

# Archived Information

## U.S. Department of Education Early Childhood Research Projects

### Assessment

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ED Office: Office of Special Education and Rehabilitative Services/ Office of Special Education Programs (OSERS/OSEP)

Title: Early Childhood Research Institute on Program Performance Measures: A Growth and Development Approach

Research Institution: University of Minnesota

Description: **This study will design a performance measurement system for early intervention, preschool and primary grade programs that serve young children with disabilities and their families.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: National Center for Education Statistics (NCES)

Title: Early Childhood Longitudinal Study (ECLS)

Research Institution: NCES, Washington, D.C.

Description: **The project will provide national data on (1) children's status at birth and at several points thereafter; (2) children's transitions to nonparental care, early education programs, and school; and (3) children's experiences and growth through the fifth grade. The research examines how a range of family, school, community, and individual variables affect children's development, early learning, and early performance in school. The research design for the ECLS includes two overlapping cohorts: a birth cohort, which will be followed from birth through first grade, and a kindergarten cohort, which will be followed from kindergarten through fifth grade.**

Web address: <http://www.nces/ecls/>

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### Brain Development

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ED Office: Office of Educational Research and Improvement/ Early Childhood Institute (OERI/ECI)

Title: From Cortex to Classroom: Supporting Earliest Brain Development for Improved Learning

Research Institution: The Children's Hospital Neurobehavioral Infant and Child Studies, Boston, MA

Description: **The research will determine if interventions that modify the traditional intensive care nursery environment facilitate brain development and cognitive, social-emotional, and language outcomes in a sample of very low birth weight babies.**

Web address: <http://www.ed.gov/offices/OERI/FIS/>

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ED Office: OERI/ECI

Title: Interdisciplinary Center for Research in Early Childhood Issues and Initiatives

Research Institution: University of Louisville Research Foundation, Louisville, KY

Description: **This project will investigate how early language and cognitive skills develop in children between the ages of three and five. It will also test the effectiveness of an intervention program that targets children with language and speech perception difficulties.**

Web address: <http://www.louisville.edu>

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## **Collaboration and Partnership**

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ED Office: OSERS/OSEP

Title: Integrating the Science of Early Childhood Development

Research Institution: National Academy of Sciences, Washington, D.C.

Description: **This project consists of a series of interagency study workgroups that will define the scientific knowledge base for early child development in the infant, toddler, and preschool years. The results will provide a foundation for developing an integrated research agenda that advances the science of early intervention and the application of research promoting the healthy development of young children. Implications will be outlined for public education focused on parenting and family support.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Project ACCESS: A Model for Capitated Early Intervention Transdisciplinary Habilitative Services

Research Institution: Children's Hospital of Denver, Denver, CO

Description: **This project compares two models of early intervention services– capitated rate and fee-for-service – for children from birth to five years of age. The variables assessed include quality and effectiveness of care, integration of services, child outcomes, family satisfaction, and cost.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Project Child Care 2000: Enhanced Child Care Resource and Referral Services for Children with Low Incidence Disabilities

Research Institution: Massachusetts Office for Child Care Services, Boston, MA

Description: **This project will develop, implement, and evaluate a new model of child-care resource and referral services for children with disabilities and their families. The model will offer a specialized child-care database, parent counseling, individualized technical assistance, and consultation services.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Creating Partnerships between Pediatricians and Early Interventionist for Child Find: PEDI-Link

Research Institution: University of Vermont, College of Education

Description: **This project will design, evaluate, and disseminate training materials that help pediatricians refer children with disabilities for appropriate early intervention services. The study will also will develop and disseminate training materials to prepare early interventionists as liaisons.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Identifying and Predicting Successful Outcomes of Interagency Coordination

Research Institution: University of North Carolina, Chapel Hill, NC

Description: **The study will identify and establish (1) the outcomes for effective interagency coordination and collaboration; (2) the factors that influence interagency coordination at the community level; (3) the scope of interagency decision-making; and (4) the specific factors that predict outcomes of interagency coordination.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Caring for Infants and Toddlers with Disabilities: New Role for Physicians

Research Institution: Child Development Resources, Inc., Norge, VA

Description: **This project will replicate and evaluate the Caring for Infants and Toddlers model, which addresses the involvement of physicians in community early intervention systems.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Beacons of Excellence: Case Studies of Three Early Intervention Systems

