Appendix B5a. Center for Research on Atypical Development and Learning (CRADL)

GSU Research Center Review Survey
Program Review

Submitted By:

Mary Ann Romski, Director
and
CRADL Executive Committee
Kathryn Heller, Educational Psychology & Special Education
Chris Henrich, Psychology
Rose A. Sevcik, Psychology

Endorsed by CRADL Faculty on 9/26/05
Name of the Center: Center for Research on Atypical Development and Learning
Center Director: Mary Ann Romski, Ph.D.

A. General Information

1. When was the center created and to which department/college/office was it originally designated? If the designation has changed, in which department/college/office does the center currently reside?

The Center for Research on Atypical Development and Learning (CRADL) is a virtual center. It was founded in 1998-1999 and is administered through the department of Psychology in the College of Arts and Sciences.

2. To whom does the center’s director report?

The center director, Dr. Mary Ann Romski, reports through Psychology to the Dean of the College of Arts and Sciences.

3. If there is an advisory board to this center, describe its function and composition.

CRADL does not have an external advisory board at this time. Its bylaws include an Executive Committee that consists of three CRADL members elected by the full CRADL faculty. The executive committee advises Dr. Romski on matters such as budget issues, by-law changes, the seminar series, and other center activities.

4. If the center is considered interdisciplinary, describe the interdisciplinary focus.

CRADL is an interdisciplinary center that focuses on scholarly efforts to gain a fuller understanding of atypical development and learning processes from birth through adolescence. It stimulates basic and applied research and facilitates educational and outreach efforts. The center consists of faculty members representing a broad span of academic orientations including developmental, clinical and educational psychology, law, neuropsychology, nursing, physical therapy, special education, and speech-language pathology. Please see the article Beyond Boundaries http://www2.gsu.edu/~wwwaty/GSUArticle.pdf for additional information about the center’s interdisciplinary focus.

5. Describe in detail the amount of start-up support available.

When CRADL was established, it was given a first year budget of $20,000 ($15,000 contributed from the College of Arts and Sciences and $5,000 from the College of Education).
B. Goals and Objectives

1. Please enumerate the initial goals and objectives and describe the current goals and objectives if they have changed.

The mission of the Center for Research on Atypical Development and Learning (CRADL) is to stimulate interdisciplinary basic and applied research and to facilitate educational and outreach efforts that focus on gaining a fuller understanding of how infants, children, and adolescents with disabilities develop and learn. Specifically, CRADL had five initial goals and objectives. They are to:

Goal 1) stimulate the integration and expansion of outstanding research programs at Georgia State University that primarily focus on atypical development and learning;

Goal 2) provide a unique educational environment for training of doctoral and post-doctoral basic and clinical/educational researchers interested in furthering an understanding of problems of development and learning;

Goal 3) establish a forum for the discussion of research and clinical issues related to atypical development and learning;

Goal 4) inform and evaluate treatment efforts to ameliorate problems in development and learning through research findings; and

Goal 5) address policy issues at the university, local, state, and national level related to atypical development and learning.

The wording of our goals and objectives has been modified slightly but remain essentially the same.

2. What are the major institutional, administrative, and/or financial resources that facilitate achieving the center’s goals and objectives?

The collaboration between the two main colleges associated with CRADL in the university and the financial resources they have provided are essential for the center’s continued success.

3. What are the major institutional, administrative, and/or financial constraints that interfere with achieving the center's goals and objectives?

In general, GSU is now just developing a culture for interdisciplinary interactions. Typically, faculty members have worked individually and in their own departments. Thus, CRADL has worked hard to facilitate interdisciplinary interactions across departments and colleges. CRADL faculty members value the interdisciplinary opportunities and have been committed to the center activities.
4. What is your assessment of your achievement of your goals?

CRADL has made substantial progress in achieving many of its long-term goals.

GOAL 1.

CRADL Structure. The center’s immediate goals were to establish a formal structure including by-laws, a faculty executive committee, a website, a logo and a GSU foundation account. We have achieved these basic goals. We also want to establish an external advisory board (composed of academic and community based professionals and families) to provide guidance about the center and its development.

CRADL Members. We have increased the number of CRADL faculty members from 12 at its onset to 18 in 2005. As part of the development of our by-laws, we also expanded our membership to include research staff and we now have 3 staff members. We have also expanded the number of colleges represented from two to four (Arts & Sciences, Education, Health & Human Services, and Law). A complete list of faculty and staff can be found in Appendix A.

