

Curriculum Vitae

1. Date: February, 2023

PERSONAL

2. Name: Batya Elbaum
3. Home Phone:
4. Email: elbaum@miami.edu
5. Home Address:
6. Current Academic Rank: Professor
7. Primary Department: Teaching and Learning
8. Secondary or Joint Appointments: Psychology and Pediatrics
9. Citizenship: United States
10. Visa Type:
11. Orcid #: 0000-0002-1257-8251

HIGHER EDUCATION

11. Institutional:
- | | | | |
|---|-------|--------------------------------------|------|
| University of Utah | Ph.D. | Developmental Psychology | 1994 |
| University of Utah | M.S. | Developmental Psychology | 1990 |
| University of California
Los Angeles | M.A. | Romance Languages
and Linguistics | 1979 |
| University of Wisconsin
Madison | B.A. | French | 1971 |
12. Non-Institutional (description; dates):
13. Certification, licensure (description; board or agency; dates):

EXPERIENCE

14. Academic:

- 2020- Professor, Departments of Teaching and Learning, Psychology, and Pediatrics, University of Miami.
- 2018-19 Acting Chair, Department of Teaching and Learning, University of Miami.
- 2014- Professor, Department of Teaching and Learning and Department of Psychology, University of Miami.
- 2004-14 Associate Professor, Department of Teaching and Learning and Department of Psychology, University of Miami.
- 2001-03 Assistant Professor, Department of Teaching and Learning and Department of Psychology, University of Miami.
- 2000-01 Research Associate Professor, Department of Teaching and Learning and Department of Psychology, University of Miami.
- 1999-00 Research Assistant Professor, Department of Teaching and Learning and Department of Psychology, University of Miami.
- 1997-99 Research Assistant Professor, Department of Teaching and Learning, University of Miami.
- 1993-97 Research Associate, Department of Teaching and Learning, University of Miami.
- 1990-93 Instructor, Department of Languages and Literature, University of Utah.
- 1986-92 Teaching Fellow, Department of Psychology, University of Utah.
- 1982-85 Adjunct Instructor, M.A.TESOL Program, University of California Extension at Irvine.

15. Non-Academic (employers; title; responsibilities; dates):

- 1982-85 Director, Foreign Language Executive Office, University of Southern California, Los Angeles.
- 1981-82 Director, English as a Second Language Program, Blackburn Resettlement Facility, Los Angeles.
- 1975-77 Director, Faculty Development Program in English as a Second Language, Department of Public Health, University of Milan Medical School, Milan, Italy.

16. Military (branch; rank; responsibilities; dates):

PUBLICATIONS

*denotes doctoral student or post-doctoral fellow

17. Books and monographs published:

18. Juried or refereed journal articles and exhibitions:

Elbaum, B. (2022). States' accountability for facilitating parent involvement under IDEA. *Manuscript under review.*

Elbaum, B., Perry, L. K., & Messinger, D. S. (2022). Investigating children's interactions in inclusive preschool classrooms using multimodal sensing technologies. *Manuscript under review.*

- Elbaum, B., & *Celimli-Aksoy, S. (2022). Developmental outcomes of children served in a Part C Early Intervention program. *Infants & Young Children, 35*(1), 3–19.
- Mitsven, S. G., Perry, L. K., Tao, Y., Elbaum, B. E., Johnson, N. F., & Messinger, D. S. (2021). Objectively measured teacher and preschooler vocalizations: Phonemic diversity is associated with language abilities. *Developmental Science, 25*(2), e13177, 1-16. doi:10.1111/desc.13177
- *Chapman, L. A., & Elbaum, B. (2021). How—and why—middle school intensive reading teachers make adaptations to a scripted curriculum. *Teacher Education and Special Education. doi: 10.1177/0888406421992377*
- *Morris, C. T., *Chapman, L. A., *Kesten, S. M., & Elbaum, B. (2021) Exploring parent perceptions of shared decision making and outcomes of IEP meetings: Power in play. *Florida Journal of Educational Research, 59*(1), 197-209.
- Elbaum, B. (2020). Developmental outcomes of preschool special education. *Infants & Young Children, 33*(1), 3–20. doi: 10.1097/IYC.000000000000155
- Noyes-Grosser, D. M., Elbaum, B., Wu, Y., Siegenthaler, K., Cavalari, R. S., Gillis, J. M., & Romanczyk, R. G. (2018). Early intervention services and outcomes for toddlers with Autism Spectrum Disorder and their families. *Infants and Young Children, 31*(3), 177–199.
- Rosenberg, S. A., Elbaum, B., Robinson, C. R., Kellar-Guenther, Y., & McManus, B. M. (2017). From flawed design to misleading information: The U.S. Department of Education’s early intervention child outcomes evaluation. *American Journal of Evaluation, 39*(3), 350-363. doi: 10.1177/1098214017732410
- Elbaum, B., & *Celimli-Aksoy, S. (2017). Empirically identified subgroups of children served in Part C Early Intervention programs. *Journal of Developmental and Behavioral Pediatrics, 38*(7), 510-520. doi: 10.1097/DBP.0000000000000475
- *Marshall, J. T., *Adelman, A., *Kesten, S. M., Natale, R., & Elbaum, B. (2017). Parents’ experiences navigating intervention systems for young children with mild language delays. *Journal of Early Intervention, 39*(3), 180-198. doi: 10.1177/1053815117704958
- Elbaum, B., *Celimli-Aksoy, S., *Marshall, J. T., & Berkovits, M. D. (2017). How does the narrowing of eligibility criteria affect enrollment in Part C Early Intervention? *Infants and Young Children, 30*(1), 28-40. doi: 10.1097/IYC.0000000000000083
- Elbaum, B., *Blatz, E., & *Rodriguez, R. J. (2016). Parents’ experiences as predictors of state accountability measures of schools’ facilitation of parent involvement. *Remedial and Special Education 37*(1), 15-27. doi: 10.1177/0741932515581494
- *Rodriguez, R. J., *Blatz, E. T., & Elbaum, B. (2014). Parents’ views of schools’ involvement efforts. *Exceptional Children 81*(1), 79-95. doi: 10.1177/0014402914532232
- Elbaum, B., Myers, N., *Rodriguez, R. J., & *Sharpe, S. T. (2014). School district predictors of graduation rates for students with disabilities. *Journal of Special Education Leadership 27*(1), 3-12.
- Noyes-Grosser, D. M., Rosas, S., Goldman, A., Elbaum, B., Romanczyk, R., & Callahan, E. H. (2014). Conceptualizing child and family outcomes of early intervention services for toddlers with ASD and their families. *Journal of Early Intervention, 35*(4), 332-354. doi: 10.1177/1053815114551415
- *Rodriguez, R. J., *Blatz, E. T., & Elbaum, B. (2014). Strategies to involve parents of Latino students with disabilities: When parent initiative is not enough. *Intervention in School and Clinic. 49*(5), 1-8. doi: 10.1177/1053451213513956

- Elbaum, B. (2014). Challenges in interpreting accountability results for schools' facilitation of parent involvement under IDEA. *Journal of Disability Policy Studies, 24*(4), 206-217. doi: 10.1177/1044207312461947
- *Rodriguez, R. J., & Elbaum, B. (2013). The role of student-teacher ratio in parents' perceptions of schools' engagement efforts. *Journal of Educational Research, 107*(1), 69-80. doi: 10.1080/00220671.2012.753856
- Huggins, A. C., & Elbaum, B. (2013). Test accommodations and equating invariance on a fifth-grade science exam. *Educational Assessment, 18*, 1-24. doi: 10.1080/10627197.2013.761536
- Fisher, W. P., Jr., Elbaum, B., & Coulter, W. A. (2012). Construction and validation of two parent-report scales for the evaluation of Early Intervention programs. *Journal of Applied Measurement, 13*(1), 57-76.
- Elbaum, B., Fisher, W. P. Jr., & Coulter, W. A. (2011). Measuring schools' efforts to partner with parents of children served under IDEA: Scaling and standard setting for accountability reporting. *Journal of Applied Measurement, 12*(3), 261-278.
- Elbaum, B., Gattamorta, K., A., & Penfield, R. D. (2010). Evaluation of the Battelle Developmental Inventory, 2nd Edition, Screening Test for use in states' child outcomes measurement systems under the Individuals With Disabilities Education Act. *Journal of Early Intervention, 32*(4), 255-272. doi: 10.1177/1053815110384723
- Fisher, W. P. Jr., Elbaum, B., & Coulter, A. (2010). Reliability, precision, and measurement in the context of data from ability tests, surveys, and assessments. Proceedings of the 13th IMEKO (International Measurement Confederation) TC1-TC7 Joint Symposium, Conference Series 238 (2010) 012036. doi:10.1088/1742-6596/238/1/012036
- Wang, X., Perry, A. C., Elbaum, B. E., Burnett K. H., & Swaminathan, H. (2009). Psychometric properties of a scale to measure menopause-related symptoms in two ethnicities. *Climacteric, 99999*(1), 1-11.
- Elbaum, B. (2007). Effects of an oral testing accommodation on the mathematics performance of secondary students with and without learning disabilities. *Journal of Special Education, 40*(4), 218-229.
- Elbaum, B., Arguelles, M. E., *Campbell, Y., & *Saleh, M. B. (2004). Effects of a student-reads-aloud accommodation on the performance of students with and without learning disabilities on a test of reading comprehension. *Exceptionality, 12*(2), 71-87.
- Elbaum, B., & Vaughn, S. (2003). For which students with learning disabilities are self-concept interventions effective? *Journal of Learning Disabilities, 36*(2), 101-108.
- Vaughn, S., Kim, A., Sloan, C., Hughes, M. T., Elbaum, B., & Sridhar, D. (2003). Social skills interventions for young children with disabilities: A synthesis. *Remedial and Special Education 24*(1), 2-15.
- Kim, A., Vaughn, S., Elbaum, B., Hughes, M. T., Sloan, C. V. M., & Sridhar, D. (2003). Effects of toys and/or group composition on social behaviors of preschool children with disabilities: A synthesis. *Journal of Early Intervention, 25*(3), 189-205.
- Elbaum, B. (2002). The self-concept of students with learning disabilities: A meta-analysis of comparisons across different placements. *Learning Disabilities Research & Practice, 17*(4), 216-226.
- Elbaum, B., & Vaughn, S. (2001). School-based interventions to enhance the self-concept of students with learning disabilities: A meta-analysis. *Elementary School Journal, 101*(3), 303-329.

- Vaughn, S., Hughes, M. T., Moody, S. W., & Elbaum, B. (2001). Instructional grouping for reading for students with LD: Implications for practice. *Intervention in School and Clinic*, 36(3), 131-137.
- Vaughn, S., Elbaum, B., & Boardman, A. G. (2001). The social functioning of students with learning disabilities: Implications for inclusion. *Exceptionality*, 9(1), 49-67.
- Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. W. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology*, 92, 605-619. <https://doi.org/10.1037/0022-0663.92.4.605>
- Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. W. (1999). Grouping practices and reading outcomes for students with disabilities. *Exceptional Children*, 65(3), 399-415.
- Elbaum, B., Moody, S. W., & Schumm, J. S. (1999). Mixed-ability grouping for reading: What students think. *Learning Disabilities Research & Practice*, 14(1), 61-66.
- Vaughn, S., Elbaum, B., Schumm, J. S., & Hughes, M. T. (1998). Social outcomes for students with and without learning disabilities in inclusive classrooms. *Journal of Learning Disabilities* 31(5), 428-436.
- Klingner, J. K., Vaughn, S., Hughes, M. T., Schumm, J. S., & Elbaum, B. (1998). Outcomes for students with and without learning disabilities in inclusive classrooms. *Learning Disabilities Research & Practice*, 13(3), 153-161.
- Elbaum, B. E., Schumm, J. S., & Vaughn, S. (1997). Urban middle-elementary students' perceptions of grouping formats for reading instruction. *Elementary School Journal*, 97(5), 475-500.
- Schumm, J. S., Vaughn, S., & Elbaum, B. E. (1996). Teachers' perceptions of grouping practices for reading instruction. In D. J. Leu, C. K. Kinzer, & K. A. Hinchman (Eds.), *Literacies for the 21st century: Research and practice* (pp. 543-551). Chicago, IL: The National Reading Conference.
- Vaughn, S., Elbaum, B. E., & Schumm, J. S. (1996). The effects of inclusion on the social functioning of students with LD. *Journal of Learning Disabilities*, 29, 598-608.
- Berg, C. A., & Elbaum, B. E. (1994). A cross-cultural view of life span development. *PsycCRITIQUES* 39(3). doi:10.1037/033994
- Elbaum, B. E., Berg, C. A., & Dodd, D. A. (1993). Previous learning experience, strategy beliefs and task definition in self-regulated foreign language learning. *Contemporary Educational Psychology*, 18, 318-336.

