

# **Handbook for Masters in Educational Psychology with a Concentration in Special Education**

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## 1. Introduction

The Masters in Educational Psychology with a Concentration in Special Education is designed for a broad range of professionals (e.g., general or special education teachers, graduates in related fields) to provide in-depth learning and experiences related to supporting children and adults with disabilities and at risk for learning and behavioral difficulties.

The MA program provides programs of study in three areas of specialization with nationally known faculty researchers: 1) School-wide Positive Behavior Supports, 2) Transition and Postsecondary Supports, and 3) Literacy Supports for Students at Risk of Learning Difficulties. Students may also design an individualized program of general studies.

The Masters in Educational Psychology with a Concentration in Special Education is for educators who:

- Want advanced specialized knowledge and skills in positive behavioral supports, literacy supports, or transition and postsecondary supports;
- Are interested in increasing the breadth and depth of their knowledge and skills in supporting the increasingly diverse learning needs of students in today's classrooms;
- Want to support all students, including students with disabilities and at risk for learning and/or behavior difficulties, in a variety of classroom settings within a Response to Intervention (i.e., SRBI in CT) framework.

This handbook is designed to provide you with important information that complements the material in the University's *Graduate Catalog* ([http://catalog.grad.uconn.edu/grad\\_catalog.html](http://catalog.grad.uconn.edu/grad_catalog.html)). All University of Connecticut graduate students are responsible for knowing and adhering to the Code of Conduct regarding Academic Integrity in Graduate Education and Research that is included in the graduate catalog (on-line version, p. 306). Award of the degree attests to your broad mastery of subject matter relating to special education.

Please note that this handbook does not apply to students enrolled in the Teacher Certification Program for College Graduates (TCPCG). Students in TCPCG should contact [http://www.education.uconn.edu/departments/teachered/TCPCG\\_contact.cfm](http://www.education.uconn.edu/departments/teachered/TCPCG_contact.cfm) for the handbook specific to the program.

## 2. Mission Statement

With a focus on mild/moderate disabilities, the Master's Program in Educational Psychology with a Concentration in Special Education is tailored for graduate students with specific professional goals in mind. Our commitment is to inspire and prepare professionals in special education to create and broaden opportunities for individuals with disabilities. Students are encouraged to develop their interests in educating learners at risk across a wide range of disabilities incorporating a lifespan perspective.

### **3. Getting Started**

Although there are a core of required courses that masters students in special education complete, you will have an opportunity to work closely with your major advisor in developing a plan that is individualized based upon your experiences, professional goals and program focus.

### **4. Program Course of Study**

There is no fixed requirement regarding number of credits, but the Graduate School requires not fewer than 24 credits of advanced course work. However, the special education concentration will require at least 30 credits, and your advisory committee may require you to take additional courses, depending upon your objectives and experience. You may also be advised to take some courses outside of the Department of Educational Psychology. While the following courses are generally included in a Plan of Study, exceptions can be negotiated between you and your advisory committee.

#### **Course Listings**

##### **Required Courses (12-15 credits)**

EPSY 5119: Policy, Law, and Ethics in Special Education

EPSY 5121: Developmental Foundations of Exceptionality

EPSY 5092: Practicum (3-6 credits)

EPSY 5601: Principles and Methods in Educational Research (or equivalent)

##### **Additional Courses**

EPSY 5108: Instruction for Students with Special Needs in the Mainstream

EPSY 5113: Beginning Reading Supports for Students with Learning Difficulties

EPSY 5114: Adolescent Reading Supports for Students with Learning Difficulties

EPSY 5115: Writing Supports for Students with Learning Difficulties

EPSY 5116: Individual Pupil Assessment

EPSY 5123: Instructional Strategies and Adaptations for Students with Special Learning Needs

EPSY 5140: Transition Planning for Students with Disabilities

EPSY 5141: Classroom and Behavior Management

EPSY 5142: Individualized Positive Behavior Supports

EPSY 5145: Issues in Postsecondary Disability Services

EPSY 5199: Investigation of Special Topics in Education (variable credit)

