

College of Education and Health Sciences

November 2017 – Updated May 2018

In Spring 2017, the Health Sciences Strategy Task Force (HSSTF) was formed to contribute to a comprehensive strategy for growth and development of health sciences research, education, and engagement at the University of Illinois. Chancellor Jones and Interim Provost Wilkin charged this committee to explicitly address a number of questions about opportunities and challenges related to how the university can impact health through research, teaching, and outreach in the health sciences. As part of developing a draft document, the HSSTF identified five impact areas representing significant expertise across campus. Understanding that the Task Force is working to develop and shape a comprehensive strategy for the Campus, the present White Paper provides an overview of how the College of Education can contribute to this strategy. In Section I we provide an overview of areas of expertise in the college related to education and the health sciences. In Section II we describe how this expertise can contribute to the high impact areas identified by the HSSTF, especially by suggesting themes at the intersection of education and health that cut across impact areas. Also included are College faculty responses to the key questions posed by the Chancellor and Provost (Appendix A) and a list of faculty grants and publications related to health sciences (Appendix B).

I. College of Education Resources Related to Health Sciences

A. Research

Education and health are intimately related. Indeed, educational status is a significant predictor of health outcomes across the lifespan. The health benefits of education are seen at the individual level, the community level, and in the larger social and cultural context. At the individual level, education provides pathways to better health by imparting health literacy strategies for learning about wellness and the self-management of illness, and, more generally, provides resilience that supports cognitive health. At the community and social levels, education provides a broad range of social resources for community health that can promote equity in health outcomes. Health in turn shapes education. Early childhood health has enormous impact on educational outcomes. Student health at any age impacts educational attainment, and, thus, trajectory of success in later life. The College of Education has depth of scholarship on these issues. Our expertise ranges from the science of learning that informs effective and accessible education and training for health care professionals, care providers, and patients, to equity in and accessibility of educational opportunity, which is associated with health-related disparities. This section of the White Paper lists a broad set of ongoing research activities in the College that are relevant to individual, community and societal health. As described in Section II, these activities in turn suggest themes at the intersection of education and health that cut across the impact areas identified by the HSSTF: Technology for Health, Educating for Health, and Health Disparities.

1. **The science of learning and instruction as it pertains to medical education, patient education (e.g., health literacy and health self-management), and public health and community outreach:**
 - a. Formal/classroom learning (e.g., STEM education; training health professionals for home visits);
 - b. Informal learning (e.g., museums, doctor-patient communication);
 - c. Digital learning (e.g., simulation design; immersive environments; supporting interdisciplinary collaborative learning; game-based learning; motivation and engagement; psychology of multimedia learning, including expertise in using visualizations).
2. **Lifespan development and health**
 - a. Child and adolescent development:

- i. Learning and individuals with disabilities (e.g., assessment, treatment, relation to family and social context, etc.);
 - ii. Socio-emotional learning (e.g., health-related behaviors, academic achievement motivation/"non-cognitive" skills, self-control and self-regulation, emotional literacy);
 - iii. The influence of school environments on children's health and learning;
 - iv. Adverse childhood experiences (ACEs) and the impact on educational opportunities;
 - v. Influence of family context on development and health.
- b. Aging and lifelong learning:
 - i. Increasingly aged population of medical professionals with needs for education to maintain competence;
 - ii. Increasingly aged patient populations:
 1. Education and literacy as pathways to cognitive resilience and resistance to age-related pathologies;
 2. Age-related vulnerabilities related to health literacy;
 3. Education for effective self-care;
 4. Adult lifespan development, self-regulation, and thriving;
 5. Aging and disability.

