scale

- 90-100% = A
- 80-89% = B
- 70-79% = C

IX. Academic Honesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy which may be found at <http://provost.uark.edu/>.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Academic dishonesty includes plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Some cases of forgery, misrepresentation, or fraud that occurs outside the context of courses or academic requirements may be referred directly to the University Committee on Student Rights and Responsibilities by any member of the University community.

University of Arkansas expects that every member of its academic community share the historic and traditional commitment to honesty, integrity, and the search for truth. Academic dishonesty is defined to include but is not limited to any of the following:

Plagiarism: to take and pass off as one's own the ideas, writings, artistic products, etc. of someone else; for example, submitting, without appropriate acknowledgment, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, visual or oral material that has been knowingly obtained or copied in whole or in part, from the work of others, whether such source is published, including (but not limited to) another individual's academic composition, compilation, or other product, or commercially prepared paper.

Cheating and dishonest practices in connection with examinations, papers, and projects, including but not limited to:

1. Obtaining help from another student during examinations.
2. Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own.
3. The unauthorized use of notes, books, or other sources of information during examinations.
4. Obtaining without authorization and examination or any part thereof.

Forgery, misrepresentation or fraud:

5. Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record.
6. Use of University documents or instruments of identification with intent to defraud.
7. Presenting false data or intentionally misrepresenting one's record for admission, registration, or withdrawal from the University or from a University course.
8. Knowingly presenting false data or intentionally misrepresenting one's records for personal gain.
9. Knowingly and unethically furnishing the results of research projects or experiments.
10. Knowingly furnishing false statements in any University academic proceeding.

X. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the [Center for Academic Access \(CEA\)](#). The CEA is located in the Arkansas Union and on the web at cea.uark.edu. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodation in a timely manner to ensure sufficient time to arrange reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks. Email your professor if you wish to speak to him or her confidentially.

XI. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. IN online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

XII. Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

- **DENY**- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 FM as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

- See the [inclement weather web site](#). Call 479-575-7000 or the University switchboard at 479-575-2000 for recorded announcements about closings.
- Check voice email for announcements
- Listen to KUAF Radio, 91.3 FM or other local radio and television stations for announcements
- Contact your supervisor or instructor

XIII. Course Resources

- **Mullins Library: Services** at the library include: (1) remote access to library databases and electronic collections with more than 200 [research databases](#), more than 30,000 [online journals and magazines](#), a growing collection of [electronic books](#), [reference works](#) such as encyclopedias, dictionaries, and statistical handbook; (2) direct delivery of books and article copies, books from UA collections mailed to your home or office, copies of articles or chapters delivered electronically; and (3) [Interlibrary Loan](#) services to borrow books or articles from other libraries
- **University General Access Computer Laboratories**

Technology:

In SPED 5873, technology is used to deliver instruction to students in the following ways:

1. Blackboard Learn is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course.
2. Students can view the course via their smart phones, iPads, computers, etc. using Blackboard Mobile.
3. Interactive Tools in Blackboard have been used to provide external links to content.
4. The University of Arkansas Distant Education Library and the Mullins Library provide candidates with peer-reviewed materials and books within the field literacy, education philosophy, and pedagogy.
5. End of course evaluations are sent to students electronically during the last week of classes. Students will receive an eMail from courseval@uark.edu announcing the survey open/close dates They should be completed online to ensure complete confidentiality..

Computer Requirements:

You will need a web browser, internet access and an email address. Each student enrolled in a course at the University of Arkansas automatically is assigned an email account. These email addresses (user name and password) will also access Blackboard.

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program

Course Number: SPED 5733
Course Title: Inclusive Practices for Diverse Populations

Catalog Description: This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of characteristics of individuals with severe disabilities while emphasizing advance learning in assessment, instruction, and emerging issues specific to students with significant needs.

Prerequisite: Admission to Graduate School & ECSE Academy

Instructor: Dr. Nicolette Sammarco Caldwell
Office hours – by appointment virtually
Email – nsammar@uark.edu

I. Relationship to Knowledge Base:

ADVANCED LEVEL (M.Ed.)

This course is an advanced course at the graduate level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming.

II. Course Goals

The goal of this course is to prepare students to plan and implement evidence-based, developmentally appropriate, responsive interaction, interventions, and instruction to support all children's learning and development across all developmental and content domains. Students will learn to use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth. The students will demonstrate knowledge of the characteristics of individuals with exceptionalities and implications in terms of service provision within early childhood pre-kindergarten settings.

III. Course and skill objectives:

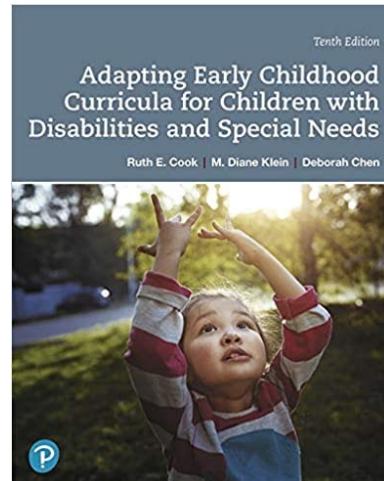
1. Students understand and use general and specialized knowledge for teaching across developmental and academic content areas to individualize learning for students with exceptionalities by using research-based practices that support inclusion. *Related to EI/ECSE Initial Preparation Standard 1.4, 5.1, TESS 1a, 2c, FoR Awareness 1.1, 1.2, 1.3*

2. Students identify the key roles and responsibilities of effective inclusion stakeholders and apply communication and collaboration supports to ensure active engagement across these groups. *Related to EI/ECSE Initial Preparation Standard 6.1, 6.2, TESS 4c, 4d*
3. Students link the specific needs of learners with effective inclusion practices to better ensure learner progress. Practices included from academic, developmental, behavioral, social/emotional, and play domains. *Related to EI/ECSE Initial Preparation Standard 6.3, 6.4, 6.5, 1.2, 7.3 TESS 1b, 1c, 2a, 2d, 3a*
4. Students will plan inclusive classrooms and opportunities which employ differentiated, multicultural, culturally responsive, research-based, and universally designed practices to address unique learning needs of students from diverse backgrounds. *Related to EI/ECSE Initial Preparation Standard 5.1, 1.3, 4.4, TESS 1c, 2b, 3a*
5. Students will identify and demonstrate application of Universal Design for Learning Guidelines within their settings. *Related to EI/ECSE Initial Preparation Standard 5.2, TESS 3b*
6. Students will modify general and specialized curricula to make them accessible to individuals with exceptionalities. *Related to EI/ECSE Initial Preparation Standard 5.2, TESS 1d, 1e*
7. Students will identify, plan for, and apply opportunities for inclusion beyond the classroom. *Related to EI/ECSE Initial Preparation Standard 6.6, TESS 1e, 2a, 2e*
8. Students will design teacher- and student-based progress monitoring processes to evaluate the effectiveness of inclusive practices and student learning through the use of the practices. *Related to EI/ECSE Initial Preparation Standard 6.7, 7.2, TESS 1e, 3d, 4a, 4b*

IV. Required Texts

The following text is required and used throughout the course. In addition, there will be a number of web-based lectures, online learning activities, journal articles and other resources assigned for each lesson.

Cook, R. E., Klein, M. D., & Chen, D. (2020). *Adapting early childhood curricula for children with disabilities and special needs* (10th ed.). Pearson.

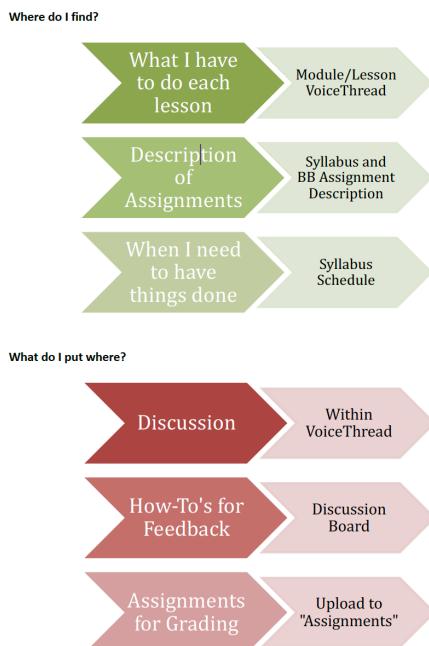


V. Philosophy Grounding Course

1. Inclusion is NOT a place - it is an attitude, which demands we create opportunities and design supports to include students with disabilities in various ways in various settings.
2. We as a society, we as schools, and we as teachers have a history of excluding as a default, which requires us to consciously consider inclusion and identify when we are unwittingly continuing exclusion
3. That appropriate, effective inclusive practices are good for all students

VI. Course Structure

This course is structured in an online format across 4 learning modules. Within each module are 3-5 lessons. Each lesson is organized into 3 tasks: read, explore, and do. These will be your course activities for each week and may include some of the following activities. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity within the lesson.



VII. Modules and Lessons

The course is divided into 4 content modules which each include 3-5 lessons. These modules are:

1. Foundations and Fundamentals of Inclusion
2. Creating Inclusive Environments

3. Differentiating Instruction
4. Evaluating Student, School, and Classroom Progress Behavioral Support

Class Schedule Summer 2023:

Module		Lesson	Content	Chapter in Text	Assignment (Blogs & Disc listed in each lesson)
Foundations and Fundamentals of Inclusion	By June 1	1	Introduction to Course Introduction to Self Introduction to Inclusion	1	
		2	Inclusive environment	Readings on Bb	Position Paper on Inclusion
	By June 5	3	Planning for instruction	4	
		4	Partnership with families	2	Movie Review
Creating Inclusive Environments	By June 12	5	Teaming	10	How To – Collaboration
		6	Planning	3	
		7	Considerations for Teaching Children with Specific Disabilities	5	How To – Inclusive Activities
Differentiating Instruction & Best Practices	By June 19	8	Emotional & Social Development	6	How To – Social Support
		9	Motor & Self-Care Skills	7	
		10	Communication	8	How To - Assessment
	By June 26	11	Cognitive Skills & Literacy	9	How To – Instruction
		12	Learning through Play	ECPC	
Evaluating Progress	By June 30	13	Data-based Decision Making	HLP Chp. 5,8	Revised & Final Versions of all FIVE How To's to be turned in
		14	Evaluating Programmatic Progress	HLP Chp. 6	
		15	Supporting inclusion – big and small	HLP Chp. 23	Reflection on Inclusion
					Total Assignment pts: 200

VIII. Assignments

Please note:

This course includes a series of mini-assignments with the intention of ensuring you are engaging in the content of the course, applying the concepts, and reflecting on your work and the work of others. Feedback is a critical aspect of this course. Review thoroughly assignment and discussion rubrics to ensure you are providing feedback that is critical, supportive, and specific.

All assignments are due by 11:59pm on the due date indicated on the Class Schedule above. There are a number of assignments due on one day. Given the structure of the summer course, you may choose how to use your time to complete these. You may submit these earlier and stagger uploads as you wish. The due date reflects the last day that the assignment will be accepted. Assignments should be uploaded through BlackBoard. Rubrics for many assignments are provided online to guide your development.

The due dates also reflect the date by which the previous grouping of lessons must be completed by to ensure you receive credit for your thinking and work. The points for these add up – please ensure you stay engaged.

All written assignments are to be prepared on a computer. Typos, misspellings, and grammar errors will result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. For more information concerning the APA format refer to the APA manual 6th edition or use the APA format navigation link on the left menu.

Avoid language that is sexist, culturally biased, reinforcing of stereotypes, or offensive to persons with disabilities (ableist). The instructor will assess the content of each chapter and its assigned readings through products and examinations. Products must be submitted by the due date published in the syllabus. Assignments will be completed; otherwise, the student will earn an "F" in the course.

Assignments	Possible Points
1. Position Paper on Inclusion	45
2. Movie Review	35
3. How To – Cultural Competence	15
4. How To – Collaboration	15
5. How To – Social Support	15
6. How To – Positive Behavior	15
7. How To – Differentiating Instruction	15
8. Reflection on Inclusion	45
total	200

Assignment 1: Position Paper on inclusion

Purpose of Assignment:

- To gather your early thoughts on inclusion and how these were developed.
- To gather your current knowledge of effective inclusive practices.
- To consider questions you have about inclusion and effective implementation of inclusive practices and how you will use this course to engage your learning on these.

Instructions:

Write a 3 page, double spaced paper with 12 pt font which includes the following.

- Introduction to your paper which prepares the reader for what you will discuss
- A statement which answers the following:
 - o "I believe that inclusion means..."
 - o "I believe that inclusion is for (whom)..."
 - o "I believe that well implemented inclusion has the possibility to ..."
- Support your position statements with...
 - o A paragraph or two on how your current understanding/position on inclusion developed (e.g., experience, study, teaching)
 - o A paragraph or two on practices which you believe are essential to effective inclusion
 - o A paragraph or two on school, teacher, or other issues which challenge effective inclusion.
 - o A paragraph on how you would like to expand your understanding of inclusion with specific questions you hope to answer through this course.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Assignment 2: Movie/Media Review

Purpose of Assignment:

- To reflect on cultural perspectives of people with disabilities in schools and communities
- Describe how popular media portrays the segregation and inclusion of people with disabilities

Instructions:

Watch a popular media film or TV series which depicts the lives of children or adults with disabilities. There are possible movies or TV series listed at end of syllabus. If you choose a

movie or TV series other than one of these please check in with your professor to ensure it's appropriate for the assignment. When discussing the TV series make sure to describe it as a whole (at least one season rather than specific episodes). Specific episodes can be used to make specific points but the series should be considered across multiple episodes. Write a 3-4 page paper reflection on the movie by including the following:

- Brief description of how the character with disabilities is depicted in the movie. What is the archetype of the character (e.g., hero, victim, magical, typical experience). Does the movie stereotype disability by reducing the individual to false social constructs (<https://attitudes2disability.wordpress.com/category/stereotypes/>)?
- Describe ways in which the character is portrayed as included within their home, community, school, work, etc. How would you characterize their inclusion (full, false, token).
- Describe supports provided to the character throughout the movie that supports their inclusion.
- Described missed opportunities that might have positively impacted the character's inclusion.
- Describe how supportive of the characters inclusion other characters in the film are or are not.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.
- The paper focuses on my reflection of the film, rather than a description of the film

Assignment 3-7: How Tos

Due:

Post to Discussion - Various, See Schedule (25 points total/5 each)

Upload ALL to Assignment edited based on feedback BY June 30 (50 points)

Points: 15 each – 75 total

Purpose:

1. To identify core components of key instructional practices which support effective implementation of inclusion.
2. To apply these practices by designing How-To snapshots prepared for implementation.
3. To gather a library of effective inclusive practices to use in own setting and support the work of other educators.