Research  
Institution: University of North Carolina, Chapel Hill, NC

Description: **This project will study the effect of federal policies implemented to reform the provision of services to infants and toddlers with disabilities and their families. The results will specify child and family outcomes of service delivery, elements of exemplary early intervention service systems, and factors that support service delivery and its outcomes.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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## Curriculum

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ED Office: OERI/ECI

Title: Home Activity and Play Intervention

Research  
Institution: University of Colorado Health Sciences Center, Denver, CO

Description: **This project will identify the key elements of successful parent and care giver education programs for young children with disabilities. This information will be used to develop a video-based program for organizations that serve and educate low-income families with preschool children.**

Web address: <http://www.jfkpartners.org>

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ED Office: OSERS/OSEP

Title: Let's Play! Project

Research  
Institution: State University of New York, Amherst, NY

Description: **This project will develop and evaluate a demonstration model designed to promote the independent play of infants and toddlers with disabilities.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3

Research Institution: University of Washington, Seattle, WA

Description: **This study will conduct a four-year follow up study using a sample of 205 students with disabilities who were educated in two highly contrasting preschool instructional models.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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### **Ensuring Quality**

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ED Office: OERI/ECI

Title: The Relationship Between Early Nonparental Child Care Quality and Later School Readiness: The Project on Human Development in Chicago Neighborhoods

Research Institution: Harvard School of Health, Department of Maternal and Child Health, Cambridge, MA

Description: **This study will examine a community-based sample of children and families from diverse Chicago neighborhoods. It will provide in-depth information on how child, family, and community characteristics affect the relationship between quality of nonparental care in early childhood and later school readiness and school adjustment.**

Web address: <http://www.phdcn.harvard.edu>

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ED Office: OERI/ECI

Title: Engagement as an Outcome of Program Quality

Research Institution: University of North Carolina, Chapel Hill, NC

Description: **This study will examine the qualities of child care and the characteristics of families and children, such as quality of home environment and child temperament, that are associated with children's participation in activities with peers, adults, materials and toys at their child care centers. The results will determine which child-care experiences are associated with the development of social, communication, and thinking skills.**

Web address: <http://www.fpg.unc.edu/~Engagement>

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## Equity and Excellence

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ED Office: OERI/ECI

Title: Optimal Educational Contexts for Young Children Living in Poverty

Research  
Institution: University of Michigan, Ann Arbor, MI

Description: **This three-year study focuses on the experiences of young children living in poverty as they move from preschool to formal schooling and on the classroom practices associated with their academic achievement and social development.**

Web address: <http://www.ed.gov/offices/OERI/FIS/>

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ED Office: OERI/ECI

Title: Project Jump Start: A Preschool Approach to Reinventing Education

Research  
Institution: Jefferson County Public Schools, Louisville, KY

Description: **The first goal of this research is to use authentic assessments to evaluate how the Jump Start Program affects the performance of low-income elementary students. The second goal is to determine the knowledge parents need for making decisions about educational programs that support local school desegregation.**

Web address: <http://www.ed.gov/offices/OERI/FIS/>

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ED Office: OSERS/OSEP

Title: Culturally and Linguistically Appropriate Services for Early Childhood (CLAS)

Research  
Institution: University of Illinois – Urbana/Champaign, Champaign, IL

Description: **This project will determine which early interventions are most effective for children and families from diverse cultures.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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## Family Involvement

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ED Office: OERI/ECI

Title: Assessing the Effectiveness of Early Parenting Education and Support Through Home Visiting for Families with Young Children

Research  
Institution: Center for Education and Human Services-SRI International, Menlo Park, CA

Description: **This project will study the effectiveness of the Parents as Teachers program. Outcomes assessed will include aspects of early child development, parent knowledge of early child development, and children's school readiness, attendance, and performance.**

Web address: <http://www.ed.gov/offices/OERI/FIS/>

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ED Office: OERI/ECI

Title: Steps to Success

Research  
Institution: Steps to Success, Baton Rouge, LA

Description: **This project will evaluate and create links between young children and their families and service providers in community-based comprehensive health, education, and social service models. These links consist of information and referral services, the development of parent support and mentoring programs, and community networking of service providers.**

Web address: <http://www.stepstosuccess.org>

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ED Office: OSERS/OSEP

Title: Replicability of a Parent-Child Model of Early Intervention across Participants and Settings

Research  
Institution: University of Illinois-Urbana/Champaign, Champaign, IL

Description: **This project will evaluate the validity and feasibility of implementing the Parents Interacting with Infants (PIWI) model.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OERS/OSEP

