

CURRICULUM VITAE

Susan R. Sandall, Ph.D.

EDUCATION:

B.A. 1974, University of California, Berkeley
M.S. 1977, University of Oregon
Ph.D. 1986, University of Washington, College of Education

PROFESSIONAL EXPERIENCE:

2007- Program Director, Early Childhood and Family Studies,
College of Education, University of Washington

2005- Associate Professor, College of Education,
University of Washington

1999-2005 Assistant Professor, College of Education,
University of Washington

1996-2000 Research Coordinator, Early Childhood Research
Institute on Inclusion, University of Washington

1994 Associate Professor, Department of Individual and
Family Studies, University of Delaware

1989-1994 Assistant Professor, Department of Individual and
Family Studies, University of Delaware

1986-1989 Research Assistant Professor, Division of
Educational Psychology and Special Education,
University of Colorado at Denver

1982-1986 Program Coordinator, Infant-Parent Early
Intervention Program, University of Washington

1980-1983 Teaching Assistant, College of Education, University
of Washington

1976-1980 Teacher/Research Assistant, Center on Human
Development Preschool, University of Oregon

PUBLICATIONS:

Articles:

(* indicates refereed publication)

*Odom, S.L., Zercher, C., Li, S., Marquart, J.M., Sandall, S.R., & Brown, W.H. (2006). Social acceptance and rejection of preschool children with disabilities: A mixed-methods approach. Journal of Educational Psychology, *18*(4), 807-823.

*Boulware, G.L., Schwartz, I.S., Sandall, S.R., & McBride, B.J. (2006). Project DATA for toddlers: An inclusive approach to very young children with ASD. Topics in Early Childhood Special Education, *26*(2), 94-105.

*Schwartz, I.S., Sandall, S.R., McBride, B.J., & Boulware, G.L. (2004). Project DATA (Developmentally Appropriate Treatment for Autism): An inclusive, school-based approach to educating children with autism. Topics in Early Childhood Special Education, *24*(3), 156-168.

*Sandall, S.R., Schwartz, I.S., & LaCroix, B. (2004). Interventionists' perspectives about data collection in integrated early childhood classrooms. Journal of Early Intervention, *26*(3), 161-174.

*Odom, S., Vitztum, J., Wolery, R., Lieber, J., Sandall, S., Hanson, M., Beckman, P., Schwartz, I., & Horn, E. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. Journal of Research in Special Educational Needs, *4*(1), 17-49.

Sandall, S.R. (2003). Play modifications for children with disabilities. Young Children, *58*(3), 54-57.

*Sandall, S.R., Smith, B.J., McLean, M.E., & Ramsey, A.B. (2002). Qualitative research in early intervention/early childhood special education. Journal of Early Intervention, *25*(2), 129-136.

*McLean, M.E., Snyder, P., Smith, B.J., & Sandall, S.R. (2002). The DEC recommended practices in early intervention/early childhood special education: Social validation. Journal of Early Intervention, *25* (2), 120-128.

*Smith, B.J., Strain, P.S., Snyder, P., Sandall, S.R., McLean, M.E., Ramsey, A.B., & Sumi, W.C. (2002). DEC recommended practices: A review of 9 years of EI/ECSE research literature. Journal of Early Intervention, *25*(2), 108-119.

*Schwartz, I.S., Boulware, G.L., McBride, B.J., & Sandall, S.R. (2001). Functional assessment strategies for young children with autism. Focus on Autism and Other

Disabilities, 16(4), 222-227.

*Horn, E., Lieber, J., Sandall, S., & Schwartz, I. (2001). Embedded learning opportunities as an instructional strategy for supporting children's learning in inclusive programs. Young Exceptional Children Monograph Series No. 3, 59-70.

*Sandall, S., Schwartz, I., & Joseph, G. (2001). A building blocks model for effective instruction in inclusive early childhood settings. Young Exceptional Children, 4 (3),3-9.

*Hanson, M.J., Horn, E., Sandall, S., Beckman, P., Morgan, M., Marquart, J., Barnwell, D., & Chou, H-Y. (2001). After preschool inclusion: children's educational pathways over the early school years.. Exceptional Children, 68 (1), 65-84.

*Horn, E. & Sandall, S. (2000). The visiting teacher: A model of inclusive ECSE service delivery. Young Exceptional Children Monograph Series No.2, 49-58.

*Horn, E., Lieber, J., Sandall, S., Schwartz, I., & Li, S. (2000). Supporting young children's IEPs in inclusive settings through embedded learning opportunities. Topics in Early Childhood Special Education., 20(4), 208-223.

*Odom, S.L., Hanson, M.J., Lieber, J., Marquart, J., Sandall, S., Wolery, R., Horn, E., Schwartz, I., Beckman, P., Hikido, C., & Chambers, J. (2000). The cost of preschool inclusion. Topics in Early Childhood Special Education, 21(1), 46-55.

*Hanson, M. J., Beckman, P. J., Horn, E., Marquart, J., Sandall, S. R., Greig, D., & Brennan, E. (2000). Entering preschool: Family and professional experiences in the transition process. Journal of Early Intervention, 23(4), 279-293.

*Lieber, J., Hanson, M.J., Beckman, P.J., Odom, S.L., Sandall, S.R., Schwarz, I.S., Horn, E., & Wolery, R. (2000). Key influences on the initiation and implementation of inclusive preschool programs. Exceptional Children, 67, 83-98.

