

NOMINATION COVER SHEET
2009 Virginia Outstanding Faculty Awards

1. <u>NAME</u>	
Full (Legal): Michael Mitts Behrmann	Preferred First Name: Mike
2. <u>INSTITUTIONAL INFORMATION</u>	3. <u>PROFESSIONAL INFORMATION</u>
Institution: George Mason University Rank/Position Title: Kellar Professor of Special Education Year Rank/Title Attained: 1999 Years at Institution: 29 Campus Email Address: mbehrman@gmu.edu Campus Phone: (703) 993-3670 Campus Mailing Address: 4400 University Drive, MS 1F2, Fairfax, VA 22030 Campus Communications Contact: -Name: Kimberly K. Eby -E-mail: keby1@gmu.edu	Academic Discipline: Education Specialization/Field: Special Education and Instructional Technology Type of Terminal Degree: Ed.D. Year Awarded: 1978 Awarding Institution: Teachers College, Columbia University
	4. <u>PERSONAL INFORMATION</u>
	Home Phone: Cell Phone Number: Home Mailing Address:

Please check only one box:

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:**
MASTERS/COMPREHENSIVE/BACCALAUREATE INSTITUTION NOMINEE:
TWO-YEAR INSTITUTION NOMINEE:
RISING STAR NOMINEE:
TEACHING WITH TECHNOLOGY NOMINEE:

Table of Contents

Cover Sheet	1
Mission Statement	2
Summary of Accomplishments	3
Personal Statement	9
Abbreviated Curriculum Vitae	11
Letters of Support (Excerpted).....	13
Additional Documentation	16

President or Chief Academic Officer

Signature: _____

Printed Name: Peter N. Stearns, Provost & Exec. Vice President for Academic Affairs

(ii) ***Excerpts from Mission Statement.***

GEORGE MASON UNIVERSITY MISSION STATEMENT

The mission statement of the Board of Visitors reads as follows:

George Mason University will be an institution of international academic reputation providing superior education for students to develop critical, analytical, and imaginative thinking and to make well-founded ethical decisions. It will respond to the call for interdisciplinary research and teaching, not simply by adding programs but by rethinking the traditional structure of the academy.

The university will prepare students to address the complex issues facing them in society and to discover meaning in their own lives. It will encourage diversity in its student body and will meet the needs of students by providing them with interdisciplinary and innovative undergraduate, graduate, and professional courses. The university will energetically seek ways to interact with and serve the needs of the student body.

The university will nurture and ***support a faculty that is diverse, innovative, excellent in teaching, active in pure and applied research, and responsive to the needs of students and the community.*** The ***faculty will embody the university's interactive approach to change*** both in the academy and in the world.

The university will be a resource of the Commonwealth of Virginia serving private and public sectors. It will be an intellectual and cultural nexus between Northern Virginia, the nation, and the world. (Adopted January 1991)

(iii) **Summary of Accomplishments (6pp)**

Exemplary Practices and Achievements of Michael M. Behrmann

This section highlights several areas of accomplishment during Dr. Behrmann's career: 1) **Service** to the Field reflected by his Awards, 2) **Teaching** reflected by Innovative technology based training programs he developed, and 3) **Integration** of Technologies through Development of Web Enhanced & Distance Education Instruction, and 4) **Discovery** through Technology based research and development.

Scholarship of Service: Awards

Dr. Behrmann received numerous awards over his career, focusing on leadership and policy and/or assistive and instructional technology. In 2008, he received two awards from the Council for Exceptional Children (CEC). The Wallace J. Wallin Lifetime Achievement Award recognized him for "Dynamic Leadership" to the profession and the "Development of New Concepts, Approaches, and Programs" for his work in assistive and instructional technology over his career. He also received the Technology and Media Division of CEC's Leadership Award. Dr. Behrmann was a founding member of that organization and an officer of that division for 20 of the past 25 years. In 2007, the Arc of Northern Virginia presented him with a special Lifetime Achievement Award. According to the Arc, Education Leadership Award winners are individuals who have been recognized in school and community settings for an outstanding job in working to create an infrastructure of learning communities and opportunities for students with disabilities that truly allows students to work, learn, and compete side-by-side with their peers without disabilities. In 2004, he was awarded an honorary professorship at Qingdao University in China and continues to work with the faculty at Qingdao University and other universities in China. In 1999, Dr. Behrmann was awarded the Kellar Professor of Special Education endowed chair, the first endowment for the College of Education and Human Development. He currently holds that chair, which is also associated with directing the Helen A. Kellar Institute for Human disabilities. In the spring of 1989, Dr. Behrmann was selected from a national pool of professionals as one of 20 Switzer Scholars, sponsored jointly between the National Rehabilitation Association and the President's Committee on Employment of People with Disabilities. This honor is particularly relevant since his field is special education not rehabilitation. In 1985, he was selected by George Mason University as the sole recipient of the "Distinguished Faculty Award" in which they stated, ***"As assistant professor of education, he has served the University and his profession as a pioneer in the use of computers with severely handicapped children and as an author and researcher in the area of technological advances in special education"***. In 1978, he was awarded a post doctoral national level internship by the University Council for Educational Administration where he worked as a lobbyist for the American Educational Research Association and CEC as the U.S. Department of Education was formed by Congress.

Scholarship of Teaching: Innovative Technology Training Programs Developed

Assistive Technology. The AT program, which Dr. Behrmann started at Mason, is one of the oldest and most diverse programs in assistive technology in the country. Started in the mid-1980s, the program now provides training through an undergraduate minor in AT, a graduate AT Certificate, and both Master's and Doctorate degrees in Assistive Technology.

- The Assistive Technology (AT) Minor contributes to enriching existing undergraduate degrees such as psychology, social work, nursing, geriatrics, and information technology.
- The graduate Certificate Program is designed to provide supplemental training to practitioners needing to use assistive technology with the individuals with disabilities with

whom they work. Those who wish to continue on in their studies can apply the coursework from the Certificate to the Masters.

- Both the Master's and Doctorate AT Programs provide intense, theoretical backgrounds in instructional technology, instructional design, special education, and/or policy and leadership. These programs are design for students who are pursuing a specialization to direct, instruct, conduct research, and provide leadership within their disciplines.
- AT training is appropriate for anyone who needs to apply AT solutions for people with disabilities within their specific discipline - at school, work, home or community setting. Students include: general and special educators, OTs, PTs, SLPs, instructional and web designers, rehabilitation counselors, adult service providers, and family and care givers.
- All programs are designed to provide knowledge and strategies for practice with individuals of varying abilities - from babies to seniors. Projects within the classes are enriched with real, hands-on, community-based interactions. Coursework for the programs is offered year-round and incorporates face-to-face, distance education, and combined formats. Summer institutes and on-line options are available outside the Northern Virginia area.
- The doctoral program produces more graduates than any other university in the US, and these graduates provide much of the leadership of CEC's Technology and Media Division.

ID&D Immersion. Dr. Behrmann co-developed the Immersion program with Dr. Bannan-Ritland in 1998. Combining the theory of instructional design with doing instructional design, Dr. Behrmann's has used his grant writing experience to support numerous projects. The curriculum replaced 18 credits of courses with a two-semester practicum where students work in teams with a full time faculty member on funded projects. Students work 20 hours per week and attend other classes at night while completing their master's degree in 12 months, Tuition is paid by project sponsors.

