

Annual Report

2004 — 2005

*Department of Rehabilitation
and
Special Education*

College of Education
Auburn University

Philip Browning, RSED Head

July 1, 2005

*We believe that a theoretical, empirical,
and best-practices knowledge-base is essential.
May we be current in our teachings of this knowledge and
active in our contributions toward its advancement.*

RSED Mission Statement
(see back cover)

Faculty

Samera Baird, Ph.D	Professor	Early Childhood
Clarence Brown, Ph.D., CRC	Associate Professor, Emeritus	Rehabilitation
Philip Browning , Ph.,D.	Wayne T. Smith Professor, Head	Rehabilitation/Special Education
Rebecca Curtis, Ph.D., CRC	Assistant Professor	Rehabilitation
Craig Darch, Ph.D.	Humana-Germany-Sherman Professor	Special Education
Caroline Dunn, Ph.D.	Associate Professor	Special Education
Ronald Eaves, Ph.D.	Professor	Special Education
Vivian Larkin, Ph.D., CRC	Assistant Professor	Rehabilitation
David Martin, Ed.D., CRC, NCC	Professor	Rehabilitation
Randall McDaniel, Ed.D., CRC	Wayne T. Smith Professor	Rehabilitation
Karen Rabren Ph.D.	Associate Professor	Special Education
AmySue Reilly, Ph.D.	Associate Professor	Early Childhood
Richelle Rice, M.C.D	Instructor	Special Education
Peggy Shippen, Ph.D.	Assistant Professor	Special Education
Robert Simpson, Ph.D.	Professor	Special Education

Staff

Dawn Browning	Academic Program Assistant
Sandra Cook	Office Administrator
Patricia Dawson	Office Administrator
Patsy Dawson	Financial Administrator
Diane Glanzer	Transition Institute Associate
George Hall	Transition Institute Associate
Rebecca Ingram	Academic Program Assistant
David Patterson	Rehabilitation Counselor
Suzanne Tew-Washburn	Project Director

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Highlights 2004 – 2006

- **Programs:** RSED's Graduate Rehabilitation Counseling Program was ranked 20th in the nation by *US News & World Report* and cited in its 2005 edition of Best Graduate Schools.
- **Faculty:** Highlights include the (a) **promotion** of Dr. Caroline Dunn from Associate to Full Professor; (b) **retirements** of Dr. Samera Baird and Mrs. Richelle Rice; (c) **hiring of new faculty** member Dr. Peggy Shippen beginning Fall 2005; (d) **leadership** of Rachelle Rice, *President*, Alabama Federation Council for Exceptional Children; Dr. Vivian Larkin, editor of the *Vocational Evaluation and Career Adjustment Program Journal*, and Dr. Davis Martin, Jr., editor of the *Journal of Forensic Vocational Analysis*; and (e) **honors/awards** for • Dr. Browning – Auburn University's 2005 *Award for Excellence in Outreach*, • Dr. Baird – College of Education's 2005 *Outstanding Faculty Outreach Award*, • Dr. Simpson – College of Education's 2005 *Leischuck Outstanding Graduate Teaching Award*, and • Ms. Tew-Washburn – Georgia Rehabilitation Association's 2004 *Professional Services Awards for Professional Educators*.
- **Students:** In Fall 2004, RSED had 294 **enrolled** students — 159 (54%) undergraduate and 135 (46%) graduate. In Fall 2004, 22% of RSED's enrollment was students of **diversity**. African-American students comprised 80% of this total diverse group. One Ph.D. was awarded in this 2004-2005 period.
- **Extramural dollars:** Since August 2004, RSED's faculty/project staff have been responsible for managing 10 U.S. Department of Education grants (continuation status) that total \$1,759,020 per year, or \$7,951,470 for their funded duration. In addition, RSED was awarded a total of \$590,744 state dollars from the Alabama State Department of Education (\$450,744) and the Alabama legislature (\$140,000). Finally, for the 2004-2005 academic year, the total percent increase of federal dollars secured by RSED faculty was 38% over the 2003-2004 reporting period.
- **Publications:** RSED faculty were responsible for 19 publications, including 1 book, 3 book chapters, and 15 manuscripts appearing in nationally refereed journals (e.g., *Journal of Forensic Vocational Analysis*, *Journal of Genetic Psychology*, *Research in the Schools*, *Preventing School Failure*, *Remedial and Special Education*, *Assistive Technology Journal*, *Psychology in the Schools*).
- **Distance Education:** RSED operates five distance education programs representing early childhood special education, special education, and rehabilitation. Three of these programs offer masters degrees and the other two academic certificates. As of this report, a total of 228 students have graduated (63 masters, 170 Academic certificate). RSED has a current enrollment of 50 distance education students.
- **Outreach Programs:** • Under RSED's **Auburn Transition Leadership Institute**, the 15th Annual Conference on Transition in Alabama attracted over 600 participants in March, 2005. Also, 80 of Alabama's public school systems, representing 300 high schools, participated in this year's Alabama Student Tracking System. • Beginning Fall 2004, the **Auburn Autism Center** was awarded a State Department of Education contract for \$188,000 per year for the next three years. • For the summer 2005, RSED's 5-week, **Summer Learning Clinic** had an enrollment of over 60 children and youth with learning and behavioral problems. • This is the last year in which RSED's **Project Aim** for infants/toddlers and young children with developmental delays, and/or disabilities, and their families will be housed on campus. It is being converted from a center-based to a community-based program and to be housed with the Alabama Institute for the Deaf and blind (AIDB) in Auburn on North College Street.