*Odom, S. L., Horn, E. M., Marquart, J. M., Hanson, M. J., Wolfberg, P., Beckman, P., Lieber, J., Li, S., Schwartz, I., Janko, S., & Sandall, S. (1999). On the forms of inclusion: Organization context and individualized service models. Journal of Early Intervention, 22, 185-199.

Schwartz, I. S., Odom, S. L., & Sandall, S. R. (1999). Including young children with special needs. Child Care Information Exchange, 130(November/December), 74-78.

*Lieber, J., Capell, K., Sandall, S. R., Wolfberg, P., Horn, E., & Beckman, P. (1998). Inclusive preschool programs: Teachers' beliefs and practices. Early Childhood Research Quarterly, 13, 87-105.

*Schwartz, I. S., Sandall, S. R., Garfinkle, A. N., & Bauer, J. (1998). Outcomes for

children with autism: Three case studies. Topics in Early Childhood Special Education, 18, 132-143.

*Janko, S., Schwartz, I. S., Sandall, S. R., Anderson, K., & Cottam, C. (1997). Beyond microsystems: Unanticipated lessons about the meaning of inclusion. Topics in Early Childhood Special Education, 17(3), 286-306.

*Hutchinson, M. K., & Sandall, S. R. (1995). Congenital "TORCH" infections in infants and young children: Neurodevelopmental sequelae and implications for intervention. Topics in Early Childhood Special Education, 15(1), 65-82.

*Able-Boone, H., Goodwin, L. D., Sandall, S. R., Gordon, N., & Martin, D. (1992). Consumer based early intervention services. Journal of Early Intervention, 16(3), 201-209.

*Able-Boone, H., Sandall, S. R., Stevens, E., & Fredrick, L. L. (1992). Family support resources and needs: How early intervention can make a difference. Infant-Toddler Intervention, 2(2), 93-102.

*Sandall, S. R. (1991). Developmental interventions for biologically at-risk infants at home. Topics in Early Childhood Special Education, 10(4), 1-13.

*Boone, H. A., Sandall, S. R., Loughry, A., & Fredrick, L. L. (1990). An informed family-centered approach to Public Law 99-457: Parental views. Topics in Early Childhood Special Education, 10, 100-111.

*Boone, H. A., Sandall, S. R., & Loughry, A. (1989). Preparing family specialists in early childhood special education. Teacher Education and Special Education, 12(3), 96-102.

*Mowder, B. A., Widerstrom, A. H., & Sandall, S. R. (1989). New role: School psychologists serving at-risk and handicapped infants, toddlers, and their families. Professional School Psychology, 4(3), 159-171.

*Goodwin, L. D., & Sandall, S. R. (1988). Interrater reliability of parent-infant interaction scales. Diagnostique, 13(2-4), 106-119.

*Fewell, R. R., & Sandall, S. R. (1986). Developmental testing of handicapped infants: A measurement dilemma. Topics in Early Childhood Special Education, 6, 86-99.

*Sandall, S. R., Fewell, R. R., Schlater, A., & Vadasy, P. F. (1986). A computer assisted program for underserved families. Journal of the Division for Early Childhood, 10, 216-223.

*Fewell, R. R., & Sandall, S. R. (1983). Curricula adaptations for the young

handicapped child. Topics in Early Childhood Special Education, 2(4), 51-66.

*Fink, W. T., & Sandall, S. R. (1980). A comparison of one-to-one and small group instructional strategies on a word identification task by developmentally delayed preschoolers. Mental Retardation, 18, 34-45.

*Bricker, D., & Sandall, S. R. (1979). Mainstreaming in preschool programs: How and why to do it. Education Unlimited, 1, 25-29.

*Fink, W. T., & Sandall, S. R. (1978). One-to-one vs. group academic instruction with handicapped and non-handicapped preschool children. Mental Retardation, 16, 236-240.

Books:

Sandall, S.R., Giacomini, J., Smith, B.J., & Hemmeter, M.L. (Eds.) (2006). DEC recommended practices toolkits (CD-ROM). Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.

Sandall, S.R., Hemmeter, M.L., McLean, M., & Smith, B.J. (2005). DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education. Longmont, CO: Sopris West.

Krajicek, M.J., Hertzberg, D.L., Sandall, S.R., & Anastasiow, N. (Eds.) (2004). First Start program: Handbook for the care of infants, toddlers, and young children with disabilities and chronic conditions (2nd ed.). Austin, TX: Pro-Ed.

Sandall, S. R., Schwartz, I.S., Joseph, G.E., Chou, H-Y, Horn, E.M, Lieber, J. Odom, S.L., & Wolery, R. (2002) Building blocks for teaching preschoolers with special needs. Baltimore: Paul Brookes.

Hemmeter, M.L., Joseph, G.E., Smith, B.J., & Sandall, S. (2001). DEC recommended practices program assessment: Improving practices for young children and their families. Longmont, CO: Sopris West.

Ostrosky, M., & Sandall, S. (2001). Teaching strategies: What to do to support young children's development. Young Exceptional Children Monograph Series, No. 3. Denver, CO: The Division for Early Childhood of the Council for Exceptional Children.

Sandall, S., McLean, M.E., & Smith, B.J. (2000). DEC recommended practices in early intervention/early childhood special education. Longmont, CO: Sopris West.

Sandall, S., & Ostrosky, M. (2000). Natural environments and inclusion. Young Exceptional Children Monograph Series, No. 2. Denver, CO: The Division for Early Childhood of the Council for Exceptional Children.

