

# Annual Report

2005-2006

*Department of Rehabilitation  
and  
Special Education*

College of Education  
Auburn University

Philip Browning, RSED Head

July 1, 2006

*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

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**NEW'S CLIPPINGS**  
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## RSED's 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.*

Hello and Welcome to RSED:

The goal of our department is to positively affect the quality of life for infants, toddlers, children, youth, and adults with disabilities. As such,, it is toward this end that we direct our programs of *instruction*, *research*, and *outreach*. These are high quality programs which are, in my view, made possible by the commitment and contributions of our faculty and staff.

We are indeed proud of our instructional unit, which this past year had an enrollment of 268 majors, 17 percent of whom were students of diversity. In all, the faculty instructed over 2,200 students through 103 courses. And during this period, 111 students were awarded degrees to assume roles of prominence in their careers in early childhood special education, special education, or rehabilitation.

Our research unit is also productive. During this one year time period, for example, our faculty authored 49 published manuscripts and delivered 23 professional presentations at the national (and state) conferences. In addition, they managed 10 nationally competitive grants and three state contracts awarded them.

There is also good news to share regarding our outreach programs. Our summer learning clinic served over 40 children, our Auburn Transition Leadership Institute registered over 700 participants for its annual Transition in Alabama Conference, and our Auburn Autism Center got official word that it will be moving this August to a 5,000 square, renovated on-campus building.

I invite you to learn more through this report as to how the 2005-2006 period has been a truly productive one for our department. As well, I invite you to take a journey through our website ([www.auburn.edu/rse](http://www.auburn.edu/rse)).

Sincerely,

Philip Browning, Ph.D., Head  
Wayne T. Smith Professor

## A Few Facts for this 2005 - 2006 Reporting Period

- RSED faculty instructed over 2,200 students in the classroom (and field practices).
- A total of 111 RSED students were awarded a degree (undergraduate 46, graduate 65).
- RSED faculty taught 103 courses (83 campus-based and 20 taught via distance education).
- Of RSED's 268 students enrolled Fall 2005, 46 (17 %) were students of diversity.
- RSED had an enrollment of 51 distance education students.
- Nine scholarly, qualifying papers were completed by RSED's Ph.D. students.
- RSED had 10 nationally competitive grants for a total of \$1,759,020 for the 2005-2006 period.
- RSED's rehabilitation Ph.D. program was awarded a 5-year, nationally competitive grant.
- RSED faculty published 49 manuscripts (e.g., book, book chapters, journal articles).
- RSED faculty delivered 23 professional presentations (13 national, 10 state).
- Over 700 stakeholders registered for the 16<sup>th</sup> Annual Conference on Transition in Alabama.
- RSED conducted a follow-up survey of 428 former students who graduated since 2000.
- RSED was admitted as a member of the Higher Education Consortium for Special Education
- RSED's podcasting efforts will be enhanced by becoming a member of Apple's "iTunes U"
- Nine (9) of RSED's 11 faculty members are Graduate Faculty Members -- Level II.
- Plans were finalized for the Auburn Autism Center to move to an on-campus building.
- Over 40 children were enrolled in one of RSED's two, 5-week summer clinic programs.
- and many more facts . . .

# Highlights (2005 - 2006)

## Academic Programs

- **Special Education:** RSED's teacher training programs in early childhood special education and K-12 collaborative teaching are both state-approved certification programs. In 2005, RSED was admitted as a member of the Higher Education Consortium for Special Education, which is a private, non-profit organization that focuses primarily on doctoral programs in special education, including institutions such as Vanderbilt University, Johns Hopkins University, University of Minnesota, University of Texas, and the University of Virginia. (page 5)
- **Rehabilitation:** RSED's graduate rehabilitation counseling program was ranked 20<sup>th</sup> in the nation by *US News & World Report* (cited in the 2005 edition of Best Graduate Schools). 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 nationally accredited by CORE. (page 5)
- **Distance Education:** RSED has distance education programs representing each of its specialty areas (early childhood special education, collaborative teaching, and rehabilitation). As of this Report, 252 students have graduated from one of five programs and 51 are currently enrolled. In both 2005 and 2003, the rehabilitation distance education program was recipient of a national award on *Excellence in Education and Training*. In March 2006, the rehabilitation program was accepted as an "iTunes U." As a part of Apple's podcasting infrastructure, this places the program in a group of universities like Duke, the University of Michigan, and Stanford.(page 7)
- **Alumni Survey:** Every 5-years (2005, 2000, 1995), the department conducts a survey of its recent alumni to determine the status and efficacy of its various program components. In 2005, a survey was submitted to 428 RSED graduates since 2000 (19 were returned with address unknown). Of the 409 received, 93 ( 22%) completed and returned the survey (page 23).

## Teaching

- **Students Taught:** For the Summer, Fall, and Spring semesters of 2005-2006, RSED faculty instructed over 2,200 students in the classroom (and field practices). This number includes 350 general education students taught through 14 sections of the College of Education's required course - - EDUC 3000 *Learner Diversity*. (page 8)
- **Students Graduated:** During this reporting period, a total of 111 RSED students were awarded a degree (undergraduate 46, graduate 65). (page 8)
- **Fall Enrollment:** In Fall 2005, RSED had 268 enrolled students — 138 (51%) undergraduate and 130 (49%) graduate. Eight Ph.D. students were advanced to candidacy during this 2005-2006 period and one student was awarded her Ph.D. (page 8)
- **Courses Taught:** During this reporting period, faculty instructed a total of 103 courses. Of these, 83 were traditional campus-based courses, whereas, 20 of the courses were taught via distance

education. These courses served a total of 1,890 enrolled students. An additional 350 students were instructed by RSED faculty through 14 sections of the College of Education's required, 3-hour course: EDUC 3000 *Diversified Learners*. (page 12)

- **Teaching Effectiveness:** During this reporting period, the *AU Teaching Effectiveness Survey* was completed by 893 students at the end 64 RSED courses. Students are asked eight questions regarding each individual course/instructor. For the courses taught in the Summer, Fall, and Spring semesters, 58%, 69% and 70% “strongly agreed” across the eight positive questions (e.g., Instructor was actively helpful, Instructor was well prepared, Instructor stimulated my thinking). This impressive result is across courses, across faculty who taught the courses, and across semesters (summer 2005, fall 2005, and spring 2006). When the “agree” and “strongly agree” responses are combined, the above percentages increase to 85%, 90%, and 91%. (page 14)
- **Student Diversity:** Forty-six (17%) of RSED's 268 students enrolled Fall 2005 were students of diversity. Thirty-six (77%) of these 47 students of diversity were African-American (*AU Planning and Analysis*). These figures represent a 35% and 23% increase from the enrollment figures Fall, 2000, respectively. (page 9)
- **Distance Education:** RSED has a current enrollment of 51 distance education students. A total of 252 students have graduated from one of the department's distance education programs (master's program - 72, Academic Certificate Programs - 180). (page 7)
- **Alumni Survey:** Every 5-years (2005, 2000, 1995), the department conducts a survey of its recent alumni to determine the status and efficacy of its various program components. In 2005, a survey was sent to 428 RSED graduates since 2000 (19 were returned with address unknown). Of the 409 received, 93 ( 22%) were completed and returned (page 23).

## Research

- **Grants/Contracts:** Since August 2005, RSED's faculty/project staff were 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. During this period, RSED also was awarded \$590,744 state dollars from the Alabama State Department of Education (\$450,744) and the Alabama legislature (\$140,000). (page 16)
- **Publications:** RSED faculty's 49 manuscripts (published and in press) include 22 journal articles, 12 book chapters, 9 Encyclopedia of Measurement and Statistics manuscripts, 1 book, 1 book review, 1 book foreword, and 3 journals of which RSED faculty are editors. (page 18)
- **Professional Presentations:** RSED faculty delivered 23 presentations (13 national, 10 state). (page 21)

## Outreach Programs

**Summer Learning Clinic.** The Summer Learning 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 40 children were enrolled in one of

two 5-week clinic programs. Since 1990, over 3,160 such students have received individually designed tutorial instruction through RSED's summer clinic outreach program. (page 26)

**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. (page 26)

- The 16<sup>th</sup> Annual Conference on Transition in Alabama attracted over 700 participants from throughout the state (March 13-15, 2006).
- This past year, 175 of Alabama's 400 high schools responded to the Institute's online post-school outcome survey conducted for Alabama's young people with disabilities. The results represent 80 (62%) of Alabama's 130 public school systems, and brings the total cumulative number of Alabama students who have responded in years past to 14,703.
- During the past year, 3,384 Parent Surveys have been received by the Institute and compiled into 62 school system reports that are used by the State Department of Education for federal reporting and local system monitoring. These reports are based on a 45-item survey about the parents' perceptions of, and experience with, their local school's special education program.
- In March, 2006, the Institute achieved technology transfer commercialization status for a software application invention that will help state departments of education meet federal performance requirements in reporting on post-secondary school outcomes of students with disabilities.
- During 2005-2006, Institute staff participated in professional conferences in Alabama, Oregon, and Albuquerque. As well, the Institute and its activities received recognition in the *AU Report*, *AU Research News*, *Opelika-Auburn News*, and *DCDT News*. The Institute's Director, Dr. Rabren, serves on the advisory committee for the National Post-school Outcome's Center, University of Oregon, and this year became a member of the Research Committee for the Division of Career Development and Transition, Council for Exceptional Children.
- In April 2006, Dr. Browning, co-founder and director the Institute, named Dr. Karen Rabren as the Institute's new director.