3. Health communication

- a. Aging and communication, adult literacy;
- b. Children with special needs/disabilities and their families;
- c. Second language communication; cross-cultural differences in understanding health-related challenges;
- d. Sharing information in strength- and resiliency-based formats;
- e. Communication in cultural contexts;
- f. Technology and communication (e.g., apps, web-based support, telehealth, patient portals, avatars and intelligent agents, multimedia, augmentative and alternative communication);
- g. Pathways for including health topics in teacher training, principal training, teacher development, etc. through College licensure and professional development programs;
- h. Children as "cultural and language brokers" for non- or limited English-speaking family members seeking medical attention;
- i. Peer support and family service navigators to increase access to health services.

4. Mental health (e.g., APA-accredited Counseling Psychology program; planned MS in Mental Health)

- a. Self-Care: Understanding self-care for education and medical professionals who work with children and families who have adverse childhood experiences (ACEs).

5. Equity in social resource allocation (e.g., contribution of education to health disparities)

6. Data analysis, measurement of outcomes, research methods

- a. Measuring and evaluating learning outcomes (relevant to medical education):
 - i. Learning analytics (eye tracking, think-aloud protocols, cognitive interviewing, log file capture, video data capture, and other research methods that capture effective processes used during learning of individuals and groups/teams of many sizes in digital and traditional environments);
 - ii. Adaptive testing (leveraging analytics to adapt to learner behavior in real-time);
- b. Data mining (relevance to extracting information from electronic patient records for evaluating treatments, etc., potential for crossovers between electronic health records and school records);

- c. Evaluation of programs (e.g., education, health services, community outreach);
- d. Quantitative research methods (e.g., longitudinal data analysis, measurement design and evaluation, big data, non-parametric statistics, transition analyses, mixed methods research, randomized control trials);
- e. Qualitative methods: Understanding the needs/experiences of children/families who navigate health/educational systems.

B. Relevant Structural Investments

1. **IDEALL** (A state of the art teaching laboratory with high definition cameras, microphones, recording, eye tracking, etc. for studying complex and collaborative learning).
2. **O'Leary Learning Science Center** (Collaborative research facility focused on STEM learning in formal and informal environments -- space being renovated for Fall 2019).

II. Synergies between the College of Education and Impact Areas Identified by the HSSTF

We see immediate synergies between the College of Education and the impact areas identified by the HSSTF, as described below. In addition, we see the potential for the College to contribute to three broad themes that cut across all impact areas. (1) **Technology for Health:** The College can take the lead in providing innovative and research-based methods in the use of technology to promote effective learning by clinicians (e.g., problem-based learning; collaborative learning across disciplines) and by patients (embedding learning and education in delivery of health services via portals, kiosks, etc.). (2) **Educating for Health:** An understanding of the science of education is needed to infuse theories, findings, and methods of learning and instruction into every aspect of health care. (3) **Educational and Health Disparities.** Our College can also significantly contribute to better understanding how health-related disparities reflect differences in access to effective education, and thus the literacy abilities needed for lifelong learning for health.

1. Brain: Molecules to Behavior to the Community (includes Behavioral and Mental Health)

It is well known that education has profound, pervasive impact on brain structure and function. Theoretical and empirical work in the College of Education seeks to understand how learning interacts with plasticity, and to leverage these insights to optimize instruction and learning experiences across the lifespan.

2. Cancer Advancements and Innovations Through Engineering Solutions and Comparative Oncology Approaches

The College of Education's expertise in learning and instruction in multiple modalities (traditional classroom; digital environments, gaming and informal settings) has implications for improving education of clinicians (medical school curriculum; recurrent training) related to advances in diagnosis and treatment of cancer.

This expertise in learning and instruction can also be leveraged to improve clinician communication with and education of cancer patients.

3. Maternal and Child Health: Targeting the First 1,000 Days to Ensure a Healthy Future

Directly relevant to this impact area is College expertise in understanding the impact of cognitive and socio-emotional development and family/community environments on the capacity for learning and preparedness for educational achievement. College expertise also relates to understanding how adverse childhood experiences (ACEs; i.e. maltreatment, trauma, toxic stress) impact family/school/community contexts. Expertise in child development and family role can be leveraged to improve clinicians' and health providers' understanding of family-child resources and needs and providing the needed support. This includes interventions that target underserved populations (e.g., low-resourced families of children with disabilities) to increase access to and receipt of health services for children and families.