19. Other works, publications and abstracts:

Book chapters:

- Vaughn, S., Linan-Thompson, S., Woodruff, A. L., Murray, C., Wanzek, J., Scammacca, N., Roberts, G., & Elbaum, B. (2008). Effects of professional development on improving at risk students' performance in reading. In C. Greenwood, T. Kratochwill, & M. Clements (Eds.), *Elementary school-wide prevention models: Real models and real lessons learned*. NY: Guilford.

- Elbaum, B., & Vaughn, S. (2003). Self-concept and students with learning disabilities. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (229-241). New York: Guilford.
- Elbaum, B., Vaughn, S., Hughes, M. T., Moody, S. W., & Schumm, J. S. (2000). How reading outcomes of students with disabilities are related to instructional grouping formats: A meta-analytic review. In R. Gersten, E. Schiller, & S. Vaughn (Eds.), *Contemporary special education research: Syntheses of the knowledge base on critical instructional issues* (pp. 105-135). Mahwah, NJ: Lawrence Erlbaum Associates.
- Vaughn, S., & Elbaum, B. (1999). The self-concept and friendships of students with learning disabilities: A developmental perspective. In R. Gallimore, L. P. Bernheimer, D. L. Macmillan, D. L. Speece, & S. Vaughn (Eds.), *Developmental perspectives on children with high incidence disabilities* (pp. 81-107). Mahwah, NJ: Lawrence Erlbaum Associates.

20. Other works accepted for publication:

Unpublished technical reports prepared for the Florida Department of Education, Bureau of Exceptional Education and Student Services:

2022

Elbaum, B., & Fernández, E. (2022) *Resources for Schools and Districts to Improve Performance on Indicator 8.*

2021

Elbaum, B., Fernández, E., & Schreiner, N. (2021). *Representativeness Analysis of the ESE Parent Survey Data.*

Elbaum, B., & Mejer, A.O. (2021). *ESE Parent Survey 2020-21 Analysis of Responses to Additional Items - K-12.*

Elbaum, B., & Mejer, A.O. (2021). *ESE Parent Survey 2020-21 Analysis of Responses to Additional Items - Pre-K.*

Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2021). *2020-2021 PreK ESE Parent Survey State Report..*

Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2021). *2020-2021 PreK ESE Parent Survey District Report.*

Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2021). *2020-2021 PreK ESE Parent Survey Schools Report.*

Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2021). *2020-2021 K-12 ESE Parent Survey State Report..*

Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2021). *2020-2021 K-12 ESE Parent Survey District Report.*

Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2021). *2020-2021 K-12 ESE Parent Survey Schools Report.*

2020

- Elbaum, B. (2020). *Representativeness Analysis of 2019-20 ESE Parent Survey Data*.
- Elbaum, B. (2020). *Analysis of Responses to the Additional Online Items Administered as Part of the 2020 ESE Parent Survey*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2020). *2019-2020 PreK ESE Parent Survey State Report*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2020). *2019-2020 PreK ESE Parent Survey District Report*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2020). *2019-2020 PreK ESE Parent Survey Schools Report*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2020). *2019-2020 K-12 ESE Parent Survey State Report*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2020). *2019-2020 K-12 ESE Parent Survey District Report*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2020). *2019-2020 K-12 ESE Parent Survey Schools Report*.

2019

- Elbaum, B., & Celimli-Aksoy, S. (2019). *Analysis of Responses to the Web-Only Transition Items Administered as Part of the 2019 ESE Parent Survey*.
- Elbaum, B., & Celimli-Aksoy, S. (2019). *Report on Mobile Access to the ESE Parent Survey*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2019). *2018-2019 PreK ESE Parent Survey State Report*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2019). *2018-2019 PreK ESE Parent Survey District Report*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2019). *2018-2019 PreK ESE Parent Survey Schools Report*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2019). *2018-2019 K-12 ESE Parent Survey State Report*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2019). *2018-2019 K-12 ESE Parent Survey District Report*.
- Elbaum, B., Sarno, C., Sanchez-Sarno, A. (2019). *2018-2019 K-12 ESE Parent Survey Schools Report*.

2018

- Elbaum, B., & Celimli-Aksoy, S. (2018). *ESE Parent Survey 2017-18: Survey modifications and measurement analysis*.
- Elbaum, B., & Celimli-Aksoy, S. (2018). *Transition items and SPP indicators*.
- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2018). *Do our district PreK programs for students with disabilities serve similar kids? An examination of district-level variation in children served*.
- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2018). *Part B Indicator 7: Report of State-level Findings Related to Child Outcomes for FY 2017-18*.

- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2018). *Part C Indicator 3: Report of State-level Findings Related to Child Outcomes for FY 2017-18.*
- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2018). *Part B 2017-18 Summary Statements by District.*
- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2018). *Part C 2017-18 Summary Statements by Local Early Steps Program.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2018) *Florida ESE Parent Survey FY 2017-18 State Report: K-12.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2018) *Florida ESE Parent Survey FY 2017-18 State Report: Pre-K.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2018) *Florida ESE Parent Survey FY 2017-18 District Report: K-12.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2018) *Florida ESE Parent Survey FY 2017-18 District Report: Pre-K.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2018) *Florida ESE Parent Survey FY 2017-18 School-level Report: K-12.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2018) *Florida ESE Parent Survey FY 2017-18 School-level Report: Pre-K.*

2017

- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2017). *BDI-2 vs. BDI-2 Normative Update: Comparison of scores and impact on child outcomes reporting.*
- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2017). *Relation of district-level child outcomes to children's level of delay on entry.*
- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2017). *Part B Indicator 7: Report of State-level Findings Related to Child Outcomes for FY 2016-17.*
- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2017). *Part C Indicator 3: Report of State-level Findings Related to Child Outcomes for FY 2016-17.*
- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2017). *Part B 2016-17 Summary Statements by District.*
- Elbaum, B., Celimli-Aksoy, S., & Morris, C. T. (2017). *Part C 2016-17 Summary Statements by Local Early Steps Program.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2017) *Florida ESE Parent Survey FY 2016-17 State Report: K-12.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2017) *Florida ESE Parent Survey FY 2016-17 State Report: Pre-K.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2017) *Florida ESE Parent Survey FY 2016-17 District Report: K-12.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2017) *Florida ESE Parent Survey FY 2016-17 District Report: Pre-K.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2017) *Florida ESE Parent Survey FY 2016-17 School-level Report: K-12.*
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2017) *Florida ESE Parent Survey FY 2016-17 School-level Report: Pre-K.*

2016

- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2016) *Florida ESE Parent Survey FY 2015-16 State Report: K-12*.
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2016) *Florida ESE Parent Survey FY 2015-16 State Report: Pre-K*.
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2016) *Florida ESE Parent Survey FY 2015-16 District Report: K-12*.
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2016) *Florida ESE Parent Survey FY 2015-16 District Report: Pre-K*.
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2016) *Florida ESE Parent Survey FY 2015-16 School-level Report: K-12*.
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2016) *Florida ESE Parent Survey FY 2015-16 School-level Report: Pre-K*.
- Elbaum, B., Morris, C. T., & Celimli-Aksoy, S. (2016). *ESE Parent Survey 2015-16 Quantitative Analysis of Responses to the Additional Online Items*.
- Elbaum, B., & Morris, C. T. (2016). *ESE Parent Survey 2015-16 Qualitative Analysis of Parents' Open-Ended Comments*.
- Elbaum, B., & Morris, C. T. (2016). *ESE Parent Survey 2015-16 Analysis of K-12 Parent Comments Suggesting Possible Compliance-Related Concerns*.
- Elbaum, B., & Celimli-Aksoy, S. (2016). *Measurement Analysis of the Florida ESE Parent Survey*.
- Elbaum, B., Sanchez-Sarno, A., Morris, C. T., & Celimli-Aksoy, S. (2015). *10 Years of Measuring Schools' Facilitation of Parent Involvement*
- Elbaum, B., & Celimli-Aksoy, S. (2016). *Analysis of Entry Scores and Gains for Children with Significant Communication Delays*.
- Elbaum, B., & Celimli-Aksoy, S. (2016). *Report of State-level Findings Related to Child Outcomes for FY 2015-16*.
- Elbaum, B., & Celimli-Aksoy, S. (2016). *Report of District-level Findings Related to Child Outcomes for FY 2015-16*.
- Elbaum, B., Sanchez-Sarno, A., & Morris, C. T. (2016). *The Florida ESE Parent Survey: Ten-Year Summary*.

2015

- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2015) *Florida ESE Parent Survey FY 2014-15 State Report: K-12*.
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2015) *Florida ESE Parent Survey FY 2014-15 State Report: Pre-K*.
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2015) *Florida ESE Parent Survey FY 2014-15 District Report: K-12*.
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2015) *Florida ESE Parent Survey FY 2014-15 District Report: Pre-K*.
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2015) *Florida ESE Parent Survey FY 2014-15 School-level Report: K-12*.
- Elbaum, B., Sanchez-Sarno, A., & Celimli-Askoy, S. (2015) *Florida ESE Parent Survey FY 2014-15 School-level Report: Pre-K*.
- Elbaum, B., Morris, C., & Kesten, S. M. (2015). *Parent involvement catalog of online resources*.

Elbaum, B., Sanchez-Sarno, A., & Morris, C. T. (2015). *Analysis of Responses to the 2014-15 ESE Parent Survey Additional Online Questions*.

Elbaum, B., Sanchez-Sarno, A. & Celimli-Askoy, S. (2015). *Report of state-level findings related to child outcomes for FY 2014-15 (Part B Indicator 7)*.

Elbaum, B., Sanchez-Sarno, A. & Celimli-Askoy, S. (2015). *Report of state-level findings related to child outcomes for FY 2014-15 (Part C Indicator 3)*.

2014

Elbaum, B., Blatz, E., & Kesten, S. M. (2014). *School professionals' perspectives on parent engagement: Review of the empirical literature*.

Elbaum, B., & Celimli, S. (2014). *Florida's performance on Indicator 8, Schools' Facilitation of Parent Involvement, for FY 2013-14*.

Elbaum, B., & Celimli, S. (2014). *Florida's performance on Indicator 7, Child Outcomes for Preschool Children with Disabilities, for FY 2013-14*.

Elbaum, B., & Celimli, S. (2014). *Florida Early Steps' performance on Indicator 3, Child Outcomes of Early Intervention, for FY 2013-14*.

2013

Elbaum, B., & Blatz, E. (2013). *Resources related to increasing parent involvement in special education: A review of states' Department of Education websites*.

Elbaum, B., & Rodríguez, R. J. (2013). *Analysis of ESE Parent Survey collection methods, costs, and yields*.

Elbaum, B., & Celimli, S. (2013). *Florida's performance on Part B State Performance Plan Indicator 7 (Child Outcomes) for FY 2012-13*.

Elbaum, B. & Celimli, S. (2012). *Florida's performance on Part C State Performance Plan Indicator 3 (Child Outcomes) for FY 2012-13*.

Elbaum, B., Marshall, J. T. (2013). *Florida's performance on Part B State Performance Plan Indicator 8 (Schools' Facilitation of Parent Involvement) for FY 2012-13*.