Sandall, S., & Ostrosky, M. (1999). Practical ideas for addressing challenging behaviors. Young Exceptional Children Monograph Series. Denver, CO: The Division for Early Childhood of the Council for Exceptional Children.

Widerstrom, A. H., Mowder, B. A., & Sandall, S. R. (1997). Infant development and risk: An introduction. Baltimore: Paul H. Brookes.

Widerstrom, A. H., Mowder, B., & Sandall, S. R. (1991). At-risk and handicapped newborns and infants. Englewood Cliffs, NJ: Prentice-Hall.

Chapters:

Sandall, S.R. (2004). Inclusion in early childhood education: What we have learned. Where are we going? In K.E. Allen & G. Edwards, The exceptional child: Inclusion in early childhood education (pp. 403-417). Albany, NY: Delmar.

Schwartz, I.S., Sandall, S.R., Odom, S.L., Horn, E., & Beckman, P.J. (2001). "I know it when I see it": In search of a common definition of inclusion. In S.L. Odom (Ed.), Widening the circle: Including children with disabilities in preschool programs (pp. 10-24). New York: Teachers College Press.

Odom, S.L., Brown, W.H., Schwartz, I.S., Zercher, C., & Sandall, S.R. (2001). Classroom ecology and child participation. In S.L. Odom (Ed.), Widening the circle: Including children with disabilities in preschool programs (pp. 25-45). New York: Teachers College Press.

Horn, E., Lieber, J., Sandall, S.R., Schwartz, I.S., & Wolery, R.A. (2001). Classroom models of individualized instruction. In S.L. Odom (Ed.), Widening the circle: Including children with disabilities in preschool programs (pp. 46-60). New York: Teachers College Press.

Odom, S.L., Zercher, C., Marquart, J., Li, S., Sandall, S.R., & Wolfberg, P. (2001). Social relationships of children with disabilities and their peers in inclusive preschool classrooms. In S.L. Odom (Ed.), Widening the circle: Including children with disabilities in preschool programs (pp. 61-80). New York: Teachers College Press.

Lieber, J., Schwartz, I., Sandall, S., Horn, E., & Wolery, R. (1999). Curricular considerations for young children in inclusive settings. In C. Seefeldt (Ed.), The early childhood curriculum: A review of the research (pp. 243-264). New York: Teachers College Press.

Sandall, S. R. (1993). Curricula for early intervention. In W. Brown, S. K. Thurman, & L. Pearl (Eds.), Family-centered early intervention with infants and toddlers: Innovative cross-disciplinary practices. (pp. 129-151). Baltimore: Paul H. Brookes.

Sandall, S. R. (1993). Developmental interventions for the medically fragile infant at

home. In M. Krajicek & R. Tompkins (Eds.), The medically fragile infant. (pp. 97-118). Austin, TX: PRO-ED.

Sandall, S. R. (1988). Parent-child interaction: Learning to take turns. In V. Dmitriev & P. L. Oelwein (Eds.), Advances in Down syndrome. (pp. 261-269). Seattle, WA: Special Child Publications.

Vadasy, P. F., & Sandall, S. R. (1986). Putting computers to work for children with handicaps: Evaluating the delivery of personalized services to rural families. In D. Gentry & J. Olson (Eds.), Monograph III: Research in family involvement practices. (pp. 30-37). Moscow: University of Idaho.

Fewell, R. R., & Sandall, S. R. (1983). Assessment of high-risk infants. In K. E. Allen & E. Goetz (Eds.), Early childhood education: Special environmental and legal considerations. Rockville, MD: Aspen Systems.

Coggins, T. E., & Sandall, S. R. (1982). The communicatively handicapped infant: Application of normal language and communication development. In S. G. Garwood & R. R. Fewell (Eds.), Educating handicapped infants. (pp. 165-214). Rockville, MD: Aspen Systems.

Educational Materials:

Boulware, G., Sandall, S., & Schwartz, I. (1999). Autism/PDD: A resource guide for FRCs. Seattle: University of Washington.

Sandall, S. R., & deCsipkes, C. (1994). Service coordination in early intervention: An interdisciplinary curriculum. Newark: University of Delaware, University Affiliated Program.

Schlater, A., Fewell, R. R., & Sandall, S. R. (1987). Seattle Inventory of Early Learning Software. Seattle, WA: Specialty Software, Inc.

Sandall, S. R. (1986). My turn, your turn. [Videotape]. Seattle: University of Washington Press.

Fink, W. T., Sandall, S. R., Gabrielson Krambs, P., Taylor, S., Layton, G., & Schwartz, K. (1979). Preschool curriculum guide. Eugene: University of Oregon, Center on Human Development.

Taylor, S. J., Sandall, S. R., & Schwartz, K. (1979). Center on Human Development inservice training manual. Eugene: University of Oregon, Center on Human Development.

Other:

Sandall, S. R. (1998). Review of the book Implementing early intervention: From research to effective practice. Marriage & Family Review, 27(3-4), 308-310.

Sandall, S. R. (1994). Early choices: Program evaluation--year three. Report submitted to the Delaware Early Childhood Center and the Interagency Resource Management Council, State of Delaware.

Sandall, S. R., & Peters, D. L. (1994). Evaluation of the IRMC sponsored early childhood programs. Report submitted to the Interagency Resource Management Council, State of Delaware.

Sandall, S. R. (1993). Early choices: Program evaluation--year two. Report submitted to the Delaware Early Childhood Center and the Interagency Resource Management Council, State of Delaware.

