

University of Oregon College of Education - COE

Research and Outreach Centers (revised 03.27.2017)

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RESEARCH CENTERS AND INSTITUTES

Behavioral Research and Teaching - BRT

<https://education.uoregon.edu/rou/behavioral-research-and-teaching>

www.brtprojects.org

Behavioral Research and Teaching (BRT) conducts research and development in student academic assessment to support the development of effective educational programs for all students. BRT concentrates on access to learning so that appropriate and accurate information can be collected from all students to improve decision-making for their educational programs.

With federal and state funding, BRT projects focus on developing information systems with three primary goals:

1. Improve basic skills assessments so that all students can read, write, and compute.
2. Enhance learning of middle and secondary content subject matter so that all students have the opportunity to develop a broad knowledge base.
3. Provide accessibility to large-scale testing so that all students, including students with disabilities, can demonstrate their proficiencies on state and local achievement standards.

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Center for Educational Policy Research - CEPR

<https://education.uoregon.edu/rou/center-educational-policy-research>

The Center for Educational Policy Research (CEPR) strives to increase the number of Oregon high school students that enter credit-bearing courses at postsecondary institutions with no need for remediation. CEPR works with Oregon's educators, school districts, higher education administrators, and policy makers to research current systems, to develop realistic programs, and to offer suggestions and training to achieve this goal. CEPR works closely with a private, non-profit research center located at the same site, the Educational Policy Improvement Center (<http://www.epiconline.org>).

CEPR develops and conducts:

- course and standards alignment studies
- workshops to help faculty coordinate services and create institutional partnerships
- online tools for educators to ensure students are college and career ready
- research with schools, districts, state and national partners to create alignment between secondary and postsecondary systems of education

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Center for Equity Promotion - CEQP

<https://education.uoregon.edu/rou/center-equity-promotion>

<http://ceqp.uoregon.edu>

The Center for Equity Promotion (CEQP) is dedicated to working with communities to better understand and support the positive development of children and families, particularly those who are underserved by education, health, and social service systems. CEQP focuses on populations with the greatest burden in terms of health and education disparities related to adverse social and economic conditions. The Center's research informs culturally-specific prevention science, intervention, and policy efforts that build on community strengths.

CEQP concentrates on five core areas: substantive research; research methodologies; community engagement; research to practice; and education and mentorship. The aim of the Center is to improve the ability of education, health, and social services delivery systems to respond to the needs of underserved communities through direct support of families.

- Major themes of CEQP's work to date include:
- Latino behavioral health and education disparities;
- Immigrant community integration and access;
- Family-based preventive intervention development, cultural adaptation, and dissemination;
- Support for children of incarcerated parents;
- Effects of mentoring programs on youth outcomes; and
- Community influences on biosocial stress and health.

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Center for Human Development - CHD

University Center for Excellence in Developmental Disabilities – UCEDD

<https://education.uoregon.edu/rou/university-center-excellence-developmental-disabilities>

The University of Oregon Center for Excellence in Developmental Disabilities (UCEDD) in the College of Education assists in improving the quality of life for all persons with developmental disabilities and their families. The UCEDD is part of a national network of 67 university-based centers that share a vision for a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The UCEDD performs coordination and management functions for the College of Education's Center on Human Development (CHD).

The broad spectrum of CHD-UCEDD research, development, and service-related activities serve populations of all ages from preschool and school-age children to youth and adults and their families from diverse racial, cultural, ethnic and linguistic backgrounds. UCEDD programs provide training, technical assistance, interdisciplinary training, dissemination, networking and model development for:

- regional, state, and district educational and clinical services
- practitioner-providers
- families of children and individuals with disability.

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Center for Teaching and Learning – CTL

<https://education.uoregon.edu/rou/center-teaching-and-learning>

<https://ctl.uoregon.edu/>

The Center on Teaching and Learning (CTL) is committed to conducting research on the design, delivery and efficacy of curriculum (e.g., what teachers use to teach reading, math and science programs and materials), instruction (e.g., how teachers teach reading and math, and science content and skills), and assessment (e.g., how teachers, schools and school districts assess student academic performance) as individual elements used in schools, especially in the primary, elementary and middle school grades.

