

## NCLII-2 HOSTS IN-PERSON MEETINGS FOR BOTH COHORTS

This year, NCLII-2 successfully hosted two in-person All-Scholar Meetings with both cohorts of scholars. These meetings afforded the scholars the opportunity to meet together across cohorts, within cohorts, and in collaborative projects.

**SPRING MEETING:** The spring meeting was held from March 3-4 at the University of Texas at Austin and was the first time that Cohort 2 scholars had an opportunity to meet both one another and the Cohort 1 scholars face to face. The agenda for the meeting focused on school-based research on intensive intervention and consisted of panel discussions, small-group round-table discussions, and scholar presentations. On the first day, the panel discussions featured topics such as determining the efficacy of intensive interventions in school settings, how to develop relationships with and pitch research ideas to schools, and the integration of social-psychological/emotional/behavioral supports within academic interventions. Panelists included NCLII-2 faculty, UT Austin faculty, and other invited guests. For the roundtable discussions, small groups of scholars met with small groups of faculty and engaged in interactive dialogue on topics such as designing and writing interventions, tips for grant writing, technology and interventions, ways to connect to schools, and applications to conduct school-based research. Pairs of Cohort 1 scholars also delivered brief presentations on the case studies and briefs they developed in Module 9 (*Case Study of Comorbid Learning and Behavior Difficulty*) of the NCLII-2 curriculum. The day concluded with a happy hour and social time for scholars and faculty to relax and connect further.



*NCLII-2 Faculty and Panelists Sharon Vaughn, Jess Toste, Joe Wehby, and Marcia Barnes*

On Day 2, the morning panel and subsequent roundtable discussion focused on changes to research in school settings based on COVID-19 closures and modifications. After a brief break the final panel featured the topic of recruitment and retention of teachers in light of the national and widespread teacher shortages. Finally, the meeting concluded with cohort specific meetings: Cohort 1 met to discuss ways to share research with schools while Cohort 2's discussion topic was "Planning for Year 5: How to Use your PhD." The remaining faculty met concurrently to discuss and plan for future consortium-related activities. Faculty and scholars gave positive feedback regarding the meeting, with one scholar noting, "The panels and round tables were informative and engaging. In-person interaction with other scholars and faculty was the most beneficial part of the meeting because I felt a lot more connected to everyone and the collaborations discussed felt feasible/exciting." Another scholar valued the networking opportunities, adding that for future meetings, "I would like more time to work with other members



*Cohort 1 and 2 scholars in-person for the first time!*

of our cohort or talk about our research ideas with other faculty members who have the same interests and receive feedback, suggestions, or directions."

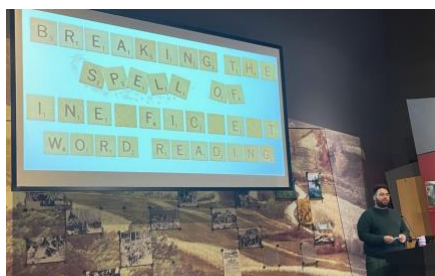
**FALL MEETING:** The second All-Scholar Meeting was held at the University of Minnesota from September 15-16. During the first half of Day 1, NCLII-2 faculty, scholars, and several NCLII-1 graduates attended the Inaugural Stan Deno Lecture, given by Drs. Doug and Lynn Fuchs. In their talk, the Fuchs honored the contributions of the late Stan Deno to the field of special education and specifically his pioneering work in the development of curriculum-based measurement. They also discussed ways in which CBM could be further developed and advanced among the next generation of special education researchers. The lecture was followed by a moderated panel that further discussed these topics.



*Moderated panel that followed the Stan Deno lecture*

Once the morning session had concluded, scholars met with NCLII-2 faculty either one-on-one or at small group round tables over a working lunch in order to get to know one another better and discuss research interests. The afternoon sessions then focused on perspectives and issues on measuring structural racism and approaches to research. Miriam Queegly from the Center for Antiracism Research for Health Equity spoke on preparing and supporting educators for equity and justice work, based on her personal experiences and work in the health sector. Dr. Alayo Tripp and Dr. Benjamin Munson, both from the Speech Language Hearing Sciences department at UMN, presented on Linguistic Profiling: Implications for the Assessment of Children's Linguistic and Nonlinguistic Behaviors." To cap off the afternoon, Ethan Brown (Research Methodology Consulting Center at UMN) and Andrew Zieffler (Department of Educational Psychology, UMN) offered reflections and facilitated discussion around the takeaways from the two preceding afternoon presentation from a data science perspective. The day culminated with time to relax and socialize during a happy hour and a group dinner (where we also celebrated NCLII-2 Director Joe Wehby's birthday!).

Day 2 of the meeting began with cohort specific meetings. Cohort 1 participated in a kickoff instructional session for Module 10 on course design, led by Dr. Jess Toste (UT Austin) and Dr. Sam Gesel (UNC Charlotte). Cohort 2 met together in small instructional groups to continue work on their intensive intervention practice guides for Module 6; this time was facilitated by Module 6 instructor Dr. Adrea Truckenmiller. The remaining NCLII-2 faculty met with the NCLII-1 graduates in attendance for a mentoring session on collaborations and career advice. After a short break, the meeting concluded with 3-minute thesis presentations by all scholars in both cohorts. For this activity, each scholar had no more than 3 minutes to present on a primary topic, project, or idea of interest - using only one static slide. The goal was to give scholars practice on delivering the core elements of their scholarship interests succinctly and concisely. The scholars did an incredible job, and the presentations generated rich discussion and fostered new connections between faculty and scholars.