Title: A Family Centered NICU Model Demonstration Project for Young Children with Disabilities

Research  
Institution: University of California – Santa Barbara, Santa Barbara, CA

Description: **This project will establish a model family-centered neonatal intensive care unit and assess the effect of intervention on infant development, parental emotional and psychological status, family needs, and social support.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OERS/OSEP

Title: Family Enhancement Outreach Training Project

Research  
Institution: Orelena Hawks Puckett Institute, Morgantown, NC

Description: **This project will train early interventionists to be responsive to the individual needs and priorities of families.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: The forgotten Newborn: Individualized, Family-Focused Development Care for the Medically Low Risk Preterm Infant

Research  
Institution: Children's Hospital of Boston, Boston, MA

Description: **This project will evaluate the effectiveness of an individualized, family-focused, developmental approach to early intervention and determine whether the intervention prevents later disability.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Early Childhood Research Institute on Increasing Learning Opportunities for Children through Families

Research  
Institution: Orelena Hawks Puckett Institute, Morgantown, NC

Description: **This project will study strategies for increasing the number and intensity of home and community activities that promote the learning and development of young children with or at risk for disabilities.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Functional Communication, Attention, and Collaboration in Early Childhood (FACEC)

Research  
Institution: University of Nevada – Reno, Reno, NV

Description: **This project will study methods for reducing behavioral problems in early childhood, and will determine the training that teachers, caregivers, and families need to better serve children with behavioral problems.**

Web address: <http://www.cec.sped.org/osep/search.htm>



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ED Office: OSERS/OSEP

Title: In-Reach: An Investigation of a Collaborative Transition Model from NICU to Early Intervention

Research Institution: Utah State University, Logan, UT

Description: **This study will clarify how Part C eligibility requirements are used to make decisions about the placement of Neonatal Intensive Care Unit (NICU) graduates. The results will promote a seamless, family friendly transition model from NICU to home and part C services.**

Web address: <http://www.ccc.sped.org/osep/search.htm>

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## **Language and Literacy**

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ED Office: OERI/ECI

Title: LEEP: Creating Literacy Environments in Preschool Programs

Research Institution: Education Development Center, Inc., Newton, MA

Description: **This study will examine the impact that the Language Environment Enrichment Program (LEEP) has on the teaching and development of language and literacy in young children.**

Web address: <http://www.edc.org>

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ED Office: OERI/ECI

Title: Center for the Improvement of Early Reading Achievement (CIERA)

Research Institution: University of Michigan, Ann Arbor, MI

Description: **CIERA investigates ways to improve the reading achievement of America's children by generating and disseminating theoretical perspectives, research data, and practical solutions concerning persistent problems in the learning and teaching of beginning reading.**

Web address: <http://www.ciera.org>

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ED Office: OERI/ECI

Title: Promoting Children's Language Development in Head Start Classrooms: Explorations with Collaborative Research Teams

Research Institution: Arizona State University, Tempe, AZ

Description: **This project will develop and test a new approach designed to bring specific language skill-building activities into preschool children's everyday lives. In addition, the study will document how partnerships among children's parents, Head Start teachers, and university researchers affect language development.**

Web address: [www.asu.edu/clas/shs/wilcox](http://www.asu.edu/clas/shs/wilcox)

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ED Office: OERI/ECI

Title: Validation of an Alternative Language Screening Procedure for African American Children

Research Institution: Michigan State University, E. Lansing, MI

Description: **This project will determine if a new screening instrument, the Minimal Competence Core (MCC), identifies young children with language delays requiring special education services more accurately than standardized tests.**

Web address: <http://www.ed.gov/offices/OERI/FIS/>

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ED Office: OSERS/OSEP

Title: Vocabulary Acquisition of Young Deaf and Hard of Hearing Children

Research Institution: Georgia State University

Description: **This project will examine how deaf or hard-of-hearing children learn new words quickly, for example, through using specific word-learning strategies. The study will assess the utility of a parent-report instrument for measuring children's vocabulary growth. The results will be used to design more effective interventions for facilitating word learning.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Preventing Reading Failure in At-Risk Kindergarten Children

Research Institution: University of Miami, Coral Gables, FL

Description: **This project evaluates whether a classroom phonological awareness program prevents the development of reading disability and related problems in a sample of at-risk, disadvantaged minority students.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Is Prelinguistic Communication Intervention Necessary?