Teaching

RSED Programs

- **Ranking:** RSED's Graduate Rehabilitation Counseling Program was ranked 20th in the nation by *US News & World Report* and cited in its 2005 edition of Best Graduate Schools. This ranking moved the program up from 27th to 20 out of 90 programs nationwide, and put it as one of the highest programs in the Southeast and the only one of its kind in Alabama.
- **Academic Programs:** RSED's academic programs prepare competent professionals who are committed to improving upon the quality of life for individuals with disabilities. Early Childhood Special Education and K-12 Collaborative Teaching are both state-approved certification programs. The Rehabilitation undergraduate program is one of 12 nationwide that is chartered with the Council on Rehabilitation Education (CORE). The Rehabilitation Counseling graduate program is also CORE accredited, and is ranked among the nation's best by *U.S. News & World Report*.

DEGREES	B.A., B.S.	M.Ed. M.S.	Ph.D.
Early Childhood	√	√•	√
Special Education	√	√•	√
Rehabilitation	√	√•	√

- offers a distance education option

Since 1990, over 1,300 RSED graduates have assumed roles of prominence in their careers serving individuals with disabilities. Through the undergraduate and master's programs, competent and committed students are prepared for practitioner roles in special education and rehabilitation. Through the Ph.D. program, professionals are prepared for careers in research and instruction in higher education, or leadership roles in administration and policy-making at the state and national levels.

➤ Distance Education Programs

RSED Distance Education Programs	Degrees		Student Status	
	Masters	Academic Certificate	N graduated	currently enrolled
➤ Early Childhood Special Education				
Infant/Toddler		√	40	10
➤ Special Education	√		5	20
➤ Rehabilitation				
Counseling	√		58	20
Employment Services		√	130	na
		Total =	228	50

Early Intervention: RSED has a 5-year, \$1.2 million federally funded program designed to increase the quantity and improve the quality of personnel available to serve young children with low incidence disabilities and their families. Known as Project ECLIPPS (Early Childhood Low Incidence Personnel Preparation System), one of its two programs is the *Early Intervention Academic Certificate (EIAC) Program via distance education*. The program, which is recognized by Alabama's Early Intervention System (AEIS), requires the completion of three undergraduate academic courses (with laboratory experiences) that focus on (a) foundations, (b) evaluation and assessment, and (c) special instruction. As of this report, 40 students from throughout Alabama have completed the certificate program and 10 are currently enrolled.

Special Education: The *collaborative teacher master's* program in special education was initiated through a competitive seed grant program at Auburn University. As is the case with all other RSED distant education programs, streaming video is used to deliver live broadcasts of regularly scheduled class lectures. Lectures are also archived so that one may retrieve them at any convenient time. The program is designed specifically for certified teachers in Alabama who are working in Special Education, or who have special needs students in their classrooms. Five students have earned their master's degree from this 2-year old program, which has a current enrollment of 20 students.

Rehabilitation Counseling: The *Rehabilitation Counseling Distance Education Program* graduated a class of students in 2001 and 2003 and will graduate a third class in August 2005 - in total of 58 masters. This masters degree program is accredited by the Council on Rehabilitation Education (CORE) and offers students the course work, internship, and practica experiences needed to qualify for the Certified Rehabilitation Counselor (CRC) examination. The program is taught both on-campus (one week per semester) and via the internet using a variety of multi-media delivery techniques including streaming media and podcasting. In August 2005, a fourth group consisting of 20 students will begin their studies. In 2001, the program was recipient of the Rehabilitation Services Administration's (U.S. Department of Education) annual award dedicated to the nation's most outstanding long-term training program in rehabilitation.

Employment Services: For the years 1999-2004, 130 rehabilitation employment personnel successfully completed three distance education courses resulting in the award of *Academic Certificates in Community Employment Services*. These competency-based academic courses were aimed at refining and advancing job development and placement training for employment services personnel representing eight Southeastern states. This distance education program was funded by a \$500,000 grant secured from the Rehabilitation Services Administration, U.S. Department of Education. (see Outreach Section).

