

# College of Education Research News

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## PRESIDENT SIGNS INTO LAW NSF BUDGET FOR 1997

NSFs research programs were given a boost when President Clinton signed into law on Sept. 27 the fiscal year 1997 VA, HUD and Independent Agencies appropriations bill. Congress cleared the legislation for his signature earlier in the week.

NSF will receive \$3.27 billion for 1997 under the new legislation, a modest 2 percent increase — or \$50 million - above the 1996 total. However, House and Senate conferees ironing out details on the final bill agreed to a \$118 million (5.1 percent) hike in the agency's research and related activities for 1997.

The measure signed by the President also provides \$50 million for large scale academic research instrumentation, plus \$1.4 million in contingency funds for the Gemini project's expected tariff requirements.

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NSF received its requested amount for education programs: \$619 million for 1997. Conferees redirected some of the requested funds, including \$10 million added to informal science education specifically targeted to the agency's systemic education reform efforts.

The bill assures continuity in NSF's programs to start the new fiscal year. Last fall, budget turmoil was caused by delays in passage of several 1996 appropriations bills and government shutdowns. NSFs programs were directly affected by the various delays. [Mary Hanson/Bill Noxon]

## OERI Research Priorities

The Education Department's Office of Educational Research and Improvement will focus on seven broad goals for research funding over the next 15 years.

- **Strengthening schools.** Finance, structure, accountability and improvement are included under this area, which will focus mostly on middle and high schools.
- **Strengthening the teaching force.** This goal includes expanding the potential teacher pool, improving teacher preservice and in-service education and promoting lifelong self-improvement.
- **Supporting schools and colleges in preparing culturally diverse populations for American economic, social and civic life.** Adapting schools to the different ways students learn, including curricula, teaching methods and organization, falls under this heading.
- **Improving teaching, curriculum, assessment and student learning.**
- **Understanding the factors required for adult competence in civic, work and social contexts and how they affect learning and the nation's economic future.**
- **Promoting learning in informal settings.** This goal encompasses increasing family and community involvement in learning; building partnerships among public and private institutions; using schools, libraries and other institutions to teach; and looking at the benefits of extra-curricular activities, such as sports.
- **Improving learning and development in early childhood.** Topics include children's physical, social, emotional and mental development, as well as parent support.

## Directory

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## Online Resources: Regional Educational Labs

◆ **Appalachia Educational Laboratory:**

Specializes in rural education.

Area: Kentucky, Tennessee, Virginia and West Virginia.

⇒ <http://www.ael.org/>

◆ **Far West Laboratory for Educational Research and Development:** Focuses on testing and school accountability.

Area: Arizona, California, Nevada and Utah.

⇒ <http://www.fwl.org/>

◆ **North Central Regional Educational Laboratory:** Focuses on education technology.

Area: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin.

⇒ <http://www.ncrel.org/ncrel/>

◆ **Northwest Regional Educational Laboratory:** Specializes in school reform and restructuring.

Area: Alaska, Idaho, Montana, Oregon and Washington.

⇒ <http://www.nwrel.org/>

◆ **Mid-continent Regional Education Laboratory:** Specializes in curriculum, learning and instruction.

Area: Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota and Wyoming.

⇒ <http://www.mcrel.org/>

◆ **Pacific Region Educational Laboratory:** Specializes in language education and cultural diversity.

Area: American Samoa, Northern Mariana Islands, Micronesia, Guam, Hawaii, Marshall Islands and the Republic of Palau.

⇒ <http://prel-oahu-1.prel.hawaii.edu/>

◆ **Northeast and Islands Regional Educational Laboratory at Brown:** Focuses on language education and cultural diversity.

Area: Connecticut, Massachusetts, Maine, New Hampshire, New York, Puerto Rico, Rhode Island, Virgin Islands and Vermont.

⇒ <http://www.lab.brown.edu/>

◆ **Mid-Atlantic Laboratory for Student Success:** Focuses on urban education.

Area: Delaware, Maryland, New Jersey, Pennsylvania and Washington, D.C.

⇒ <http://www.temple.edu/departments/LSS/>

◆ **SouthEastern Regional Vision for Education:** Specializes in early childhood education.

Area: Alabama, Florida, Georgia, Mississippi, North Carolina and South Carolina.

⇒ <http://www.serve.org/>

◆ **Southwest Educational Development Laboratory:** specializes in language education and cultural diversity.

Area: Arkansas, Louisiana, New Mexico, Oklahoma and Texas.