Research  
Institution: Vanderbilt University, Nashville, TN

Description: **This project will investigate if an early communication intervention that begins one year prior to a language intervention produces more advanced communication and language development for young children with disabilities than the language intervention produces alone.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OERS/OSEP

Title: Beacons of Excellence in the Promotion of Language Development of Infants and Young Children

Research  
Institution: University of Kansas, Kansas City, KS

Description: **This project will investigate the factors in early childhood programs that contribute to improved communication and language skills for infants and young children who are at risk for or who have disabilities.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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## **Professional Development**

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ED Office: OERI/ECI

Title: Pilot Program for a National Teacher Resource Center and Library

Research  
Institution: Ideas Gateway, Ellensburg, WA

Description: **This project will develop a community-based resource center and library to provide high quality early childhood curriculum materials for teachers and childcare providers. IDEAS Gateway will use the information from this pilot project to develop a national network of resource centers.**

Web address: <http://www.ideasgateway.org>

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ED Office: OSERS/OSEP

Title: Examining the Effects of Embedding Young Children's Goals and Objectives in Daily Activities

Research  
Institution: Kent State University, Kent, OH

Description: **This project will examine the classroom practices of teachers working with preschool children with disabilities. Developmental benefits of training teachers to organize learning daily activities around children's goals will be studied.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Observations of Activities and Tasks of Paraprofessionals in Inclusive Elementary Classrooms

Research Institution: Appalachian State University, Boone, NC

Description: **This project will assess the activities, roles and functions of paraprofessionals who assist children with disabilities in general education elementary classrooms.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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### **School Readiness/ Pre-Kindergarten**

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ED Office: OERI/ECI

Title: National Center on Early Development and Learning (NCEDL)

Research Institution: University of North Carolina, Chapel Hill, NC

Description: **NCEDL will conduct a multi-state study of U.S. pre-kindergarten programs that are funded totally or partially with public education dollars and are operated in public schools or under the direction of state or local education agencies. This will be the first multi state study to include classroom observations and investigations of early childhood classroom practices, particularly in the areas of how teachers foster young children's language and literacy competencies, the acquisition of math and science concepts, and social-emotional development. Up to six states will be included in the study. Forty classrooms per state and 4 children per classroom will be selected randomly to participate in the research. The study will begin in 2001 and conclude in 2004.**

Web Address: <http://www.ncedl.org>

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ED Office: OERI/ECI

Title: Improving Educational Readiness Through Theory-Based Interventions Focused on Enhancing Resilience for Our Youngest At-Risk Children

Research Institution: Utah State University, Logan, UT

Description: **This project will test a resilience model of home visiting, which is based on a strengths-based preventive intervention model, rather than on a child-family deficit model.**

Web address: <http://www.ed.gov/offices/OERI/FIS/>

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ED Office: OERI/ECI

Title: The Effects of Discrepancies in School Readiness Expectations of Young Children Living in Poverty

Research Institution: Fordham University, New York, NY

Description: **This study will investigate the impact of discrepancies in the readiness expectations of parents, preschool teachers, and kindergarten teachers on children's transition to kindergarten.**

Web address: <http://www.ed.gov/offices/OERI/FIS/>

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ED Office: OERI/ECI

Title: Assessing Low-Income Children's Changing Environments and Effects on School Readiness

Research Institution: Regents of the University of California, Berkeley, CA

Description: **This project will track relationships among the welfare reform process, children's home and child-care environments, and children's development related to school readiness.**

Web address: <http://pace.berkeley.edu/earlyed.htm>

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ED Office: OERI/ECI

Title: Implementation of Outcomes of Universal Preschool Education

Research Institution: Rutgers University, New Brunswick, NJ

Description: **This project will examine the implementation and effectiveness of a court-ordered statewide preschool program. The results of this evaluation will address how well a state can implement universal, high quality, intensive preschool education and will determine if such programs help prevent children in poverty from falling behind academically and socially.**

Web address: <http://www.ed.gov/offices/OERI/FIS/>

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ED Office: OERI/ECI

Title: A Longitudinal Evaluation of the School of the 21<sup>st</sup> Century

Research Institution: Yale University, New Haven, CT

Description: **This project will evaluate a school reform model that offers year-round preschool care and education, extended day programs, and family support.**

Web address: <http://www.yale.edu/bushcenter/21c>

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## **Second Language Learning**

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ED Office: OSERS/OSEP

Title: Bilingual Exceptional Students: Effective Practices for Oral Language and Reading Instruction