RSED Faculty

Faculty Positions

- **Promotions:** Dr. Caroline Dunn, Special Education, was promoted from Associate to Full Professor beginning Fall, 2005.
- **Retirements:** Dr. Samera Baird, Professor of Early Childhood Special Education, and Mrs. Richelle Rice, Instructor in Special Education, will retire at the end of the 2005 Summer Semester. Collectively, they have taught over 7,000 students through over 470 courses during the combined 34 years they served RSED. On July 16, 2005, a special social event was held in their honor and a slide show to that occasion is posted on RSED's website under **News and Events - - faculty news**.

- **New Faculty:** Peggy Shippen, Ph.D. will be joining RSED as Assistant Professor of Special Education this Fall 2005. Prior to her employment, she was an Assistant Professor (2002-2005) at Georgian State University in the Department of Educational Psychology and Special Education.
- **Vacant Position – Early Childhood Special Education:** During the 2004-2005 academic year, a national search was performed for the position of Assistant/Associate Professor of Early Childhood Special Education. Two people were brought to campus for interviews. The faculty voted down an offer for the first candidate, whereas, an offer was made to the second candidate, an Associate Professor from the University of Kentucky. On July 26, 2005, the candidate declined the offer due to family considerations. During the 2005-2006 academic year, a national search will continue for this faculty position until it is filled.
- **Needed Position – Clinical Position: Special Education.** The following paragraph was included in Dr. Browning’s year-end evaluation in which departmental goals for the 2005-2006 academic year were requested. One of these stated goals was for a clinical faculty position:

“RSED’s shortage of personnel to instruct up to 14 sections of EDUC 3000 each year has been made known to the College of Education since the 2003-2004 academic year. During the 2003-2004 and 2004-2005 academic years, this shortage was compensated for by Ph.D. students with the understanding that a position would be made available to hire a full time, non-tenured track person”

Faculty Recognition/Awards

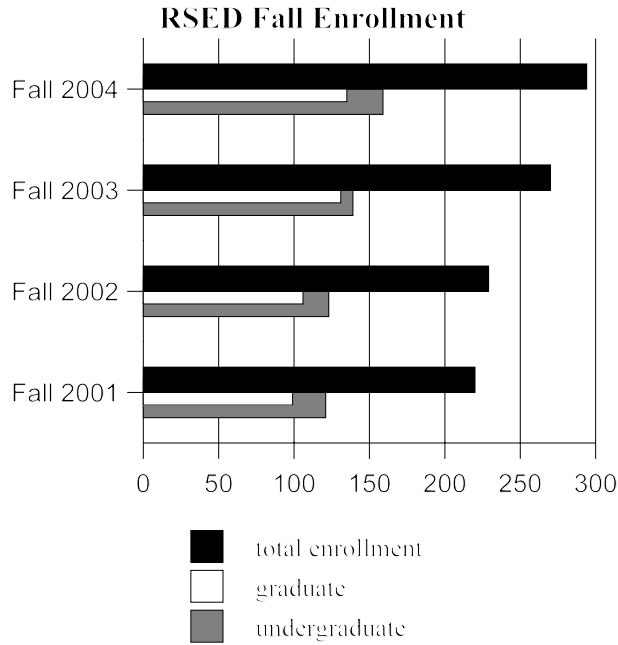
- Auburn University’s 2005 *Award for Excellence in Outreach*, Philip Browning, Ph.D., RSED Head and Wayne T. Smith Professor
- College of Education’s 2005 *Outstanding Faculty Outreach Award*, Samera Baird, Ph.D., Professor
- College of Education’s 2005 *Gerald & Emily Leischuck Outstanding Graduate Teaching Award*, Robert Simpson, Ph.D., Professor
- Georgia Rehabilitation Association’s 2004 *Professional Services Awards for Professional Educators*, Suzanne Tew-Washburn

Faculty Leadership

- **Rachelle Rice, President**, (2004-2005), Alabama Federation Council for Exceptional Children
- **Dr. Vivian Larkin**, Assistant Professor of Rehabilitation, was named **editor** of the *Vocational Evaluation and Career Adjustment Program Journal* (VECAP). This refereed journal is an official publication of the Vocational Evaluation And Career Assessment Professional Association. It is designed to advance knowledge and practices in the collective fields of vocational assessment, vocational evaluation, and work adjustment.
- **Dr. E. Davis Martin, Jr.**, RSED Professor of Rehabilitation, has been named **editor** of the American Board of Vocational Experts’ *Journal of Forensic Vocational Analysis*. The purpose of ABVE, representing both the public and private sectors of the rehabilitation enterprise, is to ensure the integrity and uniqueness of the vocational expert, and to set and maintain rigorous standards for ethical practice.

