

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.

When the consortium launched in 2019, faculty at the seven participating IHEs formed five working committees and named a chair for each: Leadership, Admissions, Curriculum, Evaluation and Collaboration. A brief description of each committee's work in 2022 is included below:

- **Leadership:** representatives from each IHE continued to meet monthly via Zoom to provide a governing and management structure that facilitates efficient and effective accomplishment of the project objectives.
- **Admissions:** as both cohorts of scholars had been admitted by the fall of 2021, this committee did not need to meet in 2022.
- **Curriculum:** committee members met regularly during the first half of 2022 to plan for the Year 3 curriculum (university-level course on CLBD) as well as a 2-day summer workshop focused on diversity, equity, and inclusion.
- **Evaluation:** committee distributed Scholar Tracking Surveys in spring and fall 2022 and conducted the Annual Faculty Survey in summer 2022. In addition, they administered the Annual Exploration of Collaboration. This tool was developed by committee in 2020 with the goal to gather information on scholar perceptions of general collaboration and collaborative consortium-specific activities over time. Data were summarized and shared in the annual performance report.
- **Collaboration:** committee solicited NCLII-2 faculty for cross-site collaborative opportunities and that list was distributed to cohort 1 in winter 2022. Cohort 1 scholars have been working with their cross-site faculty or planning a summer opportunity. At the end of the year, the committee requested new submissions from faculty for cohort 2 scholars to engage in 2023.

Faculty provided mentoring to scholars in a variety of ways over the course of the year. A total of 12 NCLII-2 faculty provided active mentoring and teaching across 7 online curriculum modules to scholars in both cohorts (Cohort 1 participated in one didactic module while Cohort 2 participated in six). In addition, Cohort 1 scholars participated in collaborative writing projects that were launched in the early spring; a total of five NCLII-2 faculty were actively involved with scholars in these projects.

Finally, two in-person all-scholar meetings were held in 2022. Faculty representatives from all seven IHEs were present at both, and a variety of faculty-scholar mentoring opportunities were offered throughout the meetings. The first meeting was held in March at the University of Texas at Austin. The meeting agenda focused on school-based research and consisted of panel discussions, small-group and round-table discussions, and scholar presentations. Panelists included NCLII-2 faculty, other UT Austin faculty, and other invited guests. For the small group and roundtable discussions, small groups of scholars and one or two faculty engaged in interactive dialogue on a variety of topics. Pairs of Cohort 1 scholars also delivered brief presentations on the case studies and briefs they developed in Module 9 of the NCLII-2 curriculum, and faculty provided constructive feedback.

The second meeting was held at the University of Minnesota in September. In addition to NCLII-2 faculty, several NCLII-1 graduated scholars attended this meeting and contributed in meaningful ways. On Day 1, scholars attended lecture and panel discussions focused on a variety of topics and met either one-on-one or in small groups with faculty over lunch to discuss research interests. On Day 2, cohorts met separately for focused module work with module instructors, while the remaining faculty met with the NCLII-1 graduates for mentoring on collaborations and career advice. The meeting concluded with 3-minute thesis presentations by all scholars; these presentations generated rich discussion and fostered new connections between faculty and scholars.

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



Currently, 27 NCLII-2 Scholars from seven universities participate in NCLII-2. The scholars are listed below under their respective institutions. Their bios can be found at [nclii.org/scholars](https://nclii.org/scholars).

**Michigan State University:**

Lauren Hennenfent (Cohort 2)  
Elizabeth Hicks (Cohort 2)  
Lindy Johnson (Cohort 2)

**University of Georgia:**

Jillian Thoele (Cohort 1)  
Christina Novelli (Cohort 2)

**University of Minnesota:**

Amber Reilly (Cohort 1)  
Emily Reno (Cohort 1)  
Ashleigh Avina (Cohort 2)  
Faith Garrington (Cohort 2)

**University of Texas at Austin:**

Tessa Arsenault (Cohort 1)  
Brennan Chandler (Cohort 1)  
Blair Payne (Cohort 1)  
Elizabeth Hart (Cohort 2)  
Danielle Lariviere (Cohort 2)

**University of Connecticut:**

Jessica Bourget (Cohort 1)  
Elizabeth Zagata (Cohort 1)  
Chloe Cantero (Cohort 2)  
Tobey Duble Moore (Cohort 2)

**University of Illinois at Chicago:**

Sarah DeAngelo (Cohort 1)  
Erin Sharkey (Cohort 2)  
Carmille Talley (Cohort 2)  
Diana Wiggins (Cohort 2)

**Vanderbilt University:**

Gabby Crowell (Cohort 1)  
Vishakha Agrawal (Cohort 2)  
Lily Doyle (Cohort 2)  
Jiaxin Jessie Wang (Cohort 2)  
Jess Boyle (Cohort 2)

*\*\* One Cohort 2 scholar withdrew from the consortium in mid-2022, bringing the total from 28 to 27.*

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

The Curriculum Committee met during the first half of 2022 to devise guidelines and structure for the Year 3 curriculum, which focuses on the design of a university-level course. The committee decided that an 8-week instructional module providing support in planning for and preparing a course should be offered to Cohort 2 scholars in the fall. This module was led by Dr. Marcia Barnes (Vanderbilt), Dr. Jess Toste (University of Texas at Austin), and Dr. Sam Gesel (NCLII-1 scholar graduate and current faculty at UNC Charlotte). The committee then determined that scholars would use this foundation to work in small groups for the remainder of the academic year to create a 6-session course on a CLBD of their choice. It was also determined that scholars will be able to consult with faculty with expertise in their particular topics on course content.

Other than planning for the Year 3 curriculum, module instructors made edits to their modules for Cohort 2 based on feedback received in the module evaluations from Cohort 1 the previous year.

## 2022 at a Glance

### Titles of Online Modules completed by Scholars

#### *Cohort One*

- Cross-Institutional Writing Projects
- Support and Preparation for the Design of a CLBD Course

#### *Cohort Two*

- Using Single-Case Design to Evaluate Response to Intensification
- Explicit Instruction
- Synthesis of Intensive Intervention Approaches
- Integrating Mental Health in Multi-Tiered Systems of Support and Service Provision for Students with Disabilities
- Additional Topics in Intensive Intervention for Children with CLBDs
- Case Study of Comorbid Learning and Behavior Difficulty

<b>Number of Research to Practice Briefs added to the public website</b>	<b>5</b>
<b>Number of Intensive Intervention Guides added to the public website</b>	<b>4</b>
<b>Number of in-person meetings and workshops</b>	<b>3</b>
<b>Number of NCLII-1 Graduates attending the fall in-person meeting at the University of Minnesota</b>	<b>10</b>
<b>Number of faculty contributing to, leading, and implementing online modules</b>	<b>17</b>
<b>Number of Presentations by Scholars at state and national conferences</b>	<b>48</b>

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

## WEBSITE ACTIVITY IN 2022:

The information included below reflects analytic website activity for the Intensive Intervention Network ([nclii.org](http://nclii.org)).

4,742 New Visitors  
555 Returning Visitors

### Visitors accessed the website in the following ways:

- 64.1% through a direct link (url address)
- 25.5% through an organic web search
- 8.4% through social media (Twitter; Facebook)
- 2% through referral (CEC, NCII, university)

## TWITTER ACTIVITY IN 2022:

@NCLII Learning

1,401 total followers at the end of 2022

70% increase in new followers since 2019 (n=822).