CTL current research focuses on the rigorous evaluation of instructional strategies in the teaching and assessment of reading and mathematic skills in K-8. CTL focuses its research and outreach efforts on the following major activities:

- The enhancement of the design and delivery of well-established early reading intervention strategies and materials.
- The development of a program of efficacy research on the design and delivery of a mathematics curriculum in the primary and elementary grades.
- A rigorous evaluation of the reading intervention practices, school engagement systems and data-based decision making practices and systems of middle schools in Oregon.
- The ongoing development and expansion of a web-based data system for capturing and reporting students' performance on a set curriculum-based reading and math student assessment measures.
- The continued support of the K-12 Oregon Literacy Framework and the Oregon Literacy Plan for the State of Oregon.

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Center for the Prevention of Abuse and Neglect – CPAN

<https://education.uoregon.edu/rou/center-prevention-abuse-and-neglect>

The mission of CPAN is to promote the prevention and effective measurement of interpersonal violence both in Lane County and across the state of Oregon using best practices in dissemination science and surveillance.

The current goals of the center include:

- 1) Develop, implement and evaluate a place-based, community generated child abuse and neglect theory of change;
- 2) Develop and implement a population-level child abuse prevention countywide measurement protocol and statewide child abuse prevalence measurement system;
- 3) Provide child abuse prevention technical assistance expertise and training for other region-center initiatives in the United States;
- 4) Provide research and evaluation services to private foundations and units of government to test the efficacy of statewide prevention strategies; and
- 5) Representing the University of Oregon, participate in the country's largest intra-University research collaborative surveillance system of campus sexual violence.

Sample of current outreach activities:

- Development and support of 7 Lane County Regional Leadership Teams
- Convening Organization, Lane County Child Abuse Prevention Month
- Convening Organization, 90by30 Annual Conference
- *What Would We Do Lane County?* skill training video series

Sample of current research activities:

Stewards of Children (Protect Our Children) Evaluation. *Stewards of Children* is a facilitated, video-based child sexual abuse prevention curriculum designed for adults. It is being delivered across 10 Oregon rural regions (n=20,500+).

Oregon Prevalence Study. The Oregon Prevalence Study (OPS) is designed to more accurately measure Oregon child abuse and neglect prevalence rates.

Child Abuse Prevention Climate Survey. The Child Abuse Prevention Climate Survey (CAPCS) is a 50-item measure designed to identify public beliefs, attitudes, self and collective efficacy, and perceptions of child abuse *primary* prevention strategies.

McBee Sexual Assault Bystander Multi-University Efficacy Evaluation. A partnership with the University of Kentucky and 24 public colleges and universities.

For more information on the 90by30 initiative, please visit [90by30 Initiative](#).

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Educational and Community Supports – ECS

<https://education.uoregon.edu/rou/educational-and-community-supports>

ecs.uoregon.edu

Research within Educational and Community Supports (ECS) focuses on the development and implementation of practices that result in positive, durable, and empirically verified change in the lives of individuals with disabilities and their families. Federal and state funded projects support research, teaching, dissemination, and technical assistance activities.

Research workgroups within ECS currently focus on positive behavior support, inclusive schools, early intervention, and transition from school to adulthood with the following specific targets:

The Positive Behavioral Interventions and Supports Workgroup focuses on the application of positive behavior support to (a) reduced problem behavior, (b) enhance the effectiveness, efficiency, and equity of school systems, and (c) use data for decision-making in school contexts. Through its technical assistance activities, this ECS unit is working with states and school districts to adopt school-wide positive behavior support and to scale-up their use of evidence-based practices. Positive behavior support efforts currently are being implemented in over 23,000 schools across 50 states, with each school working toward development of a positive social culture that will promote effective learning.

The Transition and Post-Secondary Support Workgroup's research projects focus on high school, postsecondary education and community-based services and supports to improve the school and post-school outcomes of adolescents and young adults with disabilities and those at-risk.

The Prevention of Problem Behavior Workgroup conducts program evaluations and research related to prevention of problem behaviors in order to benefit schools, students, families, and communities, including, for example, the study of how increasing positive behaviors (e.g., social skills, school achievement, conflict resolution skills) is related to decreasing problem behaviors (e.g., abuse, violence, school failure and drop out), and systematic ways of assessing and improving fidelity of implementation of prevention programs.

The Early Intervention Workgroup engages in research, training, and service activities in: (a) applied behavior analytic interventions to improve the social communication and other adaptive behavior of young children with developmental disability (e.g., autism), (b) function-based assessment and treatment of challenging behavior, and (c) training and coaching via telecommunication technology to increase the capacity of parents, teachers and related service staff to implement and sustain use of evidence-based practices in natural settings.