Instructions:

1. You are expected to create How-Tos in the areas of:
 - a. Cultural Competence
 - b. Collaboration

- c. Social Support
 - d. Positive Behavior
 - e. Differentiating Instruction
2. For each of these, choose a SPECIFIC research-based practice identified in the text and complete the How-To Worksheet relevant for each practice area. *For example, collaboration is NOT a specific strategy. A specific collaboration strategy could be family/school partnerships, professional learning communities, weekly meetings, shared binders, and so on.* See assignment section in Blackboard. If you wish to choose a practice not identified in the text you must include evidence of its effectiveness through referencing at least 1 peer reviewed journal articles of the study of the practice in schools.
3. Post each DRAFT to the appropriate discussion by the due date.
 - a. This will give you a chance to get feedback from peers
 - b. Please review practices posted by other students and respond to at least 2 students for each practice
 - c. You may wish to revise any of these based on peer and instructor before uploading them to the assignment section. All revisions MUST be marked in whichever way is best for you (e.g., highlight, underline, bold, use built in revision function of word) but so it is clear the changes you made to your instructor.
4. All 5 MUST be revised and uploaded under Assignments for a final grade by last day of course.

Assignment 8: Position Paper Reflection

Purpose: This position paper provides an opportunity for you to merge and synthesize your experiences in this course and to consider in what ways if any your position on inclusion has changed, expanded, become more complex.

Write a 3-4 page position paper which expands on your first position paper, which includes the following:

- Introduction to your paper which prepares the reader for what you will discuss
- A statement which answers the following:
 - At the beginning of the course, I believed effective inclusion meant...
 - At this point in the course, my position has...(e.g., changed, solidified, expanded, become more complex, simplified)
- Provide explanations by identifying:

- Course content (e.g., readings, explorations, assignments, discussions, blogs) which have further formed your position
 - How these have further formed your position
- High Leverage Practices:
 - How would you define high leverage practices to a general education teacher, newly hired paraprofessional, or to a parent?
 - What resource would you provide to support them?
- Conclude with reflections which include:
 - 2 ways in which your engagement in the course will support your current and/or future work
 - 3 inclusive practices which you believe you will be eager to implement in your work. If you will teach in a non-inclusive classroom, how might you apply these?
 - One question that remains for you related to inclusion.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Lesson Participation

Points: 10 per lesson (150 Total)

Each lesson's participation is worth 10 embedded into a Voice Thread. To earn full credit, you must provide a thorough answer to the discussion question, post these in appropriate location, and reply to at least two of your colleague's posts across each question. It is your responsibility to keep up on these posts. Do not attempt to complete all posts for a week on one day. All posts and replies MUST be posted by the due date for that set of lessons. Since this is an intensively spaced summer class, we are responsible for ensuring we plan our time to complete our work. Please make sure to seek out support from professor and peers if you need help.

Feedback is a critical element of discussion. *Your responses to peers should evidence helpful reflection on your peer's post, consideration of critical feedback, support in their growth, and specific ideas. Why did you appreciate their statement? What did you connect with? How might they expand their thinking? What elements may they be missing?*

Your engagement in the VoiceThread discussions and feedback is essential to the learning we co-create in this course. Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Please remember to treat each

other and your ideas with care. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from cultures and family structures different from your own, and so forth. *Being respectful doesn't mean we cannot challenge each other's thinking. We will learn best when we can respectfully question each other and offer alternate perspectives. Building a safe, supportive learning community will be essential to our work together.*

Here's a rubric to check your own participation.

Participation & Engagement Rubric	Incomplete	Almost there	Complete	COMPLETEST!
Peer Engagement - Response	You did not share any thoughts with the group.	You replied to someone else's post.	You replied at least 2 posts from others and added a unique perspective on their thoughts.	You replied to at least 2 posts from others and added a unique perspective on their thoughts and responded to the replies others left on your thread.
Peer Engagement – Reflection	You did not ask any questions and did not reply to questions left for you.	You did not ask anyone a follow up question or join a threaded conversation, but you responded to any question asked of you.	You asked at least closed ended questions of anyone who left a comment for and replied to all questions left for you.	You asked open ended questions meant to support reflect or seek clarification and replied to all questions left of you.

Points Per Assignment:

Assignments 200

Weekly Discussions/Blogs 150

Total Points: 350

A (90 – 100%)	315-350
B (80 – 89%)	280-314
C (70– 79%)	245-279
D (60 – 69%)	210-244
F (0-59%)	below 209

IX. Writing Expectations

All assignments should be completed in a **grammatically correct and well-organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12 pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs. Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA): www.apa.org
2. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
3. U of A Library <http://libinfo.uark.edu>
4. Online Writing Center Supports <https://class.uark.edu/writing-support.php>

X. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process.

XI. UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

XII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XIII. Classroom Behavior

Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

XIV. Inclement Weather Policy

This section is not applicable for online classes. However, weather can disrupt communications so information concerning Fayetteville “bad weather” can be useful in understanding lapses in online access.

Students in special education classes should use discretion in making the decisions concerning their personal safety. In general, if the Fayetteville School District has closed the schools, classes will not meet. For further information, please call the Special Education Office (479-575-3548) or contact your professor directly. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather siteis updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>.

XV. Course Resources

University of Arkansas Mullins Library
Computer Laboratories-Graduate Education Building
See Blackboard for other resources for each week's lesson

XVI. Graduate School Soft Skills

Soft skills are those skills that we take for granted yet deeply impact our relationships with peers, professors, and other professionals in our field. Below are some resources (some serious, some tongue-in-cheek) that might help you reflect on yours. The core content of this course and others is critical, though if your soft skills are not well developed your deep knowledge may be overlooked.

Emailing your professor (or any professional):

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.i0mse083b>

General soft skills to focus on:

<http://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Strategies for participating in on-line discussion:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students>

Graduate school strategies (focus on learning!):

<http://psychcentral.com/lib/12-tips-for-surviving-and-thriving-in-grad-school/>
XVII.

XVIII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

Movie/Media Possibilities



Podcasts:



YouTube Series:



TESS Observation and Evaluation

Date: _____ Setting: _____ Grade Level: _____

Student: _____

Comments:

Please place a number by each criterion and then add supporting evidence in the space provided below. (4,3,2,1)

Domain 1 – Planning and Preparation

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Setting instructional outcomes
- Demonstrating knowledge of resources
- Designing coherent instruction
- Designing student assessments

Comments for Domain 1

Domain 2 – The Classroom Environment

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Comments for Domain 2

Domain 3 – Instruction

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

Comments for Domain 3

Domain 4 – Professional Responsibilities

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Showing Professionalism

Comments for Domain 4

Domain I: Planning and Preparation

Component	1-Inffective	2-Progressing	3-Effective	4-Highly Effective
a. Knowledge of Content and Pedagogy	Lesson plans display errors in content and identify identical instructional strategies for each student with no individualization to target student IEP objectives.	Lesson plans display basic content knowledge and do not progress through content sequentially. Lesson plans are not consistently scaffolded (does not take into account student skills) to support student growth and learning.	Lesson plans display knowledge of content and include modified instructional strategies that promote appropriate presentation of content and align with individual student strengths, skills, and needs. Content is matched to appropriate instructional formats most of the time, ie., small group, large group, one-on-one, etc.	Lesson plans include modified instructional strategies that promote appropriate presentation of content and align with individual student strengths and needs. Lesson plans demonstrate knowledge of student prerequisite skills and anticipation of common student misconceptions related to content. Teacher collaborates with general education teachers and other school support staff to promote content acquisition in other settings and integrate various strategies into instruction.
b. Knowledge of Students	Teacher's plan demonstrates little knowledge of individual student abilities, disabilities, interests, cultural heritage, and developmental levels.	Teacher's plan demonstrates basic knowledge of individual student abilities, disabilities, interests, cultural heritage, and developmental levels.	Teacher demonstrates knowledge of individual student abilities, disabilities, interests, cultural heritage, and developmental levels by customizing lesson plans to reflect unique student learning and behavior objectives.	Teacher demonstrates extensive knowledge of individual student abilities, disabilities, interests, cultural heritage, and developmental levels by customizing lesson plans to reflect unique student learning and behavior objectives. Teachers actively shares strategies with other teachers and the child's guardian to meet student needs.
c. Instructional Outcomes	Learning outcomes are identified at random and do not reflect a scaffolded progression of skills.	Learning outcomes are identified in relation to student activities instead of student learning and/or reflect little differentiation for students based on abilities.	Learning outcomes are concrete and measurable and reflect differentiation for students based on student background knowledge and abilities. Instruction outcomes directly target IEP goals.	Teacher works in collaboration with student based on IEP meeting information to identify learning outcomes that are concrete, measurable, and differentiated according to student background knowledge and abilities. Instruction outcomes directly target IEP goals identified by all members of the IEP team.

d. Knowledge of Resources	Teacher uses simple and/or inappropriate instructional materials that do not promote acquisition and engagement.	Teacher uses instructional materials that are somewhat suitable for student acquisition of skills but do not promote student engagement.	Teacher uses instructional materials that are suitable for student acquisition of skills and promote student engagement. Teacher works to incorporate use of appropriate materials throughout the day.	Teacher uses instructional materials that are suitable for student acquisition of skills, promote student engagement, and are in good condition. Teacher actively shares resources with students and guardians to promote student access outside of the classroom setting.
e. Coherent Instruction	Learning activities do not include strategies to increase independent functioning and student acquisition, are poorly aligned with student skill level, do not promote student engagement, and do not include individual or small-group learning opportunities.	Learning activities are not individualized to support student acquisition, are minimally aligned with student skill level, promote minimal student engagement, and include random individual or small-group learning opportunities.	Learning activities are individualized to support student acquisition, are aligned with student skill level, promote student engagement, and include intentional and organized individual or small-group learning opportunities. Activities include written, verbal, and/or picture presentation of materials in order to support acquisition.	Learning activities are individualized to support student acquisition, are aligned with student skill level, promote student engagement, and include intentional and organized individual or small-group learning opportunities. Teachers incorporates practices that fully differentiate instruction and learning for students, such as, picture schedules, reinforcement surveys, larger fonts, and assistive technology. Teacher collaborates with other teacher to support their knowledge of appropriate resources and activities.
f. Student Assessment	No evidence of assessing student prerequisite knowledge and skills. Assessment criteria for mastery absent.	Some evidence of assessing student prerequisite knowledge and skills. Assessment criteria present, but teacher does not graph or analyze data to assess mastery or student skill progression.	Data are collected on IEP goals in two formats. Evidence of assessing student prerequisite knowledge and skills. Mastery criteria is present. Teacher actively graphs and analyzes data to inform instruction and meeting goals outlined in IEP and is able to articulate such processes.	Data are collected on all IEP goals in multiple formats (observation, informal assessment, criterion-referenced instruments, interviews). Evidence of assessing student prerequisite knowledge and skills. Mastery criteria is present and students engage in self-assessment. Teacher and students actively graph and analyze data to identify student progress toward goals in IEP and inform future instruction.

Domain 2: Classroom Environment

Component	1-Ineffective	2-Progressing	3-Effective	4-Highly Effective
a. Environment of Respect and Rapport	Teacher uses disrespectful harsh, belittling, and intimidating language.	Teacher does not actively communicate with students. Teacher does not promote respectful interactions between peers (ignores rude comments)	Teacher responds kindly to students and displays respect in communication with students (ie., getting on their level). Teacher rewards respectful peer interactions with praise or tangibles. Teacher promotes respectful interactions between students with modeling and coaching	Teacher interactions are respectful of students' diverse backgrounds. Teachers are positive and friendly with interactions with students. Teacher works with staff to identify observable appropriate behaviors. Teacher displays visuals for target behaviors and provides direct instruction to students on target behaviors. Teacher individualizes response to target behaviors by awarding points, providing social praise. Teacher and staff collect ABC data when students use extremely harsh language.
b. Culture for Learning	Students are not required to use newly acquired skills, ie., relies on pointing instead of verbalizing. Students are not engaged in content relevant activites, ie., playing with toys, playing games. Teacher vocalizes low expectations for students, "They can't learn this content."	Students are not required to use acquired skills, ie., three word sentences on communication device. Teacher is inconsistent in expectations, does not require students to read every word or read with fluency, does not require student's best work, completes work for students. Teacher does not promote inclusive learning opportunities.	Teacher demonstrates consistently high expectations, ie., requesting that students complete another example "Do one more," requires students to use a full sentence when making a request, prompts and reinforces independent efforts, provides rubrics so students can self-assess, and adjust the quality of their work.	Teacher provides choices for task completion, gradually reduces prompting to promote independence, and uses positive behavior supports to promote appropriate student behavior. Teacher provides opportunities for students to use skills in other setting in order to promote generalization, ie., using requesting skills in the school office or with other school staff, seeks opportunities for students to attend learning sessions in other environments, uses portfolios to solicit feedback from students on their performance
c. Managing Classroom Procedures	Student/class schedules are not displayed. Teacher only utilizes one-to-one instruction with students. Classroom procedures are	Visual schedules are posted but students do not refer to them. Students and assistants interrupt teacher	Visual schedules are present in the classroom and students use them at the end of activities with teacher prompt, such as, "Check schedules." Daily	Visual schedules are differentiated for each student. Some students have visual schedules posted while some have a schedules they carry with them throughout the day.

