

Name: **Yvonne Bui**
Department: **Special Education**
Advisors: **Don Deshler, Ph.D., Jean Schumaker, Ph.D.**
Major: **Special Education (Learning Disabilities)**
Minor: **Research & Statistics/Special Education Law**

Career Goals:

- 1) I am interested in teaching future general education and special education teachers at the graduate level as well as through pre-service and in-service workshops.
 - 2) I want to collaborate with local public school districts in order to disseminate new research strategies and improve educational practices within the general and special education classrooms.
 - 3) I want to continue working with children with special needs, especially in urban public school districts that have diverse classroom populations.
 - 4) I want to conduct socially valid research and disseminate the findings to other researchers and practitioners in the field of special education.
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Areas of Major Professional Interest:

- 1) Classroom teaching with an emphasis on intervention strategies for children at-risk for low achievement and/or students with special needs.
 - 2) Mentoring pre-service and in-service general and special education teachers and providing them with effective curriculum materials.
 - 3) Shaping public policy as it relates to identification, program design, and assessment for children with special needs.
 - 4) Collaborating with parents, teachers, community leaders, and service providers to improve the quality of life for children from diverse backgrounds and low-income families.
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Learning Goals (with CRL):

- 1) I want to continue doing research with students who are at risk for low academic achievement and/or have disabilities in order to enhance and improve their education.
 - 2) I plan to become a certified trainer within the Strategic Intervention Model network and hope to expand the network to include general and special educators from less-developed countries.
 - 3) I want to develop curriculum materials within the strategic instruction framework that will help to promote the mission of KU-CRL.
 - 4) I wish to develop the necessary skills in order to participate in the writing of grants, presentations, journal articles, book chapters, and conferences.
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**Professional Development Program:
Year One Completed**

Objective One: Academic Statesmanship

Competency One: Acquire a cutting-edge knowledge base of developments and practices within the fields of special and general education.

- a) Participated in KU-CRL study group every week for two semesters.
- b) Attended professional seminars by leading professionals in the fields of policy, education and psychology (Silverstein, Nielsen, Kolzol, Knight, Vaughn, Greenwood, Bauwens).
- c) Attended professional conferences related to educational research and students with disabilities (CEC, SIM, Autism)
- d) Conducted literature reviews on current issues and trends (transition models for Asian American families, reading instruction, secondary general education settings).
- e) Visited organizations and/or centers that conduct high quality research within the field (Juniper Gardens, EDGE).
- f) Attended "brown-bag" lunches in areas of interest.

Competency Two: Acquire critical analysis skills

- a) Participated in group discussions as well as presented in courses (Naturalistic Research, Issues in Learning Disabilities, Law and Public Policy and Families and Multicultural Issues).
- b) Analyzed and discussed special education legislation (IDEA, ADA) and court cases as they related to students with Learning Disabilities

- c) Wrote two syntheses papers (exclusionary criteria for students with LD and Whole Community legislation).
- d) Reviewed and scored presentation proposals for CEC 2001 within the Division of Learning Disabilities.

Competency Three: Acquire professional collaboration skills

- a) Attended Special Education faculty meetings and School of Education Assembly meetings as a Student Representative
- b) Attended meetings and/or gatherings for international students.
- c) Collaborated with the Student CEC Division and became the student representative for the Children and Youth Action Network.
- d) Maintained a professional relationship with San Francisco State University, San Francisco Unified School District and the Asian Pacific Islander Caucus within CEC.
- e) Attended team planning meetings with Dr. Sue Vernon and worked with the staff at EDGE Enterprises for the Building Learning Communities research project.
- f) Collaborated with teachers while conducting research at various elementary schools in Lawrence, Kansas (East Heights, Deerfield, Sunflower, Quail Run).
- g) Developed relationship with the Program Directors, staff and students at the Boys and Girls Club in Lawrence, Kansas.
- h) Co-created the Graduate Student Support Network for the Special Education Department at the University of Kansas (organized summer picnic).
- i) Collaborated with reviewers in the field to organize and disseminate the CEC 2001 presentation proposals for the Division for Learning Disabilities and Instructional Methodologies.

