

Fall 2018

IMPACT, Fall 2018

San Jose State University, Connie L. Lurie College of Education

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IMPACT

*Preparing tomorrow's educators
and professionals today*

MEET THE NEW DEAN

Heather Lattimer wants graduates with knowledge, skills, empathy and a passion for social justice



When she listens to the aspirations of her students, the new dean of the Lurie College of Education can call up some very personal memories.

"I came to education as a career for many of the same reasons that I hear from our students," Heather Lattimer says. "I wanted to make a difference."

The daughter and granddaughter of educators, Lattimer initially resisted

the pull of education. "For a long time I didn't understand the potential power that education holds. I thought that if I wanted to address issues of inequality I needed to focus on economic and political policy."

It took some time spent teaching in a rural secondary school in Zimbabwe during her junior year abroad to shake Lattimer out of the notion that there was

something wrong with being "just a teacher."

"It hit me over the head," she says. "If I'm interested in issues of social justice, if I'm interested in issues of economic development, equity and access, education is a critical lever and it can be the means through which I can contribute to creating more equitable opportunities and hopefully a more just world in my own small way."



FROM THE DEAN

Dear Friends and Colleagues —

Welcome to the 2018-19 academic year. I joined SJSU as dean of the Connie L. Lurie College of Education on August 1 of this year and am so delighted to be part of this vibrant, dedicated and engaged education community!

During my initial months on campus, I've had the privilege of meeting with faculty, staff, students, alumni and school district and community partners and have been consistently impressed by the passion

that so many have for our college and the work that we prepare our students to do. Through their teaching, mentoring, research and scholarship, our faculty members are preparing future educators, counselors, speech language pathologists and leaders with the skills, knowledge and dispositions to ensure that access, equity and social justice are at the heart of their work.

The commitment for grounding our work in a social justice mindset is evident in coursework and learning experiences across all of our departments — from the Lab Preschool that builds an understanding of developmental needs of young children from diverse communities for our Child and Adolescent Development students to the aphasia clinic that offers strategies and structures for respectfully supporting adults who've experienced loss of speech for our Communicative Disorders and Sciences students.

To respond to the evolving needs and opportunities of our region, we continue to grow and evolve our programs. Our Deaf Education Minor in our Special Education Department, which began in Fall 2017, now enrolls 40 students. We are opening three Integrated Teacher Education Programs in math education, bilingual education and elementary education that are designed to address acute teacher pipeline shortages in our region. We are one of four California State University campuses approved to build a doctoral program in audiology to respond to a statewide need for more clinicians who can diagnose and treat hearing and balance concerns. Additionally, we are currently engaged in conversations with school districts, community-based organizations,

and industry partners around building and strengthening pathways into teaching that will increase access and close diversity gaps; address demand in high-need areas including special education, bilingual education, STEM and computer science education; and elevate the importance of early childhood education.

At a time when the educational landscape is shifting and there are significant concerns around issues of equity and opportunity locally and nationally, I firmly believe that it is institutions like San José State University that can and must provide leadership. With dedicated faculty and staff, outstanding students and deep connections to the community, Lurie College of Education is well positioned to be a leading voice for educational excellence and equity in our region. I invite you to be an active participant and partner in this work and look forward to working alongside you to support all of the students in our community.

Heather Lattimer, EdD
Dean and Professor
heather.lattimer@sjsu.edu

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WHEN WORDS DON'T COME

Student clinicians offer aphasia therapy

For Larry Byrd, making the twice-weekly trip to the San José State campus for therapy at the Spartan Aphasia Research Clinic, known as SPARC, is like coming home.

Byrd attended SJSU from 1968 to 1971, majoring in mathematics and competing in the pole vault on the track and field team that sent Spartans John Carlos and Tommie Smith to the 1968 Olympics in Mexico City, where they medaled and raised their fists in a Black Power salute during the playing of the national anthem.

Byrd taught math in Oakland and coached high school football. Then, in the spring of 1998, Byrd had a stroke. Through physical therapy he has regained movement, but the stroke has left him with the condition called aphasia.

As Nidhi Mahendra, associate professor in the Lurie College's Department of Speech and Communicative Disorders, explains it, aphasia impairs the ability to process language.

"You know what you want to say," she says, "but you can't get it out."

Byrd speaks slowly and haltingly as he describes his recovery.

