

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.

Baggett, Kathleen. (2000). *Parent responsiveness and infant engagement during play: An ecobehavioral approach to the assessment of parent-infant interaction*. Doctoral Dissertation, Department of Human Development and Family Life, University of Kansas.

Duvall, S. (1992). *Home-school programs for improving student performance at home*. Doctoral Dissertation, Department of Human Development and Family Life, University of Kansas.

Kohler, F. (1986). *Classwide peer tutoring examining natural contingencies of peer reinforcement*. Doctoral Dissertation, Department of Human Development and Family Life, University of Kansas.

Mausbach, A. (2001). *Vital indicators of teacher-directed academic learning (VITAL)*. Doctoral Dissertation, Department of Human Development and Family Life, University of Kansas.

Mortweet, S. (1994). *The social and academic effects of ClassWide Peer Tutoring*. Doctoral Dissertation, Department of Human Development and Family Life, University of Kansas.

Otis, A. (1984). *The evaluation of the effects of four reading instructional procedures on the achievement of hearing-impaired children*. Doctoral Dissertation, Department of Human Development and Family Life, University of Kansas.

Peterson, P. (2001). *The effects of training parents of children prenatally exposed to drugs naturalistic language teaching procedures*. Doctoral Dissertation, Department of Human Development and Family Life, University of Kansas.

Rotholz, D. (1984). *A functional analysis and comparison of individual and group instructional formats: Development of an efficient teaching model for autistic children in special education programs*. Doctoral Dissertation, Department of Human Development and Family Life, University of Kansas.

Robinson, S. L. W. (1987). *An ecobehavioral analysis of preschool environments for developmentally delayed preschoolers*. Doctoral Dissertation, Department of Special Education, University of Kansas.

Sasso, G. M. (1983). *The effects of multiple procedures on the behaviors and attitudes of nonhandicapped students toward their severely emotionally disturbed peers*. Doctoral Dissertation, Department of Special Education, University of Kansas.

Sideridis, G. D. (1994). *Classwide peer tutoring: Effects on the spelling performance and social interactions of students with mild disabilities and their typical peers in an integrated instructional setting*. Doctoral Dissertation, Department of Human Development and Family Life, University of Kansas.

Thomas, D. (1994). *ClassWide Peer Tutoring: Comparison of teacher adapted and standard peer tutoring*. Doctoral Dissertation, Department of Human Development and Family Life, University of Kansas.

Whorton, D. (1983) *The effects of vocational training on work production rates, attention to task, worker rating evaluations, and enthusiasm scale scores for autistic and autistic-like adolescents*. Doctoral Dissertation, Department of Special Education, University of Kansas.

Walker, D. (1988). *A comparison of one-to-one and group teaching methods across classrooms serving students with autism and other developmental disabilities*. Doctoral Dissertation, Department of Human Development and Family Life, 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.