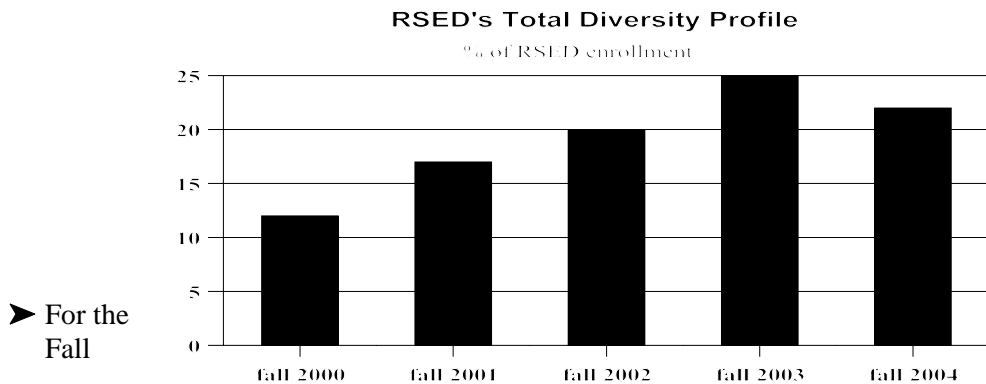
Fall Enrollment

- In Fall 2004, RSED had 294 enrolled students — 159 (54%) **undergraduate** and 135 (46%) **graduate** (an increase of 24 students from the previous year enrollment).

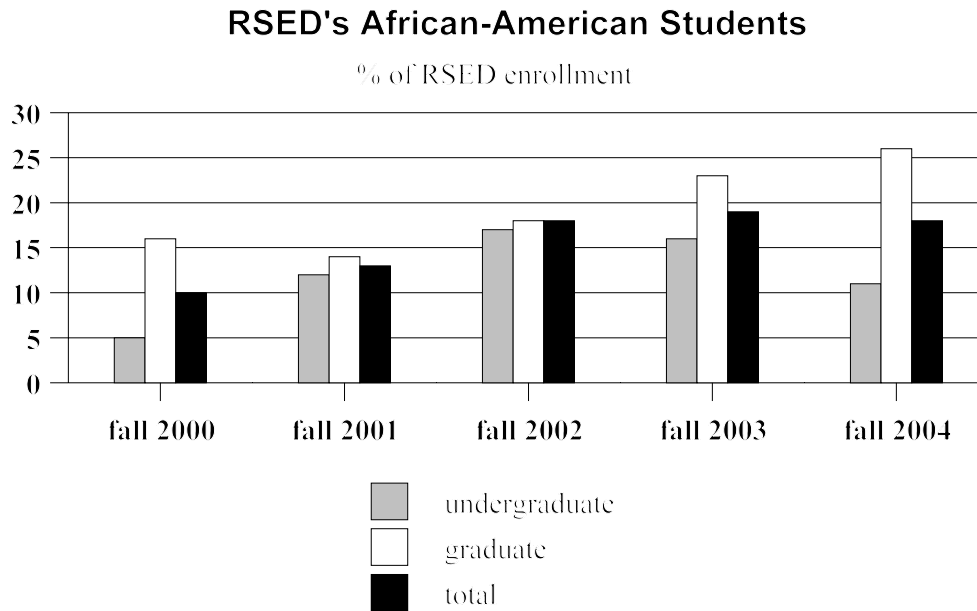


Student Diversity

- In Fall 2004, 22% of RSED's enrollment was students of **diversity**. African-American students comprised 80% of this total diverse group.
- Fall semesters 2004, 2003, 2002, 2001, and 2000, RSED's percent of enrollment for all students of diversity was 22%, 25%, 20%, 17%, and 12%, respectively. African-American students comprised the largest of RSED's diverse groups (e.g., native American, Asian), including 80% (2004), 76% (2003), 92% (2002), 76% (2001), and 83% (2000), respectively.



2000, 2001, 2002, 2003, and 2004, African-American student enrollment in RSED was 25, 32, 45, 62, and 52, respectively. As well, the percent of African American student enrollment (both undergraduate and graduate) was 10%, 13%, 18%, 19% and 18% for the Fall semesters 2000, 2001, 2002, 2003 and 2004 (*AU Planning and Analysis*).



Student Recognition/Awards

- Karibi Dede, undergraduate student in Special Education, received the College of Education's *Outstanding Undergraduate Student Award* for RSED
- Debra Haizlip, graduate student in Rehabilitation, received the College of Education's *Outstanding Graduate Student Award* for RSED
- Jennifer Sellers, *Wendy Baker Scholarship*
- Angelia Scarborough and Rebecca Parks, *Robert H. Couch Award*
- Suzanne Tew-Washburn, *Professional Services Awards for Professional Educators*, Georgian Rehabilitation Association
- DaShonera Griffin, Ph.D., student in Special Education, recipient, *President's Graduate Opportunities Program Fellowship*

Ph.D. Degree in Rehabilitation :

Jalil, J. (2004). Too scared to work: *The impact of cognitive-behavior treatment on work impairment and quality of life in patients with panic disorder*. An unpublished doctoral dissertation, Auburn University, Alabama.