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Institute on Violence and Destructive Behavior – IVDB

<https://education.uoregon.edu/rou/institute-violence-and-destructive-behavior>

www.uoregon.edu/~ivdb

The mission of the Institute on Violence and Destructive Behavior (IVDB) is to empower schools and social service agencies to address violence and destructive behavior at the point of school entry and beyond. The goal is to ensure safety and facilitate the academic achievement and healthy social development of children and youth. The Oregon State Board of Higher Education authorized IVDB as an Oregon University System Center of Excellence in 1995.

IVDB personnel study the developmental trajectories, and risk-protective factors and interventions that are related to the prevention of violence, school failure, delinquency and other destructive outcomes among at-risk children and adolescents from diverse communities and cultures. The institute's research and outreach activities encompass the following:

- Translating evidence-based, technical knowledge and procedures into consumer friendly forms that practitioners can use in applied, culturally diverse contexts;
- Conducting original research on tools and interventions that make schools and communities safer, healthier, and more effective and violence free;
- Using social marketing and best practices in dissemination to promote adoption, implementation and maintenance of evidence-based best professional practices;
- Sharing expertise through legislative testimony, outreach training, and technical assistance provided to federal and state legislative bodies, policy centers, state and local education agencies, and other public and private agencies serving at-risk children and youth and their families;
- Training and coaching key implementation agents who serve as collaborative partners for our intervention programs located in school districts and social service agencies in Oregon, across the United States, and internationally; and
- Supporting the academic mission of the University and the College of Education by integrating knowledge gained in our research and outreach activities into undergraduate and graduate classes, academic advising, and university service.

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Secondary Special Education and Transition – SSET

<https://education.uoregon.edu/rou/secondary-special-education-and-transition-program>

Secondary Special Education and Transition (SSET) is dedicated to the understanding of adolescents and young adults with disabilities and other high-risk behaviors. Faculty conduct research, model development, and outreach activities to develop and implement research-based services that assist transition-age youth in developing knowledge and skills to succeed in fulfilling their desired adult roles, including meaningful employment, completion of postsecondary education or training programs, and living independently in the community. .

SSET activities include the following:

- Develop, implement, and evaluate interventions employing rigorous research methodologies designed to improve the in-school and post-school outcomes of youth with disabilities and other high-risk youth.
- Develop and evaluate assessment tools to quantify outcomes and evaluate the impact of interventions.
- Examine how characteristics of individuals and families such as gender, race, and socioeconomic status affect the long-term outcomes of youth with disabilities and other high-risk youth.
- Prepare graduate students at the masters and doctoral levels to assume leadership roles as secondary teachers, teacher educators, and researchers.
- Collaborate and provide technical assistance to families, schools, community agencies, and policy makers to design and implement interventions and policies to improve the long-term outcomes of youth with disabilities and other high-risk youth.

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OUTREACH CENTERS

Early Childhood CARES

<https://education.uoregon.edu/rou/early-childhood-CARES>

<http://earlychildhoodcares.uoregon.edu/>

Early Childhood CARES provides early intervention and early childhood special education services to infants, toddlers, and preschool children in Lane County, Oregon. Each year it serves over 1600 children who have developmental delays or disabilities. Established in 1992 as an outreach unit in the College of Education, Early Childhood CARES is funded by the Oregon Department of Education with state and federal dollars.

Educational services include home visits, parent-toddler groups, specialized preschools, consultation to children in community preschools and speech therapy. Staff who work for Early Childhood CARES have teaching licenses or state authorization to teach young children. They are specialists in early intervention/early childhood special education, speech therapy, physical therapy, occupational therapy, behavior and autism.

Early Childhood CARES is one of nine programs in Oregon delivering services to young children and their families across the state, and is similar to programs throughout the United States. All educational services are free to eligible children and their families. Practicum experiences for students preparing to work in the early intervention/early childhood special education field and volunteer opportunities are available in classrooms throughout Lane County.

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Early Intervention Program- EIP

<https://education.uoregon.edu/program/special-ed-early-intervention-early-childhood-licensure-and-endorsement>

<http://eip.uoregon.edu/>

The major goal of the Early Intervention Program is to expand and improve educational and therapeutic services for infants and young children with disabilities, or who are considered at risk for developmental delay.

