As we begin the New Year, TRI is involved in a number of interesting and productive activities. Several agency improvement projects are in progress: (1) Revisions to the promotion process are continuing, with Ann Glang chairing Promotion Committee III. (2) A draft of an annual professional portfolio and performance review has been developed and the Leadership Team is working with their respective workgroups to make recommendations on the format and process. (3) The Social/Climate Committee chaired by Paddi Davies completed a survey of the TRI work environment last November. The results will be shared and the data collected will be used to develop strategies to improve the TRI work environment. (4) The Computer Services Advisory and Advocacy Committee, chaired by Marilyn Barlow, has completed a survey that will be used to evaluate technology support and training needs for TRI faculty. This committee is working to improve the TRI web site and develop a marketing plan.

I am pleased to welcome Dr. Louisa Silva, MD, as a visiting professor. Dr. Silva will be working with several TRI staff on a study to train occupational therapists, physical therapists, and massage therapists to work with young children who have autism and their families. Dr. Silva received her medical degree from U.C.L.A. and also has a Master’s degree in Public Health and Preventative Medicine. She previously served as the student health director for Willamette University and currently practices Chinese medicine in Salem and is the founding member and director of La Clinica de Nuestra Senora Guadalupe, a non-profit community health clinic serving uninsured, Spanish-speaking patients. Dr. Silva is fluent in French and Spanish.

I am working on a mid-term report to the Provost that provides data about TRI’s fiscal health, faculty vitality, and infrastructure support. A copy of the full report will be ready on February 1, 2006.

We are looking forward to many new and exciting opportunities this year at TRI. My best wishes to everyone for a healthy, happy, and productive year.
Project Highlight: Traumatic Brain Injury
TRI-Eugene Staff

Traumatic brain injury (TBI) has been a focus area for TRI since 1993 when three special education researchers in Eugene—Larry Irvin (now retired), Bonnie Todis, and Ann Glang—joined TRI and brought expertise in research along with several funded projects to an office suite in downtown Eugene. Funded by grants from the Department of Education, the Health Resources and Services Administration, and other federal and state resources, TRI-Eugene is a busy, productive, collegial, fun, and interesting place to work. There are currently 12 full and part time employees working in the field of traumatic brain injury: Adrea Bogle, Ann Glang, Anne Stilwell, Bonnie Todis, Cathy Thomas, Don Hood, Emily Havel, Jason Prideaux, Laura Beck, Lauren Loos, Laurie Ehhardt, and Robert Schultz. Current activities include a variety of training, service, and research projects.

Training and Service Projects

The TBI Educational Consulting Team provides training, consultation, and support to educators and families to help them meet the educational needs of Oregon students with TBI. One of TRI-Eugene’s longest running projects, it began in 1993 with federal funding and is currently fiscally supported by the Oregon Department of Education through a subcontract with TRI. Over the past 12 years the program has trained over 150 interdisciplinary consultants. The project currently has a 40-member team of educators statewide who work with schools in their local regions. In addition, the TRI-East Eugene staff are working with other states and the national TBI Technical Assistance Center to disseminate the model to other states.

TBI Services in Oregon. Over the past seven years, TRI-Eugene has worked on five projects designed to improve service delivery for individuals with TBI funded by the Maternal and Child Health Bureau. Through these projects a number of initiatives have been launched including the Oregon Brain Injury Resource Network (OBIRN), partnerships with Oregon’s independent living centers, a Governor’s TBI Task Force, and community-based cadres to enhance access to local supports and services in Curry and Douglas Counties. In November 2005, TRI-Eugene applied for a sixth MCH grant which, if funded, will begin in April 2006. The proposed project would build on past activities by broadening the community-based cadres to entire regions of the state.

Project Think-and-Link: Email for Individuals with Cognitive Disabilities, a simplified email program that helps individuals with TBI stay connected with family and friends, is in its fifth and final year. Accomplishments last year included the completion of an automated email training program, the development of a technical support help desk system, and the publication of three peer-reviewed journal articles. Project goals for this final year include making the email program widely available to individuals with cognitive impairments due to traumatic brain injury as well as early dementia and developmental disabilities.

Research Projects

The Back to School Project, funded by the Department of Education’s Office of Special Education Programs (OSEP) from 2001-2006, is the first longitudinal study to investigate the issue of under-identification of students with TBI in special education. It is also exploring the types of supports and services that students receive when they return to school after sustaining a TBI and how these educational decisions affect student outcomes. Data is gathered from parents of children with TBI who are recruited through four Oregon hospitals. A companion project, TBI Outcomes, also funded by OSEP, builds on the work begun in the Back to School Project by extending the study until 2009 and expanding the focus to the school environment through interviews with teachers and other educators. Findings from the two studies will help set a research agenda to test the effectiveness of promising interventions for students.

