



The **NATIONAL CENTER FOR LEADERSHIP IN INTENSIVE INTERVENTION-2 (NCLII-2)**, a consortium funded by the Office of Special Education Programs (OSEP), aims to increase the number of special education leadership personnel to have expertise in meeting the “intense service needs” of students with complex and comorbid learning disabilities and behavior disorders (CLBD) - that is, students with high-incidence (e.g., learning disability [LD], emotional disturbance [ED]) and low-incidence (e.g., Autism Spectrum Disorder [ASD], intellectual disability [ID]) disabilities who require intensive intervention due to persistent and severe academic (i.e., reading and/or math) and social/behavioral difficulties.

The project provides support for **28 doctoral scholars at seven institutions**. Scholars participate in a core curriculum focused on intensive intervention and contribute to this website to **advance research on and implementation of intensive intervention for students with CLBD**. The project provides opportunities for scholars to participate in **cross-institutional research activities** and to **intern with national centers supported by OSEP**.

Through these activities, the consortium will address two important gaps in the supply and demand of special education faculty in higher education. Gap 1 is an insufficient number of U.S. special education faculty available to train new generations of special educators. Gap 2 is inadequate expertise among U.S. faculty to prepare future generations of special educators capable of meeting the needs of students with complex and comorbid learning and behavior disabilities (CLBD).



OBJECTIVE 1: Organize a consortium of IHEs and partners to mentor NCLII-2 Scholars in a multi-university doctoral-level leadership program focused on developing expertise in intensive intervention for students with CLBD.

Participating faculty at the seven consortium universities have formed five working committees and named a committee chair for each: Leadership, Admissions, Curriculum, Evaluation and Collaboration. A brief description of each committee is included below:

- Leadership: representatives from each IHE meet monthly to provide a governing and management structure that facilitates efficient and effective accomplishment of the project objectives.
- Admissions: members review scholar applications and determine which students are the best fit for NCLII-2 based on potential academic success, the letter of support, and a review of the NCLII-2 scholar application.
- Curriculum: members create a scope-and-sequence for the core curriculum, guide the development of modules and ensure that the product is a high-quality, consistent curriculum that will assist scholars in obtaining competencies, and assign the development of modules to participating faculty and consultants as needed.
- Evaluation: this committee ensures that data needed for our evaluation plan are collected in a timely manner, that data collection procedures are feasible for each institution, and that integrated evaluation components are in place.
- Collaboration: members review and revise as needed the Collaborative Experiences Guidelines, request faculty involvement, and support faculty and scholars in initiating collaborative experiences.

Visit the [website](#) to see bios on all NCLII-2 faculty.

OBJECTIVE 2: Produce a cohort of 28 NCLII-2 Scholars with expertise in intensive intervention for students with CLBD.

NCLII-2 admitted 10 scholars to Cohort 1. To read the bios of the new scholar members, visit [nclii.org](#). We plan to recruit 18 scholars for Cohort 2 to begin in fall 2021.

NCLII-2 SCHOLARS, COHORT 1:



Tessa Arsenault
UT Austin



Jessica Bourget
Univ. of Connecticut



Brennan Chandler
Univ. of Georgia



Gabby Crowell
Vanderbilt



Sarah DeAngelo
Univ. of Illinois at Chicago



Blair Payne
UT Austin



Amber Reilly
Univ. of Minnesota



Emily Reno
Univ. of Minnesota



Jillian Thoele
Univ. of Georgia



Elizabeth Zagata
Univ. of Connecticut

OBJECTIVE 3: Expand the existing Intensive Intervention Core Curriculum using an online forum.

The Curriculum Committee reviewed and created recommendations to insert CLBD content, update readings, and streamline current content. Graduated NCLII-1 scholars assisted the work groups and provided valuable feedback to the process. Year 1 modules have been developed, and the scholars have completed the first semester of online modules. The fall 2020 NCLII-2 curriculum modules have included 1) Introduction to Intensive Intervention (Kristin Sayeski, UGA, Lead Instructor), 2) The Taxonomy of Intervention Intensity: A Framework for Designing and Conducting Intensive Intervention (Lynn Fuchs, VU, Lead Instructor), and 3) Progress Monitoring in Intensive Intervention (Nathan Clemens, UT, Lead Instructor).

We held two Zoom All-Scholar Meetings in October and November to convene faculty and scholars around targeted topics of discussion related to CLBD and tiered frameworks (RTI, MTSS, PBIS) within schools. See the [NCLII-2 fall newsletter](#) for more details on the meetings.

2020 At a Glance

Number of Modules Scholars completed	
<ul style="list-style-type: none"> <i>What is Intensive Intervention and Why is it important?</i> <i>The Taxonomy of Intervention Intensity: A Framework for Designing and Conducting Intensive Intervention</i> <i>Progress Monitoring in Intensive Intervention</i> 	3
Number of faculty contributing to, leading, and implementing online modules	21
Number of attendees on fall 2020 Zoom meetings	29
Number of faculty participating on committees	28

OBJECTIVE 4: Enhance the Intensive Intervention Network to advance research on and implementation of intensive intervention for students with CLBD.

The information included below reflects analytic website activity for the Intensive Intervention Network (nclii.org) for all of 2020 alone.

12,672 New Visitors
874 Returning Visitors

ACCESS of Website

28.7% through a direct link (url address)

68.4% through an organic web search

2.2% through social media (Twitter;
Facebook)

.7% through referral (CEC, NCII, university)

Twitter - @NCLII Learning:

1,012
followers

23% increase of new followers (n=190)
since 2019.