Contributors

Department of Educational Psychology: Jennifer Cromley, Chris Napolitano, Dan Morrow, Chris Napolitano, Liz Stine-Morrow

Department of Curriculum & Instruction: Robb Lindgren

Department of Special Education: Sarah Ballard, Elizabeth Biggs, Meghan Burke, Catherine Corr, Hedda Meadan-Kaplansky

Department of Educational Policy, Organization & Leadership: Liv Dávila

Early Childhood and Parenting Collaborative: Dawn Thomas

Bureau of Educational Research: Gabrielle Allen, Beth Niswander

APPENDIX A: College of Education Responses to Chancellor/Provost Questions to the HSSTF

In Spring 2017, the Health Sciences Strategy Task Force (HSSTF) was formed to contribute to a comprehensive strategy for growth and development of health sciences research, education, and engagement at the University of Illinois. Chancellor Jones and Interim Provost Wilkin charged this committee to explicitly address five questions.

- In what areas does Illinois have the greatest opportunity to positively impact state, national and global health through research, education and engagement?
- What opportunities and challenges do we face in health-related research and education over the next five to ten years?
- What specific actions would be most effective in realizing our potential in health education, research and engagement? What new investments would be necessary to implement those actions? Please distinguish short (24 months), medium (3-5 years), and long-term horizons (5-10 years) for the actions.
- How can we better leverage our research strengths to enhance the university's educational mission in health-related fields?
- The area of health presents many opportunities for community engagement. How best can we engage our local community through the health sciences?

Understanding that the Task Force is working to develop and shape a comprehensive strategy for the Campus, we offer the following recommendations.

1. In what areas does Illinois have the greatest opportunity to positively impact state, national and global health through research, education and engagement?

College of Education Recommendations:

- Create synergies between the medical science expertise and social science expertise (e.g., health education, community organizing, persuasive text, serious educational games on health topics, the design of educational simulations) at Illinois to communicate with the public about actively engaging in prevention (e.g., exercise, diet, reducing risky behaviors) and actively engaging in treatment (e.g., medication adherence). Especially for those in the first three decades of life, opportunities for engagement abound through leveraging the University's deep connections to schools and mentoring programs, connections with diverse communities in Champaign-Urbana and surrounding communities.

2. What opportunities and challenges do we face in health-related research and education over the next five to ten years?

College of Education Recommendations:

- Communicating health-related research in ways that are comprehensible to the public.
- Framing health-related messages effectively, based on research in social persuasion.
- Decreasing health disparities among our most vulnerable is a clear challenge, and should be perceived as an opportunity for the University to take leadership. Increasing accessibility to health-related research findings and recommendation and translating research findings to activities/actions different audiences can use and implement.

3. What specific actions would be most effective in realizing our potential in health education, research and engagement? What new investments would be necessary to implement those actions? Please distinguish short (24 months), medium (3-5 years), and long-term horizons (5-10 years) for the actions.

College of Education Recommendations:

Short term:

- Have a half-day meeting to introduce social and medical scientists who are interested in collaborating. Create small funding opportunities (along the lines of one graduate research assistant for one academic year) to fund social + medical team research projects.
- Host introduction seminars based on mutual interests (i.e. maternal and child health, individuals with disabilities, innovative approaches to health/education etc.) for researchers to get to know the faculty/projects across colleges.

Medium-term:

- Partner with Applied Health Sciences to expand undergraduate and graduate course offerings in education and health, including research methodology (e.g., qualitative methods in health research).
- The development of a Learning Education Specialist (LES) degree in education and health may also promote our potential to have a greater impact on health education as well as engagement in the community through field work. Collaborating with Applied Health Sciences and UIC, Chicago's School Nursing Program on the goals and potential applications of an LES degree in education and health would help to ensure that the program addresses areas of need appropriate for non-medical personnel in education and related settings.