	not evident. Materials stowed at random. Students moving around classroom and engaging in activities at random.	throughout the day requesting information regarding the schedule and what activities are next. Materials for activity are not prepared and ready for students to engage in activity. Teacher does not provide adequate supports for students to be successful.	routines are predictable and teacher reviews the schedule for the day with the group. Students are observed gathering necessary materials and transitioning between activities independently. Students are on task and engaged throughout the instructional period.	Teacher has specific procedures, such as, color coded sticks for the creation of instructional groups. Teacher collaborates with general educators to provide support in creating appropriate classroom procedures and making classrooms accessible for all students. Teacher modifies procedures to meet needs of students if current procedures are not working.
d. Managing Student Behavior	Teacher makes no attempt to redirect, interrupt, or shape problem behaviors. Teacher allows students to engage in harmful behaviors. Teacher does not provide access to rewards at appropriate times. Students are observed engaging in behaviors which interfere with learning, ie., writing notes, playing on phones. Teacher is observed referring children to office frequently.	Teacher attempts to redirect or interrupt problem behaviors but is not consistent. Teacher makes minimal effort to teach and reinforce appropriate behaviors. Teacher employs reactive measures to manage behavior. Teacher is inconsistent with reinforcing posted rules.	Teacher makes use of highly preferred items and activities to reward appropriate student behavior, such as, attention to task, sitting quietly. Teacher makes use of visual supports to engage students in appropriate behavior, ie., pictures of children sitting appropriately, talking one at a time. Teacher accommodates students who require frequent breaks by incorporating break time into schedule and routines. Teacher responds to interfering behaviors appropriately and consistently.	Teacher has clear expectations that are modeled and reinforced. Teacher is observed prompting students to use appropriate behaviors in other settings, ie., requesting objects from peers, tolerating standing in proximity to peers. Teacher works with students to establish rules for conduct during activities. Teacher supports students in engaging in self-monitoring and goal setting for their behavior. Teacher collaborates with general education teacher to provide appropriate positive behavior supports.
e. Organizing Physical Space	The classroom environment is not well-arranged and may include hazards, such as, loose cords or inaccessible locations, such as book shelves or smart boards which are too high	The classroom environment is safe but is not conducive to movement, interaction with classroom resources, or effective supervision.	Classroom environment is safe and arranged to promote small group instruction. Materials are stored or positioned so that they are accessible to all students. Learning centers are clearly labeled and boundaries for specific activities/locations are clear.	Classroom environment is safe and arranged to promote small group instruction. Materials are stored or positioned so that they are accessible to all students. Learning centers and activities are clearly labeled and have clear boundaries Teacher works collaboratively with other school staff to promote safety and accessibility throughout the school.

Domain 3: Instruction

Component	1-Ineffective	2-Progressing	3-Effective	4-Highly Effective
a. Communicating with Students	Teacher does not provide specific examples and support for behavior and learning expectations. Directions, rules, procedures are vague, confusing, or inappropriate for students.	Teacher provides examples for behavior and learning expectations; however, examples may be poorly constructed or students seem to not understand what is required. Teacher continues with instruction without address misunderstandings.	Teacher provides specific and well-constructed examples to promote behavior and learning expectations. Teacher models targets, addresses misunderstandings, and provides visual, audio, and other supports for students to complete assignments and activities.	Teacher meets student communicative needs, ie., provides visuals, directing attention to AAC, pairing instruction with object/manipulative. Teacher instructs paraprofessionals to use clear and concise language to convey behavior and learning expectations. Students are observed in the classroom providing instructions and using academic vocabulary in such instructions when interacting with peers.
b. Questioning and Discussion Techniques	Teacher uses long/complex questions that are not appropriate for student learners. Teacher does not provide clarification when students ask questions or prompts when students respond inappropriately. Teacher does not provide adequate wait time for responses to encourage student participation. Teacher does not shape approximations, echoics, or utterances.	Teacher asks simple yes/no questions which do not require students to use their vocabulary. Teacher does not modify questions or explanations to support student learning. Teacher does not consistently implement student receptive or expressive language targets. Students often seem confused by questions or offer little or inappropriate responses to questions.	Teacher asks questions that encourage student independent thinking and responding and are also appropriately aligned with student abilities. Teacher adjusts communication devices to ensure students with limited vocalizations are able to use devices. Teacher maintains high expectations with student responding, such as, using full sentences as opposed to one word answers, using AAC to respond, increasing response complexity requirements. Teacher usually responds to student communicative attempts.	Teacher emphasizes functional and spontaneous communication. Teacher includes activities and strategies to promote peer-to-peer communication in multiple situations with multiple partners, such as, communication cards, social skills modeling, sentence strips, role play. Teacher prompts appropriate use of AAC in interactions with peers. Teacher requires students to use their receptive and expressive repertoires and provides adequate wait time and reinforcement for such behavior. Students are observed actively participating in classroom discussion and are provided multiple modes for response (device, vocally, gesturally, task completion)

c. Engaging Students	Teacher does not provide appropriate and accessible materials that align with student age or ability. Teacher doesn't allow appropriate time for completion of activities. Teacher does not use flexible grouping or small groups in class. Teacher does not incorporate different activities into learning, ie., relies solely on worksheets and textbooks.	Teacher has daily activities planned, but does not use entirety of instructional period. Teacher does not make use of paraprofessionals in the classroom to support student engagement. Teacher provides choice but resources/activities are not aligned with student skills or abilities. Teacher demonstrates overreliance on lecture methods of instruction.	Teacher plans activities to promote errorless learning and student success in learning. Activities, content, groups, and materials are differentiated to meet the various needs of students in the classroom, such as, assigning different roles in group work, one-on-one instruction in with paraprofessional, project-based learning activities, reading materials of various levels. Teacher addresses distractions in the learning environment.	Teacher incorporates various activities and student grouping to engage students in learning process. Teacher creates visual schedules or prompt cards to support students in task completion. Teacher engages students in learning self-reflection by videotaping, self-evaluations. Students stay on task with their assignments during small group work or activities. Paraprofessionals provide additional support in activities/learning. Teachers works to minimize distractions in the learning environment to maximize student engagement.
d. Assessing Instruction	Teacher does not use data to inform instruction or collect data on student outcomes. Teacher does not probe skills for maintenance or generalization. Teacher does not convey grading criteria to students.	Teacher collects data but continues to teach skills students have mastered. Teacher is inconsistent regarding demonstration of learning. Teacher does not check for student understanding while teaching.	Teacher collects and graphs data and analyzes student acquisition of skills. Teacher uses data to inform instruction and determine if students are ready to move on or if the content should be revisited. Teacher uses choral response methods to assess throughout instruction, such as, thumbs up/thumbs down. Teacher modifies assessments for student needs.	Teacher measures student maintenance and generalization of skills by assessing skills continuously and in real-world scenarios. Teacher works with students to analyze their own data and identify their strengths and weaknesses. Teacher conducts ongoing assessments throughout instruction with white boards or response systems. Student are involved in monitoring progress Students are observed providing feedback to peers.
e. Flexibility & Responsiveness	Teacher ignores student questions. Teacher does not offer assistance when student need help or are confused.	Teacher attempts to respond to student questions but is often unsuccessful. Teacher does not offer individualized assistance to students.	Teacher modifies activities and instruction based on student response, such as, when students demonstrate confusion or frustration. Teacher uses multiple examples to promote student understanding and provides frequent feedback.	Teacher creates individual routines and interventions to support student participation and learning. Teacher incorporates student interests into instruction and readily adjusts activities to meet student learning needs. Teacher provides immediate and frequent feedback.

Domain 4: Professional Responsibilities

Component	1-Ineffective	2-Progressing	3-Effective	4-Highly Effective
a. Reflecting on Teaching	Teacher demonstrates minimal reflection when commenting on the effectiveness of the lesson and student learning	Teacher demonstrates some reflection and shares that lesson could be improved. However, the teacher is unable to identify what didn't work well and what changes to make to future instruction.	Teacher demonstrates reflection by making notes on lesson plan, identifying the struggles students had with the content, and what changes would be made to future instruction. The teacher actively revises lesson plans to meet student needs.	Teacher collaborates with colleagues (ie., therapists, general educators, etc.) to identify ways to better meet students' needs in acquisition of content. Teacher reflects on the success of each lesson, identifies specific weaknesses in the lesson, and makes revisions for future use.
b. Accurate Records	Teacher does not keep data sheets or is unable to locate specific data sets, such as, DTT probes, FBA results, anecdotal notes, reading levels, etc.	Teacher collects data regarding student progress, but does not differentiate between initial stages of learning and mastery in data. Teacher does not consistently note student progress.	Teacher maintains accurate records by using consistent markings to identify mastery of IEP goals and lesson objectives. Student progress is tracked and graphed. Teacher keeps accurate records of communication with parents.	Teacher maintains accurate records of student progress, mastery, and generalization. Teacher has a comprehensive method for collecting and maintaining student records weekly, such as, a file folder, portfolio, digital spreadsheet. Teacher keeps records of communication with parents.
c. Communicating with Families	Teacher communication is minimal or nonexistent may send home disciplinary notes and progress reports with students but makes little other attempt to communicate with families.	Teacher communication is infrequent or inconsistent occurring less than bi-weekly. Teacher makes a minimal attempt to share strategies with parents to meet student's needs, maintains grades, but doesn't work to foster a relationship with families.	Teacher works to foster positive relationship with families by engaging in frequent positive contact. Teacher communication is regular (weekly). Teacher shares information regarding student progress, grades, and achievements. Teacher includes families in development of IEP.	Teacher communication is frequent, culturally sensitive, and individualized. Teacher collaborates with families to create materials for use at home, such as, visual schedules, social stories, etc. Teacher engages with families frequently by planning meetings, after school activities, and family workshops. Teacher includes families in all aspects of IEP development.

d. Professional Community Participation	Teacher does not participate in school activities. Teacher frequently voices dislike for colleagues and unwillingness to collaborate with others.	Teacher minimally participates in school activities, but does not take an active role in planning such activities. Teacher attends meetings but is unwilling to share resources or strategies with colleagues.	Teacher regularly participates in school activities and frequently volunteers to plan or host activities. Teacher actively shares resources or effective strategies to support colleagues. Teacher is a member of professional organization and regularly attends state professional meetings.	Teacher takes an active role in school activities and takes leadership roles in such activities. Teacher fosters positive relationships with colleagues and provides colleagues with training and support for the implementation of effective strategies. Teacher participates in professional organizations and often takes an active role in such organizations (presenting, volunteering)
e. Growing & Developing Professionally	Teacher expresses disbelief in learning about or using evidence-based practices. Teacher does not receive feedback well, ie., becomes defensive, dismisses recommendations. Teacher does not join or participate in professional growth opportunities, such as, trainings, conferences.	Teacher attends professional growth opportunities but does not work to apply new strategies or skills to classroom. Teacher expresses concern or unwillingness to implement new strategies. Teacher joins professional organizations but does not attend or work to develop expertise through membership.	Teacher attends trainings, seminars, state conferences, and engages in other professional activities in order to grow professionally. Teacher works to apply new strategies or skills to the classroom. Teacher is receptive to feedback and coaching from colleagues and other experts in the field and works to apply new ideas to meet student needs.	Teacher provides feedback and coaching for peers and colleagues in order to support their implementation of evidence-based practices. Teacher participates in professional development activities locally and nationally, seeks to learn new strategies to meet student needs, and seeks feedback on the implementation of such strategies.
f. Showing Professionalism	Teacher does not demonstrate integrity in interactions with students, colleagues, and supervisors. Teacher does not maintain confidentiality of students.	Teacher demonstrates integrity and maintains confidentiality with students. Teacher participates in meetings but rarely offers insight or ideas to advocate for student rights and needs.	Teacher demonstrates high levels of integrity and confidentiality with students. Teacher advocates for students right and access by providing training and support to building level colleagues.	Teacher demonstrates integrity and ethical conduct in interactions with colleagues, students, and supervisors. Teacher participates as an active decision maker in school policies and regulations in order to work as an advocate in the school and district for students with disabilities.

Educator Disposition Assessment

Name: _____ Date: _____

Evaluator: _____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates common errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses <input type="checkbox"/> Demonstrates precise spelling and grammar

Disposition		Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2	
	<input type="checkbox"/> Does not respond to communications and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses major boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Delayed response to communications and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses minor boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	<input type="checkbox"/> Responds promptly to communications and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps inappropriate personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes	

Disposition		Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2	
	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues	

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates inequitable embracement of all diversities <input type="checkbox"/> Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students 	<ul style="list-style-type: none"> <input type="checkbox"/> Goes through the expected and superficial motions to embrace all diversities <input type="checkbox"/> Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task 	<ul style="list-style-type: none"> <input type="checkbox"/> Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence <input type="checkbox"/> Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors

Disposition		Associated Indicators		
		Needs Improvement 0	Developing 1	Meets Expectations 2
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; IntASC: 1(k), 3(n), 3(q), 7(o)		<ul style="list-style-type: none"> <input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some flexibility <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

Disposition		Associated Indicators		
		Needs Improvement 0	Developing 1	Meets Expectations 2
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; IntASC: 9(l), 9(n), 10(r), 10(t)		<ul style="list-style-type: none"> <input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work 	<ul style="list-style-type: none"> <input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
	Needs Improvement 0	Developing 1	Meets Expectations 2
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues <input type="checkbox"/> Does not demonstrate perseverance and resilience as evidenced by giving up easily <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience most of the time <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience as evidenced by tenacious and determined ability to persist through tough situations <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS:

The Teacher Efficacy for the Inclusion of Young Children with Disabilities

Using the 5- point scale below, indicate your confidence level for each of the following questions.

1	2	3	4	5
No Confidence	Little Confidence	Moderate Confidence	Confident	Very Confident

I am confident that I

1. understand the Laws and Regulations related to early childhood special education.

1 2 3 4 5

2. understand the process of qualifying students for early childhood special education services.

1 2 3 4 5

3. understand the information contained in an Individualized Family Service Plan (IFSP).

1 2 3 4 5

4. understand the information contained in an Individualized Education Plan (IEP).

1 2 3 4 5

5. understand my role in serving students with an active IFSP.

1 2 3 4 5

6. understand my role in serving students with an active IEP.

1 2 3 4 5

I am confident that I

7. know how disabilities can impact a young child's social relationships.