These projects and their subsequent products illustrate ways to combine innovations in training programs, student support and funding, scholarship, and products that provide service to the field. During the ten years of this program, four comprehensive award winning technology products have been produced: 1) a website ([LiteracyAccessOnline.org](http://www.literacyaccessonline.org)) to develop literacy skills for children with disabilities, grades 4-8; 2) a virtual reality program ([Zoning In On Physics](http://www.literacyaccessonline.org/) <http://www.literacyaccessonline.org/>), available on the web, that teaches Newton's Laws to high school students with learning disabilities; 3) Virginia's special education online professional development website ([TTACOnline.org](http://www.ttaconline.org)), and 4) a wireless handheld data collection system ([Kellar Instructional Handheld data System](http://kihdsystem.gmu.edu/stepstone/index.html) [http://kihdsystem.gmu.edu/stepstone/index.html/](http://kihdsystem.gmu.edu/stepstone/index.html)) that collects and analyzes frequency, duration, accuracy and fluency data in real time.

The **innovation in teaching** is linked to Dr. Behrmann's ability to: a) visualize web based instructional products, b) develop a plan to provide the financial and organizational resources to support the students and faculty involved in developing each of those products, c) provide leadership and guidance to the Immersion teams and faculty as well as the programmers during the development and implementation of the projects, and d) continue to maintain and develop the projects after the initial funding has been completed. As the Immersion program has matured, the faculty and Dr. Behrmann have worked diligently to revise and develop a program that sustains a variety of projects and continues to recruit and support students wanting to engage in this type of intensive program.

Dr. Behrmann has mentored other faculty who now initiate and run their own projects and who reap the benefits of bringing many creative and motivated students into the process of developing their ideas. Dr. Bannan-Ritland has been Co-PI on LAO and has her own NSF project, Drs. Dede and Sprague were Co-PIs on Zoning in on Physics, Dr. Clark developed his Win-Win project, Dr. Norton developed her Virtual High School project, and Dr. Dabbagh

developed her Mine Supervisor training site. The impact of this innovation has had a significant teaching innovation impact for Mason Immersion students and faculty.

Scholarship of Integration: Web Enhanced & Distance Education Instruction

Distance Education. Dr. Behrmann has been instrumental in developing ways to provide instruction across Virginia to low incidence groups such as teachers of students with Severe Disabilities (SD) or with Visual Impairments (VI), in collaborations with universities across the state, in providing opportunities to learn to individuals unable to easily access a university, and in providing supplementary support to face to face instruction through distance and web based instruction. While the immersion projects provided a strategy to develop online training interests, the need for training teachers in Severe Disabilities and Vision Impairments across Virginia provided the impetus for the development of a true distance education model. In 2000, under the leadership of Dr. Behrmann, the SD Consortium (GMU, UVA, VCU, RSU, Lynchburg College, NSU) developed an innovative distance education program to provide teacher training across Virginia's state approved programs in Severe Disabilities that included: a) development of a common program of studies in severe disabilities across the universities, b) ability to utilize the expertise of the faculty from each university, thus, increasing the scope and breadth of knowledge and perspectives available to students, c) increasing the availability of courses to students at each university and across the state, d) statewide recruitment of teachers needing professional preparation via tuition stipends, e) elimination of intra-university competition for student enrollment by allowing students to enroll in and pay tuition to the consortium university of their choice, and f) development/implementation of a distance based program that maintains high quality and hands on instruction.

An important advantage to operating as a consortium is the opportunity to increase the availability of courses and access to a wider range of faculty expertise. Because of the consortium, course instruction is shared among faculty at each university with each university teaching a proportional percent of the curriculum. Through the consortium, students can complete all required coursework for endorsement within one year. The availability of state funded tuition results in improved student recruitment and, since students are admitted to individual university masters programs and the delivery of the curriculum is equitably distributed, the inherent competition for students across universities is eliminated.

In the design of this program, Dr. Behrmann's leadership role has helped to demonstrate how the integration of distance education technologies including videoconferencing and other supporting technologies can innovatively support educational opportunities. The nature of state needs and the location of SD teachers needing training make a distance education the only viable solution. The Consortium's approach to providing distance-learning opportunities for their students stresses the importance of hands-on experiences and the use of multiple technologies and human interactions. The consortium utilizes video conferencing equipment to establish real-time, interactive, multipoint conference instruction among the universities for each class taught through the consortium. Through video conferencing, students at all universities are able to see and communicate with the professor and other university students in real time. Students at all classroom sites are able to view multimedia presentations including video and PowerPoint slides through the video-conferencing equipment in real-time and *NetMeeting* and now *Adobe Connect* (formerly *Macromedia Breeze*). A *Blackboard* online course delivery system also provides 24/7 asynchronous access to other students, professors, and course materials. Use of a video-streaming server provides access to individual students more than two hours away from any of the participating universities and also acts as an archive of course sessions for students who miss class. More recently, the addition of new technologies has enabled at home students to be included in the interactive videoconference via web cams, microphones, and a high-speed Internet connection. Dr. Behrmann was the technology development specialist for the project

and, with Dr. Marci Kinas, developed the technology specifications for each of the university classrooms across the state. He also helped Mason become the technology support center for the project and operated the bridge and gateway networks for the videoconferencing and data sharing software applications that the consortium uses. When the project was initiated, the Mason network engineers left work at 5pm, and there was not any technical support in the evenings. Drs. Behrmann and Kinas learned to use the equipment by reading manuals and seeking help. They also provided the technical support during the 9 hours of class instruction each week of each academic semester and summers. More recently, Mason has developed a videoconferencing support office that has taken over the bridge, video stream, and gateway videoconferencing engineering and support, and the project has reached a point where it could train technical support.

Dr. Behrmann's leadership and dedicated hours of work has moved the idea of a model to an institutionally supported program that ensures that classes run smoothly at the 6 sites across the state and that remote students taking courses can call for assistance. The project has received national and statewide attention and been presented at several national conventions and the USDOE. The model has also been adopted by the SLP programs in Virginia to improve training services, and the state has funded the VI consortium which added ODU and VCU to the consortium. Currently, Dr. Behrmann is leading further adoption of the model to include distance education programs in the KIHd that expand offerings to cohorts of students in mild disabilities through a state pilot grant to enable school districts with too few teachers to establish cohorts to take advantage of distance based training. He is also leading the development of a "virtual collaboratory" that mimics a virtual conference center and enables distance based resources to be scheduled for meetings, workshops, and collaborative development of online training materials as well as course delivery.

TTACOnline.org Supported by the Virginia Department of Education, Dr. Behrmann has led the design and development of eight regional T/TACs that comprise a statewide system emphasizing collaboration in the planning and provision of services to meet state and local staff development needs. Capitalizing on the power of the Immersion team, Dr. Behrmann led the initial development of the statewide system and is now working with a new immersion team to update the training section of the site to incorporate Web 2 technologies: new authoring and development tools for online learning and mobile learning capability (e.g. podcasts, cell phone browsers, etc) to the site.

