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Fostering Collaborations and Partnerships Through OSEP Grants

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***FOSTERING COLLABORATIONS
AND PARTNERSHIPS THROUGH
OSEP GRANTS***

Katina Lambros Carol Robinson-Zañartu

SAN DIEGO STATE UNIVERSITY

Amy Parker Robert Wall Emerson

PORTLAND STATE UNIVERSITY



Agenda:



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



Alyssa Ashley (Diné) School Psychologist, Kayenta, AZ

Mikela Jones (Pauite, Pomo). School Principal, Auburn, CA

Elvina Charley, Ed.S., (Diné) School Psychologist, Kayenta AZ, Navajo Nation; Jacob Price, (Pawnee). School Psychologist, Pueblo, Colorado

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

Chelsay Jimmie (Diné) School Psychologist, Tucson, AZ (current Ph.D. Student ASU)

Cheryl Sanchez-Ostapchenko (Pueblo). School Psychologist. Escondido Union, CA.

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

Project CI²ELO: 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 1st & 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: Behavioral, Emotional and Mental Health Supports in Schools

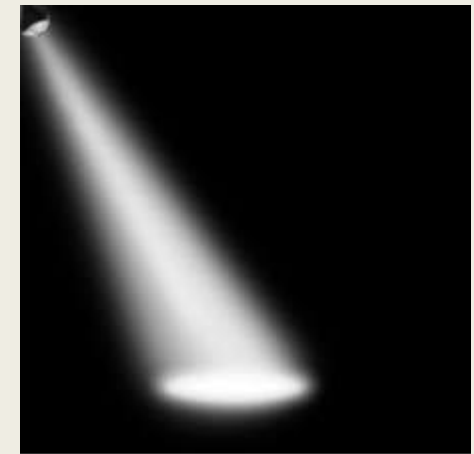


Project BEAMS prepares school psychologists and special educators to serve diverse students with behavioral, emotional, and mental health challenges in California's public schools.

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).



(Image description: an elementary-school aged blind girl with light brown skin and black hair is traveling on a rural dirt path next to a grass filled meadow. She is using her long cane on the journey. Image credit: Public Radio International)

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.