**Auburn Autism Center.** The Auburn University Autism Center was established in 2003 with the vision of providing desperately needed services to individuals with autism, their families, schools, and other agencies. Regrettably, the number of qualified professionals to serve children with autism has not kept pace with the skyrocketing prevalence rates. The AUAC is seeking to change this truth by involving AU students in every facet of Center services as they prepare for their future careers. (page 27)

- During 2005-2006, plans were finalized for the Auburn University Autism Center to move from Yarbrough Elementary School to a 5,000 square foot on-campus building August, 2006. Building renovations at a cost of \$600,000 are being absorbed by Auburn University.
- The Center received the second of a five year contract (\$250,000 per year) from the U.S. Department of Education and the second of a three year contract (\$188,000 per year) from the Alabama State Department of Education.

- Additional funding was received from the Auburn City School System (\$1,100,000), the Alabama State Legislature (\$50,000), and the Alabama Council for Developmental Disabilities (\$60,000).
- During 2005-2006, the above funds presented opportunities for (a) autism training to professionals and parents (over 750); (b) direct services through a model program, outreach consultation, and clinics to children with autism (80); and (c) internships to Auburn University students (35). With the new facilities, available services and opportunities will increase for professionals, AU students, and parents, including a multidisciplinary Diagnostic Clinic.
- During 2005-2006, Center staff has presented at national autism conferences in South Carolina and Rhode Island and been featured on Birmingham NBC and PBS affiliates and the Trinity Broadcasting Network. In addition, Center activities were recognized in the *Birmingham News*, *Columbus Ledger-Enquirer*, *Auburn-Opelika News*, *Auburn Plainsman*, *AU College of Education Keystone*, and *Auburn Football Illustrated*.

## Faculty

- RSED has 13 faculty members, including 5 Professors, 2 Associate Professors, 3 Assistant Professors, and 3 non-tenured Project Directors. A national search is currently underway to add another Assistant Professor in Early Childhood Special Education. In addition, RSED has three Professor Emeriti and nine staff members (e.g., Academic Program Assistant, Office Administrator, Financial Administrator). (page 28)
- In 2006, with the admission of Dr. Peggy Shippen, nine of RSED’s 13 faculty are *Graduate Faculty Members -- Level II*, which is the highest graduate faculty membership that can be attained at Auburn University. Admission is determined by the faculty (Level II) in the candidate’s department and AU’s Graduate Council. Level II scholarship credentials are required for one to direct doctoral dissertations and teach at the most advanced graduate level. (page 28)

## Academic Programs

### Campus-based Programs

RSED’s academic programs prepare competent professionals who are committed to improving upon the quality of life for individuals with disabilities. Since 1990, over 1,300 RSED graduates have assumed roles of prominence in their careers serving individuals with disabilities.

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

- offers a distance education option

Early Childhood Special Education and K-12 Collaborative Teaching programs are 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*. It is ranked 20<sup>th</sup> out of 90 programs nationwide, which puts it as one of the highest programs in the Southeast and the only one of its kind in Alabama. Finally, in 2006, the department was admitted as a member of the Higher Education Consortium for Special Education. HECSE is a private, non-profit organization focusing primarily on doctoral programs in special education, including institutions such as Vanderbilt University, Johns Hopkins University, University of Minnesota, University of Texas, and University of Virginia.

➤ **Undergraduate (B.S.)**

- Student graduates in ***Early Childhood Special Education*** are prepared as highly qualified teachers to serve infants and toddlers (0-2 yrs) and children in preschool (3-5 yrs) and primary (6-9 yrs) age level settings.
- Student graduates in ***Collaborative Teaching*** are prepared as highly qualified teachers to serve students with disabilities at the primary and secondary age-level. Emphasis is placed on collaboration with general education in an inclusive setting.
- Student graduates in ***Rehabilitation Services*** are prepared to serve people with disabilities at the postschool age level through a number of career pursuits, including vocational evaluators and adjustment specialists, case managers, and job coaches. This major may be used for entry into graduate programs (e.g., rehabilitation counseling, occupational and physical therapy).

➤ **Masters (M.Ed., M.S.)**

- Student graduates in ***Early Childhood Special Education*** are prepared as highly qualified advanced teachers to serve infants and toddlers (0-2 yrs) and children in preschool (3-5 yrs) and primary (6-9 yrs) age level settings. There are curriculum options for students who hold an undergraduate degree in (a) special education, (b) teacher education, but not in special education (5<sup>th</sup> year); and (c), some area other than education (5<sup>th</sup> year alternative).
- Student graduates in ***Collaborative Teaching*** are prepared as highly qualified advanced teachers to serve students with disabilities at the primary and secondary age-level. There are curriculum options for students who hold an undergraduate degree in (a) special education, (b) teacher education, but not in special education (5<sup>th</sup> year); and (c), some area other than education (5<sup>th</sup> year alternative). Also, students are given the option of choosing areas of emphasis (e.g., emotionally conflicted, transition).
- Student graduates in ***Rehabilitation Counseling*** are primarily prepared to serve youth and adults with disabilities as rehabilitation counselors in the private and public sectors, and especially in vocational rehabilitation state agencies. Graduates in the ***Vocational Evaluation and Work Adjustment*** program are prepared to serve as vocational evaluators, work adjustment specialists, and case managers.

➤ **Doctorate (Ph.D.)**

- Student graduates in the **doctoral program** (early childhood special education, special education, rehabilitation) 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 is committed to distance education. In fact, this alternative mode to traditional education is incorporated into the department’s mission – *"We believe it is essential to share our knowledge beyond the university walls. May we extend our teachings through distance education . . ."*

The department has distance education programs representing each of its specialty areas (early childhood special education, collaborative teaching, and rehabilitation). RSED’s five online programs use sophisticated communication outlets such as WebCT, streaming media, wireless technology, and online (live) chats with instructor and fellow students. In March 2006, the rehabilitation program was accepted as an “iTunes U,” which gives the program to Apple’s podcasting infrastructure. This places Auburn in a group of universities like Duke, the University of Michigan, and Stanford.

The rehabilitation distance education program, which serves eight southeastern states, has been exceptional. In 2003, Dr. Randell McDaniel, Director, was recipient of a national award on *Excellence in Education and Training*. Each year, the commissioner of Rehabilitation Services Administration, U.S. Department of Education, presents this award to an individual in recognition of his or her outstanding achievement and distinction in the training of qualified rehabilitation personnel. And, in 2005, Suzanne Tew-Washburn and Dawn Browning were presented with the same award at the National Council on Rehabilitation Education Conference held in Washington, D.C. They were honored for their Academic Certificate Program in Community Employment Services (see below).

RSED Distance Education Programs	Degrees		Student Status	
	Masters	Academic Certificate	N graduated	currently enrolled
• Early Childhood Special Education		✓	50	19
• Special Education	✓		14	11
• Rehabilitation				
Counseling	✓		58	21
Employment Services		✓	130	na
	<b>Total =</b>		<b>252</b>	<b>51</b>

**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, 50 students from throughout Alabama have completed the certificate program and 19 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. Fourteen students have earned their master's degree from this 2-year old program, which has a current enrollment of 11 students.

**Rehabilitation Counseling:** The Rehabilitation Counseling Distance Education Program graduated classes of students in 2001, 2003, and 2005 - in total, 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 distance 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 began their studies and are scheduled to graduate Summer 2007. Again, 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.

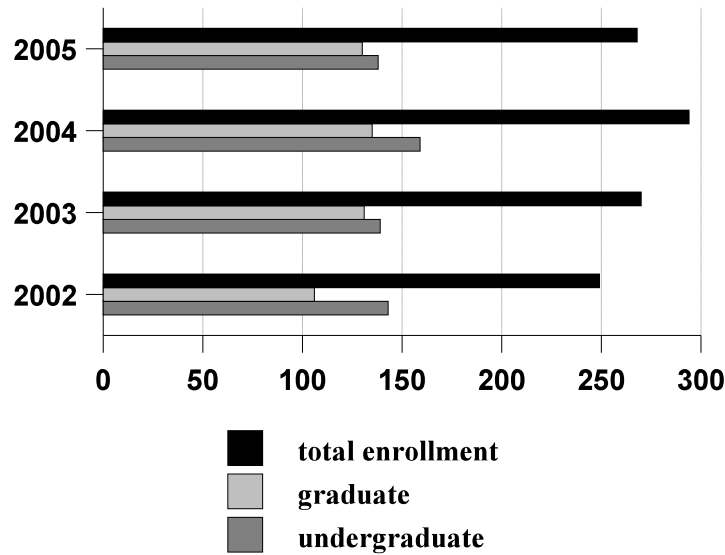
## Teaching

### RSED Students

#### Fall Enrollment

- **Students Taught:** For the Summer, Fall, and Spring semesters of 2005-2006, RSED faculty instructed over 1,888 students in the classroom (and field practices), not including over 350 general education students taught through the College of Education's EDUC 3000 *Diversified Learners*.
- **Students: Fall Enrollment:** In Fall 2005, RSED had 268 enrolled students — 138 (51%) undergraduate and 130 (49%) graduate. Eight Ph.D. students have been advanced to candidacy during this 2005-2006 period and one student will be awarded her Ph.D. Spring, 2006.

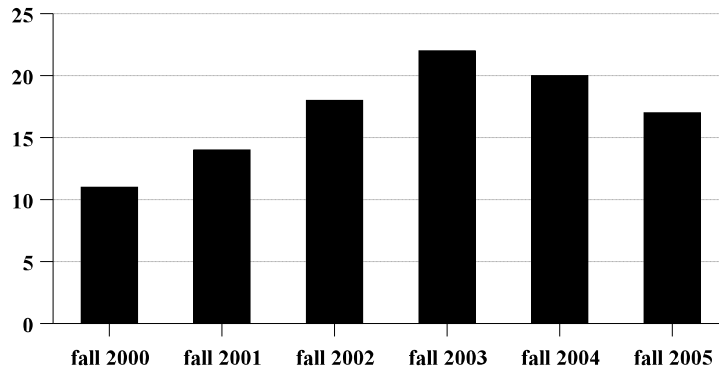
### RSED Fall Enrollment



- **Student Diversity:** Forty-six (17%) of RSED’s 268 students enrolled Fall 2005 were students of diversity. Thirty-six (77%) of these 47 diversity students were African-American (*AU Planning and Analysis*). By contrast, 243 students were enrolled in the Fall 2000, and of these, 25(11%) were students of diversity and 25(93%) of them were African American. In summary, when considering figures for Fall enrollments 2000 and 2005, there has been a 35% increase of RSED students of diversity and 23% increase for RSED African American students.