Objective Two: Research Skills

Competency Four: Acquire knowledge related to using a variety of research designs and methodologies

- a) Conducted research for the Building Learning Communities project with Dr. Sue Vernon at EDGE Enterprises.
- b) Participated in the Institute for Academic Access with Dr. Jean Schumaker, Dr. Don Deshler, and Dr. Jan Bulgren at KU-CRL.
- c) Conducted a naturalistic research project with limited English proficient Latino families who have children with disabilities under the guidance Dr. Tom Skrtic.
- d) Conducted an individual research project using story grammar instruction at East Heights Elementary School.
- e) Involved in the Positive Behavior Support project with a low-income family in Wyandotte County under the guidance of Dr. Ann Turnbull.

Competency Five: Acquire skills related to the use of varying research designs and methodologies

- a) Participated in the Building Learning Communities research project with Dr. Sue Vernon and EDGE Enterprises. Created a poster with preliminary study results for the International SIMS conference in July 2000.
- b) Participated in the literature review for the Institute for Academic Access with Dr. Jean Schumaker and Dr. Don Deshler at KU-CRL.
- c) Conducted a naturalistic research project with Dr. Tom Skrtic
- d) Conducted an individual research project on story grammar instruction for elementary school students.
- e) Attended the Advisory Board Meeting for the KU-CRL Institute for Academic Access.

Competency Six: Acquire skills related to training others to conduct research

- a) Participated with EDGE Enterprises, Dr. Sue Vernon and elementary school teachers in the Building Learning Communities Project.
- b) Attended the meeting to develop a rubric with the Blue Valley School District, Kansas.
- c) Participated in the meeting to address the problem of Foreign Language for students with learning disabilities with the Blue Valley School District, Kansas.
- d) Participated in the SIM Potential Trainer's Workshop in Lawrence, Kansas.

Objective Three: Staff Development/Systems Change Skills

Competency Seven: Acquire knowledge of the change process and the principles involved in creating lasting change in schools

- a) Actively participated in the KU-CRL study group.
- b) Actively participated in related coursework.

- c) Read articles on School Change recommended by Jim Knight and attended part of his workshop on Teacher Guided Professional Development.

Competency Eight: Acquire teacher-preparation skills within the preservice framework

- a) The preservice for Learning Strategies coordinated by Irma Brasseur in January, 2000 was cancelled. Will attend next year.
- b) The preservice for Content Enhancement coordinated by Jennifer Jones in May, 2000 was cancelled. Will attend next year.

Competency Nine: Acquire teacher-preparation skills within the inservice framework

- a) Participated in the SIM inservice levels one and two. Certified to teach the Learning Strategies to students.
- b) Participated in the SIM Potential Trainer's Workshop. Will continue to work on certification.
- c) Participated in the International SIM conference for trainers.
- d) Attended and presented at the CEC 2000 conference in Vancouver.

Competency Ten: Acquire skills to prepare teachers to become "change agents" within their schools

- a) Collaborated with teachers at Lawrence public schools while conducting research.

Objective Four: Product Development Skills

Competency Eleven: Acquire skills to become computer competent

- a) Trained in SPSS 9.0 version in PRE 711 & PRE 814
- b) Learn how to navigate both Macintosh and PC computers and significant software programs (Microsoft Word, Excel, Publisher)
- c) Attended the Library Orientation for Special Education Graduate students with Lea Reid (techniques and shortcuts for ERIC)
- d) Assisted Irma Brasseur in developing a web page for CEC-Student Division (created four components including links to Hot Websites).
- e) Attended training workshop for list serv managers
- f) Managed the KU-SPED student list serv

Competency Twelve: Acquire skills to become competent in gathering market information

- a) Conducted interviews with Limited English Proficient families that have children with disabilities for a naturalistic research study.
- b) Conducted an interview with a service provider for families that are Limited English Proficient and have children with disabilities.
- c) Made frequent home and school visits to a family in Wyandotte County, Kansas as part of a Positive Behavioral Support team.

