We continue to be in a very productive as well as somewhat uncertain time at TRI. Many of our faculty are coming to the end of grants and are striving to continue existing lines of work as well as to search out new areas that fit our mission. On campus there is talk of a faculty strike along with severe budget concerns for WOU. I wish I had a crystal ball to assure everyone that it will all work out, but we will need to just keep moving forward with the usual TRI optimism and elbow grease.

This spring, Promotion Committee III will finish its work and a new calendar will be set for promotions. I will schedule brown bag meetings to talk about the changes and help people make decisions about being candidates for promotion in 2006. We will also be initiating annual performance evaluations and will have meetings to discuss that endeavor and its relationship to the Northwest Commission on Colleges and Universities accreditation report.

I want to express my appreciation to everyone who worked to make Founder’s Day a very special event at TRI and who made the annual food drive a success. The food drive exceeded all expectations. I also want to acknowledge the work of the Social Committee (Paddi Davies, Mandy Raab, Lisa Wilson, and Chris Bistolas). Based on the survey results, they are making recommendations that include a Monday Morning Memo from Meredith (M4), more frequent “brown bag” lunch opportunities that include time to recognize individual and workgroup successes, plans for socializing, and a proposal for a TRI volunteer activity.

Oregon Deafblind Project Usher Syndrome Initiative
D. Jay Gense, Director, Oregon Deafblind Project

We are pleased to announce that the Oregon Deafblind Project, in collaboration with the Oregon School for the Deaf, Oregon’s Regional Programs, and Oregon Health & Science University, will participate in a pilot study to screen for Usher Syndrome. The study is spearheaded by Dr. Bill Kimberling of Boys Town National Research Hospital, Omaha, Nebraska. We are incredibly fortunate to be selected as the state for implementation of this pilot study and know that the results will help advance appropriate treatments and interventions. Many states have had screening programs in the past, but such programs have been expensive, time intensive, arguably invasive, and have identified only a fraction of the children with Usher Syndrome. Exciting new medical technology used in this study, may support identification of the Usher Syndrome gene through DNA analysis. This is a very exciting opportunity for Oregon and for Oregon’s children and families with hearing impairment. We anticipate contacting appropriate parents across the state during the months of May and June. Parents and students will be provided with information and materials that explain how to participate in the study.
**Project Spotlight: CADRE**  
**John Reiman**

CADRE, the National Center for Dispute Resolution in Special Education, is funded by a grant from the Department of Education, Office of Special Education Programs, to Direction Service of Lane County (Eugene, Oregon). Direction Service contracts with TRI for a portion of John Reiman’s time. CADRE uses advanced technology as well as traditional strategies to provide technical assistance to state departments of education on the implementation of mediation requirements under IDEA 97. CADRE also supports parents, educators, and administrators to enable them to benefit from a full continuum of dispute resolution options designed to prevent and resolve conflict and ultimately lead to informed partnerships that focus on results for children and youth. Project objectives include:

- Annual needs assessments to ensure that CADRE identifies TA activities that improve system performance.
- Creation and maintenance of a database used to collect and analyze information from states and related entities regarding the use and outcomes of due process hearings, mediation, mediation training, and alternative dispute resolution processes.
- Increasing the availability of research-based knowledge on alternative dispute resolution in special education.
- Development, maintenance, and improvement of information exchange about dispute resolution between CADRE and key stakeholders, including technical assistance and information dissemination systems, parents, practitioners, and the general community.
- Promote coordination and collaboration with key partners and participants in a national effort to develop high quality, accountable systems and services.

**Governor's Food Drive a Success**  
**Nancy Ganson and Debbie Kenyon**

We did it again! Thanks to your generous donations we exceeded our goal of 22,500 pounds. We collected 23,254.50 pounds; 754.50 pounds more than we ever dreamed we could collect. We had some new events and many more volunteers this year. We hope everyone had as much fun as we did. A special thanks to Marilyn for the yummy lasagna and to the TRI Social Climate Workgroup for their great ideas and contributions to the fun. We could not have done it without everyone’s help. The Ella Curran Community Food Bank is the real winner and they are very grateful for our support.