2012

Elbaum, B., & Celimli, S. (2012). *Florida's performance on Part B State Performance Plan Indicator 7 (Child Outcomes) for FY 2011-12*.

Elbaum, B. & Celimli, S. (2012). *Florida's performance on Part C State Performance Plan Indicator 3 (Child Outcomes) for FY 2011-12*.

Elbaum, B., & Rodríguez, R. J. (2012). *Report on parents' responses to additional online questions related to the FY 2011-12 ESE parent survey*.

Elbaum, B., Rodríguez, R. J., & Celimli, S. (2012). *Florida's performance on Part B State Performance Plan Indicator 8 (Schools' Facilitation of Parent Involvement) for FY 2011-12*.

Rodríguez, R. J., Blatz, E., & Elbaum, B. (2012). *Recommendations for best practices in schools' efforts to facilitate parent involvement: Focus group study findings*.

Rodríguez, R. J., & Elbaum, B. (2012). *University of Miami ESE Parent Survey Project SEPPS 2011-2012 school-level responses*.

2011

- Elbaum, B., & Rodríguez, R. J. (2011). *Analysis of parents' responses to the parent participation items administered as a supplement to the K-12 ESE Parent Survey.*
- Elbaum, B., Rodríguez, R. J., & Sharpe, S. T. (2011). *Analysis of parents' responses to the Quality of Services Scale (QSS) administered as a supplement to the K-12 ESE Parent Survey.*
- Elbaum, B., Rodríguez, R. J., & Sharpe, S. T. (2011). *Florida's performance on Part B State Performance Plan Indicator 8 (Schools' Facilitation of Parent Involvement) for FY 2010-11.*
- Elbaum, B., Rodríguez, R. J., & Sharpe, S. T. (2011). *Relationship between district performance on Part B State Performance Plan Indicator 8 (Schools' Facilitation of Parent Involvement) and district graduation and dropout rates for students with disabilities.*
- Elbaum, B., & Sharpe, S. T. (2011). *Florida's performance on Part B State Performance Plan Indicator 7 (Child Outcomes) for FY 2010-11.*
- Elbaum, B., & Sharpe, S. T. (2011). *Florida's performance on Part C State Performance Plan Indicator 3 (Child Outcomes) for FY 2010-11.*

2010

- Elbaum, B., & Sharpe, S. T. (2010). *Florida's performance on Part B State Performance Plan Indicator 7 (Child Outcomes) for FY 2009-10.*
- Elbaum, B., & Sharpe, S. T. (2010). *Florida's performance on Part C State Performance Plan Indicator 3 (Child Outcomes) for FY 2009-10.*
- Elbaum, B., & Sharpe, S. T. (2010). *Florida's performance on Part B State Performance Plan Indicator 8 (Schools' Facilitation of Parent Involvement) for FY 2009-10.*

2009

- Elbaum, B., & Sharpe, S. T. (2009). *Florida's performance on Part B State Performance Plan Indicator 8 (Schools' Facilitation of Parent Involvement) for FY 2008-09.*
- Elbaum, B. (2008). *Florida's performance on Part B State Performance Plan Indicator 7 (Child Outcomes) for FY 2009-10.*

2008

- Elbaum, B. (2008). *Florida's performance on Part C State Performance Plan Indicator 3 (Child Outcomes) for FY 2009-10.*
- Elbaum, B., & Munis, P. (2008). *Florida's performance on State Performance Plan Indicator 8 (Schools' Facilitation of Parent Involvement) for FY 2007-08.*

2003

- Elbaum, B. (2003). *Exceptional Student Education (ESE) Parent Survey 1999-2003.*

2002

- Elbaum, B. (2002). *Survey for High School Students with Disabilities: Reports for districts monitored in 2002.*
- Elbaum, B. (2002). *Survey for Parents of Students Identified as Gifted: Reports for districts monitored in 2002.*
- Elbaum, B. (2002). *Survey for Parents of Students with Disabilities: Reports for districts monitored in 2002.*

Elbaum, B. (2002). *Survey for Teachers and Service Providers: Reports for districts monitored in 2002.*

Elbaum, B. (2002). *Parent focus group interviews: Reports for districts monitored in 2002.*

Elbaum, B. (2002). *Student focus group interviews: Reports for districts monitored in 2002.*

Elbaum, B. (2002). *Teacher focus group interviews: Reports for districts monitored in 2002.*

2001

Elbaum, B. (2001). *Parent focus group interviews: Reports for districts monitored in 2001.*

Elbaum, B. (2001). *Student focus group interviews: Reports for districts monitored in 2001.*

2000

Elbaum, B. (2000). *Survey for Parents of Students with Disabilities and Students Identified as Gifted: Reports for districts monitored in 2000.*

Elbaum, B. (2000). *Teacher Competency Survey: Report of findings.*

Elbaum, B., & Esenkova, A. (2000). *OSEP Continuous Improvement Monitoring Process (CIMP) Part B focus group interviews: Executive summary.*

1999

Elbaum, B. (1999). *Survey for Parents of Students with Disabilities and Students Identified as Gifted: Reports for districts monitored in 1999.*

1998

Elbaum, B., & Esenkova, A. (1998). *Survey of Exceptional Student Education Service Delivery Models in Florida Schools: Report of findings.*

1997

Elbaum, B. (1997). *Matrix of Services reliability study: Report of findings.*

Measurement scales developed under the auspices of the National Center for Special Education Accountability Monitoring for states' use in collecting data to address the parent/family indicators under the State Performance Plan (available at <http://www.accountabilitydata.org>):

For Early Intervention Programs:

Family-Centered Services Scale

Impact of Early Intervention Services on Your Family Scale

For Preschool Special Education Programs:

Preschool Special Education Partnership Efforts and Quality of Services Scale

Impact of Preschool Special Education Services on Your Family Scale

Parent Participation Scale

For Special Education Programs Serving Children K-12:

Schools' Efforts to Partner with Parents Scale

Quality of Services Scale

Impact of Special Education Services on Your Family Scale

Parent Participation Scale

Survey instruments developed for the Florida Department of Education, Bureau of Exceptional Education and Student Services:

2005

- Elbaum, B. (2005). Survey for High School Students with Disabilities.
- Elbaum, B. (2005). Survey for Parents of Students Identified as Gifted.
- Elbaum, B. (2005). Survey for Parents of Students with Disabilities.
- Elbaum, B. (2005). Survey for Teachers and Service Providers.

2004

- Elbaum, B. (2004). Survey for High School Students with Disabilities.
- Elbaum, B. (2004). Survey for Parents of Students Identified as Gifted.
- Elbaum, B. (2004). Survey for Parents of Students with Disabilities.
- Elbaum, B. (2004). Survey for Teachers and Service Providers.

2003

- Elbaum, B. (2003). Survey for High School Students with Disabilities.
- Elbaum, B. (2003). Survey for Parents of Students Identified as Gifted.
- Elbaum, B. (2003). Survey for Parents of Students with Disabilities.
- Elbaum, B. (2003). Survey for Teachers and Service Providers.

2002

- Elbaum, B. (2002). Survey for High School Students with Disabilities.
- Elbaum, B. (2002). Survey for Parents of Students Identified as Gifted.
- Elbaum, B. (2002). Survey for Parents of Students with Disabilities.
- Elbaum, B. (2002). Survey for Teachers and Service Providers.

2001

- Elbaum, B. (2001). Survey for Parents of Students with Disabilities.

2000

- Elbaum, B. (2000). Survey for Parents of Students with Disabilities.

1999

- Elbaum, B., & Esenkova, A. (1999). Teacher Competency Survey.

1998

- Elbaum, B., & Esenkova, A. (1998). Survey of Exceptional Student Education Service Delivery Models in Florida Schools.

PROFESSIONAL

- 21. Funded Projects:

Current support:

Variation in Preschool Children's One-on-One Interactions with Teachers During Free Play.
University of Miami Provost's Research Award, June 1, 2022-May 31, 2023. \$16,500.
Principal Investigator.

Longitudinal Peer Social Networks and Early Language Development: Transforming
Understanding of Critical Features of Young Children's Classroom Experiences. Spencer
Foundation Award to the Ohio State University, Award # pending, 7/01/2021-6/30/2026,
\$1,000,000. Co-Principal Investigator. Co-Principal Investigators: Laura Justice, Daniel
Messinger, Dwight Irvin, Kelly Purtell, Tzu-Jung Lin, Hugo Gonzalez Villasanti, Lynn
Perry, Chaoming Song, Brian Boyd, Jay Buzhardt.

Pending review:

Developing a Validated, Integrated Measurement Framework for Early Childhood Inclusion
Focused on Autism. National Center for Special Education Research, Institute of
Education Sciences. 7/1/2023-6/30/2027. Co-Investigator. PI: Michael Siller. Co-PIs:
Daniel Messinger, Erin Barton, Katherine Pickard.

Completed projects:

ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611,
CFDA #84.027A, 874-2622B-2CD01, September 1, 2021-August 31, 2022, \$422,195.
Principal Investigator.

Teacher and Peer Speech in Inclusion Classrooms: Malleable Factors Affecting Language
Outcomes for Children with Disabilities. National Center for Special Education Research,
Institute of Education Sciences Award # R324A180203, 7/01/2018-6/30/2022,
\$1,399,735. Principal Investigator: Messinger; Co-Is: Elbaum, Perry, Shearer, Song.

ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611,
CFDA #84.027A, 874-2621B-10CD01, September 1, 2020-August 31, 2021, \$422,195.
Principal Investigator.

ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611,
CFDA #84.027A, 874-2629B-10CD01, September 1, 2019-August 31, 2020, \$422,195.
Principal Investigator.

ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611,
CFDA #84.027A, 874-2629B-9CD01, September 1, 2018-August 31, 2019, \$422,195.
Principal Investigator.

ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611,
CFDA #84.027A, 874-2626B-8CD01, September 1, 2017-August 31, 2018, \$422,195.
Principal Investigator.

Measuring Outcomes for Preschool Children with Disabilities, Florida Department of Education
under IDEA, Part B, Special Projects Award Number 874-2668B-8CD01, July 1, 2017-
June 30, 2018, \$142,175. Principal Investigator.

- Measuring Outcomes for Preschool Children with Disabilities, Florida Department of Education under IDEA, Part B, Preschool, Special Projects Award Number 874-2628B-8CD02, July 1, 2017-June 30, 2018, \$53,000. Principal Investigator.
- ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611, CFDA #84.027A, 874-2626B-7CD01, September 1, 2016-August 31, 2017, \$422,195. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2627B-7CD01, July 1, 2016-June 30, 2017, \$142,175. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Preschool, Special Projects Award Number 874-2667B-7CD02, July 1, 2016-June 30, 2017, \$53,000. Principal Investigator.
- ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611, CFDA #84.027A, 874-2626B-6CD01, September 1, 2015-August 31, 2016, \$422,195. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities, Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2666A-6CD01, July 1, 2015-June 30, 2016, \$142,175. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities, Florida Department of Education under IDEA, Part B, Preschool, Special Projects Award Number 874-2626B-6CD02, July 1, 2015-June 30, 2016, \$53,000. Principal Investigator.
- ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611, CFDA #84.027A, 874-2624B-5CD01, September 1, 2014-August 31, 2015, \$320,000. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities, Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2664A-5CD01, July 1, 2014-June 30, 2015, \$142,175. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities, Florida Department of Education under IDEA, Part B, Preschool, Special Projects Award Number 874-2664B-5CD02, July 1, 2014-June 30, 2015, \$53,000. Principal Investigator.
- ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611, CFDA #84.027A, 874-2624B-4CD01, August 29, 2013-August 31, 2014, \$320,000. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2664A-4CD01, July 1, 2013-June 30, 2014, \$142,175. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Preschool, Special Projects Award Number 874-2664B-4CD02, July 1, 2013-June 30, 2014, \$30,000. Principal Investigator.
- ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611, CFDA #84.027, 874-2623B-3CD01, January 3, 2013-August 31, 2013, \$184,000. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2663A-3CD01, July 1, 2012-June 30, 2013, \$142,175. Principal Investigator.

- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Preschool, Special Projects Award Number 874-2623B-3CD02, July 1, 2012-June 30, 2013, \$30,000. Principal Investigator.
- ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611, CFDA #84.027, 874-2622A-2CD01, January 1, 2012-December 31, 2012, \$245,000. Principal Investigator.
- ESE Parent Survey Project, Florida Department of Education under IDEA, Part B, Section 611, CFDA #84.027, 874-2662A-2CD03, January 1, 2012- December 31, 2012, \$30,000. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2662A-2CD01, July 1, 2011-June 30, 2012, \$142,175. Principal Investigator.
- ESE Parent Survey Project. Florida Department of Education under IDEA, Part B, Section 611, CFDA # 84.027, 874-2621A-1CD01, January 18, 2011-December 31, 2011, \$245,000. Principal Investigator.
- ESE Parent Survey Project. Florida Department of Education under IDEA, Part B, Section 611, CFDA # 84.027, 874-2661A-1CD03, January 18, 2011-December 31, 2011, \$30,000. Principal Investigator.
- Evaluating the Impact of Early Intervention Services on Young Children with Autism Spectrum Disorder and their Families: A State Systems Approach. Health Resources and Services Administration, Maternal and Child Health Bureau, R40 MC 20611-01, September 1, 2010 – August 31, 2014, \$900,000. Co-Investigator. Principal Investigator: Donna Noyes-Grosser.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2661A-1CD01, July 1, 2010-June 30, 2011, \$142,175.00. Principal Investigator.
- ESE Parent Survey Project. Florida Department of Education under IDEA, Part B, Section 611, CFDA # 84.027, 874-2620A-0CD01, January 1, 2010-December 31, 2010, \$245,000. Principal Investigator.
- ESE Parent Survey Project. Florida Department of Education under IDEA, Part B, Section 611, CFDA # 84.027, 874-2620A-0CD03, January 1, 2010-December 31, 2010, \$30,000. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2660A-0CD01, July 1, 2009-June 30, 2010, \$142,175.00. Principal Investigator.
- ESE Parent Survey Project. Florida Department of Education under IDEA, Part B, Section 611, CFDA # 84.027, 874-2620A-0CD01, January 1, 2010-December 31, 2010, \$275,000. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2660A-0CD01, July 1, 2009-June 30, 2010, \$142,175.00. Principal Investigator.
- ESE Parent Survey Project. Florida Department of Education under IDEA, Part B, Section 611, CFDA # 84.027, 874-2629A-9CD03, January 1, 2009-December 31, 2009, \$275,000. Principal Investigator.

- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2629A-9C001, July 1, 2008-June 30, 2009, \$142,175.00. Principal Investigator.
- ESE Parent Survey Project. Florida Department of Education under IDEA, Part B, Section 611, CFDA # 84.027, 874-2628A-8CD03, January 1, 2008-December 31, 2008, \$295,000. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2628A-8CD02, August 21, 2007-June 30, 2008, \$142,175. Principal Investigator.
- ESE Parent Survey Project. Florida Department of Education under IDEA, Part B, Section 611, CFDA # 84.027, 874-2627A-7C003, April 1, 2007-December 31, 2007, \$250,000. Principal Investigator.
- Measuring Outcomes for Preschool Children with Disabilities. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2627A-7C002, September 6, 2006-August 31, 2007, \$142,175. Principal Investigator.
- Exceptional Student Education (ESE) Program Evaluation Project. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2625A-6C002, October 3, 2005 – September 30, 2006, \$265,000. Principal Investigator.
- Parents for Young Children with Disabilities Project. U.S. Department of Education. CDFA # 84.325K, H325K052166-08, October 1, 2005-December 30, 2009, \$777,872. Project Director.
- Administrative Services Project - Training Curriculum for Teachers in Hospital/Homebound Setting, Grant# 7523002, Panhandle Area Educational Consortium, May 9, 2005-December 31, 2005. \$33,000. Project Director.
- Exceptional Student Education (ESE) Program Evaluation Project. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2625A-5C002, October 1, 2004 – September 30, 2005, \$500,000. Principal Investigator.
- Alternate Assessment State Collection. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2624A-4C003. December 1, 2003 – November 30, 2004. \$500,000. Principal Investigator.
- Low-Incidence Minority Project. U.S. Department of Education. CDFA # 84.325E, H325E030035-06, October 15, 2003-October 14, 2008, \$787,390. Project Director.
- Exceptional Student Education (ESE) Program Evaluation Project. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2624A-4C002, October 1, 2003 – September 30, 2004, \$345,000. Principal Investigator.
- Database Design and Data Management for the University of Texas-Austin Three-Tier Intervention Model. Subgrant to the University of Miami from the University of Wisconsin under U.S. Department of Education Office of Special Education and Rehabilitative Services Award Number H324Y010001, Coordination, Consultation and Evaluation Center for Implementing K-3 Behavior and Reading Intervention Models, to Thomas R. Kratochwill and Stephen N. Elliott. January 1, 2003 – December 31, 2003, \$22,000. Principal Investigator.
- Alternate Assessment State Collection Project. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2623A-3C003. December 1, 2002 – November 30, 2003. \$500,000. Principal Investigator.

- ESE Program Evaluation Project. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-2626A-3C002, October 1, 2002 – September 30, 2003, \$500,000. Principal Investigator.
- Preparing the Special Education Professoriate of Tomorrow: University of Miami Doctoral Preparation Program for Expert Competencies in Research and Teacher Education. Personnel Preparation to Improve Services and Results for Children with Disabilities, Minority Institution Leadership Grant Award Number H325E020065, September 1, 2002 – August 31, 2006, \$742,486. Co-Director. Director: Marjorie Montague.
- ESE Program Evaluation Project. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-26220-2R002, October 1, 2001 – September 30, 2002, \$543,667. Principal Investigator.
- Alternate Assessment State Collection Initiative. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-26220-2R003. October 1, 2001 – September 30, 2002, \$476,000. Principal Investigator.
- ESE Program Evaluation Project. Florida Department of Education under IDEA, Part B, Special Projects Award Number 874-26210-1RC02, October 13, 2000 – September 30, 2001, \$460,000. Principal Investigator.
- ESE/FEFP Funding Model Evaluation Project. Florida Department of Education under IDEA, Part B, Special Projects Award 874-26200-00652, November 1, 1999 – October 31, 2000, \$330,000. Principal Investigator.
- Benchmarks of Exemplary Achievement in Middle Schools. U.S. Department of Education, Office of Special Education Programs, Directed Research Award H324D980036 January 1, 1999 – December 31, 2002, \$600,000. Principal Investigator.
- ESE/FEFP Funding Model Evaluation Project. Florida Department of Education under IDEA, Part B, Special Projects Award 874-26290-90652 September 1, 1998 – October 31, 1999. \$244,000. Principal Investigator.
- Integrative Synthesis of Social Outcomes for Students with Learning Disabilities and Emotional/Behavioral Disorders: Effects of Placement and Instructional Grouping Practices. U.S. Department of Education, Office of Special Education Programs, Initial Career Award H324N980023 September 1, 1998 – August 31, 2000, \$149,983. Principal Investigator.
- ESE/FEFP Funding Model Evaluation Project. Florida Department of Education under IDEA, Part B, Special Projects Award 874-26280-80652 September 1, 1997 – August 31, 1998, \$124,950. Co-Principal Investigator. Principal Investigator: Sharon Vaughn.

22. Editorial responsibilities:

Member of Editorial Board:

2019-	Infants & Young Children
2003-10	Exceptional Children
2002-10	Journal of Learning Disabilities
2000-11	Learning Disabilities Research & Practice
2000-	Journal of Special Education

Ad Hoc Reviewer:

- 2017- PLOS One
- 2009- Psychological Assessment
- 2001- Review of Educational Research
- 2000- Journal of Educational Psychology
- 2000- School Psychology Review
- 1999- Elementary School Journal
- 1999- Journal of Research in Special Educational Needs

23. Professional and Honorary Organizations (member; officer; date):

- 2010- Member, International Society for Research on Autism
- 2009- Member, Association for Psychological Science
- 1998-2001 Executive Board, Division for Research, Council for Exceptional Children
- 1993- Member, Council for Exceptional Children
- 1993- Member, American Educational Research Association
- 1992- Member, Society for Research in Child Development

24. Honors and Awards:

- 2022 Provost's Research Award, University of Miami.
- 2003 Distinguished Early Career Research Award, Council for Exceptional Children Division for Research.
- 1998 Initial Career Grant Award, U.S. Department of Education, Office of Special Education Programs.

25. Post-Doctoral Fellowships:

26. Other Professional Activities

- 2017-19 Co-facilitator, Cross State Learning Collaborative on Family Outcomes, Center for IDEA Early Childhood Data Systems.
- 2015- Co-facilitator, BDI-2 Users Group, Center for IDEA Early Childhood Data Systems and Early Childhood Technical Assistance Center.
- 2013 Member, Institute for Education Sciences, National Center for Education Research, Post-Doctoral Training, and National Center for Special Education Research, Early Career Development and Research Review Panel.
- 2009-2010 Member, Institute for Education Sciences, National Center for Special Education Research, Special Education Review Panel.
- 2005 Facilitator, Office of Special Education Programs 3+2 Review.

Invited presentations:

- Elbaum, B. (2022, March). Lessons learned from PA's survey of parents of students receiving special education services. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B., Wolfel, C., Campbell, C. & Huggan, N. (2022, March). Two stories: How an IU team overcame barriers and opened doors for collaboration with families. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B. (2021, March). PA's parent survey data are talking: Are they telling a new story, or one we've heard before? Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Geibel, J., & Elbaum, B. (2019, March). Engaging families in career readiness. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B. (2019, February). Hearing the notes in each chord: Examining outcomes for subgroups of children. Presentation to the Florida Pre-K Contacts Conference, Orlando, FL.
- Taylor, C., Elbaum, B., & Shaver, D. (2018, September). Looking at the relationship between practice change and child outcomes. Presenting to the meeting of the National Center for Systemic Improvement Part C Cross State Learning Collaborative, Phoenix, AZ.
- Taylor, C., & Elbaum, B. (2018, April). Defining adequate implementation using a fidelity tool. Presentation to the meeting of the National Center for Systemic Improvement Part C Cross State Learning Collaborative, Syracuse, NY.
- Rosenberg, S. A., Elbaum, B., & Robinson, C. (2018, February). Early intervention and preschool child outcome outcomes evaluation: A closer look. Accessed from https://www.youtube.com/watch?v=Re_-SY1-NBo&feature=youtu.be
- Elbaum, B. (2018, February). Families matter: Engaging families in the transition process. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B. (2018, February). New data, new perspectives: What the new child outcomes data tell us (and don't tell us) about children and programs. Presentation to the Florida Pre-K Contacts Conference, Orlando, FL.
- Brookfield, J., Elbaum, B., Taylor, C., & Vinh, M. (2017, October). Practice Evaluation: What we measure and why. Keynote presentation to the National Center for Systemic Improvement Part C Cross State Learning Collaborative Convening, Chicago, IL.
- Elbaum, B., & Cunha, J. (2017, May). Promoting shared decision making in the special education process. Session presented at the Family and Community Engagement: Conference for Educators and Related Professionals. Durham, NH.
- Elbaum, B. (2017, April). Building a culture of data use in PA EI. Keynote address presented to the Pennsylvania Office of Child Development and Early Learning Data Literacy Academy, Bedford, PA.
- Taylor, C., Elbaum, B., & Nelson, R. (2016, November). From field to table: Your data's path from source to utilization. Presentation to the meeting of the National Center for Systemic Improvement (NCSI) Cross-State Learning Collaborative, Part C Improving Family Outcomes Practices, Dallas, TX.
- Taylor, C., Elbaum, B. & Nelson, R. (2016, November). Developing SMART Performance Indicators. Presentation to the meeting of the National Center for Systemic Improvement (NCSI), Part C Results-Based Accountability, Dallas, TX.