### RSED's Total Diversity Profile

% of RSED enrollment



The peaks for 2002, 2003, and 2004 are a result of large distance education enrollments from eight southeastern states.

- **Students Graduated.** During the reporting period, a total of 111 RSED students were awarded a degree (undergraduate 46, graduate 65).
- **Student Recognition/Awards**
  - **RSED’s Outstanding Undergraduate Student Award.** Michele Martin Murme, undergraduate student in Special Education, College of Education Annual Awards

- ▶ **RSED's Outstanding Graduate Student Award.** Suzanne Tew-Washburn, graduate student in Rehabilitation. College of Education Annual Awards
- ▶ **Wendy Baker Scholarship,** Jennifer Sellers, Doctoral Student in Special Education
- ▶ **Ms. Qi Hang,** 2<sup>nd</sup> place, 16<sup>th</sup> Graduate Research Forum of Auburn University. Ms. Hang, a master's student in Special Education participated in the 16th Annual and won the second place for her oral presentation: "*Perspectives and Efficacy of Co-Teaching*". The Graduate Research Forum is a multidisciplinary exhibition of student research

## Ph.D. Scholarly Paper

All of RSED's Ph.D. students must complete a comprehensive research review and analysis of a professional topic chosen by the student and his/her major professor. The content is related to a research area relevant to the student's professional interest. The paper must be formatted according to APA style guidelines (5<sup>th</sup> edition). As well, it must be no less than 50-pages in length, double spaced, with anywhere from 75-100 references. Completion, which must be approved by three committee members, is a prerequisite for taking a written doctoral comprehensive exam.

<b>Ph.D. Qualifying Papers (2005-2006)</b>
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• Effective Writing Instruction for Students with Mild Disabilities	Alexandra Coniff
• Reading Comprehension Instruction in the Middle Grades for Students with Learning and Behavior Problems: A Review	Alan Crowe
• Assessing the Curriculum: Instructional Models for Students with Disabilities	Jackie Echols-Powell
• The Roles of Touching and Massage among Occupational Therapists in Early Intervention Programs	Gwenlyn Gray
• The Integrated Theory of Human Behavior: A Review	Suzanne Woods-Groves
• Employment of Individuals with Autism	Jennifer Sellers
• Research-based Practices in Spelling Instruction for Students with Mild Learning and Behavior Problems: A Review of the Literature	Kate Simmons
• Recruitment: Program Director and Student Perspectives of Rehabilitation Education Programs	Tokie Smith
• A Review of Early Childhood Preservice Training Literature: Preparedness for Inclusion	Shelly Walls

## Ph.D. Dissertation/Masters Thesis (data based)

Tew-Washburn, S. (2006). *The identification and validation of competencies in rehabilitation and employment services*. An unpublished doctoral dissertation, Auburn University, Alabama.

Qi Hang (2006). *An Examination of Teachers' and Students with Disabilities' Perspectives and the Efficacy of Co-teaching*. An unpublished Masters Thesis, Auburn University, Alabama.

### Ph.D. Dissertations Completed Since 2000

- 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.
- Allday, A. (2004). *Reliability and validity of administrator ratings of teacher behavior on the classroom management and positive learning climate competencies of the Alabama professional education personnel evaluation system*. Unpublished doctoral dissertation. Auburn University, Alabama.
- Lott, A. (2004). *A contemporary issue in the field of rehabilitation counseling: Rehabilitation counselor and state agency fit*. Unpublished doctoral dissertation. Auburn University, Alabama.
- Aldrich M.(2003). An exploratory study of the communicative processes between infants with visual Impairment and their significant caregivers. Unpublished doctoral dissertation. Auburn University, Alabama.
- Gomez, C. (2003). *Identifying early indicators for autism in self-regulatory difficulties*. Unpublished doctoral dissertation. Auburn University, Alabama.
- Whetstone, M. (2002). *Alabama post school outcomes and best practices in transition*. Unpublished doctoral dissertation. Auburn University.
- Campbell, D. (2002). *Early development of individuals with Cri-du-chat Syndrome*. Unpublished doctoral dissertation. Auburn University.
- Jung, L. A. (2002). *Recommended practices in natural environments: A search for evidence in individualized family service plans*. Unpublished doctoral dissertation. Auburn University.
- Ingram. R. (2002). *Maternal interpretation of infant behavior prior to discharge from a neonatal intensive care unit*. Unpublished doctoral dissertation. Auburn University.
- Smith, S. (2002). *School safety and discipline: Examining the effects of an in-school suspension program at a public school*. Unpublished doctoral dissertation. Auburn University.
- Crites, S. (2001). *Social problem solving skills of students with mental retardation*. Unpublished doctoral dissertation, Auburn University.
- Hergenrather, K. (2001). *Predicting intention to place consumers living with aids into jobs: The public rehabilitation counselor and the theory of planned behavior*. Unpublished doctoral dissertation, Auburn University.
- James, H.(2001) *An examination of the relative effectiveness of step-by-step explicit instruction and transitional/basal instruction in teaching arithmetic story problems to middle school students with mild disabilities*. Unpublished doctoral dissertation, Auburn University
- Ripple, J.D. (2001). *Self-determination and the mildly disabled child: The effects of a goal-attainment curriculum in establishing effective goal attainment strategies*. Unpublished doctoral dissertation, Auburn University.
- Shippen, M. E. (2001). *An investigation of secondary educators' perceptions and practices of serving students with disabilities*. Unpublished doctoral dissertation, Auburn University.
- Brown, H. (2000). *An assessment of a self-advocacy skills training program for secondary students with disabilities*. Unpublished doctoral dissertation, Auburn University, Alabama.
- Cox, C. (2000). *The influence of preference for novelty and gender on intelligence: An investigation*. Unpublished doctoral dissertation, Auburn University, Alabama.
- Williams, T. (2000). *The interacting influences of arousal and fear-anxiety on conduct disorders*. Unpublished doctoral dissertation, Auburn University, Alabama.

## Courses Taught

During this reporting period, RSED faculty instructed a total of 103 courses. Of these, 83 were traditional campus-based courses, whereas, 20 of the courses were taught via distance education. The shaded cells depict the same course that was taught both on campus and via distance education. These numbers, and the list below, does not include faculty taught courses which enrolled fewer than the minimum number required. Also, the list does not include the 14 sections taught of the college's required, 3-hour content course EDUC 3000 *Learner Diversity*. When including the enrollment from EDUC 3000, RSED served over 2,200 students in the classroom (and field practices) during this reporting period.

<b>Courses Taught (√) During Reporting Period (2005-2006)</b>			
Shaded cells were taught via distance ed ,as well as on campus	√		
1 =Summer 2005, 2 = Fall 2005, 3 = Spring 2006 →	1	2	3
<b>Early Childhood Special Education courses</b>			
• RSED3100 Assessment in early childhood special education		√	
•RSED5100/6100 Infants/toddlers with disabilities			√
•RSED5110/6110 Curriculum in early childhood special educ			√
•RSED7100 Advanced assessment in early intervention			√
•RSED7110 Advanced assessment in early childhood sp. ed.	√		
•RSED7200 Advanced intervention infants/toddlers with dis.	√		
•RSED7210 Advanced intervention in early childhood sp. ed.		√	
<b>Special Education (Collaborative Teaching k-12) courses</b>			
•RSED3010 Introduction to special education		√	√
•RSED3110 Assessment in special education	√		√
•RSED4010 Behavior management in special education	√	√	
•RSED5000/6000 Advanced study of exceptionality	√	√	√
•RSED5030/6030 Mental retardation			
•RSED5040/6040 Learning disabilities	√		
•RSED5050/6050 Behavior disorders	√	√	
•RSED5060/6060 Severe disabilities	√	√	
•RSED 5070/6070 Mild Disabilities		√	
•RSED5120/6120 Curriculum in elementary special education		√	√
•RSED5130/6130 Curriculum in secondary special education		√	
•RSED5140/6140 Curriculum in severe disabilities			√
•RSED5150/6150 Teaching methods in special education		√	√
•RSED5160/6160 Collaboration in special education	√		√
•RSED5170/6170 Transition from school to community		√	√
•RSED5180/6180 Instructional classroom management		√	
•RSED7120 Advanced Assessment in special education	√	√	√
•RSED7220 Advanced Teaching methods in special education			√
•RSED7230 Advanced Behavior management in sp ed		√	√