Competency Thirteen: Acquire skills to become competent in creating materials for teachers

- a) Co-developed lessons for Getting Organized (Building Learning Communities project with Dr. Sue Vernon at EDGE Enterprises).
- b) Developed lessons and handouts for reading comprehension (story grammar instruction) for first grade teachers.
- c) Developed overheads and handouts regarding transition issues for Asian American families.

Competency Fourteen: Acquire skills to become competent in preparing practitioners to create materials and media for their own use and students' use in classrooms

- a) Attended presentations at the International SIMS Conference regarding how to support the Learning Strategies Curriculum using visual and kinesthetic materials.

Professional Development Program: Year Two Completed

Objective One: Academic Statesmanship

Competency One: Acquire a cutting-edge knowledge base of developments and practices within the fields of special and general education.

- a) Participated in weekly KU-CRL study group discussions related to research design, methodology and data analysis.
- b) Attended the *Preparing Future Faculty Workshop* (KU), the *Teacher Education Division Diversity Workshop* (CEC), and the *Multicultural Summit* (CEC).
- c) Attended the *Harvard Civil Rights Project Conference: Minority Issues in Special Education*, and the *Conference on Diversity and Multicultural Education* (KUMC).

- d) Completed literature reviews related to students with disabilities in the following areas: 1) writing interventions, 2) reading comprehension, 3) large-scale assessments, 4) transition, 5) poverty, and 6) multicultural education.
- e) Completed all coursework for doctorate degree in special education at KU.
- f) Attended presentations from leaders in the field related to current issues and trends in special education (KU).
- g) Consulted with Dr. Stephen Graham regarding writing interventions for students with disabilities at the University of Maryland.

Competency Two: Develop and use critical analysis skills

- a) Participated in class discussions and presented in courses from various departments at KU: Special Education, Teaching and Leadership, and Psychology Research and Education.
- b) Critically analyzed research articles during the KU-CRL study group.
- c) Completed literature review of existing grants for a grant proposal related to personnel preparation and a literature review of contextual variables related to students with disabilities in secondary education (Report submitted to OSEP).
- d) Submitted two manuscripts to professional journals: Improving Reading Comprehension Using Story Grammar Instruction (Academic Exchange Quarterly), and East Meets West: Person-Centered Planning in the Context of Asian American values (Exceptional Children).
- e) Participated in various aspects of grant proposal writing with Drs. Don Deshler, Jean Schumaker, Ed Meyen, Jan Bulgren, Daryl Mellard.
- f) Reviewed CEC 2002 proposals for the Division of Learning Disabilities and Instructional Methodologies.

Competency Three: Develop professional collaboration skills

- a) Coordinated New Graduate Student Orientation and Graduate Student Social event.
- b) Established professional relationships with special education graduate students from other universities at CEC and DLD conference.
- c) Maintained a professional relationship with staff and faculty at other universities and educational agencies (San Francisco State University, University of Hawaii, San Francisco Unified School District and the Asian Pacific Islander Caucus within CEC).
- d) Collaborated with teachers and students at elementary, middle, and high schools in Lawrence, Kansas.
- e) Tutored an adult colleague in math on the weekends.
- f) Tutored a middle school student in math 3 times a week.
- g) Program Advisory Committee Member for CEC 2001 (Division of Learning Disabilities and Instructional Methodologies).
- h) Co-taught an undergraduate Special Education course with Dr. Nancy Peterson.
- i) Established professional relationships with staff at Strategic Tutoring Center, O'Connell Youth Ranch, and KAW Valley Center in Lawrence.

Objective Two: Research Skills

Competency Four: Acquire knowledge related to using a variety of research designs and methodologies

- a) Senior Project Coordinator: Strategic Tutoring with Out-of-home Youth (CASEY Foundation).
- b) Conducted data collection and final data analysis for Strategic Tutoring study using SPSS and Excel.
- c) Lead Researcher: Increasing Reading Comprehension Using Story Grammar Instruction.
- d) Completed research courses through the Psychology Research and Education department: nonparametric statistics, SPSS, and research measurement.
- e) Participated in weekly KU-CRL study groups on research design and methodology led by Dr. Jean Schumaker.