Sandall, S. R. (1992). Early choices: Program evaluation. Report submitted to the Delaware Early Childhood Center and the Interagency Resource Management Council, State of Delaware.

Sandall, S. R. (1992). Review of the book No place to be a child: Growing up in a war zone. Child, Youth, & Family Services Quarterly, 15(3), 19.

Sandall, S. R. (1987). Parent-infant interaction. DEC Communicator, 14(2).

Sandall, S. R. (1985). The computer-assisted program. DEC Communicator, 12.

Sandall, S. R. (1985). Review of the book Teaching infants and preschoolers with handicaps. Topics in Early Childhood Special Education.

GRANTS AND RESEARCH SUPPORT:

2007- Investigator, "Impact of Professional Development on Preschool Teachers' Use of Embedded-Instruction Practices", United State Department of Education, Institute for Education Sciences (subcontract with University of Florida).

2005- Principal Investigator, "Preparation of Teachers for Early Intervention/Early Childhood Special Education", United State Department of Education, (\$800,000 over 4 years)

2003- Co-Principal Investigator, "Center for Educating and Providing Early Intervention Services to Children with Autism and Autism Spectrum Disorders", United States Department of Education. (\$5,000,000 over 5 years)

- 2002 Principal Investigator, "Higher Education Forum", Washington State Department of Social and Health Services. (\$50,000)
- 2001-2005 Principal Investigator, "Entering the Community", Washington State Department of Social and Health Services. (\$5000/year)
- 2000-2005 Principal Investigator, "Friday Morning/Afternoon Out". Washington State Department of Social and Health Services, Discovery Trust. (\$3500/year)
- 1999 Principal Investigator, "Training to Serve Young Children with Autism." King County Developmental Disabilities Division. (\$50,000)
- 1999-2002 Investigator, "Synthesizing and Disseminating Recommended Practices in Early Intervention/ Early Childhood Special Education. " Office of Special Education Projects, U.S. Department of Education.
- 1994 Principal Investigator, "Evaluation of IRMC Sponsored Early Childhood Programs." Delaware Department of Public Instruction. (\$20,472)
- 1992 Principal Investigator, "Teacher-Child Interaction in Early Childhood Special Education." University of Delaware General University Research Fund. (\$5,900)
- 1989 Principal Investigator, "Preparation of Infant Specialists." U.S. Department of Education, Office of Special Education and Rehabilitative Services. (\$77,796, project at University of Colorado, Denver)
- 1989 Principal Investigator, "Statewide Training for Infant Specialists." U.S. Department of Education, Office of Special Education and Rehabilitative Services. (\$80,000, project at University of Colorado, Denver)
- 1989 Project Co-Director, "Summer Institute, Building a Community of Learners." Colorado Department of Education. (\$10,017)
- 1989 Investigator, "Severe Needs Consortium Research." Colorado Department of Education. (\$4,000)

- 1988-89 Co-Principal Investigator, "An Informed IFSP Implementation Process in Colorado." Colorado Department of Education. (\$26,000)
- 1988-89 Co-Principal Investigator, "Family Focused Training for Early Childhood Special Educators." U.S. Department of Education, Office of Special Education and Rehabilitative Services. (\$75,200 - first year of three year project)
- 1984-85 Student Investigator, "An Investigation of the Effects of a Parent-Implemented Intervention to Increase the Social-Communicative Behaviors of Prelinguistic Infants with Down Syndrome." U.S. Department of Education, Student Initiated Research. (\$10,758)

PAPERS PRESENTED (NATIONAL AND INTERNATIONAL)

(* indicates refereed presentation)

Sandall, S.R. & Meyer, D.J. (2007, November). Sibshops: Follow-up of participants of a sibling support program. Presentation at the Sibling Leadership Network, AUCD Preconference Event, Washington DC.

*Sandall, S.R., Wang, T., & Harniss, M. (2007, October). Automated data capture for monitoring children's progress. Poster presented at twenty-third annual Division for Early Childhood International Conference, Niagara Falls, Ontario, Canada.

Sandall, S.R., Cronin, M., Salisbury, C., Snyder, P., Woods., J., Swett, J., & Walsh, S. (2007, October). Part C policies and practices: Ongoing discussion of progress and problems. Presentation at twenty-third annual Division for Early Childhood International Conference, Niagara Falls, Ontario, Canada.

Sandall, S.R. (2007, April). Including all children in quality programs. Presentation for the Department of Education, Pretoria, South Africa.

Sandall, S.R. (2007, April). Family involvement in early childhood education. Presentation for South Africa Congress for Early Childhood Development, Mafikeng, South Africa.

*Johnston, S., & Sandall, S.R. (2006, October). Effective use of amentative and alternative communication with young children. Presentation at

twenty-second annual Division for Early Childhood International Conference, Little Rock, Arkansas.

Sandall, S.R., Salisbury, C., Snyder, P., Woods, J., Turnbull, A., & Swett, J. (2006, October). Part C: Dreams fulfilled or dreams deflated? Presentation at twenty-second annual Division for Early Childhood International Conference, Little Rock, Arkansas.

Smith, B.J., McLean, M., & Sandall, S.R. (2005, October). Putting DEC's Recommended Practices to Work. Presentation at twenty-first annual Division for Early Childhood International Early Childhood Conference, Portland, OR.

*Sandall, S.R., Hull, T., & Tsai, S-P. (2005, October). Assessment of play behaviors of young children with autism. Presentation at twenty-first annual Division for Early Childhood International Early Childhood Conference, Portland, OR.