T/TAC Online serves as a resource for the Virginia Department of Education to communicate to and provide resources for educators working with children with special needs in the Commonwealth. Since development started in 1999, the site has expanded to include databases to populate web content. It now provides information, resources and training in a timely manner. The website serves as a central dissemination site for events users can attend, resources such as books and other websites that deal with specific disabilities, and training on the website. Recent additions include the Enhanced Virginia Standards of Learning's (SOL) which are in searchable format and an online e-newsletter that highlights new and interesting additions to the site for teachers once a month. Teachers can now click from an email directly to featured items. From September 2007 through August 2008, there were over 300,000 visits to the site.

Scholarship of Discovery: Technology Based Research And Development

Kellar Instructional Handheld data System. This project is Dr. Behrmann's newest teaching innovation and he has been working on it for five years (including one year of immersion and two years of federally funded research and development). When Dr. Behrmann's wife went back to teaching 3 years ago, after being a writer for 25 years, she was faced with teaching in a class of children with autism where she needed to collect discrete trial

data on five children for a total of 20-25 hours per day. She had up to 12 adults in and out of her classroom to collect data during interventions. She collected huge amounts of data and had no time to chart or analyze the data that was collected. It was frustrating to say the least. Having taught Applied Behavior Analysis, Classroom Management, and Precision Teaching many times over a 25 year career at Mason, Dr. Behrmann also was frustrated. He knew how important data is to make decisions on instruction and No Child Left Behind is emphasizing that even more today. However, while one could teach the teachers the technical skills of how to do it, schools could not provide them with the time necessary to chart and analyze the data. Technology had always seemed to be the answer and Dr. Behrmann had worked in the 1980s with Dr. Marti Snell at UVA on a project to help teachers that had never been able to make the system simple enough to implement. Dr. Ted Hasselbring at Vanderbilt had similar frustrations. However, Dr. Wang and Dr. Behrmann thought that technology had improved to the point that it was possible to develop a tool that teachers could use. Using wireless Internet and thousands of lines of C and XML programming, they built a prototype system that appeared to work.

This technology based data collection tool is unique in its class and is an easy-to-use teacher-friendly tool. Users need not enter an entire curriculum along with data collection parameters at the start. Instead, the KIHD System allows educators and other data collectors to begin collecting chosen individual student performance data. Later, they can organize the curricular content, including linking it to the general education curriculum. The KIHD System is designed so that data collectors, teachers, parents, aides, and volunteers can collect individual performance data on a handheld device. That information (data) is stored making analysis possible using commonly available database software tool, Microsoft (MS) Access. Collectively, the system is designed for access online with data collected and stored using wireless Internet technology. Information is collected via a PDA using Internet Explorer (or another browser) interfaced with server software where MS Access stores and analyzes the data. Data collectors “touch” the data only one time. The numeric and graphic representation of the student performance is immediately available to them, either through a web browser access to the server or through a browser PDA graphic interface displaying the last 10 sessions.

Early on a patent on the product was applied for and recently the Mason Technology Transfer Office has licensed it to a company as a commercial product. A major special education publisher is also negotiating to market the product. In summary, this is a teaching innovation for three reasons. First, it is because it emerged from frustrations in teaching teachers to collect and use data effectively during instruction. The frustration is rooted in the time that this takes, and the unavailability of that time to teachers, and the lack of technology based tools to make this an effective and efficient part of instruction. Second, it is because it became a part of an immersion project for one year and the students benefited from this project. Third, this will be an extremely effective training tool. Faculty currently lecture on data collection and analysis using Excel spreadsheets to collect and analyze data. The process is technical and convoluted. This tool is more user friendly in teaching how to collect and analyze data.

Adapted and Interactive Video Interventions for Students with Intellectual Disabilities: Development and Usability Testing (2008-2010) This project, Dr. Behrmann’s most recent technology development grant is funded by the U.S. Department of Education’s Steppingstones to Technology Program. It is designed to develop an innovative technology-based tool based on the principles of universal design for learning that enables access and participation of students with intellectual disabilities in appropriate challenging academic curriculum. Based upon Mason dissertation research, this technology will allow enhancing existing content-based videos in any subject area with adapted and interactive features such as regular text, highlighted text, and/or picture-symbol captioning; verbal and visual cuing; interactive hyperlinks in order to search the video for answers; and built-in testing activities in various formats. The project intends to: 1) initiate and refine the design of the key elements of

adapted and interactive video-based media tool through the iterative development process; 2) conduct the usability testing of an adapted and interactive video interventions with middle and high school students with intellectual disabilities; 3) revise and adapt the technology innovation based on expert panel review and usability testing; and 4) complete the final product.

Method: Over two-year period, the development of the innovative video-based educational approach will emerge through the iterative process based on the formative evaluation steps: Initial Planning and Design, Expert Panel Review, Revisions and Adaptations, Usability Testing with Students, and Evaluation and Dissemination. In collaboration between Mason and Fairfax County Schools, usability testing will be conducted in a suburban middle and high school setting with students with intellectual disabilities (12-18 years of age). Employing rigorous single-subject research methods, 12 students will test the feasibility resulting in possible positive academic outcomes of adapted and interactive video features. Through multiple baseline and alternative treatments designs, various adapted and interactive video features will be explored in the following groups: (1) regular verbatim captioning and regular key idea captioning; (2) highlighted verbatim captioning and highlighted key idea captioning; (3) picture-symbol verbatim captioning and picture-symbol key idea captioning; and (4) verbal cuing and visual placement; as well as searching the video for answers on factual comprehension.

Outcomes: The project will ultimately result in universally designed technology-based instructional materials that will support improvements in academic outcomes of students identified with intellectual disabilities. Anticipated outcomes include: (1) key features for the adapted and interactive videos having potential to improve educational results of students with intellectual disabilities; (2) the iterative product development process as reflected in the Alpha and Beta prototypes, as well as the final technology innovation; (3) utilization of original and adapted interactive videos across subject areas by middle and high school students with intellectual disabilities; (4) the results of expert panel review and usability testing incorporating single-subject and qualitative data; (5) completion of the final technology-based product for video enhancement; and (6) published reports and national, state, and local presentations on the process and product of the proposed development project.

National Assistive Technology Research Institute (NATRI): Dr. Behrmann was PI of a subcontract with the U. Ky. In a four year policy and implementation research project related to the planning, development, implementation, and evaluation of assistive technology (AT) services in schools to identify promising practices in the delivery of AT services and to disseminate research findings and information about promising practices in ways that will assist school personnel to develop or improve AT policies and practices. This cooperative agreement with the U.S. Department of Education was a highly competitive RFP. Research was conducted in 10 states and 60 school districts across the US to explore the following topics: 1) The status of AT use in schools and the role that AT provides in the education of students with disabilities; 2) The policies, procedures, and resources that school districts use to develop and deliver AT services to their students; 3) The ways that AT decisions are made by teams of people who develop Individualized Education Programs (IEPs) for students enrolled in special education programs; 4) The training and technical support that is needed by individuals who are involved with planning and implementing the use of AT devices and services with students; 5) The integration of AT into learning environments and the ways that AT devices and services are used to facilitate instruction and access to the curriculum; 6) The effects that the use of AT devices and services have on the academic, social, and functional performance of students who use them; and 7) The extent to which institutions of higher education are developing AT knowledge and skills in those who are preparing for professional positions in schools. Mason has been actively involved in the research, particularly developing the online data collection system for use across the nation. Results of this four year program have resulted in numerous national and regional presentations, a federally sponsored publication with three booklets, several journal articles, articles in press and two doctoral dissertations by Mason students.

