

# The Jayhawk *Educator*

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FEATURING THE DEPARTMENT OF SPECIAL EDUCATION

Schoolwide Positive Behavior Support (*Page 4*) ... Revisiting IDEA (*Page 6*)

Nurturing Self-determination in Students (*Page 8*)

Special Education Faculty and Student Work (*throughout*)

# Remembering the Teachers Who Touched Our Lives

by *Karrie Shogren*

When I think of my favorite teachers, Mrs. Matheny, my 1st grade teacher, immediately comes to mind. Mrs. Matheny was a dedicated teacher who sought to instill in her students a love for learning.

For Mrs. Matheny, a reading or math lesson was never just a means to teach us about sentence structure or addition; instead, these activities were, first and foremost, ways to get us excited

about learning. I remember our group reading activities fondly — Mrs. Matheny supported us not only in developing our reading skills but also in developing an understanding of the meaning behind the material we read. Even simple stories became parables about life and how we should treat each other.

My favorite part, however, was how Mrs. Matheny made these things concrete for us. We never simply read the stories, we also acted them out. Mrs. Matheny would put the class in charge of designing

and recreating the conditions that were described in the story and its pictures. We used cardboard boxes to paint and create houses and forests, pipe cleaners to make flowers, and scrap fabrics to make hats and scarves. During these activities, we learned more about math and science than we ever did in any formal lessons. As a class, we had to figure out what paint colors to mix together to make purple and how many more apples we needed if we only had two in the class and the story called for six.

Mrs. Matheny even organized several afternoon “shows,” when all of our parents were invited to come and watch us act out the stories, with our hand-created sets and props.

Mrs. Matheny was an amazing teacher, not simply because she taught us to become good readers, but because she made learning fun and motivated us to work hard to learn the skills we needed to become life-long learners, even though, as 1st graders, we never realized the significance of the lessons she was teaching us. However, as an adult, I sincerely appreciate the foundation for learning that Mrs. Matheny provided. 🍎

*Karrie Shogren is a doctoral student in the Department of Special Education. She recently was named recipient of the 2005 Student Award to be presented by the American Association on Mental Retardation. For more of the story, see page 7.*



*Karrie Shogren*

by *Nancy L. Peterson, Ph.D.*

An extraordinary kindergarten teacher was the person who first inspired me and launched my dream to become a teacher. I was her “teacher’s assistant.”

Those were the days when kindergarten was a mere eight-week summer session, couched as “preparatory, readiness activities” for the soon-to-be 1st graders entering school that fall. Teachers mixed their own easel paints and dyed macaroni in all the primary colors for kids to thread into beautiful necklaces and bracelets. Bulletin boards and learning materials were often made from scratch, by hand-printing or typing, drawing and coloring, cutting and assembling everything by hand. Even musical instruments for the traditional rhythm band were often make-shift homemade items

— wood scraps cut into appropriate sizes with handles attached — that kids could bang together to make a rhythmic noise.

I took my “teacher’s assistant” role very seriously and tackled the tasks she gave me with great enthusiasm. I remember watching that teacher’s moves like a hawk, observing how she worked with the kindergartners, how she transitioned the kids from one activity to another in such an orderly way, and how she made each an exciting, almost magical adventure. I wanted to be just like her.



*Nancy Peterson*

That kindergarten teacher was my mother, Mabel Peterson. Only years later did I realize that my assigned role was my mother’s ingenious solution to the summertime “sitter” she didn’t have. I was not that much older than the kindergartners. But her explanation that I would be the “teacher’s assistant” was sufficiently convincing to my 8-year-old mind that I had an important calling. I remember occasions when I led the class in rhythm band depicting the animals in Prokofiev’s musical piece, “Peter and the Wolf.” That music and its images conjured up an extraordinary make-believe world as we marched around the room recreating that musical story. This wise teacher, my mother, masterfully raised my self-esteem to the sky. Most significant of all, that experience was the beginning of my dream that someday I would be a real teacher.

Although eight weeks seems so short, that time filled a gigantic space in my head with positive, happy, successful feelings about school and myself. “School” became my favorite activity.

My mother was an intuitively skilled, creative teacher. She went on to teach 2nd, 3rd and 4th grades. Eventually she became the first and only female administrator and head of elementary education for the district among a sea of male administrators under Superintendent T. H. Bell (who later became the U.S. Secretary of

—continued on page 17

## OF COURSE

2

### LESSONS LEARNED

*Interim Dean Fred Rodriguez reflects on his term and the School's bright future.*

3

### IN FOCUS

*This issue we are pleased to focus on the Department of Special Education.*

6

### AN IDEA TO SHARE

*Rud Turnbull, 2004-05 Budig Professor in Special Education, ruminates on the reauthorization of IDEA.*

13

### ACHIEVEMENTS

*Accolades to School faculty, staff and students.*

14

### WITH RECOGNITION

*More about students, faculty and friends.*

15

### ALUMNI NEWS

*Check up on your former classmates.*

## throughout GOOD WORK

*Read about current projects of faculty and students in the Department of Special Education.*

## 4 RESEARCH REPORT

### *Positively Speaking*

Schoolwide Positive Behavior Support fosters engaged learning and holds promise for improving overall school climate.



8

### *Nurturing Self-determination*

Leading a self-determined life — helping students with or without disabilities navigate the choppy waters of life.



## 10 SERVICE SPOTLIGHT

### *Extending the Borders*

Department of Special Education faculty reach out to the world with research and expertise, and attract talented students from all over the globe.

2 Rick Ginsberg Named New Dean ■ 3 Beginning Educators Learn from the Experts

7 Kansas Relays for Kids ■ 7 School News ■ 11 Center for Research on Learning Collaborates with State of Virginia ■ 12 Grant and Project Updates ■ 16 More from Our Alumni

# Lessons Learned

**A**s I conclude my tenure as the interim dean, I would like to share the lessons I have learned during the past nine months. Certainly, what I have to impart is not new, nor is it necessarily anything I didn't already know or suspect. However, this experience has reaffirmed and strengthened my understanding of what a special place the School of Education at KU is to us and to those who have come before us. I know that those who will follow us will feel the same.



*Fred Rodriguez*

I have learned a greater appreciation for the wonderful faculty and staff we have in the School. They go about doing their work in an exemplary manner — never seeking any attention — driven by the desire and professionalism to do what is best, not only for their particular area or discipline but for all of our students, our external constituencies and for the overall good of the School. Additionally, literally hundreds of individuals are part of externally funded projects — research endeavors and projects that provide critically important outreach and public service across the state and region. The depth and breadth of these efforts is outstanding.

I have learned that our alumni and friends have a deep admiration and commitment to the School. I was fortunate to meet many of our alumni and donors and learn first-hand about their different career paths, their personal interests in education and their love for the School. Our alumni and donors are a remarkable and wonderful group of friends and serve as eloquent ambassadors. To all our donors and alumni, thank you on behalf of the faculty, staff and students.

I have learned that we continue to attract outstanding students at both the undergraduate and graduate levels. Their academic records and accomplishments are most impressive. Collectively, they contribute to and demonstrate clearly the quality of our academic programs. As a general rule, today's student tends to be far busier — a growing number struggle to balance work, family and school. Through the generosity of our donors and our tuition-enhancement fee, we distributed over \$675,000 in scholarships this year. I learned through conversations with students of their deep appreciation for the financial support, and how often that support makes it possible for them to continue their academic programs.

I have learned from our nine recent faculty searches that the School attracts faculty candidates from the most highly regarded universities in the country. As I met with over 25 faculty candidates, it occurred to me that there was a common thread through all my conversations with them. They view KU, and specifically the School of Education, with high regard. We are perceived as a high quality and prestigious university and School. The most common comments I heard were “everyone is so friendly and helpful”...“this has been one of the best visits I have had this spring”...and “this would be a

good place to be.” It is good to be reminded what a special place KU is and what a strong academic unit we have established.

I have learned that we have a very good School of Education — but we can be better. I have learned that there is a sincere desire to make sure that we continue to move forward as a School and to be responsive to the changing national landscape in higher education. We must address a changing student profile without compromising our standards. We must explore alternative delivery methods of instruction without compromising instructional excellence. We must continue to impact policy at the national, state and local levels. We must continue to be a voice for those who have little voice.

We are well positioned to continue building upon our current standard of excellence. Our next challenge will be to raise the status of the School to an even higher level. Along that journey we must be mindful of what we have accomplished together and understand the opportunities that lie ahead as we build for the future. Our future is bright, and I remain excited about being privileged to be a part of our journey together. 🍎

## School of Education to Welcome Rick Ginsberg as New Dean



*Rick Ginsberg*

The School of Education is pleased to announce that Professor Rick Ginsberg from Colorado State University has agreed to be the 15th dean of the School of Education, effective August 1.

Ginsberg, director of the School of Education at Colorado State University in Fort Collins since 1995, is author of three books, more than 50 refereed articles, and chapters in more than two dozen books. His research and writings address a variety of issues including school reform, learning disabilities, minorities in higher education, administrator training, school law, instructional improvement and educational change.

Under his leadership, the Colorado State University School of Education has gained national recognition, ranking seventh in the nation for its graduate program in vocational and technical education in the most recent *U.S. News and World Report* edition of “America's Best Graduate Schools.” CSU's community college leadership doctorate specialization in education recently was cited by a national graduate student organization as having the highest level of student satisfaction for any doctorate program in the nation.

“KU is a great university with a terrific School of Education,” he says. “I am impressed by the strong support the school has from the leaders of the university. Particularly noteworthy to me is the high-quality faculty in all of the school departments. I look forward to working with the students, staff and faculty at KU to build on the school's many strengths.”

Ginsberg earned a doctorate in education from the University of Chicago in 1983 and a bachelor's degree in history and political science in 1973 from the State University of New York at Albany. Before joining Colorado State as professor and director of education, Ginsberg was an associate professor in educational leadership and co-director of the Office of Research at the University of South Carolina. Earlier he had served on the faculty of the University of New Orleans and as assistant director of the Center for the Improvement of Teaching and Learning at City Colleges of Chicago.

# Department of Special Education

This issue of *The Jayhawk Educator* highlights work by faculty and students in the Department of Special Education. Over the past 50 years, the department has built a national and international reputation for excellence in teaching, research and service related to the needs of individuals with disabilities and their families.

Since the late 1970s, various organizations have, without exception, categorized the KU graduate program as superior. The best-known rankings are those generated annually by *U.S. News and World Report* (USN&WR). Since the mid-1990s, USN&WR has consistently placed KU at the top of their charts when this program is compared with more than 100 other leading university programs.