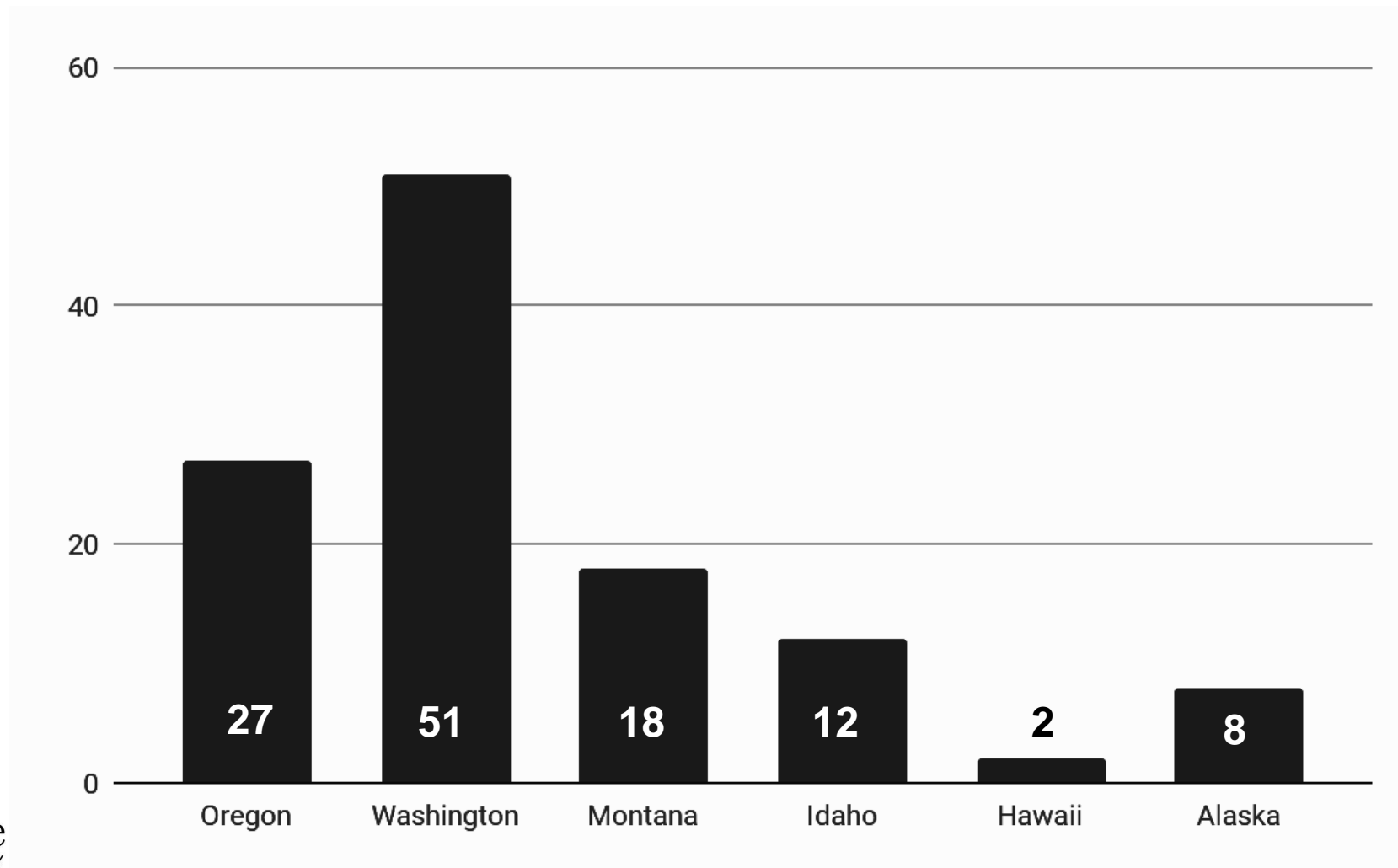
(Kaiser, Cmar, Rosen & Anderson, 2018)



An image of two women traveling on the sidewalk negotiating street furniture.

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.