Competency Five: Develop skills related to the use of varying research designs and methodologies

- a) Completed and submitted a student-initiated grant proposal to OSEP (approved and funded).
- b) Conducted and completed an individual research project on reading comprehension.
- c) Developed lessons, activities, measurement instruments, and a PowerPoint presentation related to story grammar and reading comprehension.
- d) Reviewed a manuscript and wrote a critique for Focus on Autism (peer-review journal).
- e) Developed a Quality Research Article Checklist to critically and quantitatively analyze studies in the literature.

Competency Six: Acquire knowledge related to training others to conduct research

- a) Prepared and submitted manuscripts to two peer-reviewed professional journals.
- b) Presented Increasing Reading Comprehension Using Story Grammar Instruction at CEC Conference 2001 (over 200 participants) and the National SIM Conference 2001.
- c) Presented Person-centered Planning in the Context of Asian American Values at CEC Kansas State Conference 2001.
- d) Trained special education teacher in Survey Routine for SIM Level II Workshops.

Objective Three: Staff Development/Systems Change Skills

Competency Seven: Acquire knowledge of the change process and the principles involved in creating lasting change in schools

- a) Participated in discussions in KU course: Learning Disabilities II: Issues and Trends.
- b) Read several articles on the change process authored by Elmore.
- c) Participated in discussions with Dr. Jim Knight regarding the Teacher-Guided Professional Development model.

Competency Eight: Develop teacher-preparation skills within the preservice framework

- a) Panelist for Graduate Teaching Assistant Conference sponsored by the Center for Teaching Excellence.
- b) Attended and participated in one semester course: Preparing for the Professorate (Center for Teaching Excellence).
- c) Observed/gave feedback to a group of undergraduate tutors for Strategic Tutoring study.
- d) Co-taught a special education teacher preparation undergraduate course with Dr. Nancy Peterson (one semester).

Competency Nine: Develop teacher-preparation skills within the inservice framework

- a) Coordinated Poster and Kaleidoscope presentations for the SIM 2001 Conference.
- b) Registration Coordinator for the 2001 Division of Learning Disabilities Bridging the Gap Between Research and Practice Conference in San Antonio, Texas.
- a) Completed the majority of requirements to become a certified SIM Learning Strategies trainer.
- b) Attended informal presentation of Content Enhancement routines led by Dr. Jan Bulgren.
- c) Read and critically analyzed research articles related to Learning Strategies and Content Enhancement routines.

Competency Ten: Prepare teachers to become "change agents" within their schools

- a) Collaborated with teachers at Lawrence public schools while conducting research.
- b) Presented an overview of KU-CRL Strategic Instruction Model (SIM) for Lawrence School District professional development in-service.

Objective Four: Product Development Skills

Competency Eleven: Become computer competent

- a) Completed related coursework: Computer Applications for Statistical Analyses (SPSS 9.0) and Educational Software programs.
- b) Learned how to use Power Point, Excel and other computer applications (including web-based developments).
- c) Created a website of links related to Disability and Special Education.
- c) Attended workshops at the Academic Computing Center and library.
- d) Continued to manage the KU-SPED graduate student list serv.

Competency Twelve: Become competent in gathering market information

- a) Conducted interviews/email questionnaires with professional and administrators in special education.
- b) Conducted interviews/surveys with students and practitioners in special education and caretakers of students with disabilities.

Competency Thirteen: Become competent in creating materials for teachers

- a) Developed lessons, activities, and assessment instruments related to reading comprehension and story grammar instruction.

Competency Fourteen: Become competent in preparing practitioners to create materials and media for their own use and students' use in classrooms

- a) Contracted for professional development in-service with ESSDACK.
- b) Created PowerPoint presentations and multi-media teaching materials with Dr. Nancy Peterson.