RESEARCH

RSED Grants/Contracts

- Since August 2004, RSED’s collective faculty/project staff have been responsible for managing 10 U.S. Department of Education grants (continuation status) at \$1,759,020 per year, or \$7,951,470 for their funded duration). In addition, \$450,744 in contracts was awarded to RSED from the State Department of Education. This does not include the annual budget of \$140,000 for the Auburn Transition Leadership Institute funded by the Alabama Legislature.

RSED’s Grant-Contract Performance since August, 2004		
	Annual \$	Total \$
<ul style="list-style-type: none"> ● Federally funded grants <li style="padding-left: 20px;">- - 10 <u>continuing</u> grants → 	1,759, 020	7,951,470 •
<ul style="list-style-type: none"> ● State Contracts <li style="padding-left: 20px;">Alabama State Department of Education → <li style="padding-left: 20px;">Alabama Legislature (Transition Institute) → 	450,744	NA
	140,000	

•Typically, federal grants are funded for 4 to 5 year periods. Thus, a five year grant for \$1,000,000 would have an annual budget of \$200,000. The total secured dollars for the 10 continuing grants is \$7,951,470.

- Presented below is a comparison of RSED’s grant/contract “per year” performance between the past several academic years. For the 2004-2005 academic year, the total percent increase has been 38%, 28%, and 50% over the years 2003-2004 and 2002-2003, and 2001-2002, respectively.

RSED Grant/Contract Dollars “Per Year”				
status	2001-2002	2002-2003	2003-2004•	2004-2005
Grants				
Continuing	\$882,863	\$1,275,000	\$1,085,104	1,759,020
New	\$376,635	\$253,116	\$673,916	None
Contracts	- -	--	\$233,000	590,744
Total =	\$1, 259, 499	\$1,528,116	\$1,992,020	\$2,349,764

•An error was detected and corrected for the 2003 2004 reporting period. Specifically, the continuing grant figure of \$1,836,000 was reported, yet should have been \$1,085,104 as above. Also, the total figure of \$2,742,916 should have been reported as \$1,992,020 as above.

- Baird, S., Project Director (2001-2006) *Early Childhood Low Incidence Personnel Preparation System: ECLIPS*. A 5 year grant awarded from the Office of Special Education and Rehabilitation Services, U.S. Department of Education, Washington, DC (\$1,202,370)
- Browning, P., & Rabren, K. Co-Project Directors (2004-2005). *Auburn Transition Leadership Institute*. (\$150,000)
- Browning, P., & Rabren, K. Co-Project Directors (2004-2005). *Auburn Transition Leadership Institute*. A one year contract awarded from Special Education Services, Alabama State Department of Education. (\$80,136)
- Martin, D., Project Director (2002-2007), *Field-based Undergraduate Education: A University-State Rehabilitation Agency Collaboration*. A 5-year grant awarded from the Rehabilitation Services Administration, Office of Special Education and Rehabilitation Services, U.S. Department of Education, Washington, DC (\$375,000)
- Darch, C., Senior Project Director (2002-2006). *Preparation of Leadership Personnel*. A 4-year doctoral preparation grant awarded from the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC (\$799,904)
- Dunn, C., Project Director (2002-2006). *Auburn's Strategy for Secondary Special Education and Transition Teacher Training*. A 4-year teacher preparation grant awarded from the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC (\$784,780)
- Martin, D., Project Director (2004-2009). *Long Term Training in Rehabilitation Counseling (Masters)*. A 5-year grant awarded from the Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC. (\$749,580)
- Martin, D., Project Director (2004-2009), *Graduate Vocational Evaluation and Work Adjustment*. A 5-year grant awarded from the Rehabilitation Services Administration, Office of Special Educ. and Rehab. Services, U.S. Depart. of Education, Washington, DC. (\$500,000)
- McDaniel, R., Project Director (2004-2009), *Rehabilitation Counseling Education for Region IV-Distance Education*. A 5-year grant awarded from the Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC. (\$1,000,000)
- Rabren, K., & Browning, P., (2002-2006). *Local Transition partnerships for systems change*. A 4-year grant application submitted to the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC. (\$720,000)
- Rabren, K., Project Director (2000-2004, extension). *A Model Program for Occupational Preparation of High School Students with Moderate/Severe Disabilities*. A 4-year grant awarded from the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC. (\$750,000)
- Reilly, A., Project Director (2002-2006). *Early Childhood Special Education High Incidence Disabilities Preparation Program*. A 4-year teacher preparation grant awarded from the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC. (\$800,000)

Simpson, R., Project Director (2003-2008) *Training Special Education Personnel to Teach Children and Youth with Autism*. A 4-year preparation grant submitted to the Office of Special Education and Rehabilitative Services, U. S. Department of Education, Washington, DC. (\$989,936)

Simpson, R., & Gomez, C., Co-Project Directors (2004-2007) *Auburn Autism Center*, A three year contract awarded from Special Education Services, Alabama State Department of Education. (\$541,824)

Simpson, R., & Gomez, C., Co-Project Directors (2004-2005), *Auburn Autism Center*, Alabama Developmental Disabilities Council (\$10,000)

Simpson, R., & Gomez, C., Co-Project Directors (2004-2005), *Auburn Autism Center*, Auburn University (\$100,000)

RSED Publications

Summary: Nineteen publications, including 1 book, 3 book chapters, and one or more of 14 manuscripts appearing in nationally refereed journals (i.e., *Research in the Schools, Education and Training in Developmental Disabilities, Preventing School Failure, Remedial and Special Education, Journal of Genetic Psychology, Assessment for Effective Intervention, Assistive Technology Journal, Infants and Young Children, Entrepreneurship, Journal of Forensic Vocational Analysis, and Psychology in the Schools*).