EPSY 5220: Introduction to Educational Technology

EPSY 5405: Applied Behavior Analysis

EPSY 5530: Theories of Learning, Cognition, and Instruction

EPSY 5710: Introduction to Gifted Education and Talent Development

#### **Practicum/Fieldwork Opportunities**

As you plan for a practicum that can include grant related and/or field-based activities, there are a number of possibilities to explore within the Department of Educational Psychology, across the University, and in the greater educational community beyond the campus. Your advisor is a source of information, and you are encouraged to network to identify areas of potential fieldwork.

## **Specific Areas of Interest**

For information about specific areas of interest, please contact the following respective faculty.

### ***Graduate Certificate in School-wide Positive Behavior Supports***

The SWPBS specialization provides in-depth understanding of SWPBS — a multi-tiered, proactive, and preventative approach to supporting student behavior in schools and classrooms. Students will examine theoretical and empirical support for SWPBS as well as implementation strategies appropriate for all students. A community practicum offers the opportunity to practice and observe implementation in a local school system.

#### **For more information, please contact:**

Dr. Brandi Simonsen, Assoc. Professor

Phone: (860) 486-2763

E-mail: [brandi.simonsen@uconn.edu](mailto:brandi.simonsen@uconn.edu)

### ***Graduate Certificate in Transition and Postsecondary Services for Students with Disabilities***

The Transition and Postsecondary Services for Students with Disabilities specialization focuses on how to effectively support students with learning disabilities and attention disorders in their transition and success in post-secondary education. Coursework and practicum emphasize collaboration with Offices for Students with Disabilities, person-centered planning, self-determination, the legal aspects of postsecondary services, and Universal Design for Instruction

#### **For more information, please contact:**

Dr. Joseph Madaus, Assoc. Professor

Phone: (860) 486-2785

Fax: (860) 486-5799

E-mail: [joseph.madaus@uconn.edu](mailto:joseph.madaus@uconn.edu)

### ***Specialization in Literacy Supports***

The Literacy Supports specialization provides in-depth learning and experiences in theory and methods of literacy (reading and writing) instruction. Students will have specialized knowledge in literacy assessment and instruction for preK-12 students who exhibit difficulties acquiring and developing literacy skills.

The Literacy Supports specialization is for educators who:

- are interested in improving literacy outcomes for students with disabilities and at-risk for failure
- want to support all students in a variety of classroom settings within a RtI or SRBI framework
- want to understand how to support the literacy needs of students in content areas
- desire a more focused and intensive exploration and application of literacy theory, methods, and practices for
- students with disabilities and at risk for learning difficulties
- recognize the diverse learning needs of students in today's classrooms

**For more information, please contact:**

Dr. Natalie Olinghouse, Asst. Professor

Phone: (860) 486-6153

E-mail: [natalie.olinghouse@uconn.edu](mailto:natalie.olinghouse@uconn.edu)

**General Studies in Special Education**

The General Studies program in special education provides graduate students with an opportunity to collaborate with their advisor to craft a 30-33 credit hour experience that meets their professional needs. The General Studies program is designed for a broad range of professionals (e.g., general or special education teachers, graduates in related fields) to provide in-depth learning and experiences related to supporting children and adults with disabilities and at risk for learning and behavioral difficulties.

**For more information, please contact:**

Dr. Brandi Simonsen, Assoc. Professor

Phone: (860) 486-2763

E-mail: [brandi.simonsen@uconn.edu](mailto:brandi.simonsen@uconn.edu)

## Graduate Assistantships

Opportunities for graduate assistantships include university teaching and various grant initiatives coordinated by faculty who are Principal Investigators of national, state, and local projects. You are encouraged to explore options with your major advisor as well as to network with other faculty and graduate students to learn about assistantships.