"Before, I was in a wheelchair and then I walked with a cane," he says. "Now I can move a lot. I'm at about 95 percent."

He draws, bikes four times a week and still coaches wrestling. "But talking is difficult," he says. "I can't speak too fast."

At Mahendra's clinic Byrd and others with aphasia work with therapists to improve their speech. Students in Communicative Disorders receive valuable on-the-job practice while patients receive eight hours of quality therapy a week for free. SPARC offers individual and group speech therapy as well as an aphasia choir. And clinic participants also spend time with others who know the frustrations of being able to think clearly but unable to voice those thoughts.



"It doesn't affect your intelligence, says Mahendra. But people don't know how to talk to you. They don't understand that you're still the same person behind the aphasia."

Byrd punctuates his pauses with booming laughter and says he looks forward to each trip to the campus clinic.

"It's good," he says. "Homegrown!"

And Mahendra is inspired by Byrd and gratified that the clinic can offer continued support.

"He's pretty amazing," Mahendra says. "He's quite a guy." ⇨

FROM QUESTIONS TO DATA TO CONCLUSIONS

Students tackle research in their fields of study



Kaho Shibata

Kaho Shibata spent many months last year designing and testing a video modeling approach to teaching children with severe autism how to wash their hands. Shibata's premise was that effective video modeling could minimize the time a therapist would need to spend on hand-washing instruction, freeing up more time for other therapies.

"I thought it would be easy," says Shibata, a graduate student in Communicative Disorders and Sciences at Lurie College.

She found out it wasn't easy. But that didn't mean Shibata didn't learn a lot about designing experiments, meeting the stringent standards of the Institutional Review Board, collecting and interpreting data and drawing conclusions in a research paper.

"This is the first time that I've led a research project," says Shibata, one of six Lurie students chosen to receive Student Research Awards under a new program designed by then-Interim Dean Paul Cascella to foster student-faculty collaboration and involve students in rigorous exploration of topics related to their major.

The college awarded six \$5,000 grants for the 2018-2019 academic year and is accepting applications for 10 grants for the upcoming school year.

Students receive \$2,500 in the fall semester and \$2,500 in the spring semester and present their projects at a Student Research Colloquium in May. The awards are open to undergraduate and graduate students as well as students in the credential program.

Carol Zepecki, a lecturer in the Communicative Disorders and Sciences Department, was Shibata's faculty mentor. The two collaborated closely on the project and also met monthly with the other student-faculty mentor pairs and Cascella to talk through ideas, progress and sticking points.

Shibata's conversations with Cascella helped her to focus her project and navigate the complicated IRB process.

Shibata, working with one 3-year-old boy with autism, videotaped him going through the hand-washing basics — turning on the water, soaping up, rinsing and toweling dry — with her help and with her narration of the steps.

As he repeatedly viewed the video, he grew more comfortable with the elements, putting his hands under the water, touching the soap and touching the towel.

"It worked in the sense that he started with nothing," Shibata says. "The fact that he even got to that step was huge for me."

Shibata is still considering the takeaway from her project. Watching the video of his own hands going through the hand washing process speeded up his progress, she believes. "It was like a light bulb going on — 'Oh, that's what I'm supposed to do.'"

At the same time, designing and making videos like hers would be time-consuming for therapists. And, she says, "This is not a substitute for human interaction."



Natalie Cabral

Natalie Cabral was looking for scholarships to help her pay her way through the two-year masters in mild to moderate special education program when Associate Professor Lisa Simpson suggested she might want to pursue a research award.

She applied with a proposal to study how children with autism might improve reading comprehension with the help of a graphic organizer of concepts and pairing with a general education peer.

Cabral was intimidated by the first meeting with the student researchers. "They had way more experience than me," She says. "There were a handful of doctoral students."

But as the group talked through projects and shared ideas, Cabral found a community of scholars to help her think through her project.

"It turned into such a good conversation," she says.

Cabral grew up in East San José and pursued journalism as an undergraduate major. After she graduated she worked for a nonprofit that encouraged volunteer tutoring preschoolers. And from there she

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After graduating from Harvard College magna cum laude in 1993 with a degree in social studies, Lattimer moved back to California and, at Stanford University, earned a master's degree in education and California Teaching Credentials in history, math and English.

Her first job was teaching history at Abraham Lincoln High School in the San José Unified School District.