Here are just a few of the reasons over the past year why USN&WR (April, 2005) once again chose KU as the No. 1 public special education graduate program in the country:

- The department admitted domestic students from 15 states and 33 international students from countries including China, Japan, India, Korea, Saudi Arabia, Spain and Taiwan;
- Faculty generated nearly \$13.5 million in new and continuing grant funds to support research, model program development and professional preparation;
- \$1.5 million in federal grant funds was awarded to 200+ Special Education graduate students in the form of tuition and stipends;
- 45 students received \$77,000 in merit-based School of Education scholarships; other top students received scholarships from other sources including the university, professional associations and private foundations;
- More than \$150,000 has been contributed to the department to foster new student awards, for staff and faculty memorials, to fund the Edward L. Meyen Distinguished Lecture series and to support the Williamson Family Endowment Professorship;
- Faculty-published work for teacher education students, field practitioners and families included 14 books, 56 peer-reviewed articles, and 51 book chapters; five faculty books were translated into Chinese, Dutch, Japanese and Spanish;
- Faculty made more than 200 presentations at local, state, national and international meetings;
- Department faculty received more than 20 state, national and international awards for teaching, research and service.

Frequently I am asked how this mid-sized department (currently 21 members) competes so successfully with larger, better-funded programs at other institutions. I think there are three key factors: First, our faculty members have a genuine passion and an abiding commitment to improve learning and living opportunities for people with disabilities and their families.

Second, excellence in effort serves as the foundation for all our work as individuals and as a learning community comprised of faculty, staff and students. As a community, we work hard to ensure that teachers, teacher educators, administrators, policy-makers and researchers who receive the KU Department of Special Education “seal of

approval” possess the essential skills, knowledge and passion needed to pursue careers that will make a difference in the lives of people with disabilities and their families.

Finally, there is enormous pride in the contributions to special education research and practice that have been made by KU faculty, staff, students and alumni. Collectively, this work has revolutionized thinking about disabilities and has changed the lives of millions of people with disabilities and their families. As a community, we cherish this tradition and are dedicated to continued excellence to ensure our constituents in Kansas and around the world are well represented. 🍎

— *Chris Walther-Thomas, Ph.D., chair,*  
*Department of Special Education*

## Beginning Educators Learn from the Experts



*Sherrie Saathoff, Becky Saathoff  
and Chris Walther-Thomas*

Awareness of special education issues comes early in the academic career of School of Education teacher education students. Every semester, students in “T&L 100: Introduction to the Education Profession” have the opportunity to interact with a panel of special education experts.

This spring, panelists were SPED and Life Span Institute employees Stephanie Martell and Becky Saathoff; Sherrie Saathoff, who is Becky’s mother and the public service administrator in the SPED department; Chris Walther-Thomas (chair, SPED); and Rachel Magario, a T&L 100 student.

Becky and Stephanie talked about teacher characteristics that helped them as they made their way through special education classes. Rachel shared her perspective and challenges as an international student with visual and health impairments. Sherrie related how parents and teachers can collaborate to help students with disabilities navigate through K-12 schools. Chris emphasized the importance of advocates for students with disabilities. The class is taught by Mike Neal, assistant dean.

Each semester nearly 200 pre-education students, divided into two sections, take the class. Following are reflections from a few of them.

- *The young ladies on the panel had exactly the same goals, hopes and challenges that my peers have. I will try to remember that when I am a teacher. People of different colors, religions, body capabilities or mental capacities all have the same basic needs and desires.*
- *I was so blown away by how open the panel was about the challenges of their lives. I guess I am feeling that one step to finding good intervention strategies for folks with special needs is to be really honest and open about what the challenges are. I guess we all have some special needs; this lesson could be applied to our own learning style and educational needs.*
- *I found it strongly simple that the same teachers who had the greatest impact on the panel students’ lives possessed the same characteristics we all appreciate in a great teacher. All great teachers know, appreciate and accept the student for who they are, take the time to know the student on a personal level, demonstrate a positive problem-solving personality and hold the student to high standards of expectations.*
- *Wow! I didn’t realize how important the parents are in letting the school and teacher know what is best for the student. That school/home bond finally came to clear understanding for me as I realized that the parent is doing informal research on what works and does not work for the child every day. Their interest in the child and the best intervention strategy is second to none.*

# What Is Schoolwide PBS and Why Is It Important?

—by Wayne Sailor

**P**ositive Behavior Support (PBS), which began to take shape formally in the early 1980s, focuses on changing behaviors across many different types of settings. This change is accomplished by identifying triggers for problem behavior and strategies to offset them. PBS methods may be useful in improving behavior and student achievement, as well.

Schoolwide PBS is not just for individual students but also for the entire school population. Schoolwide PBS can reduce the number of violent incidents, improve school climate, and foster active or “engaged” learning for all students. It may also be one of the few promising methods for improving test scores of low-achieving elementary, middle and high schools.

## **Schoolwide PBS and Joshua Frames: A Real Story from the Beach Center on Disability Web Site**

*\*To protect privacy, some of the names in this Real Story have been changed.*

In 1998 Lakewood\* Middle School was in trouble. The sprawling middle school is located in the center of Wyandotte County in Kansas City, Kan. At that time, Wyandotte County claimed the second-lowest graduation rate, the highest percentage of children living in poverty, and the third highest number of childhood deaths in the state.

By the time things came to a head at Lakewood, the school reported six times the Kansas state average of student violent acts against other students and more than 20 times the state average of student violent acts against staff. There were 4,000-5,000 office “discipline” referrals a year in a school with around 750 students. Two-thirds of the students had serious problem behavior. Lakewood’s standardized test scores for the entire school population and its students with disabilities were well below national, state and even district averages.



Desperate for some answers, Lakewood Middle School staff joined forces with a Positive Behavior Support team from the Beach Center on Disability, becoming the first of four middle schools to participate in a schoolwide PBS program. The Beach Center developed the program with universal, group and individual supports to meet the complex behavioral needs of current school environments.

## **Universal Support for All Students**

As part of its efforts to define expectations, the PBS team identified “Five Steps to Success” at Lakewood: be safe, be cooperative, be ready to learn, be respectful, and be responsible. One of the more successful parts of the plan was the reinforcement system. Teachers handed out positive referral tickets if a student was “caught” following one the Five Steps. These tickets were dropped into three different boxes, one for each grade. Each day the vice principal drew three names and announced the names over the PA system. Winners then went to his office to claim a prize.

Teachers later described the result as a regular “Price Is Right” atmosphere. Students cheered when someone was told to “Come on down!” Photos of the winners and an explanation of what step they followed

were mounted in the school’s main display case.

One of the PBS researchers, Peter Griggs, recalls how these tickets brought out the “true soft nature” of some of Lakewood’s “roughest” kids. “These tough guys would get caught doing something right and get a ticket. By sheer luck, their name would get called to pick out a prize. Then the most feared kids in the school would choose as their prize a teddy bear or other gift for a younger sister or brother. These kids had nothing at home but were so selfless, picking items for a sibling instead of the latest CD or cool comic book for themselves,” Bragg says. “It was a very powerful experience.”

## **Group Work in the Hallways**

Not all problem behaviors could be resolved through universal support. A major issue at Lakewood for all grade levels was walking safely in the hallways. The team and staff formed groups of students who needed the most hallway instruction. These groups spent considerable time discussing and practicing what was “cool” (appropriate hallway behavior) versus “uncool” (inappropriate hallway behavior). Gradually group support helped staff redirect these students in the hallway by asking, “Are you being cool or uncool?”

## **Individualized PBS at Lakewood: Joshua’s Story**

As part of the PBS plan at Lakewood, the staff identified five students with especially challenging behaviors. One of those students was Joshua Frames.\* Joshua’s story epitomizes the personal impact of schoolwide PBS.

In 1998, Joshua Frames was a 14-year-old student at Lakewood with high-functioning autism. Joshua liked school but he rarely made friends and lacked the skills necessary to gain attention in appropriate ways from peers or adults. He also scored below what his parents and others thought he could score on the state’s academic

achievement test. When anxious, Joshua was prone to bolt out of class without warning. Joshua frequently ran up and down the hallways hollering. He made distracting noises and statements and was easily goaded by classmates. Even more alarming, Joshua rushed up into people's faces and grabbed and groped females in sexually aggressive ways. Both mother and father felt that Lakewood lacked a plan that would help their son.

### Identifying the Triggers for Joshua's Behavior

Once the universal PBS strategies began, some of Joshua's behaviors improved. He joined the group PBS effort that targeted hallway conduct and he improved those behaviors, too. Still, problems remained. The PBS team discovered that Joshua did better in class when peers didn't surround him, so they seated him in the back row. They worked with Joshua's teachers who, in turn, coached his classmates to not turn around and laugh at Joshua's outbursts. Most important, Joshua learned a signal, which he used when he needed a break or didn't understand something. His teachers gave him more frequent attention rather than waiting for Joshua to "bubble over."

The PBS team focused on strategies so Joshua would know how to approach people. He learned to talk to girls and women with his hands in his pockets or behind his back. As a result, he was less likely to grab them. Gradually Joshua grew more skilled at monitoring his own behavior. His teachers and parents could now begin to focus on Joshua's academic skills and not just his behavior.

### Promising Results for Lakewood

In the first two years of the program, short-term suspensions decreased by 60 percent at Lakewood. Three out of four students who received group and individualized PBS improved.

The schoolwide PBS plan has been in effect at Lakewood for six years now. Referrals to the principal's office are consistently down 20 percent from 1998 levels, by about 1,000 referrals annually. Since implementing PBS, some of the students' achievement test scores have improved. In the last year or so, the percentage of Lakewood students who scored unsatisfactory in math is down 21%. The percentage of Lakewood stu-

dents with disabilities scoring unsatisfactory for math has been cut in half. Furthermore, the percentage of students with disabilities who scored exemplary (the highest level) in reading has doubled in the last year.

Schoolwide PBS in suburban schools may sometimes show greater results. Still, the Beach Center staff is especially proud of its work at Lakewood. The staff reports that Lakewood's results were exceptional given the challenges the school faced. According to Griggs, "We learned we could do it. It takes two to three years to get a schoolwide program up and running effectively. There are a lot of lessons to be learned about how to keep PBS embedded. But we are increasingly effective at sustaining a schoolwide PBS program in 'tough' schools, like Lakewood."