GOAL 2.

CRADL Student Opportunities. With respect to graduate students, students from a range of programs attend our speaker series and we have developed graduate student luncheon interactions with our invited speakers. Students report that this opportunity for them to meet with the visitors and ask questions out of the context of the talk and without their advisors is helpful to their professional development.

We have had preliminary discussion about establishing a graduate group (a la the College of Arts & Sciences model) to provide more opportunities for interdisciplinary interaction between faculty and graduate students. We also want to obtain training grant monies from the National Institutes of Health and/or the Institute for Educational Sciences to have resources to attract strong students with these interdisciplinary interests. While we have had numerous discussions about the preparation of an interdisciplinary training grant to bring pre-doctoral and post-doctoral students to GSU and CRADL, we have not yet succeeded in submitting an application. Dr. Romski has just attended an invited conference at the Waisman Center on Mental Retardation/Developmental Disabilities at the University of Wisconsin, Madison on post-doctoral training grants. We plan to continue these discussions including the possibility of collaborating with the existing NIH T32 post-doctoral training grant at the Waisman Center. We also will pursue other federal resources that will build our record and make us more competitive for training funds. With respect to undergraduate students, we also hope to include undergraduate students with exceptional potential for careers in disciplines in atypical development and learning in CRADL activities and CRADL faculty research.

GOAL 3.
CRADL has also initiated a speaker series that has brought a large number of national and international scholars on a range of topics related to atypical development and learning to Georgia State University. Many of the visitors report that they never realized GSU had so many strong scholars in this area so we are one-by-one raising CRADL and GSU’s scholarly visibility. We also have created an email distribution list to advertise these speakers and draw a wide-ranging audience including professionals and families from the larger Atlanta research and educational community. This speaker series has also contributed to the achievement of Goal 1.

GOAL 4.

Community Outreach. We have shared information about the Center’s research in a number of forums. We expect that the establishment of an advisory board will provide new opportunities for collaboration with the community. In addition, we have discussed the possibility of hosting a conference that presents CRADL research findings to a community audience.

GOAL 5.

This goal is one that individual faculty members in CRADL have contributed to but the center as a whole has yet to address this goal.

C. Research of the Center

1. What research is currently being conducted in the center? Describe the major areas/topics of research. How has the center increased productivity of the faculty?

Research conducted by CRADL faculty focuses on developmental, social, educational, and family issues that center around children, adolescents and young adults with a range of disabilities. A substantial amount of the research focuses on aspects of oral and written language and communication development by children, adolescents and young adults with autism, cerebral palsy, developmental disabilities, developmental reading disorders, Down syndrome, and learning disabilities. As can be seen in Appendices C and D, CRADL faculty members have maintained a solid record of publications and grants from many different national sources. CRADL faculty members also have initiated partnerships with several research universities abroad including in China, South Africa, and South Korea.

Since the center is not directly credited for faculty grants, it is difficult to specify exactly how CRADL has increased faculty productivity. Faculty members report that the center has been helpful to them in a number of ways. First, CRADL’s speaker series informs the center’s faculty, students, and the community about cutting edge research in the area of atypical development and learning beyond their own research focus and stimulates interdisciplinary discussions about these issues. It also provides a place for junior faculty to develop mentoring relationships. One junior faculty member expressed it well. “As a junior researcher, CRADL has helped me to network with researchers outside
of my own department, and has put me in touch with other researchers in the university with a similar interest. With the help of other CRADL members, I successfully secured university funding and submitted a grant for external funding. Many of the other CRADL members were extremely helpful in terms of identifying funding agencies, sharing design ideas, and providing consultation for preparing the grant. I could not have done this within my department, so the colleagues that I have met via CRADL have helped me with my research productivity." Second, it also serves as an opportunity for their graduate students to meet experts in the field. It also provides a structure around which to facilitate interaction about ongoing research activities at the center. Third, faculty members have utilized CRADL’s resources to bring in consultants regarding the development of their grants and research programs.

2. What are the major impediments for conducting research in the center?

There are no major impediments for conducting research in conjunction with the center with one important exception. No grants are housed in the center as faculty members are credited for grants through their departments and thus the center is a secondary home for all faculty members’ grants to date.