**Foundation Directory**

The Hamersly Library recently cancelled their subscription to the Foundation Directory Online. To provide continued access for TRI staff, TRI has purchased an individual subscription for Laura Beck. The subscription provides access to two databases. The first contains information about the 10,000 largest private and community foundations in the U.S. and the second is a collection of 500,000 records detailing characteristics of recently awarded grants. Contact Laura if you need information or would like to have a search conducted.
Dianne Ferguson Receives Fulbright Grant

Dianne Ferguson was recently awarded a grant from the Fulbright Senior Specialists Program. This program provides short-term academic opportunities (two to six weeks) for U.S. faculty and professionals. One of its goals is to promote increased connections between post-secondary institutions in the U.S. and other countries. Dianne will be traveling to Denmark for six weeks beginning in late April to work with universities and government agencies on research issues relevant to inclusive special education and disability services.

Dianne’s work will consist of three main activities. First, she will conduct seminars and lectures for master’s students at the Danish University of Education on strategies that promote inclusive classrooms—particularly differentiated instruction, collaborative learning, and co-teaching. She also plans to work individually with doctoral students. Second, she will collaborate with faculty at Danish universities and colleges and with researchers from the Nordic Research Network (QUINS) to share research findings and address collaborative and participatory research approaches. This will involve presentations, consultations, and participation in seminars. Finally, she will take part in an initiative funded by the Danish Ministry of Education and Ministry of Social Affairs. This is a new research initiative that will guide strategic planning and policy development for people with disabilities in Denmark.

Dianne has traveled to and worked in the Nordic countries since the mid-1980s. She is looking forward to the opportunity to extend collaborative relationships, reconnect with friends and contribute to this kind of international exchange of knowledge. She’s also looking forward to some fun and good food!

New Faculty Publications


This article by Del Schalock, Mark Schalock, and Bob Ayres reviews a recent report of the AERA Panel on Research and Teacher Education that confirmed the limited utility of the research base used to answer policy or practice questions related to teacher preparation and licensing. The Panel explained the reasons for this and made a number of recommendations about how research could be designed to overcome many of the identified limitations. The recently completed TEP-II research project has many of the design properties proposed by the Panel. Based on their recent experience in carrying out such research, Del, Mark, and Bob concluded that several of the Panel’s recommendations about theory, design, and measurement needed more detail in order to be immediately helpful to the research community, and that further recommendations were needed for the “scaled up” research called for by the Panel. In this article, they propose additions and refinements to the Panel’s recommendations, with accompanying rationales and examples. A central theme of the article is the need to add explanatory power to teacher education research, while keeping in mind that doing so brings added complexity to theory, measurement, and design considerations.

Jerry Girod, Jeff Denton, and Mark Girod (from WOU’s College of Education) have had a chapter accepted for publication in a book edited by David Gibson called Games and Simulations in Online Learning. The chapter is titled Lessons Learned Modeling “Connecting Teaching and Learning” and is based on their experiences developing the web-based simulation, Cook School District.
I recently attended the TA Alliance Conference for Parent Centers, January 25–27, in Washington, DC. The theme was "Parents United for Children with Disabilities: Together We Can Do So Much!” Kathy McNulty (also from NTAC) and I conducted a session called "Working Together to Reach Underserved Families of Children with Severe Disabilities: A Beginning Conversation." This is an area of need for families that NTAC is endeavoring to address. We are beginning a one-year pilot project with the New Jersey Deaf-Blind Project and the New Jersey Parent Training and Information Center on outreach strategies for Spanish speaking families of children who are deaf-blind. And, in our recently submitted grant application for the National Technical Assistance and Dissemination Center for Children Who Are Deaf-Blind, we included a specific objective and activities to address the issue of underserved families.

Our proposal for the new National Technical Assistance and Dissemination Center for Children Who Are Deaf-Blind was submitted to OSEP last month. The competition will be reviewed the first week in April and we expect to hear the results in mid-summer.

John Reiman and I attended a joint meeting of the Comprehensive and Equity Assistance Centers and OSEP Technical Assistance and Dissemination Projects. The Comprehensive and Equity Assistance Centers are projects of the Department of Education Offices of Elementary and Secondary Education. We are encouraged to work closely with the comprehensive centers, which were established to help low-performing schools and districts close achievement gaps and meet the goals of NCLB. There are 16 regional centers that provide technical assistance to states within defined geographic boundaries and five content focused centers that provide expert assistance to benefit states and districts nationwide on key issues related to the goals of NCLB.