Research Institution: University of Texas- Austin, Austin, TX

Description: **This project will develop profiles of limited English proficient Hispanic students with reading-related learning disabilities. It will also identify instructional strategies that are effective in developing oral language skills in Spanish and English.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OERI/ECI

Title: An Examination of an Alternative Early Intervention Service Delivery Model for Latino Families Whose Children are English Language Learners

Research Institution: University of Connecticut, Farmington, CT

Description: **This project will investigate the effectiveness of an alternative service delivery model for infants, toddlers and their families who are of Latino heritage, use Spanish as their primary language, and are eligible for early intervention services through Part C of IDEA.**

Web address: <http://www.ed.gov/offices/OERI/FIS/>

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## Technology

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ED Office: OSERS/OSEP

Title: The Early Childhood Interactive Technology Literacy Curriculum Project

Research Institution: Western Illinois University, Macomb, IL

Description: **This project will develop and demonstrate a developmentally appropriate Interactive Technology Literacy Curriculum component for programs that serve young children with disabilities.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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## Inclusion

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ED Office: OERI/ECI

Title: An Experimental Examination of the Effectiveness of Social Competence Curriculum with Toddler Age Children with Disabilities in Inclusive programs

Research Institution: University of Connecticut Health Center, Farmington, CT

Description: **This study will provide information about the effectiveness of a social competence curriculum for toddlers with disabilities attending inclusive child care programs.**

Web address: <http://www.ed.gov/offices/OERI/FIS/>

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ED Office: OSERS/OSEP

Title: Philadelphia Inclusion Network

Research Institution: Thomas Jefferson University, Philadelphia, PA

Description: **This project will document effective strategies for including children with disabilities in natural environments. It will replicate a successful training model for staff working in family day care settings and in community settings such as libraries, recreation centers, and playgrounds.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Benchmarks: Inclusion of Infants and Toddlers with Disabilities in Natural Settings through Training in Collaborative Consultation

Research Institution: Child Development Resource, Inc., Norge, VA

Description: **This project will develop and implement a model of training to ensure that family members, early intervention providers, infant/toddler caregivers, and teachers have the knowledge and skills in collaborative consultation needed to promote the successful inclusion of infants and toddlers with disabilities in natural settings.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Individualizing Inclusion in Child Care

Research Institution: University of North Carolina – Chapel Hill, Chapel Hill, NC

Description: **This project will develop and evaluate a model for meeting individual needs of children as they adjust to an inclusive child-care setting.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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## **Early Intervention**

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ED Office: OSERS/OSEP

Title: Post Secondary Status of Early Intervention Program Participants

Research Institution: Orelena Hawks Puckett Institute, Morgantown, NC

Description: **This project will conduct a second-generation research study to examine the long-term effects of early intervention on children and their families.**

Web address: <http://www.cec.sped.org/osep/search.htm>



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ED Office: OSERS/OSEP

Title: Synthesizing and Disseminating Recommended Practices in Early Intervention/ Early Childhood Special Education (EI/ECSE)

Research Institution: University of Colorado- Denver, Denver, CO

Description: **This project will synthesize and disseminate early intervention research. The study addresses the administrative and systems change foundations necessary for the long-term adoption of quality education and intervention practices.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Early Childhood Interventions: Synthesis with Implications for Practitioners, Parents, and Researchers

Research Institution: University of Texas – Austin, Austin, TX

Description: **This project will conduct a comprehensive, integrated synthesis of research on the effects of early childhood interventions for three- to five-year-old children with disabilities.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Promoting Optimal Therapeutic Practices in Early Intervention through Collaboration

Research Institution: Thomas Jefferson University, Philadelphia, PA

Description: **This project will identify ways in which clinical research can optimize child outcomes by improving pediatric physical and occupational therapy for infants and toddlers in early intervention.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers with Disabilities

Research Institution: SRI International, Menlo Park, CA

Description: **This project will examine the extent to which Part C is being implemented at the local level and will examine relations between degree of implementation and child and family outcomes.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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## Disability Specific

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ED Office: OSERS/OSEP

Title: Enhanced Child Find through Newborn Hearing Screening

Research  
Institution: University of Connecticut Health Center, Farmington, CT

Description: **This project will develop, implement, and evaluate a model that promotes the early identification of hearing impairment.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Learning to Learn: A Systematic Child-Centered Model for Skill Development in Young Children Who are Deaf-Blind