The Center for Behavioral Education & Research (CBER) is a signature organization that was developed by Dr. George Sugai in 2005. CBER specializes in quality research and teaching in the areas of: positive behavior support, behavior disorders, literacy, school psychology, and special education. The purpose of CBER is to conduct and disseminate rigorous research that improves educational and social outcomes for all children and youth in schools. The Center for Behavior Education & Research supports graduate assistantships. For more information please visit [www.cber.uconn.edu](http://www.cber.uconn.edu).

The Center on Postsecondary Education and Disability (CPED) has been a national leader in promoting access to postsecondary education to students with disabilities for over 15 years. The Center focuses on research and training to build the capacity of professionals and to enhance the field of postsecondary education and disability. This is achieved through graduate courses and degree programs, outreach, professional training and initiatives, conference, presentations, research, and information dissemination. The Center on Postsecondary Education and Disability supports graduate assistantships. For more information please visit [www.cped.uconn.edu](http://www.cped.uconn.edu).

Additional opportunities may be available please contact the program chair for more information.

## 5. Program Procedures and Timelines

### Admission

Masters applicants come from a variety of backgrounds, including regular education, special education, and psychology. Admission to the Masters Program is based on a composite evaluation of an applicant's qualifications including leadership ability, and potential for making a creative contribution to the field. All students seeking the Master of Arts Degree in Educational Psychology with a Concentration in Special Education must be formally admitted to the Master's Program in Education through the University Graduate School.

Deadlines for applications are **October 31st** for the Spring semester; **February 15th** for the Fall semester. Specific criteria used in determining qualified applicants for the Masters Program are as follows:

- Undergraduate and/or graduate grade point average (ordinarily 3.0 or above on a 4-point scale.)
- 3 strong letters of recommendations
- Personal statement indicating:
  - How degree helps achieve professional goals
  - Area of interest based on specializations listed
  - Explanation of experience with and demonstrated commitment to children and/or adults with disabilities or children at risk for failure.

For **application materials**, please contact:

Graduate School Office of Admissions  
University of Connecticut  
438 Whitney Road Ext., Unit 1006A  
Storrs, CT 06269-1006  
Phone: (860) 486-3617

Or visit their website at [www.grad.uconn.edu](http://www.grad.uconn.edu)

## **Advising**

The Graduate School requires the appointment of a major advisor so every graduate student begins a course of study with a designated advisor, based upon your stated preference or a “match” between your research interests and faculty areas of expertise. At times, a change of major advisor may be warranted, particularly if your research interests evolve and incorporate areas of expertise of another faculty. If a change of major advisor is necessary, a Change of Advisor form, available from the Graduate Records Office, must be filed with the signatures of your former advisor and the new advisor.

Selection of an Advisory Committee should occur before you have completed 12 credits of coursework and are preparing an official Plan of Study. At least two associate advisors comprise the Committee, one of whom must be a graduate faculty member in your field of study.

## **The Plan of Study**

As stated in the Graduate Catalog, in order to graduate with a Masters Degree, a student must have on file with the Graduate School a plan of study that is approved by both the advisement committee and by the Executive Committee of the Graduate Faculty Council. Forms for the plan of study can be obtained through the Graduate School website ([www.grad.uconn.edu](http://www.grad.uconn.edu)). The plan of study should be developed in conjunction with your major advisor, based upon previous coursework and professional goals. The plan of study should be prepared in triplicate, signed by the student and the advisory committee, and submitted to the Graduate School for approval. This plan of study should be submitted to the Graduate School, Unit 1152, in the Whetten Graduate Center no later than the beginning of the student’s final semester before degree completion. Courses selected shall be consistent with the student’s objectives and with the area of concentration for the degree. Plan of study differs between Plan A (with thesis) and Plan B (without thesis). Once a plan of study is approved by the Graduate School, the student and the advisory committee should reevaluate it regularly, and modify it, if appropriate. If a plan of study that is approved by the Graduate School must be changed, a request for change must be submitted to the Graduate School. The request must be on the official form and bear the signatures of the advisory committee and the student. For further questions regarding The Plan of Study please contact the graduate school.