### Promising Results for Joshua

What about Joshua Frames? Joshua successfully transitioned to his neighborhood high school. Even better, Joshua also found friends and another committed team of teachers and staff in this new setting. While not all challenges are resolved, Joshua is able to participate more in his community, such as going to church or shopping with his parents. He shows steady improvements in his quality of life assessments, especially his emotional well-being. According to the team, Joshua's grades and test scores also went up significantly in 8th grade and were even better his first year of high school. As his mother says, "PBS saved Joshua Frames." 🍌

*Wayne Sailor, Ph.D., professor in the Department of Special Education, directs the PBS Research Project for the Beach Center on Disability, where he is an associate director.*

*Notes: Recent literature shows a link between appropriate social behaviors and student achievement. PBS holds real promise for improving overall school climate. This improved school climate may improve social behavior and, therefore, student achievement.*

*For more information about the research findings on schoolwide PBS, see "Schoolwide PBS and Student Achievement: Is There a Connection?" at [www.beachcenter.org](http://www.beachcenter.org).*

*For information about how to implement PBS successfully, see the Beach Center's new tip, "Improving Student Behavior Through Schoolwide PBS," also at [www.beachcenter.org](http://www.beachcenter.org). These PBS tips may help improve student performance by creating a positive learning environment.*

### Video-conferencing in Earle Knowlton's class



#### S P E D F A C U L T Y W O R K :

### Earle Knowlton, associate professor

Earle Knowlton, an associate professor in the Department of Special Education, teaches future teachers about kids with disabilities. "My students need information about disabilities and how to accommodate their teaching to the learning styles of these kids," he says. "Yet, teacher training is about more than simply textbooks and Power-Point® lectures.

"We are 'stuck' in our university classroom, prohibited by scheduling and other logistical constraints from in-person visits to schools and interactions with kids with disabilities and their teachers."

For three years, Knowlton has used video conferencing technology — "virtual field trips" — with local schools in Lawrence and DeSoto, Kan., and with Brownsburg High School in Indiana. "When we video-conference with Brownsburg, we meet with Jennifer Theis, a special educator, and 15 of her students. Jennifer's kids have disabilities such as autism and Down syndrome. We explore the potential of video conferencing technology, enabling meaningful interactions and enduring impact — on my students and Jennifer's!"

The KU teacher education students interview the Brownsburg kids, and they do the same with the KU students. Laughter and good-natured kidding punctuate serious questions and answers. Students learn that, despite their significant disabilities, these are just kids.

Before an interactive video conferencing session, students read information about the disability they are studying, attend lectures and discuss the condition. But, the children they meet via video conferencing become the keystone of the KU teacher education students' learning experiences. A young woman studying to be a science/technology teacher perhaps said it best: "I will use video conferencing when I become a teacher; it brings life to theory and theory to life!"

#### S P E D S T U D E N T W O R K :

### Sheila Smith

Sheila Smith, a first-year doctoral student, has been leading an effort to bridge the gap between industry developers of technology (Center for Applied Special Technologies-CAST) and school districts by facilitating a study in a Blue Valley, Kan. middle school on an Internet-based writing program for students with writing challenges. This study is especially significant in that it illustrates effective collaboration between general and special education teachers; collaboration between K-12 schools and universities; collaboration between industry, schools and universities; and direct research impacting the lives of students with disabilities in the general education classroom.

# Now, That's an IDEA

—by Rud Turnbull

When Congress reauthorized the federal special education law — the Individuals with Disabilities Education Act (IDEA) — in 2004 and President Bush signed it in 2005, those of us interested in disability policy and special education law were fascinated to detect a major change in federal policy and at the same time a reaffirmation of policy that is now 30 years old.

It is best to start with the reaffirmation of established policy. IDEA continues to be a major civil rights law. That is so for a variety of reasons, but particularly because it restates the nation's goals of assuring equal opportunities for people with disabilities and supporting them to participate fully in society, to be as economically self-sufficient as possible, and to live as independently as possible. IDEA has always rested on the equal protection guarantee of the 14th Amendment to the Constitution, and it continues to do so. Moreover, IDEA is a civil rights law because it grants rights to students and their parents.

IDEA reaffirms established policy in yet a second way. It is a major education law. It grants rights to students and their parents, and therefore creates duties for educators. In addition to imposing duties, however, IDEA also attempts to build the capacities of state and local educational agencies to benefit students with disabilities.

So much, now, for established policy. What seemed most significant to me, as I analyzed the reauthorized IDEA, was that it also “sounded in” — that is, was part and parcel of — the nation's welfare reform policies.

To make that case, it is necessary to return to 1996 and Congress's enactment of the Personal Responsibilities and Work Opportunity Act. In that law, Congress imposed limits on the length of time that families may receive public assistance. It also made the assistance conditional on the

basis that family members are employed (or seeking work) or receiving adult education. These time limits and conditions rested on a theory that the assistance was creating, or had created, a permanently dependent population, and that learned helplessness and public dependency are inimical to the individual and to the state as well.

The theory that some people had become helpless and dependent surfaced in 2001 when a former assistant secretary of education under President Reagan, Chester Finn, together with others, published *Retinking Special Education for a New Century*. In that book, several chapters argued that general and special education faculty and administrators are including students in special education who should be served in general education because their disabilities are relatively non-impairing. So, one thesis of the book is simply that policy and practice should prevent general educators from placing so many people into special education and that special education should accept fewer students. An associated thesis — and, I believe, the real thesis underlying the “send/accept” one — was that students who are enrolled in special education learn precisely what the “welfare population” had been taught throughout many years of public assistance that was neither time limited nor conditional: namely, that it is acceptable to be dependent and to expect a lifetime of benefits solely because of being classified into a “dependent” population.

These same messages resurfaced a year later in the *Report of the President's Commission on Excellence in Special Education*.

When connecting the dots — welfare reform, the Finn book and the Commission Report — it was not at all surprising to analyze the reauthorized IDEA and find in it provisions that imposed new duties on parents. Nor was it surprising that Congress made it easier for schools to discipline students with disabilities — on the theory, I believe, that they, like their parents, must be “taught” something about responsibilities.

The question, then, seemed to be this: *Is it defensible for Congress to have taken the rights-responsibilities welfare-reform approach that it did?* I answer that by asking a different question: *What does “equality” mean when the construct is applied to people with disabilities?*

If it is the case that people with disabilities and their families should be treated exactly equally with other students and their families, then there can be little quarrel with Congress's approach. But, I argued, equality does not mean the same for people with disabilities as for people without disabilities. Treating everyone alike will produce some equal opportunity for some people with disabilities, but for very few; making reasonable accommodations and even treating people differently is necessary in order to educate effectively many students with disabilities and to involve their parents in their children's education.

The next question, it seems to me, is whether the reauthorized IDEA is a “liberal” or “conservative” law, or both. I argue that it is liberal in the sense that it liberates people with disabilities from the social and legal discrimination that history teaches they would experience unless they had the law, and conservative in the sense of preserving fundamental values in our country — namely, the primacy of the family, the justified claim of everyone to be treated with some dignity, and the social desirability to build an America that is truly heterogeneous, where people with disabilities are full citizens.

In conclusion, I assert that the reauthorized IDEA represents yet another reaction to the alleged shortcomings of the modern welfare state but that it still sounds in civil rights and education law, and that it is, on the whole, an entirely reasonable response to the legal and ethical claims of people with disabilities and their families. 🍎

*Rud Turnbull, LL.B., LL.M., is co-director of the Beach Center. He is a professor of special education and a courtesy professor of law. He is a specialist in law, policy and ethics, and the parent of a son with multiple disabilities.*



## When the Runaround Is a Good Thing Kansas Relays for Kids



Rain moved Kansas Relays for Kids indoors, but it didn't dampen the spirits of the 295 4th graders who attended. Children, teachers and parents from six Lawrence elementary schools filled the gym at Robinson Center on April 22.

The kids were decked out in red, blue or gold t-shirts and official bib numbers. Fifty-eight teacher education majors from the departments of Health, Sport, & Exercise Sciences and

Teaching & Leadership led the children through three stations: 50-meter dash, triple jump and shot put.

The highlight of the day was the relay during which teams of two boys and two girls representing each class raced for two laps around the gym. The room was electric as the children screamed and cheered for their schools. Good sportsmanship was displayed by all and everyone received assorted gifts before they headed for the bus. When asked what they liked most, they answered, "We got to try different stations and got advice on how to do different events" ... "I liked getting the ribbon and bag of stuff" ... "I like the racing because we can cheer for the teams" ... "I liked after the relay because everyone had great sportsmanship, although I was kind of slow my friends still were happy for me."

The teachers said: "The organization was great. Length of time at stations was perfect! What a great experience! After leaving Robinson, we ate lunch on campus and then spent about 45 minutes at the stadium. I wish you could have seen the smiles!" ... "I loved the events the kids participated in. I loved the KU volunteers; they were so helpful and enthusiastic!" ... "Most of it was a non-competitive way for kids to have fun, learn and get physical activity."

Thanks go out to Tim Weaver, director of Kansas Relays for Kids; to the Department of Health, Sport, and Exercise Sciences; and to KU Athletics.

## What's News



### School of Education: a Shining Star

Lawrence Public School representatives presented the February Lawrence Education Achievement Partners (LEAP) Shining Star Award to the School of Education for their commitment to supporting student achievement and success in the Lawrence Public Schools last week. Cordley Elementary principal Kim Bodensteiner (left), LEAP director Sarah Martin Klingele (second from right), and Central Junior High School assistant principal Brian McCaffrey (right) are pictured with Flora Wyatt (director, KUPDS), who accepted the honor on behalf of the School.

### SPED Student Awards

The American Association on Mental Retardation (AAMR) has announced that **Karrie Shogren** (doctoral student, SPED) is the recipient of their 2005 Student Award. She will receive her award next September at the AAMR Disability Summit in Washington, D.C. Karrie entered the doctoral program in 2002; Michael Wehmeyer (professor, SPED) is her advisor.

**Joan Houghton**, a doctoral student in special education and project coordinator for Positive Behavior support (PBS) programs at the Beach Center on Disability, received the Alice Hayden Award at the annual meeting of TASH held November 17-20 in Reno, Nev. The Hayden Award is the most prestigious student honor bestowed by TASH, which is an international association that promotes full inclusion for of persons with disabilities.

Both of these awards are highly competitive and represent important field recognition of the recipients' exemplary accomplishments. Karrie and Joan are outstanding scholars, advocates and campus leaders. They were instrumental in establishing KU Professionals on Disability (KUPD), a campus organization designed to provide information, advocacy and professional development for graduate students interested in disability issues.

### Check Us Out on the Web!

Be sure to check the School of Education Web site regularly for news and alumni events: [www.soe.ku.edu](http://www.soe.ku.edu).