1 2 3 4 5

8. know how disabilities can impact a young child's language development.

1 2 3 4 5

9. know how disabilities can impact a young child's cognitive skills.

1 2 3 4 5

The Teacher Efficacy for the Inclusion of Young Children with Disabilities

Using the 5- point scale below, indicate your confidence level for each of the following questions.

1	2	3	4	5
No Confidence	Little Confidence	Moderate Confidence	Confident	Very Confident

I am confident that I

10. know how disabilities can impact a young child's motor skills.

1 2 3 4 5

11. know how disabilities can impact a young child's self-help skills.

1 2 3 4 5

I am confident that I

12. know the most effective teaching strategies for young children with disabilities.

1 2 3 4 5

13. know the most effective strategies for working with families of young children with disabilities.

1 2 3 4 5

14. can modify instructional practices to meet the needs of young children with disabilities in an inclusive setting.

1 2 3 4 5

15. understand how to break learning tasks down into sub components.

1 2 3 4 5

16. understand what appropriate learning tasks are for young children with disabilities.

1 2 3 4 5

17. can develop learning tasks for the inclusive setting based on IFSP goals and objectives.

1 2 3 4 5

18. can develop learning tasks for the inclusive setting based on IEP goals and objectives.

1 2 3 4 5

The Teacher Efficacy for the Inclusion of Young Children with Disabilities

Using the 5- point scale below, indicate your confidence level for each of the following questions.

1	2	3	4	5
No Confidence	Little Confidence	Moderate Confidence	Confident	Very Confident

I am confident that I

19. can make appropriate classroom environment modifications to meet the needs of young children with disabilities in inclusive settings.

1 2 3 4 5

20. can select curriculum appropriate for young children with disabilities in inclusive settings.

1 2 3 4 5

21. can modify classroom assignments for young children with disabilities in inclusive settings.

1 2 3 4 5

22. can collect data to accurately reflect the performance of young children with disabilities.

1 2 3 4 5

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EDUCATION

Ed.D. Organizational Learning & Leadership/Adult Learning Teachers College, Columbia University (2011)

M.Ed. Educational Policy Studies & Educational Organization and Leadership - University of Illinois, Urbana – Champaign (2001)

B.S. Special Education - University of Illinois, Urbana – Champaign (1996)

PROFESSIONAL APPOINTMENTS

Associate Professor 2021 – present

Assistant Professor 2015 - 2021

Special Education, Department of Curriculum & Instruction, University of Arkansas, Fayetteville
Program Coordinator of Inclusive Educational and Clinical Programs (2018 - present)

Research Assistant Professor – 2014 - 2015

School of Education, University of North Carolina at Chapel Hill

Investigator – 2010 - 2015

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

Adjunct Professor/Associate Instructor- 2004

Department of Special Education, City University of New York Queens College

RESEARCH SPECIALIZATIONS

Qualitative methodologies; Implementation of evidence-based practices and professional development programs in schools; Transition process, services, and supports for youth with complex needs; Learning support for families, professionals, and organizational systems, Organizational learning and knowledge sharing

HONORS & AWARDS

George Denny STAR Award, University of Arkansas, College of Education and Health Professions, 2022

Outstanding Researcher Award, University of Arkansas, Department of Curriculum and Instruction, 2022

Tom E. C. Smith Early Career Award, Council for Exceptional Children's (CEC) Division on Autism and Developmental Disabilities (DADD), 2021

Outstanding Service Award, University of Arkansas, Department of Curriculum and Instruction, 2021

Reviewer of the Year, Career Development and Transition for Exceptional Individuals Journal, 2020

Faculty Star Award, University of Arkansas, Department of Curriculum and Instruction, 2020

Rising Star Award, University of Arkansas, College of Education and Health Professions, 2019

Faculty Star Award, University of Arkansas, Department of Curriculum and Instruction, 2019

Rising Star Award, University of Arkansas, Department of Curriculum and Instruction, 2018

William Chandler Bagley Scholar and Scholarship, University of Illinois, Urbana-Champaign, 1999

Edmund J. James Scholar, University of Illinois, Urbana-Champaign, 1996

LICENSURES & CERTIFICATIONS

VoiceThread Certified Instructor (2018)

Quality Matters Certified Instructor (2017)

Certified Autism Diagnostic Observation Schedule) with Research Reliability Toddler Module, Module 1 & 2 (2014)

Certified Reviewer for What Works Clearinghouse - Single Case Design Studies (2011)
 Licensed Special Education Teacher in Illinois and Indiana (K-12, Mental Retardation, Severe Disabilities, and Multiple Disabilities) (1996-2005)

COURSES DEVELOPED

Students with Severe/Significant Disabilities	Family and Professional Partnerships
Career Development and Transition	ASD Characteristics and Assessments
Inclusive Practices for Diverse Populations	Teaching Children and Youth with ASD
Introduction to Special Education	Culturally Responsive School Leadership
Qualitative Research Methods	Special Educator Preparation

PUBLICATIONS

Peer-Reviewed Articles

* indicates with graduate students

*Merry, K., Webster, F., & **Kucharczyk, S.** (in press). Investing in students with extensive support needs: Steps to integrate personal financial literacy in inclusive settings for educators, students, and families. *Inclusive Practices*.

Kucharczyk, S., Szidon, K., Hall, L. (2022). Coaching in complexity: Lessons learned for researchers investigating the implementation of interventions in high schools. *Career Development and Transition for Exceptional Individuals*, 45 (2), 99-113.

<https://doi.org/10.1177/21651434211041909>

***Kucharczyk, S.**, Oswalt, A., Schaefer-Whitby P., Frazier, K., & Koch, L. (2022). Emerging trends in youth engagement during transition: Youth as interdisciplinary partners. *Rehabilitation Research, Policy, and Education*, 36(1), 71-98. <https://dx.doi.org/10.1891/RE-21-16>

Speight, R., **Kucharczyk, S.**, & Whitby, P. (2021). Effects of a behavior management strategy, CW-FIT, on high school student and teacher behavior. *Journal of Behavioral Education*. Open Access <https://doi.org/10.1007/s10864-020-09428-9>

*Brady, K. P., **Kucharczyk, S.**, Schaefer Whitby, P., Terrell, E. & Merry, K. E. (2021). A review of critical issues in transition team's decision-making and the importance of ethical leadership. *Journal of Leadership and Instruction*, 20(2), 14-19.

Kucharczyk, S., Thomas, J. M., Schaefer-Whitby, P. (2021) "It would have been nice if...": Analysis of Transition Experiences through Grand Challenges. *Rural Special Education Quarterly*, 40(3), 117-131. <https://doi.org/10.1177/87568705211027970>

Brady, K. P. & **Kucharczyk, S.** (2021). Racial disproportionality in special education and the special education paradox: Is the IDEA a sufficient legal strategy toward reducing racial inequities in special education? *West's Education Law Reporter*, 384(2), 585-619.

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Whitby, P., **Kucharczyk, S.**, & Lorah, L. (2019). Teaching object exchange for requesting to a young girl with autism and visual impairment. *Journal of Visual Impairment and Blindness*, 113(4), 372-380.
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*Hedges, S., Sreckovic, M., Kirby, A., **Kucharczyk, S.**, & Hume, K. (2014). Falling through the cracks: Challenges for high school students with Autism Spectrum Disorder. *The High School Journal*, 98(1), 64-82. DOI: [10.1353/hsj.2014.0014](https://doi.org/10.1353/hsj.2014.0014).

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<https://doi.org/10.1177/0741932513519826>.

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<https://doi.org/10.1177/0741932513514617>.

Book

Smith, T. E. & **Kucharczyk, S.** (Under Contract – signed 2019). *Preparing Children and Youth with Significant Disabilities for Adulthood*. Sage.

Book Chapters

***Kucharczyk, S.** & Williams, J. (in press). Using self-management to teach job related social skills. In P. W. Schaefer-Whitby (Ed.) *Job-related Social Skills: A Curriculum for Teaching Students with Autism Spectrum Disorder*. Reston, VA: Exceptional Innovations.

Waligórska, A., Waligóski, M., Kunchiewicz-Sosnowska, K. **Kucharczyk, S.**, Odom, S. L. (in press). Ocena jakości oddziaływań terapeutycznych wobec dzieci ze spektrum autyzmu na przykładzie skali APERS – Autism Program Rating Scale. In ...

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Boyd, B. A., **Kucharczyk, S.**, & Wong, C. (2016). Implementing evidence-based practices in early childhood classroom settings. In B. Reichow, B.A. Boyd, E. E. Barton, & S. L. Odom. *Handbook of early childhood special education* (pp. 335-347). Switzerland: Springer.

Kucharczyk, S. (2016). Implementing an Educational Model: Learning and Knowledge Sharing in Schools, Across Schools, and Between Schools and Their Support Network. In Gephart, M. A. & Marsick, V. J. (2016). *Strategic organizational learning: frontiers in learning for performance* (pp. 95-115). Oxford, UK: Butterworth-Heinemann.

Franzone, E. **Kucharczyk, S.** Sullivan, L. & Szidon, K. (2012). Facilitating the Use of Evidence-Based Practices in Classrooms: The National Professional Development Center Model. In. P. Mundy & A. Mastergeorge. *Educational Interventions for Students with Autism* (pp.131-154). Thousand Oaks, CA: Sage Publications.

Weissner, C., Flowers, D., Sheared, V., Lari, P. & **Kucharczyk, S.** (2010). Creating Community. *Handbook of Adult Education* (pp.431-440). A. Rose, C. Kasworm and J. Ross-Gordon. Thousand Oaks, CA: Sage Publications.

Other Publications

Hume, K. & **Kucharczyk, S.** (2014). Supporting independence in high school students with ASD. *Autism Asperger's Digest*. September/October, 2014.

Dissertation

Kucharczyk, S. (2011). Implementation of an Educational Model for Children with Autism: Organizational Learning and Knowledge Sharing Within Schools, Across Schools and Between Schools and the Support Network. Doctoral dissertation.

PRESENTATIONS

Invited Addresses	* Indicates with graduate students ** Delivered virtually due to COVID19
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Kucharczyk, S. (2022, June). *Engaging students with significant support needs in transition planning*. Zarrow Summer Institute. University of Oklahoma Zarrow Institute on Self-Determination.

Spooner, F. & **Kucharczyk, S.** (2022, January). *Division on Autism and Developmental Disabilities – Showcase Panel*. Council for Exceptional Children 2022 Annual Convention & Expo. Orlando, FL. (Canceled day before due to COVID-19)

*Little, A. & **Kucharczyk, S.** (2021, October). *Student Led IEPs: Supporting Youth with Complex Communication Needs*. Arkansas Department of Education LEA Academy. Hot Springs, AR.

*King, S. & **Kucharczyk, S.** (2021, October). *Transition Assessments for Students with Complex Needs: Successes and Struggles*. Arkansas Department of Education LEA Academy. Hot Springs, AR.

Kucharczyk, S. (2020, September). *Transition into Adulthood*. 2020 Virtual Conference on Fetal Alcohol Spectrum Disorders: A Conversation with Experts. University of Arkansas for Medical Sciences. **

Kucharczyk, S. (2020, August). *EBP's for Students with ASD: Why, What, and How*. University of Southern Mississippi Symposium. Keynote presented at Supporting Students with ASD Through Evidence- Based Classroom Practices Symposium. Hattiesburg, MS.**

Kucharczyk, S. & Speight, R. (2020, July) *Co-Teaching as Inclusive Practice: Why, What, How*. Fayetteville Public Schools. Fayetteville, AR. **

Kucharczyk, S. (2020, August). *Implementing Evidence-Based Practices: Fill Your Toolbox and Remove Barriers*. Workshop session presented at the Supporting Students with ASD Through Evidence- Based Classroom Practices Symposium. University of Southern Mississippi. Hattiesburg, MS. **

Kucharczyk, S. (2020, June). *Educating Students in a Universally Designed Learning Environment*. Arkansas Teacher Corps Summer Institute. Little Rock, AR. **

Kucharczyk, S. & Speight, R. (2020, July). *Co-Teaching as Inclusive Practice*. Full-day workshop presented to Fayetteville Public Schools. Fayetteville, AR. **

Kucharczyk, S. & Speight, R. (2020, February). *Ally as a Tool for University Design for Learning in Higher Education*. Presentation at University of Arkansas Global Campus Online Teaching Conference. Fayetteville, AR.

Kucharczyk, S. (2019, December). *Inclusion – Effective Practices in Your Context*. Full day workshop presented at Arkansas North Central Education Cooperative. Melbourne, AR.

Kucharczyk, S. & Thomas, J. (2019, July). *Promoting and Supporting Parent Engagement Throughout Transition*. Invited presentation at the Council for Exceptional Children's Division on Autism and Developmental Disabilities Mini-Conference. Fayetteville, AR.

Kucharczyk, S. (2018, October). *Implementing Evidence-based practices for students with ASD, ID, & DDs: Ensuring success through online modules*. Invited Preconference presentation at Arkansas Council for Exceptional Children Annual Conference. Little Rock, AR.

Golden, T., Johnson, D., Unruh, D., Karhan, A., Howell, D., & **Kucharczyk, S.** (2018, July). *Collaborative partnerships that work in supporting student transitions to adulthood*. Panel Presentation at the 2018 Office of Special Education Project Directors' Conference: Crystal City, VA.

Kucharczyk, S. (2016, May). *Translating the NPDC process and supports in the Polish context*. Sotis. Warsaw, Poland

Kucharczyk, S. (2016, August). Universal Design for Learning in Higher Education. University of Arkansas Teaching Camp. The Lodge at Mount Magazine, AR.

Kucharczyk, S. (2016, September). Universal Design for Learning in Higher Education. University of Arkansas Baum Teaching Workshop. Fayetteville, AR.

Kucharczyk, S. (2015, August). *Evidence-based early identification and intervention practices for young children and their families*. Paper presented at Penn State University's National Autism Conference. State College, Pennsylvania.

Kucharczyk, S. (2015, June). *Evidence-based early identification and intervention practices for infants and toddlers with ASD and their families*. Preconference presentation at Virginia's Collaborative Early Childhood Birth through Five Conference. Virginia Beach, VA.