Project PSO: Post-Secondary Outcomes, the first study of transition outcomes for youth with TBI is
following 90 students who were recruited as they were leaving high school in 1998. It was initially funded as a five-year project by OSEP and, in 2003, received funding from the National Institute on Disability and Rehabilitation Research to continue to follow the students for another three years. The study is tracking employment, post-secondary education, living situation, health and well-being, life satisfaction, use of public services, and other factors. Among other findings, analysis of the first two years of data found that only two-thirds of students received special education services while they were in school and only half of these received transition services. Two years after leaving high school about 40% were employed, mostly at low-end, low-paying jobs and 30% were enrolled in post-secondary education or training programs. Participants, now in their mid- to late-20s, continue to experience significant changes in their lives and we hope to receive funding to continue to track them over time.

TRI is participating in Western Oregon University's 150th anniversary celebration by hosting a display highlighting the history of Todd Hall. The "Ladies of Jessica Todd Hall," will illustrate the period of time when Todd Hall was a women's dormitory. It will take place several times during the year—Founders Day, January 18; Alumni Day, April 28; and Homecoming Weekend, during October. Betsy Martin-Richardson, Cindi Mafit, Debbie Kenyon, Laurel Cuthbertson, Lisa Wilson, Marilyn Barlow, Meredith Brodsky, Nancy Ganson, Pattie Johnson, and Roxanna Marvin are the curators of the presentation, which will exhibit information, artifacts, and photographs obtained from the WOU archives and from past Todd Hall residents. There will be displays on each floor of Todd Hall and in a central display area in the Brick room—originally the housemothers’ room. The committee has gathered 57 WOU yearbooks published during the time period and will mark all Todd Hall references with a special commemorative bookmark that Betsy has created for the occasion.

TRI has a new part-time web developer, Cadee Hale. She has experience developing and designing web sites, as well as strong computer skills (graphics, web publishing, word processing, and spreadsheet software) and brings a fresh marketing and design perspective to TRI. She also works part-time as a web designer and publications assistant for the Oregon Climate Service at Oregon State University and has several contractual projects in marketing, publishing, web design, and editing.

NTAC's student worker Courtney York married Tim Stowell over the Christmas break. We wish the Stowells many happy years of marriage.
The Oregon Deafblind Project is in its fourth year of providing training to educators who work with deafblind children through its Workshop Series Training program. The program initially focused on the training needs of interveners (paraprofessionals who work with children who are deafblind), but over time has been expanded to include other educators and service providers in order to more effectively serve the needs of students. Parents are also becoming active participants. In a separate activity, the project, in collaboration with NTAC, is piloting a new data system to document child outcomes, service provider outcomes, family outcomes, and systems change. We are working with other states in the western region of the U. S. to develop a consistent method of collecting data.

**New Training Project: Parents and Educators Together**

Tom Udell

The Early Childhood and Training Department has received a $170,563 grant award from the Ford Family Foundation Enhancing the Skills of Parents Program. The award will fund a four-year project, Parents and Educators Together, a training program that will teach parents to support their children’s social and emotional development. The project, directed by Tom Udell, is a collaborative venture among TRI, the Falls City and Dallas School Districts, Community Action Head Start of Marion and Polk Counties, Child Care Information Services in Salem, and the Polk County Commission for Children and Families. It will provide parent education classes for 80 parents and social skills instruction for 80 children each year using the Second Step Violence Prevention Curriculum. To promote consistency between approaches used at home and at school, approximately 20 educators will also be trained to use the curriculum in their classrooms.

**NTAC News**

Kat Stremel

An RFA for a National Technical Assistance and Dissemination Center for Children Who Are Deaf-Blind was published by the Department of Education on December 22. NTAC and DB-LINK are busy writing for this 2.1 million dollar award, a cooperative agreement that combines the services currently provided by NTAC and DB-LINK under one major center. There are a number of new priorities embedded in the RFA, including an activity area related to personnel preparation. TRI will continue to collaborate with Helen Keller National Center and Perkins School for the Blind, agencies that have partnered with NTAC and DB-LINK since the projects began.

Other current activities include planning for two upcoming training events. A workshop will be conducted January 23-24, in Nashville, for state deaf-blind project personnel in NTAC’s Area III, which includes states in the southeastern part of the U.S. Personnel from other areas may also attend. The topic is evaluation and collection of outcome data.