3. What percentage of the center’s funding has been paid out of Fund Code 10? List amounts for the last five years.

All of the center’s funding has come from Fund Code 10. Each of the last five years the center has been allocated up to $20,000 ($15,000 from the College of Arts & Sciences and $5,000 from the College of Education). This amount has been used to support one graduate student assistantship, honoraria and travel for speakers and consultants, and additional expenses such as supplies for producing posters, mailings, brochures, and a website as needed. As we are including more colleges, we are considering asking the college to provide a modest amount of support to CRADL to show evidence of support from the college not just the faculty member.

4. Attach a list of all research activities and other activities (e.g. workshops/programs/conferences/seminars/symposia/etc.) of the center.

CRADL also has:

- sponsored consultants for center faculty’s research
- created a place on the website for faculty to describe their research and indicate that they are recruiting possible research participants
- advertised the center at disability community events to recruit possible research participants and highlight the ongoing research projects
- developed a poster format that displays both the GSU and CRADL logos and
- presented a Speaker Series every year (see Appendix B for a list of CRADL Speaker Series events).
- facilitated collaborative work among center faculty
- participated in the development of the proposal on Research on the Acquisition of Language and Literacy for the GSU Areas of Focus initiative
5. Attach separate bibliographies of refereed and non-refereed publications that have resulted from research activities of the center. List publications for the last three years only.

See Appendix C.

6. Attach a list of grants submitted in the last three academic years and list all sources of funding. For funded grants, give title, funding source, amount, type of grant (research or instruction), GSU project number, and period funded. Specify the amount of funds received from each category (research or instruction) for each of the last three years.

See Appendix D.

D. Center Personnel

List all personnel funded through the center for the prior fiscal year. Faculty who receive course releases or full or partial summer pay should be counted as center members.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>POSITION</th>
<th>College &amp; Department</th>
<th>Load Allocated to the Center</th>
<th>Amount of Funding-External (Grants, contracts, Other)</th>
<th>Amt of Funding-Internal (College/Dept.)</th>
<th>Amount of Funding-RPE**</th>
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<tbody>
<tr>
<td>Faculty</td>
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<tr>
<td>GRA’s Consultants, Lama Farran</td>
<td>graduate research assistant</td>
<td>COE: EPSP</td>
<td>100%</td>
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</table>

*List a grant only once, e.g., if grant has co-PI’s, list only under PI
**Research Program Enhancement
Appendices

Appendix A. CRADL Members

Faculty
Lauren Adamson, Psychology
Paul Alberto, Educational Psychology & Special Education
Roger Bakeman, Psychology
Marsha Clarkson, Psychology
Susan Easterbrooks, Educational Psychology & Special Education
Frank Floyd, Psychology
Peggy Gallager, Educational Psychology & Special Education
Kathryn Heller, Educational Psychology & Special Education
Chris Henrich, Psychology
Wendy Hensel, College of Law
Tricia (Zawacki) King, Psychology
Amy Lederberg, Educational Psychology & Special Education
Mary Morris, Psychology
Robin Morris, Psychology and Educational Psychology & Special Education
Diana Robins, Psychology
Mary Ann Romski, Communication, Psychology, and Educational Psychology & Special Education
Rose Sevcik, Psychology
Beth Tieman, Physical Therapy

Staff
Ms. Melissa Cheslock, Communication
Dr. Deborah Deckner, Psychology
Dr. Hye Pae, Psychology

Past Members
Dr. Paul Cirino, Psychology (left GSU)
Dr. Martha Foster, Psychology (retired)
Dr. Byron Robinson, Psychology (left GSU)
Appendix B. CRADL Speaker Series

April 6, 2005, 11:30 a.m.- 5:30 p.m.
Society for Research on Child Development
Pre-conference Symposium “The development of children with cochlear implants”
Organizers: Dr. Amy Lederberg, GSU, Dr. Carol Conner, Florida State University, Dr. Pat Spencer
Presenters: Alexandra Quittner, University of Miami; Bruce Tomblin & Linda Spencer, University of Iowa; Ann Geers, University of Texas Southwestern Medical School; Susanne Scott, Gallaudet University; Margaret Harris, Department of Psychology, Royal Holloway, University of London United Kingdom; Tova Most, Department of Communication Disorders, Tel Aviv University Israel; Janet Jamieson, Department of Educational and Counseling Psychology and Special Education, University of British Columbia Canada; Gisela Szagun, Department of Psychology, Oldenburg University Germany; Guido Lichtert, Department of Special Education, University of Leuven Belgium

March 21, 2005, 3:00-4:00 p.m.
Dr. Sudha Kaul
Indian Institute of Cerebral Palsy, Calcutta, India
“Augmenting language through communication: An Indian perspective”.