Sandall, S.R. (2004, December). Building Blocks for including and teaching preschoolers with special needs. Presentation at High Quality Inclusion Opportunities for Preschool-age Children with Disabilities, Policy Forum, Project Forum at NASDSE, Washington, DC,

Sandall, S.R., McLean, M.E., Hemmeter, M.L., Smith, B.J., Mulligan, S., & Jones, H. (2004, December). DEC Recommended Practices: An update. Presentation at twentieth annual Division for Early Childhood International Early Childhood Conference, Chicago, IL.

*Sandall, S.R., & Davis, C.A. (2004, November). Learning to embed instruction: Effects of a field-based project for preservice teachers. Paper presented at the Council for Exceptional Children Teacher Education Division Annual Conference, Albuquerque, New Mexico.

*Sandall, S.R. & Davis, C.A. (2004, February). Learning to embed instruction: Effects of a field-based project for preservice teachers. Paper presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Sandall, S.R., Mulligan, S., & Smith, B.J., (2003, October). Recommended practices everyday. Paper presented at the nineteenth annual Division for Early Childhood International Early Childhood Conference on Children with Special Needs, Washington, DC.

*Hansuvadha, N., & Sandall, S.R., (2003, October). Shared reading: Cross-age intervention between infant/toddlers and kindergarten students. Paper presented at the nineteenth annual Division for Early Childhood International Early Childhood

Conference on Children with Special Needs, Washington, DC.

*Sandall, S.R. (2003, June), Building blocks for including and teaching young children with special needs. Paper presented at NAEYC's 12th National Institute for Early Childhood Professional Development, Portland, Oregon.

Smith, B.J., Frederick, L., Mulligan, S., Sandall, S., & Hemmeter, M.L. (2002, December). DEC recommended practices. Paper presented at the eighteenth annual Division for Early Childhood International Early Childhood Conference on Children with Special Needs, San Diego, California.

*Sandall, S.R., Joseph, G., Lieber, J.A., & Horn, E.M. (2002, December). Building blocks for preschoolers with special needs. Paper presented at the sixteenth Annual Division for Early Childhood International Early Childhood Conference on Children with special needs, San Diego, California.

*Sandall, S.R. (2002, February). Teachers without classrooms. Paper presented at the Conference on Research Innovations in Early Intervention, San Diego, California.

Sandall, S., McLean, M., & Smith, B.J. (2000, December). Updated DEC recommended practices. Paper presented at the sixteenth annual Division for Early Childhood International Early Childhood Conference on Children with Special Needs, Albuquerque, New Mexico.

*Schwartz, I.S., McBride, B., Boulware, G.L., & Sandall, S. (2000, December). Project DATA: Successful, school-based programs for young children with autism. Paper presented at the sixteenth annual Division for Early Childhood International Early Childhood Conference on Children with Special Needs, Albuquerque, New Mexico.

McLean, M., Sandall, S., & Smith, B. J. (2000, April). Update on revised Division for Early Childhood (DEC) recommended practices. Paper presented at the Council for Exceptional Children annual convention, Vancouver, BC.

*Schwartz, I., Sandall, S., & Joseph, G. (2000, April). Building blocks for successful early childhood programs. Paper presented at the Council for Exceptional Children annual convention, Vancouver, BC.

*Schwartz, I. S., Lieber, J., Sandall, S. R., Beckman, P. J., Hanson, M. J., & Odom, S. L. (2000, March). Findings of the Early Childhood Research Institute on Inclusion. Paper presented at the Pacific Rim conference, Honolulu, HI.

Hanson, M. J., & Sandall, S. R. (1999, December). Supporting early development and learning—recommended practices for infants/toddlers. Paper presented at the fifteenth annual Division for Early Childhood International Early Childhood Conference on Children with Special Needs, Washington, DC.

Odom, S.L., Sandall, S., Hanson, M., Beckman, P., Lieber, J., Horn, E., Wolery, R., & Schwartz, I. (December, 1999). Research Forum on Early Childhood Inclusion, Washington, D.C.

*Odom, S., Beckman, P., & Sandall, S. (1999, December). Maintaining inclusive preschools: Program pathways across five years. Paper presented at the fifteenth annual Division for Early Childhood International Early Childhood Conference on Children with Special Needs, Washington, DC.

*Odom, S. L., Hanson, M., Horn, E., Beckman, P., Lieber, J., Schwartz, I., Sandall, S., & Wolery, R. (1999, December). Current findings of the Early Childhood Research Institute on Inclusion. Paper presented at the fifteenth annual Division for Early Childhood International Early Childhood Conference on Children with Special Needs, Washington, DC.

Smith, B., McLean, M., & Sandall, S. (1999, December). Update on DEC recommended practices. Paper presented at the fifteenth annual Division for Early Childhood International Early Childhood Conference on Children with Special Needs, Washington, DC.

*Sandall, S., Horn, E., Lieber, J., Schwartz, I., Wolery, R., Joseph, G., & Odom, S. (December, 1999). Building blocks for successful early childhood programs. Paper presented at the fifteenth annual Division for Early Childhood International Early Childhood Conference on Children with Special Needs, Washington, DC.

*Odom, S.L., Horn, E., Sandall, S., & Wolery, R., (April, 1999). Current findings of the early childhood research institute on inclusion. Paper presented at the Council for Exceptional Children Annual Conference, Charlotte, NC.