Buckhalt, J., Baird, S., & Reilly, A. (2005). Early language intervention for children with developmental disabilities. *Developmental psychology*, New York: Allyn and Bacon.

Cost, H.C., & Simpson, R., (2004). A behavioral assessment investigation: Direct observation and behavior ratings. *Research in the Schools*. 11(2),5160.

Crites, S., & Dunn, C. (2004). Teaching social problem solving to individuals with mental retardation. *Education and Training in Developmental Disabilities*.39(4), 301-309.

Darch, C. & Kameenui, E. (2004). *Instructional classroom management instructors guide*. (2nd Edition). Upper Saddle River, NJ: Pearson-Merrill Prentice Hall.

Darch, C., & Eaves, R.C. (2005). Classroom management: In M. Hersen (Ed.) *Encyclopedia of behavior modification and behavior therapy* (pp. 1219-1222). Thousand Oaks, CA: Sage Publications.

Darch, C. Miao, Y., & Shippen, P. (2004). A model for involving parents of children with learning and behavior problems in the schools. *Preventing School Failure*.48, 24-34.

Dunn, C. (in press). Transition planning for individuals with learning disabilities: A status report. In J. Patton, G. Blalock, and P. Kohler (Eds.). *Transition and students with learning disabilities*. Austin, TX: PRO-ED.

Dunn, C., Chambers, D., & Rabren, K. (2004). Do students with disabilities' perceptions of high school predict dropping out of school? *Remedial and Special Education*. 25(5), 314-324.

- Eaves, R., Darch, C., & Williams, T. (2004). Attention to novelty, fear, anxiety, and age: Their effects on conduct problems. *Journal of Genetic Psychology*, 165, 425-449.
- Eaves, R.C., & Williams, T.O., Jr. (in press). Review of the *Pictorial Test of Intelligence-2*. Assessment for Effective Intervention.
- Eaves, R.C., & Williams, T.O., Jr. (2004). Three human attributes. *Assessment for Effective Intervention*, 29, 1-17.
- Erath, A., & Larkin, V. (2004). Making distance education accessible for students who are deaf and hard-of-hearing. *Assistive Technology Journal (RESNA)*, 16(2), 116-123.
- Gomez, C., Baird, S. M., & Jung, L. A. (in press). Regulatory disorder: Identification, diagnosis, and intervention planning. *Infants and Young Children*, 17(4)
- Larkin, V., & Erath, A. (2004). Introduction and A distance education resource guide. *Assistive Technology Journal*, 16(2), 73-84
- Larkin, V., Tew-Washburn, S., Cannon, B., (in press). Improving distance learning: Students' perceptions of the quality of interaction with faculty in distance education. *Assistive Technology Journal (RESNA)*
- Larkin, V., (in press). Promoting successful employment outcomes for youth with disabilities: A transition certificate of achievement program for West Alabama. *Entrepreneurship*.
- McDaniel, R.S., Tilton, J.S., & A. Philadelphia. (2004). Use of the functional capacities evaluation in the vocational evaluation process: Help or hindrance. *Journal of Forensic Vocational Analysis*, 7(2), 97-104.
- Rabren, K. (2004). Youth with disabilities in transition: Strategies for positive change in their social conditions. In K. Alexander & RC. Hunter (Eds.), *Administering special education: In pursuit of dignity and autonomy*, Elsevier ltd.
- Williams, T.D., Jr., & Eaves, R.C. (2005). Factor analysis of the Pervasive Developmental Disorders Rating Scale with teacher ratings of students with autistic disorder. *Psychology in the Schools*, 42, 207-216. Buckhalt, J., Baird, S., & Reilly, A. (2005). Early language intervention for children with developmental disabilities. *Developmental psychology*, New York: Allyn and Bacon.