*Cohort 1 Scholar Brennan Chandler (UT Austin) delivers his 3-minute thesis*



*Cohort 2 Scholar Jiaxin Jessie Wang (Vanderbilt) on Increasing Family Participation in IEP Meetings*

In a post-meeting evaluation, participants indicated that the interactions between scholars and faculty promoted useful and relevant learning and that stronger connections were cultivated among scholars. One scholar noted, "Although not related to my area of interest, I enjoyed learning about Stan Deno's legacy as well as seeing the community who loved him show up! The working lunch was a great way to ask both professional and personal questions to a faculty whose work I appreciate. I thought all of the presentations after lunch were relevant and informative. It was also nice to have a guided discussion to digest the information. The information on preparing for college teaching was beneficial as well as the opportunity to practice speaking concisely on my work with the 3MT." One of the NCLII-1 graduates in attendance remarked, "This meeting felt unlike any other with the richness and variety of content! The speakers all shared such impactful information and I appreciated learning from experts outside education on topics that directly relate to your work. In addition, the scholars did a great job presenting their 3 min theses! They were all well-prepared and it was informative hearing about their divergent and common interests." We look forward to continued face-to-face time together in 2023!

## UPCOMING EVENTS

- Council for Exceptional Children 2023 Convention and Expo: March 1-4, 2023 (Louisville, KY)
- NCLII-2 Spring All-Scholar Meeting: March 22-23, 2023 (Washington, DC):
- OSEP Project Directors Meeting: July 24-27, 2023 (Washington, DC)

## COHORT 2 INTENSIVE INTERVENTION PRACTICE GUIDES

For their capstone project at the end of the first year of the NCLII-2 curriculum, our Cohort 2 Scholars worked in cross-institutional collaborative groups to create **Intensive Intervention Practice Guides**. In each guide, Scholars identify an intervention for a select population of students with CLBD, describe the evidence base behind it, and discuss the next steps in research needed to improve our understanding of designing and delivering the intervention. Visit [www.nclii.org/intensive-intervention-practice-guides/](http://www.nclii.org/intensive-intervention-practice-guides/) to read the following four newly published guides created by our Cohort 2 Scholars:

- “Mathematics-Language Instruction for Emergent Bilingual Students With Mathematics Difficulty” (Lariviere, Agrawal, & Wang)
- “Explicit Morphology Instruction to Improve Overall Literacy Skills in Secondary Students” (Hennenfent, Johnson, Novelli, & Sharkey)
- “Teaching Self-Regulation Skills to Students With Disabilities (K-12)” (Hart, Doyle, Cantero, & Garrington)
- “Self-Monitoring Systems to Improve Behavior Outcomes for Students With Comorbid Academic and Behavior Difficulties” (Avina, Boyle, Duple Moore, Hicks, & Wiggins)

## SUMMER WORKSHOP ON DIVERSITY, EQUITY, & INCLUSION

In June 2022, NCLII-2 hosted a summer workshop on Diversity, Equity, and Inclusion at Vanderbilt University. Both Cohort 1 and 2 scholars were in attendance, as well as some NCLII-2 faculty and several NCLII-1 graduates who sat on the NCLII-2 DEI workshop planning committee. The 2-day workshop featured two speakers: Dr. Rich Milner (Vanderbilt University) on Day 1 and Dr. Aydin Bal (University of Wisconsin-Madison) on Day 2.

Dr. Rich Milner is a Professor of Education in the Department of Teaching and Learning at Peabody College of Vanderbilt University. His research, teaching and policy interests concern urban education, teacher education, African American literature, and the social context of education. Dr. Milner’s research examines practices and policies that support teacher effectiveness in urban schools. To open on Day 1, Dr. Milner asked workshop participants to bring a small artifact to describe an aspect of their identity and present them during their introductions to the group. His presentation agenda then centered on the topics of understanding inequity in education, responding to and disrupting inequity and injustice in education, and preparing and supporting educators for equity and justice work. Dr. Milner then gave Scholars time to work in small groups to further develop their research agendas through applying the equity frameworks discussed in his presentation.



Dr. Rich Milner

Dr. Aydin Bal is a Professor of Special Education at the University of Wisconsin-Madison. Dr. Bal’s research focuses on the interplay between culture, learning, and mental health across local and global education systems. He examines the social justice issues in education, family-school-community-university collaboration, organizational innovation and systemic transformation. During his presentation, Dr. Bal discussed issues related to disproportionality and presented his Culturally Responsive Positive Behavioral Interventions and Supports framework and the Learning Lab methodology. In Learning Labs, local stakeholders (educators, students, families, policy makers, and community representatives), especially those from historically marginalized communities, design and implement culturally responsive behavioral support systems. Learning Lab has been implemented in 15 public schools and teacher education institutions in Florida, Indiana, Kansas, Pennsylvania, Washington, and Wisconsin and internationally in Brazil and Turkey.



Dr. Aydin Bal

The conversations and work that took place during this 2-day workshop provided a foundation and framework for continued conversation about issues related to DEI in future meetings as well as the NCLII-2 curriculum.