September 29, 2004, 12:00-1:00 p.m.
Dr. Beth Tieman
Georgia State University
“Usual mobility methods in children with cerebral palsy: A comparison across home, school, and outdoors/ community settings”.

June 17, 2004, 12:00-1:00 p.m.
Dr. Howard Goldstein
Florida State University
“Embedding communication intervention in book reading and other daily routines”.

October 6, 2003, 3:30 p.m.

June 9, 2004, 12-1:00 p.m.
Dr. George Halasz
Monarch Medical Center, Australia
“ADHD: A different population- a different perspective”.

April 27, 2004, 12:00-1:00 p.m.
Dr. Brenda Louw
University of Pretoria, South Africa
“Exploring early communication intervention (ECI) with the most vulnerable: Young children with pediatric HIV/AIDS in care centers in South Africa”.

April 21, 2004, 12:00 – 1:00
Dr. Wendy Hensel
Georgia State University
“The thin line between life and nonexistence: Rethinking the wrongful life from a therapeutic jurisprudence approach”.
May 10, 2004, 12:00-1:00
Dr. Leila Regina D’Oliveira De Paula Nunes
Universidade Do Estado do Rio De Janeiro
“Research on AAC in Brazil”.

September 11, 2003, 11:00-12:00 p.m.
Dr. Catherine Lord
University of Michigan
“Early diagnosis and trajectories of autistic spectrum disorders”.

August 4, 2003, 12:00-1:00 p.m.
Dr. Juan Bornman
University of Pretoria, South Africa
“Delivering early child intervention services in a rural community setting”.

January 30, 2003, 3:30-4:30 p.m.
Dr. Lena Green
University of Western Cape, South Africa
“Teachers as teachers of thinking: Challenges in the South African context”.

January 14, 2003, 3:00-4:00 p.m.
Dr. Erna Alant
University of Pretoria, South Africa
“Augmentative and alternative communication in South Africa”.

September 25, 2002, 12:00-1:30 p.m.
Dr. Monica Herk
Georgia State University
“The child policy initiative at Georgia State University”.

March 18, 2002, 12:00 – 1:00 p.m.
Dr. Mabel Rice
University of Kansas
“Children with specific language impairment: Progress toward a grammatical phenotype”.

January 16, 2002, 12-1pm
Dr. John Riski
Children’s Healthcare of Atlanta at Scottish Rite
“The association of speech, learning, and reading problems in children with craniofacial disorders”.

November 29, 2001, 12-1pm
Dr. Reid Lyons
National Institute of Child Health and Human Development
“A view from NICHD: Past and future reading research issues.”

October 26, 2001, 2:00 p.m.
Dr. Marsha Seltzer
University of Wisconsin at Madison
“An unanticipated life: Risk and resiliency in parents of individuals with developmental disabilities.”

February 21, 2001, 12:00-1:00 p.m.
Ms. Helene Prokesch
Lekotek of Georgia
“Lekotek: A community Resource.”

January 22, 2001, 12:00 p.m.
Dr. Julie A. Washington
University of Michigan
“The Michigan project on African American Language (MPAL): Examining the impact of dialectal variation on academic and clinical performance”.

November 29, 2000, 12:00-1:00 p.m.
Dr. Byron F. Robinson
Georgia State University
“The role of working memory in the learning and development of children with Williams Syndrome: Modularity revisited.”

October 20, 2000, 3:00-4:00 p.m.
Dr. Frank Floyd
Georgia State University
“Family problem-solving process and coping with children who have developmental disabilities.”

October 6, 2000, 3:00-4:30 p.m.
Dr. Connie Kasari
University of California at Los Angelos
“Joint attention and symbolic play interventions in autism.”

June 13, 2000, 12:00-1:00 p.m.
Dr. Patricia Spencer
Gallaudet University
“Language development of deaf children with cochlear implants.”

May 30, 2000, 12:00-1:00 p.m.
Dr. Beverly Wright
University of Wisconsin, Madison
“Auditory training and processing in children with reading and language problems.”

April 6, 2000, 12:00-1:00 p.m.
Dr. Lee Mclean
University of Connecticut
“Distal and contact gestural use by individuals with severe developmental delays”.