<b>Rehabilitation courses</b>			
•RSED3020 Introduction to rehabilitation			
•RSED3120 Assessment in rehabilitation		√	√
•RSED4100 Professional communication in rehabilitation			√
•RSED4110 Supported employment in rehabilitation			
•RSED4120 Independent living services in rehabilitation		√	
•RSED4130 Ethical practices in rehabilitation		√	
•RSED5010/6010 Medical aspects of disability		√	
•RSED5020/6020 Psychosocial aspects of disability			√
•RSED5200/6200 Vocational evaluation in rehabilitation		√	
•RSED5210/6210 Occupational information			√
•RSED5220/6220 Placement services in rehabilitation	√	√	
•RSED5230/6230 Rehabilitation assistive technology	√		√
•RSED7010 Rehabilitation professions, programs, and services	√	√	
•RSED7130 Advanced assessment I in rehabilitation			√
•RSED7140 Advanced assessment II in rehabilitation		√	
•RSED7300 Rehabilitation counseling techniques			√
•RSED7310 Proprietary rehabilitation			
•RSED7320 Individual counseling approaches in rehab.		√	
•RSED7330 Group counseling approaches in rehab.			√
<b>Ph.D. Core Courses</b>			
•RSED8010 Disabilities and research methodology			
•RSED8020 Disabilities and applied research in measurement		√	
•RSED8030 Disabilities and professional issues			
•RSED8040 Disabilities and assistive technology			
•RSED8050 Disabilities and the law			√
•RSED8060 Disabilities and life span transitions			
•RSED8950 Professional seminar		√	
<b>Other RSED curricula</b>			
•RSED 4910 Practicum	√	√	√
•RSED 4920 Internship	√	√	√
•RSED 4970 Special Topics	√	√	√
•RSED 7400 Curriculum and teaching in specialization		√	√
•RSED 7410 Program implementation in specialization		√	√
•RSED7420 Research in Specialization	√		
•RSED7430 Research into Practice	√		
•RSED 7440 Seminar in specialization	√		
•RSED 7910 Practicum	√	√	√
•RSED 7920 Internship	√	√	√

## Course Evaluations

The performance of RSED faculty in the classroom has been stellar. This appraisal is based on the *AU Teaching Effectiveness Survey*, which is a standardized instrument formally administered to students at the end of each course. Students are asked eight questions regarding each individual course/instructor: (see below). In response to each question, they then answer either “strongly disagree (1),” disagree (2),” disagree/agree (3)” “agree (4)”, or “strongly agree (5).” Thus, the higher the numeric value the more favorable the students consider the course/instructor.

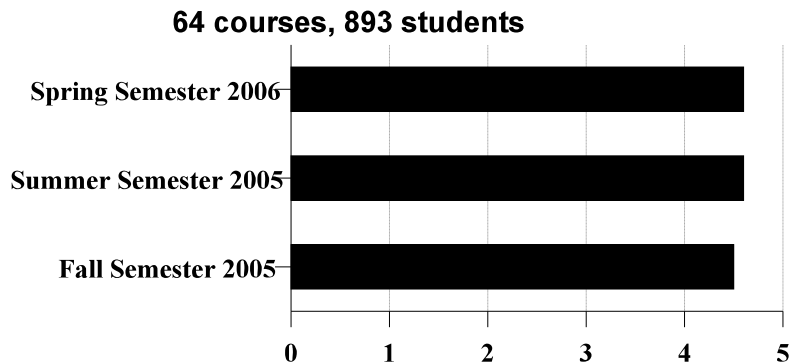
<b>Course Evaluation Questions</b>
<ul style="list-style-type: none"> <li>• <i>Instructor explained the course material clearly.</i></li> <li>• <i>Instructor was actively helpful when students had problems.</i></li> <li>• <i>Instructor was well prepared for each class.</i></li> <li>• <i>Instructor spoke audibly and clearly.</i></li> <li>• <i>Instructor stimulated my thinking.</i></li> <li>• <i>Instructor made the course objectives and my responsibilities clear to me at the beginning of each course.</i></li> <li>• <i>Instructor motivated me to do my best work.</i></li> <li>• <i>Instructor organized the class well throughout the quarter.</i></li> </ul>

During this reporting period, the *AU Teaching Effectiveness Survey* was completed by 893 students at the end of 64 RSED courses. For the courses taught in the Summer, Fall and Spring semesters, 58%, 69% and 70% “strongly agreed” across the eight positive questions (e.g., Instructor was actively helpful). Again, this result is across courses, across faculty who taught them, and across semesters (summer 2005, fall 2005, and spring 2006). When the “agree” and “strongly agree” responses are combined, the above percentages increase to 85%, 90%, and 91%.

<b>Teaching Effectiveness (2005-2006)</b>			
	<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
<b>▼ Scale</b>	<b>%</b>	<b>%</b>	<b>%</b>
5 = strongly agree	58	69	70
4 = agree	27	21	21
3 = agree disagree	7	8	6
2 = disagree	4	2	2
1 = strongly disagree	3	1	1
Average Score	4.6	4.5	4.6
<b>▼ Demographics</b>			
n students	151	411	331
n courses	10	31	23
total responses	1208	4383	2654

Another way to highlight faculty performance is to report the average of the mean scores for each of the eight questions (see below graph).

### RSED Course Evaluations (Mean Scores)



1 = strongly disagree; 2 = disagree; 3 = disagree/agree; 4 = agree; 5 = strongly agree

In addition to these exceptionally high ratings, students are encouraged to provide written comments. All such comments are typed verbatim and made available to the department head, who in turn shares both the quantitative and qualitative results with the individual instructor as part of his or her year-end evaluation. Presented below are select verbatim student statements across RSED faculty and resulting from the courses taught by them during this reporting period. In essence, it is a selective sampling of the most favorable comments. While all faculty are represented, the individual faculty members remain anonymous

<b>Select Student Written Course Evaluation Comments Across RSED Faculty (2005-2006)</b>	
Faculty #1:	“Great class.” “You are one of my favorite teacher’s in the department.” “This was a great class!” “You are to be proud of the important role you play in teaching students.”
Faculty #2	“He was an amazing teacher” “Great class” “. . . wonderful teacher” “Great teacher!”
Faculty #3	“Thoroughly enjoyed the class!” “Dr. . . . the man with the plan!” “Sad I won’t have . . . for any other classes.” “great teacher!”
Faculty #4	“I enjoyed . . .very much.” “. . . is a wonderful instructor.” “. . .CLASS WAS OVERALL VERY INTERESTING.” “Course material was interesting”
Faculty #5	“I enjoyed the class a lot. Dr. . . . is a great teacher.” “A great professor and a wonderful, thought provoking class.” “Dr. . . . is an outstanding prof.”
Faculty #6	“Dr. . . . is a wonderful teacher!” “Dr. . . rocks!” “Great instructor” “great class.”
Faculty #7	“. . . would recommend taking her to anyone in the field of Special Education;” “Great class;” “. . . wonderful teacher;” “Dr. . . .is amazing!” “I Learned so much!
Faculty #8	“Thanks Dr. . . .” “. . . is a wonderful teacher and advisor.” “I really enjoyed this class.” “I enjoyed the atmosphere of this course.”
Faculty #9	“Dr. . . .was a great teacher!” “GREAT CLASS!” “Wonderful teacher!” “She is an awesome instructor!”
Faculty #10	“He is very knowledgable! ”Dr. . . .is by far, the best teacher in the department!” “Dr. . . . is an awesome professor!”

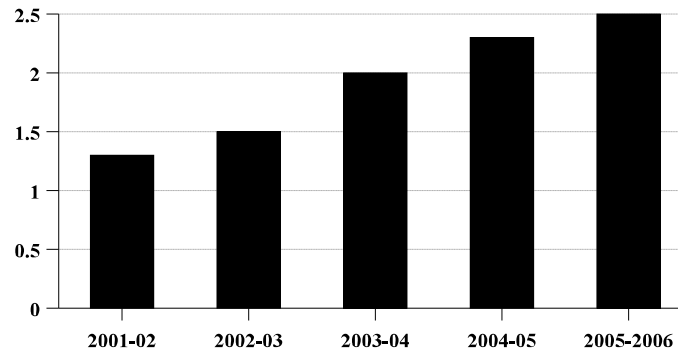
# RESEARCH

## RSED Grants/Contracts

Since August 2005, RSED’s faculty/project staff have been responsible for managing 10 U.S. Department of Education grants (continuation status) at \$1,609,020 per year, or \$7,951,470 for their funded duration). In addition, \$736,286 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. Presented below is a comparison of RSED’s grant/contract “per year” performance between the past five academic years.

**RSED's Secured Extramural Dollars**

millions (rounded)



**RSED Grant/Contract Dollars “Per Year”**

status	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>Grants</b>					
• Continuing	\$882,863	\$1,275,000	\$1,085,104	1,759,020	1,609,020
• New	\$376,635	\$253,116	\$673,916	None	150,000
<b>Contracts</b>	--	--	\$233,000	590,744	736,286
<b>Total =</b>	\$1, 259, 499	\$1,528,116	\$1,992,020	\$2,349,764	2,495,306

Curtis, R., 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., & McDaniel, R (Co-Project Directors(2005-2010). ***Long Term Training in Rehabilitation Counseling (Doctoral)*** ). A 5-year grant awarded from the Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC. (\$750,000)

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. Project Director (2006-). ***Auburn Transition Leadership Institute***.( \$140,000)

Rabren, K. Project Director (2005-2006). ***Auburn Transition Leadership Institute***. A one year contract awarded from Special Education Services, Alabama State Department of Education. (\$122,208)

Rabren, K., (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)

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)

Reilly, A., & Ingram, R., Project Co-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)

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 (2005-2006), ***Auburn Autism Center***, Alabama Developmental Disabilities Council (\$44,495)

## RSED Publications (2005-2006)

**Summary:** Faculty publications for 2005-2006 (in press and published) are 49 manuscripts, including 1 book, 1 book review, 1 book foreword, 12 book chapters, 9 Encyclopedias of Measurement and Statistics, 3 journals of which RSED faculty are editors, and 22 journal articles published in:

*Journal of Genetic Psychology*  
*The Journal of At Risk Issues*  
*Journal of Early Intervention*  
*Journal of Instructional Psychology*  
*Assessment for Effective Intervention*  
*Educational and Treatment of Children*  
*Journal of Forensic Vocational Analysis*  
*Journal of Psychoeducational Assessment*  
*Encyclopedia of Measurement and Statistics*  
*Psychological Reports; Psychology in the Schools*  
*Education and Training in Developmental Disabilities*

Bradford, S., Shippen, M.E., Alberto, P.A., Houchins, D.E. & Flores, M. M. (in press). Using systematic instruction to teach decoding skills to middle school students with moderate intellectual disabilities. *Education and Training in Developmental Disabilities*.