*Beckman, P., Hanson, M., Horn, E., & Sandall, S. (1998, December). School and community inclusion pathways: Families' experience over four years. Paper presented at the International Early Childhood Conference on Children with Special Needs, Chicago, IL.

Odom, S., Schwartz, I., Sandall, S., Lieber, J., & Horn, E. (1998, December). Preschool inclusion practices. Research roundtable at the International Early Childhood Conference on Children with Special Needs, Chicago, IL.

*Sandall, S., & Horn, E. (1998, December). See you next week: The itinerant teacher in early childhood education. Paper presented at the International Early Childhood Conference on Children with Special Needs, Chicago, IL.

*Sandall, S., Lieber, J., Horn, E., Brennan, B., & Wolery, R. (1998, May). Identifying classroom modifications using focus group methods. Paper presented at the Conference

on Research Innovations in Early Intervention, Charleston, SC.

*Odom, S.L., Zercher, C., Li, S., Marquart, J., & Sandall, S. (April, 1998). Social relationships of preschool children with disabilities. Paper presented at the Annual Conference of the American Educational Research Association, San Diego, CA.

*Schwartz, I., Sandall, S., Lieber, J., Li, S., Horn, E., Brennan, B., Joseph, G., & Chou, H. (1997, November). Strategies that work to promote inclusion: Curriculum modifications and embedded learning opportunities. Paper presented at the International Early Childhood Conference on Children with Special Needs, New Orleans, LA.

*Horn, E. M., Hanson, M. J., & Sandall, S. R. (1997, April). Inclusion stories: Current findings of the Early Childhood Research Institute on Inclusion (ECRII). Paper presented at the Council for Exceptional Children's annual convention, Salt Lake City, UT.

*Schwartz, I. S., Sandall, S. R., Odom, S. L., Lieber, J., Li, S., Wolfberg, P., & Horn, E. (1997, April). Child participation in inclusive preschool classrooms. Paper presented at the Society for Research in Child Development biennial meeting, Washington, DC.

*Odom, S., Horn, E., Lieber, J., Schwartz, I., Sandall, S., & Wolfberg, P. (1996, December). Current findings of the Early Childhood Research Institute on Inclusion: Child and classroom issues. Paper presented at the International Early Childhood Conference on Children with Special Needs, Phoenix, AZ.

*Sandall, S. R., McBride, B., Schwartz, I. S., & LaCroix, E. (1996, December). Use of assessment portfolios with young children with disabilities. Paper presented at the International Early Childhood Conference on Children with Special Needs, Phoenix, AZ.

Jones, E. L., Bauer, A., Sandall, S. R., McBride, S., & Snyder, P. (1994, October). Current trends and issues. DEC sponsored personnel preparation seminar presented at the International Division for Early Childhood conference, St. Louis, MO.

*Sandall, S. R., McBride, S. L., Boone, H. A., Wittmer, D., & Marchant, C. (1994, October). Combining early childhood and early childhood special education personnel preparation programs. Presented at the International Division for Early Childhood conference, St. Louis, MO.

*Sandall, S. R., & Vari, C. A. (1994, October). Evaluating technical assistance: A proposed model. Presented at the AAUAP annual meeting, Bethesda, MD.

*Sandall, S. R. (1994, March). Working with parents of infants and toddlers at risk. In B. Mowder (Chair), Working with parents. Symposium conducted at the National Association of School Psychologists annual convention, Seattle, WA.

- *Sandall, S. R., Boone, H. A., Speirer, J., & Johns, K. (1993, December). The home visitor. Paper presented at biennial training institute of the National Center for Clinical Infant Programs, Washington, DC.
- *Sandall, S. R., & Able-Boone, H. (1993, November). Family involvement in early intervention: Research on family-centered practices. Paper presented at annual conference of the National Council of Family Relations, Baltimore, MD.
- *Able-Boone, H., Sandall, S. R., & Speier, J. (1992, December). Family friendly interventions: Are families involved in home visits and IFSP conferences? Paper presented at annual conference of the Division for Early Childhood, Washington, DC.
- *Able-Boone, H., & Sandall, S. R. (1992, April). Family friendly early intervention programs: Are families really involved? Paper presented at annual conference of the Council for Exceptional Children, Baltimore, MD.
- *Halliday, V. P., Sandall, S. R., & Yoshinaga-Itano, C. (1991, December). The quality of interactions between infants and toddlers with hearing impairments and their primary caregiver. Paper presented at biennial training institute of the National Center for Clinical Infant Programs, Washington, DC.
- *Sandall, S. R., & Able-Boone, H. (1991, December). Early intervention in the home: Parental and professional views. Paper presented at biennial training institute of the National Center for Clinical Infant Programs, Washington, DC.
- *Sandall, S. R. (1991, November). Mainstreaming preschoolers: Attitudes of prospective teachers. Paper presented at annual conference of the Division for Early Childhood, St. Louis, MO.
- *Sandall, S. R., & Able-Boone, H. (1990, November). Consumer focused approach to Public Law 99-457. Paper presented at annual conference of the National Council on Family Relations, Seattle, WA.
- Sandall, S. R. (1990, May). Developmental perspectives of play. Presented at annual conference of the Association for the Care of Children's Health, Washington, DC.
- *Sandall, S. R., & Able-Boone, H. (1989, April). Preparing family specialists in early childhood special education. Paper presented at annual conference of the Council for Exceptional Children, San Francisco, CA.
- *Sandall, S. R. (1989, March). Turn-taking strategies to enhance adult-child interaction. Paper presented at annual Pacific Rim conference, Honolulu, HI.
- *Mowder, B., Widerstrom, A. H., & Sandall, S. R. (1988, April). School psychologists in the new role of serving at-risk and handicapped infants, toddlers, and their families.