School of Education  
The University of Kansas

Saturday,  
September 17, 2005  
4:00 p.m. to 6:00 p.m.  
KU vs. Louisiana Tech

PARTY ON  
THE PATIO

Faculty, Staff,  
Students, Alumni and  
Friends are invited  
to join us!

Joseph R. Pearson Hall  
East Patio

Sub sandwiches  
and other items  
will be provided.

Need tickets  
to the game?

Email:  
[tickets@kuathletics.com](mailto:tickets@kuathletics.com)  
or call 1-800-34-HAWKS



# Equipping students for the real world

## Nurturing Self-determination

—by Michael Wehmeyer

**I**n her compelling book, *I Raise My Eyes to Say Yes*, Ruth Mercer, a woman with significant motor, sensory, and cognitive disabilities, described her emotions about living in the community for the first time with these words:

*I had never had a place of my own. As a result, I had never worried about buying groceries and planning meals, paying the rent and the phone bill, balancing a check-book, making appointments, figuring out how to keep the appointments I made — all of the things adults just do. But starting out in society at the age of 28, after living at a state institution for people with mental retardation for 16 years, I found these everyday tasks confusing and wonderful and frightening.* (Sienkiewicz-Mercer & Kaplan, 1989, p. 202).

Confusing, wonderful and frightening might be as apt a description of life in the community as any. What Ruth Mercer discovered when she had the chance to live on her own was that living in the community means negotiating a series of problems — large problems such as how to pay the rent or get enough to eat, and small problems such as what to do on a cold, rainy afternoon. In Belchertown, the institution in Massachusetts where Ruth lived before her move to the community, she did not have these problems. The state coffers paid the rent, dieticians set the menu and someone else planned her daytime activities.

*Most students, whether they have a disability or not, need explicit instruction in areas such as goal setting, problem solving, decision making and self-advocacy.*

How did Ruth respond to the sudden onset of problem after problem inherent in her move to the community? Did she long for the days when she didn't have these problems? Of course not.

Life in the community is, indeed, full of problems — as well as the joys of leading a rich, full existence. In fact, our society essentially defines adulthood by the degree to which we address those problems and assume responsibility for our lives. Assuming responsibility for one's life, being involved in decisions that impact the quality of one's life, solving life's problems, setting goals, making choices — these actions form the basis of leading a self-determined life.

with disabilities to become more self-determined young people.

What do we mean when we use the term “self-determination?” More precisely, perhaps, what does it mean to be a self-determined person? We have used the term “causal agent” to define self-determination and to capture the meaning of the construct. An agent is a person or thing through which power is exerted or an end is achieved. A chemical agent, for example, is a chemical which, when added to another chemical, causes something to happen. A causal agent is someone who makes or causes things to happen in his or her life. Self-determined people act as the causal agent in their lives.



**For more about self-determination, see [www.beachcenter.org](http://www.beachcenter.org).**

For more than a decade, the field of special education has recognized the importance of ensuring that students with disabilities leave school as self-determined young people and that they have the experiences and capacities to navigate the choppy waters of life. That recognition came about as research in the field found time and again that despite specially designed instruction and other special education services, too many youth with disabilities, across all disability categories, were not achieving the outcomes of employment, community integration or independent living. Faculty members in KU's Department of Special Education have been at the forefront of research and instructional development activities to enable students

They act “with authority” to make or cause something to happen in their lives. They are actors in their lives, not merely acted upon.

Causal agency implies more, however, than just causing action; it implies that the person who makes or causes things to happen in his or her life does so with the intention of accomplishing a specific end or creating change. Self-determined behavior is goal-oriented and directed. People who are self-determined set goals, create action plans to achieve those goals, and evaluate their progress toward those goals. When they encounter barriers, they problem-solve to overcome them. They regulate their behavior and actions to maximize their potential for reaching their goal, identifying resources that

enable them to do things they cannot do themselves.

James Martin, Ph.D., a researcher at the University of Oklahoma who has studied ways to promote self-determination, posed a rhetorical question that described the state of the field when these efforts first began: *If students floated in a life jacket for 12 years, would they be expected to swim if the jacket was suddenly yanked away?* The obvious answer is almost certainly not. His observation was that in far too many cases, students with disabilities were not provided the skills they needed to self-manage and self-direct their lives, or the instruction and experiences they needed to become more self-determined — and that it's not surprising when, metaphorically, they sink instead of swim when they are out of school and on their own.

Faculty in KU's Department of Special Education have been engaged in multiple activities to address this problem and to improve practice in the field. Along with my colleagues, like Susan Palmer at the Kansas University Center on Developmental Disabilities and the Beach Center on Disability, I have conducted research examining the degree to which people with intellectual and developmental disabilities are self-determined, the impact of environmental factors and personal characteristics on the development of self-determination, and the linkages between enhanced student self-determination and positive adult outcomes. The latter has shown that students with cognitive and developmental disabilities who leave school as more self-determined young people achieve more positive adult outcomes.

My colleagues and I have also developed methods, materials and strategies to promote the self-determination of children and youth with disabilities. For example, the Self-Determined Learning Model of Instruction now is available for teachers to use to teach students to self-direct learning. In addition, a student-directed transition planning process, titled *Whose Future is it Anyway?*, teaches students to self-direct planning leading to their transition from secondary education to adulthood. Associate Professor Sean Smith and I are examining the role that information technology can play in promoting the self-determination of students with intellectual disabilities.

Also within the Beach Center on Disability, Professors Ann and Rud Turnbull have explored the role of families in the pro-

motion of self-determination and examined the impact of disability policy on the empowerment and self-determination of people with disabilities, while the work of Professor Wayne Sailor to implement positive behavior supports in public schools applies the value for promoting self-determination to the complex problems associated with challenging behaviors in schools.

Within the Center for Research on Learning, Professor Don Deshler and his colleagues have developed interventions to promote active involvement in educational planning and decision-making by students with learning disabilities, developing and evaluating the impact of The Self-Advocacy Strategy on student motivation and the transition of students with learning disabilities from high school to post-secondary education.

Where to from here? Faculty are already involved with research that explores the impact of interventions like the Self-Determined Learning Model of Instruction on self-determination and academic outcomes for students with and without disabilities in inclusive classroom settings. Most students, whether they have a disability or not, need explicit instruction in areas such as goal setting, problem solving, decision making and self-advocacy. The methods, materials and strategies developed by KU faculty for use with exceptional populations have considerable potential to benefit all students.

KU's Special Education department faculty have been partnering with other School of Education faculty, such as PRE Associate Professor Shane Lopez, and faculty in Psychology, including Professor Rick Snyder and Associate Professor Todd Little, to fuse work in self-determination within the broader context of new and emerging research in Positive Psychology. In the end, the objective is to ensure that a wide range of students, with or without disabilities, can be better enabled to become more successful and, ultimately, attain a better quality of life. 🍎

#### References

Sienkiewicz-Mercer, R., & Kaplan, S.B. (1989). *I raise my eyes to say yes: A memoir*. Boston: Houghton Mifflin.

*Michael Wehmeyer, Ph.D., is a professor in the Department of Special Education. He has a special interest in self-determination and in the education of students with mental retardation or severe, multiple disabilities.*

#### SPED FACULTY WORK :

*Sean Smith, associate professor*

Sean Smith's research and scholarly interests are primarily focused in three strands — the impact of technology on students with disabilities, the integration of technology into K-12 instruction, and the integration of technology into teacher preparation. He has focused attention on individuals with learning disabilities and cognitive disabilities to further understand how specific learning characteristics require technology components. He also has investigated effective professional development that enhances teacher technology use in the K-12 classroom, analysis of effective professional development for teacher educators through a mentoring model, the effects of technology use and modeling across teacher preparation coursework, and system change across a school of education faculty.



Sean Smith and his son, Nolan

#### SPED STUDENT WORK :

*Pattie Noonan*

Pattie Noonan is pursuing a Ph.D. in Secondary School Reform and Transition Policy, and is in the process of completing her dissertation project, *Developing Interventions to Improve Interagency Collaboration in Providing Transition Services for Youth with Disabilities*. According to Noonan, young adults with disabilities continue to experience dramatically lower adult outcomes than youth without disabilities. This project aims to develop a list of key strategies for use by districts to learn how to effectively collaborate with adult agencies, thereby improving adult linkages. Before entering the doctoral program, Pattie worked locally for a developmental disability organization as a job developer and as a welfare-to-work case manager. Noonan works closely with her co-advisors, Mary Morningstar and Gary Clark.

## SPED STUDENT WORK:

*Diana Greer*

Diana Greer is a first-year doctoral student in the Leadership Program. She is currently conducting a research project in the DeSoto, Kan. school district that focuses on technology integration in 1st–6th grades. Results from the study have been used to assist the school district in identifying additional professional development needs. A description of this research project will be published in a special issue on online learning and students with special needs in an upcoming publication of *Interventions*. In addition, Greer is currently working with Ed Meyen, professor in the Department of Special Education, to develop a state-funded online tool to provide teachers with lessons aligned with state standards.

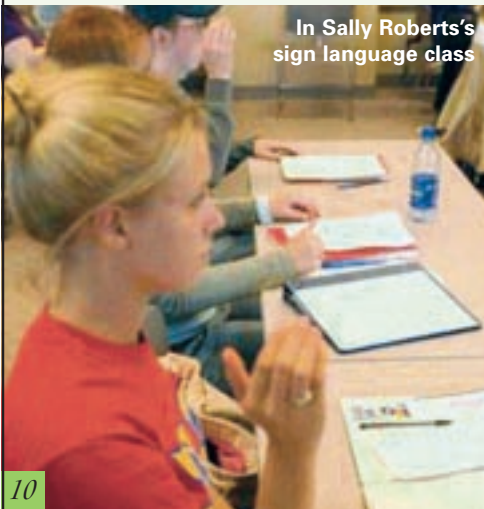
## SPED FACULTY WORK:

*Sally Roberts, associate professor*

Sally Roberts works with the Hartley Family Center, a program serving young children (birth–3 years) and their families who have hearing loss, hearing/vision loss (deaf/blind), hearing loss in combination with other developmental delays and children whose parents are deaf (making them at risk for specific language delays). The program serves those in Wyandotte and Johnson counties and has provided assistance to 240 families.

Collaborating with the Department of Hearing and Speech at the KU Medical Center, the Hartley Family Center provides early intervention to children through a range of communication options, for instance, oral, auditory/verbal and American Sign Language. Working with the family and community, the Center provides learning experiences in natural environments that are appropriate for young children with hearing disabilities. The Hartley Family Center views the infant/toddler as an active learner and the parent/caregiver as central to the child's education. Families identify their concerns, priorities, and resources, creating a partnership with the HFC in developing an Individual Family Service Plan.