Kucharczyk, S. & Cox, A.W. (2015, May). *Implementing evidence-based practices for children with autism spectrum disorder in inclusive settings*. Presentation at the 14th National Early Childhood Inclusion Institute, Chapel Hill, NC.

Kucharczyk, S. (2015, February). *Assessing and sustaining program quality for the education of children with autism spectrum disorder*. University of Stockholm, Sweden.

Odom, S., Cox, A., **Kucharczyk, S.**, & Shaw, E. (2014, April). *Evidence-based early identification and intervention practices for infants and toddlers with ASD and their families*. Preconference presentation at the Council for Exceptional Children Convention. Philadelphia, PA.

Kucharczyk, S., Odom, S., Shaw, E. (2013, November). *You can do it! Selecting and implementing evidence-based practices for students with ASD*. Presentation at the North Carolina Department of Public Instruction 63rd Annual Exceptional Children's

Conference. Greensboro, NC.

Kucharczyk, S., Cox, A.W. (2013, May 13-15). *How attention to autism program quality can affect all young children in inclusive settings*. Presentation at the 13th National Early Childhood Inclusion Institute, Chapel Hill, NC.

Kucharczyk, S., Cox, A.W., Shaw, E. (2013, March). *Young children with ASD in the child care setting: Tips & techniques to support childcare providers*. Presentation at the North Carolina Child Health Care Conference, Chapel Hill, NC.

Cox, A. & **Kucharczyk, S.** (2010, May). *Promoting the use of evidence-based practices for young children with autism spectrum disorders in inclusive settings*. Presentation at the 10th National Early Childhood Inclusion Institute, FPG Child Development Institute, The University of North Carolina.

Selected Peer-Reviewed Presentations

***Kucharczyk, S.**, Williams-Diehm, K., Deardorff, M., Beasley, B., Frank, K., Lange, K., Merry, K., Michaud, C., Oswalt, A., Tennell, C., Webster, F., & Young, N.. (2022, July). Leaders in transition: Preparing scholars across states through COVID, to support outcomes of diverse populations. U.S. Department of Education – Office of Special Education Programs. Virtual due to COVID-19**

***Kucharczyk, S.** & Oswalt, A. (2022, May). *What do you do exactly?: Identifying and engaging collaborative transition partners in use of culturally sustaining practices*. Presentation at the Division on Career Development and Transition Conference. Myrtle Beach, SC.

Kucharczyk, S., Brady, K., Whitby, P. S., Terrel, E., & Merry, K. (2022, January-February). *Critical ethical issues in a transition team's decision-making: What are they and how to address them to support diverse youth*. Presentation at Council for Exceptional Children 2022 Annual Convention & Expo. Orlando, FL. Virtual due to COVID-19**

Davis, K. & **Kucharczyk, S.** (2022, January-February). *Cultivating cultural competence and reciprocity in special education through professional learning communities*. Poster presentation at Council for Exceptional Children 2022 Annual Convention & Expo. Orlando, FL. Virtual due to COVID-19**

Speight, R. & **Kucharczyk, S.** (2022, January-February). *Improving engagement in virtual settings*. Presentation at Council for Exceptional Children 2022 Annual Convention & Expo. Orlando, FL. Virtual due to COVID-19**

*Sreckovic, M., **Kucharczyk, S.**, Schultz, T. & Young, N. (2022, January). *Disclosing ASD diagnosis at work: A review of the literature*. Poster presented at Council for Exceptional Children 2022 Annual Convention & Expo. Orlando, FL..

Williams Diehm, K., **Kucharczyk, S.**, & Deardorff, M. (2021, July). *Building a multi-state collaboration in transition leadership*. 2021 Office of Special Education Programs, US Department of Education Leadership and Project Directors' Conference. Virtual due to COVID-19.**

***Kucharczyk, S.**, Schaefer Whitby, P., Frazier, K., Ashbaugh, E., Baker, S., Bryan, M., Darity, T., Fisher, S., King, S., Lewis, C., McAndrew, A., Palmer, B., Shelby, C., Merry, K. (2021, March 8-13). Teaming for Transition: Students and faculty share lessons learned from interdisciplinary professional preparation across graduate programs. Annual Council for Exceptional Children Convention. Virtual due to COVID-19.**

Kucharczyk, S. & Thomas, J. (2020, February). *"It would have been nice if...": reflections on transitions from school to adulthood of young adults with disabilities and their families.* Annual Council for Exceptional Children Conference. Portland, OR.

Kucharczyk, S. & Thomas, J. (2019, October). *Social work and transition – Aligning grand challenges across disciplines to better support families and youth with disabilities.* Council for Exceptional Children's Division on Career Development and Transition Annual Conference. Seattle, WA.

Kucharczyk, S. & Wright, S. (2019, August). *Preparing collaborative interdisciplinary partners: Comparison of discussion formats.* 35th Annual Distance Teaching & Learning Conference, Madison, Wisconsin.

Kucharczyk, S. (2019, January). *Teaming for Transition: Cross-disciplinary, collaborative transition planning.* Presented at Council for Exceptional Children Annual Convention, Indianapolis, Indiana.

Kucharczyk, S. & Speight, R. (2019, January). *Pre-service teacher self-efficacy and preparedness to implement high-leverage practices.* Presented at Council for Exceptional Children Annual Convention, Indianapolis, Indiana.

Speight, R., **Kucharczyk, S.**, & Crowell, K. (2019, January). *Promoting social skills and art exploration through an inclusive community-based program for youth with ASD.* Presented at Council for Exceptional Children Annual Convention, Indianapolis, Indiana.

Hall, L., **Kucharczyk, S.**, & Szidon, K. (2019, January). *The ideal and the real: Coaching evidence-based practices in 30 high schools.* Presented at Council for Exceptional Children Annual Convention, Indianapolis, Indiana.

Kucharczyk, S. & Whitby, P. (2018, July). T4T: *Teaming for Transition.* Poster Presented at the 2018 Office of Special Education Project Directors' Conference: Crystal City, VA.

Dieterich, C. A., **Kucharczyk, S.**, Brady, K. P. (2018, April). *Clarifying FAPE under the IDEA post-Endrew: Legal and practical guidelines for school administrative personnel.* Paper presented at the American Educational Research Association (AERA) Annual Meeting. New York, New York.

Kucharczyk, S. (2018, February). *Parent implementation of evidence-based practices at home for child with complex disabilities.* Presented at Council for Exceptional Children Annual Convention, Tampa, Florida.

Kucharczyk, S. (2017, October). *Utilizing online learning modules to effectively implement evidence-based practices for children with autism.* Presented at the Arkansas- Council for Exceptional Children (AR-CEC) Conference. Little Rock: Arkansas.

Butler, J., Canterbury, M., Gromer, L., Herring, S., Jones, A., King, S., Novak, A., Rothmeyer, O., Taylor, S., Turner, L., Weilnau, K., Speight, R., & **Kucharczyk, S.** (2017, October). *Pre-service teachers' readiness to implement high-leverage practices*. Poster presented at the Arkansas- Council for Exceptional Children (AR-CEC) Conference. Little Rock: Arkansas. (First 10 authors undergraduate students)

Hume, K., Steinbrenner, J., Sideris, J., Smith, L., **Kucharczyk, S.**, Szidon, K. (2017, May). *Multi-informant assessment of transition-related skills and skill importance in adolescents with autism spectrum disorder*. Poster presented at the International Meeting for Autism Research (IMFAR). San Francisco, California.

Kucharczyk, S., Schultz, T., & Sreckovic, M. (2017, May). *The transformative learning experiences of parents during parent education groups*. Poster presented at the International Meeting for Autism Research (IMFAR). San Francisco, California.

Odom, S. L., Cox, A. W., Hume, K., Sideris, J., Hedges, S. & **Kucharczyk, S.** (2017, May). *Autism Program Environment Rating Scale (APERS): Psychometric properties*. Poster presented at the International Meeting for Autism Research (IMFAR). San Francisco, California.

Hedges, S., **Kucharczyk, S.**, & Odom, S. L. (2017, May). *Exploring How US high school students with autism Are using social media*. Poster presented at the International Meeting for Autism Research (IMFAR). San Francisco, California.

Kucharczyk, S. & Szidon, K. (2017, April). *Coaching in high schools: Effective implementation of evidence-based practices for adolescents with ASD*. Council for Exceptional Children Annual Convention, Boston, Massachusetts.

Kucharczyk, S., Whitby, P., & Burgin, R. (2016, November). *The implementation of evidence-based practices at home: Parent as co-researcher*. Presented at annual TASH conference. St. Louis, Missouri.

Regan, T., **Kucharczyk, S.**, White, T., & Hume, K. (2016, May). *The Secondary School Success Checklist (SSSC): A transition planning tool for high school students on the autism spectrum*. Presented at the International Meeting for Autism Research (IMFAR). Baltimore, Maryland

Kucharczyk, S. (2016, April). *Implementation of an educational model for children with ASD: Effective knowledge sharing within and across schools*. Council for Exceptional Children Annual Convention, St. Louis, Missouri.

Schultz, T. **Kucharczyk, S.**, & Srekovic, M. (2016, April). *Transformative potential of parent education groups for parents of children with ASD*. Council for Exceptional Children Annual Convention, St. Louis, Missouri.

***Kucharczyk, S.** Schultz, T., Srekovic, M. (2014, October). *The transformative potential of parent education groups for parents of children with autism spectrum disorder*. Presentation at the International Transformative Learning Conference. New York, New York.

***Kucharczyk, S.**, Reutabuch, C., Hedges, S., & Gustafson, J. (2014, May). *High school experiences of students with autism spectrum disorder: Perspectives from multiple stakeholders*. Poster presented at the International Meeting for Autism Research. Atlanta, GA.

Hume, K. & **Kucharczyk, S.** (April 2014). *Supporting independence and self-management in adolescents with ASD*. Council for Exceptional Children, Philadelphia, PA.

Hume, K. & **Kucharczyk, S.** (October 2013). *Supporting independence and self-management in adolescents with ASD*. Possibilities and Potential - Autism/Asperger Conference, Greensboro, NC.

Cox, A., **Kucharczyk, S.**, Shaw, E. (2013, October). *Promoting the use of evidence based practices in early intervention settings*. Presentation at the Council on Exceptional Children - Division of Early Childhood Annual Conference. San Francisco, CA.

***Kucharczyk, S.** & Hedges, S. (2013, August). *Implementing an educational model for secondary students with autism: The complexities of high school*. Poster presented at the Global Implementation Conference. Washington, D.C.

Odom, S. & **Kucharczyk, S.** (2013, July). *Education and outcomes for high school students with autism spectrum disorder: Perspectives from multiple stakeholders*. Presentation at the Autism Society of America Conference. Pittsburgh, PA.

*Odom, S., **Kucharczyk, S.**, Hume, K. & Hedges, S. (July 2013). *Rethinking high school: Gathering our voices to create a national vision for adolescents with ASD*. Preconference presentation at the Autism Society of America Conference. Pittsburgh, PA.

Kucharczyk, S. & Cox, A. (2012, November). *Stories of Implementation of the NPDC on ASD Model: Emerging findings of qualitative study*. Ohio Center for Autism and Low Incidence (OCALI). Columbus, OH.

Kucharczyk, S., Shaw, E., Duhamel, B., Whelan, M., & Grattan, A. (2012, August). *Supporting families and early intervention providers to implement evidence-based practices for young children with autism*. Office of Special Education Programs Leadership Conference. Washington, DC

Kucharczyk, S. (2011, August). *Implementation of an educational model for children with autism: Organizational learning and knowledge sharing within schools, across schools and between schools and the support network*. Presentation at the Global Implementation Conference, Washington, D.C.

Kucharczyk, S., Myles, B. S., & Sullivan, L. (2010, November). *Using coaching to facilitate the use of evidence-based practices*. Presentation at the OCALI 2010 Conference, Columbus, OH.

Cox, A. W., & **Kucharczyk, S.** (2010, August). *NPDC on ASD: Working with states to increase the use of evidence-based practices for young children with ASD*. Presentation at the OSEP Leadership Mega Conference, Arlington, VA.

Ciporen, R., Hayes, S., **Kucharczyk, S.**, McCallum, D., Nicolaides, A., Shannon, M., & Sundheim, D. (2007, October). *The Play of Action Inquiry: Learning Through Living. Exploring the implications of developmental diversity for transformative learning in an action inquiry group.* Presentation at the Seventh International Transformative Learning Conference. Issues of Difference and Diversity. Albuquerque, New Mexico.

Kucharczyk, S. (2006, October). *Supporting learning in the community for adults with autism.* Presentation at the Life's WORC and NYFAC Conference, New York, NY.

Kucharczyk, S. & McKillop, M. (2005, October). *Educational supports for children with autism.* Presentation at the 4th Annual A.G.S.A.S. (Associazione Genitori Soggetti Autistici Siciliani) Conference. Palermo, Italy.

Kucharczyk, S. & Skolnick, J. (2005). *The promise and challenge of person-centered transition planning for individuals with autism.* Presentation at the 2005 Council for Exceptional Children (CEC) Annual Convention. Baltimore, Maryland.

Kucharczyk, S. (2005) *Individualized learning and professional development for professionals working with children with autism.* Presentation at the 2005 Council for Exceptional Children (CEC) Annual Convention. Baltimore, Maryland.

Kucharczyk, S. (2004). *Supporting children with autism in transition with person centered planning.* Presentation at the Queens Family Council Conference on Autism.

AWARDED RESEARCH & TEACHING GRANTS

Kucharczyk, S. , Hunter, T., Thomas, J.	10/1/2021 – 09/30/2026
U.S. Department of Education – Office of Special Education Programs	H325K210015
Teaming for Transition – Youth with Disabilities to Community and Work	\$1,079,177
The purpose of this project is to leverage current state and national efforts in addressing the outcomes of youth with disabilities, that have high intensity needs, after graduation through transition services. This project will recruit, with a focus on nontraditional students, and prepare 31 scholars to complete their master's in special education, vocational rehabilitation, or social work with specialization in transition. Scholars will share coursework, internships in high-need High Schools, and other learning experiences leading towards a Graduate Certificate in Transition Services. Outcomes include: increase in professionals in disciplines attending to transition needs of youth and their families using evidence based practices and interdisciplinary collaboration, increase in mentor network for each scholar to support retention, positive development in transition services in internship schools, and positive transition support for youth served by scholars 6-12 mo. post-graduation.	