- Taylor, C., Elbaum, B. & Kelley, G. (2016, April). Evaluating your program improvement efforts at all levels. Presentation to the meeting of the National Center for Systemic Improvement (NCSI) Family Outcomes Cross-State Learning Collaborative, Chicago, IL.
- Elbaum, B. (2016, February). Effective practices for engaging families: Perspectives from the field. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B. (2016, January). Early intervention under IDEA: Access, services and outcomes for infants and toddlers with or at risk for developmental delays. Mailman Center for Child Development, University of Miami Miller School of Medicine, Grand Rounds presentation, Miami, FL.
- Elbaum, B. (2015, November). Considerations in developing your State Systemic Improvement Plan (SSIP) evaluation plan. Presentation to the meeting of the National Center for Systemic Improvement (NCSI) Family Outcomes Cross-State Learning Collaborative, Houston, TX.
- Elbaum, B. (2015, February). Indicator 8: Results of the 2014 Statewide Parent Survey. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B. (2014, February). From information to action: Family engagement on a national, state and local level. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B., Lane, K., Moore, K., & Palmiero, J. (2013, May). Authentic family engagement in PBIS [Positive Behavior Interventions and Supports]: A panel discussion. Panel presented at the Pennsylvania Positive Behavior Support Network Implementers Forum, Hershey, PA.
- Elbaum, B. (2013, March). Schools' facilitation of parent involvement: From statewide reporting to local improvement. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Bunnell, A., Kasl, P., Luebbers, J., Elbaum, B., Bernstein, H., Olsen, R. (2012, October). Understanding the 2012 Indicator C4 family outcome data. Webinar sponsored by the Nebraska Department of Education.
- Elbaum, B. (2012, September). Schools' facilitation of parent involvement: Multi-year trends and follow-up focus group study. Presentation to the Florida Department of Education Administrators Management Meeting, St. Petersburg, FL.
- Elbaum, B. (2012, February). Schools' facilitation of parent involvement: From statewide reporting to local improvement. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B., & Golden-McCord, S. (2011, November). Child outcomes data: What does it mean, and what do you do about it? Presentation to the Florida Early Steps Annual Statewide Meeting, Orlando, FL.
- Markowitz, J., Elbaum, B., Bright, M., Casey, M. Davis, A., & Burden, R. (2011, August). Family survey data: How to collect, interpret, and use. Presentation to the 2011 OSEP Leadership Mega Conference, Arlington, VA.
- Elbaum, B. (2011, July). Child outcomes of early intervention and preschool special education: How are states rising to the challenge of accountability for early childhood outcomes under IDEA? Presentation to the Riverside Leadership Summit, Chicago, IL.

- Elbaum, B. (2011, January). Are Pennsylvania schools facilitating parent involvement? Results of the 2010 Pennsylvania Parent Survey and implications for improvement. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Colgan, S., Elbaum, B., & Raspa, M. (July, 2010). Levels of representativeness: How to examine and use family survey data to plan for program improvement. Presentation to the OSEP Measuring Outcomes Conference, Arlington, VA.
- Elbaum, B., & Colgan, S. (2010, June). Indicator C4 - Family Outcomes: Improving data quality to support improved results. Presentation to the OSEP Overlapping IDEA Part B and Part C Data Meetings, Washington, D.C.
- Elbaum, B. (2010, April). Are Pennsylvania schools facilitating parent involvement? Results of the 2009 Pennsylvania Parent Survey. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B. (2009, June). Increasing survey response rates for SPP/APR Indicator B8 - Parent Involvement. Presentation to the OSEP Overlapping IDEA Part B & Part C Data Meetings.
- Elbaum, B. (2009, June). Increasing survey response rates for SPP/APR Indicator C4 - Family Outcomes. Presentation to the OSEP Overlapping IDEA Part B & Part C Data Meetings.
- Elbaum, B. (2009, April). Are Pennsylvania schools facilitating parent involvement? Results of the 2008 Pennsylvania Parent Survey. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B., Noyes-Grosser, D., Raspa, M., & Nelson, R. (2008, June). Family outcome data: What they mean and how to use them. Plenary presentation to the OSEP Overlapping Part C and Part B Data Managers Meeting, Arlington, VA.
- Elbaum, B. (2008, June). What's in your B8 measurement toolbox? Presentation to the OSEP Overlapping Part C and Part B Data Managers Meeting, Arlington, VA.
- Elbaum, B. (2008, March). Are Pennsylvania schools facilitating parent involvement? Results of the 2007 Pennsylvania Parent Survey and implications for improvement. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B. (2008, January). How states are addressing data collection, reporting and quality improvement on the parent/family indicators in the SPP: The role of Parent Centers. Presentation to the national meeting of the Technical Assistance Alliance for Parent Centers, Washington, D.C.
- Elbaum, B., & Roush, P. (2007, December). How to explain the numbers: Helping staff, parents, and other stakeholders understand the results of the NCSEAM surveys for Part C (Indicator C4) and 619 (Indicator B8). Presentation to the National OSEP Early Childhood Conference, Arlington, VA.
- Elbaum, B. (2007, August). Understanding and using the results from the NCSEAM Family Survey. Presentation to the NECTAC National TA Meeting on Measuring Child and Family Outcomes, Baltimore, MD.
- Elbaum, B. (2007, July). Florida 619 programs' performance on Indicator 8 of the State Performance Plan. Presentation to the Florida Department of Education Statewide Meeting for the Prekindergarten Program for Children with Disabilities, Tampa, FL.
- Elbaum, B. (2007, March). Are Pennsylvania schools facilitating parent involvement? Results of the 2006 Pennsylvania Parent Survey and implications for improvement. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.

- Elbaum, B. (2006, November). Parent involvement: What is it? What can school personnel do to increase it? Presentation to the Miami-Dade County Public Schools Bilingual/ESOL Special Education Parent Educator Workshop, Miami, FL.
- Elbaum, B. (2006, September). Florida's performance on the Part B SPP/APR parent involvement indicator. Presentation to the Florida Department of Education Parent Services Personnel Statewide Meeting, Tampa, FL.
- Elbaum, B. (2006, June). Parent involvement: Who's accountable? Who benefits? Keynote address to the annual conference of the Family Café, Orlando, FL.
- Elbaum, B. (2006, May). Partnering with parents: Motives, myths, and measuring what matters. Keynote address to the Urban Special Education Leadership Collaborative, Miami, FL.
- Elbaum, B. (2006, April). Further guidance on use of the NCSEAM surveys: Moving from data collection to program improvement. Presentation to the NECTAC National Technical Assistance Meeting on Measuring Child and Family Outcomes, Albuquerque, NM.
- Elbaum, B. (2006, March). Measuring parent involvement: How data from a rigorously designed parent survey can be used to address the new federal reporting requirement and improve parent involvement. Presentation to the Pennsylvania Department of Education Annual Conference, Hershey, PA.
- Elbaum, B. (2005, December). Use of the NCSEAM Part C and 619 parent surveys to address the birth through 5 SPP parent/family indicators. Presentation to the OSEP National Early Childhood Conference, Washington, D.C.
- Elbaum, B., Lalinde, P., & James, T. (2005, December). Parent Leadership Development: Promoting leaders for adaptive change. The World Congress & Exposition on Disabilities, Philadelphia, PA.
- Elbaum, B. (2005, December). Use of the NCSEAM survey to address the Part B SPP/APR parent indicator. Presentation to the Pennsylvania State Advisory Panel for Special Education, Harrisburg, PA.
- Elbaum, B. (2005, September). Use of the NCSEAM surveys to address the SPP/APR parent/family indicators for Section 619. Presentation to the Florida Department of Education Administrators Management Meeting, Tampa, FL.
- Elbaum, B., & Fisher, W. P. Jr. (2005, August). Use of the NCSEAM surveys to address the SPP/APR parent/family indicators. Plenary presentation to the OSEP 2005 Summer Institute, Washington, D.C.
- Elbaum, B. (2005, April). Parent participation in Florida's ESE monitoring process. Presentation to the Florida Department of Education Parent Services Meeting, Ft. Lauderdale, FL.
- Elbaum, B. & Lalinde, P. (2005, April). The Parent Leadership Development Project. Presentation to the Florida Department of Education Parent Services Meeting, Ft. Lauderdale, FL.
- Elbaum, B. (2005, April). The NCSEAM family survey: A tool for state accountability systems. Presentation at the Early Childhood Outcomes TA Meeting: Developing a State Outcome Measurement System, Salt Lake City, UT.
- Elbaum, B. (2005, February). Development of a family survey instrument for use in Part C evaluation and accountability monitoring. Presentation to the OSEP National Early Childhood Conference, Washington, D.C.
- Elbaum, B. (2004, November). The role of parents in states' monitoring of special education services. Presentation to the Alliance for Systems Change/Mid-South Regional Resource

- Center 2004 Partnership Forum for Region #2 State Agencies and Parent Centers, Louisville, KY.
- Elbaum, B. (2004, November). Development of a parent/family survey instrument for use in Part B evaluation and accountability monitoring. Teleconference presentation to the OSEP Data Community of Practice, Part B.
- Elbaum, B. (2004, October). Development of a family survey instrument for use in Part C evaluation and accountability monitoring. Presentation to the Young Children with Special Needs and Disabilities Council, Miami, FL.
- Elbaum, B. (2004, September). Development of a family survey instrument for use in Part C evaluation and accountability monitoring. Presentation to the Florida Department of Health, Children's Medical Services, Early Steps Statewide Meeting, Tallahassee, FL.
- Elbaum, B. (2004, September). Development of a family survey instrument for use in Part C evaluation and accountability monitoring. Presentation to the Massachusetts Early Intervention Interagency Coordinating Council Statewide Retreat, Wachusetts, MA.
- Elbaum, B. (2004, September). Development of a family survey instrument for use in Part C evaluation and accountability monitoring. Teleconference presentation to the OSEP Data Community of Practice, Part C.
- Elbaum, B. (2004, April). The shape of the forest: The illuminating (and sometimes discomfiting) findings of research syntheses. Presentation to the 2004 Annual Convention of the Council for Exceptional Children, New Orleans, LA.
- Elbaum, B. (2004, February). Parent involvement in the special education accountability system. Presentation to the 14th Annual Kentucky Parent/Professional Conference, Louisville, KY.
- Elbaum, B. (2003, August). Systematic approaches to including parent input in the evaluation of early intervention services. Presentation to the Office of Special Education Programs annual meeting of Part C Data Managers, Washington, DC.
- Elbaum, B. (2003, July). Parent involvement in Focused Monitoring. Presentation to the meeting of the Educational Benefit Workgroup of the National Center on Special Education Accountability Monitoring, Baltimore, MD.
- Elbaum, B. (2002, October). Expert testimony provided to the Governor's Blue Ribbon Panel on Accommodations and Access for Students with Disabilities, Pensacola, FL.
- Elbaum, B. (2002, October). Gathering and analyzing data on parents' perceptions: Approaches in the context of focused monitoring. Presentation to the Southeast Regional Resource Center Workshop on Focused Monitoring, Salt Lake City, UT.
- Elbaum, B. (2002, April). Expert testimony provided to the Systems Administration Task Force of the President's Commission on Excellence in Special Education, San Diego, CA.
- Vaughn, S. & Elbaum, B. (2000, October). What we know about how interventions for students with LD influence their self-concept. Presentation to the International Conference on Learning Disabilities, Austin, TX.

Invited workshops:

- Elbaum, B. (2016, May). Parent involvement, shared decision making, and special education. Workshop presented on behalf of New Hampshire Connects, Concord, NH.
- Elbaum, B. (2015, October). New Hampshire Connections Family-School Partnerships in Special Education Professional Development Event, Concord, NH.