Early Intervention research, demonstration, and outreach programs expand and improve educational and therapeutic services for infants and young children who are at risk or disabled, and their families.

Areas of Research & Technical Assistance

- Developing and conducting research on screening instruments and systems for early identification of developmental delays in young children
- Evaluating effectiveness of learning environments for young children and teachers
- Developing and conducting research on curriculum-based assessments for infants, toddlers, and preschool children
- Supporting development of linked systems for early intervention/early childhood special education service delivery
- Investigating effectiveness of early childhood mental health approaches
- Providing technical support and professional development for early childhood, early intervention, and related service personnel

Infant/Child Screening and Assessment Tools

<http://asqoregon.com/>

The following products were developed by the Early Intervention Program. For more information please visit the following links. Additional information can be found at www.brookespublishing.com

[Ages & Stages Questionnaires® \(ASQ\)](#)

[A Parent-Completed, Child-Monitoring System, Second Edition](#)

[Ages & Stages Questionnaires®: Social-Emotional \(ASQ:SE\)](#)

[A Parent-Completed, Child-Monitoring System for Social-Emotional Behaviors](#)

[Assessment, Evaluation, and Programming System \(AEPS™\) for Infants and Children, Second Edition](#)

[An Activity-Based Approach to Developing Young Children's Social Emotional Competence](#)

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intoCareers

<https://education.uoregon.edu/rou/intocareers>

intoCAREERS is an outreach unit in the College of Education that develops and supports the Career Information System (CIS). In doing so, it provides content, multimedia, curriculum, and Internet applications that assist people in making informed career choices. Over the past 30 years, *intoCAREERS* has delivered high-quality national and localized information about occupations, employment, and education and training for use by students and adults. *intoCAREERS* licenses its products to state entities such as education agencies, offices of postsecondary education, and departments of labor. These entities create localized versions of the Career Information System to support career development programs in their respective states.

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Oregon Career Information System – CIS

<https://education.uoregon.edu/rou/oregon-career-information-system>

oregoncis.uoregon.edu

CIS provides a seamless connection between education, workforce, career, and reskilling for the state of Oregon. It is used by Oregon middle schools, high schools, colleges and universities, public employment offices, vocational rehabilitation offices, youth corrections programs, correctional institutions, libraries, veterans affairs offices, and private companies.

The Oregon Career Information System (CIS) provides a system of occupational and educational information to help Oregonians learn about the world of work and education, including:

- Current employment, wages, outlook, hiring practices, preparation, and licensing, in addition to the skills, abilities, and knowledge required, are reported for each of over 600+ occupation titles.
- Descriptions of every program of study offered by private and public postsecondary institutions within the state. The descriptions include contact information for individual programs, as well as gainful employment, Oregon Pathway, and WIOA data and links.
- A complete scholarship and a financial aid database that lists national, state, and local awards is available along with a tool to sort the entries based upon an individual's characteristics.
- More than 150 topics of information, from admission requirements and costs to services for students with disabilities, are provided for each postsecondary school in Oregon. Similar information is included about national two-year, four-year, and graduate institutions.

CIS also includes detailed information about self-employment, job search, industries, and the military as an employer.

Users can personalize their exploration, planning, and research by creating a portfolio. Portfolio accounts can be transferred among all Oregon sectors, leveraging cross-sector resources and creating a lifelong tool for Oregon's citizens.

CIS was built to remove barriers so that Oregonians can create accurate and actionable career and education plans. Established in 1972, Oregon CIS was the first state-based computerized career information delivery system (CIDS) in the nation, and later served as the model for a US Department of Labor initiative to help other states create their own systems.

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UNIVERSITY INSTITUTE WITH COE FACULTY

Prevention Science Institute – PSI

<https://education.uoregon.edu/rou/prevention-science-institute>

<http://psi.uoregon.edu/>

The Prevention Science Institute (PSI) at the University of Oregon is a multi-disciplinary institute focused on understanding human development, preventing behavioral health problems, and implementing effective interventions in community settings. The core mission of the PSI is to improve the lives and wellbeing of at-risk children, individuals, and families throughout the lifespan. The PSI is a research institute designed for collaboration between faculty across disciplines, including psychology, social and affective neuroscience, development, education, and others who are interested in prevention.

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