Paper presented at annual conference of the National Association of School Psychologists, Chicago, IL.

*Widerstrom, A. H., Krajicek, M., Mowder, B., & Sandall, S. R. (1987, December). Training professionals in service delivery for handicapped infants and their families. Paper presented at biennial training institute of the National Center for Clinical Infant Programs, Washington, DC.

*Sandall, S. R. (1987, November). The infant specialization program. Paper presented at annual conference of the Division for Early Childhood, Denver, CO.

*Fewell, R. R., & Sandall, S. R. (1986, April). The computer assisted program: Comparison of gains from center- and field-based services for young children with Down syndrome. Paper presented at the International Conference on Down Syndrome, Brighton, England.

*Sandall, S. R., & Schlater, A. (1985, October). The CAP project: Using computers to serve young handicapped children and their families. Paper presented at annual conference of the Division for Early Childhood, Denver, CO.

*Sandall, S. R. (1985, May). Teaching handicapped infants within the natural, daily routine using computer-generated programs. Paper presented at annual conference of the American Association on Mental Deficiency, Philadelphia, PA.

PRESENTATIONS (REGIONAL, STATE, AND LOCAL)

(* indicates refereed presentation)

*Sandall, S.R., Matsumoto, C., & Schlieffers, J. (2006, May). Building Blocks for Teaching Young Children with Special Needs. Presented at the Infant and Early Childhood Conference, Bellevue, WA.

*Hansuvadha, N. & Sandall, S.R. (2004, April). Shared reading between kindergarten students and toddlers. Presented at the Infant and Early Childhood Conference, Bellevue, WA.

Sandall, S.R. (2003, March). DEC recommended practices. Presented at Creating Positive Outcomes, a Part C Training Institute, Yakima, WA.

Sandall, S.R. (2002, July). Building blocks for infants and toddlers. Presented at Regions IX and X Early Head Start Conference, Seattle, WA.

Sandall, S.R. (June, 2002). Building blocks for young children. Presented at Head Start, Early Head Start and ECEAP Fourteenth Annual Summer Institute, Ellensburg, WA.

Sandall, S.R., & McLean, M.E. (2002, June). DEC recommended practices and bridging the gap. Presented at Early Childhood Special Education Summer Institute, Logan, UT.

Sandall, S.R., & Hemmeter, M.L. (2002, May). DEC recommended practices and bridging the gap. Presented at the Infant and Early Childhood Conference, Bellevue, WA.

Sandall, S. R. & Joseph, G. E. (2001, August). Assessment of infants and toddlers. Presented at the Region X Early Head Start Conference, Seattle, WA.

*Sandall, S.R., & Joseph, G. (2001, May). DEC's recommended practices in early intervention/early childhood special education. Presented at the Infant and Early Childhood Conference, Bellevue, WA.

*Chou, H., Janko, S., & Sandall, S.R., (1998, May). Speaking the same language: Parent-professional collaboration in the decision-making process. Presented at the Early Childhood Development Association of Washington annual conference, Bellevue, WA.

*Sandall, S. R., Joseph, G., Chou, H., & Schwartz, I. S. (1998, May). Including children with disabilities in early childhood classrooms: Strategies that work. Presented at Early Childhood Development Association of Washington annual conference, Bellevue, WA.

Sandall, S. R. (1995, May). Home visits: Early intervention in natural environments. Presented at Promises and Practices in Inclusive Education: Advances in the School and Community, Experimental Education Unit 25th Anniversary, University of Washington, Seattle, WA.

*Sandall, S. R. (1993, May). Attitudes toward mainstreaming. Presented at Integration/Inclusion: Issues in Birth to Six regional conference, Philadelphia, PA.

Sandall, S. R. (1992, October). Including infants and toddlers with moderate and severe disabilities in your group setting. Presented at the Infant/Toddler Symposium for Region III Head Start, Newark, DE.

*Sandall, S. R. (1991, March). Let's talk: Communicating with young children with special needs. Presented at annual conference of Delaware Council for Exceptional Children, Dover, DE.

*Sandall, S. R. (1990, October). Communicating with infants and toddlers. Presented at annual conference of the Delaware Association for the Education of Young Children, Newark, DE.

Sandall, S. R. (1990, May). Public Law 99-457: Report of parental views. Presented at Collaborating for Children, Dover, DE.

*Able-Boone, H., Sandall, S. R., & Gordon, N. (1990, March). Public Law 99-457 intervention strategies: Parents' and professionals' views. Presented at annual Courage to Risk conference, Colorado Springs, CO.

*Sandall, S. R. (1990, March). Public Law 99-457: Report on parental views. Presented at annual conference of Delaware Council for Exceptional Children, Dover, DE.

*Sandall, S. R., & Able-Boone, H. (1989, March). An informed IFSP implementation process in Colorado. Presented at annual Courage to Risk conference, Colorado Springs, CO.

Sandall, S. R. (1987, October). Turn-taking: Strategies for enhancing adult-child interaction. Presented at annual conference of the Minnesota Division for Early Childhood, St. Paul, MN.

Sandall, S. R. (1987, October). Using play activities to support early learning. Presented at annual conference of the Minnesota Division for Early Childhood, St. Paul, MN.