## **Course Load and Registration**

As you plan with your major advisor, the number of credits and course selection you undertake will evolve. Classification as a full-time student can occur in one of three ways: 1) enrollment in 9 or more credits; 2) enrollment in 6 or more credits while holding a graduate assistantship (50% or greater); or 3) enrollment in GRAD 5960. Full-Time Master's Research

(Formally GRAD 396) or GRAD 5930. Full-Time Directed Studies (Master's Level) (Formally GRAD 397).

Students holding graduate assistantships must register for six or more credits per semester. Instructions for registration are sent to all students by mail, and materials are also available from the Graduate School Web Site (<http://www.grad.uconn.edu>). Two advance registration periods are available for the fall semester, one beginning in early April and the other beginning in mid-August. Similar periods for the Spring semester occur in late October and early January. Depending on course selections, most students can register entirely online through the Student Access System accessible through the Registrar Home Page (<http://www.registrar.uconn.edu>). Payment of fees and registration for courses must be completed on or before the 10th day of the semester.

Master's, doctoral, sixth year in education, and graduate certificate students must begin their programs with course work and must maintain registration continuously each semester thereafter (except summer sessions) until all requirements for the degree have been completed. Registration may be maintained either by taking course work for credit or by registering for one of the four non-credit Continuing Registration courses. These include Special Readings at the master's (GRAD 5998) or doctoral (GRAD 6998) level, Master's Thesis Preparation (GRAD 5999), and Doctoral Dissertation Preparation (GRAD 6999).

### **Plan A and Plan B Master's Degrees**

The Master's Degree may be completed under one of two plans. You will determine your plan of study in conjunction with your advisory committee. Plan A emphasizes research, while Plan B requires comprehensive understanding of a general character. Plan A require at least twenty-one credits of appropriate course work, as well as a minimum of nine GRAD 5950 (formerly GRAD 395) Master's Thesis Research credits must be listed and the writing of a thesis. The graduate school will automatically enroll you in the GRAD 5950 course. Plan B requires at least 30 credits of advanced course work in special education and a final examination. There is no thesis required under Plan B.

**Plan A: The Master's Thesis.** As described in the Graduate Catalog, the student's advisory committee must approve both the topic and the scope of the thesis. The completed thesis must represent an independent investigation of a significant topic and make an important contribution to the field of special education. Specifications for the preparation, completion, and submission of the thesis can be obtained at the Graduate School or from the Graduate School website. The Plan of Study (A) for the Master's Degree can be found at: <http://www.grad.uconn.edu/forms.html>

**Plan B: The Comprehensive Examination.** Near the end of your plan of study, and not later than one year after the completion of courses, you must pass a comprehensive examination that is developed and administered by the faculty. The examination shall be comprehensive and designed to assess your mastery of the field of special education and your ability to integrate this knowledge.

The final examination shall include passing three comprehensive (multi-component) exam questions, one each from three different courses completed during the program. It is your responsibility to contact three (no less than two from special education) different professors to request examination questions. Each individually written response is approximately 10-15 pages



plus references and in APA format. Once you have received the exam question, you will have between one and two weeks to independently answer the questions. You may use notes, course readings, or additional related materials. However, students may not solicit any aid from other individuals. Examination evaluation (pass/fail) is at the sole discretion of the faculty member providing the exam question. Faculty may choose to allow one opportunity for revision of the written product. Revisions must be submitted for final evaluation within one week of the date of faculty provided feedback. Students have one semester (approximately) 16 weeks to complete all three questions.