Research  
Institution: Oregon Health Services University, Portland, OR

Description: **This project will develop a model of skill development for three- to eight-year-old children who are deaf-blind. The study will target the fundamental skills these children need to understand and master their social and physical environments.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: Developing Number Sense Instruction Accessible to Kindergartners Experiencing Developmental Delays

Research  
Institution: Eugene Research Institute, Eugene, OR

Description: **This series of research studies will develop a knowledge base for teaching number sense to students participating in inclusive kindergarten settings and who are experiencing delays in mathematics.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS/OSEP

Title: A Family-Centered Approach to Early Prescriptive Assessment of Children at Risk for Learning Disabilities and Behavioral Disorders

Research  
Institution: Arizona State University, Tempe, AZ

Description: **This project will identify the occurrence, temporal ordering and clustering of learning and behavior problems.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS / OSEP

Title: Early Development and Intervention Needs of Young Children with Visual Impairments

Research Institution: University of North Carolina , Chapel Hill , NC

Description: **This project will identify the early development and intervention needs of young children with severe visual impairments, develop a series of intervention studies, and disseminate the implications of the research findings for facilitating development and education for this population.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS / OSEP

Title: Development, Testing, And Dissemination of Nonaversive Techniques for Working with Children with Autism: Demonstration of A “ Best Practice” Model for parents And Teachers

Research Institution: Division of Special Education , Johnston , IA

Description: **This study will develop and evaluate approaches to prepare teachers and parents to interact with and teach children with autism.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS / OSEP

Title: A Training and Consultation System for the Long -Distance Delivery of Family- Based Intensive Early Intervention to Young Children with Autism

Research Institution: University of Alaska , Anchorage, AK

Description: **This study will develop a training and consultation system for the long–distance delivery of intensive, family-based early intervention to young children with autism that can be implemented in rural areas of Alaska and other states.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS / OSEP

Title: Early Identification of Children with Fragile X Syndrome

Research Institution: University of North Carolina , Chapel Hill, NC

Description: **The goal of this research is to gather information about the development of fragile X syndrome during the first 18 months of life that will improve early identification practices and intervention. Guidelines will be developed for deciding whether or not to refer a child for genetic testing.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS / OSEP

Title: Early Identification of Children with Autism Spectrum Disorders

Research Institution: Vanderbilt University, Nashville, TN

Description: **The primary aim of this project is to assess the validity of a new screening instrument for autism. The secondary aim is to examine the relative contribution of child and environmental factors associated with changes in diagnosis over a period of two years.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS / OSEP

Title: Communicative Development in Deaf, Hard of Hearing and Hearing Spanish-Speaking Children

Research Institution: University of Colorado, Boulder,CO

Description: **A series of five studies will extend research on the linguistic, cognitive, and social development of English-speaking, hard-of-hearing and deaf children to a sample of Spanish-speaking children in Colorado with similar disabilities.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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### **Early Childhood – Identifying Children with Special Needs**

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ED Office: OSERS / OSEP

Title: Improving the Delivery of Early Intervention to Children with Disabilities from High Poverty Backgrounds

Research Institution: University of Kansas, Lawrence,KS

Description: **This project will identify factors that contribute to effective early intervention for children with disabilities from high-poverty backgrounds. An intervention based on these factors will be developed and validated.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS / OSEP

Title: Supporting Neurobehavioral Organizational Development in Infants with disabilities: The Neurobehavioral Curriculum For Early Intervention

Research  
Institution: Washington Research Institute , Seattle, WA

Description: **This project will develop, field test, and evaluate an innovative curriculum to assist early intervention professionals, parents, and early intervention paraprofessionals in recognizing and supporting the neurobehavioral organization of infants with severe disabilities.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS / OSEP

Title: Strategies for Efficient & Effective Keiki (Child) Find (SEEK)

Research  
Institution: University of Hawaii , Honolulu, HI

Description: **This project will develop, implement, and evaluate innovative strategies to improve the identification and referral rates for infants and toddlers with special needs.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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ED Office: OSERS / OSEP

Title: Social Competence in Early Childhood: Effects of a Specific Curriculum Focus

Research  
Institution: University of Connecticut , Farmington , CT

Description: **This research evaluates the effect of a social competence curriculum on the behavioral outcomes of two- to four-year-olds with disabilities and their families in Connecticut.**

Web address: <http://www.cec.sped.org/osep/search.htm>

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