At the time, the school was just beginning the process of de-tracking the ninth grade classes.

"I had students from the neighborhoods near the school who were first-generation immigrants and students from more affluent communities who had come to Lincoln for the arts magnet programs. I learned a lot about the biases and differing expectations of students, parents and teachers," Lattimer says. "But I was fortunate to have an administrator who supported and encouraged me as I worked to bring new approaches that would respond to the needs of all students."

Lattimer later moved to San Diego and taught middle school math, worked as a peer coach to other teachers and taught high school English before moving into a role as a consultant, working with school districts across the country on literacy reforms.

She began to wonder whether educational reforms really made a difference in students' lives and decided to return to academia, this time at the University of California, San Diego, to pursue a doctorate in education.

Her dissertation asked what makes an effective urban high school teacher and she found her subjects by asking students and principals at six California high schools to describe the qualities of an effective teacher and then to name ones at their school. She then interviewed those

teachers to find out what had helped them along the way.

"It was a lot about relationships with students and being open and responsive to those relationships," she says. "And it was also about the permission that their administrators had given these teachers at some point in their career to be innovative and to work collaboratively."

After spending the past 12 years at the University of San Diego as a professor, department chair, associate dean and executive director of the university's Institute for Innovation in Education, Lattimer is excited about the opportunity to guide the education and training of the future teachers, counselors and school administrators for Silicon Valley.

Lattimer has spent her first months in the dean's office listening and learning. What she learns will help form her agenda for the coming years.

One of her goals is to bring more diversity to the Lurie student body so that graduates better reflect the diverse classrooms they will enter after graduation.

"We need to address the diversity gap," Lattimer says. "We need to do outreach that encourages students come to us from a range of educational backgrounds, experiences and socioeconomic statuses. Our job is not just to say, 'Please come.' It's to actively recruit people who we believe are going to be great educators."

And she wants to foster openhearted, collaborative graduates who bring a commitment to equity and social justice to their work.

"How do we create the experiences that support our students in understanding how to demonstrate care, how to lead with relationship-building in their classrooms or clinics or schools or programs? That's really a critical piece," Lattimer says. "How do we ensure that

our students are graduating ready to take on the educational challenges in our region? That they have the tool kit — the knowledge, skills and dispositions — to respond to these challenges? And with the belief that change is possible and that they have an active responsibility to help lead that change?" ➡

Fast Facts

- Lattimer, 47, and her husband, an attorney, have three sons, ages 22, 18 and 11.
- To unwind, she hikes and mountain bikes.
- Her mother was a math teacher and her grandfather was a rural school superintendent.
- One of her most powerful learning experiences was helping to manage a student-run homeless shelter while she was an undergraduate.
- The last memorable book she read was "The Girl Who Smiled Beads," Clemantine Wamariya's memoir of the Rwandan genocide.

FULL RIDE

Getting to know the Dean's Scholarship recipients

Each year two Lurie College of Education students receive full scholarships — \$15,000 to pay for tuition, fees, books and living expenses as they pursue a degree in an education field.

The winners of the Dean's Scholarship for Exemplary Teacher Candidates for the 2018- 2019 academic year are Hannah Song Evans, a product of home schooling who grew up mostly in Korea and who has a passion for middle school math, and Nancy Perez, who grew up on a Gilroy farm with Spanish as her first language and who aspires to teach in a bilingual elementary school. Both are in the combined master's degree and multiple subjects credential program.

We sat down with them to learn more about these inspiring aspiring educators.

Nancy Perez

When you were growing up what was your relationship to school?

I grew up in Gilroy. My father supervises workers on a big farm. My mother and father came from Mexico when they got married. And they both only made it up to 6th grade. So they never had the opportunity to go to school because they worked in farming. My dad always told me, "Work hard and get an education so you don't have to be so tired and work sun up to sun down like I do." Even though I did well, I was unmotivated, especially when I was younger, because I didn't feel college was for someone like me.

And now you're student teaching? What's that like?

I'm in Gilroy at Rod Kelley Elementary School in third grade in a Spanish dual immersion classroom. It's awesome. I love it.

Why did you choose that type of teaching?

I think because it wasn't available when I was growing up. And I really, really tried hard with the help of my mom to keep all of my Spanish. I would do everything in Spanish at home to not lose any of it because I knew one day it would be helpful. And now I'm seeing the value of being bilingual even more than I ever did. And I think it's helpful for any student to have the opportunity to learn that, especially now. You lose out on a lot of connections if you don't speak more than one language.