In Sally Roberts's sign language class



# Extending the Borders

## SPED Touches the World

The Special Education department's national reputation is well established. In fact, SPED faculty are active throughout the world, reaching out with their research and expertise. Texts and materials by Gary Clark, professor; Brenda Smith Myles, associate professor; Ann Turnbull, co-director, Beach Center and professor; Sean Smith, associate professor; and Rud Turnbull, co-director, Beach Center and professor, have been translated and used in Korea, Japan and Taiwan.



*Nan Li*

Professor Rich Simpson presented a number of conference sessions and workshops on the topic of autism spectrum disorders and consulted with staff at several schools and clinical programs for children and adolescents with autism in India. Associate Professor Barbara Smith Myles attended the United Nations summit on individuals with disabilities and national disasters in Japan.

Professor Michael Wehmeyer was a member of the Scientific Advisory Committee for the 12th World Congress of the International Association for the Scientific Study of Intellectual Disabilities in Montpellier, France. Associate Professor Barbara Thompson has worked in Peru, Mexico, Costa Rica, Argentina and Spain. Since 1986, she has been a consultant to the Anne Sullivan Center in Lima, Peru which serves individuals of all ages with severe multiple disabilities, mental retardation and autism.

Outreach efforts by the faculty are matched by the inflow of talented students from throughout the world. The department has become a magnet for international students who come to study and research and then bring back expertise to their native countries. Nan Li (M.S.E. 2005), adapted a survey in



*Hasheem Mannan*

Chinese for people with disabilities to assess their quality of life for her master's project. Three students from Korea — Kyeong-Hwa Kim, Sung Jik Bae and Suk-Hyang Lee — presented papers at the 2004 InterHab: The Resource Network

for Kansans with Disabilities Annual Conference in Wichita, Kan. last October.

Hasheem Mannan (Ph.D. 2005), a native of Madras, India, was among an elite group of international health researchers and policy leaders who presented at the 8th Annual Meeting of the Global Forum for Health Research held last November in Mexico City. He also served on the Disability and Rehabilitation Team at the World Health Organization (WHO) in Geneva, Switzerland. This summer, he will travel to Taipei for a regional conference of the International Association for the Scientific Study of Intellectual Disabilities and will again provide testimony on family quality of life for people with disabilities.

In all, 35 international students were part of the Special Education department this past academic year. The majority, 17, came to KU from Korea. Other students represented China, India, Saudi Arabia, Japan, Taiwan and Spain. An example of their enthusiastic embrace of the department is evidenced by Susana Bernad-Ripoll, a doctoral student from Spain, who writes, "I could write a book about how great my department is!" She came to KU because of the department's No. 1 status; she earned her master's degree and then returned to pursue a Ph.D. because of the quality of the program and the professors. She notes the caring, human side of the faculty, their involvement with students and their efforts to improve the quality of life of people with disabilities.

# Yes, Virginia, There Is a CRL

Students across the state of Virginia will be introduced to “Kansas strategies” thanks to a new collaboration between the state and KU’s Center for Research on Learning (CRL).

Instructional components of CRL’s Strategic Instruction Model (SIM), known nationwide as the “Kansas strategies,” will play a key role in Virginia’s efforts to improve the quality of services for students with disabilities. SIM is a comprehensive approach to adolescent literacy that has garnered national attention for its proven effectiveness and strong research base.

Virginia has received a State Improvement Grant from the U.S. Department of Education’s Office of Special Education Programs for this project. CRL’s share of the project represents about 75 percent of the total award, according to co-principal investigator Keith Lenz, associate professor in KU’s Department of Special Education.

Educators will collaborate on three main goals during the three years of the project. CRL’s Barbara Ehren is the project coordinator, working directly with the schools, universities and state-level personnel in Virginia.

First, CRL-guided teams will establish comprehensive SIM programs in four pilot schools that serve high percentages of at-risk students. The teams will ground their work in a framework developed at CRL called the Content Literacy Continuum (CLC).

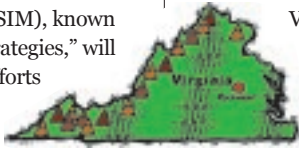
CLC describes five increasingly intensive levels of literacy support that should be in place in every secondary school. Supports range from tools to help classroom teachers promote understanding of and mastery of content for all students to specialized clinical options provided by speech pathologists for students with underlying language disorders.

Under the CLC framework, virtually everyone in a school has a role to play in literacy instruction, though individual roles differ.

The second goal of the project targets university faculty in Virginia who are involved in teacher preparation. Over the course of the project, staff expect to work with 50 faculty members to incorporate SIM materials into their teacher preparation courses.

The third goal will expand the capacity of a network of individuals who provide professional development workshops related to

SIM and CLC to schools and districts. At present, the SIM Network consists of more than 1,000 members representing all 50 states, the District of Columbia, Canada, Guam, India and Thailand. More than 30 members of the network are based in Virginia.



“We want to expand the number of SIM professional developers who can work with schools to implement CLC and plant the seeds for beginning

CLC work in secondary schools across the state,” Lenz said. CRL will work in concert with Virginia’s special education training and technical assistance centers to prepare new SIM professional developers in key regions. Ultimately, this expansion will support use of SIM components in classrooms across the state.

The project also includes a significant investment in technology. CRL will develop online professional development activities and a Web-based repository of instructional materials to support classroom teachers.

Co-principal investigator Don Deshler, director of the Center for Research on Learning, notes that the Virginia project holds increased significance in light of recent education laws, such as the No Child Left Behind Act of 2001.

“I see the core elements of this proposal as being in concert with important federal and state mandates and positioned to address some of the most pressing educational needs facing students with disabilities,” he says.

One topic of much recent discussion in the education field is the requirement for schools to use research-based materials and methods in their classrooms. SIM — which has evolved through more than 25 years of research, development and refinement — is perfectly positioned to respond to schools’ needs for research-based instruction in the area of adolescent literacy.

An October 2004 report called *Reading Next: A Vision for Action and Research in Middle and High School Literacy* lays out a set of 15 recommendations for meeting the needs of adolescents who struggle with literacy. Most of the recommendations have been strongly influenced by the work of CRL, and the report includes a summary of the Content Literacy Continuum.

## SPED FACULTY WORK :

*Brenda Smith Myles,*  
associate professor

Brenda Smith Myles and her students are conducting a nationwide study of 150 adolescents with Asperger Syndrome, the largest study of its kind, to date. They seek to learn more about the characteristics of AS as related to intelligence, achievement, sensory profile, academic performance, empathizing and systemizing ability adaptive behavior, behavior/emotional issues, problem solving and temperament. They also will examine incidents of bullying as reported by the adolescents themselves.



Paul LaCava

## SPED STUDENT WORK :

*Paul LaCava*

Paul LaCava, a doctoral student, is coordinating a research project focusing on helping children with Asperger Syndrome (AS) learn about emotions by using a computer software program. With the support of his advisors, Brenda Smith Myles and Richard Simpson, LaCava is working collaboratively with researchers from Cambridge University with funding by the Organization of Autism Research. LaCava received his M.S.Ed. in special education from KU and has worked as a teacher, inclusion facilitator and consultant in public schools in several states.

## SPED STUDENT WORK :

*Brooke Young and*  
*Stephanie Nickelson*

Brooke Young and Stephanie Nickelson are completing their first year of doctoral study, both specializing in the area of autism spectrum disorders. Young and Nickelson are research assistants on a federal project funded by the Office of Special Education Programs, U.S. Office of Education. In their work with the six-university Professional Development in Autism Project, they provide technical assistance, program evaluations, and workshop and internship support to professionals. Both are advised by Richard Simpson, who also serves as project director for the Professional Development in Autism Project.

## SPED STUDENT WORK :

*Kylie Scott*

Kylie Scott is finishing her first year of doctoral study in the Kansas Leadership in Personnel Preparation Program in Effective Online Instruction. She is conducting research in a suburban school district to evaluate the effectiveness of an extensive professional development program aimed at improving the integration of technology to improve general education access for elementary students with special needs. She also is working with a local school district to develop a comprehensive special education program to support students from throughout Kansas enrolled in their virtual school. This work will result in an article, "The State of Homeschooling and Virtual Learning in K-12: The Impact on Students with Special Needs" in a special topics publication of *Interventions*. Recently, Scott began work on a state-funded project to design and implement an online tool to educate Kansas teachers and students about state standards. Scott's advisor is Sean Smith.



Nina Zuna

## SPED STUDENT WORK :

*Nina Zuna*

Nina Zuna is finishing her second year of doctoral study in the Systems Enhancement Leadership Program. Nina was selected in a national competition to receive training from the National Center for Education Statistics in Washington, D.C. on the use of longitudinal data from the Early Childhood Longitudinal Birth National Database. She is one of the few researchers who will be conducting analyses related to children with disabilities and their early childhood environments and experiences. In what started as a paper for her special education law course, Zuna is a co-author with Rud Turnbull on "Imagine All the People Sharing... or a (Not So) Modest Proposal Made on the Eve of IDEA Reauthorization." This article, published in *Research and Practice for Persons with Severe Disabilities*, explores the socio-psychological implications of the categorization of students and provides a vision for a unified educational system. Nina will be interning at the National Association for State Directors of Special Education in Washington, D.C. Her advisors are Rud and Ann Turnbull.

# Grant and Project Updates

## **Improving Health Care Services for High-Risk Individuals**

The Center for Research on Learning (CRL) Division of Adult Studies has received a \$2 million, five-year grant as part of an effort in Kansas to improve health care services for high-risk individuals, to help them stay employed, and to help them remain independent. The grant is part of a \$15 million grant to the state of Kansas.

Jean Hall (assistant research professor) will lead CRL's efforts, which involve partnering with state agencies and other organizations to provide preventive health care and related support services for 200 employed individuals in the state's high-risk pool. Individuals placed in this pool have been labeled "uninsurable" because of severe and often multiple health conditions.

"As a person who has experienced a chronic illness and been labeled 'uninsurable,' I have always wanted to help develop programs that can help people get the health care they need before they become so ill that they can no longer work or feel productive," Hall says. "The benefit to Kansans and society as a whole is that more people will remain productive, contributing to the economy and being self-sufficient. Fewer people will be forced into poverty and reliance on state and federally funded public assistance programs, which we all pay for."

For more information about CRL's Division of Adult Studies, visit [www.das.kucri.org](http://www.das.kucri.org).

