Fostering Collaborations and Partnerships Through OSEP Grants

Amy T. Parker  
*Portland State University*, atp5@pdx.edu

Katina Lambros  
*San Diego State University*

Carol Robinson Zanartu  
*San Diego State University*

Robert Wall Emerson  
*Portland State University*

Follow this and additional works at: [https://pdxscholar.library.pdx.edu/sped_fac](https://pdxscholar.library.pdx.edu/sped_fac)

Part of the Disability and Equity in Education Commons, and the Special Education and Teaching Commons

Let us know how access to this document benefits you.

Citation Details

Parker, Amy T.; Lambros, Katina; Zanartu, Carol Robinson; and Emerson, Robert Wall, "Fostering Collaborations and Partnerships Through OSEP Grants" (2018). *Special Education Faculty Publications and Presentations*. 21.  
[https://pdxscholar.library.pdx.edu/sped_fac/21](https://pdxscholar.library.pdx.edu/sped_fac/21)

This Presentation is brought to you for free and open access. It has been accepted for inclusion in Special Education Faculty Publications and Presentations by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: [pdxscholar@pdx.edu](mailto:pdxscholar@pdx.edu).
FOSTERING COLLABORATIONS AND PARTNERSHIPS THROUGH OSEP GRANTS

Katina Lambros  Carol Robinson-Zañartu
SAN DIEGO STATE UNIVERSITY
Amy Parker    Robert Wall Emerson
PORTLAND STATE UNIVERSITY
Two Universities will discuss how OSEP grant projects have fostered interdisciplinary collaborations and school/community partnerships:

- **San Diego State University**: grants involving related services personnel in schools (e.g., school psychology, school counseling, speech & language pathology, special education)

- **Portland State University**: grants involving community partners (e.g., transportation specialists, urban designers, and geographers).

Discussion of the powerful lessons that have emerged from those collaborations
Native American and Indigenous Scholars Collaborative

- To increase # SP and SC prepared to serve Native American and Indigenous youth and families
- Collaborating across professions in partnership with tribal community and K-8 elementary school
- Mentored by local leaders and university faculty
- Supporting the Indigenous youth and their teachers at high needs rural school
Challenges of developing and delivering services together (SC – SP)

- Finding common and motivating purposes for the graduate student scholars in both professions
  - *Work with Indigenous communities*
  - *Acknowledging unique cultural assets and challenges*

- Developing competencies applicable to both professions
  - *Link to positive outcomes for youth*
Challenge of Supervising SP and SC Services Together: University and Clinical Practica

- Develop strong collegial relationships
- Work from national models (ASCA, NASP)
- Co-supervision/collaboration
- PI on site to support collaboration
- Teacher collaborator consultation meetings
- Title VI district-wide collaboration
- Led to greater commitment from school
Benefits and Challenges of Working with Partner School

**CHALLENGES**
- Site understanding full service delivery of professions
- Ensuring youth have services of both collaboratively and uniquely

**RESPONSE**
- Culturally informed trauma sensitive counseling groups
- Culturally informed EBP academic interventions
- Established Teacher collaborator monthly meetings (consultation)

**BENEFITS**
- Enhanced elementary/middle school student outcomes (achievement, school engagement, resilience indicators)
- Increased family-school engagement
- Project scholar retention supported
  - 92% retention
  - Knowing what to do working with Indigenous youth
  - Knowing it works
Selected SDSU Native American Project Graduates Working in Indian Country

Chelsay Jimmie (Diné) School Psychologist, Tucson, AZ (current Ph.D. Student ASU)
Darrick Franklin (Diné). Department of Diné Education (DODE)
Janice Tso (Diné) School Psychologist, Crown Point NM (BIE)
Kester Tapaha (Diné) School Counselor, Whitehorse High School, UT
Diana Tiger (Creek, Choctaw, Seminole). School Counselor, Auburn Indian Community School
Shawn Deschenie (Diné). School Counselor, Window Rock High School
Dwayne Manus (Diné). School Counselor, Shiprock High School, New Mexico
Juana Majel Dixon (Luiseño, Pauma) National Congress of American Indians; Chair, National Violence Against Women Act
Richard Aisaican (Cree). School Counselor, Revelstoke, Canada
Alfreda Kipp (Nez Perce, Yakima). Rehab Counseling, Oregon
Sharon Berdugo (Yaqui). School Psychologist, Oceanside, CA
Vicki Thurber (Ojibway). School Psychologist, Los Angeles, CA
Ericka Zamora (Yaqui) School Counselor, Chula Vista, CA
Breanna Galster (Acjacheman) School Counselor, Fallbrook, CA

Alyssa Ashley (Diné) School Psychologist, Kayenta, AZ
Mikela Jones (Paiute, Pomo). School Principal, Auburn, CA
Noe Alvarado (Mixtec) School Psychologist, Oceanside Unified School District, CA
Flora Howe (Absentee Shawnee).School Psychologist, Valley Center- Pauma, CA
Brent Toadlena (Diné) School Counselor, Chinle, AZ
Eugene Honanie (Hopi) School Psychologist, Tuba City, AZ
Project CI\textsuperscript{2}ELO: Collaborative Interventions to Improve English Learners’ Outcomes