Role: Principal Investigator

Speight, R & Kucharczyk, S.	2021, April
University of Arkansas	\$4975
<i>Teaching Faculty Support Center, Student Success Grant</i>	
Project leverages video coaching technology to improve preparation of students in special education using Vosaic, an online video coaching and video analysis platform.	

Role: Co-Principal Investigator

Whitby, P., Kucharczyk, S. , Brady, K., & Thomas, J.	04/01/2020 – 06/01/2021
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Teaching and Faculty Support Center, Teaching Improvement Grant \$4,000
 This TFSC Teaching Improvement Grant took advantage of Global Campus Instructional Designer expertise as well as current University of Arkansas initiatives to embed asynchronous, online technologies into a sequence of five graduate-level courses across six different program areas. Innovative online technologies targeted include tools, such as VoiceThread supported by instructional designers from Global Campus.

Role: Co-Principal Investigator

Kucharczyk, S. 11/23/2019
 Curriculum & Instruction Department Research Incentive Grant \$700
 Internal support for research projects.

Kucharczyk, S. (PI), Whitby, P., Williams-Diehm, K., Deardorff, M., Smith, T., 11/01/2019 – 11/01/2024
 U.S. Department of Education – Office of Special Education Programs H325D190016
Leaders for Transition \$2,400,000

The purpose of the project is to increase the number of IHE faculty demonstrating competences necessary to prepare special educators and engage in high-quality, applied research with a focus on improved learning outcomes for youth with disabilities and school experiences leading to successful transition to work, post-secondary education, and independent living at home and community. In partnership, the Universities of Arkansas and Oklahoma will leverage faculty expertise in transition, current graduate-level transition content, and university, state, and national partnerships to prepare future IHE leaders to address the shortage of special education faculty and need for transition-focused educator preparation and research. Leaders for Transition scholars will gain competencies in special education, transition, and higher education (i.e., service, teaching and research) through 1. focused expectations embedded in shared doctoral seminars, 2. shared transition coursework leading to Graduate Certificates, 3. shared summer retreats, and 4. bridging activities at national and state conferences/summits. Scholars will apply knowledge through service as facilitators at annual NTACT CBI and state departments of education, vocational rehabilitation, and parent resource centers. Management is shared and led by Dr. Kucharczyk. Project includes summative and formative evaluation supported by external evaluator and advisory committee which includes parents and youth with disabilities.

Role: Principal Investigator

Brady, K, **Kucharczyk, S.**, Whitby, P., & Frazier, K. 2018, April
 University of Arkansas \$7,886

Teaching and Faculty Support Center, Teaching Improvement Grant

Innovative Teaching for Interdisciplinary Student Asynchronous Online Learning

This TFSC Teaching Improvement Grant took advantage of Global Campus Instructional Designer expertise as well as current University of Arkansas initiatives to embed asynchronous, online technologies into a sequence of five graduate-level courses across six different program areas. Innovative online technologies targeted include tools, such as VoiceThread supported by instructional designers from Global Campus.

Role: Co-Principal Investigator

Kucharczyk, S. 11/18/2018
 Curriculum & Instruction Department Research Incentive Grant \$1120
 Internal support for research projects.

Kucharczyk, S. (PI) , Frazier, K, Whitby, P 10/15/2017 – 10/14/2022
 US Department of Education, Office of Special Education Programs. H234K17016
Teaming for Transitions \$1,000,000

The adult outcomes of people with disabilities, particularly those with disabilities requiring significant supports (e.g., autism spectrum disorder, intellectual disabilities, multiple disabilities, comorbid disabilities with mental illness) are poor. This grant supports the development of an interdisciplinary graduate certificate program with a specialization in transition for people with high need disabilities across 6 disciplines (i.e. special education, speech and language pathology, educational administration, school counseling, social work, vocational rehabilitation). Funding will allow for 36 graduate students to complete their special education or speech and language pathology master degrees with this specialization in transition. This project will collect and analyze data on graduate student outcomes, outcomes of targeted youth with disabilities, and the experiences of interdisciplinary teams including families across Arkansas.

Role: Principal Investigator

Kucharczyk, S. & Thomas, J. (Co-PIs) 2016, November
Provost Interdisciplinary Grant \$2,500

The purpose of this qualitative study is to explore how the transition from school to adulthood facilitates social isolation of families and individuals with disabilities. We are particularly interested in examining experiences among individuals living in rural communities in relationship to post-secondary education, employment and community engagement. Studying in- depth experiences of parents and young adults with complex disabilities who have moved into and through the transition process from school, between 1-10 years post high school graduation, we will gain a deeper understanding of the social and/or institutional isolation that may be impacting young adults with disabilities.

Role: Co-Principal Investigator

Co-PIs Thomas, J. & Kucharczyk, S. 2016, September
Fulbright Grant \$2,500

To conduct focus group research with school professionals, administrators, and community service providers on the services for transition in rural communities in Arkansas.

Role: Co-Principal Investigator

R324C120006	Odom (PI)	07/01/2012 – 06/30/2017
Institute for Education Sciences (IES)		\$9,994,452

Center on Secondary Education for Students with Autism (CSESA)

The Center on Secondary Education for Students with Autism (CSESA) is a multi-site center that will study the efficacy of professional development and intervention components for high school students in public schools. As a member of the research team, Dr. Kucharczyk will develop and implement a protocol that compares a specific set of interventions in the social-emotional, behavioral, academic, transition, and family domains within a professional development framework for high school students with ASD with a “business-as-usual” approach.

Role: Investigator

Completed Funding	
Schertz, H., Odom, S., Baggett, K. (PI)	07/01/2012 - 06/30/2015
U.S. Department of Education, Institute of Educational Sciences	\$761,422

Joint Attention and Mediated Learning Intervention for Toddlers with Autism Spectrum Disorders and their Families

University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute

This project is an efficacy study of Joint Attention Mediated Learning (JAML), an intervention practice for toddlers with ASD that directly targets foundational preverbal social communication competencies

from within the parent-child relationship at a critical juncture (by 30 months of age). Specifically, this study will determine the efficacy of JAML on the early preverbal and verbal social communication development of toddlers with ASD and the self-efficacy of their caregivers, assess factors that mediate and moderate intervention effects, and address the feasibility and acceptability of JAML. As the Intervention Assessor for the North Carolina site, I am responsible for the administration of all pre-, post- and follow-up assessments, which include the Mullen Scales of Early Learning (MSEL), Communication and Symbolic Behavior Scales (CSBS), and Maternal Behavior Rating Scales (MBRS).

Project Role: Intervention Assessor (2012-current)

5-59551	Odom (PI)	02/20/2012 - 2/19/2014
Autism Speaks		\$400,000

The Toddler Initiative: Promoting the Use of Evidence-based Practices for Toddlers with ASD and their Families in Early Intervention Programs

The Toddler Initiative is designing, piloting, and field-testing a professional development approach (materials and processes) to prepare early interventionists to use evidence-based practices for toddlers with ASD and their families. Results of the field-test will inform the development of a model for professional development on evidence based practices for early interventionists and families of infants and toddlers with autism spectrum disorders.

Role: Investigator

H325G07000	Odom (PI)	07/01/2007 - 06/30/2013
US Department of Education (OSEP, Research to Practice)		\$5,000,000

National Professional Development Center on Autism Spectrum Disorders (NPDC)

The NPDC is a national multi-site professional development program that promotes the use of evidence-based practices and their utilization in public schools for students with ASD. The program model consists of multiple components that effect student outcomes, program quality, and educator knowledge. These components include a program quality assessment, scaling of student Individualized Education Program goals, and professional development through training and coaching on the implementation of evidence-based practices.

Role: Investigator

5-55976	Odom (PI)	09/26/2011 – 03/26/2013
Autism Research Center, King Faisal Specialty Hospital, Riyadh, SA		\$189,770

Promoting the Use of Evidence-Based Practices for Children and Youth with Autism Spectrum Disorders and Their Families in Saudi Arabia

Role: Investigator

GRADUATE STUDENT COMMITTEE WORK – Completed Dissertations

Alshareef, K. K. (2022). *Case Study: Exploring Inservice Teachers' Perceptions and Experiences of the Effectiveness of Gifted Preparation and Training Programs in Saudi Arabia*. University of Arkansas.

Role: Committee Member.

Mascher, K. A. (2021). *Parenting the Gifted: Caregivers' Perspectives of Challenges and their Confidence to Support their Exceptional Children*. University of Arkansas. **Role: Committee Member.**

Sells, K. (2021). *A study of student experiences in the secondary transition program through student, parent, and teacher perceptions*. [Unpublished doctoral dissertation]. University of Arkansas.
Role: Committee Member.

Singh, A. (2019). *Influences of autism spectrum disorder on sensory and emotional responses to smell and taste cues*. [Unpublished masters thesis]. University of Arkansas. **Role: Committee Member.**

Karnes, A. J. (2019). *Evaluating the effectiveness of motor planning with core vocabulary: A behavior analytic account*. [Unpublished masters thesis]. University of Arkansas. **Role: Committee Member.**

Speight, D. R. (2018). *Impact of the implementation of class-wide function-related intervention teams on adolescent student behavior*. [Unpublished doctoral dissertation]. University of Arkansas. **Role: Committee Member.** Awarded 2018 Department of Curriculum and Instruction Outstanding Dissertation Award

Parnell, A. M. (2018). Effects of task clarification and an adaptive computer software on implementation of mand training using an iPad® as a speech generated device. [Unpublished doctoral dissertation]. University of Arkansas. **Role: Committee Member.**
 Awarded 2016 Department of Curriculum and Instruction Outstanding PhD Student Award

Mrla, T. (2016, April). *Perceived relevance of special education performance indicators: Teacher excellence and support system*. [Unpublished doctoral dissertation]. University of Arkansas. **Role: Committee Member.**

PRODUCTS

Technical Report

Wong, C., Odom, S. L., Hume, K., Cox, A. W., Fettig, A., **Kucharczyk, S.**, ... Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group. Available online at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>

Curricula

Kucharczyk, S., Hume, K., Kaufman, B., Hedges, S., & Sreckovic, M. (2014). *Understanding autism professional development curriculum: Characteristics and practices for challenging behavior*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Center on Secondary Education for Students with Autism Spectrum Disorder. Available online at: <http://csesa.fpg.unc.edu/resources/understanding-autism-professional-development-curriculum>

Kucharczyk, S., Hume, K., Kaufman, B., Hedges, S., & Sreckovic, M. (2014). *Understanding autism professional development curriculum: Strategies for classroom success and effective use of teacher supports*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Center on Secondary Education for Students with Autism Spectrum Disorder. Available online at: <http://csesa.fpg.unc.edu/resources/understanding-autism-professional-development-curriculum>

Manuals

Kucharczyk, S., Shaw, E., Smith Myles, B., Sullivan, L., Szidon, K., & Tuchman-Ginsberg, L. (2012). *Guidance & coaching on evidence-based practices for learners with autism spectrum disorders*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, National Professional Development Center on Autism Spectrum Disorders.

Kucharczyk, S., Shaw, E., & Tuchman-Ginsberg, L. (2012). *The Donovan family case study: Guidance and coaching on evidence-based practices for infants and toddlers with ASD*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, National Professional Development Center on Autism Spectrum Disorders.

Online Learning Modules

Sam, A. **Kucharczyk, S.**, Waters, V., & AFIRM Team. (2018). *Structured play groups*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retried from <http://afirm.fpg.unc.edu/structured-play-groups>

Kucharczyk, S. (2014). *Evidence Based Practices - Reinforcement*. ASD Toddler Initiative. <http://asdtoddler.fpg.unc.edu/learning-modules>

Kucharczyk, S. (2016). *Evidence Based Practices – Structured Play Groups*. ASD Toddler Initiative. <http://asdtoddler.fpg.unc.edu/learning-modules>

Kucharczyk, S. (2014). *Evidence Based Practices – Visual Supports*. ASD Toddler Initiative. <http://asdtoddler.fpg.unc.edu/learning-modules>

Other Online Content

Kucharczyk, S. (2022). Coaching in Complexity: Lessons Learned Investigating Implementation of Interventions in High Schools. *Division on Career Development and Transition – Research Snapshot*.

***Kucharczyk, S.**, Campau, S., Merry, K., Michaud, C., Oswalt, A. K., Young, N. W. (2021). *Evidence-based practices through the Taxonomy for Transition*. Division on Autism and Developmental Disabilities YouTube. <https://www.youtube.com/watch?v=9zloOt1eDXk>

GRADUATE STUDENT AWARDS & OTHER RECOGNITION

Oswalt, A. (2022). Graduate Student Grant Awarded. *Division on Career Development and Transition*.

Michaud, C. (2022). Graduate Student Poster Presentation Winner for Literature Review. *Division on Autism and Developmental Disabilities*.

Campau, S. (2020). Graduate Professional Student Congress (GPSC) Research Grant awarded for research on *Graduate and Professional Student Congress Research Grant Application: A Qualitative Analysis of First Year College Students with Disabilities* \$1500.00

Speight, R. (2019). Outstanding Dissertation Award. Department of Curriculum and Instruction, University of Arkansas

PROFESSIONAL EXPERIENCE

Research Consultant Lehigh University. Role is to serve as subject-matter expert in designing and implementing qualitative research methodologies for understanding experiences of screening for autism spectrum disorder in Sierra Lyon. PI: Kristi Morin

Research Consultant U.S. Department of Education funded *Supporting Paraprofessionals' Use of Evidence-Based Practices for Students with Autism Spectrum Disorder*, Frank Porter Graham Child Development Institute University of North Carolina-Chapel Hill (2019-present). Role is to serve as subject-matter expert in designing and implementing qualitative research methodologies for exploring the experiences of paraprofessionals, other educational professionals, and families. PIs: Samuel L. Odom & Ann M. Sam

Investigator Frank Porter Graham Child Development Institute (2013-2015)

Investigator: Researcher and coach for the Secondary Education for Students with Autism (CSESA), a five-year, IES-funded research and development center; lead qualitative studies related to the work of the project; develop professional development curricula, develop and lead use of coaching model. Project Assessor for the Joint Attention Mediated Learning (JAML) project, a three-year randomized controlled trial of an in-home intervention for toddlers with ASD and their families; maintain research reliability for use of assessments including ADOS, Mullen, CSBS, and MBRS

Investigator & Project Coordinator - Frank Porter Graham Child Development Institute (2010-2013)

Coordinated the National Professional Development Center on ASD project, a six-year, multi-site project developing and providing professional development and related research across 12 states and 76 schools; led development and writing of coaching manual; led qualitative studies related to the work of the project; collaborated on the revision of the Autism Program Environment Rating Scale (APERS).