## **Evaluating the Effectiveness of Online Professional Development for Transition Innovative Research**

For the past several years, Transition Coalition has been involved in developing a model of online transition professional development that combines effective models of staff development, research-based effective practices in transition and online instructional design. The efforts of Transition Coalition have resulted in widespread use of the current online modules across 14 states. The purpose of this project is to assess the effectiveness of the innovative online training modules. The project is funded by a Department of Education, Office of Special Education three-year grant of \$180,000 per year.

## **New KU Transition Graduate Certificate Program for High Incidence Disabilities Personnel Preparation**

Transition Coalition has received \$800,000 (\$200,000 per year for four years) from the Department of Education, Office of Special Education Programs, to help prepare school personnel. The newly funded KU Transition Graduate Certificate Program for High Incidence Disabilities Personnel Preparation (KU-TransCert) project will offer online training opportunities for the preparation of secondary education personnel who provide secondary special education and transition

services to students with high incidence disabilities (including specific learning disabilities, behavior disorders, and mental retardation). The project, carried out by the department of Special Education in collaboration with regional state departments of education, will specifically target teachers who work with students from culturally and linguistically diverse backgrounds found in high-needs areas (i.e., rural and urban settings).

Through the KU-TransCert project, a graduate certificate program in transition will be established that draws from the existing KU transition master's of education program. Existing online transition coursework will be used in order to reach preservice and practicing secondary educators throughout Kansas and Missouri, especially those in rural and urban areas. Because the program will be offered online, any interested practitioner is a potential candidate for a graduate certificate in transition. The program will begin in the summer of 2005.

For more information, contact Mary E. Morningstar, Ph.D., co-director of Transition Coalition, at [mmorningstar@ku.edu](mailto:mmorningstar@ku.edu) or [www.transitioncoalition.org](http://www.transitioncoalition.org).

## **Masters Training Program for Personnel Preparing for Careers with Children with Autism Spectrum Disorders**

The U.S. Department of Education, Office of Special Education, recently awarded the University of Kansas, Department of Special Education \$1,250,000 for a five-year master's level personnel preparation grant. This new grant will annually support the preparation of teachers and related service personnel as they train to work with children and youth with autism spectrum disorders (ASD), including those identified as having autism, childhood disintegrative disorder, Rett's disorder, Asperger syndrome, pervasive developmental disorders and atypical autism. Participants in this training program will be prepared to serve as both teachers and collaborative consultants.

Children and youth with autism spectrum disorders and their families will directly benefit from the new personnel preparation grant. This population of children and youth frequently experience negative consequences across settings, including home, school and the community. Through unique university-school partnerships with the Kansas City, Kan., Hickman Mills, Mo., and Leavenworth County, Kan., public schools, students will participate in professional development experiences in urban, small city and rural areas.

Richard L. Simpson (professor, SPED) directs the grant. For information, contact him at [richsimp@ku.edu](mailto:richsimp@ku.edu) or Deb Griswold at [dgriz@ku.edu](mailto:dgriz@ku.edu), 785-864-0701.



# Achievements



The end of the academic year is always bittersweet; students who have become an integral part of the School of Education now graduate and move on to their new lives. It's also a time of celebration, marked with awards to students, faculty, staff and to one outstanding alumnus.

The School of Education is proud to present 10 Senior Leadership Awards to our undergraduates who have exhibited exemplary leadership through their involvement in the School, at The University of Kansas and/or in their community. The awards were presented at the School of Education 14th Annual Convocation to: **Erin Adriance** (elementary/middle education, Stilwell, Kan.), **Corrin Buckley** (health/physical education, Olathe, Kan.), **Nicole Downs** (elementary/middle education, Pomona, Kan.), **Allison Draffan** (elementary education, Topeka, Kan.), **Sara Goetz** (elementary/middle education, Hoisington, Kan.), **Lindsay Kimball** (community health, Olathe, Kan.), **Tricia McNamee** (elementary/middle education, Perrysburg, Ohio), **Eric Skoglund** (secondary mathematics education, Olathe, Kan.), **Amber Snyder** (sport science, Overland Park, Kan.), and **Kyle Stadalman** (elementary education, Hays, Kan.).

Awards were also presented at Convocation for the Outstanding Master's Thesis, written by **Roxanne Hazel Quinn** (PRE); her advisor is Shane J. Lopez (associate professor, PRE). The Outstanding Doctoral Dissertation was awarded to **Angus Mugford** (HSES); his advisor is Keith Tennant (professor and chair, HSES).

The KU School of Education Alumni Distinguished Service Award was presented to **Carol Marinovich**, former Kansas City, Kan., mayor and chief executive officer of the Wyandotte County, Kan., Unified Government. Marinovich earned her master's degree from the School of Education in 1981. She taught for nine years, and then became the coordinator of special education for the Kansas City, Kan. school district. During that time, she began her political career, becoming not only the first female mayor but also the first mayor/CEO of the newly formed Unified Government. Among many accomplishments as mayor/CEO, Marinovich was instrumental in the development of the Kansas Speedway and Village West retail district and in the consolidation of the city and county governments.

Faculty awards were also presented at Convocation. **Tom Skrtic** (professor, SPED) was named the fourth Gene A. Budig Professor

in Special Education. Budig, the 14th chancellor at KU, established the award to recognize outstanding teaching in the School of Education. Skrtic will deliver the fourth Budig SPED lecture in the next academic year. For more details, check [www.soe.ku.edu](http://www.soe.ku.edu). **Donita Massengill** (assistant professor, T&L) received the Geiger Gould award. The award was established in 1998 by the family of Meredith Geiger Gould to honor excellence in classroom teaching. Seniors in the undergraduate teacher education program vote for the faculty member who best exhibits excellence in classroom teaching.

The Health, Sport, and Exercise Sciences Department also distributed student awards at the end of the semester. The students and their awards are: **Nicholas Williamson**, Jack Wolfe Memorial Honor Award; **Matthew Pfizenmaier**, Earl Falkenstien Honor Award; **Hayley Dool**, Joie Stapleton Honor Award; **Isaac Hodges**, Reginald Strait Honor Award; **Rachel Gilfillan**,

Larry Heeb Recreation Honor Award; **Geoffrey Herberg**, Walter Mikols Master's Student Honor Award; **Heather Van Mullem**, Wayne Osnes Outstanding Doctoral Student Honor Award; **Kristin Edwards**, Don Henry Health Education Honor Award; **Brandon "Cody" Shaffer**, Bret Hammig Exercise Physiology Honor Award; **Kelli Dudley**, Bernie Taylor Aquatics Honor Award; and **Heather Hellman**, Brian W. Luinstra Athletic Training Award.

Faculty awards were given at the annual School of Education dinner. **Don Deshler** (professor, SPED), director of the Center on Research and Learning, received the faculty award for outstanding research; **Jerry Chaffin** (professor, SPED), and **Bob Hohn** (professor, PRE) were given awards for outstanding faculty service; and **Brenda Smith Myles** (associate professor, SPED) was recognized with the faculty award for outstanding teaching.

## Faculty and Staff Honors



**Deb Elder** was one of two outstanding Community Educators to receive a National Community Education Association (NCEA) Fellow award during the NCEA's 39th annual conference held in San Diego, Calif., in November 2004. Elder is on staff with the Kansas Enrichment Network at the KU Institute for Educational Research and Public Service. She has served the education field and her community as a teacher, principal, district grant director, state technical assistance provider and Kansas Community Education president, and she is currently the secretary-treasurer for the National Community Education Association. The NCEA Fellow is conferred upon those professional members who have successfully demonstrated the highest degree of professional competency in the field of Community Education as determined

by NCEA's Administrative Competency Endorsement Committee.

**Cornel Pewewardy**, associate professor of education and of indigenous nations studies at The University of Kansas, has received three awards, including a national honor, recognizing his work addressing complex education problems of a multicultural society and American Indian education. The American Educational Research Association (AERA) in Montreal, Canada, named him a 2005 Scholars of Color Distinguished Scholar on April 13 to mark significant contributions to educational research and development in understanding the issues that disproportionately affect minority populations. During the 10th annual Big 12 American Indian Student Leadership Conference held at KU April 14 through 16, Pewewardy received two more awards: the 2005 Big 12 Outstanding American Indian Faculty Member of the Year and the 2005 Anthony Daniels Award for Leadership and Achievement in Multicultural Education, presented by the KU Student Senate during the April 16 conference powwow.

**Sally Roberts** (associate professor, SPED) was selected to receive the first annual University Outreach and Continuing Education Distinguished Service Award. This award recognizes select individuals who have made significant and lasting contributions of importance to The University of Kansas Continuing Education. Through Continuing Education's Independent Study program, Roberts has made available courses from the top-ranked special education program in the U.S. to more than 600 educators across the country who otherwise might not have access to the program. She has been a tireless advocate of Kansans with special needs, serving as a board member or educational consultant to Kansas agencies that serve those with disabilities. Roberts is a previous recipient of university awards for outstanding mentorship and service to people with disabilities.

# HSES Professor's Work Is, Well, out of This World

Phil Gallagher (assistant professor, HSES) is one of the School of Education's newest faculty members. Although Phil is busy teaching and working on the KU campus, his research interests take him across the globe twice a year. Phil is involved in a three-year study, in collaboration with Marquette and Ball State University, on the effects of prolonged space travel and living. Since the Columbia space shuttle accident, Phil has traveled to Star City, outside of Moscow, every six months to take tissue samples from the crew of the International Space Station.

This study looks at muscle fibers, pre- and immediately post-flight. Preliminary results seem to indicate that slow-twitch fibers begin increasing in both speed and number to make up for deterioration in the fast-twitch muscle fiber. His research is crucial to helping space travelers maintain their strength on lengthy missions, particularly for a manned mission to Mars, which could last up to two years. The research, however, is also applicable to earth-bound subjects — including people who are

The interior of the Soyuz capsule



forced to be sedentary for an extended period. Early results seem to show that space affects muscles differently than aging. In aging muscles, researchers find that slow twitch fibers are preserved while fast twitch muscles deteriorate.

Gallagher's encounters with the astronauts and cosmonauts are fascinating — especially their descriptions of re-entry plasma trails. He has found that Star City is a unique, self-con-

Gallagher at the Yuri Gagarin statue



tained community, complete with rituals (decorating the statue of Yuri Gagarin with flowers each time a crew returns from space) and even a combination training facility and pub, known as Shep's Bar. Gallagher's research is not only valuable, but has also allowed him to interact with a group of people who may be even more adventurous than his colleagues in the School of Education.

## Honoring a Friend in the Field



Ed Meyen, left, with Stan Love and his daughter, Julie Love Haughey.