- Elbaum, B. (2012, February). Impact of early intervention services on the family: Understanding the NE C-4 data. Workshop on Indicator 4 of the State Performance Plan, conducted on behalf of the Nebraska Department of Education. Kearney, NE.
- Elbaum, B., & Goodwin-Segal, T. (2012, May). Workshop on Indicator 8 of the State Performance Plan, conducted on behalf of the New Hampshire Department of Education. Concord, NH.
- Elbaum, B., & Casey, M. (2011, June). Workshop on interpreting the federal parent involvement indicator, conducted on behalf of the Early Intervention Partners Training Project, Albany, NY (June 3-4) and New Rochelle, NY (June 17-18).
- Elbaum, B., & Henson, J. (2009, December). Using data from family surveys to improve supports and services for Part C families. Workshop presented at the OSEP National Early Childhood 2009 Conference, Arlington, VA.
- Elbaum, B. (2005, February). NCSEAM 619 Family Survey workgroup session. OSEP Early Childhood Conference, Washington, D.C.
- Elbaum, B. (2003, April). Parent involvement in the Continuous Improvement Monitoring Process. Parent Forum sponsored by the ASC/Mid-South Regional Resource Center and the Technical Assistance Alliance for Parent Centers, Louisville, KY.
- Elbaum, B. (1999, November). OSEP Continuous Monitoring Process training session for focus group facilitators and note-takers. Workshop sponsored by the Florida Department of Education, Tampa, FL.

Invited teleconference presentations sponsored by the U.S. Department of Education, Office of Special Education Programs:

- Elbaum, B. (2009, November 24). Achieving better results on Indicator B-8: Schools' facilitation of parent involvement.
- Elbaum, B. (2006, December 14). Reporting results from the NCSEAM surveys to address the SPP parent/family indicators.
- Elbaum, B. (2006, June 30). Use of the NCSEAM Parent Survey to address the SPP/APR indicator on parent involvement.
- Elbaum, B. (2006, June 6). Use of the NCSEAM Family Survey to address the SPP/APR indicator on family outcomes.
- Elbaum, B. (2006, April 3). Use of the NCSEAM Preschool/619 Survey to address the Part B SPP/APR parent involvement indicator.

Refereed conference presentations:

- Elbaum, B., Fernández, E., Tao, Y., Fasano, R. M., Mitsven, S., Perry, L. K., & Messinger, D. S. (2022, September). Teachers' talk with individual children in inclusive preschool classrooms. Poster presented at the Joint Conference of the Division for Early Childhood of the Council for Exceptional Children and the International Society on Early Intervention. Chicago, IL.
- Perry, L. K., Custode, S. A., Vershov, N. P., Elbaum, B., & Messinger, D. S. (2022, July). Associations between preschool activity contexts and infants' language abilities. In L. Sun (Chair), The impact of learning context on early language learning and teaching.

- Symposium presented at the 23rd biennial International Congress on Infant Studies. Ottawa, Canada.
- Perry, L. K., Vershov, N. P., Custode, S. A., Elbaum, B., & Messinger, D.M. (April, 2022). Associations between preschool activity contexts and children's developing language. Poster presented at the 12th biennial Cognitive Development Society Conference, Madison, WI.
- Celimli-Aksoy, S., Elbaum, B., & Wang, J. (2021, April). Multidimensional item response theory application: The validity of internal structure of a developmental measure. Poster presented at the biennial meeting of the Society for Research in Child Development (virtual conference).
- Perry, L. K., Custode, S., Fasano, R., Mitsven, S., Vitale, L., Elbaum, B. & Messinger, D. S. (2020, January). Closing the gaps for bilingual English Learners with disabilities. Poster presented at the Annual Principal Investigators Meeting of the Institute of Education Sciences, Washington, D.C.
- Elbaum, B., & Celimli-Aksoy, S. (2019, March). Developmental progress of infants and toddlers in a state IDEA Early Intervention Program. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Bruder, M. B., Rosenberg, S, Elbaum, B., & Robinson, C. (2018, November). Early intervention outcomes: Are the data telling us what we need to know? Panel presentation at the annual meeting of the Association of University Centers on Disabilities, Washington, D.C.
- Elbaum, B., & Celimli-Aksoy, S. (2018, October). What intensity of services is provided to children receiving early intervention? Poster presented at the annual conference of the Division for Early Childhood of the Council for Exceptional Children, Orlando, FL.
- Morris, C. T., Kesten, S. M., & Elbaum, B. (2018, April). Power in play: Exploring the sources of power imbalance in IEP meetings. Paper accepted for presentation to the 2018 annual meeting of the American Educational Research Association.
- Elbaum, B., Morris, C. T., & Celimli-Aksoy, S. (2017, October). Overall developmental progress of children served in a state Part B prekindergarten program for students with disabilities. Poster presented at the annual conference of the Division for Early Childhood of the Council for Exceptional Children. Portland, OR.
- Noyes-Grosser, D. M., Siegenthaler, K., Wu, Y., Elbaum, B., & Romanczyk, R. G. (2017, May). A results driven approach to evaluating progress for toddlers with Autism Spectrum Disorders (ASD) participating in a state Early Intervention Program. Poster presented at the International Meeting for Autism Research, San Francisco, CA.
- Romanczyk, R. G., Cavalari, R. N., Gillis, J., Noyes-Grosser, D. M., Callahan, E. H., Elbaum, B., & Siegenthaler, K. M. (2017, May). The experience of stress in caregivers of children with ASD: An examination of stressors. Poster presented at the International Meeting for Autism Research, San Francisco, CA.
- Elbaum, B., & Noyes-Grosser, D. K. (2015, July). Development of an indicator-aligned family survey. Poster presented at the 2015 OSEP Leadership Conference, Washington, D.C.
- Noyes-Grosser, D.M., & Elbaum, B. (2015, July). Family outcomes and children with ASD. Session presented at the 2015 OSEP Leadership Conference, Washington, D.C.
- Elbaum, B., Noyes-Grosser, D. M., Siegenthaler, K., Romanczyk, R. G., Cavalari, R. N., Carter, R. L., Dare, J. D. & Barczykowski, A. L. (2015, May). Evaluation of a parent-response scale to measure the progress of children with ASD in state early intervention programs. Poster presented at the International Meeting for Autism Research, Salt Lake City, UT.

- Marshall, J., Elbaum, B., & Celimli, S. (2015, January). Changes in eligibility criteria and outcomes for children served in Early Intervention. Poster presented at the annual conference of the Division for Autism and Developmental Disabilities of the Council for Exceptional Children, Clearwater, FL.
- Elbaum, B., Noyes-Grosser, D. M., Siegenthaler, K., Romanczyk, R. G., Cavalari, R. N., Carter, R. L., Barczykowski, A. L., & Zopluoglu, C. (2014, May). Assessing family outcomes of early intervention: Utility of items specific to families of a child with an autism spectrum disorder. Poster presented at the International Meeting for Autism Research, Atlanta, GA.
- Elbaum, B. & Celimli, S. (2013, October). Changes in eligibility criteria and outcomes for children served in early intervention. Poster presented at the annual conference of the Division for Early Childhood of the Council for Exceptional Children, San Francisco, CA.
- Elbaum, B., Ridgway, A., Golden-McCord, S., & Boone, S. (2013, July). A birth cohort analysis of children referred, evaluated, and served under Part C in four states. Panel presentation at the 2013 OSEP Leadership Conference, Washington, D.C.
- Rodriguez, R. J., Blatz, E. T., & Elbaum, B. (2013, April). My child's progress makes a difference: A mixed methods study of parents' ratings of schools' engagement efforts. Round table presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Elbaum, B. (2012, December). Interpreting the OSEP child outcomes data: A developmental perspective. Presentation at the conference of the Association of University Centers on Disabilities, Washington, D.C.
- Elbaum, B., Ridway, A., Backer, L. (2012, August). Analyzing the relationship between your child outcome and family outcome data. Panel presentation at the 2012 Office of Special Education Programs Leadership Conference, Washington, D.C.
- Elbaum, B., Noyes-Grosser, D. M., Rosas, S. R., Romanczyk, R. G., Callahan, E. H., & Carter, R. L. (2012, May). Outcomes of early intervention for families of a child with ASD: Perceptions of parents and professionals. Poster presented at the International Meeting for Autism Research, Toronto, ON.
- Noyes-Grosser, D. M., Rosas, S. R., Romanczyk, R. G., Elbaum, B., & Carter, R. L. (2012, May). Conceptualizing early intervention outcomes for young children with ASD and their families. Poster presented at the International Meeting for Autism Research, Toronto, ON.
- Elbaum, B., Noyes-Grosser, D., Morgan, E., Yan, L., & Siegenthaler, K. (2011, May). Outcomes of early intervention services for families of children with Autism Spectrum Disorders. Paper presented at the International Meeting for Autism Research, San Diego, CA.
- Noyes-Grosser, D., & Elbaum, B. (2011, May). Measuring the impact of early intervention services on children and families: A model approach to family-centered program evaluation and quality improvement. Paper presented at the conference of the International Society for Early Intervention, New York City, NY.
- Cavendish, W. M., & Elbaum, B. (2008, April). Student perceptions of school efforts to facilitate student involvement in the education process. Presentation at the annual convention of the Council for Exceptional Children, Boston, MA.
- Elbaum, B. (2008, February). The research-to-practice gap in state accountability under IDEA. Presentation at the Pacific Coast Research Conference, San Diego, CA.

- Lynch, K. B., Fisher, W. P. Jr., & Elbaum, B. (2007, November). Comparing apples to apples: Applying the Rasch measurement framework to a statewide parent survey. Presentation at the annual meeting of the American Evaluation Association, Baltimore, MD.
- Fisher, W. P. Jr., Elbaum, B., Coulter, A. & Persinger, L. (2007, October). The NCSEAM Family Survey: An adventure in meaningful, rigorous measurement. Panel presentation at the 23rd Annual International Conference on Young Children with Special Needs and Their Families, Niagara Falls, Ontario, Canada.
- Fisher, W. P., Jr., Elbaum, B., Coulter, A., & Persinger, L. (2007, April). Expanding the concept of educational quality: Parents' perceptions of special education and early intervention services. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cavendish, W. M., & Elbaum, B. (2007, April). School commitment, student perception of school efforts to facilitate student involvement, self-determination, and educational outcomes. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Elbaum, B., Lalinde, P., Garcia, I., & Cristancho, W. (2006, April). The Parent Leadership Development Project: Promoting parent leadership for adaptive change. Poster presented at the annual convention of the Council for Exceptional Children, Salt Lake City, UT.
- Fisher, W. P., Jr., Elbaum, B., Persinger, L., & Coulter, A. (2006, April). Survey-based service quality standards under IDEA: An open source platform for metrological uniformity. In Symposium 2: A matter of judgment: Standard setting and rater consistency. International Objective Measurement Workshops, University of California. Berkeley, CA.
- Elbaum, B., Tindal, G., Fisher, W. P. Jr., Stenner, J. (2006, February). The application of rigorous measurement models in instrument development and construct definition. Panel presentation at the Pacific Coast Research Conference, San Diego, CA.
- Elbaum, B., & Persinger, L. (2004, October). The missing piece: Data on parent/family participation and perceptions. Presentation at the National Accountability Conference, New Orleans, LA.
- Elbaum, B., & Mesler, J. (2004, April). Parent involvement: Development of a national measure for evaluation and accountability. Presentation at the annual convention of the Council for Exceptional Children, New Orleans, LA.
- Fisher, W. P., Jr., & Elbaum, B. (2004, April). Measuring parent involvement in and satisfaction with special education services. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.
- Elbaum, B. (2004, February). Development of quantitative measures of parent satisfaction and involvement for use in special education evaluation and accountability. Poster presented at the Pacific Coast Research Conference, La Jolla, CA.
- Elbaum, B. & Arguelles, M. E. (2003, February). Results of a tutoring intervention for middle school students with severe reading deficits. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.
- Elbaum, B. (2002, October). Florida's utilization of parent, student, and teacher data in the context of Focused Monitoring. Presentation at the 2002 National Monitoring Conference, Salt Lake City, UT.
- Elbaum, B., Anasagasti, A., Sarno, C., & Mesler, J. (2002, May). Parents have a voice! Panel presented at the Family Café: A Conference on Families and Disabilities, Orlando, FL.