A conference on assistive technology in Clayton, Missouri, will take place April 26-27, 2006. DB-LINK and the Family Center on Technology and Disability are collaborating partners on this activity, which is provided for state deaf-blind project personnel from throughout the U.S. John Killoran, Jon Harding, and John Reiman are in charge of planning the conference, which will focus on assistive technology issues and practices that enhance positive outcomes for students who are deaf-blind and their families.

**Oregon Deafblind Project News**

Sylvia Carnes

The Oregon Deafblind Project is in its fourth year of providing training to educators who work with deafblind children through its Workshop Series Training program. The program initially focused on the training needs of interveners (paraprofessionals who work with children who are deafblind), but over time has been expanded to include other educators and service providers in order to more effectively serve the needs of students. Parents are also becoming active participants. In a separate activity, the project, in collaboration with NTAC, is piloting a new data system to document child outcomes, service provider outcomes, family outcomes, and systems change. We are working with other states in the western region of the U. S. to develop a consistent method of collecting data.
Del Schalock has worked at TRI since 1961. He grew up in Chewelah, WA and received a Ph.D. in Educational Psychology and Measurement from the University of Nebraska with a pre-doctoral research fellowship at the Merrill Palmer Institute for Human Development in Detroit during 1953-54. His first position was at Oklahoma State University in 1955 and 1956, with a half time teaching appointment in Child Development and a half time research appointment. He joined the Child Development and Family Life Department in the School of Home Economics at Oregon State University in 1956 and continued in that position until 1966. During his time at OSU, Del spent a sabbatical at the Tavistock Institute of Human Development in London and joined the then recently created Teaching Research Center, on a half-time basis, in 1961. He moved to Teaching Research full time in 1966. Del’s work at TRI has focused on theory, research, and the development of models that connect teaching and learning. Throughout much of his career at TRI he has worked with local school districts, education service districts, and the Oregon Department of Education in developing and implementing a goal oriented “standards-based” approach to schooling that contributed to Oregon’s design for 21st century schools adopted by the legislature in 1991 and subsequently refined in 1995. Throughout all of his 40+ years as a TRI faculty member he has worked cooperatively with the College of Education at Western and the teacher education community throughout Oregon to develop and implement initial and continuing professional development programs that prepare teachers to work effectively within goal-oriented, standards-based school environments.

Over the years, Del has worked closely with the teacher education policy community, both within Oregon and nationally, to bring the results of his research and development into the policy arena. As a consequence of these efforts the impact of work generated from TRI has had major implications at both the state and national policy levels. Teacher work sample methodology has achieved prominence in state requirements for teacher licensure, and in national accreditation requirements for colleges of education. Dr. David Imig, past president of the American Association of Colleges of Teacher Education described Western’s work as a “bright light on the horizon” of teacher preparation.

In 2000, Del received WOU’s Mario and Alma Faculty Honors award. In 2004, he received a commendation for the national impact of his work from the Renaissance Teacher Education Association.

While at TRI, Del has worked on numerous projects including the ComField Model for elementary teacher preparation during the late 1960s and early 1970s; clarifying distinctions between, providing operational definitions for, and assembling existing literature around the then rapidly emerging concepts of educational research, development, diffusion and evaluation for the US Department of Education in the late 1970s; establishing in 1974 and serving for the next 20 years as Executive Director of the Valley Education Consortium, a three county coalition of more than 20 school districts, education service districts, and WOU to develop and implement a
Del is currently working as a member of the Oregon Quality Assurance in Teaching Project and serves as the lead faculty member from Western on a nationwide theory development effort by the Coalition for Connecting Teaching, Teacher Preparation, and K-12 Learning. He also serves as TRI’s representative to Western’s participation in the Teachers for a New Era Learning Network.

Over the years, Del has seen TRI grow from a handful of professors to nearly 70 staff. He did a “TRI retirement” in 1988, but continues to develop his line of work in teacher preparation on our campus, in Oregon generally, and nationally. He also is heading a group of past and present TRI faculty to write a history of TRI.

Del has authored over a hundred manuals, articles, and book chapters, the most recent begin a forthcoming article with Mark Schalock and Bob Ayers in the *Journal of Teacher Education* titled “Scaling-Up Research In Teacher Education: New Demands On Theory, Measurement And Design.”

When not in the office, Del never seems to stop writing, even during trips to Borrego Springs and other favorite spots for camping, fishing, bird watching, playing golf and tennis, and hiking.