March 15, 2000, 12:00-1:00 p.m.
Dr. Philip S. Dale
University of Missouri, Columbia
“Exploring the boundary conditions for parent report.”

February 14, 2000, 10:00 – 11:30 a.m.
Dr. Esther Dromi  
Tel Aviv University, School of Education &  
University of Texas at Dallas, School of Human Development  
“Kesher: A theoretically motivated language intervention model for Israeli hearing-impaired children (HIC) and their families”.  

May 26, 1999, 12:00-1:00pm  
Dr. Zeynep Biringen  
Colorado State University  
“A method to measure mother and child emotional availability during play: Standardized rating scales.”  

March 31, 1999, 12:00-1:00pm  
Dr. Ann Kaiser  
Vanderbilt University  
“Teaching 3 year old children to talk to each other: Strategies for children at high risk for language and behavior problems.”  

March 22, 1999, 5:00-6:30 p.m.  
Dr. Bill McIlvane  
Shriver Center for Mental Retardation  
“Behavioral development psycholinguistics: Rationale and aspirations.”  

February 24, 1999, 12:00-1:00 p.m.  
Dr. Laura Namy  
Emory University  
“The development of naming in 17 and 26-month-olds: Words, gestures, and other fun symbols.”  

February 12, 1999, 12:00-1:00 p.m.  
Dr. Paul Yoder, Vanderbilt University and Dr. Peter Mundy, University of Miami  
“Prelinguistic development in children with developmental disabilities.”  

September 9, 1998, 12:30-1:30 p.m.  
Dr. Heather Mohay  
Queensland University of Technology, Australia  
“Making language visually accessible to deaf children.”
Appendix C.
Faculty Publications -- 2002 to present

Books


Refereed Publications


Non-Refereed Publications


### Appendix D

#### Federal Grants

<table>
<thead>
<tr>
<th>Date Funded</th>
<th>GSU Project #</th>
<th>Project Director</th>
<th>Co-Investigator</th>
<th>Title</th>
<th>Amount</th>
<th>Federal</th>
<th>Period Funded</th>
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<tbody>
<tr>
<td>2005</td>
<td>Submitted 2005</td>
<td>Sevcik</td>
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<td>Bilingual Development: Beginning English-Korean Readers”</td>
<td>$1,250,000</td>
<td>NICHD</td>
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<td>2005</td>
<td>FLAH4</td>
<td>Sevcik</td>
<td>Morris, R.</td>
<td>Evaluating the effectiveness of Reading Interventions for Students with Mild Mental Retardation</td>
<td>$1,978,315</td>
<td>DOE</td>
<td>2005-2009</td>
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<td>2003</td>
<td>ELP61</td>
<td>Heller</td>
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<td>Georgia Sensory Assistance Project</td>
<td>$1,529,890</td>
<td>OSERS</td>
<td>2003-2008</td>
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<td>2003</td>
<td>ELN77</td>
<td>Romski (for Dujuandra Taylor)</td>
<td>Sevcik Adamson Bakeman</td>
<td>Minority Supplement for “Augmented Language Intervention for Toddlers”</td>
<td>$34,562</td>
<td>NIDCD</td>
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<td>2002</td>
<td>FLA04</td>
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<td>The Wisconsin Longitudinal Study</td>
<td>$1,087,298</td>
<td>NIH</td>
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<td>2002</td>
<td>DLN23</td>
<td>Floyd (subcontract)</td>
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<td>Life Course Impacts of Non-normative Parenting</td>
<td>$1,125,000</td>
<td>NICHD</td>
<td>2005-2007</td>
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<td>2002</td>
<td>CLH70</td>
<td>Adamson</td>
<td>Bakeman</td>
<td>The Development of Shared Attention After Infancy</td>
<td>$821,528</td>
<td>NSF/ NICHD/ DOE</td>
<td>2001-2005</td>
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<tr>
<td>2002</td>
<td>(Greenberg)</td>
<td>Morris, R.</td>
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<td>Research on Reading Instructions of Low Literate Adults</td>
<td>$575,000 Y1-Y5</td>
<td>NICHD/ NIH</td>
<td>2002-2007</td>
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<tr>
<td>Year</td>
<td>Code</td>
<td>Principal Investigator</td>
<td>Co-investigators</td>
<td>Title</td>
<td>Funding Agency(s)</td>
<td>Amount</td>
<td>Start/End Period</td>
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<tr>
<td>2001</td>
<td>BLH15</td>
<td>Morris, R.</td>
<td>Sevcik</td>
<td>Individualized Reading Program of African-American, Latino and Euro-American Inner City Children</td>
<td><strong>NICHD</strong></td>
<td><strong>$6,282,923</strong></td>
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<td>FLAH9</td>
<td>Morris, R.</td>
<td>Sevcik</td>
<td>Treatment of Developmental Reading Disability</td>
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<td><strong>$1,318,700</strong></td>
<td>2000-2005</td>
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<td>2000</td>
<td>BLA57</td>
<td>Floyd</td>
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<td>Development of Fluent and Automatic Reading: Precursors to Learning</td>
<td><strong>NIH/NICHD</strong></td>
<td><strong>$265,914</strong></td>
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<td>2000</td>
<td>ALA11</td>
<td>Floyd</td>
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<td>Neuroimaging in the Evaluation of Reading Disability Interventions</td>
<td><strong>NICHD/NIH</strong></td>
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<td>ALY74</td>
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<td>Augmented Language Intervention</td>
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<td>ALW94</td>
<td>Sevcik</td>
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<td>Factors in Visual-Graphic Symbol Acquisition and Use</td>
<td><strong>NIDCD</strong></td>
<td><strong>$105,000</strong></td>
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<td>1999</td>
<td>AL406</td>
<td>Morris, R, Sevcik</td>
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<td>A Developmentally-Based Preventive Reading Intervention for Children at Risk for Reading Disabilities</td>
<td><strong>DOE</strong></td>
<td><strong>$583,714</strong></td>
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<td>1998</td>
<td>AL481</td>
<td>Lederberg</td>
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<td>Vocabulary Acquisition of Young Deaf and Hard of Hearing Children</td>
<td><strong>OSEP</strong></td>
<td><strong>$365,424</strong></td>
<td>1998-2002</td>
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<tr>
<td>1998</td>
<td>ALA11</td>
<td>Floyd</td>
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<td>Family Effects on Social Outcomes for Children with MR</td>
<td><strong>NIH/NICHD</strong></td>
<td><strong>$1,623,313</strong></td>
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## STATE GRANTS

