E. Impact on Teaching and Community Service

We have supported and supervised master's and Ph.D. students' research.

*Example:* 231 graduate students have received advanced degrees (114 doctoral, 117 master's), and more than 2,000 regular and special education teachers have conducted research and/or completed aspects of their professional training at the Project. 23 graduate students are currently in training at the Project.

*Example:* (Selected Doctoral Dissertations)

Abbott, M. (2000). *The effects of traditional versus extended word study spelling instruction on student achievement, and transfer to orthographic knowledge.* Department of Instructional Leadership, University of Kansas.


**Example**: A number of our graduate students have been international students from Australia, Brazil, Canada, Columbia, England, Greece, Iceland, Israel, Mexico, New Zealand, Panama, and Puerto Rico.

**We have supported and supervised Post-Doctoral training experiences in research.**

**Example**: 52 post-doctoral students have received experiences of one year or more at Juniper Gardens engaged in designing, proposing, and conducting research.

**We have contributed to the special education research editorial process.**

**Example**: Currently all 12 Ph.D. staff at Juniper Gardens serve on one or more scholarly journals as field readers and associate editors (See Faculty Listing)

**Example**: (Selected Journals Served by Staff)

American Journal of Mental Retardation  
Child Development  
Education and Treatment of Children  
Exceptional Children  
Focus on Autistic Behavior  
Journal of Applied Behavior Analysis  
Journal of Behavioral Education  
Journal of Early Intervention  
Journal of Educational Psychology  
Journal of Positive Behavioral Intervention  
Journal of Learning Disabilities  
Journal of Special Education  
Journal of Early Intervention  
Journal of Emotional and Behavior Disorders  
Learning Disabilities Research and Practice  
Multiple Voices  
School Psychology Review  
School Psychology Quarterly  
TEACHING Exceptional Children  
Topics in Early Childhood Special Education

**Example**: J. J. Carta is the Editor, of *Topics in Early Childhood Special Education*.

**Example**: C. Utley is the Editor, of *Multiple Voices*, the Journal of CEC’s Division of DDEL.

**Example**: Greenwood, Carta, Arreaga-Mayer, Utley, and Walker regularly serve on planning and proposal review groups of the Office of Special Education Programs, US Department of Education.

**Example**: Greenwood serves on proposal review groups for the Institute for Educational Science, US Department of Education, and the National Institute for Child Health and Human Development.
**Example:** Dr. Arreaga-Mayer served as a consultant to OSEP in developing a strategic research agenda for Part E of IDEA - Sections 641-643 in 1994.

The research has improved the lives of people in the local community.

**Example:** As a result of the work over the past 40 years,

- more than 42,533 persons have been affected through direct and indirect participation in the research conducted and the training provided.

- In terms of intervention impact, more than 8,643 have been directly affected, with more than 26,877 benefiting indirectly because they were part of a classroom whose teacher was trained or a family whose parents were trained or a clinic whose staff was trained.

- Others have been trained to conduct aspects of intervention including more than 6,848 parents and 165 community persons who served as clerical staff or as data collection assistants and who went on to higher paying jobs.