- Elbaum, B., Zigmond, N., Schulte, A., Tindal, G., & Arguelles, M. E. (2002, February). Students with disabilities and statewide assessments: The interface between research and policy. Panel presented at the Pacific Coast Research Conference, La Jolla, CA.
- Elbaum, B. (2001, April). Relation between educational placement and self-concept of students with learning disabilities. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Elbaum, B. (2001, February). A meta-analytic overview of the reading intervention research. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.
- Elbaum, B., & Vaughn, S. (2000, April). The impact of school-based interventions on the self-concept of students with learning disabilities. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Elbaum, B., Hughes, M. T., Arguelles, M. E. (2000, April). What goals do we really hold for middle school students with disabilities? Perceptions of parents, regular education teachers, special education teachers, and school administrators. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Elbaum, B., & Esenkova, A. (2000, April). Competencies and training needs of educators who teach students with disabilities. Roundtable presented at the annual convention of the Council for Exceptional Children, Vancouver, B. C.
- Elbaum, B., & Vaughn, S. (2000, February). The impact of school-based interventions on the self-concept of students with learning disabilities. Poster presented at the Pacific Coast Research Conference, La Jolla, CA.
- Elbaum, B. (1999, October). Understanding the self-concept and friendship quality of students with learning disabilities: How longitudinal data can complement the findings of cross-sectional and meta-analytic research. Symposium presented at the annual conference of the International Academy for Research in Learning Disabilities, Williamsburg, VA.
- Elbaum, B., & Vaughn, S. (1999, April). Meta-analytic review of reading outcomes for students with disabilities in various instructional grouping formats. Symposium presented at the annual meeting of the American Educational Research Association, Montreal.
- Elbaum, B., Hughes, M. T., & Moody, S. W. (1999, April). How much of an impact does one-to-one tutoring make on reading outcomes of at-risk children? Roundtable presented at the annual meeting of the American Educational Research Association, Montreal.
- Elbaum, B. (1999, April). Friendships of children and adolescents with learning disabilities. Poster presented at the annual convention of the Council for Exceptional Children, Charlotte, NC.
- Gersten, R., Vaughn, S., Baker, S. & Elbaum, B. (1999, February). The many faces of meta-analysis: Qualitative and quantitative research syntheses. Panel presented at the Pacific Coast Research Conference, La Jolla, CA.
- Vaughn, S., & Elbaum, B. (1998, December). Impacts of alternative activity structures on reading achievement. Research symposium presented at the annual meeting of the National Reading Conference, Austin, TX.
- Hughes, M. T., Watson, S. M., & Elbaum, B. (1998, December). Reading instruction in the elementary class: What do district and state directors advocate? Roundtable presented at the annual meeting of the National Reading Conference, Austin, TX.
- Vaughn, S., & Elbaum, B. (1998, April). Benchmarks in reading for students with disabilities: A state initiative. Panel presented at the annual convention of the Council for Exceptional Children, Minneapolis, MN.

- Elbaum, B., & Vaughn, S. (1998, February). The effect of instructional grouping format on the reading outcomes of students with disabilities: A meta-analytic review. Poster presented at the Pacific Coast Research Conference, La Jolla, CA.
- Moody, S. W., Hughes, M. T., Schumm, J. S., Elbaum, B., & Vaughn, S. (1997, April). What we've learned about grouping students for reading: Implications for the classroom. Poster presented at the annual convention of the Council for Exceptional Children, Salt Lake City, UT.
- Schumm, J. S., Goff, S., Arguelles, M. E., Clark, F., & Elbaum, B. (1997, April). School restructuring for students with disabilities. Panel presented at the annual convention of the Council for Exceptional Children, Salt Lake City, UT.
- Hughes, M. T., Elbaum, B., Moody, S. W., Schumm, J. S., & Vaughn, S. (1997, March). Integrative synthesis of instructional grouping practices for reading instruction for students with disabilities. Roundtable presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Elbaum, B.E., & Vaughn, S. (1997, February). Using the BASS Reading Test to measure reading gains: A technical report on performance over time of general and special education students. Poster presented at the Pacific Coast Research Conference, La Jolla, CA.
- Moody, S. W., Elbaum, B. E., & Schumm, J. S. (1996, October). Listening and responding to students' concerns about group work. Roundtable presented at the annual conference of the Florida Reading Association, Tarpon Springs, FL.
- Elbaum, B. E., Schumm, J. S., & Vaughn, S. (1996, April). What do elementary students think about grouping for reading instruction? Roundtable presented at the annual meeting of the American Educational Research Association, New York, NY.
- Vaughn, S., Elbaum, B. E., & Schumm, J. S. (1996, April). Social outcomes of inclusion: High achieving general education students are the biggest winners. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- Hughes, M., Klingner, J., Elbaum, B. E., Saumell, L., Rothlein, E., & Sinagub, J. (1996, April). Students speak out! What students think of inclusion. Panel presented at the annual convention of the Council for Exceptional Children, Orlando, FL.
- Elbaum, B. E. (1995, April). Students' beliefs about didactic and apprenticeship learning strategies: Their relationship to classroom experience and teachers' beliefs. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Schumm, J. S., Vaughn, S., & Elbaum, B. E. (1995, April). Teachers' perceptions of grouping practices for reading instruction. Roundtable presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Vaughn, S., Schumm, J. S., Elbaum, B. E., Saumell, L., Hughes, M., Adams, L., & Cohen, P. (1995, April). Responsible inclusion: Social outcomes. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Vaughn, S., Schumm, J. S., Elbaum, B. E., Saumell, L., Cohen, P., Caballero, K., & Gonzalez, M. (1995, March). Effective inclusive practices: From implementation to evaluation. Panel presented at the International Conference of the Learning Disabilities Association of America, Orlando, FL.
- Elbaum, B. E. (1989, November). An analytic research design for the study of learners' beliefs about language learning. Paper presented at the Conference on Research Perspectives in Adult Language Learning and Acquisition, Columbus, OH.

Elbaum, B. E., Di Paolo, M., & Hartmann, B. (1989, November). Three assessment techniques for evaluating teaching effectiveness of TAs. Paper presented at the Second National Conference on the Training and Employment of Teaching Assistants, Seattle, WA.

Consulting:

Florida Early Steps System Evaluation Workgroup. 2018-
Pennsylvania Office of Childhood Development and Early Learning, 2017-
Nebraska Early Development Network and Nebraska Department of Education, 2007-
Pennsylvania Department of Education, 2005-
New Hampshire Department of Education, 2009-2017.
California Department of Education, 2008-09.
Pennsylvania Office of Childhood Development and Early Learning, 2008-09, 2017-18
West Virginia Department of Health, Early Intervention Program, 2007-2015
New York State Bureau of Early Intervention, 2007-09
Florida Early Steps System Evaluation Workgroup. 2004-06.
Parent Services Workgroup, Florida Department of Education. 2004-06.
Technical Workgroup on Family Outcomes, Early Childhood Outcomes Center, 2004-05.
Data Accountability Center, U. S. Department of Education, Office of Special Education Programs, October 1, 2007 – September 30, 2012. Director: Alan Coulter.
National Dissemination Center for Children with Disabilities. U. S. Department of Education, Office of Special Education Programs, October 1, 2003 – September 30, 2006. Director: Suzanne Ripley.
National Center for Special Education Accountability Monitoring. U. S. Department of Education, Office of Special Education Programs, October 1, 2002 – September 30, 2007. Director: Alan Coulter.
Centers for Implementing K-3 Behavior and Reading Intervention Models, Preventing Reading Difficulties: A Three-Tiered Intervention Model. U. S. Department of Education, Office of Special Education Programs, Directed Research Award H324X010013 January 1, 2001 – December 31, 2005, Principal Investigator: Sharon Vaughn.
Florida Department of Education, Bureau of Instructional Support and Community Services, Division of Program Development, 2002.
Early Childhood Interventions: A Synthesis with Implications for Practitioners, Parents, and Researchers. U.S. Department of Education, Office of Special Education Programs, Directed Research Award H324D980030 January 1, 1999 – December 31, 2001. Principal Investigator: Sharon Vaughn.

TEACHING

27. Teaching Awards Received:
28. Teaching Specialization: Educational research methods; language and communication development in young children

University of Miami:

TAL 330 - Foundations of Exceptional Student Education: Fall 2014
TAL 502 - Classroom-based Research: Fall 1999
TAL 681 - Language and Communication for Teachers of Preschool Children with Disabilities:
Spring 1996; Spring 1997; Spring 1998; Spring 1999; Spring 2008; Spring 2009; Spring,
2011; Spring 2013
TAL 700 – Professional Seminar: Spring 2018, Spring 2019, Spring 2021
TAL 710 – Introduction to Research in Education: Fall 2020
TAL 710Y – Introduction to Research in Education (online): Fall 2020, Spring 2021
TAL 792/756 - Research in Special Education: Spring 2005; Spring 2008; Spring 2009; Spring
2011; Fall 2012; Spring 2014; Spring 2016; Spring, 2018; Spring, 2020; Spring 2022
TAL 793 - Critical Issues in Special Education: Spring 2006

University of Utah:

Psychology of the Second Language Learner
Basic Italian, Italian Conversation, Advanced Italian Grammar

University of California at Irvine Extension:

Theory of Second Language Acquisition

29. Thesis and Dissertation Advising:

Ayanna Faith Young, Doctoral Committee Member (June, 2022). Educator and family perspectives on culturally responsive transition planning for culturally and linguistically diverse youth with intellectual and developmental disabilities.

Samantha S. Mitsven, Doctoral Committee Member (June, 2022). Language use in preschool inclusive classrooms: The roles of peer and teacher input.

Stephanie Custode, Doctoral Committee Member (June, 2022). The role of activity contexts in influencing language experience in ASD inclusive preschool classrooms.

Edgar Diaz, Doctoral Committee Member (April, 2022). “Far less is known”: A three-article dissertation exploring the perceptions and experiences of LGBTQIA+ educators in California and Florida.

Lydia Ocasio-Stoutenberg, Doctoral Committee Member (May 2020). Voices of diversity in parent advocacy for children with Down syndrome: Cultural and contextual considerations for special education and health care practitioners.

Krystal Bichay Awadalla, Doctoral Committee Member (June 2019). Examining the role of varying levels of classroom quality for toddlers in Early Head Start and subsidized child care programs: Understanding threshold effects.

Elica Sharifnia, Master’s Committee Member (June, 2019). Development and evaluation of the Preschool Family Attitudes and Beliefs towards Science Measure.

