Speaker Bios – Meeting #3 – Special Topics in Special Education

BETH HARRY is Professor Emerita of special education in the Department of Teaching and Learning at the University of Miami. Her research focuses on the intersection of culture, family, and disability. In 2002 she served as a member of the National Academy of Sciences' panel studying ethnic disproportionality in special education, and in 2003 she received a Fulbright award to study the education of minority children in Spain. She completed her secondary education at St. Andrew High School in Kingston, Jamaica, received her bachelor's and master's degrees at the University of Toronto, and received her PhD from Syracuse University. After teaching in general education in Canada and Trinidad, she entered the field of special education in response to the birth of her daughter, Melanie, who had cerebral palsy. Also in response to Melanie's needs, Beth founded the Immortelle Center for Special Education in Port of Spain, Trinidad.

KARRIE A. SHOGREN is Director of the Kansas University Center on Developmental Disabilities (a University Center for Excellence in Developmental Disabilities), Senior Scientist at the Schiefelbusch Life Span Institute, and Professor in the Department of Special Education all at the University of Kansas. Dr. Shogren's research focuses on assessment and intervention in self-determination and supported decision making for people with disabilities. Dr. Shogren has led multiple grant-funded projects, including assessment validation and efficacy trials of self-determination interventions in school and community contexts. Dr. Shogren has published over 180 articles in peer-reviewed journals, is the author or co-author of 10 books, and is the lead author of the Self-Determination Inventory (www.self-determination.org), a recently validated assessment of self-determination and the Supported Decision-Making Inventory System, the first assessment of the supports needed to involve people with intellectual and developmental disabilities in decisions about their lives. Dr. Shogren has received grant funding from several sources, including the Institute of Education Sciences (IES) and National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR). Dr. Shogren is co-Editor of Remedial and Special Education.

PATRICIA SNYDER is a University of Florida Distinguished Professor of Special Education and Early Childhood Studies. In 2007, Dr. Snyder joined UF as the inaugural occupant of the David Lawrence Jr. Endowed Chair in Early Childhood Studies. She is the founding director of the Anita Zucker Center for Excellence in Early Childhood Studies. Prior to her appointment at the University of Florida, Dr. Snyder was a professor of pediatrics at Vanderbilt University. Before that she was a Professor, Associate Dean for Research and Graduate Studies, and Director of the Early Intervention Institute at Louisiana State University Health Sciences Center in New Orleans. Dr. Snyder has over 40 years of experience in the transdisciplinary field of early childhood studies. She began her career as a speech-language therapist working with children birth to age 5 with or at risk for disabilities. In addition to her work as a speech-language therapist, over the course of her career, Dr. Snyder has been an early intervention home visitor; a preschool teacher; a director of an inclusive NAEYC-accredited, university-affiliated early learning program; a higher education faculty member; and a higher education administrator. To each position, she has brought an unwavering commitment to approaching science and practice in early childhood from transdisciplinary, developmental equity, and family- and child-centered perspectives. Dr. Snyder is an applied researcher. Her work focuses on ensuring evidence-based

promotion, prevention, and intervention strategies that support the development, learning, health, and well-being of young children with vulnerabilities due to genetic, biological, or environmental risks are implemented effectively by their caregivers and early learning practitioners in family-and community-based contexts. She has received numerous honors and awards for her teaching, research, and service, including the 2011 *Mary E. McEvoy Service to the Field Award* from the Division for Early Childhood of the Council for Exceptional Children, 2015 *Outstanding Mentoring Award* from the Division for Early Childhood of the Council for Exceptional Children, and the 2021 *Kauffman-Hallahan-Pullen Distinguished Researcher Award* from the Division for Research of the Council for Exceptional Children. Dr. Snyder is a former editor of the *Journal of Early Intervention.* She has written more than 130 scholarly and practitioner-oriented articles, book chapters, or books. She has served as principal investigator (PI) or co-principal investigator (Co-PI) for many externally funded projects, including studies funded by the Institute of Education Sciences.

VIVIAN C. WONG is an Associate Professor in Research, Statistics, and Evaluation in the School of Education and Human Development at the University of Virginia. Her research focuses on evaluating interventions in early childhood and K-12 systems. As a methodologist, her expertise is in improving the design, implementation and analysis of randomized experiments, regression-discontinuity, interrupted time series, and matching designs in field settings. Dr. Wong is the lead author or co-author of numerous articles and book chapters on research methodology. Along with colleagues, she recently published a paper on regression-discontinuity designs when multiple assignment variables and cutoffs are available, as well as a paper that uses a regression-discontinuity design to evaluate five state pre-kindergarten programs. She is currently examining sorting issues in regression-discontinuity designs, as well as using within-study comparison designs to identify best methods for prospectively choosing comparison schools in education evaluation contexts. Dr. Wong's work has appeared in the Journal of Educational and Behavioral Statistics, Journal of Policy Analysis and Management, and Psychological Methods. Dr. Wong participated in the Institute for Education Sciences (IES) Predoctoral Training Program at Northwestern University, and received the Outstanding IES Predoctoral Fellow Award in 2010 for her dissertation work on "Addressing Theoretical and Practical Challenges in the Regression-Discontinuity Design." She is a Principal Member of IES's Statistics and Methodology review panel.