Recently, the Department of Special Education presented Stan Love, president and CEO of Love Publishing, with its annual Field Leadership Award. KU Professor Ed Meyen, Love's good friend and colleague, presented the award. Excerpts from Meyen's remarks follow:

As we honor Stan Love, I worry my words won't adequately express the KU faculty's appreciation and respect for his contributions. Hopefully, by making this year's award presentation at the meeting of the Council for Exceptional Children, we will symbolically communicate to the profession and to Stan our personal and professional appreciation for his enormous contributions to the mission we share.

Stan, you are much more than an accomplished and successful publisher. Your passion for children and youth with disabilities and your commitment to the field of special education are reflected in all that you do. It's not surprising that you've devoted your career to the caring professions of special education and counseling; you are a genuinely kind, caring and compassionate individual. Tonight, honoring you here in this venue — one characterized by the sharing of professional knowledge, networking and renewing of friendships — is our way of creating an opportunity for colleagues from across the country to celebrate the contributions you've made to our field.

For all of the Love Publishing authors here tonight who have published *Focus on Exceptional Children* monographs, textbooks or other instructional products, there are many others wishing they could be here to express their appreciation for the personal and professional mentoring you've provided over the years. One of your remarkable professional skills is your ability to identify young talent and help early-career professionals build their careers. I recall many annual Focus on Exceptional Children board meetings when various topics for future issues were being discussed. Often you would raise the question, "So, who are the young people working in this area?" In addition, you often asked established authors if they had advanced graduate students deserving of co-authoring opportunities. Today, many of those "young people" are successful mid-career teachers, scholars and researchers because of the opportunities and encouragement you provided.

Another of your talents is your ability to sense what the professional field needs. You know some topics are never going to be bestsellers — but you publish them anyway. Over the years, you have demonstrated your willingness to take risks on worthy content — choosing to publish books unlikely to generate large-scale adoptions but with information you knew needed to be shared. In many cases, these books have challenged fundamental principles underlying popular practices. They have generated dialogue and innovation, and they improved the profession and services for students.

You're a model for your industry and for all of us. You're a good friend, colleague and mentor. You walk the talk and we're all privileged to walk with you.



## \$374,655 Awarded

Nearly 500 donors, students and guests attended the School of Education Scholarship Tea on April 24 at the Kansas Union. A total of \$374,655.89 was given to 260 students this year through donor scholarships. The event gives donors the opportunity to meet the recipients of their generous support.

**Pictured above:** Scholarship donors Mark and Anne Jarboe pose with recipient Brett Keesling. Mark Jarboe learned at the tea that a scholarship was established in his name by his wife, Anne, to help support students preparing for a career in secondary science education. Brett will be a junior this coming academic year.

**Pictured below:** Howard and Judy McEachen, who help fund a number of scholarships, pose with recipients Jared Zuckerman, Kayte Cormack, Margaret Sherman and Jamie Talbott.





# Who, What Where

*What have you been doing since you left KU? We want to know! Please complete the white sheet included with this issue and mail it back to us. Or, you may e-mail your information to us at [jayhawkeducator@ku.edu](mailto:jayhawkeducator@ku.edu). Many thanks to these graduates for writing.*

## 1950s

**Bob Dula** (B.S.E. 1953) coached at Barnes, Valley Falls and Wathena, Kan. He writes that he was married in 1952 to a Lawrence girl, Virginia Cummins. He received a master's of science in recreation from Indiana University in 1958 and became the superintendent of recreation for the city of Lincoln, Neb., where he also served as a consultant to the university. Bob and Virginia's son, Michael, graduated from KU; his daughter, Linda, from NU.

**Willis "Bill" Mercer** (B.S.E. 1952, M.S.E. 1956, Ed.D. 1974) enlisted in the Marine Corps in 1952, served eight months in Korea, then served in the U.S. Marine Corps Reserve until 1965, attaining the rank of Captain. He served in the public schools of Kansas and Missouri for 35 years as a teacher, assistant principal, high school principal and assistant superintendent for curriculum and instruction in the Salina, Kan. public schools, retiring in 1991. He taught graduate courses for Kansas State University for five years before retirement and currently serves on the Parks and Recreation Advisory Board for the City of Salina. He and his wife, Dorothy, are Life Members of the KU Alumni Association.

**Vicki Parker Meuli** (M.S.Ed. 1959) and husband Dr. Larry Meuli (M.D. 1962) live in Cheyenne, Wyo. Vicki retired four years ago from teaching 4th grade. Her husband is serving a fifth term in the Wyoming House of Representatives. Vicki is president of the Wyoming Medical Alliance and serves on the Child Care Certification Board. They have three children and six grandchildren.

**Phillip C. Moyer** (B.S.E. 1958) completed his master's degree in counseling at the University of Wyoming and an Ed.D. in counseling at Arizona State University in 1967.

**Freda Sahn Russell** (B.S.E. 1952) taught high school in Eudora and Bonner Springs, Kan. before moving to Virginia in 1969 where she taught and was a counselor at James Madison High School in Fairfax until 1985. She received a master's degree in guidance and counseling in

1977. Freda has also worked for the adult literacy program for the State of Virginia and now resides in Virginia Beach.

## 1960s

**Jim Haas** (M.A. 1969, Ed.D. 1974) is director of the master of arts in teaching program at Webster University-Kansas City. He taught history at Wyandotte High School in Kansas City and served for 27 years as a junior and senior high school administrator and district public information director with the Turner Schools. Author of numerous articles about school reform, he has been an adjunct professor in both education and history at several area colleges and was named Outstanding Kansas Secondary Principal, National Scholar in the Humanities, and Milken Foundation National Educator. He has been a featured presenter at conferences of the North Central Association, the Kansas Council for the Social Studies, and the National Council for History Education. He was a member of the KSDE QPA Advisory Council and has twice served on the KSDE committee on history, government, geography and economics standards.

**Albert McFadyen** (B.S.E. 1969), writes, "While I haven't been actively engaged as an educator, I have been active in many Buffalo, N.Y., area musicals and theatre productions and I have written my own two-person show entitled 'I Remember FDR,' a tribute to our state's former governor and president of the United States." Albert presented the show in February in Buffalo.

**Nancy J. Parman** (B.S.E. 1967) is superintendent of schools in the North Harrison Rural III School District in Eagleville, Mo.

**Sherrilyn Fisher** (B.S.E. 1969, M.S.E. 1975, Ph.D. 1990) will retire in July 2005 from the Shawnee Mission, Kan. school district, where she has served as special education coordinator for the past four years. Sherrilyn started teaching in 1969 in Kansas City, Kan., where she was a lead teacher in special education. She also worked in KCK as a vocational counselor while she was studying with Gary Clark (professor, SPED) in career education and transition. After receiving her doctorate in special education and administration, she worked in Blue Valley, Kan. as director of the Teacher Center, and in Kansas City, Kan. as a special education coordinator. Sherrilyn has been very active as an editor, writer and speaker in the field of special education and assistive technology. In 2003 she received the Oliver P. Kolstoe award from CEC's Division of Career Development and Transition for outstanding service to the field.

## 1970s

**Edward W. Bethae** (B.S.E. 1979) is head women's golf coach at Dodge City Community College and a member of the Dodge City Depot Theater.

**Russ T. Hutchins** (M.A. 1976) serves as principal of Ross Elementary School in the Topeka, Kan. USD 501 district. He and his wife of 30 years, Joyce, live with their daughter Jennifer, a KU fine arts major who is a freestyle novice level ice skater.

**Judith (Carter, Kroeger) Wynhausen** (B.S./M.E. 1970) also completed a master's degree in theatre at KU and an M.F.A. in theatre at the University of Nebraska, as well as completing training as a Waldorf kindergarten teacher. She is now living in her hometown of Joplin, Mo. and is a professional storyteller, in character most often as Mother Goose ([www.mgoose.net](http://www.mgoose.net)).

## 1980s

**Ed Dunkelblau** (Ph.D. 1981), a Chicago-area psychologist, has been named the 2005 Lifetime Achievement Award winner by the Association for Applied and Therapeutic Humor. The award is presented for a person's extraordinary contribution to the association, whose mission is to advance the understanding and application of humor and laughter in health care, business and education. Dunkelblau joined the association in 1991 and served several years on the association board, including as president from 1997 to 1999. He served as co-chair of their annual conference from 1992 through 2003. As conference co-chair, Dunkelblau is recognized for the extensive local, regional and national media coverage including CNN, Nick News with Linda Ellerbee, and local network affiliates. Dunkelblau is director of the Institute for Emotionally Intelligent Learning and director of training for Hoffman Estates Health and Human Services in the Chicago area.

**Margaret A. (Peggy McCoy) Gwartzney** (M.S.E. 1982) is finishing her 30th year teaching MR/SMH students in Atchison, Kan. at Atchison Elementary School. She received recognition as Kansas Teacher of the Year by the ARC in 2002, as the Atchison County Special Education Teacher of the Year in 2000, and the Atchison Elementary School Teacher of the Year in 2002. Peggy and her husband, Ken, have been married 25 years and have two children, Molly, 19, and Adam, 15.

**Dr. Karen Herzog** (Ph.D. 1986) is retiring from the presidency at East Central College in Union, Mo. effective June 30. Karen has been president of ECC since 1999.

**Katherine S. (Cosgrove) Van Horn** (M.S.E. 1985) married Louis Van Horn this April and is living in Stilwell, Kan. while continuing as proprietor of F.I.T. Bodies.

## 2000s

**Chris Claussen** (M.S.Ed. 2003) recently took a position with Westminster College in Fulton, Mo. as the regional director of enrollment services for the Kansas City metro area.

**Betsy McKnight** (B.S.E. 2003) is teaching 2nd grade in the Blue Valley, Kan. School District.

## In Memory

**Glenn Albert Cole** (Ph.D. 1976) 96, of Fayetteville, Ark. died March 29, 2005. Born on March 11, 1909, in Columbiana, Ohio, Glenn served in the U.S. Navy during World War II and was a professor emeritus in counseling education at the University of Arkansas. He is survived by his wife, Frances Cole.

**Bernard Dietz** in December 2004.

**Joan Haver** (B.S.E. 1952) died at the age of 75 on January 29, 2005, in Palm Desert, Calif. A native of Caldwell, Kan., Joan was a member of the School of Education advisory committee and established the Joan Pelton Haver Scholarship for School of Education students in 1983.

**Mrs. Joe Roller** on June 19, 2004.

# More from Our Alumni

**Charles C. (Chuck) Schmidt** came to KU in 1968 on a full football scholarship. At the recommendation of John Novotny, the Athletic department's academic counselor at the time, he declared a major in education and, as a history and political science buff, social studies seemed a natural field.