Longer-term:

- Create an "Illinois system" where the University develops cohorts of researchers (at the undergraduate to tenured faculty levels) to engage in collaborative interdisciplinary health sciences research.
- Provide a focus on undergraduate health as it relates to education achievement and outcomes.
- Support collaboration for submitting grant proposals across disciplines.
- Make a concerted effort to address the connections between health and education in class objectives, goals, and/or activities. Ensuring that students begin to think about the connection being ongoing, consistent, and a part of all we do should enhance any of the short- to medium-term activities or objectives.

4. How can we better leverage our research strengths to enhance the university's educational mission in health-related fields?

College of Education Recommendations:

- Emphasize how responsive and supportive educational environments (i.e. home visiting, preschool, elementary, high school) can mediate adverse childhood experiences.
- Commit to preparing the next generation of educators who are keenly aware of these impacts and are confident in supporting individuals who have adverse childhood experiences (ACEs).
- Establish a network of researchers invested in working together to examine how the intersection of race, culture, language, poverty, and disability influences access to health care and care coordination, school attendance, educational achievement, and post-school outcomes.
- Share expertise in the design of digital interfaces that educate, persuade, and respond to human activity and emotion in meaningful ways

5. The area of health presents many opportunities for community engagement. How best can we engage our local community through the health sciences?

College of Education Recommendations:

- Study and draw on models of peer education/community organizing. There are local examples of peer health educators (e.g., within churches, community organizations, adult education centers, around HIV/AIDS, high blood pressure, breastfeeding/women's health, etc.).
- Focus on the ways to strengthen current collaborations between the College of Education and the community (i.e. The Autism program, Crisis Nursery, Urbana Early Childhood, Child Care Resource and Referral, Parent Training and Information Centers, Developmental Services Center etc.) by including health related components (i.e. access to services, etc.).
- Leverage existing partnerships that the University and College have developed, especially with regards to youth development programs (e.g., 4H, Student Opportunities for Afterschool Resources (SOAR)). Re-invent as few wheels as possible, and energize active volunteers to be agentic vectors of health promotion, in addition to their current roles as coaches, mentors, and advisors.
- Develop an internship program with Illinois companies and organizations to place students in the community working on projects with societal impact.
- Partner with local law-enforcement and provide education and training on populations who exhibit risk factors for arrest and subsequent incarceration or psychiatric hospitalization (e.g., individuals with autism and co-existing mental health conditions). Collaborate with The Autism Program at the University of Illinois Urbana-Champaign to provide education and training to families and individuals with autism on community safety and how to interact with law-enforcement. Establish networks of support in the community, to ensure community members provide accommodations and have basic strategies to de-escalate or provide support to individuals with disabilities experiencing a health-related event in the community.

APPENDIX B: College of Education Faculty Contributions

A) SELECTED GRANTS

Meghan Burke:

- **NIH/NIMH.** R34 MH104428. 2014-2017. Meghan Burke (Subaward PI), Julie Lounds Taylor, Vanderbilt University (PI). Adopting a parent advocacy program to improve transition for youth with autism.
- **American Educational Research Association.** 2014-2015. Meghan Burke (PI) . Examining the Effectiveness of a Parent Leadership Support Training (PLST) in Special Education.
- **HRSA/Maternal and Child Health Bureau.** T73MC11047. 2016-2021. Meghan Burke (Key Personnel). Kruti Acharya, UIC (PI). Illinois Leadership Education in Neurodevelopmental Disabilities.
- **Organization for Autism Research.** 2015-2016. Meghan Burke (PI). Examining the Effectiveness of a Latino Parent Leadership Support Project.
- **Sibling Leadership Network.** 2014-2015. Meghan Burke (PI). Supporting Siblings Engaging People with Disabilities and their Brothers and Sisters.
- **Office of Special Education Programs, U.S. Dept of Education.** H325D150036. 2016-2020. Hedda Meadan, (PI), Amy Santos and Meghan Burke (Co-PIs). Project Family IMPACT.