Browning, P. L. (in press). Foreword. In E. D. Martin D. (Ed). *Principles and practices in case management for rehabilitation counselors*. Springfield, IL: Charles C. Thomas.

Browning, P. (2006, Executive Producer). *Transition in Alabama — A CD*. Auburn Transition Leadership Institute, Rehabilitation and Special Education, Auburn University (contains 2 books, 186 manuscripts, 8 conference proceedings, 13 video tapes, 10 auto slide shows, 6,600 photos plus, and more -- nationally distributed).

Campbell, D., Reilly, A., & Henley, J. (in press). Comparison of assessment results of children with low incidence disabilities. *Journal of Early Intervention*.

Curtis, R., Martin, Jr., E., Graham, M., & Sinsabaugh, L. (2006). The vocational expert and ethics. *Journal of Forensic Vocational Analysis*, 9(1), pp. 43-48.

Darch, C., & Eaves, R.C. (in press). Teaching spelling to students with learning disabilities: The relative effectiveness of rule-based strategies versus traditional instruction. *Journal of Direct Instruction*.

Darch, C., & Eaves, R. C. (in press). Dependent variable. In N.J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics*. Thousand Oaks, CA: Sage Publications, Inc.

Darch, C., & Eaves, R. C. (in press). Teaching spelling to students with learning disabilities: The relative effectiveness of rule-based strategies versus traditional instruction. *Journal of Direct Instruction*.

Darch, C., & Eaves, R. C. (2006). Instructional Classroom Management. in *International Handbook of Behavior Modifications and Therapy*. Editors: Alan S. Bellack, Michael Hersen, and Alan E. Kazdin. Plenum Press. New York.

Eaves, R.C., Woods-Groves, S., Williams, Jr., T.O., & Fall, A. (in press). Reliability and Validity of the *Pervasive Developmental Disorders Rating Scale* and the *Gilliam Autism Rating Scale*. *Education and Training in Developmental Disabilities*.

- Eaves, R.C. (in press). Central limit theorem. In N.J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics*. Thousand Oaks, CA: Sage Publications, Inc.
- Eaves, R.C. (in press). Correction for attenuation. In N.J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics*. Thousand Oaks, CA: Sage Publications, Inc.
- Eaves, R.C. (in press). Sir Francis Galton. In N.J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics*. Thousand Oaks, CA: Sage Publications, Inc.
- Eaves, R.C., & Guardino, A. (in press). Dunn's multiple comparisons test. In N.J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics*. Thousand Oaks, CA: Sage Publications, Inc.
- Eaves, R.C., & Williams, Jr., T.O. (in press). *Woodcock Reading Mastery Tests*. In N.J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics*. Thousand Oaks, CA: Sage Publications, Inc.
- Eaves, R.C., & Woods-Groves, S. (in press). Criterion-referenced test. In N.J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics*. Thousand Oaks, CA: Sage Publications, Inc.
- Eaves, R.C., & Woods-Groves, S. (in press). Criterion validity. In N.J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics*. Thousand Oaks, CA: Sage Publications, Inc.
- Darch, C., & Eaves, R.C. (in press). Dependent variable. In N.J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics*. Thousand Oaks, CA: Sage Publications, Inc.
- Eaves, R.C., & Williams, T.O., Jr. (2006). The reliability and construct validity of ratings for the *Autism Behavior Checklist*. *Psychology in the Schools*, 43, 129-142.
- Eaves, R.C., & Williams, T.O., Jr. (2006). Exploratory and confirmatory factor analyses of the *Pervasive Developmental Disorders Rating Scale* for young children with autistic disorder. *Journal of Genetic Psychology*, 167, 65-92.
- Eaves, R. C., Williams, P., Winchester, K., & Darch, C. (2005). Using teacher judgement and IQ to estimate reading and mathematics achievement in the remedial-reading program. *Psychology in the Schools*, 31, 261-272.
- Eaves, R.C., & Williams, T.O., Jr. (2005). Review of the *Pictorial Test of Intelligence-Second Edition*. *Assessment for Effective Intervention*, 30, 77-84.
- Houchins, D.E., Shippen, M. E. & Jolivet, K. (in press). Implications of system reform on the job satisfaction of Georgia's juvenile justice. *Teacher Education and Special Education*.
- Houchins, D. E., Herk, M, Shippen, M. E.M., Antinozzi, J., Harbelen, S., Heffelfinger, P., & Norman, E.. (in press). Profiles of children under the age of 13 in Georgia's juvenile justice system. *The Journal of At Risk Issues*.
- Jolivet, K., Lingo, A., Houchins, D.E., Barton-Arwood, S., & Shippen, M.E. (in press). Improving the math fluency of elementary-age students with learning and behavior disorders. *Education and Training in Developmental Disabilities*.
- Martin, Jr. E. D. (Ed). (in press). *Principles and practices in case management for rehabilitation counselors*. Springfield, IL: Charles C. Thomas.
- Martin, Jr. E. D. (in press). Fair hearing case abstracts. In E. D. Martin D. (Ed). *Principles and practices in case management for rehabilitation counselors*. Springfield, IL: Charles C. Thomas..
- Martin, Jr. E. D. (in press). Disability in America: Issues, service priority and legislative response. In E. D. Martin D. (Ed). *Principles and practices in case management for rehabilitation counselors*. Springfield, IL: Charles C. Thomas.

- Martin, Jr. E. D. (in press). Adaptation to disability: perspectives of persons with disabilities. In E. D. Martin D. (Ed). *Principles and practices in case management for rehabilitation counselors*. Springfield, IL: Charles C. Thomas.
- Martin, Jr. E. D., Larry, L. (in press). Career and occupational case abstracts. In E. D. Martin D. (Ed). *Principles and practices in case management for rehabilitation counselors*. Springfield, IL: Charles C. Thomas.
- Martin, Jr. E. D., & Wright, K. (in press). The rehabilitation process: The purpose and function of the rehabilitation counselor. In E. D. Martin D. (Ed). *Principles and practices in case management for rehabilitation counselors*. Springfield, IL: Charles C. Thomas.
- Martin, E. D., Curtis, R., & Erath, A., (in press). Disability Assessment: A guide for the rehabilitation counselor. In E. Davis Martin, Jr., *Principles & Practices of Case Management in Rehabilitation Counseling*. Springfield, IL: Charles C. Thomas.
- Martin, Jr. E. D., Curtis, R., & Shipp, A. (in press). Assessment of disability: Considerations for the rehabilitation counselor. In E. D. Martin D. (Ed). *Principles and practices in case management for rehabilitation counselors*. Springfield, IL: Charles C. Thomas.
- Martin, E. D., Curtis, R., & Sinsabaugh, L. L., (in press). Ethics and the rehabilitation counselor. In E. Davis Martin, Jr., *Principles & Practices of Case Management in Rehabilitation Counseling*. Springfield, IL: Charles C. Thomas.
- Martin, Jr. E. D., Curtis, R., & Wright, K. (in press). Ethics for the rehabilitation counselor. In E. D. Martin D. (Ed). *Principles and practices in case management for rehabilitation counselors*. Springfield, IL: Charles C. Thomas.
- Martin, Jr. E. D., Sinsabaugh, L.L., Jarrell, G., & Hardy, R.E. (in press). Career development and job placement strategies: Considerations for the rehabilitation counselor. In E. D. Martin D. (Ed). *Principles and practices in case management for rehabilitation counselors*. Springfield, IL: Charles C. Thomas.
- Martin, Jr., E. D. (Editor). (August 2005). *Journal of Forensic Vocational Analysis*, 8(1).
- Martin, Jr., E. D. (Editor). (Summer 2006). *Journal of Forensic Vocational Analysis*, 9(1).
- Martin, Jr., E. D. & Sinsabaugh, L. L. (2006). Ethics. *Journal of Forensic Vocational Analysis*, 9(1), pp. 5-6.
- Martin, Jr. E. D., & Sinsabaugh, L. L. (2006). Past, present and future: The journal of forensic vocational analysis. *Journal of Forensic Vocational Analysis*. 8 (1), 5-6.
- McMullen, R., Shippen, M. E., & Dangel, H. D. (in press). Middle school teachers' expectations of organizational behaviors of students with learning disabilities. *Journal of Instructional Psychology*.
- Rabren, K. & Curtis R. S. (in press). Partners in the Transition Process: Special Education and Vocational Rehabilitation. In E. Davis Martin, Jr., *Principles & Practices of Case Management in Rehabilitation Counseling* (pp. 41-95). Springfield, IL: Charles C. Thomas.
- Shippen, M. E. (in press). Instructional classroom management: A proactive approach to behavior management. [Book Review]. *Educational and Treatment of Children*.
- Shippen, M. E., Houchins, D.E. Calhoon, M.B., Furlow, C., & Sartor, D. L. (in press). The effect of comprehensive school reform in reading for urban middle school students with disabilities. *Remedial and Special Education*, 27(3).
- Walker, B., Shippen, M.E., Alberto, P. A., Houchins, D. E., & Cihak, D. F. (2006). Using the expressive writing program to improve the

writing skills of high school students with learning disabilities. *Journal of Direct Instruction*, 6 (1), 35-47. Reprinted.

Williams, T.O., 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.

Williams, T.O., Jr., & Eaves, R.C. (2005). *Pervasive Developmental Disorders Rating Scale: Development and construct validity. Psychological Reports*, 97, 245-257.

Williams, T. O., Jr., Eaves, R. C., Darch, C., Fall, A.M., & Woods-Groves, S. (in press). Factor Analysis of the KeyMath-Revised Normative Update Form A. *Assessment for Effective Intervention*.