Project COMET Objectives

- 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

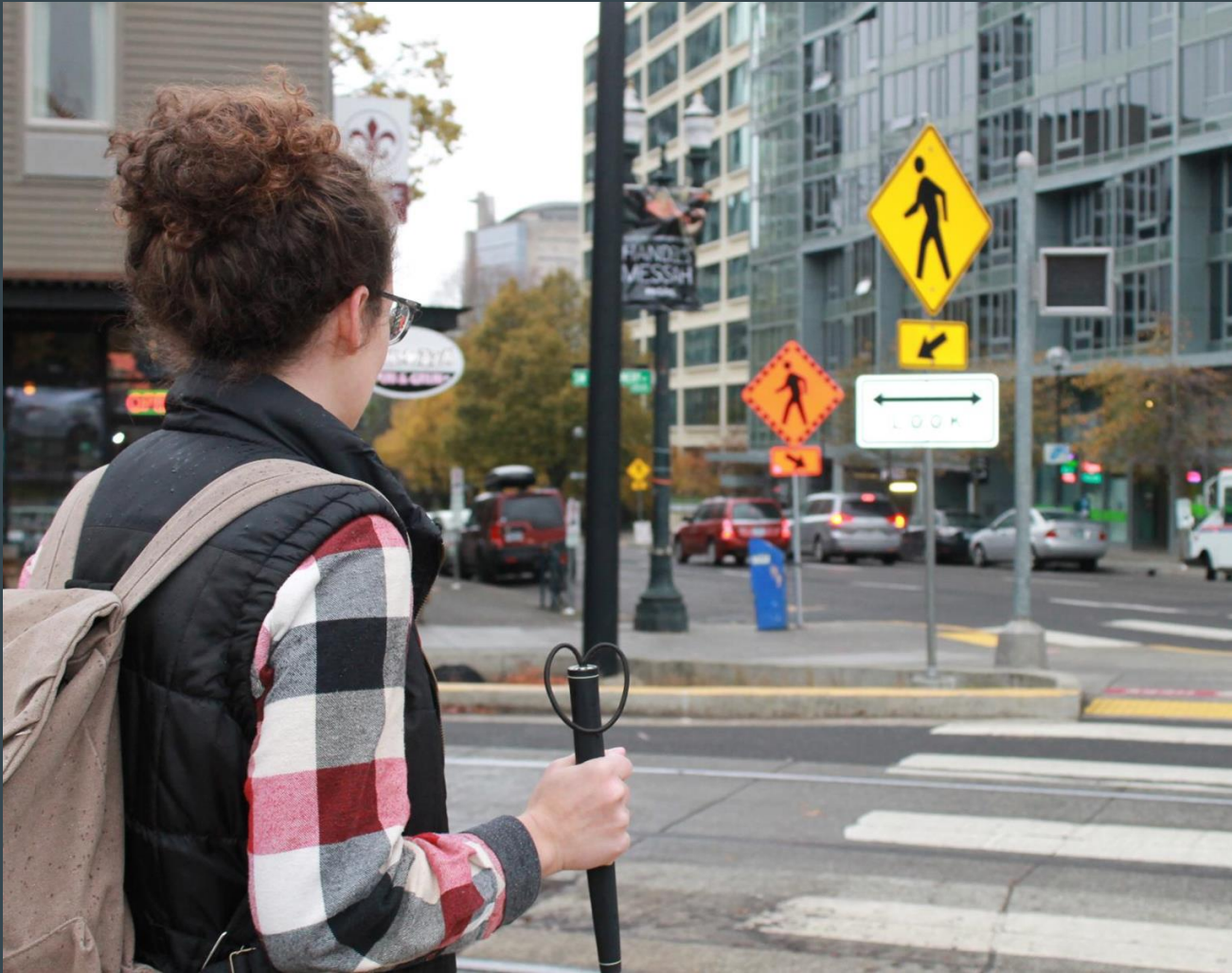
Social Work

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

 Portland State
UNIVERSITY

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



MOBILITY MATTERS 2018
TRANSPORTATION AND WAYFINDING
SUMMIT



Jennifer Dill, Ph.D.

Interim Vice President, Research,
Portland State University

Director, Transportation Research and
Education Center (TREC)



MOBILITY MATTERS 2018
TRANSPORTATION AND WAYFINDING
SUMMIT



Robert Wall Emerson, Ph.D.

Professor, Department of
Blindness and Low Vision
Studies, Western Michigan
University



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Rodger Gutierrez, P.E.