- Transdisciplinary learning and collaboration between school psychologists (SP) and speech-language pathologists (SLP) to meet the needs of English/Dual Language Learners
- Partnership with local school district to support literacy interventions in 1\textsuperscript{st} & 2nd grade classrooms and increase parent outreach
- Intensive Seminars, Yearly Institutes, Project Retreats, Conference Attendance focused on understanding characteristics of and learning needs of multilingual children
Challenge of “Changing the Culture” of the Partnership School

Asking relevant questions about how the school services were working for EL/DLL students:

- What does the process of learning to read look like when children are navigating two languages? What is important for teachers to understand during this process?

- Is the MTSS/RTI process working for DLLs?

- Language-based interventions (culturally responsive & affirming) vs. English Only

- How to approach parent outreach?
Challenges of Interdisciplinary Learning & Collaboration between SP & SLP

Learning one another’s professional language and roles

Structuring the grant components to reflect “shared” competencies:

- Conference attendance
- Institute Topics
- Seminar readings/presentations
- Targeted intervention areas for case study

These professionals in our partnership school did not work closely together – but had to as a result of this project focus.
CI²ELO Collaborative Successes

- Significantly increased NUMBER of SPs & SLPs QUALIFIED to work with DLL youth
- MTSS became a growing and much improved process at our LOCAL school
  - CI²ELO scholars asked to: attend IEPs to share collected data, lead professional development for teachers on DIBELS & AIMSWEB, and collect data on behavior
  - Spanish-speaking parents became more involved in the school
- All scholars completed the CTEL exam (with significant help from the other discipline)
- Infused content in other classes in SP and SLP programs
  - Yearly average of 48 papers/case studies/presentations with DLL content were completed in classes OUTSIDE the CI²ELO seminar in students’ respective programs.
Project BEAMS prepares school psychologists and special educators to serve diverse students with behavioral, emotional, and mental health challenges in California's public schools.
PROJECT BEAMS: Grant Components & Learning Activities

Project BEAMS Components:

- 5-year grant: 2018-2023
- Research-based Courses in ABA
- Student-led Seminars
- Clinical Practicum Experience
- Summer Institutes & Retreats
- National Conference Attendance
“Logistical” Challenges of interdisciplinary training (SP & SPED) program:

Those challenges we can foresee:

- Coordinating seminars/institutes with SPED students working as fulltime teachers in schools
- Coordinating additional BCBA courses within respective training program schedules
- Working with 7 separate schools/districts to facilitate the “clinical practicum”
- Weaving in the BCBA supervisor to join classrooms and oversee interventions
Intersection: Orientation & Mobility as Interdisciplinary Dialogue

Amy T. Parker, O&M Program Coordinator, COMET grant
Robert Wall Emerson, External Evaluator
OSEP, Project Directors’ Meeting 2018
Project COMET
Certified Orientation and Mobility Educators in Training at Portland State University
Orientation and Mobility through Equity and Inclusion Lenses

Research and advocacy in areas of:

- Accessible environmental design both indoor and outdoor
- Accessible technology & universal design related to travel
- Affordable transportation
- Available transportation in rural areas
What is O&M?

Orientation and mobility (O&M) is a set of concepts, skills, and techniques for safe, efficient travel by individuals with visual impairments, including deafblindness, in all environments and under all conditions (Jacobson, 2013).
O&M Specialists

Guided by a Code of Ethics

Practice based on a set of knowledge and skills related to teaching individuals in their natural environments

Recognized in statute and regulation in the United States within the Individuals with Disabilities Education (IDEA) and the Rehabilitation Act of 1973.

(Kaiser, Cmar, Rosen & Anderson, 2018)
Number of Certified O&M Instructors in the Pacific Northwest

Data gathered from partners in the Pacific Northwest in 2015 to support the need for an O&M program at Portland State University.
1) Train 38 orientation and mobility (O&M) instructors in the Pacific Northwest, Alaska, and Hawaii

2) Through a regionalized, innovative hybrid training program, the four major objectives are to:
   a) offer research-based course content related to O&M for individuals with visual impairment (VI) and additional disabilities, particularly those with deaf-blindness;
   b) provide evidence-based instruction critical to developing culturally and family responsive O&M services; and
   c) prepare O&Ms to acquire competencies in distance mentorship and consultation (DMC) as a service delivery model during practicum and student teaching experiences.
Instructional Design for Face-to-Face Experiences

External evaluator as expert coach

Enrichment through train-the-trainer

Travel through a sequence of environments learning to demonstrate, teach, observe, and synthesize information

An image of our O&M team who will be working with PSU’s Advanced O&M class and practicum
O&M Interdisciplinary Intersections

Transportation Engineers

Urban Design & Smart Cities

AI & Computer Sciences

Geography

Social Work

Education & Physical Health

Civil Rights & Policymaking

An image of O&M instruction on a street in Portland with 4 people
Mobility Matters
2018
Transportation and Wayfinding Summit
Handouts
Access handouts from today’s presentations from the Mobility Matters website:

https://www.pdx.edu/sped/mobility-matters
Tina Anctil
Associate Dean, Graduate School of Education, Portland State University
Jennifer Dill, Ph.D.