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<tr>
<th>Date Funded</th>
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<th>Co-Investigator</th>
<th>Title</th>
<th>Amount</th>
<th>State</th>
<th>Period Funded</th>
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<tr>
<td>2004</td>
<td>FLCD1</td>
<td>Heller</td>
<td>(Subcontract)</td>
<td>Bureau for Students with Physical &amp; Health Impairments</td>
<td>$231,139</td>
<td>GA-SIG</td>
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<td>2004</td>
<td>FLCC1</td>
<td>Gallagher</td>
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<td>Skilled Credentialed Early Interventionists</td>
<td>$454,578</td>
<td>GA-DHR</td>
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<td>ELP54</td>
<td>Gallagher</td>
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<td>Universal Newborn Hearing Screening</td>
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<td>(Subcontract)</td>
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<td>$247,810</td>
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<td>Center for Collaborative Education</td>
<td>$760,207</td>
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<td>Bureau for Students with Multiple and Severe Disabilities</td>
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<td>GA-SEA</td>
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## Private Grants

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<th>Project Director</th>
<th>Co-Investigator</th>
<th>Title</th>
<th>Amount</th>
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<td></td>
<td>Easterbrooks</td>
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<td>Association of College Educators-D/HH</td>
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<td>Join Together</td>
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<td>2002</td>
<td>DLN19</td>
<td>Morris, M.</td>
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<td>Barriers to Accessing Information Technology in College Students with Learning Disabilities</td>
<td>$45,000</td>
<td>Southeast Disability and Business Technical Assistance Center</td>
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## University Grants

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<td>2002</td>
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<td>Sevcik</td>
<td>Morris, M., Greenberg, D., Fredrick, L.</td>
<td>Reading Disabilities and related Disorders</td>
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<td>Amount</td>
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<td>Factors influencing mobility of children with cerebral palsy in school settings</td>
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<td>Morris, M. Morris, R.</td>
<td>Neuropsychological and Language Functioning and Comorbid Psychiatric Disorders in Adults with Developmental and Learning Disabilities</td>
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<td>Robins (Morris, R. – Mentor)</td>
<td>Perception of Emotional Cues from Facial Expression and Affective Prosody using fMRI</td>
<td>$10,000</td>
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