(iv) **Personal Statement.** (2pp)

How rewarding to be nominated by my university peers for my work in developing new concepts, approaches, and programs in instructional and assistive technology over a 30 year career at Mason. I have devoted myself to generating new ideas and concepts in technology, improving services to children, and developing innovative and collaborative personnel preparation programs that have incorporated technology in their content and delivery.

I was an early adopter of microcomputer technology in special education, actually purchasing a HeathKit Computer in 1980 for my wife who had become a freelance writer. Two other professors in education also bought one so we had a support group. Within months, my wife and I were fighting over using the computer, so I bought the first IBM 8088 computer for work, with my own funds. It was the first personal computer at Mason, and campus police insisted on putting special locks on my office so even the cleaning crews could not enter my office unless I was present. I worked only at the university since I knew that my personality would make me an absolute workaholic if I worked at home. Anyway, I had a 1 a.m. curfew to be home from work (which I frequently missed—but never without a phone call because the consequences were severe).

As I quickly learned how microcomputers could increase my and my wife's productivity, I wondered why these new devices could not do the same for children with disabilities and help them overcome cognitive and physical barriers to living and learning. I had long worked with individuals with significant cognitive and physical disabilities but a 35 year old man with an intellectual disability and a mental age of 3 and communication age of 2 still has 35 years of learning. Thus, my early research was targeted toward infants and toddlers to determine what functional levels were required to interact with computers. I was not able to get much funding since reviewers were skeptical of the potential of technology to be used with young children (boy were they wrong as illustrated by a later RFP to determine the characteristics of effective software applications for preschool children). Most of my work was with a couple of students and I was generally unaware of other work in the field until CEC held a conference in 1983 where over 1000 participants showed up. I made lifelong friends, professionally and personally, at that conference as several of us were pioneering this new technology with various populations of children with disabilities. It was at that point that the importance of collaboration became apparent to me.

This early research became a seminal part of the development of the field of Assistive Technology. Several of the people I met at the conference began to collaborate and we developed a proposal to CEC to start the Technology and Media Division (TAM) where I was a founding member and on the board of directors for 20 of the last 25 years. I wrote two of the earliest books for assistive and instructional technology in the 1980s followed by 80 publications and 250 presentations in AT and ID&D over three decades.

I also started one of the earliest training programs at the graduate level in AT. It has become one of the pre-eminent programs in the country and my graduates are leaders in AT across the nation. Within Mason, it also became apparent that collaborative interests in AT were somewhat different than in special education and the AT program became part of the Instructional Technology Programs as one of three tracks (our college does not have formal departments). As a result, I gravitated to teaching in the instructional design and development (ID&D) program in the college and co-developed its unique immersion program, later becoming the coordinator of IT. The concepts of designing technology based instruction, applying accessibility standards to those technologies and finding new ways to deliver information and access to individuals with and without disabilities, most recently in web and distance based instruction, have been the themes of my career, supported by collaborations with both the IT faculty and the special education faculty (where I am currently program coordinator).

One of the reasons that I have remained at Mason is the flexibility within the college and the university, and particularly the entrepreneurial nature of the university. While resources

were often scarce, if a faculty member had a good idea and the ability to gather the resources to carry it out, the answer from the administration was never “No.” This culture enabled me to use my grant writing skills to be innovative and a pioneer in technology and instruction. Since 1979 at Mason, I secured over \$40 million in external grants and contracts, \$11 million in revenue-based projects, and \$3.5 million in gifts for special education. With over 100 funded grants since coming to Mason, I have been recognized as an innovator in AT and personnel preparation at the university, across the state and nationally. My ground breaking AT research in 1980 refuted doubters who said infants and toddlers could not use computers to interact with their environment. Other research interests range from robotics and expert systems to early childhood and distance education. I am currently testing the Kellar Instructional Handheld data System (patent pending), a wireless PDA-based data collection system for teachers that automatically graphs observational data and is useful for Applied Behavior Analysis and I am developing a technology based tool to adapt commercially available video clips (CNN, United Streaming, etc.) with highlighted or spoken captions or picture captions that can be accessed by children with intellectual disabilities.

I am also student centered, and work hard to support both Master’s and Doctoral students. At Mason I helped to grow the special education graduate programs from three faculty and 125 students to a faculty of 14 educating over 750 students. With federal and state funding, I have supported nearly 2000 students. I have taught in special education, Assistive Technology (AT), instructional design, leadership, philosophy, and research. I often teach collaboratively with my doctoral students or other faculty. More than 250 of my AT Master’s and Doctoral graduates fulfill their promise nationwide as leaders in AT in universities, state agencies, and local school districts. One earned the 2006 International ISAAC Outstanding Consumer Lecture Essay. Six of my graduates have served on TAM’s board. At Mason, I started the AT Initiative with the Disability Resource Center so students, faculty, and staff could benefit from the ADA.

At the forefront of my recent innovative leadership is the Learning into Future Environments (LIFE) program, a replicable model enabling young adults with intellectual and other disabilities to have a postsecondary learning experience on campus, including living in the residence halls. Student courses in technology, literacy, independence, employability, and liberal arts parallel post-secondary learning of peers but with needed supports. Ongoing program research and fees provide future Mason graduates in sped with tuition and stipends for full-time study and research opportunities for doctoral students.

I was recognized by colleagues as a GMU-Mason distinguished faculty member in 1986 and in 1999 was awarded the first endowed position in the College of Education and Human Development. I am the first Director of the Helen A. Kellar Institute for Human disabilities, with over 50 funded faculty and staff of which over 30 percent have disabilities and/or are minorities.

Technology has been integral to my career at Mason. I continue to develop and implement a variety of learning technologies, some of which are characterized by synchronous distance education (using video or web conference for real time interaction with students), others by asynchronous education (hybrid using blackboard or recorded web conferencing and video stream technologies), professional development training using web based resources, and finally development of accessible instructional materials for students with print disabilities. However, technology will not work without effective collaboration for adoption. Collaborative instruction and consultation are important to both of my fields (special education and ID&D). It is not always easy when we move to new models of instruction and new technologies, including distance and web-based learning, make people uncomfortable in the first place. Working closely with faculty and students at Mason as well as seven other universities across the state requires skill and effort. Everyone needs to feel safe and valued. I feel that it is important for me as a faculty member to develop the same skills that are changing the roles of teachers in our schools as we move into the 21st century and to lead by example.

(v) **Abbreviated Curriculum Vitae.** Michael M. Behrmann, Ed.D. (2pp)

CURRENT POSITION

Helen A. Kellar Professor of Special Education, Director of the Helen A. Kellar Institute for Human disAbilities, Project Director of federally funded training and research grants in special education and assistive technology; state contracts for technical assistance and training, accessible instructional materials and research. Coordinator of Special Education Programs in the Graduate School of Education. Faculty advisor in Severe Disabilities and Assistive Technology. Faculty in Instructional Technology. Additional responsibilities include development of KIHd activities and funding initiatives, teaching and supervision, and advisement of doctoral and masters degree students.

