

NCLII 2017 FALL MEETING



AT THE END OF SEPTEMBER, NCLII scholars and faculty gathered at the University of Minnesota for their annual fall meeting. Faculty and scholars shared updates on their current work, discussed issues related to evaluating the effects of intensive interventions, and shared in career development activities.

Friday's meeting focused on evaluating effects of intensive interventions within and across different methodologies (e.g., single-case design and group design). Tough questions were addressed such as, *Should effect sizes be used between and within single-case research designs? What are the best methods of evaluating effects of idiographic research in order to generalize results?* University of Minnesota professors **Dr. Gerry August** and **Dr. Tim Piehler** presented their research on using SMART designs to adapt interventions. Scholars then engaged in cross-institutional groups to design and create their own SMART designs. Following a short coffee break, small groups of scholars met with faculty to ask questions and seek professional advice. That evening, the group gathered at the oldest restaurant in Minneapolis for a meal and camaraderie.

On Saturday, Cohort 1 scholars shared their current research through **poster presentations**. Cohort 2 scholars also shared their research in brief, 5-minute **"data blitz" presentations**. They practiced effectively communicating the "big ideas" of their research and fielding questions from faculty.

On a lighter note, scholars and faculty participated in the **"Gopher Challenge"** to see who could capture the best photo with the University of Minnesota's cherished mascot, Goldy the Gopher. Congrats to Chris Lemons, Skip Kumm, and Jessica Toste for their award-winning photo!

Scholars and faculty shared that they thoroughly enjoyed the weekend and the opportunity to meet in person to build stronger connections and learn from one another.

**To read the full post, visit nclii.org/nclii-2017-fall-meeting*



SPOTLIGHT: Faculty-Scholar Collaboration



Professor Paul Yovanoff



NCLii Scholar Sarah Wilkinson

We are completing a cross-site collaboration to advance the findings from Project Intensity (www.projectintensity.com). The collaboration has two mutually beneficial objectives. First, the data obtained through Project Intensity have not been thoroughly analyzed. Second, the collaboration will increase our methodological knowledge and skill.

Project Intensity is an IES Intervention Development (Goal 2) grant that began in 2013 and is nearing completion. The reading intervention “Friends on the Block” (www.friendsontheblock.com) is designed for students with intellectual disability. Findings are promising (Allor et al, in review a; Allor et al, in review b). The multiple baseline single-case research is a within-case (N=18) multiple baseline across reading levels design. Thus, the data structure includes baseline and intervention phases, with each case replicated across reading levels. Furthermore, the measurement of words read correctly during experimental phases poses a unique methodological challenge since the number of possible words varies across reading units. These design features offer an excellent opportunity for us to explore (a) choice of effect-size indices, (b) choice of meta-analytic model, and (c) rescaling of the outcome measure.

Worth noting, for purposes of accomplishing increased methodological skill, we are re-analyzing a second data set. Dr. Moira McKenna (a former advisee of Dr. Robert Horner at the University of Oregon) has generously offered her dissertation data for re-analysis. Moira’s 2006 dissertation (McKenna, 2006) research focused on the use of functional behavior analyses to improve reading outcomes. The data are useful for modelling both case and intervention covariates. We will use current procedures to re-analyze Moira’s data.

Allor, J. H., Yovanoff, P., Al Otaiba, S., Ortiz, M. B., & Conner, C. (in review a). Literacy intervention for students with intellectual and developmental disabilities: A meta-analysis. *Exceptional Children*.

Allor, J. H., Gifford, D. B., Jones, F. G., Al Otaiba, S., Yovanoff, P., Ortiz, M. B., & Cheatham, J. P. (in review b). The effects of a text-centered literacy curriculum for students with intellectual disability. *American Journal for Intellectual and Developmental Disabilities*.

McKenna, M. (2006). *The role of function-based academic and behavior support to improve reading achievement*. (Doctoral Dissertation). Retrieved from Pro-Quest (3224106).

IN THE NEWS

NCLii.org has a new look! The updated site will feature dynamic content, resources, and frequent updates on consortium activities. Check it out on **November 1**, when it will go live!

KATHERINE CARPENTER joined the NCLii staff as an Education Consultant in August. Katherine is overseeing the website and assisting in the daily management of NCLii activities. Visit the website for her bio.

UPCOMING CONFERENCES*

TN Association for Behavior Analysis
October 26-27
Nashville, TN

Teacher Educators for Children with Behavior Disorders
October 26-28
Tempe, AZ

TN Council for Exceptional Children
October 27
Franklin, TN

Illinois Council for Exceptional Children
November 2-4
Napierville, IL

Teacher Education Division for the Council for Exceptional Children
November 7-10
Savannah, GA

Literacy Research Association
November 29-December 2
Tampa, FL

*conferences where Scholars are presenting