Other Roles/Contributions: mentor doctoral students involved in current projects; guest lecturer in a number of courses at UNC; collaborate with colleagues on grant writing; co-trainer for training on the Autism Program Environment Rating Scale (APERS) serve on FPG committees, including a large scale updated review of evidence based practices for students with ASD.

Director/Coordinator of Staff Development and Training – The Shield Institute, New York NY (2001 – 2007). Responsibilities included assessing professional learning needs of over 500 staff (e.g., teachers, paraprofessionals, clinicians, administrators), developing professional development programs, leading development and implementation of organizational change initiatives, coaching of agency leaders, developing and facilitating ongoing action learning groups.

Supervisor of Student Teacher Candidates- University of Illinois, Urbana-Champaign (1999-2001).

Responsibilities included teaching, supervising, and evaluating special education teacher candidates in teaching students with disabilities according to research-based practices, collaborating with department faculty and cooperating education professionals.

Special Education Teacher- Ellettsville, IN (1996-1998), Jeffersonville, IN (1998-1999), Northbrook, IL (1999). Responsibilities included classroom for students with ASD/DD/ED/ID in self-contained and inclusive settings, curriculum development, assessment of student learning, coordination of professional staff, collaboration with family members, and providing technical assistance and professional development for program and district staff through training and ongoing consultation

OTHER TEACHING EXPERIENCE

Adjunct Lecturer, City University of New York, Queens College, New York
Trends and Issues in the Education of Students with Severe Disabilities (Spring 2004)

Course Developer, North Carolina State University, Adult Education Program
Culture, Leadership, & Adult Learning (Spring 2010)

PROFESSIONAL SERVICE

Professional Organization Service
Arkansas-Council for Exceptional Children

President Elect - 2021

Vice President - 2020

Board Member – 2020

Arkansas-Council for Exceptional Children - Division of Autism & Developmental Disabilities

President – 2020 - present

President Elect – 2018-2020

Treasurer/Secretary – 2017-2018

Division on Career Development and Transition

Human Rights Committee – Policy 2021-

Research Committee 2021-

Division on Research

Knowledge Dissemination Committee 2019-

Service to State and Local School Systems

Arkansas Department of Education – Transition Services Department – Core Team Member 2018-present

Rogers School District – Community Resource Member – Circles Project – 2018-present

EasterSeals – Arkansas – Quality Indicator Tool Stakeholder Team Member - 2019

Guest Editorship

Division on Autism and Developmental Disabilities, 8(1), December 2021

Editorial Review Board Member

Focus on Autism and Other Developmental Disabilities, 2016 – present

Career Development and Transition for Individuals with Exceptionalities, 2019 – present

Special Issue Reviewer

Special Issue in Education and Treatment of Children, 2017

National Professional Organization Committee Member

Knowledge Utilization Committee for the Division of Research of Council for Exceptional Children 2017

Ad-hoc Reviewer of Journals

Focus on Autism and Other Developmental Disabilities
Journal of Autism and Developmental Disorders
Research and Practice for Persons with Severe Disabilities
Autism and Adulthood
International Journal of Developmental Disabilities
Conference Coordinator
University of Arkansas Symposium on Autism Spectrum Disorder and other Developmental Disabilities,
2016, 2018, 2019, 2020, 2021
Artists on the Spectrum, Pure Vision Arts, 2013

Conference Committee Reviewer

The International Meeting for Autism Research (IMFAR) (2017, 2016)
Council for Exceptional Children,
Annual CEC Convention (2018, 2019)
Division of Autism and Developmental Disabilities (2012-2019)
Teacher Education Division (TED) (2016, 2017, 2018)

Grant Panel Reviewer

Administration for Community Living (2021)
Organization for Autism Research (OAR) (2016, 2017, 2018, 2019, 2020, 2021)
New Jersey Governor's Council for Medical Research and Treatment of Autism (2017)
National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) (2015, 2016)

Professional Leadership

Reviewer, Autism Focused Intervention Resources and Modules (AFIRM) (2017)
Reviewer, National Professional Development Center on ASD Updated EBP Report (2011-2013)
Reviewer, What Works Clearinghouse (2011-present)
Advisory Member – Inclusive Programs Crystal Bridges Museum of American Art (2015-2019)
NWA Transition Taskforce

SELECTED PROFESSIONAL DEVELOPMENT

Self-Directed Learning Model of Instruction (SDLM) – Train the Trainer (2019)
VoiceThread – Instructor Certification (2018)
Quality Matters – Online Course Certification (2017)
CEC Division for Research Beginning Career Workshop (peer reviewed) (2016)
University of Arkansas Teaching Camp (2016, 2017)
University of Arkansas Research Camp (2015)
ADOS Clinical Training Program (2013)
ADOS Research Reliability Training Program (2014)
Qualitative Research Summer Intensive (2013) – UNC The Odum Institute
Division TEACCH – Structured Teaching Training Level 1 and 2 (2001,2003)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

National Staff Development Council
Council for Exceptional Children

- Division on Autism and Developmental Disabilities
- Research Division
 - Member Knowledge Dissemination Committee
- Division on Career Development and Transition
 - Member Human Rights Committee
 - Member Research Committee
- Teacher Education Division
- International Society for Autism Research

Nicolette Sammarco Caldwell, Ph.D., BCBA-D

4735 W. Marble Ridge Drive- Fayetteville, AR 72704 - 479-586-0334 – nsammar@uark.edu

Current Position:

Research Associate: Clinical Services Specialist Feb 2022 - Current
University of Arkansas, Arkansas Autism Partnership

Education

Ph.D. in Special Education 2020
University of Texas at Austin, College of Education

Areas of Emphasis: Autism and Developmental Disabilities; Early Intervention
Dissertation Title: A Pilot Randomized Controlled Trial of Imitation Intervention on Generalized Imitation in Young Children with Autism Spectrum Disorder

M.Ed. in Special Education 2013
University of Texas at Austin, College of Education
Area of Emphasis: Autism and Developmental Disabilities

B.A. in Spanish 2008
University of Arkansas, Little Rock
Minor: International Studies

Certification

Board Certified Behavior Analyst - (National) 2013
Board Certified Behavior Analyst – Doctoral Level (National) 2020

Professional Experience

Clinical Services Specialist Feb 2022-Current
University of Arkansas, Arkansas Autism Partnership

Lecturer – Special Education 2019-Current
University of Arkansas, Department of Curriculum and Instruction

Internship Supervisor – Special Education 2019-2022
University of Arkansas, Department of Curriculum and Instruction

BCBA, Early Child Intervention Program 2017-2019
Austin Travis County Integral Care

BCBA 2013-2019
 Autism Spectrum Instructional Resources

Special Education Teacher and Parent Training 2009-2011
 US Peace Corps - Ecuador

Paraprofessional 2008-2009
 Holt Middle School

Graduate Research Assistantship Experience

Graduate Research Assistant 2017-2019
 Texas Center for Disability Studies
 Project: Parents and Children Setting Goals Together

Graduate Research Assistant 2016
 Project: Bluebonnet Trails Community Services

Graduate Research Assistant 2015-2016
 Project: Easter Seals Central Texas

Graduate Research Assistant 2013-2015
 Project: Austin Travis County Integral Care

Graduate Research Assistant 2012-2013
 Meadows Center for Preventing Educational Risk

University Teaching Experience

Instructor
 CIED 3023: Survey of Exceptionality 2019
 SPED 4493: Introduction to ASD 2020
 SPED 5733: Inclusive Practices for Diverse Populations (graduate) 2020
 SPED 5783: Professional and Family Partnerships (graduate) 2020
 SPED 6873: Measurement and Experimental Design (graduate) 2021-2022
 SPED 4568: Special Education Internship (7-12) 2019-2021
 SPED 4538: Special Education Internship (K-6) 2019-2021
 SPED 4583: Special Education Research 2022

Teaching Assistant
 ALD 322: Individual Differences 2016-2017
 SED 394: Practicum in SPED: Professional and Ethical Practice 2015-2016

Awards and Honors

Education Annual Fellowship	2013-2014
Long Graduate Fellowship	2013-2014

Publications

Lorah, E., Holyfield, C., Griffen, B., & **Caldwell, N.** (2022). A Systematic Review of Evidence-based Instruction for Individuals with Autism Using Mobile Augmentative and Alternative Communication Technology. *Review Journal of Autism and Developmental Disorders*. 10.1007/s40489-022-00334-6.

Gevarter, C., O'Reilly, M. F., **Sammarco, N.**, Ferguson, R., Watkins, L., Kuhn, M., & Sigafoos, J. (2018). Comparison of schematic and taxonomic speech generating devices for children with ASD. *Education and Training in Autism and Developmental Disabilities*, 53(2), 222-238.

Watkins, L., O'Reilly, M., Ledbetter-Cho, K., Lang, R., Sigafoos, J., Kuhn, M., . . . **Caldwell, N.** (2017). A meta-analysis of school-based social interaction interventions for adolescents with autism spectrum disorder. *Review Journal of Autism and Developmental Disorders*, 4(4), 277-293. doi:10.1007/s40489-017-0113-5

Gevarter, C., O'Reilly, M. F., Kuhn, M., Watkins, L., Ferguson, R., **Sammarco, N.**, Rojeski, L., Sigafoos, J. (2017). Assessing the acquisition of requesting a variety of preferred items using different SGD formats for children with autism spectrum disorder. *Assistive Technology*, 29(3), 153-160. doi: 10.1080/10400435.2016.1143411

Gevarter, C., Bryant, D. P., Bryant, B., Watkins, L., Zamora, C., & **Sammarco, N.** (2016). Mathematics interventions for individuals with autism spectrum disorder: A systematic review. *Review Journal of Autism and Developmental Disorders*, 3(3), 224-238. doi:10.1007/s40489-016-0078-9

O'Reilly, M., **Sammarco, N.**, Kuhn, M., Gevarter, C., Watkins, L., Gonzales, H., Rojeski, L., Sigafoos, J., Lancioni, G., & Lang, R. (2015) Inborn and acquired brain and physical disabilities. In H. Roane, J. Ringdahl, & T. Falcomata (Eds.), Clinical and organizational applications of applied behavior analysis. Amsterdam: Elsevier.

Gevarter, C., O'Reilly, M. F., Rojeski, L., **Sammarco, N.**, Sigafoos, J., Lancioni, G. E., & Lang, R. (2014). Comparing acquisition of AAC-based mands in three young children with autism spectrum disorder using iPad® applications with different display and design elements. *Journal of Autism and Developmental Disorders*, 44(10), 2464-2474. doi:10.1007/s10803-014-2115-9

Gevarter, C., O'Reilly, M. F., Rojeski, L., **Sammarco, N.**, Lang, R., Lancioni, G. E., & Sigafoos, J. (2013). Comparing communication systems for individuals with

developmental disabilities: A review of single-case research studies. *Research in Developmental Disabilities*, 34(12), 4415-4432. doi:10.1016/j.ridd.2013.09.017

Gevarter, C., O'Reilly, M. F., Rojeski, L., **Sammarco, N.**, Lang, R., Lancioni, G. E., & Sigafoos, J. (2013). Comparisons of intervention components within augmentative and alternative communication systems for individuals with developmental disabilities: A review of the literature. *Research in Developmental Disabilities*, 34(12), 4404-4414. doi:10.1016/j.ridd.2013.09.018

Professional Presentations and Posters

Caldwell, N. (May 2022) A Pilot RCT of Imitation Intervention on Generalized Imitation in Young Children with Autism Spectrum Disorder. Symposium at Association for Behavior Analysis International 48th Annual Conference, Boston, MA.

Kuhn, M., & **Caldwell, N.** (May 2022) An Evaluation of Preference of Delays to Reinforcement on Choice Responding: A Translational Study. Symposium at Association for Behavior Analysis International 48th Annual Conference, Boston, MA.

Caldwell, N., Albaran, S., Crank, J., Canihuante, M., Sandbank, M.S. (February 2019) A Pilot Randomized Controlled Trial of Imitation Intervention on Generalized Imitation in Young Children with Autism. Poster presented at Conference on Research Innovations in Early Intervention, San Diego, CA.

Sammarco-Caldwell, N., O'Reilly, M., Kuhn, M., & Watkins, L. (January 2017) A Review of Interventions to Teach Motor Imitation in Children With Autism Spectrum Disorder. Poster presented at Association for Behavior Analysis 11th Annual Autism Conference, San Juan, Puerto Rico.

Kuhn, M., O'Reilly, M., Watkins, L., **Sammarco-Caldwell, N.**, & Ledbetter-Cho, K. (January 2017) A Review of Interventions for Increasing Parallel, Associative, and Cooperative Play in Young Children with Autism Spectrum Disorder Poster presented at Association for Behavior Analysis 11th Annual Autism Conference, San Juan, Puerto Rico

Gonzales, H., O'Reilly, M.F., Lang, R., Hoffman, K., Falcomata, T., Flower, A., **Sammarco-Caldwell, N.**, & Hodges, A. (May 2016) Evaluation of Pre-Session and Within-Session Choice Opportunities in Preference Assessment Variations. Symposium at Association for Behavior Analysis International 42nd Annual Conference, Chicago, IL.