Immediately following the evaluation of all three questions, the major advisor shall report the results to the student and send a report to the Graduate School. If the student fails the examination (or any part of it), or if the committee believes the results are inconclusive, the committee has the option of requiring the student to retake the examination in part or in full. Such a reexamination must take place within twelve months from the date of the first examination. (Please note the Graduate School website for important dates regarding submitting materials for specific graduations in December, May or August).

### **Grading Policy**

A minimum GPA of 3.0 (B) is required for graduate students. Students who fall below this standard will not be permitted to graduate, and are subject to termination. A grade of D or F is not acceptable for any course listed on the Plan of Study, and will necessitate a full review of the student's status, with the likelihood of termination. A grade of C+ or lower on any course in the student's concentration normally requires that the course (or an equivalent course) be re-taken and passed with an acceptable grade. Courses graded as S (satisfactory) or U (unsatisfactory) are not calculated in the cumulative GPA. Grades of I (Incomplete) may be received in courses where the student was doing satisfactory work but, for some reason acceptable to the instructor, was unable to complete the requirements by the end of the semester. However, students are expected to complete the requirements for any such course within a reasonable period of time. **Accumulation of I grades is monitored by the Graduate School and may result in a suspension of financial aid (including the revocation of an assistantship), or even termination.** See the Graduate Catalog for explanations of other grades at <http://catalog.grad.uconn.edu/sadr/sadr.html>.

## **6. Financial Aid**

Financial aid comes from a variety of sources. Aid based on academic merit includes graduate assistantships and summer fellowships. Your advisor can provide you with suggestions for exploring these possibilities. Aid based on demonstrated financial need includes Federal Stafford Loans, Federal campus based aid, and University of Connecticut Tuition Remission Grants. Additional information and forms may be obtained from the Student Financial Aid Office, 233 Glenbrook Road Unit 4116, Storrs, CT 06269-4116, by calling (860) 486-2819, or via the Website at: <http://financialaid.uconn.edu/>.

## APPENDIX A

### Faculty and Brief Biographies

Biographical information for faculty in Special Education can be accessed via the Website for the Department of Educational Psychology at: <http://www.epsy.uconn.edu>

#### ***Michael D. Coyne***

*Associate Professor*

*Department of Educational Psychology*

*Special Education Program*

*Center for Behavioral Education and Research (CBER)*

Michael Coyne is associate professor and Program Coordinator of Special Education at the University of Connecticut. He is also a Research Scientist at the Center for Behavioral Education and Research. He has expertise in beginning reading and early vocabulary instruction and intervention, school-based experimental research, multi-tiered or RtI systems of support, and effective practices for students with learning disabilities. Dr. Coyne has directed or co-directed three multi-year research grants funded by the U.S. Department of Education's Institute of Education Sciences focused on optimizing vocabulary and beginning reading practices for students with diverse learning needs through school-based experimental research. Dr. Coyne provides assistance and consultation to school districts and state departments of education around the country related to national reading and literacy initiatives. He regularly presents at national conferences on research related to effective instructional practices, school improvement, and beginning reading and vocabulary instruction and intervention. Dr. Coyne holds certification in both elementary and special education and is a former special educator in public schools. <http://www.education.uconn.edu/directory/details.cfm?id=20>

#### ***Michael N. Faggella-Luby***

*Associate Professor, Department of Educational Psychology*

*Chair, Special Education Program*

*Research Scientist, Center for Behavioral Education and Research (CBER)*

*Associate Research Scholar, Center on Postsecondary Education and Disability (CPED)*

Dr. Faggella-Luby is an Associate Professor of Special Education in the Neag School of Education at the University of Connecticut (UConn). He is also a research scientist at the Center for Behavioral Education and Research (CBER) and an associate research scholar at the Center on Postsecondary Education and Disability (CPED). Dr. Faggella-Luby teaches courses related to preparing educators to evaluate, select, plan, and implement research-based methods and instructional materials for teaching students with and without disabilities who are at risk for failure. His scholarly interests focus on learning disabilities, literacy, reading education, special education, diverse learning needs, instructional design, secondary education, and school reform. He has written publications related to cognitive learning strategies, response-to-intervention (RtI)/scientifically research-based instruction (SRBI), self-determination, literacy, and urban school reform. Dr. Faggella-Luby's primary research interest focuses on embedding instruction in learning strategies into subject-area courses to improve reading comprehension for all levels of learners. He received the 2006 Outstanding Researcher Award from the Council for Learning