HIGHER EDUCATION

- | | |
|---|---|
| • Post Doctorate, Educational Policy/Research | University of Maryland, 1979 |
| • Ed.D, Special Education Administration, Crippled & Other Health Impaired (COHI) | Columbia University, Teachers College, 1978 |
| • Post M.Ed., Emotionally Disturbed, Learning Disabled | University of Cincinnati, 1973 |
| • M.Ed., Special Education, Mental Retardation & COHI | University of Cincinnati, 1972 |
| • B.S., Biology, minor in Art History | University of Cincinnati, 1971 |

SELECTED TECHNOLOGY INNOVATIONS

Research/Development

Adapted and Interactive Video Interventions for Students with Intellectual Disabilities: Development and Usability Testing (2008-2010) This project, funded by the US Department of Education's Steppingstones to Technology, is designed to develop an innovative technology-based tool based on the principles of universal design for learning that enables access and participation of students with intellectual disabilities in appropriate challenging academic curriculum.

TTACOnline: (1999-present) The Virginia Department of Education, sponsor of T/TAC Online, also supports eight regional T/TACs that comprise a statewide system emphasizing collaboration in the planning and provision of services to meet state and local staff development needs. The site was designed and developed by George Mason University students and professors in the IT Immersion program.

Kellar Handheld Instructional data (KIHd) System: (2002-present) The KIHd System is a universally accessible Internet (browser based) Personal Digital Assistant (PDA) and Personal Computer (PC) data collection system. Frequency, duration, accuracy and fluency data, along with anecdotal data can be collected and are instantly graphed to enable timely, evidence based instructional decision making. The project has been licensed to a private company by the GMU Technology Transfer office and a patent is pending

Literacy Access Online (LAO): (2003-present) The purpose of this project is to develop a universally accessible literacy web based learning tool for students with disabilities ages 9 through 14. LAO was federally funded by two USDOE "Stepping Stones of Technology Innovation for Students with Disabilities" grants (Phase 1&2) over a four year period.

Zoning In On Physics (DEVISE): (2001-present) The goal of the *Zoning In On Physics* project, federally funded by USDOE "Stepping Stones of Technology Innovation for Students with Disabilities," was to design, develop, and evaluate an immersive multi-sensory virtual learning environment that addresses physics instruction for students with learning disabilities.

Features that Work for Teachers: Software Design in Early Childhood Special Education.

This project was funded by the U. S. Department of Education, Office of Special Education Programs in 1994-95. The field of early childhood special education had only a limited

understanding of the development and learning gains of children ages 3-5 that result from technology use. "Features that Work for Teachers: Software Design in Early Childhood Special Education," implemented a multiple methodological approach to identify, evaluate, and disseminate information on commercial software features that are effective in addressing the learning characteristics of young children with disabilities, and meeting their developmental content and instructional needs via technology.

Distance Education

Severe Disabilities Consortium. Providing a collaborative intra-university (GMU, VCU, UVA, NSU, Radford University) curriculum to train personnel in severe disabilities via statewide distance education.

Visual Impairment Consortium: Development of a statewide, multi-university higher education program for teachers of students with visual impairments. Curriculum includes both Masters and licensure coursework and will be delivered via distance education.

Other Education Programs

Learning Into Future Environments (LIFE) Program: Internship and research experiences to George Mason University undergraduate and graduate students seeking careers in disability related fields while simultaneously providing unique and high quality transition and learning experiences to young adults with intellectual disabilities who live in the residence halls, work on campus, and are able to experience a similar college experience as their non-disabled peers.

Grant Activity

Since 1979 at Mason, Dr. Behrmann has obtained over 100 funded projects, securing over \$40 million in external grants and contracts, \$11 million in revenue-based projects, and \$3.5 million in gifts for special education. He founded the Helen A. Kellar Institute for Human disabilities.

Selected Scholarship

Dr. Behrmann wrote two of the earliest books for assistive and instructional technology in the 1980s followed by 80 publications and 250 presentations over three decades. Selected publications follow:

Behrmann, M. (Ed.). (1984). Handbook of microcomputers in special education. San Diego, CA: College-Hill Press

Behrmann, M. (Ed.). (1988). Integrating computers into the curriculum: A handbook for special educators. Boston, MA: College-Hill Press.

Schaff, J., Ok, S., Bannan-Ritland, B., & Behrmann, M. (2005). Electronic Performance Support Systems. In D. Edyburn, K. Higgins, & R. Boone (Eds.). Handbook of special education technology research and practice (pp. 493-506). Whitefish Bay, WI: Knowledge by Design.

Schaff, J.I., Jerome, M.K., Behrmann, M.M., & Sprague, D. (2005). Science in special education: Emerging Technologies. In D. Edyburn, K. Higgins, & R. Boone (Eds.). Handbook of special education technology research and practice (pp. 643-661). Whitefish Bay, WI: Knowledge by Design

Behrmann, M. (2006). Campus LIFE. A video on the Learning Into Future Environments (LIFE) Program: Internship and research experiences for GMU students seeking careers in disability related fields while providing unique and high quality transition and learning experiences to young adults w/disabilities. Artreach International, Reston, VA.

Jeffs, T., Behrmann, M., & Bannan-Ritland-B. (2006, Winter) Assistive technology and literacy difficulties: Reflections of parents and children. Journal of Special Education Technology, 21, 1.

Jerome, M. K., Neuber, K., Stegall, B., Evmenova, A., & Behrmann, M. (2007). Technology for integration of students with disabilities in higher education. In S. Helal, M. Mokhtari, & B. Abdulravak (Eds.), *Technology for aging, disability, and independence: Computer and engineering for design and applications*. Indianapolis, IN: John Wiley & Sons.

(vi) **Letters of Support (Excerpted).** (3pp)

Martha E. Snell, Ph.D. Professor Interim Associate Dean for Research Curry School of Education UVA

“In my work with Mike I have observed his talents as an innovator with the academic, social, and political savvy to make ideas become realities. He understands how to design meaningful projects that ultimately benefit individuals with disabilities and their teachers. He identifies needs and then combines innovative content and methods with highly skilled staff and available sources of funding. He is skilled at both overseeing projects as well as putting talented people on the front lines to lead. Unlike many of us, Mike seems to relish the politics of his work: a) understanding the foundations underlying funding agencies, their requests for proposals, and their rules guiding awards; b) contacting the appropriate people) asking and even answering the questions most of us have a hard time formulating; and c) then masterminding and overseeing projects that ultimately make a difference for teachers and students with disabilities. These efforts have created pioneering programs for preparing skilled teachers, data gathering technology for teachers, and creative communication and assistive technologies. A review of his accomplishments reveals the overarching theme of technology integration with teacher training and the advancement of student performance.”

Gerald Wallace Professor Emeritus George Mason University

I have known Mike for over 25 years. Initially, I came to know Mike through his leadership at George Mason University (GMU) while I was a member of the faculty at the University of Virginia. Subsequently, while working with Mike as a valued colleague at GMU, I came to further appreciate his outstanding skills as an innovative and distinguished teacher educator. This reputation was, in large part, a reason why I accepted a faculty position at GMU. Mike's skills as an innovative teacher educator are clearly outstanding. His pioneer efforts in the use of computer technology within the special education field are legendary. Mike's work in assistive and instructional technology was among the first in the United States and has since become known in many countries throughout the world. The approximate \$50 million in external grants, contracts, revenue-based projects, and gifts for special education was typically utilized to demonstrate both solid and innovative approaches to educating and improving the lives of students with handicapping conditions at various levels and ages. This superior standard of excellence has had a far-reaching effect on educational practices throughout the United States. His work in these often-innovative projects has positively impacted the lives of thousands of students and teachers in special education. Mike has also exhibited an outstanding record of service to his profession. His work at the local, state, national, and international levels is widely respected. His commitments to various school districts throughout the United States serve as an excellent example of his record of service at the national level. He has also been extraordinarily active in CEC including his pioneering efforts in helping the Technology and Media Division establish itself during the early years.