Interim Vice President, Research, Portland State University

Director, Transportation Research and Education Center (TREC)
Robert Wall Emerson, Ph.D.

Professor, Department of Blindness and Low Vision Studies, Western Michigan University
Rodger Gutierrez, P.E.

ADA & Bicycle/Pedestrian Engineer, Oregon Department of Transportation
Jodi Peterson
Civil Rights Program Manager,
Federal Highway Administration
Amy Parker, EdD & COMS
Assistant Professor, Special Education, Coordinator of O&M Program, Portland State University

MOBILITY MATTERS 2018 TRANSPORTATION AND WAYFINDING SUMMIT
Christina Ebersohl
Musician, Viola

https://www.christinaebersohl.com/
Marc Gillard

Guide Dogs for the Blind, California
Amy Gunn
Guide Dogs for the Blind, Oregon
Portland State University Graduate School of Education (GSE) is the largest and most comprehensive school of education in Oregon, offering more than 50 programs in education and counseling. GSE’s hybrid online O&M is the regional program for the Pacific and Northwest Consortium for Vision Education, comprised of six states: Oregon, Washington, Hawaii, Idaho, Alaska and Montana. The O&M program is closely affiliated with the GSE’s nationally accredited Visually Impaired Learner (VIL) program.
The Transportation Research and Education Center (TREC) at Portland State University is home to the National Institute for Transportation and Communities (NITC), the Initiative for Bicycle and Pedestrian Innovation (IBPI), and other transportation programs. TREC produces research and tools for transportation decision makers, develops K-12 curriculum to expand the diversity and capacity of the workforce, and engages students and young professionals through education.
The Center for Spatial Analysis and Research (CSAR) is an extension of the research, teaching, and community service mission of Portland State University. Housed in the Department of Geography, CSAR engages in research on a wide range of topics, including human wayfinding, virtual reality, and participatory mapping, and provides spatial analysis, modeling, and mapping services to researchers and organizations in and beyond the greater Portland area.
NW Association for Blind Athletes enriches the lives and provides opportunities for children, youth and adults who are blind and visually impaired through sports and recreational opportunities throughout the Pacific Northwest.

http://nwaba.org/
Guide Dogs for the Blind is the largest guide dog school in North America, with over 2,200 active guide dog teams in the field. More than 14,000 teams have graduated since its inception. GDB provides unparalleled support to its clients, but doesn’t charge anything for its services. Support consists of veterinary financial assistance, dedicated field service representatives and support center, an alumni association and more.

https://www.guidedogs.com/
VIL PROGRAM

- Visually Impaired Learner program
- Graduate School of Education preparation program for teachers of the visually impaired
- Initial licensure, endorsement and Master’s options
- Flexibly hybridized courses
- Local community field-based experiences
- Grant funding available

https://www.pdx.edu/sped/vil
O&M PROGRAM

- Orientation and Mobility program
- Graduate School of Education preparation program for Orientation and Mobility Specialists
- Add on certificates for teachers of the visually impaired; Stand Alone options
- Flexibly hybridized courses
- Local community field-based experiences
- Grant funding available

https://www.pdx.edu/sped/orientation-and-mobility-om-program
Accessible Shared Streets: Notable Practices and Considerations for Accommodating Pedestrians with Vision Disabilities

Supported by the Federal Highway Administration, Toole Design Group and Accessible Design for the Blind

A Comprehensive Examination of Electronic Wayfinding Technology for Visually Impaired Travelers in an Urban Environment

Dr. Martin Swobodzinski and Dr. Amy Parker, Portland State University

Research funded by the National Institute for Transportation and Communities (NITC) - a program of TREC.
Intersections and Opportunities: Inclusion

Principles of community

Sustainability

Participation

Design & Universal Design

Innovation

Tandem biking- a woman and a teen ride a tandem bike on a path

Image credit: Northwest Blind Athletes Association
Discussion Questions:

1) How may researchers and practitioners on collaborative projects leverage their knowledge and resources to effectively influence interdisciplinary discussion?

2) As you consider cross-disciplinary collaborations, how will you or how have you worked toward equity in terms of professional respect and value of knowledge bases and perspectives? What problems have been encountered and how have they been solved?
Discussion Questions Continued:

3. What are the impacts of interdisciplinary collaboration on program development, personnel preparation, and on schools/communities?

4. What are some of the most effective ways to promote learning from one another?