Disabilities and the 2007 Annual Dissertation Award from CEC's Division of Learning Disabilities for his dissertation study Embedded Learning Strategy Instruction: Story-Structure Pedagogy in Secondary Classes for Diverse Learners. Before joining the faculty at University of Connecticut, Dr. Faggella-Luby was a doctoral fellow at the University of Kansas Center for Research on Learning under the direction of Drs. Donald Deshler and Jean Schumaker. He earned his doctorate from the Special Education Department at the University of Kansas. Dr. Faggella-Luby is a former high school administrator and teacher of both English and Chemistry. <http://www.education.uconn.edu/directory/details.cfm?id=282>

***Allison Lombardi***

*Assistant Professor, Educational Psychology*

Dr. Lombardi is an Assistant Professor of Special Education in the Neag School of Education at the University of Connecticut. Dr. Lombardi studies college and career readiness and higher education experiences of underrepresented groups, particularly students with disabilities, aspiring first generation college students, and student athletes. She focuses on survey design methods and has experience in the development, field-testing, and initial validation of several measures: (1) the Inclusive Teaching Strategies Inventory (ITSI), a measure intended for college faculty, (2) the College Students with Disabilities Campus Climate (CSDCC) survey, a measure of individual actions and perceptions of postsecondary and social supports, (3) the CollegeCareerReady School Diagnostic (CCRS), intended for high school students and personnel. She teaches undergraduate and graduate courses in the Special Education program. Before joining the faculty at the University of Connecticut, Dr. Lombardi was a Postdoctoral Research Associate at the University of Oregon's College of Education. She earned her doctorate from the University of Oregon in Special Education, and she holds an MA in Education and BA in English Literature from the University of California, Berkeley.

***Joseph W. Madaus***

*Associate Professor, Educational Psychology*

*Director, Center on Postsecondary Education and Disability*

Dr. Joseph Madaus is the Director of the Center on Postsecondary Education and Disability and is an Associate Professor in the Department of Educational Psychology. In 2007, Dr. Madaus received both the Teaching Promise and Teaching Innovation award from the University of Connecticut chapter of the American Association of University Professors. In 2008, he was named as a University Teaching Fellow, the highest teaching honor at the University of Connecticut. Dr. Madaus was a Distinguished Research Fellow in the National Institute on Disability and Rehabilitation Research Mary Switzer Fellowship program in 2003-2004. He currently serves on the editorial board of the Journal of Postsecondary Education and Disability, Learning Disabilities Quarterly, Learning Disabilities: A Multidisciplinary Journal, and Career Development for Exceptional Individuals. He was named reviewer of the year for CDEI in 2008 and 2011. Dr. Madaus is a co-editor of Preparing Students with Disabilities for College: A Practical Guide for Transition. He is the Principal Investigator or Co-Principal Investigator for over \$1.3 million in grants, including UDI On-Line ([www.udi.uconn.edu](http://www.udi.uconn.edu)), a current three-year project funded by the Office for Postsecondary Education, United States Department of Education.