Johayra Bouza, Doctoral Committee Member (December 2018). Developing a multidimensional measure of family engagement for toddlers in the Early Head Start Program: A mixed-method approach

Naomi Iuhasz-Velez, Doctoral Committee Member (August, 2018). The effects of cognitively guided instruction professional development on teachers’ ability to predict student

- success on mathematical tasks—Toward a conceptual framework on teachers’ knowledge of their students.
- Lindsey Anne Chapman, Doctoral Committee Chair (August, 2018). Teachers’ negotiation of curricular adaptations: Understanding the how and why in intensive reading settings.
- Chelsea Tey Morris, Doctoral Committee Chair (May, 2018). Parent-teacher agreement on problem behavior in kindergarten children with and without an individualized education program.
- Seniz Celimli-Aksoy, Doctoral Committee Member (August, 2017). A comparison of geomin versus target rotation criteria in exploratory factor analysis with correlated factors and large and complex pattern matrices.
- Lisa White, Doctoral Committee Member (May, 2017). Examining an executive functioning and bilingual advantage among Latino DLL children in head start: A strengths-based approach.
- Patrice Fenton, Doctoral Committee Member (May, 2017). Voices at the intersection: Exploring the role of race and gender in the pedagogies of Black male special educators.
- Johayra Bouza, Doctoral Committee Member (May, 2017). Developing a multidimensional measure of family engagement for toddlers in the Early Head Start Program: A mixed-method approach.
- Alexandra Alexander, Doctoral Committee Member (May, 2017). Preschool teachers’ pedagogical content knowledge for science.
- Stacey M. Kesten, Doctoral Committee Chair (December, 2016). From *No Child Left Behind* to leaving “other people’s children” behind? A critical investigation of Florida’s NCLB waiver and school leaders’ sense-making.
- Qiuying Zhang, Doctoral Committee Member (August, 2016). The relationship between academic self-concept and math achievement among students without and with learning disabilities in early and late adolescence.
- Krystal Bichay, Master’s Committee Member (December 2015). Does classroom engagement mediate associations between internalizing behavior problems and literacy outcomes for low-income preschool children?
- Alexandra Alexander, Master’s Committee Member (December 2015). Preschool teachers’ pedagogical content knowledge for science.
- Vanessa Thorrington, Doctoral Committee Member (December, 2015). Educational transitional experiences of foster care youth with disabilities.
- Cara S. Remmes, Doctoral Committee Member (June, 2015). School-based mental health services for youth: A study of usual care.
- Sheri Kingsdorf, Doctoral Committee Member (August, 2014). Investigating the effects of a multicomponent intervention on the mathematical word problem-solving skills of third graders identified as LD, at-risk, and/or ESOL.
- Lisa White, Master’s Thesis Committee Member (August, 2014). The relationship between bilingualism and executive functioning in Spanish and English speaking Latino Head Start preschoolers.
- Alain Bengochea, Doctoral Committee Member (July, 2014). The effects of vocabulary intervention on bilingual students’ lexico-semantic acquisition in English-medium contexts: A meta-analysis.

- Andrea Adelman, Doctoral Committee Member (July, 2014). Structured observation as a professional development tool to condition teachers into trained observers for social responsiveness of preschool children with autism spectrum disorder.
- Erin Blatz, Doctoral Committee Chair (May 2014). Multiple perspectives on parent involvement for middle school students receiving special education services.
- Trina Puddefoot, Doctoral Committee Member (May, 2014). Behaviors young children demonstrate when learning to use a power wheelchair.
- Xuchilt Perez, Doctoral Committee Member (May, 2014). Responding to the call to prepare high quality teachers: The power of context, teacher preparation, standards, and dispositions on the student-teaching experience.
- Ana Maria Menda, Doctoral Committee Member (May, 2014). Understanding teachers' interpretations of progress monitoring data for English learners within response to intervention.
- Andres S. Bustamante, Master's Thesis Committee Member (May, 2014). Motivation orientation and school readiness in children served by Head Start.
- Irena Nayfeld, Doctoral Committee Member (February, 2014). Learning through inquiry: examining the relationship between child-generated questions, teacher practices, and school readiness in Head Start classrooms.
- Tracy A. McLeod, Doctoral Committee Member, April, 2013. First-generation English-speaking West Indian families: Exploring the role of culturally based concepts of disability and special education in caregivers' experiences with the special education system.
- Elizabeth Bell, Doctoral Committee Member, February, 2013. Peer play as a context for identifying profiles of children and examining rates of growth in academic readiness for children enrolled in Head Start.
- Sandy Liliana Romero, Doctoral Committee Member, December, 2012. The development and impact of an online social networking community for adolescents with cystic fibrosis.
- Rachel M. Fults, Doctoral Committee Member, May, 2011. A qualitative examination of the barriers and facilitators of family centered care and service provision in the natural environment.
- Janna M. Fuccillo, Doctoral Committee Member, May 2011. Higher-level instructional interaction in Head Start classrooms: Variation across teacher-directed activities and associations with school readiness outcomes.
- Sheree Taisha Sharpe, Doctoral Committee Member, April 2011. Examining the teacher, department, and school characteristics of highly effective high school mathematics programs for African American students.
- Michelle Filomena Maier, Doctoral Committee Member, November, 2010. Examining preschoolers' trajectories of individual learning behaviors: The influence of approaches to learning on school readiness.
- Adrienne Wills, Master's Thesis Committee Member, November 2010. Relationships among musical home environment, parental involvement, demographic characteristics, and early childhood music participation.
- Jennifer L. Krawec, Doctoral Committee Member, August, 2010. Problem representation and mathematical problem solving of students of varying math ability.
- Raymond S. Rodriguez, Doctoral Committee Member, June, 2010. The role of ethnicity and perceptions of the family environment and self-determination among students with learning disabilities.

- Sandy Liliana Romero, Master's Thesis Committee Member, May, 2010. The trajectories of externalizing behavior problems in children with cochlear implants: The influences of age at implant and language development.
- Jia Huang, Doctoral Committee Member, May, 2010. Population invariance of linking functions across alternate forms of curriculum-based measures of math problem solving.
- Carly M. Sweeney, Doctoral Committee Member, May, 2010. The metacognitive functioning of middle school students with and without learning disabilities during mathematical problem solving.
- Michele Schladant, Doctoral Committee Member, May, 2010. Communication and use of augmentative and alternative communication (AAC): Implications for parents of children with Fragile X Syndrome.
- Ximena Dominguez, Doctoral Committee Member, April, 2010. Risk and resiliency in the preschool classroom: Effects of problem behaviors and adaptive learning behaviors on children's early achievement.
- Alejandra Salinas, Doctoral Committee Member, April, 2010. Investing in our teachers: What focus of professional development leads to the highest student gains in mathematics achievement?
- Karina Alvarez Gattamorta, Doctoral Committee Member, December, 2009. A comparison of adjacent categories and cumulative DSF effect estimators in the investigation of DIF in polytomous items.
- Michelle Maier, Doctoral Committee Member, August 2009. The differential role of initiative and persistence in early childhood.
- Virginia Vitiello, Doctoral Committee Member, August 2009. Executive functions and approaches to learning: Relationships to school readiness in Head Start preschoolers.
- Karen Adamson, Doctoral Committee Member, December 2008. The impact of an integrated math and science curriculum on third grade students' measurement achievement.
- Dolores Farhat. Master's Thesis Committee Member, December 2008. Developmental patterns of responding to joint attention in infants prenatally cocaine exposed and predictions of early language outcomes.
- Julie Hewatt Grant, Doctoral Committee Member, August 2008. The relationship between ethnic identity and psychological health: A meta-analytic review.
- Silvana Spinelli, Doctoral Committee Chair, June 2008. Bullying of middle school students with and without learning disabilities: Prevalence and relationship to students' social skills.
- Paula Lalinde, Doctoral Committee Chair, May 2008. The effects of family race/ethnicity and socioeconomic status on quality of services and family outcomes for families participating in Part C early intervention programs.
- Pelin Munis, Doctoral Committee Member, December 2007. An investigation of the role of temperament on Head Start children's school readiness.
- Michel Miller, Doctoral Committee Chair, May 2007. Administrator support of special education teachers: Defining it and measuring it.
- Ximena Dominguez, Master's Thesis Committee Member, December 2007. Learning behaviors mediating the relationship between behavior problems and academic outcomes.
- Wendy Morrison Cavendish, Doctoral Committee Member, May 2006. School commitment, student perception of school effort to involve students in the education process, self-determination and behavioral and educational outcomes.

- Adriana Medina, Doctoral Committee Member, May 2006. Adolescents' reading proficiencies: Information that high-stakes test scores do not reveal.
- Virginia Vitiello, Master's Thesis Committee Member, May 2006. Profiles of approaches to learning in Head Start preschoolers.
- Xuewen Wang, Doctoral Committee Member, May 2006. The development of the Women's Health Appraisal to address middle-aged women's menopausal symptoms.
- Judith Mesler, Doctoral Committee Member, 2004. The effects of cognitive strategy instruction on the mathematical problem solving of students with Spina Bifida.
- Iheoma Iruka, Doctoral Committee Member, 2005. Parent self-efficacy: Relationship with parent involvement and preschoolers' school readiness.
- Peggy Cuevas, Doctoral Committee Member, 2003. Voices from the middle: At-risk readers in an urban middle school.
- Iheoma Iruka, Master's Thesis Committee Member, 2002. African-American parent involvement and its effect on approaches to learning in children attending Head Start.
- Delinda Van der Garten Doctoral Committee Member, 2002. Use of mathematics problem-solving strategies by average-achieving students, students identified as gifted, and students with learning disabilities.
- Zachary Warren, Master's Thesis Committee Member, 2002. Adult perception of infant facial expressions: An appraisal-dimensional approach.
- Lisa Lopez, Doctoral Committee Member, 2001. Pre-literacy skills in Hispanic Head Start children: A comparison within and between languages.
- J'Lene George, Master's Thesis Committee Member, 2001. Measuring approaches to learning in Head Start children.
- Jane Sinagub, Doctoral Committee Member, 2001. Gender differences in elementary students' classroom participation.
- Maria Elena Arguelles, Doctoral Committee Member, 2001. Teachers' perceptions of middle school reading programs for students with learning disabilities.
- Denise Quinland, Honors Thesis Committee Member, 2001. The relation of joint attention in parent-child interactions to measures of child development.
- Sangeeta Mallik, Doctoral Committee Member, 2000. Attachment quality, joint attention, and behavioral outcome in infants prenatally exposed to cocaine.
- Debra Giambo, Doctoral Committee Member, 2000. Effects of a phonological awareness intervention for Spanish-speaking children in kindergarten and first grade.
- Marygrace Yale, Doctoral Committee Member, 1999. The coordination of infant behaviors: An event-based analysis.
- Christine Fullmer, Doctoral Committee Member, 1999. Infant responses to changes in parental behavior: A comparison of two still-face situations.
- Ann G. Bessell, Doctoral Committee Member, 1999. Children surviving cancer: Social anxiety, self-perception, quality of life, and school experiences.
- Roline Milfort, Master's Thesis Committee Member, 1998. Factors influencing variability in social competence among African-American and Hispanic-American Head Start children.
- Zhigang Zhang, Doctoral Committee Member, 1998. Outcomes of a mnemonic strategy intervention for elementary students.
- Christine Fullmer, Master's Thesis Committee Member, 1997. The coordination of infant behaviors in response to the face-to-face/still-face paradigm.

SERVICE

30. University Committee and Administrative Responsibilities:

Acting Chair, Department of Teaching and Learning, 2018-19.
Director, Doctoral Program in Teaching and Learning, 2008-19.
Chair, Faculty Search Committee, Department of Teaching and Learning, 2013-14.
Chair, Faculty Search Committee, Department of Teaching and Learning, 2012-13.
Associate Chair, Department of Teaching and Learning, 2008-10.
Guest Presenter, University of Miami Preparing Future Faculty Program, 2009.
Member, Board of Directors, University of Miami Canterbury Preschool, 2008-2011.
Member, Faculty Senate General Welfare Committee, 2008-2009.
Member, Faculty Senate, 2006-2011.
Co-Director, Doctoral Training Program in Special Education, 2004-06.
Director, Master's Program in ESE/Prekindergarten Disabilities/ESOL, 2004-06.
Chair, Faculty Search Committee, Department of Teaching and Learning, 2006-07.
Member, Faculty Search Committee, Department of Psychology, 2006.
Member, Faculty Search Committee, Department of Psychology, 2005.
Member, Faculty Search Committee, Department of Educational and Psychological Studies,
2005.
Co-Chair, Faculty Search Committee, Department of Teaching and Learning, 2003-04.
Director, School of Education Office of Research and Programs, 2001-04.
Member, Faculty Search Committee, Department of Educational and Psychological Studies,
2004.
Member, Faculty Search Committee, Department of Educational and Psychological Studies,
2003.
Chair, Doctoral Program Review Committee, Department of Teaching and Learning, 2002.
Member, Faculty Search Committee, Department of Educational and Psychological Studies,
2002.

31. Community Activities

2014-17 Member, Advisory Board, Florida Early Steps Evaluator Credentialing Project.
2012-15 Member, Florida Statewide *Help Me Grow* Task Force on Universal Screening for
Developmental Disabilities.
2007-2010 Member, Early Learning Coalition Assessment Task Force, Miami, FL.