RSED Professional Presentations

- Curtis, R. (March 2005), **Introduction to Transition**, Annual Alabama Transition Conference, 1-day preconference workshop.
- Dunn, C. (February, 3-4, 2005). **Auburn University's Distance Education Program in Special Education**, Paper co-presented at the Alabama Federation's Council for Exceptional Children Superconference, Tuscaloosa, AL.
- Dunn, C. (March 7-9 , 2005). **Transition Services: Balancing NCLB & IDEA**, Paper co-presented at the 15th Annual Alabama Transition Conference, Auburn, AL.
- Dunn, C. (2005). Council for Learning Disabilities, **Transition Strand Leader** for National Conference.
- Larkin, V. (2004). **Multicultural Issues in Rehabilitation Services and Asian Americans**. *Pathways Community service Board. Mental health, mental retardation and Substance Abuse Services*. Newnan Ga.
- Larkin, V. (2004). **Diversity in the Workplace: Approaches to Managing Diversity in the New Millennium**. *The Society for Human Resource management (SHRM)*. LaGrange Ga.
- Larkin, V. & Larkin, W. (2004). **Multicultural Competencies for Rehabilitation Professionals**. *Georgia Rehabilitation Association Annual Training Conference*. Callaway Gardens – Pine Mountain Ga.
- Larkin, V., Curtis, R. & Tew-Washburn, S. (2005). **Assessing the Impact of Pre-Vocational Services Programs for Consumers with Traumatic Brain Injury**. *The National Council on Rehabilitation Education*. Tuscon AZ.
- Reilly, A. (November 2004, 2004). **A Comparison of Development, Communication, and Behavior in Cri-du-chat Syndrome (CDCS), a longitudinal study**. Paper presented at the annual meeting of TASH, Reno, NV.
- Reilly, A. (November, 2004). **Teaching How to Take Field Base Research into Program Practice**. Paper presented at the annual meeting of Council for Exceptional Children-Teacher Education Division, Albuquerque, NM.
- Simpson, R. (October 8, 2004). **Educational Interventions of Children with Autism Spectrum Disorders**. Southeast Alabama Medical Center, Dothan, AL
- Simpson, R. (February 10, 2005). **Autism 101: Fundamentals of Early Diagnosis and Intervention**: 4th Alabama Autism Conference. Tuscaloosa, AL
- Tew-Washburn, S. (February, 2004). **Competencies in Job Development and Placement**. Poster presentation at the National Council on Rehabilitation Education Annual Conference, Tucson, Arizona.
- Tew-Washburn, S. (March 2005). **On-line Since '99**. Poster Presentation at the Faculty Teaching in Technology Exposition, Instructional Media Group, Auburn University.

Dissertations

Jalil, J. (2004). Too scared to work: *The impact of cognitive-behavior treatment on work impairment and quality of life in patients with panic disorder*. An unpublished doctoral dissertation, Auburn University, Alabama.

OUTREACH (Extension)

PROGRAMS

- **Auburn Transition Leadership Institute.** The Institute, which has a strong partnership with Alabama's education and rehabilitation agencies, has the mission of enhancing the success of students with disabilities as they cross the 'bridge' from high school to post-school life. Two of its major initiatives are the annual Alabama Transition Conference and the Alabama Student Tracking System. In 2005, the 15th annual Alabama Transition Conference, *Transition in Alabama XV*, attracted 600 teachers, rehabilitation counselors, students, parents, and other stakeholders concerned with enhancing collaborative transition strategies for high school students with disabilities as they prepare for adult life. Eight pre-conference workshops drew heavy attendance, with workshop themes such as:

Improving Success for High-Risk Adolescents through Competitive Employment
Approaches that Promote Student Self-Determination
Becoming the Best Advocate that You Can Be
Consumer-Driven Approaches to Housing & Independent Living
Tools and Strategies for the Transition to College.
The Alabama Occupational Diploma, Accessing the General Education Curriculum, and the "No Child Left Behind" Requirements

The three-day conference, held in March at Marriott Grand National, opened with the over 60 voices of the *Auburn Concert Choir* under the Director of Dr. Tommy Smith. Among the featured speakers were:

- Peter Blanck, Ph.D., LDD., Professor of Law and Director of the Law, Health Policy, and Disability Center, University of Iowa
- Karibi Dede, Auburn University football star and award-winning Special Education Student
- David Johnson, Ph.D., Director of the National Center on Secondary Education and Transition
- Michael Bullis, Ph.D., Professor of Secondary Special Education, University of Oregon
- James E. Martin, Ph.D., Professor and Director of the Zarrow Center for Learning Enrichment, The University of Oklahoma
- Graham Sisson, LDD., Assistant Attorney General of Alabama, and Consumer Relations Coordinator with the Alabama Department of Rehabilitation Services
- Catherine Fowler, Self-Determination Technical Assistance Centers Project, University of North Carolina
- Eranell McIntosh-Wilson, Associate Commissioner of Alabama Department of Mental Health and Mental Retardation
- Mabrey Whetstone, Ph.D., Director of Special Education Services, Alabama Department of Education
- Jeff Ridgeway, advocate/activist and former president of People First of Alabama

The **Alabama Student Tracking System** annually surveys current and former high school students with disabilities about their career goals and aspirations, as well as their post-school successes and challenges. During the 2004-2005 year, an online survey form was submitted for the in-school (11th

grade) and post-school (1-year out) surveys. This year's sample is expected to exceed last year's, in which 80 of Alabama's public school systems participated, representing 300 high schools. Survey data was electronically received from 2,150 11th graders and 546 former students one year out. To date, a cumulative total of 14,558 student surveys (10,674 in-school and 3,884 post-school) have been completed.