<http://www.education.uconn.edu/directory/details.cfm?id=50>

***Natalie G. Olinghouse***

*Assistant Professor, Department of Educational Psychology  
Research Scientist, Center for Behavioral Education and Research*

Dr. Natalie Olinghouse is an Assistant Professor in the Educational Psychology Department and a Research Scientist in the Center for Behavioral Education and Research. Prior to The University of Connecticut, she was an Assistant Professor of Teacher Education and Special Education at Michigan State University. Dr. Olinghouse currently is a co-Principal Investigator on a four-year, federally funded research project exploring the relationship between states' standards/assessments and student writing achievement. She has written publications for research and practitioner audiences on writing instruction and assessment, reading and writing connections, individual differences in writing, and the role of vocabulary in written composition. She is particularly interested in developing reliable and valid writing assessment and scoring methods. Dr. Olinghouse teaches undergraduate and graduate courses in the areas of student assessment, writing instruction and assessment, and academic/professional writing. She also provides consultation to states and districts on improving writing instruction and assessment to better meet students' needs. Dr. Olinghouse has twelve years of special education teaching experience with students with mild to severe disabilities in Michigan and Florida.

<http://www.education.uconn.edu/directory/details.cfm?id=321>

***Brandi M Simonsen***

*Associate Professor, Special Education  
Research Scientist, Center for Behavioral Education and Research*

Dr. Simonsen is an associate professor of Special Education with tenure in Department of Educational Psychology and a research scientist with the Center for Behavioral Education and Research (CBER) at the University of Connecticut's Neag School of Education. Currently, Dr. Simonsen teaches, conducts research, publishes, and provides training/technical assistance in the areas of (a) school- and class-wide (tier 1) positive behavior interventions and support (PBIS), (b) targeted (tier 2) and individualized (tier 3) PBIS for students with intense learning and behavioral needs, and (c) applications of PBIS in alternative education settings. Before joining the faculty at University of Connecticut, Dr. Simonsen was the director of a non-public (alternative) school serving students with disabilities who presented with challenging educational and behavioral needs. In addition to serving as an administrator and clinician, Dr. Simonsen has previously been certified as a teacher of elementary general education and middle-secondary special education, and she has provided consultation to public schools.

<http://www.education.uconn.edu/directory/details.cfm?id=245>

***George Sugai***

*Professor, Special Education  
Director, Center for Behavioral Education & Research  
Co-Director, Center of Positive Behavioral Interventions & Supports  
Carole J. Neag Endowed Chair*

Dr. George Sugai received his M.Ed. in 1974 and Ph.D. in 1980 at the University of Washington. His primary areas of interests are positive behavior support, systems change, teacher training, emotional and behavioral disorders, social skills instruction, behavioral consultation, behavioral assessment procedures, and strategies for effective school-wide, classroom, and individual behavior management. Currently at the University of Connecticut, Dr. Sugai is Carole J. Neag Endowed Chair in Behavior Disorders and professor with tenure. Dr. Sugai also was on faculty at the University of Oregon and University of Kentucky, program director in an alternative school, and classroom teacher for students with behavior disorders. Dr. Sugai and colleagues have established the Center for Behavioral Education and Research ([www.cber.org](http://www.cber.org)) in the Neag School of Education to improve academic and social behavior outcomes for students in schools by engaging in the systematic study of educational issues and interventions, and dissemination to preservice and inservice school personnel. As Project Director or Co-Director of major training or research grants totaling over \$25 million, Dr. Sugai has experience in the implementation, operation, and supervision of grant-related projects. He has published over 100 articles, numerous monographs, and a number college textbooks on effective teaching practices, positive behavior support, and applied behavior analysis. Dr. Sugai's research has emphasized effective applications of applied behavior analysis principles and school-wide PBS procedures to problems found in educational contexts. The subject populations for these research areas includes students with severe challenging behavior, students with at-risk behaviors, and students described as having severely challenging behaviors. Dr. Sugai is currently co-director (with Rob Horner at the University of Oregon) of the national Center on Positive behavioral Interventions and Supports ([www.pbis.org](http://www.pbis.org)). The Center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. The Center has two foci: (a) broad dissemination to schools, families, and communities about a technology of school-wide positive behavioral support exists, and (b) demonstrations at the level of individual students, schools, districts, and states that school-wide positive behavioral support is feasible and effective.

<http://www.education.uconn.edu/directory/details.cfm?id=249>