Christopher J. Dede Timothy E. Wirth Professor in Learning Technologies, Harvard University

“I have worked in the field of education technology for over three decades. As a colleague and scholar, Dr. Behrmann has strongly influenced my career and thinking. His commitment to exceptional children and his insights about how technology can empower their learning are seminal in my thinking and research. In our work together at George Mason, his innovative design-based studies helped both me and our students to develop powerful and practical approaches to enabling academic achievement and engagement across a broad spectrum of student characteristics. When I edited the 1998 Association for Supervision and Curriculum Development Yearbook, Learning with Technology, Mike was the person I asked, out of the entire field, to author the chapter on technology and exceptional children. In my collaborations at Harvard with CAST, the knowledge and experience Mike provided in my work with him and in his subsequent publications and talks are invaluable in aiding my participation in their important work on universal design and adaptive technologies. In looking across the field of learning technologies, both within and outside of special education, I can see the impact of Dr.

Behrmann's ideas. He and I share a belief that emerging interactive media offer tremendous promise in improving the lives and education of children with non-traditional learning styles. Mike is adept at separating faddish technologies from those with genuine worth for helping students, and he deeply understands the importance of sophisticated implementation in actualizing the potential value of new educational devices, tools, and environments.”

FREDERICKJ. WEINTRAUB, Office of the Independent Monitor Modified Consent Decree Los Angeles.

“I offer the following observations from the perspectives of having known Mike professionally and personally for over thirty years, my career in special education of over forty years and having the honor of being a Wallin award recipient. Mike is one of the pioneers in assistive technology applied to education. He was one of the first to comprehend that technology could be used to enable students to interact with their environment in ways that their disabilities had prevented. In those early days, he was one of the few that understood that in order for assistive devices to be functional in school settings they had to be tailored to the child and his/her educational environment, appropriate for the instructional needs of the child, reasonable in cost, maintainable and supported by the staff working with the child. So he took his groundbreaking research and development into classrooms. There he observed students; created devices to meet their needs, showed staff how to support the student and evaluated the student's progress. I remember vividly big Mike lying on the floor showing a five year old who couldn't previously communicate how to use a device that enabled her to interact with her teacher, and I will never forget the elation expressed by the girl and her teacher. While today we take such events for granted, in those days it was magic. So Mike did his magic in classroom after classroom, school after school and then across the State and country. He then developed at George Mason one of the first programs to prepare teachers and specialists in applied assistive technology, which became a model for other universities and his textbook, was used widely. Mike and I were students of Dr. Frances Connor at Teachers College, Columbia University. Mike has always emulated the special education professionalism taught to us by our mentor. He is the consummate professional doing his work for the betterment of individuals with disabilities, the students he prepares and other special education professionals. He has devoted himself to the advancement of the profession. Mike's body of work has and continues to change the way we practice and the way many individuals with disabilities function. His many students are now contributing significantly to the profession. TAM, that he helped found, is a significant organization. He is a leader by example who has chosen to focus his career on improving practices in one segment of our profession; however there are few whose research, scholarship and professional development have over their career significantly improved our practice and the lives of children as Mike's.”

Doug Cox, Assistant Superintendent, Virginia Department of Education. “Through Dr. Behrmann's leadership role with Virginia's system of Training/Technical Assistance Centers (T/TACs), especially as this relates to our "T/TAC Online" initiative, Virginia has an extremely powerful mechanism to deliver high quality special education resources and information to teachers, administrators, and the general public. Virginia has benefited tremendously in other ways through Dr. Behrmann's leadership, quite notably in the formation of two higher education consortia, one to train personnel in severe disabilities through a statewide distance education approach, and one to prepare teachers in the area of visual impairments, again, via distance education. Finally, Dr. Behrmann has worked closely with the Virginia Department of Education to develop the Accessible Instructional Materials Center of Virginia (AIM-VA). This unique initiative will allow Virginia to meet and quite possibly exceed the new National Instructional Materials Access Standards required by the Individuals with Disabilities Education Act. The second area in which, from my perspective, Dr. Behrmann has made remarkable contributions to the field of special education is that of his research and development in technology. His work with the National Assistive Technology Research Institute, the Assistive Technology Loan Fund Authority, and Virginia's Assistive Technology Council has and will benefit untold numbers of

children and youth with disabilities. Not only has he made his mark in the area of assistive technology, but Dr. Behrmann's accomplishments in developing technology for teachers are likewise significant. His research efforts in handheld technology for data collection and Web based support for teachers and parents working with students with disabilities have incalculable potential to improve the academic and behavioral outcomes for students with disabilities. It is also important to state that Virginia has benefited from Dr. Behrmann's membership on the State Special Education Advisory Committee. Having been appointed by the Board of Education in 2005 to represent higher education, he brings an important perspective to the committee and is ever willing to assist with committee activities. He currently serves as vice-chair. Despite his incredible workload, made manifest through his vita, he has attended almost every quarterly two-day meeting of the Committee. In closing, I would simply say that Dr. Michael M. Behrmann casts an incredible shadow in Virginia's and the nation's special education community."

Ted Hasselbring, Research Professor, Vanderbilt University. "As background, I have known Mike since early 1985 when we were both young assistant professors exploring how emerging microcomputer technology could be used to the benefit of children with exceptionalities. Mike was at the forefront of this new area of study and has continued to be a leader in this field for over 30 years. He was one of the major players in the establishment of the Technology and Media (TAM) Division of CEC and has continued to play a role in TAM since its inception. He has served on the TAM Executive Board for more than 20 years and was responsible for coordinating four of the national conferences sponsored by TAM. It would be hard to overstate the importance of Mike's contribution to the well being of TAM as an organization. As I mentioned above, Mike was one of the early innovators in the use of microcomputer technology for students with exceptionalities. Mike's early research demonstrated the usefulness of microcomputer technology for helping infants and toddlers use computers to interact with their environment. At the time, Mike's work was revolutionary. Over the years Mike has continued to do cutting edge work. Today, Mike continues to lead in innovative uses of technology and is exploring how teachers and other professions can use ubiquitous computing devices for data collection, interpretation, and feedback. In addition to developing innovative uses of technology, Mike has made numerous other contributions to the field of special education technology. Perhaps, most importantly, Mike has been responsible for training more professionals in the field of special education technology than any other facility member in the country. As early as 1986, Mike had designed and implemented one of the first Master's degree programs in AT in the country. A doctoral program, a 15 credit AT Certificate and an undergraduate minor soon followed this master's program. In the late 90's with George Mason IT facility he created a full-time instructional design program where funding supported student-faculty teams who designed real-world products for clients. Websites such as <http://ttaconline.org>, <http://literacyaccessonline.org>, <http://ziop.gmu.edu/>, and <http://kihdsystem.gmu.edu>, are examples of Mike's interactive learning solutions. Mike also has advanced collaborative intra-university and intra-agency projects across Virginia that has reached thousands of professionals. He is the director of training and technical assistance centers for Virginia's education and rehabilitative services agencies. He uniquely prepares teachers in severe disabilities and vision impairments. Through a state funded collaboration in distance education, advanced technology helps deliver a common curriculum to students at 6 state universities and at home. His cohort preparation project is carried out with local schools in DC and Northern Virginia. GMU faculty deliver masters licensure courses in public school settings to teachers and instructional assistants. Mike not only trains professionals in this country, but he has also provided training to educators in Japan, China, India, and Korea. Clearly, Mike is committed to improving the lives of all individuals with exceptionalities through innovative uses of technology. I believe that he has met and exceeded this goal and his life work has benefited individuals with exceptionalities on both a national and international level.