Jennifer Cromley:

- **NSF/EHR.** #1661231, 2017-2019. Jennifer G. Cromley (PI). Literature Review to Support an Integrated Theory of Multimedia Comprehension: An ECR Synthesis Proposal in STEM learning & environments (Goal: Collect evidence from published research to support a new theory of learning from multimedia, including text-and-diagrams, animation, computer-based haptics, serious educational games, and VR).
- **NSF/EHR.** #1560724, 2013-2018. Jennifer G. Cromley (PI). Sketching and Self-Explanation for Diagram Comprehension in Math and Science: A Medium-Sized Empirical Research Proposal to REESE (Goal: Understand the relative effects of drawing-to-learn and self-explaining to learn; understand the mechanisms behind effects by analyzing sketches and verbalizations).

Liv Dávila:

- **The Spencer Foundation.** 2016-2018. Liv Dávila (PI). An Examination of African High School English Learners' Negotiation of New Language Learning and Academic Opportunity.
- **Campus Research Board.** Submitted, Oct. 2017. Liv Dávila (PI). Family and Community Dynamics and the Experiences of Congolese Immigrant and Refugee Youth in School.

Rebecca Ginsburg:

- **The Andrew W. Mellon Foundation.** 2018-2020. Rebecca Ginsburg (PI). Education Justice Project (EJP). (Goal: To enhance our academic programs at Danville Correctional Center, support the temporary expansion to a women's prison, strengthen post-release services for our incarcerated students, support development of a statewide prison higher education system, and develop evaluation processes. We expect the results of this investment to include extraordinary outcomes for EJP students, profound and lasting generational impacts, enhanced public safety, and the attraction of more major funding.)
- **Laughing Gull Foundation.** 2016-2018. Rebecca Ginsburg (PI). Education Justice Project (EJP).
- **National Endowment for the Humanities.** 2012-2014. Rebecca Ginsburg (PI). Education Justice Project (EJP).
- **Ford Foundation.** 2014. Rebecca Ginsburg (PI). Higher Education in Prison.
- **Albert & Anne Mansfield Foundation.** 2016. Rebecca Ginsburg (PI). Education Justice Project (EJP).

Hedda Meadan-Kaplansky:

- **Institute of Education Sciences, US Dept of Education.** 2016-2019. Hedda Meadan (Subaward PI) with Erin Barton, Vanderbilt University (PI) and Angel Fettig (Co-PI). Development And Testing of The Family Behavior Support App.
- **University of Illinois, Research Board.** 2017-2019. Hedda Meadan (PI). Professional Development Model for EI Service Providers: Coaching Parents via Telepractice.
- **Office of Special Education Programs, U.S. Dept of Education.** 2015-2020. Hedda Meadan (PI) with Rosa Milagros Santos and Meghan Burke (Co-PIs). Project Family IMPACT: to individualization, Mobility, Poverty, Adversity, Culture, Trauma.
- **IL Dept of Health and Human Services (IDHS).** Awarded to Hope Institute for Children and Families (subcontract to The Autism Program at UIUC). 2012-2016. Hedda Meadan (Co-PI) with Professor Aaron Ebata (PI). The Development Of Community-wide Efforts To Support People With Autism And Their Families: Building Capacity Within Champaign-Urbana.
- **Office of Special Education Programs, U.S. Dept of Education.** 2012-2014. Hedda Meadan (Co-PI) with Professors Lisa Monda-Amaya (PI), Stacy Dymond, James W. Halle, and Maya Israel (Co-PIs. Preparing Leaders In Special Education, Access, And Data-based Decision Making In High-need Schools.
- **Institute of Education Sciences, U.S. Dept of Education.** 2009-2012. Hedda Meadan (PI) with Professors Maureen Angell and Julia Stoner (Co-PIs). Parent Implemented Social - Pragmatic Communication Intervention For Young Children With Developmental Disabilities.
- **Arnold O. Beckman Research Award. Research Board.** 2012-2013. Hedda Meadan (PI) with Professor James Halle (Co- PI). A Long Distance Parent-implemented Intervention For Children With Autism: A Pilot Study.
- **Illinois Council of Developmental Disabilities.** 2007-2008. Hedda Meadan (Co-PI) with Professor James Thompson (PI). Bringing the Family's Voice to the Assessment Process: Creating Family Assessment Portfolios (FAPs).

