

Project TIER: Teaching, Intervention, and Efficacy Research

The purpose of this project is to develop five high-quality special education researchers with deep knowledge and expertise in three key areas:

(1) Evidence-based prevention and intervention approaches for reducing or ameliorating comorbid behavior and literacy deficits for pre K-12 students with or at risk of high incidence disabilities (e.g., learning disabilities, emotional disturbance, other health impairments); (2) Diverse quantitative methodologies and research designs to identify and validate such evidence-based practices; and (3) Effective methods of preparing teachers to implement these practices. Particular emphasis will be placed on working with children and youth from high-poverty and low-performing schools within multi-tiered systems of support. The project is designed to support the development of five highly qualified doctoral students to be special education leaders in IHE.

Project graduates will be prepared as quantitative researchers who can develop, implement, and disseminate results from experimental research, including single-case design and randomized control trials, aligned with the phases of research supported by the Institute of Education Science's (IES) goal structure (i.e., exploratory, development, efficacy, effectiveness). Graduates will also be prepared to cultivate highly qualified teachers through preservice teacher education programs and evidence-based professional development activities. Recruitment for project participants will target the best-of-the-best graduate students across the nation, with particular emphasis on recruitment of students from traditionally underrepresented groups.