ADA & Bicycle/Pedestrian
Engineer, Oregon Department
of Transportation



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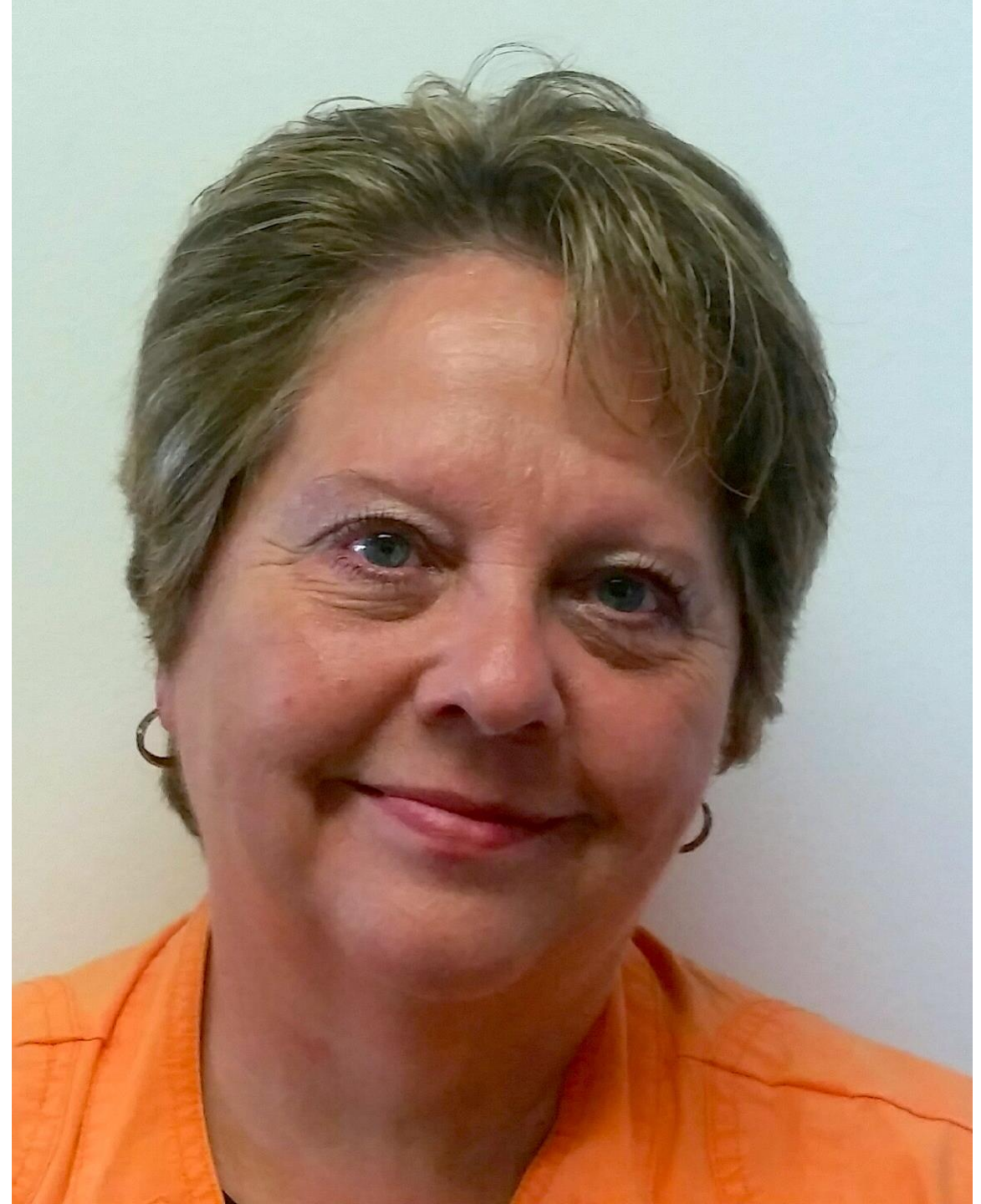


Jodi Peterson

Civil Rights Program Manager,
Federal Highway Administration



MOBILITY MATTERS 2018
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Martin Swobodzinski, Ph.D.

Assistant Professor, Geography,
Portland State University

Director, Center for Spatial Analysis
and Research (CSAR)



MOBILITY MATTERS 2018
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Amy Parker, EdD & COMS

Assistant Professor, Special
Education, Coordinator of O&M
Program,
Portland State University