Dan Morrow:

- **AHRQ.** R21, 2014-2016: Collaborative patient portals: Improving patient comprehension of numeric information (Goal to improve patient comprehension of numeric health information delivered through patient portals to Electronic Health Record systems.
- **NIH/NIA.** R01 AG31718, 2008-2015, Health literacy and aging: A process-knowledge approach. (Goal to investigate cognitive ability and knowledge components of health literacy, and explore whether these components explain the effects of health literacy on comprehension of health information among older adults with hypertension.)
- **NIH/NINR.** R01 NR011300, 2010-2014, Medtable: An EMR Strategy to Promote Patient Understanding and Use of Medication (Findings from this project will help integrate health literacy models with models of patient/provider communication and language comprehension in order to guide development of an IT-based tool) that supports patient/provider communication needed to improve patient knowledge, adherence, and health outcomes. We focus on older adults with chronic illness, complex medication regimens, and limited health literacy skills, because they are most in need of system-based support. The Medtable will support consistent use of patient-centered communication and counseling strategies at the point at which medications are prescribed, with the potential to integrate these practices with medication dispensing to create an integrated patient-centered medication-use system, thereby mitigating the impact of inadequate health literacy on patients' health behaviors and outcomes.)
- **NIH/NINR.** 1R01NR010350, 2008-2013. Multifaceted Prospective Memory Intervention to Improve Medication Adherence (Goal: To investigate the impact on medication adherence among community-dwelling older adults of a home-based multi-faceted intervention administered by nurses.)

Chris Napolitano:

- **Swiss National Science Foundation.** 2017. Christopher M. Napolitano (PI): Age-related Differences in the Use and Utility of Backup Plans: Comparing Contingency and Redundancy.
- **The John Templeton Foundation.** 2015. Co-PI. (Eranda Jayawickreme (PI); Co-Is: Laura E.R. Blackie, Richard M. Lerner, and Christopher M. Napolitano). Promoting Intellectual Humility Among Middle-School Students: Developing an Educational Film and Preliminary Intervention Strategy.
- **Suzanne and Hans Biäsch Foundation for Applied Psychology.** 2014. Christopher M. Napolitano (PI): Time for Plan B? Testing For Age-related Differences in the Use, Utility, and Efficiency of Backup Plans.

Liz Stine-Morrow:

- **NIH/NIA.** R21 AG05421. 2016-2018. Elizabeth A.L. Stine-Morrow (PI). Everyday Reading, Personality, And Cognitive Health In Older Adults. (Goal: Investigate the mechanisms underlying the effects of sustained literature practices on cognition, with potential to lead the way to accessible and practical interventions to maintain late-life cognitive health.)
- **NIH/NIA.** R01 AG0294471. 2007-2013. Elizabeth A.L. Stine-Morrow (PI). The Senior Odyssey: A test of the engagement hypothesis of cognitive aging. (Goal: To investigate whether participation in a structured program involving cognitive and social engagement will improve older adults' cognitive and psychosocial function.)
- **Institute of Education Sciences, US Dept of Education.** R305A130448. 2013-2018. Elizabeth A.L. Stine-Morrow (PI). A Process View of Adult Literacy Learning. (Goal: To elucidate the cognitive mechanisms underlying comprehension among low-literacy adults.)
- **NSF/SBE.** 1328545. 2013-2016. Elizabeth A. L. Stine-Morrow (PI), Wai-Tat Fu and Daniel Morrow (Co-PIs). IBSS-Ex: Reading in the Wild: The Adaptive Nature of Adult Literacy. (Goal: To examine processes of exploitation and exploration among adults engaged in multitext environments.)
- **NIH/NIA.** R01 AG043533. Elizabeth A. L. Stine-Morrow (Subaward PI) with Joe Mikels, Dept of Psychology, DePaul University (PI). Emotion, Aging, and Decision Making. (Goal: To examine cognitive and affective mechanisms underlying the comprehension of gain- and loss-framed health messages.)