(vii) **Additional Documentation.** (4pp)

Selected Courses Taught

EDSE 517 Computer Applications for Special Populations EDUC 600 Teaching with Technology EDUC 600 Interactive Video and CD-Rom Application in Education EDSE 622 Augmentative Communication EDSE 534 Communication and SD EDIT 705 Instructional Design EDIT 732 Advanced Instructional Design EDIT 790/91/92 Project Development Practicum (Instructional Design) EDUC 895 Seminar in Emerging Issues of Education: Technology in Special Education EDUC 896 Doctoral Seminar in Advanced Technologies in Special Education	EDRS 823 Advanced Research Methods in Single Subject & Single Case Design EDSE 532 Positive Behavioral Supports EDSE 550 Precision Teaching: Individual Instructional Procedures EDSE 620 Advanced Applied Behavior Analysis and Social Learning Theory EDSE 843 Leadership in Special Education Administration EDSE 844 Current Issues in Special Education EDUC 800 Ways of Knowing EDUC 802 Leadership Seminar EDUC 896 Doctoral Seminar in Grants Management
---	--

Current State and National Advisory Panels

- Higher Education Consortium for Special Education Postsecondary Education Task Force.
- Sunrise Assisted Living Foundation Board (May, 2006-present).
- CareFax LTC, Vice President, (May 2006-present).
- Virginia State Special Education Advisory Committee (SSEAC) (March 2005-present). Vice Chair, Executive Committee (November 2005-present).
- Fairfax County Health Department Long Term Care Advisory Committee, member of the Executive Board, Access Committee Chair (2001-present).
- Implementing Technology to Ensure Children’s Success (ITECS), Office of Special Education Programs, US Department of Education. (November 2004-present)
- Virginia Department of Education Special Education Licensure Revision Task Force. National Special Education Technology Implementation Center Interactive Technology Literacy Curriculum Online Project Advisory Panel. (2004-present).
- Interplay Company Band: Mighty Special Music Makers, board member, President (1998-)

Additional Letters of Support

John Castellani, Ph.D. Associate Professor JOHNS HOPKINS- Technology for Educators Program “I have known Mike for over 12 years as a professional student, friend and colleague. I first came to know Mike as one of his doctoral students in the field of special education technology. While working as his doctoral assistant at the Kellar Institute for Human disabilities, we wrote several Office of Special Education Technology and Media grants together for online programs to support literacy and one of the first in the field exploring the use of virtual reality to enrich physics instruction for students with disabilities. I start this letter of support with those two grants because they exemplify Mike's innovative work ethic and continual dedication to individuals with disabilities to enhance: learning in creative ways.

These grants brought together individuals to collectively solve issues of learning for students with disabilities. The grants were written in partnership with the Parent Education and Advocacy Training Center~ and included funding for instructional design students, supported doctoral students, like myself, and research projects through Sumner curriculum programs run at the university, and included content that was piloted with students from Fairfax County Public Schools. This and work with other special education projects demonstrates Mike's ability to pull people together for a common cause, while using resources wisely, and providing learning opportunities not only for kids with disabilities but the educators and parents that work with

these students.

Mike also started the Assistive Technology Initiative with the Disability Resource Center and the Office of Equity at Mason so that students, faculty, and staff could benefit from the ADA. While at Mason, I worked with Mike and another faculty member to complete an extensive survey of ADA programmatic access across the university. While ADA focuses on physical access, it also addresses other areas of programmatic access, and this report was one of only two in the country to be completed by all university deans to explore how policies and procedures facilitate the inclusion of persons with disabilities. Since that time, the Equity Office at Mason has continued to work with Mike and the KIHDCenter to continue the inclusion and growth of policies to facilitate undergraduate and graduate students would eliminate barriers to learning.”

Mike also has a prominent reputation both nationally or internationally and has made significant contributions to the education of children, youth and adults with exceptionalities through nearly ALL of the criteria for this award: publications; research; development of new concepts, approaches, or programs; practical application of improved teaching techniques; and specifically dynamic leadership. He has sustained a national and international reputation by holding various positions on the Technology and Media Division (TAM) of CEC. I am recently past-president of TAM while Mike was member at-large and have witnessed his passion for this division, care for its' growth and continued success, and willingness to take on challenges by providing his own center finances and personnel to help the division continue its work in the field. He has been a member of TAM for over 20 years and was one of the founding members of this division. He coordinated several years of conferences for the division and has worked continuously to support this division. His international experiences have brought him to many countries in Europe as well as one recent highlight where he traveled to China, to bring assistive technology equipment and expertise to teachers wishing to learn about the power of assistive technology for changing children's lives.

Fred P. Orellove, Ph.D. Professor of Education Executive Director Partnership for People with Disabilities, VCU. “I have had the pleasure of working closely with Dr. Behrmann, especially over the past decade, in collaborative ventures that have involved the lives of learners with significant disabilities through innovative teacher preparation. Specifically, Dr. Behrmann has spearheaded a consortium of five university training programs that leads to state endorsement in severe disabilities. As a result, the number of unendorsed, unqualified teachers in Virginia has dropped precipitously and several university training programs have been preserved. Delivery of course content has been accomplished through multi-point interactive distance education technology. Under Dr. Behrmann's leadership, the appropriate equipment was secured, training of faculty and students was conducted, and systems of technical support were put in place, monitored, and refined. The program's success has led the Virginia Department of Education to request that a similar delivery system be put in place to prepare teachers of learners with visual impairment, another underserved group in the state. These successes are only the most recent for Dr. Behrmann. He has spent a lifetime in learning and applying instructional technologies to the university and school classrooms. Dr. Behrmann's collaborative style and easy manner, along with his passion for his work has led to his becoming the "go-to" professional for assistive technology matters in special education, not only around Virginia but across the country. Dr. Behrmann couples his work in technology and teacher preparation with other significant contributions, including serving on the State Special Education Advisory Council. His work is cumulative, taking knowledge from one situation and applying it to his other work. For example, he has remained current on critical policy issues such as new teacher licensure guidelines and alternate assessment, and he has helped apply what he has learned to suggest changes in university course content and approaches.”

Graduate Student Support and Mentoring

Since 1983, my state and federal training and research grants have paid the tuition for

well over 2000 graduate students in special education and instructional technology. Many of those students have also been supported as GRA, GTA or wages students on research and training activities in GSE. I have developed a training program in Assistive and Special Education Technology that is one of only a few in the United States and I actively recruit students locally, nationally and internationally, particularly at the doctoral level. I am actively involved in recruiting minorities to our programs, including students with disabilities. I believe that it is important to provide qualified students with disabilities the opportunities to further their education. The Kellar endowment is one additional resource to provide such funding to students and is reflective of the emphasis that GSE has in student support.