Williams, T.O., Jr., Fall, A.M., Eaves, R.C., & Woods-Groves, S. (2006). The reliability of scores for the *Draw-A-Person Intellectual Ability Test for Children, Adolescents, and Adults. Journal of Psychoeducational Assessment*, 24, 1-8.

## RSED Professional Presentations (2005-2006)

RSED faculty delivered 23 professional presentations (13 national, 10 state). One or more of these presentations were made at:

*Annual Mega Conference, Mobile*  
*Annual TASH Conference, Milwaukee, Wisconsin*  
*16<sup>th</sup> Annual Alabama Transition Conference, Auburn*  
*National Forum on Post-School Outcomes, Portland, OR*  
*Alabama Council for Exceptional Children, Tuscaloosa*  
*12<sup>th</sup> National Vocational Evaluation Forum, Port Smith, VA*  
*National Council on Rehabilitation Education, San Diego, CA.*  
*Career Development and Transition Conference. Albuquerque, NM*  
*Alabama Applied Behavior Analysis Annual Conference, Birmingham*  
*National Professional Development Schools Conference. Orlando, FL.*  
*Conference on Research Innovations in Early Intervention. San Diego, CA.*  
*International Association of Rehabilitation Professional, Minneapolis, MN.*  
*National Leadership Summit on Improving Results for Youth. Washington, D.C.*  
*Council for Exceptional Children-Teacher Education Division, Portland, Maine*  
*National Council on Rehabilitation Education Annual National Conference, Tucson, AZ*  
*Conference sponsored by Office of Technology and Distance Education Outreach, AU, AL*

Curtis, R. (2006, March). **Introduction to Transition from School to Community.** Pre-Conference workshop presentation at the 16th Annual Alabama Transition Conference, Auburn, AL.

Darch, C. (2005, Fall). **Instructional Classroom Management.** Alabama Applied Behavior Analysis Annual Conference. Birmingham, AL.

Darch, C. (2005, Winter). **Direct Instruction Reading and Math.** The Annual Alabama Council for Exceptional Children. Tuscaloosa, AL.

Dunn, C. (2005, July 19). **Transition Planning for Students with Moderate and Severe Disabilities-Paper** co-presented at the Mega Conference, Mobile, AL.

- Dunn, C. (2005, March 13). **Recent Changes with the Alabama Occupational Diploma and Updates on Transition** -Paper presented at the 16<sup>th</sup> Annual Alabama Transition Conference, Auburn, AL.
- Larkin, V., Philadelphia, A., & Sullivan, T. (2005). **Test-Retest Reliability of the Aviator 3 Computerized Assessment Tool**. Presentation at 12<sup>th</sup> National Forum. Port Smith, VA.
- Larkin, V. (2005). **Valuing diversity in vocational evaluation: Competencies for Professionals** . P000000000resentation at 12<sup>th</sup> National Forum. Port Smith, VA. (Invited)
- Larkin, V. (2005). **Professional Writing Process, Strategies, and Tips**. Presentation at 12<sup>th</sup> National Forum, VECAP. Port Smith, VA. (Invited)
- McDaniel, R. (2006). **The Digital Vocational Expert Practice: Old Dogs with New Tools**, A competitively selected presentation at the International Association of Rehabilitation Professional, Minneapolis, MN.
- McDaniel, R. (2006). **Podcasting: Distance Education on the Cheap**. A competitively selected presentation at the National Council on Rehabilitation Education, San Diego, CA..
- McDaniel, R. (2006). **The Changing role of Faculty in Distance Education, The new Paradigm II**, Office of Technology and Distance Education Outreach, Montgomery, AL.
- Rabren, K. (2005, October). **A Standard-Based Program For Students with Significant Disabilities**. Division of Career Development and Transition, Council for Exceptional Children, International Conference. Albuquerque, NM.
- Rabren, K. (2006, March). **Post-School Outcomes Data Collection Procedures**. National Forum on Post-School Outcomes Portland, OR.
- Rabren, K. (2006, March). **How to Use Student Feedback to Improve Your Transition Program**. Alabama Transition Conference. Opelika, AL.
- Rabren, K. (2006, March). **Perspectives and Efficacy of Co-Teaching**. Alabama Transition Conference. Opelika, AL.
- Rabren, K. (2005, October). **Developing, Implementing, and Utilizing a Student Follow-Along System**. . Division of Career Development and Transition, Council for Exceptional Children, International Conference. Albuquerque, NM.
- Rabren, K. (2005, June). **Collecting and Utilizing Post School Outcome Data to Improve the Results of Youth with Disabilities** (Content Expert). National Leadership Summit on Improving Results for Youth. Washington, D.C.
- Reilly, A. (2006, February). **Using Voice Output Communication Aid (VOCA) with Young Children with Autism** . Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Reilly, A. (2005, November). **The Development of Alternative Communication in Children with Autism**. Paper presented at the annual meeting of TASH, Milwaukee, WI.
- Reilly, A. (2005, November). **Effective Alternative Communication of Young Children with Autism**. Paper presented at the annual meeting of Council for Exceptional Children-Teacher Education Division, Portland, ME.
- Shippen, P. (2005, March). **PDS2: Partnerships to professional development**. National Professional Development Schools Conference. Orlando, FL.
- Simpson, R. (2005-2006). **Intervention Strategies for Students with Autism Spectrum Disorder** - Contracted with Alabama State Department of

Education Presentations in Mobile, Florence, Jasper, Pell City, and Elba, AL.

Simpson, R.(2006, April). **Strategies for Teaching Students with Autism**, Aususta Evons School, Mobile, AL.

Tew-Washburn, S.(2006, February). **Identifying and Validating Competencies in Job Development and Placement**. Presentation at the National Council on Rehabilitation Education Annual National Conference, San Diego, CA..

Tew-Washburn, S.( 2005, February). **Assessing the Effectiveness of Pre-Vocational Programs for Individuals with Traumatic Brain Injury**. Presentation at the National Council on Rehabilitation Education Annual National Conference, Tucson, AZ.

Tew-Washburn, S., Larkin, V., & Browning, D. (2006, February 16–19). **Identifying competencies in job development and placement**. Presentation at the 6<sup>th</sup> Annual National Council on Rehabilitation Education. San Diego, CA.

## Follow-Up Survey of RSED Alumni

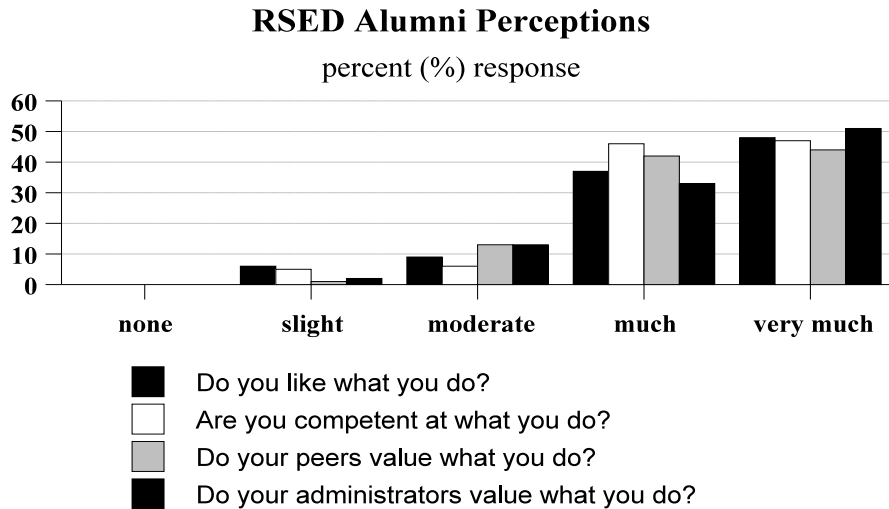
Every 5-years (2005, 2000, 1995), the department conducts a survey of its recent alumni to determine the status and efficacy of its various program components. Using a four page survey instrument developed by RSED faculty, alumni are asked:

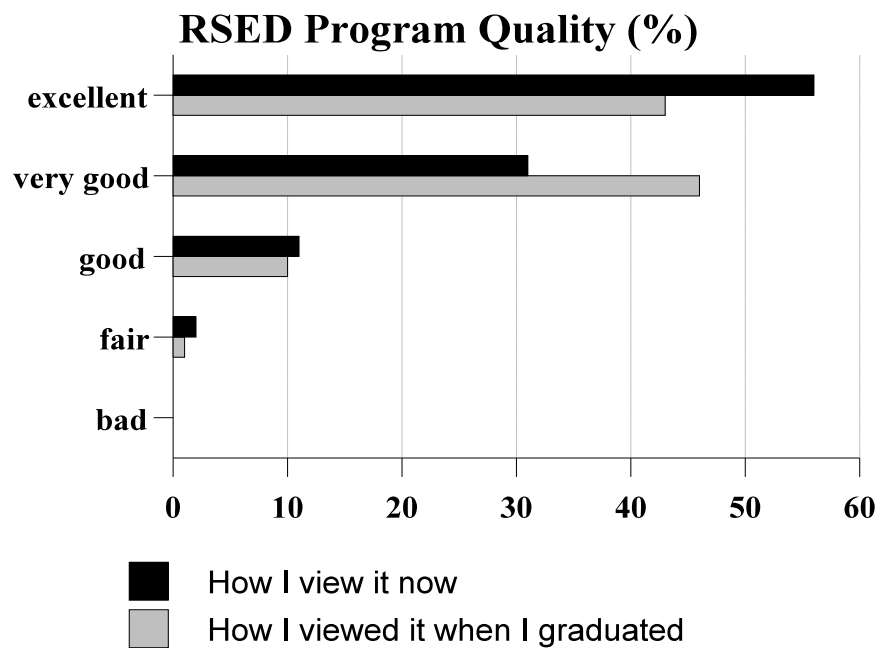
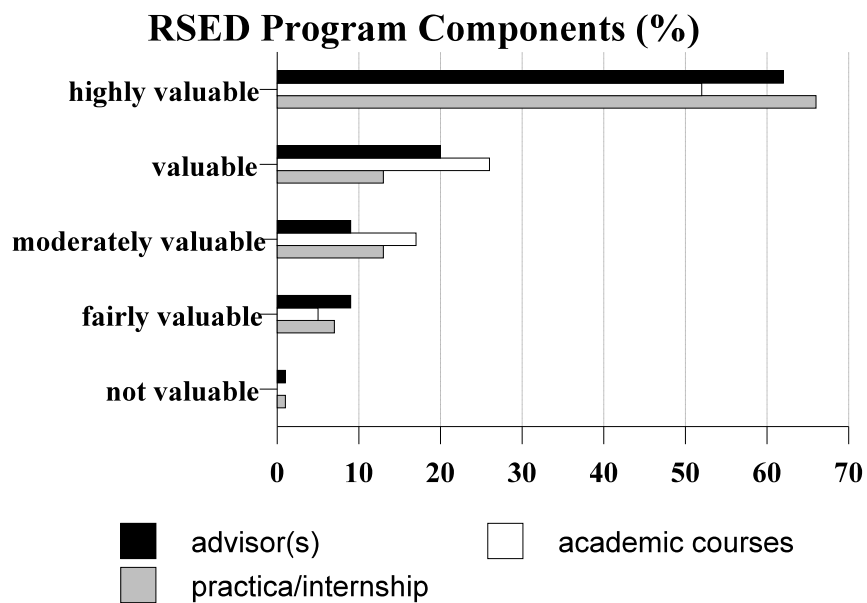
- to characterize their work along seven dimensions: type of disability served, occupational role, setting, age of client, severity of disability served, location, and salary range;
- to identify honors they have received, memberships in professional organizations, leadership posts held, whether or not they recommend the RSE Department to others, and the number of job offers they received after graduation;
- to evaluate the RSE Department as a whole, their advisors, their coursework, and their practical/internship; and
- to evaluate their own competence in a variety of areas: (a) knowledge-base, (b) assessment, (c) specification of goals and objectives,(d) development and use of instructional/treatment strategies, (e) behavior management, (f) collaboration with others, and (g) professional activities. Sixty-two, randomly distributed items represent these seven domains (see sample below). Subsequently, the items are clustered in their respective domains for analysis.

We are interested in how you perceive yourself with respect to your professional knowledge, skill, and activities	
• I know the characteristics of the various disabilities	1 2 3 4 5
• I am familiar with behavior management techniques that have been well researched	1 2 3 4 5
• I apply principles of learning in my everyday practice	1 2 3 4 5
• I record the performance of my pupils/clients on a daily or weekly basis	1 2 3 4 5
• I am able to motivate my pupils/clients successfully	1 2 3 4 5
• I can interpret the results of assessment accurately	1 2 3 4 5
• I have a good grasp of the knowledge-base of my field	1 2 3 4 5
• I know and abide by the ethics of my profession	1 2 3 4 5
• <b>plus 52 additional items</b>	1 2 3 4 5
	etc

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

In 2005, a survey was submitted to 428 RSED graduates since 2000 (19 were returned with address unknown). Of the 409 received, 93 ( 22%) completed and returned the survey. The following graphs depict several of the questions and their respective responses.





## OUTREACH (Extension)

### RSED 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 40 children were enrolled in one of two 5-week clinic programs. Since 1990, over 3,160 such students have received individually designed tutorial instruction through RSED's summer clinic outreach program.

**Clinic 1:** For high school students with disabilities, instruction is provided in important life-centered areas, including functional reading and math skills, independent living skills, and self-advocacy skills. For the Summer 2005, 11 students with mild and moderate learning and behavioral disabilities attended the Summer Transition Program. Students participated in (a) in school- and community-based activities, (b) began each day with group development activities followed by individualized instruction, (c) learned about citizenship and participated in a service learning project at Monarch Estates, (d) spent two days job shadowing in the type of job for which he or she was interested, (f) learned and practiced important social skills, and (g) had the opportunity to work at the Healthy Hut, where they learned important job skills and practiced money skills. RSED students participating in the Clinic included 1 undergraduate, 7 masters, and 2 doctoral students.

**Clinic 2:** For young students with behavioral problems, instruction is offered in reading, math and language arts with emphasis in social skills training. As well, special educational services are provided for children with autism spectrum disorder and their families. During the summer of 2005, the Summer Clinic for children with autism or behavior disorders addressed the needs of 37 students. There were 20 students with autism enrolled across 4 classes for students from pre-school age through adolescence. Seventeen students were served across three classes for students with emotional/behavioral disorders, from kindergarten age through early adolescence.

### 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. During this reporting period, the institute sponsored the 16th Annual Conference on Transition in Alabama attracted over 700 participants March, 13-15, 2006. The Keynote speaker was Madeleine Will, who initiated the nation's transition movement. This conference provides a unique forum for statewide and national collaboration among special education and rehabilitation practitioners, job coaches, transition counselors, families, students, and agency representatives.

Also, through the Institute, an online post-school outcomes survey was conducted for Alabama's young people with disabilities. Over 175 of Alabama's 400 high schools responded, representing 80 of its 130 public school systems. This year's results bring the ten-year total of respondents to 14,703 (10,697 in-schoolers, and 4,006 one-year-out post-schoolers), and allow continued tracking of percentage levels of employment, postsecondary education, and independent living for students who have received special education services.

The Institute also provides, to the Alabama State Department of Education, reports of parent satisfaction levels with their child's special education services. These reports are based on a 45-item survey about the parents' perceptions of, and experience with, their local school's special education program. During the past year, 3,384 Parent Surveys have been received by the Institute and compiled into 62 school system reports, which are used by the State for both federal reporting and local system monitoring.

In March 2006, the Institute achieved technology transfer commercialization status for a software application invention that will help state departments of education meet federal performance requirements in reporting on post-secondary school outcomes of students with disabilities. The Post-school Outcomes Data System (P.O.D.S.) is a Web-based software intended for collecting and reporting statewide survey data on employment and post-secondary education status. Tracking such information gives feedback for improving or reinforcing secondary school programs, important because high school youth with disabilities face discouraging statistics: a 30% drop-out rate and a 70 % unemployment rate.

In April 2006, Dr. Browning, the then Director of the Institute, named Dr. Karen Rabren the Director. Dr. Rabren had served as the Associate Director of the Institute prior to this change and has worked with Dr. Browning for over 12 years in the area of transition. Together, many statewide transition initiatives were developed and implemented under their leadership.

Institute staff participated in conferences in Alabama, Oregon, and Albuquerque this academic year. As well, the Institute and its activities received recognition in the *AU Report*, *AU Research News*, *Opelika-Auburn News*, and *DCDT News* (Division of Career Development and Transition, Council for Exceptional Children). Dr. Rabren serves on the National Post-school Outcome's Center Technical Work Group which is charged with assisting states with gathering post-school outcome data. This year, she also became a member of the DCDT Research Committee.

Through its many grant activities, the Institute provides research opportunities and work experience to graduate students in special education and rehabilitation in areas such as co-teaching, compilation of literature, statistical reporting, curriculum development, secondary school program assistance, collaborative best practices, professional development, and community outreach.

## **The Auburn Autism Center**

Every 20 minutes, another child in the United States is diagnosed with autism, a neurological disorder with lifelong implications. The Auburn University Autism Center was established in 2003 with the vision of providing desperately needed services to individuals with autism, their families, schools, and other agencies. Regrettably, the number of qualified professionals to serve children with autism has not kept pace with the skyrocketing prevalence rates. The AUAC is seeking to change this truth by involving AU students in every facet of Center services as they prepare for their future careers.

The Center's highly sought after model early intervention program provides specialized services to children with autism alongside typical children. The unique program was conceptualized based on the latest autism research and draws visitors from around the U.S. and as far away as Turkey. The program has also served as a training ground for AU students, professionals, and parents.

Outreach has been a Center priority since opening. During this academic year, Center co-directors, Drs. Caroline Gomez and Robert Simpson, provided training to over 750 parents and professionals. Two outreach consultants, funded by the Alabama State Department of Education, also provided outreach

through technical assistance to schools. In addition, Project *Fun with Friends*, funded by the Alabama Council for Developmental Disabilities, provided after-school joint recreational opportunities for students with autism and their peers without disabilities. During this academic year, Center staff provided direct services to over 80 children with autism from Alabama and surrounding states through (a) the model program, (b) outreach consultation, (c) Project *Fun with Friends*, and (d) a summer clinic for children with autism. These services also provided invaluable practicum and internship experiences to 35 AU students.

During 2005-2006, plans were finalized for the Auburn University Autism Center to move into a 5,000 square foot on-campus building. After occupying the building in August 2006, more sorely needed services will be made available and include (a) a diagnostic clinic, (b) speech language pathology services, (c) occupational therapy services, and (d) an additional model classroom. Additional services are scheduled to begin in August 2007 and include (a) transition services, (b) in-home respite care, and (c) an inter-active web-site.

Center staff has presented at national autism conferences in South Carolina and Rhode Island this academic year and been featured on Birmingham NBC and PBS affiliates and the Trinity Broadcasting Network. In addition, Center activities were recognized in the *Birmingham News*, *Columbus Ledger-Enquirer*, *Auburn-Opelika News*, *Auburn Plainsman*, *AU College of Education Keystone*, and *Auburn Football Illustrated*. As more and more children, families, AU students, and professionals benefit from the services available through the Center, Auburn University is increasingly viewed as a beacon of hope and a leader in response to a world-wide epidemic.