Research In the IDEALL Facility (Maya Israel, Robb Lindgren, Jose Mestre, Emma Mercier, George Reese):

- **NSF/CSE.** 1441149. Emma Mercier (PI, Curriculum & Instruction), Geoffrey Herman (Co-PI, Engineering), Joshua Peschel (Co-PI, Civil & Environmental Engineering). Fostering Collaborative Drawing and Problem Solving through Digital Sketch and Touch.
- **NSF/EHR.** 1432424. Robb Lindgren (PI, Curriculum & Instruction), David Brown (Co-PI, Curriculum & Instruction), Nathan Kimball (Co-PI, Concord Consortium). Embodied Explanatory Expressions for Facilitating Science Reasoning and Enhancing Interactive Simulations.
- **NSF/EHR.** 1441563. Robb Lindgren (PI, Curriculum & Instruction), Wai-Tat Fu (Co-PI, Computer Science) – Illinois Informatics Institute, Jose Mestre (Co-PI, Educational Psychology and Physics). Developing Crosscutting Concepts in STEM with Simulation and Embodied Learning,
- **NSF/EHR.** 1417966. Robb Lindgren (PI, Curriculum & Instruction), Guy Garnett (Co-PI, Illinois Informatics Institute). Metaphor-Based Learning of Physics Concepts Through Whole-Body Interaction in a Mixed Reality Science Center Exhibit.
- **NSF/EHR.** 1542828. Maya Israel (Co-PI, PI of Illinois Subaward), Special Education; Andrew Isaacs (PI, University of Chicago); Cinda Heeren (Co-PI, Computer Science); George Reese (Co-PI, MSTE); Thomas Binkowski (Co-PI, Argonne National Laboratory). Learning Trajectories for Integrating K-5 Computer Science and Mathematics.
- **NSF/CSE.** 2016-2019. Maya Israel (PI, Special Education), George Reese (Co-PI, MSTE), Cinda Heeren (Co-PI, Computer Science). EBP: CS for All: Engaging Struggling Learners in Computer Science Instruction.

Externally Funded Resources at Early Childhood and Parenting Collaborative (ECAP) (Meghan Burke, Catherine Corr, Bernadette Laumann, Michaelene Ostrosky, Dawn Thomas, Tweety Yates):

- **IL Dept of Human Services (IDHS).** Meghan Burke (PI). Early Intervention Clearinghouse (EIC).
- **IL Dept of Human Services (IDHS) and IL State Board of Education (ISBE).** Dawn Thomas (PI), Catherine Corr (Co-PI). Illinois Early Childhood Asset Map (IECAM) Project.
- **IL State Board of Education (ISBE).** Bernadette Laumann (PI), Michaelene Ostrosky (Co-PI). Illinois Families and Student Success Project.
- **IL Dept of Human Services (IDHS).** Michaelene Ostrosky (PI), Tweety Yates (Co-PI). Early IDHS Intervention Training Project (EITP).
- **IL State Board of Education (ISBE).** Bernadette Laumann (PI), Michaelene Ostrosky (Co-PI). Illinois Early Learning (IEL) Project.