When traveling out-of-state, please remember to check your destination city to determine if it is high cost or low cost. Go to www.wou.edu/admin/business/travel/index.html and click on the link “High Cost Localities - US.” The travel auditors are very particular about the destination city when paying your reimbursement. Be sure to verify your hotel's address. If you stay in a suburb or county not listed as high cost, you will not be reimbursed for meals and lodging at the higher rates. For example, although the town of Newport is considered part of Boston, if your hotel receipt does not specifically say "Boston," you will be reimbursed for your hotel and meals at the low cost rates ($96/$45) for Newport, not the high cost rates ($168/$58) for Boston.
Staff Spotlight: Frankie Blasch

Frankie’s work history began in 1938 at age 15. While still in high school she went to work as an usher at the local theater in Oakridge, Oregon. She attended the University of Oregon in 1941 and 1942 and remembers the Sunday morning when she heard the news about Pearl Harbor. After living in California for awhile, she moved to the Corvallis area. In 1955, she started work as a bookkeeper for Mary’s Peak Veneer. She moved with the company through various transitions and locations including Corvallis Plywood, Plywood Products at Camp Adair, and Georgia Pacific in Eugene. She “retired” in July, 1974. Retirement for Frankie did not last long. In September she went to work part-time as a bookkeeper for the Music Department at OSU. While working at OSU, she was hired by Mike Stewart on March 5 (she remembers the date), 1975. When she started as a part-time research assistant she did “mainly Xerox” type work. She says, “Mike discovered I had some accounting skills and the financial area suited me better.” She remembers that it took a long time to get a computer on her desk, and that, having learned to use a computer at home, she was glad to move into the technology age at work.

She likes the flexibility of the TRI schedule, the type of work she does, the people she works with, and making a useful contribution. When not at TRI she likes to play solitaire on the computer and used to go camping. She hopes to stay here for a while, but remembers a time in the past when things were simpler and there were not so many rules.

Mike likes to refer to Frankie as, “the glue that has held the TR Business Office together all of these years.” He jokes that the elevator was added to keep her coming to work, but she is quick to point out that she has only ridden it one time, and then under protest. Fortunately, some things never change. Congratulations, Frankie, on celebrating 31 years at TRI!

Access to Services for Oregonians with Traumatic Brain Injury: A Regional Team Approach

Oregonians with traumatic brain injury (TBI) will see some positive changes in access to services over the next three years. Thanks to a new grant to the Oregon Department of Education which will contract with TRI-Eugene staff (Ann Glang, Laura Beck, and Don Hood), this project aims to enhance TRI-Eugene’s past activities by expanding the TBI Consulting Team model, building on activities from our Governor’s Task Force, and broadening existing community-based cadres.

The project has three overarching goals, that will result in increased access to resources and services for persons with TBI: (1) increase interagency collaboration among state agencies that serve individuals with TBI; (2) use a Regional Collaborative Team (RCT) model to increase awareness of TBI and build the capacity of local and regional agencies to work with individuals with TBI; and (3) build linkages between RCT members and state agency personnel.
Staff Spotlight: Debbie Kenyon

Debbie arrived at TRI in 1996. She was hired by Mike Stewart, Torry Templeman, and Vic Baldwin. Before coming to TRI, Debbie worked for seven years at Kelly Temporary Services and was promoted to a management position. Debbie graduated from WOU with a bachelor’s degree in business. She was happy to return to WOU to work at TRI where she had community and campus connections. Her first job entailed working for the entire organization as a receptionist, mail handler, and office coordinator. She says, “I did anything I was told to do and was thrilled to be here.”

During the past ten years Debbie has worked on many projects including Recruitment and Retention, PERC, Bridges, TAPS, LINKS, Social Competence, and the OHSU modules for public health nurses. She also served as administrative assistant to Director Torry Templeman before moving with her husband Jay to Hawaii for four months during 2002. She returned to TRI in 2003.

Debbie likes her colleagues’ passion for their work and the collegiality, trust, and genuinely caring atmosphere of TRI. She also appreciates the flexibility that TRI provides for family life and likes to hear comments about the difference we make, such as “We loved your training!”

When not at TRI, Debbie is a “chauffeur” to her daughters Emily and Julia who are involved in basketball, softball, soccer, and cheerleading. She volunteers at Central Youth Sports by coordinating Emily’s basketball games. The big news in the Kenyon family is that Jay, with two other partners, recently bought the Oak Knoll Golf Course. Next place for a TRI meeting?