⇒ <http://www.sedl.org/###>









## Awards to the College of Education

Summary information:

Total Funding July-September 1996:

**Research:** \$2,476,819

**Instruction:** \$1,654,644

**Service:** \$1,219,506

### School of Professional

#### Research

**Gast, David L.:** “Systematic Instruction of Persons with Profound Disabilities”

**Horne, Arthur M.; Baker, Jean; and Randy Kamphaus:** “Project A.C.T. Early: Advancing Competency of Teachers for Early Behavioral Interventions for Children at Risk”

#### Instruction

**Bender, William:** “A National Training Network for Inclusive Schools”

**Chase, Philip:** “Long-Term Training in Rehabilitation Counseling”

**Gast, David:** “The University of Georgia Development and Behavior Disabilities Personnel Preparation Project”

**Newhoff, Marilyn:** “Speech/Language Pathology Services”

#### Service

**Baker, Jean:** “C.A.R.E. Builds Character: Building Competence, Cultural Affirmation, Responsibility and Ethical Decision Making”

**Chase, Philip:** “Rehabilitation Leader Development Program”

**Payne, David:** “Development of an Integrated Gateway Performance Assessment System”

**Payne, David:** “Administration, Scoring, and Reporting for GA Student Assessment Programs FY1995-1996”

**Reeves, Thomas:** “World Wide Web Based Electronic Performance Support System”

### School of Teacher Education

#### Research

**Hatfield, Larry L.; Padilla, Michael and Patricia Del Rey:** “Gender Equity in Mathematics and Science Education Through Institutional Reform”

**Padilla, Michael:** “Georgia Initiative in Mathematics and Science (Project GIMS)”

#### Instruction

**Yeany Jr., Russell:** “Title II-Eisenhower Professional Development Program”

#### Service

**Hensley, Frances:** “Accelerating Good Education in Rural Schools and Communities”

**Williams, Elmer:** “Provide Support Services”

### School of Health & Human Performance

#### Research

**Dudley, Gary A.:** “Restoration of Muscle Function During Rehabilitation”

**Tarrant, Michael A.:** “Human Dimensions Analysis for National and Regional Assessments”

### School of Leadership & Lifelong Learning

#### Instruction

**Jones, Karen:** “Vocational Education-Paraprofessionals in Transition”

**Jones, Karen:** “Vocational Educators in Transition”

#### Service

**Swan, William:** “Ombudsperson for Residential Related Services”

**Courtenay, Bradley:** “Adult Literacy Staff Development Project FY95-96”

**Watkins, Karen:** “Urban Forestry Educational Guide Project”

**To: Invitation to All Faculty**

**From: COE Understanding and Intervening in Violence Interest Group**

The College of Education Interest Group for Understanding and Intervening in Violence meets quarterly in Aderhold Hall. The group has met for two years and in the initial year the focus was on knowing which faculty have interests in the topic. During the second year an emphasis was placed on developing and submitting grant proposals for funding of projects. During the current year the focus is upon faculty research projects related to understanding and treating violence, with faculty presenting an overview of their work but also describing specific problems and difficulties they are having in conducting their projects. The intent of the presentations this year is to acquaint faculty with projects underway, identify problem areas or "sticking points", and elicit input and recommendations from fellow faculty.

The Violence Interest Group will be meeting 9:00-11:00am, Friday, November 22 in Aderhold Room G23. Roy Martin from School Psychology will be discussing his research on early childhood temperament, and other factors that predict which children will manifest significant behavior problems, including violence, in later childhood or adolescence.

In preparation for the presentation, Roy has provided us with the following information:

My research involves using maternal characteristics of early childhood temperament, and other factors to predict which children will manifest significant behavior problems, including violence, in later childhood or adolescence. An issue I have recently had to cope with is the often encountered problem of whether to conduct analyses of the data at the trait level (one linear variable at a time, and combinations of linear variables such as in multiple regression, path analysis, or structural

equation modeling) or at the person level. The latter level usually involves types of people (for example, people who are high on several risk factors and encountered a specific environment, vs. other types of people). There are many issues that play a role in this decision, such as:

1. Do people think in terms of continua (traits, variables) or in types (categories of people)?
2. Is my research easier to communicate to others if I conceptualize people in terms of types as opposed to traits?
3. Trait or linear variable analysis is more highly developed than typical analyses, but the outcome is so complex that it probably is not well understood by many readers.

These issues are relevant to the study of violent behavior. Bullies is a category; conduct disorder is a category. Aggressiveness, though, is a continua, trait, or linear variable. Categories tend to focus around extreme groups and tend to foster the idea that these groups are unique; the variable approach looks at extreme groups as having the same characteristics as less extreme groups, just more of it, thus the emphasis is on the entire distribution.

At another level of analysis, there are social and ethical issues involved. Categorical thinking probably fosters us/them thinking (sick vs healthy; dangerous vs not dangerous) and probably fosters stereotypic thinking. On the other hand, it is the pattern of variables that probably is important in defining a person, not a single variable, and people on the street probably think more easily in categorical terms (i.e., medical diagnoses).

These problems will be briefly exemplified in data from the Helsinki Longitudinal Temperament Project. Please plan to attend.

Andy Horne