*Sandall, S. R. (1987, March). Turn-taking: Strategies for enhancing adult-child interaction. Presented at annual conference of the Colorado Division for Early Childhood, Denver, CO.

*Sandall, S. R. (1986, May). Turn-taking: Strategies for enhancing adult-child interaction. Presented at annual conference of the Early Childhood Development Association of Washington/Washington State Office of Superintendent of Public Instruction, Seattle, WA.

Sandall, S. R. (1985, October). Curriculum in early childhood education: Selection and use. Presented at annual conference of the Washington Association for the Education of Young Children, Bellevue, WA.

Sandall, S. R. (1985, May). Overview and use of early childhood special education curricula. Presented at annual conference of the Early Childhood Development Association of Washington/Washington State Office of Superintendent of Public Instruction, Seattle, WA.

Sandall, S. R. (1984, May). Curriculum. Presented at annual conference of the Early Childhood Development Association of Washington/Washington State Office of Superintendent of Public Instruction, Seattle, WA.

*Bricker, D., Sandall, S. R., Layton, G., Prill Brown, N., & Schwartz, K. (1980, February). The structure, content, and result of the preschool program. Presented at annual Oregon Conference, Eugene, OR.

*Sandall, S. R., Gabrielson Krambs, P., & Schwartz, K. (1979, February). Preschool classrooms for handicapped and non-handicapped children. Presented at annual Oregon Conference, Eugene, OR.

*Sandall, S. R., & Gabrielson Krambs, P. (1978, October). Preparing handicapped children for public schools. Presented at annual conference Region I, American Association on Mental Deficiency, Portland, OR.

*Fink, W. T., Gabrielson Krambs, P., Sandall, S. R., & Taylor, S. (1978, February). Curriculum development for the severely handicapped: Flexibility within the context of accountability. Presented at annual Oregon Conference, Eugene, OR.

*Fink, W. T., & Sandall, S. R. (1978, February). Integrated kindergartens: Rationale, curriculum, methodology, and data. Presented at annual Oregon Conference, Eugene, OR.

*Gabrielson, P. M., Sandall, S. R., Reid, R. G., & Fink, W. T. (1977, February). Integrating handicapped and non-handicapped preschoolers in academic activities: Structure, organization and outcomes. Presented at annual Oregon Conference, Eugene, OR.

PROFESSIONAL ORGANIZATIONS:

American Association of Mental Retardation
Council for Exceptional Children (CEC)
 Division for Early Childhood (DEC)
 Teacher Education Division (TED)
Early Childhood Development Association of Washington
National Association for the Education of Young Children

Offices and Committees:

 Publications Chair, Division for Early Childhood, 1996-2002
 Research Committee, Division for Early Childhood, 1990-91, 1996-
 Membership Chair, Delaware DEC, 1990-91, 92-94
 Vice-President, Delaware DEC, 1991-92
 Advisory Board, Colorado DEC, 1987-89
 Conference Committee, Colorado CEC/DEC, 1987-89

UNIVERSITY OF WASHINGTON COMMITTEES

College of Education, Committee on Faculty Affairs
Member, 2002-2004; Chair, 2003-2004

College of Education, Faculty Council
Member, 2003-2004, 2004-2005, 2005-2006, 2007-

College of Education, Committee on Student Affairs
Member, 1999-2000

Center on Human Development
Early Intervention Task Force, 1999-present
Outreach Committee, 2000-present
Interdisciplinary Training Committee, 2004-present

OTHER COMMITTEES:

Member, Conference Planning Committee, Conference on Research Innovations
In Early Intervention, (2005-)

Review Team, Washington State Early Learning and Development Benchmarks
(2004)

Teacher Qualifications and Development Technical Assistance Team,
Commission on NAEYC Program Standards and Accreditation, NAEYC
(National Association for the Education of Young Children) (2003-2004)

Member, Washington State Interagency Coordinating Council, (2001-2004, reappointed
2004-)

Member, Conference Planning Committee, Infant and Early Childhood Conference,
(2003-)

Member, King County Interagency Coordinating Council, (1998-)
Co-Chair (1999-2002)

Member, Personnel and Training Committee of the Washington
State Interagency Coordinating Council, (1998-) Co-Chair (2000-)

Member, Colorado State Interagency Coordinating Council (1989)

PROFESSIONAL ACTIVITIES:

Co-Editor, Young Exceptional Children Monograph Series, 1999-2001

Associate Editor, Topics in Early Childhood Special Education, 1993-96

Reviewer for:

Journal of Early Intervention, member of editorial board, 1988-91, 1997-present; invited reviewer, 1991-1996

Topics in Early Childhood Special Education, member of editorial board, 1988-present

Young Exceptional Children, member of editorial board 1997-2001, invited reviewer 2002-

Early Childhood Research Quarterly, invited reviewer 1999-2005

Infants and Young Children, invited reviewer 2004-

School Psychology Review, invited reviewer 2006

Language, Speech, and Hearing Services in Schools, invited reviewer 2007

HONORS AND AWARDS:

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| 2005 | Mary McEvoy Award for Service to the Field, Division for Early Childhood of the Council for Exceptional Children |
| 2000 | Merle B. Karnes Award for Service to the Division, Division for Early Childhood of the Council for Exceptional Children |
| 1980-82 | Graduate Fellowship, University of Washington |
| 1974-76 | Graduate Fellowship, University of Oregon |
| 1974 | Graduated with Honors, University of California |