The Institute was awarded a contract in the amount of \$45,441 from the Alabama State Department of Special Education Services to support the continued development and implementation of the Student Tracking System for Alabama's high school students with disabilities. Also, two federally funded grants totaling \$1.2 million were housed in the Institute this last year. Both grants pertained to the transition of high school students with disabilities.

- **The Auburn Autism Center**, which was established in August, 2003, provides services to children, families, schools, and other agencies to optimize the potential of individuals with autism spectrum disorder. In addition to serving as a model demonstration site for public schools, the Center conducts an array of activities, including diagnostic services; training for families, teachers, and related professionals; outreach consultation; and research. In the summer 2004, the Center was awarded a contract in the amount of \$188,000 per year for the next three years from the Alabama State Department of Education.
- **Project Aim** (Auburn Intervention Model): The 2004-2005 academic year is the last year in which Project AIM, the department's early intervention program for young children with developmental delays, and/or disabilities, and their families, will be housed in the Haley Center, Auburn University. Rather, AIM will be operated entirely as a community-based program instead of a centered-based program and housed at the Alabama Institute for the Deaf and blind (AIDB) in Auburn on North College Street.

Through the years, AIM's mission has been to (a) provide early intervention, enrichment, and support services to infants and toddlers and their families; (b) facilitate the preparation of early intervention personnel from a variety of professional disciplines; and (c) serve as a site for research in early intervention. In spite of the programmatic changes that will result beginning Fall 2005, many of the program's longstanding objectives and related activities will continue under the support of and leadership in the Department of Rehabilitation and Special Education.

- **Summer Learning Clinic.** The Clinic is one of RSED's longstanding outreach programs offered for students with mild learning problems, learning disabilities, behavioral difficulties and/or autism spectrum disorders. For the summer of 2005, over 60 children were enrolled in one of two 5-week clinic programs: Program 1: instruction in social skills is offered for children with behavior deficits; and Program 2: instruction provided for students aged 14-21 in important life centered areas, such as functional reading and math skills, independent living skills, and self-advocacy skills. Since 1990, over 3,160 such students have received individually designed tutorial instruction through RSED's summer clinic outreach program.
- **Academic Certificate Program in Community Employment Services:** For the years 1999-2004, RSED secured a \$500,000 grant from the Rehabilitation Services Administration, U.S. Department of Education. The purpose of this grant was to develop, refine, and advance job development and placement training for employment services personnel who resided in eight Southwestern states. During the five year period, 130 rehabilitation personnel successfully completed three competency-based, academic credit courses in the area of job development and placement, resulting in the award of *Academic Certificates in Community Employment Services*.

Job coaches, employment specialists, and job developers were identified for participation and the unique learning needs of these rehabilitation practitioners were addressed by combining the benefits of traditional on-campus experience (one week each semester) with state-of-the-art instructional technology (i.e., Internet-based discussion boards and live chat). This innovative approach of merging face-to-face interaction and distance education technology assured accessible and cost-effective training, while maintaining Auburn University's high standards for quality education. In order to assure the program's long-term effectiveness, an on-line network, known as the *Southeast Network of Community Employment Specialists* (www.auburn.edu/sences), was developed for the scholars and their colleagues. Throughout this 2004-2005 reporting period, the *SENCE*S website continued to supply a variety of resources for rehabilitation professionals including (a) a regional personnel directory; (b) a photo album; (c) a newsletter; (d) field project summaries; (e) discussion boards; and (f) links to other job development and placement resources. In all, special acknowledgment goes to Project Director, Suzanne Tew-Washburn, for having conceptualized, developed, and implemented this excellent and innovative outreach program.

Our Values

- *We believe in the full rights, privileges, opportunities, and accommodations for all people with disabilities. May they be assimilated into the mainstream of American life.*
- *We believe in the importance of special education and rehabilitation professionals to assist people with disabilities in achieving their personal, educational, social, and economic goals. May we recruit, prepare, and graduate qualified individuals who are committed and competent in helping them attain their goals.*
- *We believe that a theoretical, empirical, and best-practices knowledge-base is essential. May we be current in our teachings of this knowledge and active in our contributions toward its advancement.*
- *We believe it is essential to share our knowledge beyond the university walls. May we extend our teachings through the internet, model our practices through community service, and mindfully expand the professional boundaries of our leadership.*
- *We believe in the importance of interdisciplinary collaboration in our teachings and practices to assist people with disabilities enhance their quality of life. May our attitudes and actions support this end.*
- *We believe that all qualified persons, regardless of race, religion, creed, gender, or disability should join in the mission to improve the quality of life for all people with disabilities. May we embrace cultural diversity in our academic and service delivery programs.*