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Christina Ebersohl

Musician, Viola

<https://www.christinaebersohl.com/>



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Marc Gillard

Guide Dogs for the Blind,
California



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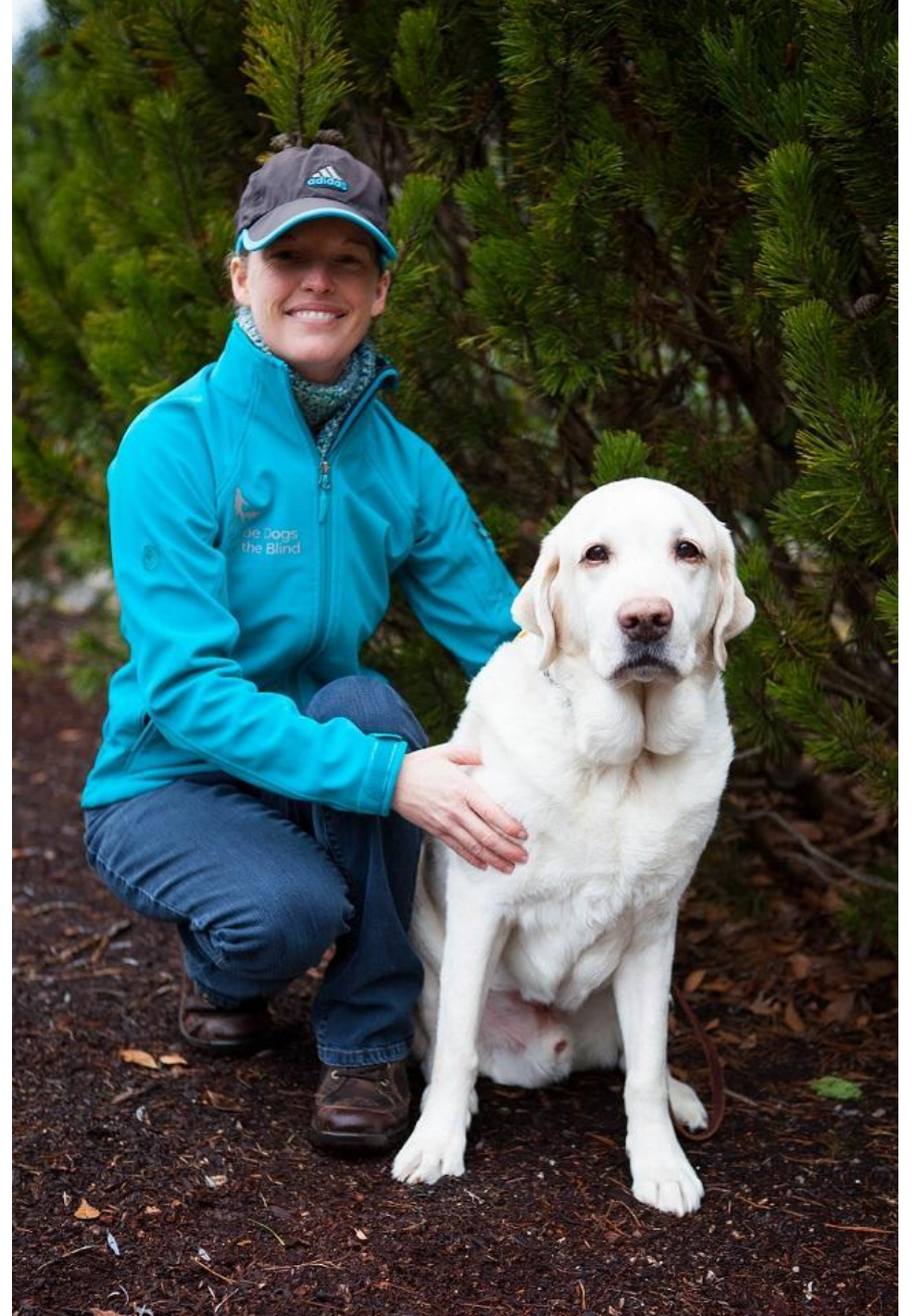


Amy Gunn

Guide Dogs for the Blind,
Oregon



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EVENT PARTNER

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.



Graduate School of Education

PORTLAND STATE UNIVERSITY



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EVENT PARTNER

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.



