ABSTRACT TEMPLATE: 84.325D

Absolute Priority:	**Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel**
Organization:	University of Florida Board of Trustees
Project Title:	Project Tier: Teachers, Intervention, and Efficacy Research
Start Date:	1/1/2017
End Date:	12/31/2021

Project Director:

Full Name:	Holly B. Lane
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Address Line 2:	PO Box 117050
City:	Gainesville
State:	Florida
Zip Code:	32611-7050
Telephone:	(352) 273-4273
Email Address:	hlane@ufl.edu
Average Time on Project, Year 1 (%):	8.3%

Additional Key Personnel (not including project director listed above):

Full Name	Average Time on Project, Year 1 (%)
Nicholas A. Gage	8.3%

Disability focused on by the project (check all that apply):

	Unspecified
	Autism
	Deaf-blindness
	Developmental delay
X	Emotional disturbance
	Hearing impairment/Deafness
	Intellectual disability

	Multiple disabilities
	Orthopedic impairment
X	Other health impairment
X	Specific learning disability
	Speech or language impairment
	Traumatic brain injury
	Visual impairment

Age group of students with disabilities focused on by the project (check all that apply):

	Birth to 3
	Preschool
X	Elementary School
X	Middle School
X	High School
	Postsecondary

Target investment area focused on by the project (check all that apply):

	Unspecified
	Assessment
X	Behavior
	Early childhood
	Inclusive practices
	Instructional strategies
X	Literacy
	Secondary transition

Geography focused on by the project (check all that apply):

X	Unspecified
	Rural
	Urban

Credential/Degree scholars will receive upon completion of the program:

	Master's
	Education Specialist
X	Doctorate
	Other:

How is the program delivered?

	Online
X	In-person
	Hybrid

Focus Area:

X	Focus Area A: Higher education faculty
	Focus Area B: Administration

Scholar Support through Grant:

Budget Period	Number of Scholars Receiving Support	Percent of Funding Designated for Scholar Support
Year 1	5	77%
Year 2	5	84%
Year 3	5	85%
Year 4	5	87%
Year 5	5	90%

Note: Indicate the total number of scholars in each cohort that are receiving support in a budget period (e.g., Budget Period Year 3: 3 (Cohort 1) + 2 (Cohort 2)).

Briefly describe the type of project and the expected outcomes. Include in the description:

   (a) **focus of the project (e.g., literacy, speech-language pathology),**

   (b) **length of program,**

   (c) **total number of scholars to be supported by the project,**

   (d) **credential/degree scholars will receive, and**

   (e) **scholar competencies to be acquired (100 words or fewer).**

The focus of this project is to develop five high quality special education researchers with deep knowledge and expertise in three key areas: (a) evidence-based prevention and intervention approaches for reducing or ameliorating comorbid behavior and literacy deficits for preK-12 students with or at risk of high-incidence disabilities (e.g., learning disabilities, emotional disturbance, other health impairments); (b) diverse quantitative methodologies and research designs to identify and validate such evidence-based practices; and (c) effective methods of preparing teachers to implement these practices.

Briefly describe the components (e.g., coursework, internships) of the project and how the effectiveness of the project will be evaluated (100 words or fewer).

This project is designed to support the development of 5 highly qualified doctoral students to be special education leaders in IHE through (a) doctoral coursework in both evidence-based practices for students with disabilities and quantitative research methods; (b) attendance and participation at national conferences and research workshops; and (c) hands-on experience working on a variety of experimental research projects targeted behavioral and literacy needs of students with disabilities. Project success will be based on achievement of project objectives, but particularly all five participants accepting positions at research-intensive IHE.