However, neither Chuck's student teaching nor his first two years of teaching were very positive experiences. He left teaching and began farming with his father. After running a successful dairy operation for many years, he decided to give teaching another try. He began teaching and coaching at his alma mater, Thomas More Prep-



*Schmidt with students*

onship in 1993 and selection as Kansas Track Coach of the Year.

In 1995, Chuck became an associate principal at Hayden High School in Topeka, then was hired in 1998 as principal at

Marian, in Hays, Kan. For eight years he taught social studies and religion classes and coached several sports. As head track coach he had many successful seasons, culminating in a state champi-

Mission Valley High School and, in 2001, was named superintendent for Mission Valley USD 330. He recently accepted the position of superintendent of schools for Independence, Kan.

Dear Editor,

Thank you for providing Dr. Ridgway's comments about teachers he remembers as having had a strong influence upon him and his career. I, too, have fond memories of the teachers I encountered in my KU classes from 1954 to 1960.

J.W. Twente was also my first advisor and teacher, and Dr. Hobson was one of my early teachers. I still remember his reading list of nearly 100 books and articles — for a two-semester-hour course. Someone asked him to identify the most important ones and he replied, "If they were not important they would not be on the list." E. E. Bayles could easily provoke anger because he used this to challenge us to do what is now called "thinking outside the box." I am deeply indebted to Dr. Cottle in counseling. I was in a great hurry to complete the required coursework and to move on. One day he called me in about a paper I had written. "I know you are going to get a degree," he said, "but when you do, you want to be proud of what you accomplish." That got my attention!

Another who stands out in my memory is Dr. Karl Edwards who helped me develop a background in teacher education. He was my dissertation chairman and was a very careful, thoughtful and kind person. He also used red ink and I recall it being displayed liberally on the work of one of my peers. I determined he would use less of it on my work. In that respect, it was helpful to be married to a teacher of English.

Retired after a career of nearly 40 years in higher education institutions, I have a deep feeling of gratitude for the education I received at KU. And, since I'm in an earlier time zone, I also have many nights' sleep shortened so I can watch my favorite basketball team — the Jayhawks.

Thank you, KU.

*Sincerely,*

*Robert B. Hayes, president emeritus  
Marshall University*

## Alumni Awards and Honors

**David Cox**, a doctoral student in education administration, was recently named one of the 13 finalists for Missouri Distinguished Principal of the Year. Cox is principal of Clardy Elementary School in the North Kansas City, Mo. school district. His advisor, Howard Ebmeier (associate professor, T&L) says, "David is a very curious and diligent student who asks important questions and challenges conventional knowledge."

Ebmeier also reports that **Dave Longenecker**, another education administration student, is the Missouri Assistant Principal of the Year. Longenecker earned his master's in education administration in 1998 and is currently working on his doctorate. He is assistant principal at Park Hill South High School in the Park Hill, Mo. School District.

**Patrick Terry**, Andover, Kan. Public Schools superintendent, received the Outstanding Service Award from the United School Administrators of Kansas in January. The award is the highest honor given by the organization. Terry earned his B.S.E. in social studies and mathematics education (1974) and master's (1977) and doctoral degrees in education administration (1984), all from KU.

Four School of Education graduates were named Kansas Horizon Award recipients recently. They were part of 31 beginning educators from around the state who were recognized as exemplary first-year educators. This year's School of Education recipients are: **Natalie Goodwin** (B.S.E. 2002, M.S.E. 2003), Mill Valley High School, USD 232 DeSoto; **Hilarie Raleigh Hecox** (B.S.E. 2002, M.S.E. 2003), Buhler High School, USD 313 Buhler; **Randall Holt** (B.S.E. 2002), South Park Elementary School, USD 512 Shawnee Mission; and **Luke Lang** (B.S.E. 2001), Holton High School, USD 336 Holton.

School of Education alumna **Bev Hyde**, a 2nd grade teacher at Cordley Elementary, was named the Elementary Teacher of the Year by the Lawrence, Kan. school district last week. Hyde has taught in

the Lawrence Public Schools for 29 years. Hyde earned her bachelor's and master's degrees (1975, 1980) at The University of Kansas.

**Lisa Edwards** (Ph.D. 2003), a research associate in the Department of Psychology at the University of Notre Dame, received the Julian Samora Award in April. The award was presented to her by La Alianza, a student organization on campus. Edwards was selected as the most worthy recipient, particularly for her research on Latino populations which has impacted students on campus and has reached out to the Latino community in the South Bend area.

**Beth Aldridge Uden** (M.S.E. 2004) was named Secondary Teacher of the Year for Wamego, Kan. USD 320. Beth teaches mathematics at Wamego Middle School and is the youngest teacher to receive this award. This is only Beth's second year in the district and her third year as a teacher. Beth implemented the first ever PI DAY, celebrated on March 14, with over 50 pies to eat at lunch (donated by the parents for all grades), a pi memorization contest (one student memorized 111 digits without any mistakes), and a pi poster contest.

**Renetta J. (Percy) Dawson** (B.M.E. 1989) was selected Northwest KMEA Outstanding Middle Level Music Educator for 2004.

**Terry Rodenberg** (Ed.D. 1979), executive director of international programs at the Central Missouri State University Office of International Programs, received the prestigious Andrew Heiskill Award for Innovation in International Education by the Institute of International Education for a program he developed in the Netherlands. He writes, "This comes under the 'Best Practices' model for faculty development. Our program involves 28 partner institutions from around the world and we coordinate everything through our Web site ([www.cmsu.edu/mcts](http://www.cmsu.edu/mcts)). I have always been proud of my degree and know that my professional accomplishments reflect my training at KU."

*continued from inside front cover*

Education). I observed the hard work it took as my mother finished her bachelor's and master's degrees. She did it all by attending evening classes and summer school, studying at night while teaching full time, simultaneously raising her own three kids and dealing with a very ill, dying husband.

As I reflect on other past teachers who had a significant impact on me, I am struck with the significant role and cumulative influence of the whole sequence of teachers who pass through our lives. These teachers form a "chain of support" in many ways, each contributing something that shapes what we do over time and what we become. One teacher can have a big impact in one's early years. But it takes continual good teaching, learning and success to keep us going. The significance of my positive experience in my mother's kindergarten class becomes more clear if I explain that I was actually a kid who started off in elementary school on the "wrong foot." Had that bad start continued and not been turned around by the extraordinary sequence of teachers I encountered as "teacher's assistant" and in the years following, my attitudes, my commitment to school and my academic activities might have been very different.

We know that small events can have a tremendous impact on young children. And so it was with my very first day of 1st grade. A simple event — my biggest memory of an entire year — planted the seeds of fear and distaste for school which colored the rest of my feelings about my teacher, school in general, and my desire to be there. I entered school late after classes had been in session more than a month. Kids in Arizona had already completed one full year of kindergarten. I was a green, naive beginner entering school uncertain and scared at being alone in a foreign place with not a single person around I knew. And sometime during that first morning, a little boy in the class misbehaved. As his punishment, the teacher proceeded to wash his mouth out with liquid soap and commanded that I assist her. I was absolutely frightened by this teacher. So I tried every device I could manufacture to stay away from school.

But I was a lucky kid. In the years following, I encountered a continual stream of wonderful, positive, skillful teachers who rescued me from that not-so-good beginning. They filled me with new wonder, gave me security, made me feel important, and nurtured a blossoming new love for school and learning. Occasionally teachers come along who leave us with profound lessons about life and learning that we did not ask for and perhaps they did not intend to give. Yet the imprint of their time with us is left upon our lives with an opportunity to glean the lessons we should learn before moving on.

Mrs. Parker, the 3rd grade teacher at Hooper Elementary, was notorious for her rigorous training in penmanship. Flash cards showing perfect cursive writing for each beautifully formed letter of the alphabet was a constant decoration above the chalkboards. When she was handed my class with 45 enrolled students, she gave us a little lecture about how we would all have to help out! A class so crowded with so many students HAD to be orderly! We HAD to be good students! We HAD to help make our room run smoothly and keep the noise down! It happened! At the end of the year, she announced we had been such a great class that she had agreed to move on to the 4th grade as our teacher.

Mrs. Giles was a classy teacher. As 5th grade girls and boys who had started looking in the mirror, she inspired self-pride and helped



*In Mrs. Giles's 5th grade class*

us gain confidence by showcasing our talents and special abilities. I remember a girl in our class, whom I now recognize was a special needs student with mental retardation. But she was

not labeled as such then. As her classmates, we simply saw her as "slow," "not very smart" and someone who was "different." There were no special education classes or services then. But as a special educator who now teaches others to accept and give these students a chance, I realize what a kind and accepting model Mrs. Giles provided. She featured the girl's drawings, assigned her to tasks she could successfully complete and praised her for things that gave her status in our class. Mrs. Giles also was the drill sergeant for English sentence structure and grammar. We diagrammed sentences, analyzed sentences, wrote stories, then diagrammed every sentence in the story. This strong foundation in basic English and writing was later reinforced by Mrs. Bergeson, my 8th grade English teacher.

Mr. Littlefield was the capstone at the end of those elementary school years. He taught us to think great things, to dream and to laugh, to set high goals and to expect more of ourselves each day. He'd get us to dream about what we might do. Or he would pose "what if" questions and get us to brainstorm about the possibilities. At times, we thought he concocted crazy stories that were pure fantasy. Scientists were working on satellites then to send out into space to circle the earth. I remember when he told us that someday man would walk on the moon. That was 1954. We laughed at the story, another big fish story from Mr. Littlefield. I smile as I visualize that classroom with him sitting on top of a wooden desk at the front of the room telling us about satellites, space stations and the absurd notion of man walking on the moon. Indeed it has all happened — just like Mr. Littlefield said it would.

I suspect we can all remember sequences of teachers who passed the baton, one to the other, moving each of us on to greater heights and pushing us ahead one step at a time toward our destiny. Aren't we fortunate. Many good teachers are what make up good schools and good educational systems. One teacher cannot do it alone. It takes the continuing sequence of dedicated, skillful, caring teachers. It requires teamwork. It really is true and my schooling attests to this truth — it takes a village to raise a child. 🍎

*Nancy Peterson, Ph.D., is a professor in the Department of Special Education. She is writing a book on the influence of great teachers in our lives, a collection of stories from people about their past teachers. If you have a story and would like to share it with Dr. Peterson for her book, contact her via e-mail (npeteron@ku.edu) or write a letter and send to Pearson Hall, Room 521, 1122 West Campus Road, University of Kansas, Lawrence, KS 66056-5101.*