TREC



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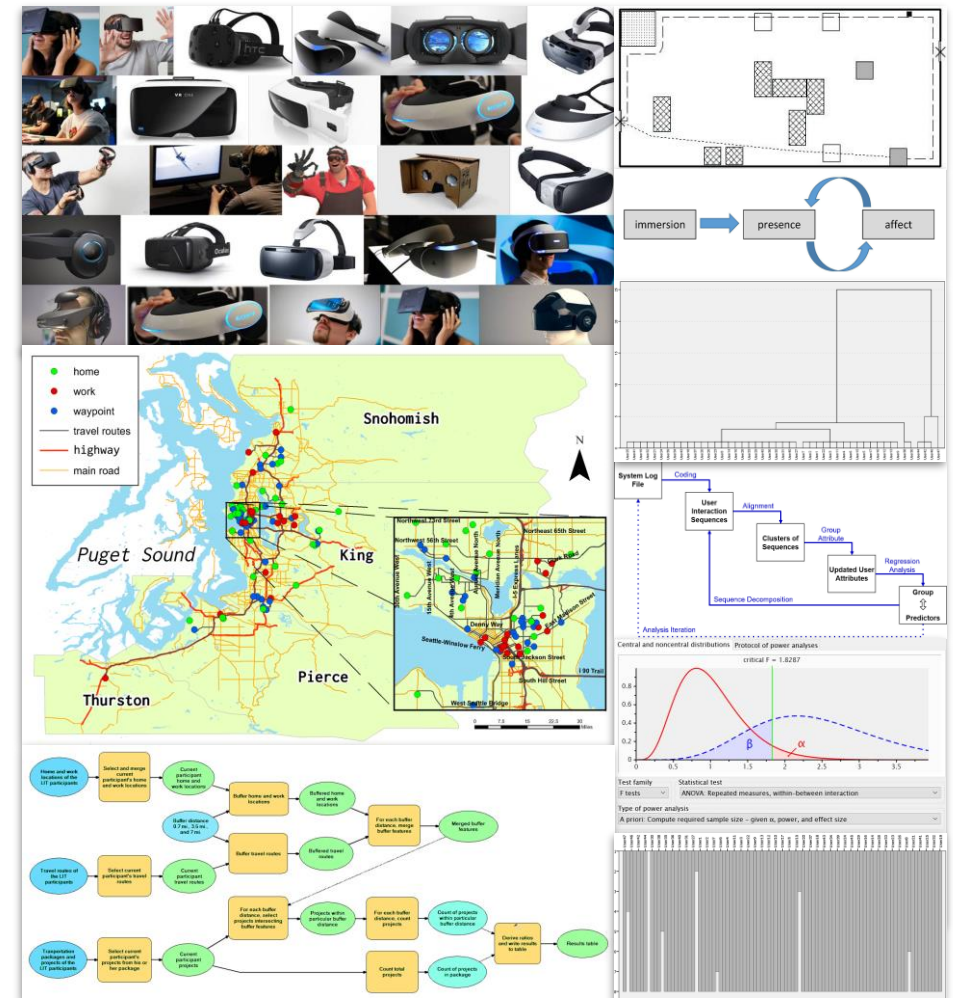
EVENT PARTNER

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.



Center for Spatial Analysis and Research

PORTLAND STATE UNIVERSITY

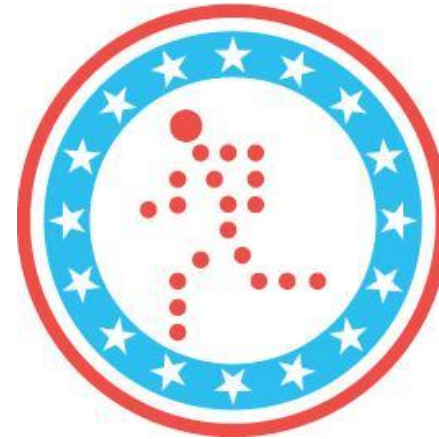


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EVENT PARTNER

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/>



NW ASSOCIATION
FOR
BLIND
ATHLETES



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EVENT PARTNER

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/>



Guide Dogs for the Blind



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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>



VISUALLY IMPAIRED LEARNER PROGRAM



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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](https://www.pdx.edu/sped/orientation-and-mobility-om-program)



O&M PROGRAM



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ACCESSIBLE SHARED STREETS

NOTABLE PRACTICES AND CONSIDERATIONS FOR
ACCOMMODATING PEDESTRIANS WITH VISION DISABILITIES



U.S. Department of Transportation
Federal Highway Administration

OCTOBER 2017

Publication Number: FHWA-HEP-17-096

RECENT RESEARCH

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*

DOWNLOAD: <http://bit.ly/SharedStreetsPDF>

ACCESS 508: <http://bit.ly/SharedStreets508>



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UPCOMING RESEARCH

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.*



**MOBILITY MATTERS 2018
TRANSPORTATION AND WAYFINDING
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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?