The immersion program, co-developed with Dr. Bannan-Ritland, is a unique program in that field and has supported nearly 100 students with full tuition. I have consistently mentored both Master's and doctoral students engaged in independent studies, research, and internships in addition to my course load allocation as adjusted by my grant and contract activities. I have consistently found doctoral students to co-teach with me, particularly in immersion, where they develop instructional skills as well as content skills. I have worked to incorporate Master's and doctoral student research within my funded research studies and training grants. My training and mentoring of graduate students is often related to my teaching and research, in that I use my research to provide students with opportunities to extend their study and I also incorporate results of my research into my courses.

I would also like to point out that the products of the immersion courses I have taught over the evaluation period, [Zoning In On Physics](#); [LiteracyAccessOnline](#); [TTAC Online](#); and the [Kellar Instructional Handheld data System](#) have each won university wide *Innovations* awards for excellence as "Best Use of Technology '01 and '04", Student's Choice Award '01", and "Most Effective Corporate Interaction '02". Additionally two won in 1999. Three of the four projects also have been nationally peer reviewed for funding and have resulted in research and publications which are impacting the fields of special education and instructional design. TTAC Online has received accolades from VADOE and school district leaders across the state.

Helen A. Kellar Institute for Human disAbilities.

In 1987 I identified the need to develop an administrative structure to support the many external projects with which I and other special education faculty had. I developed and submitted a proposal to form the Center for Human disAbilities, which was approved by the Board of Visitors in 1988. During the intervening years, a great deal of my work has been in the management and operation of projects in the institute. In 1998, Arthur and Elizabeth Kellar endowed the center with a \$3.2 million gift, which has been renamed the Helen A. Kellar Institute for Human disAbilities (KIHD). Most recently, the Kellars gave an unrestricted gift of \$1 million to the KIHD in response to the "good work" that the institute has been engaged in over the last five years. Current plans are to use those funds to expand the footprint of Finley Hall. With \$1.2 million already available for that expansion, the office of development in CEHD and I are seeking to raise an additional \$1.8 million by 2010 to add an additional 8,000 square feet, bringing the useable space for Finley to 19,000 square feet. The institute has been involved in numerous funded and non-funded activities since 1988 with annual budgets now approaching \$9 million per year (up from \$4 million in 2004-5). It should be emphasized that the success of the institute is not due to my efforts; rather its success is due to the faculty and staff who work on projects through the institute. During the last three years my funded research has expanded, but the KIHD has also provided support for projects generated by CEHD faculty Drs. Mastropieri, Scruggs, Gagnon, King-Sears, Brigham, Baker, Regan, Kinas Jerome, Werner, Neuber, Graff, Kalbfleisch, Bannan-Ritland, Evmenova, Wang, and Chung, as well as other Mason faculty (e.g. Parnak). Last year the KIHD hired an assistant director of operations and part of that position has been assisting faculty in proposal development, resulting in an increase in the number of proposals submitted and received. It is anticipated that the projects of many other faculty will be supported over time. The following chart represents the funding history of the KIHD.

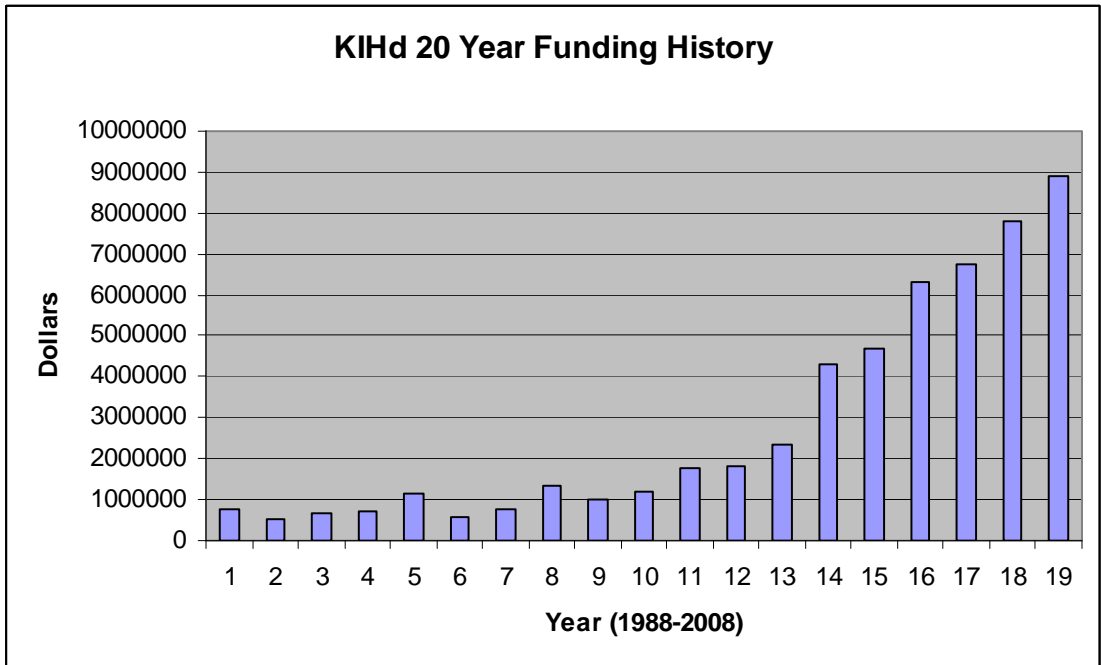


Figure 1: KIHd Funding History

While I do not supervise the staff and students of projects funded by other faculty, the KIHd staff provides substantial support to those projects including budget development and implementation, purchasing, graphic design and printing, web development, online survey development and data analysis, travel and other reimbursements, event coordination, and enrollment services when necessary. Administratively, I currently supervise (and evaluate annually) 22 full-time and 3 part-time professional faculty, three research professors, 11 full time and 24 part time support staff and 4-7 full time graduate assistants. There are also six full and part time instructional faculty working on outreach programs that are supported by the institute.

In another means of service to GMU and the community, the Helen A. Kellar Institute uses its Kellar endowment outreach funding to offer opportunity grants to parents, people with disabilities, service providers, researchers and trainers in Northern Virginia. These were suspended from 2002 to 2007 due to stock market impact on the endowment. The opportunity grants were in three categories: parents and individuals with disabilities (up to \$500), service providers (up to \$2,000) and George Mason faculty and scholars (up to \$15,000). Grants for parents and individuals with disabilities are designed to enable applicants to access services, training and other resources, such as conferences and exhibitions, specialized equipment, tutoring, recreational or extracurricular activities and self-advocacy or self-determination training. Grants for service providers were designed to enable teachers, trainers, counselors and adult service providers to engage in innovative activities on behalf of the individuals they serve, including classroom and community innovations, implementation of best practices, activities that raise individual achievement, community integration activities and sponsoring or attending conferences and training opportunities. This year the individual and service provider grants are being awarded through CarefaxLTC, a county funded nonprofit to enhance long term care for individuals with disabilities and seniors, which is raising the awareness of the community at large of the KIHd and its activities. Grants for George Mason scholars are designed to enable faculty members and graduate students to develop and implement innovative research, training, technical assistance, model programs or policy. In 2008, the KIHd provided \$15,000 grants to Dr. Kalbfleisch and a doctoral student in Krasnow to study autism through MRIs and Dr. Brigham to purchase eye-tracking equipment for his literacy research