## FACULTY

### RSED Positions

- **Vacant Position – Early Childhood Special Education:** Since 2004, a national search has been underway for an RSED position of Assistant Professor of Early Childhood Special Education. Two people have been brought to campus. The first was not approved by the faculty, whereas, an offer was made to the second candidate who declined the offer due to family considerations. During the 2005-2006 academic year, a national search has continued for this faculty position.
- **Clinical Position: Special Education.** In Spring 2006, three of nine applicants were invited to the Auburn campus for interviews for this clinical position. One of these interviewees was Mrs. Kelly Brumbeloe, who will begin working as a non-tenured faculty member August 18, 2006.
- **Director, Transition Leadership Institute:** In the Spring of 2006, Dr. Karen Rabren, RSED Associate professor, became Director of the Transition Leadership Institute.

### Graduate Faculty Membership

During this reporting period, Dr. Peggy Shippen, Assistant Professor in Special Education, was granted membership for Auburn University's **Graduate Faculty, Level II**, which is the highest membership that can be attained. Once the candidate is admitted, based on a record of scholarship, they are then qualified to direct doctoral dissertations and teach at the most advanced graduate level.

Membership is determined by the faculty in the candidate's department and AU's Graduate Council. As of this Report, nine (9) of RSED's 13 faculty members are Graduate Faculty Members -- Level II.

## Faculty Service

1 = College of Education  
2 = Auburn University

Committees Served by RSED Faculty (2005-2006)			1	2
Dr. Browning	Chair	Curriculum & Teaching Search Committee	→ √	
Dr. Curtis	Member	Diversity Committee	→	√
	Member	Undergraduate Committee	→ √	
Dr. Dunn	RSED Officer	Graduate School	→	√
Dr. Darch	Chair	Program Review Committee	→ √	
Dr. Eaves	Member	Faculty Committee	→ √	
Dr. Larkin	RSED Senator	University Faculty Senate	→	√
	Member	Diversity Committee	→ √	
Dr. McDaniel	Chair	Distance Education Committee	→ √	
Dr. Martin	Chair	Awards Committee	→ √	
Dr. Rabren	Member	Undergraduate Committee	→ √	
Dr. Reilly	Member	Field Experiences Committee	→ √	
Dr. Simpson	Member	Governance Committee	→ √	
Dr. Shippen	Member	Diversity Committee	→ √	

## Faculty National Leadership

- **Dr. Caroline Dunn** is RSED's **representative** to the Higher Education Consortium for Special Education (HECSE), which is a private, non-profit organization that focuses primarily on doctoral programs in special education throughout the United States. As well, she is **Consulting Editor** for several journals (*Education and Training in Mental Retardation*, *Journal of Learning Disabilities*, and *Intervention in School and Clinic*).
- **Dr. Vivian Larkin**, Assistant Professor of Rehabilitation, is **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, is **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.

- **Dr. Randy McDaniel** is a **Board Member** of the Vocational Evaluation and Career Assessment, a national professional organization designed to advance knowledge and practices in the collective fields of vocational assessment, vocational evaluation, and work adjustment. Also, at the 2006 conference for the National Council on Rehabilitation Educators in San Diego, California, he was one of two nominees to be on the ballot for NCRE President in 2007 (outcome still pending).
- **Dr. Karen Rabren** was an **invited presenter** at the National Leadership Summit on Improving Results for Youth in Washington, D.C..She is a member of the **advisory board** for the National Post-School Outcome Project housed at the University of Oregon, as well as on the research committee and publication board for CEC’s Division of Career Development and Transition.

### Past Leadership Roles at the State and National Level

<i>President</i>	Alabama Federation Council for Exceptional Children (2003-2005)
<i>President</i>	Alabama Federation Council for Exceptional Children (1999-2000)
<i>President</i>	Early Childhood Division, Alabama Federation Council for Exceptional Children
<i>President</i>	Alabama Council for Learning Disabilities
<i>President</i>	VEWA Association, National Rehabilitation Association
<i>Editor</i>	Diagnostique, Council of Exceptional Children
<i>Co-Editor</i>	Research in Rural Education
<i>Co-Editor</i>	Diagnostique, Council of Exceptional Children
<i>Associate Editor</i>	Education and Treatment of Children
<i>Director</i>	Publications, Alabama Federation Council for Exceptional Children
<i>Board Member</i>	Executive Board of the Autism Society of Alabama
<i>Board Member</i>	Special Arts in Alabama
<i>Board Member</i>	National Rehabilitation Association
<i>Board Member</i>	National Rehabilitation Technology Association
<i>Board Member</i>	Early Childhood, Alabama Federation Council for Exceptional Children
<i>Chair</i>	Multi-Cultural Committee, Vocational Evaluation and Work Adjustment Association
<i>Member</i>	Ad Hoc Committee, U.S. House of Representatives
<i>Member</i>	Advisory Board, CruduChat Syndrome Society
<i>Member</i>	Publication Committee, National Career Development and Transition
<i>Member</i>	Professional Standards, Council for Exceptional Children’s Mental Retardation
<i>Member</i>	Research Committee, Early Childhood, Council for Exceptional Children
<i>Member</i>	Membership Committee, Council for Learning Disabilities
<i>Member</i>	Personnel Subcommittee, Alabama Governor's Interagency Council
<i>Member</i>	Alabama Comprehensive System of Personnel Development, ALSDE
<i>Member</i>	Alabama's Transition Advisory Task Force
<i>Member</i>	Alabama Department of Education Personnel Development Advisory Committee

## Faculty/Staff Awards/Honors

- Suzanne Tew-Washburn & Dawn Browning (2005). *Excellence Award in Education and Training*, Rehabilitation Services Administration, U.S. Department of Education.

### Other Honors by RSED Faculty(recent past) Since 1982

2005	Dr. Browning	Auburn University annual Award for Excellence in Outreach
2005	Dr. Baird	College of Education Outstanding Outreach Award
2005	Dr. Simpson	College of Education Outstanding Graduate Teaching Award
2004	Dr. Brown	Paul Hoffman Award, National Rehabilitation Associations's VEWA
2004	Dr. Eaves	College of Education Outstanding Research Award
2004	Dr. McDaniel	Alumnus Award, College of Public Health, University of Florida
2004	Mrs.Tew-Washburn	Professional Service Award for Educators, Georgia Rehabilitation Assoc.
2003	Dr. Larkin	Minority Achievement Award, AU Alumni Association
2003	Dr. Martin	Outstanding Service Award, Virginia Department of Rehabilitation
2003	Dr. Rabren	College of Education Outstanding Outreach Award
2003	Dr. Browning	Distinguished Career in Rehabilitation Education Award, NCRE
2003	Dr. Darch	Mortor Board Professor of the Year, Auburn University
2002	Dr. McDaniel	Wayne T. Smith Distinguished Professorship in Education
2002	Dr. Browning	College of Education Outstanding Research Award
2001	Dr. Curtis	Mary Switzer Memorial Scholar
2001	Dr. McDaniel	RSA's Excellence & Training Award, US Department of Education
2001	Dr. Darch	College of Education Outstanding Graduate Faculty Award
2001	Dr. Brown	AU Alumni Undergraduate Teaching Excellence Award
2000	Mrs.Dawson	College of Education Outstanding Staff Award
1999	Dr. Browning	Wayne T. Smith Distinguished Professorship in Education
1999	Dr. Darch	Humana Foundation-Germany-Sherman Distinguished Professor
1999	Dr. Darch	Alabama's Outstanding Special Educator of the Year Award
1999	Dr. Dunn	College of Education Outstanding Graduate Faculty Award
1997	Mrs. Browning	College of Education Outstanding Staff Award
1997	Mr. Patterson	Alabama's Outstanding Rehabilitation Service Delivery Award
1997	Dr. Reilly	Outstanding Professor, AU Panhellenic Council
1996	Dr. Browning	Alabama's Outstanding Special Educator of the Year Award
1996	Dr. Reilly	Most Accommodating Professor, AU Students with Disabilities
1995	Dr. Baird	Mentor of the Year, 8 <sup>th</sup> Alabama Early Interaction Preschool Conference
1994	Dr. Browning	College of Education Outstanding Outreach Award
1993	Dr. Darch	College of Education Outstanding Research Award
1993	Dr. Baird	College of Education Outstanding Extension Award
1993	Dr. McDaniel	College of Education Outstanding Graduate Faculty Award
1990	Dr. Simpson	Mortar Board Favorite Educator, Auburn University

1985	Dr. McDaniel	Paul Hoffman Award, National Rehabilitation Associations's VEWAA
1983	Dr. McDaniel	Outstanding Service to the Disabled, National Rehabilitation Association
1982	Dr. Brown	College of Education Outstanding Undergraduate Faculty Award

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## Faculty

Philip Browning , Ph.,D.	Wayne T. Smith Professor, Head	Rehabilitation/Special Education
Kelly Brumbeloe, M.A.	Project Director	Special Education
Rebecca Curtis, Ph.D., CRC	Assistant Professor	Rehabilitation
Craig Darch, Ph.D.	Humana-Germany-Sherman Professor	Special Education
Caroline Dunn, Ph.D.	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
Peggy Shippen, Ph.D.	Assistant Professor	Special Education
Robert Simpson, Ph.D.	Professor	Special Education
Suzanne Tew-Washburn, M.A.	Project Director	Rehabilitation

## Faculty Emeriti

Samera Baird, Ph.D	Professor, Emeritus	Early Childhood
Clarence Brown, Ph.D., CRC	Associate Professor, Emeritus	Rehabilitation
Richelle Rice, M.C.D	Instructor, Emeritus	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
Caroline Gomez	Auburn Autism Center
George Hall	Transition Institute Associate
Rebecca Ingram	Academic Program Assistant
David Patterson	Rehabilitation Counselor

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