B) SELECTED PUBLICATIONS

Elizabeth Biggs:

- Biggs, E. E., Carter, E. W., & Gustafson, J. R. (in press). Efficacy of collaborative planning and peer support arrangements to increase peer interaction and AAC use in inclusive classrooms. *American Journal of Intellectual and Developmental Disabilities*.
- Asmus, J., Carter, E. W., Moss, C. K., Biggs, E. E., Bolt, D., Born, T. L., Bottema-Beutel, K., Brock, M. E., Cattey, G., Cooney, M., Fesperman, E., Hochman, J. T., Huber, H. B., Lequia, J., Lyons, G. L., Vincent, L. B., & Wier, K. (in press). Efficacy and social validity of peer network interventions for high school students with severe disabilities. *American Journal of Intellectual and Developmental Disabilities*.
- Biggs, E. E., Gilson, C. B., & Carter, E. W. (in press). Accomplishing more together: Influences to the quality of working relationships between paraprofessionals and teachers. *Research and Practice for Persons with Severe Disabilities*. Advance online publication <http://dx.doi.org/10.1177/1540796916665604>
- Biggs, E. E., & Carter, E. W. (2016). Quality of life for transition-age youth with autism or intellectual disability. *Journal of Autism and Developmental Disorders*, 46, 190-204. <http://dx.doi.org/10.1007/s10803-015-2563-x>
- Brock, M. E., Biggs, E. E., Carter, E. W., Cattey, G., & Raley, K. (2016). Implementation and generalization of peer support arrangements for students with significant disabilities in inclusive classrooms. *The Journal of Special Education*, 49, 221-232. <http://dx.doi.org/10.1177/0022466915594368>
- Carter, E. W., Asmus, J., Moss, C. K., Amirault, K. A., Biggs, E. E., Bolt, D., Born, T. L., Brock, M. E., Cattey, G., Chen, R., Cooney, M., Hochman, J. T., Huber, H. B., Lequia, J., Lyons, G., Riesch, L., Shalev, R., Vincent, L. B., & Wier, K. (2016). Randomized evaluation of peer support arrangements to support the inclusion of high school students with severe disabilities. *Exceptional Children*, 82, 209-233. <http://dx.doi.org/10.1177/0014402915598780>
- Carter, E. W., Biggs, E. E., & Boehm, T. (2016). Being present versus having a presence: Dimensions of belonging for young people with disabilities and their families. *Christian Education Journal*, 13, 127-146.
- Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C., Logeman, A. K., & Liu, R. Y. (2015). Known for my strengths: Positive traits of transition-age youth with intellectual disability or autism. *Research and Practice for Persons with Severe Disabilities*, 40, 101-119. <http://dx.doi.org/10.1177/1540796915592158>
- Biggs, E. E., & Carter, E. W. (in press). Supporting the social lives of students with intellectual disability. In M. L. Wehmeyer & K. A. Shogren (Eds.), *Research-based practices for educating students with intellectual disability*. Oxford, UK: Routledge.
- Carter, E. W., Biggs, E. E., & Blustein, C. L. (2016). Relationships matter: Addressing stigma among students with intellectual disability and their peers. In K. Scior & S. Werner (Eds.), *Intellectual disability and stigma: Stepping out from the margins*. London, UK: Palgrave MacMillan.

- Carter, E. W., Huber, H. H., & Biggs, E. E. (2015). The importance of peers as communication partners. In J. E. Downing, A. Hanreddy, & K. Peckham-Hardin (Eds.), *Teaching communication skills to students with severe disabilities* (3rd ed.). Baltimore, MD: Paul H. Brookes.

Meghan Burke:

- Burke, M. M., Rios, K., Garcia, M., Sandman, L., Lopez, B., & Magaña, S. (in press). Examining the perspectives of Latino families of children with autism spectrum disorder towards advocacy. *Exceptionality*.
- Lee, C. & Burke, M. M. (in press). Caregiving roles of siblings of adults with intellectual and developmental disabilities: A systematic review. *Journal of Policy and Practice in Intellectual Disabilities*.
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