Gevarter, C., O'Reilly, M.F., **Sammarco, N.**, Ferguson, R., Kuhn, M., Watkins, L., Rojeski,L., & Gonzales, H. (May 2015). A comparison of schematic and taxonomic iPad® AAC systems for teaching multistep navigational AAC requests to children with

ASD. Symposium at Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX.

Watkins, L., O'Reilly, M., Kuhn, M., **Sammarco, N.**, Gevarter, C., Gonzales, H., & Rojeski, L. (May 2015). Social interaction interventions for adolescents with autism spectrum disorder: A meta-analysis of single case research studies. Paper presented at Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX.

Gevarter, C., O'Reilly, M.F., Watkins, L., Kuhn, M., Ferguson, R., **Sammarco, N.**, Gonzales, H., Rojeski,L. (May 2015). Teaching discriminated requests to individuals with autism spectrum disorder using different iPad® AAC displays. Poster presented to the Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX.

Gevarter, C., O'Reilly, M.F., Rojeski, L., Watkins, L., Kuhn, M., Gonzales, H., & **Sammarco, N.** (July, 2014). Teaching discriminated requests to an individual with autism spectrum disorder using grid, scene, and hybrid displays on an iPad AAC application. Poster presented at International Society for Augmentative and Alternative Communication 16th Biennial Conference, Lisbon, Portugal.

Gevarter, C., Rojeski, L., **Sammarco, N.**, Sigafoos, J., Lancioni, G., & Lang, R. (May 2014) Comparing Acquisition of Mands in Children with Autism Using iPads with Scene-based, Grid-based, or Hybrid Displays. Symposium at Association for Behavior Analysis International 40th Annual Conference, Chicago, IL.

Rojeski, L., O'Reilly, M.F., Gevarter, C., Gonzales, H., **Sammarco, N.**, Kuhn, M., Watkins, L., & Kajian, M. (May 2014). Mand Training Satiation Procedures to Reduce Challenging Behavior in Instructional Environments for Children with ASD. Symposium at Association for Behavior Analysis International 40th Annual Conference, Chicago, IL.

Gevarter, C., O'Reilly, M., Rojeski, L., **Sammarco, N.**, Lang, R., Lancioni, G., & Sigafoos, J. (May 2014) Comparing Communication Systems for Individuals With Developmental Disabilities: A Review of Single-Case Research Studies. Poster presented at Association for Behavior Analysis International 40th Annual Conference, Chicago, IL.

Rojeski, L., O'Reilly, M.F., Gevarter, C., **Sammarco, N.**, Gonzales, H., Longino, D., Davitt, C., & Lesser, M. (May 2014) Assessment of Challenging Behavior Maintained by Access to iPads for Children With Autism Spectrum Disorder. Poster presented at Association for Behavior Analysis International 40th Annual Conference, Chicago, IL.

Watkins, L., Kuhn, M., Gevarter, C., Gonzales, H., Longino, D., Rojeski, L., **Sammarco, N.**, & O'Reilly, M.F.(May 2014) Social Interaction Interventions for Individuals with Autism: A Review of the Literature.. Poster presented at Association for Behavior Analysis International 40th Annual Conference, Chicago, IL.

Service: Article Reviews

Journal of Developmental and Physical Disabilities 2015-2016

Professional Affiliations

Association for Applied Behavioral Analysis International

Arkansas Association of Behavior Analysis

Regional Representative

2020-2022

Vice President & Secretary

2022-current

Arkansas Council for Exceptional Children

Arkansas Division on Autism and Developmental Disabilities

Secretary/Treasurer

2020-2022

President

2022- Current

Trainings

TIPS for Teaching with Technology Workshop Fall 2019

Topic: Increasing Student Engagement: Using Video and Video Discussions on Assignments

Accessibility and Equity in the Classroom Fall 2019

Topic: “Introducing Ally: Designing Your Courses for All Learners”

Remote Teaching Workshop Spring 2020

Topic: Day 1 – Planning. Day 2 – Strategies

Non-Tenure Track Faculty Presentation Fall 2020

Topic: Documenting Teaching Effectiveness

Non-Tenure Track Faculty Event Spring 2021

Topic: Promotion Tips and Guidance for Non-Tenure Track Faculty: Voices of Experience

Better Online Learning Together Conference (BOLT) Fall 2021

Topic: Online Instruction

Winter Teaching Symposium Spring 2022

Topic: Engaging Students in Becoming Self-Regulated Learners

KAREN K. LANGE

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275 S. Rolling Woods Way
Fayetteville, AR 72704

EDUCATION

Current Ph.D. Student	Expected graduation 2024
University of Arkansas, College of Education and Health Professionals Curriculum and Instruction, Special Education Leaders for Transition Scholar Dissertation: In development	
ED.S. Arkansas State University, Educational Leadership Education Specialist in Leadership, Special Education	August, 2016
MS Arkansas State University Masters Special Education, Early Intervention and Early Childhood focus Advisor: Dr. Carol Greenwald	August, 1995
BS Lyon College Bachelor of Arts, Education Graduated Summa Cum Laude Advisor: Dr. Deborah Scott and Dr. George Wheeler	May 1993

HONORS AND AWARDS

Arkansas Hands and Voices	October 2018
2018 Recipient of the Nan Ellen East Family Spirit of Advocacy Award	
Education Book Award, Lyon College	May 1993
One education major is awarded this award	
Student Research Grant	2021
A University research grant through the Graduate School and International Education Graduate School Fellowship Fund Committee to support student research	

TEACHING EXPERIENCE

University of Arkansas , Fayetteville, AR Graduate Assistant , Curriculum and Instruction	August 2020 to Dec 2020
• Survey of Exceptionalities, Fall 2020, online • Survey of Exceptionalities, Fall 2021, online	

- Survey of Exceptionalities, Spring 2022, online
 - Special Education Internship (K-6) – supervising student interns in SPED

Northcentral Arkansas Education Service Center

October 1993 to June 2003

- Early Childhood Special Education Teacher
 - Early Childhood Evaluation Specialist

Arkansas School for the Deaf

June 2003 to July 2020

- Parent advisor working with families of young children with children diagnosed as deaf or hard of hearing
 - Preschool and school consultant for children and students who are deaf or hard of hearing
 - Early Interventionist and Service coordinator
 - Statewide Support Services Director

INVITED LECTURES

Guest Lecturer

Early intervention and Early Childhood Special Education, national and state resources
Class: , Fall 2021

Professor: Dr. Renee Speight
Date: December 6, 2021

Guest Lecturer

Early intervention and Early Childhood Special Education, national and state resources
Class: Doctoral Seminar, Fall 2020

Professor: Dr. Shaefer-Whitby
Date: September 16, 2020

Early Intervention Services: Providing therapeutic services in natural environments
Class: Early Intervention for Speech Language Pathologists

Assistant Professor: Dr. Lisa Bowers
Date: August 11, 2020

Early Intervention Services: Providing therapeutic services in natural environments
Class: Early Intervention for Speech Language Pathologists

Assistant Professor: Dr. Lisa Bowers
Date: August 17, 2022

PUBLICATIONS

Books/Book Chapters

Lange, K., Blair, A., and Whitby-Schaefer, P. (2022). Using Family Centered Practices to Increase Language Access for Multilingual Deaf or Hard of Hearing Young Children. In

Musyoka, M. and Adeoye, S. (Eds.) (2022), *Deaf Education and Challenges for Bilingual/Multilingual Students*, ISBN 13: 9781799881810

RESEARCH

Lange, K. (in process). Interventions for deaf students with autism spectrum disorder: A literature review.

Lange, K. and Whitby-Schaefer, P. (in process). Exploring the use of evidence based and family centered practices across the intersectionality of deafness, autism spectrum disorder, and multilingualism in an early childhood setting: A case study

PRESENTATIONS

Lange, K. and Lambert, A. (2022). *Empowering Families with the DEC Recommended Practices for Young children*. Arkansas Famous Family Bistro 2022. Date of presentation: April 8, 2022

Lange, K. Miguel, T. and Foard-Shaw, E. (2022). *Recommended practices for supporting practitioners and families: Promoting young children's development*. 2022 National Early Hearing Detection and Intervention Conference, 03/13/22 – 03/15/22. Date of Presentation: March 15, 2022

Lange, K. and Shaefer-Whitby, P. (2021). *Exploring the use of family centered practices across the intersectionality of deafness, autism spectrum disorder and multilingualism in the early childhood setting*. Conference: 2021 International Division of Early Childhood Conference, Date: September 21, 2021

Lange, K. and Lambert, A. (2021). *Connecting with the DEC Recommended Practices and the Practice Improvement Tools*
Conference: 2021 Head Start Association – Virtual Conference
Organization: Arkansas Head Start Collaboration Office
Date of presentation: September 1, 2021

Lange, K & Lambert, A. (2021) *Supporting Inclusion in AR with the DEC Recommended Practices and Associated ECTA Resources*
Organization: Arkansas AR PIT Crew
Co presented with Alesa Lambert
Date of Presentation: September 2, 2021

Cobb, G., Jay, M., Lange, K., Scott, K. and Vanover, T., (2021) *Hearing – From Detection to Quality Intervention*
Conference: 2021 Head Start Association – Virtual Conference
Co presenters: Dr. Gretchen Cobb, Mandy Jay, Karen Lange, Kim Scott and Dr. Tammy Vanover

Organization: Arkansas Head Start Virtual conference
Date of presentation: September 1, 2021

Lange, K. (2021) *Division of Early Childhood Recommended Practices*
Organization: State Interagency Coordinating Council
Date of presentation: September 16, 2021

Lange, K. and Oswalt, A. (2021). *LEND Service Project: Updating Autism Resources*
Karen Lange, Ed.S. and Amilia Oswalt, Ed.S.
Date of Presentation: April 23, 2021

Lange, K. (2021). *LEND Research Poster Presentation: Exploring the Use of Evidence Based/Family Centered Practices Across the Intersectionality of Deafness and Autism Spectrum Disorder and Multilingualism in the Early Childhood Setting*
Date of Remote Presentation: Available April 20, 2021 – May 1, 2021

PROFESSIONAL AFFILIATIONS

Arkansas State Interagency Coordinating Council, current moderator to the Governor appointed council to advise and assist the State IDEA Part C, Early Intervention, program.

LEND Fellow – August 2020 – May 2021
AR/MS Leaders in Education for Neurodevelopmental Disabilities (LEND)

Division of Early Childhood (DEC) and Early Childhood Technical Assistance Center (ECTA)
aRPy Ambassador for the promotion and implementation of the 2014 DEC Recommended Practices for young children with disabilities or who are at risk for developmental delays

Council of Exceptional Children, 2016-Present
Member and Arkansas Representative to the 2020 Representative Assembly

Division of Early Childhood of the Council of Exceptional Children, 2016-Present
aRPy Ambassador

Ar Chapter of Council of Exceptional Children
Current Board member, AR Representative to the CEC Assembly- 2020

AR Hands and Voices
Past Executive Board members, Secretary

PROFESSIONAL PUBLICATION SERVICE

Peer Reviewer

- Challenges and Opportunities with Deaf Multilingual Learners in Musyoka, M. & Adeoye, S. (in press, projected release date October, 2021). *Deaf Education and Challenges for Bilingual/Multilingual Students*.

PROFESSIONAL/COMMUNITY SERVICE

Division of Developmental Disabilities of the Council for Exceptional Children, guest review for the DADD Online Journal Clearwater 2022 Issue

May 16, 2022 – submitted reviews for two submissions

2022 NTACT:C Capacity Building Virtual Institute (CBVI) – Facilitator for state team

May 3 – 5, 2022

Division of Early Childhood of the Council for Exceptional Children

Personnel Preparation Committee

July 1, 2021 – current

AR LEND Trainee

Leaders in Education for Neurodevelopmental Disabilities

August 2020 – May 2021

OSEP Early Childhood Technical Assistance Center and Division of Early Childhood of the Council for Exceptional Children (DEC)

aRPy Ambassador – for the promotion DEC Recommended Practices

Arkansas Ambassador

Fall, 2019 - current

State Interagency Coordinating Council

Appointed by the Governor

Moderator through December, 2021

SICC – Sub-committee on Child Find

Chair, January 2020 – December 2020

Member, planning team, assistant chair, January 2021 – current

AR Preschool Inclusion Team

Collaborative team lead by First Connections and AR Department of Education, Early Childhood Special Education

Member, April 2020 – current

AR Council for Exceptional Children Board

State Representative to the National CEC

Spring, 2019 – 2020

Henderson State University Developmental Therapy Program, advisory community

Annual meeting to support and advise on the developmental therapy degree program

AR Supreme Court – Unauthorized Practice of Law Committee

Non-lawyer member, Little Rock, Arkansas

First Presbyterian Church, Batesville, AR

- Ordained Elder, not currently active on the Session
- Deacon, not currently active on the Diaconate
- Serves as liturgist periodically

Arkansas Presbytery, PCUSA

- Youth Advisory Council – previous served on this council for several years
- Served as adult counselor on several youth trips, led youthquake planning teams, and participated and led several mission trips with young people in grades 7 – 12.

NATIONAL CONFERENCES ATTENDED

2022 Division of
LANGUAGES

English: Native Language

American Sign Language: Sign Language Communication Proficiency Inventory (SCPI)
Level: Advanced Level reached Spring 2020.

LICENSES AND CERTIFICATES

AR Department of Education Teaching License in the areas as follows

Special Education Administration - Supervision
Early Childhood Special Education
Elementary Education
Reading Endorsement
Middle School Social Studies
Service Coordinator, DDS/DHS

AR Department of Developmental Disabilities (Department of Human Services), Children's Services – First Connections Early Intervention Services

DHS/DDS Service Coordinator
Developmental therapist (Early Intervention Specialist)
Early Intervention Evaluation Specialist

CERTIFICATIONS

Collaborative Institutional Training Initiative (CITI Program):

- Certified
 - o **Applications:** skill 1, skill 2, skill 3, skill 4
 - o **Platforms:** skill 1, skill 2, skill 3, skill 4

OTHER

Interests include:

- Impacts pets have on grief, anxiety and how having pets can promote independence and improve quality of life
- Learning musical instruments
- Cooking and baking
- Outdoor activities that include hiking, cycling, kayaking
- Pottery and quilt making

US Citizen