Nancy Perez

What has surprised you in the classroom?

It surprised me how much studying child development here helped me connect with the kids. If I understand their development I'm not shocked if they act out or behave a certain way. So instead of wondering why they're doing that, I understand that it's because they're at that stage in development.

After you graduate do you want to work in a community like the one you grew up in?

Definitely. Growing up, my teachers were pretty nice, but they also sometimes just didn't get the Mexican American community. They didn't understand us and the students didn't understand them. And I figure if I become a teacher maybe a student is going to look at me and say, "That teacher looks like me. She gets me." Which is something I never had growing up.

Hannah Song Evans

Tell us about your education.

I was home schooled for most of my childhood. I went to school for 4th and 5th grade in Texas and then junior and senior year I was in a private English school in Korea. My mom is Korean and my dad is from Fresno and was an English professor who loved living in Korea. We moved back and forth a lot between the States and Korea.

So you don't really have much knowledge of what being in school is like?

No. I soaked up as much as could in those four years, and that really helped me get through my home schooling. After I went to college I worked with foster youth for four years, so that's where I really gained my experience with teenagers and that middle school age.

Do you think that through this interesting hodgepodge you got a good education?

Honestly, no. I think I really had to fight my way through, but very secretively. I think when you grow up in two different countries with two different languages and not having consistent education you feel like you're always behind. And I still feel that way. I'm always trying to learn and catch up.

What made you say, "Education is what I want to do?"

I was working with foster youth and trying to help them reach their goals and find stability. And that's when I started to ask, "How did I get to where I am? How did I reach financial security?" And I realized it was through education. And the teachers I met in the four years I went to school taught me to love to learn. I really wanted to be that teacher for other students, especially students who are struggling at school or the home life is not ideal, or they feel like they don't fit in or they can't catch up. I want them to learn to love learning so they can always have a way out of that.

What are the qualities of a great teacher? What did you see in the teachers who reached you?

Being creative. Making it fun. And I think a great teacher is one who treats a student as a person and not just as a child. I think people overlook kids a lot because they're small. And



Hannah Song Evans

they have thoughts and opinions and feelings. So I think that a great teacher is a person who includes all of that.

How did the Dean's Scholarship come into your life?

I applied and I was so surprised to get the interview. It was one of those scholarships where I was like, "This is too good to be true." It is amazing. It's just a total weight off of my shoulders because I was really worried about tuition. Now I can go into the teaching career able to choose more. It doesn't have to just be about pay. It can be what I want out of the community and the school. It's more than I ever could have asked for. I'm so grateful. ☺

FACULTY ADDITIONS & TRANSITIONS

Lurie welcomes five new faces

EDUARDO R. MUÑOZ-MUÑOZ

Assistant Professor, Teacher Education

CV basics:

B.A. and M.A., Linguistics,
Córdoba University
M.A., Educational Leadership and
School Administration, University
of California, Berkeley
M.A., Sociology,
Stanford University
Ph.D., Sociology of Education,
Race Inequality and Language in
Education, Stanford University



Last taught at:

Stanford, Mills College and SJSU as lecturer

From:

Córdoba, Spain

Why education?

“I became part of the education field not because of any romantic ideals. In Spain a teacher is a social servant. Not a very risky position. I came to East Oakland as a bilingual teacher originally with a sense of adventure, and then I was like a teacher reborn. The socioeconomic and racial differences are much more stark and visible and painful. People here place their faith in education. I choose to be a teacher to fight.”

Research interests:

English-language learners and the phenomenon of linguistic ideologies. I’ve looked at the policy of teacher preparation. I continue look at how to develop policies that make teachers more linguistically sensitive and responsive to the diversity of languages in our schools.

Why San José State?

“This is a public university, that is the No. 1 reason I like it. Because I believe in public education. And the support for the students, the commitment, honesty, desire to learn is remarkable here.”

What you didn’t know:

His last name is a combination of his mother’s and father’s last names, both Muñoz. He can play ping-pong, loves music, particularly Flamenco and gothic metal, and is a movie buff. His recent favorite Spanish movies are “Marilyn” and “Gordos.”

LUIS POZA

Assistant Professor, Teacher Education

CV basics:

B.A., Latin American Studies,
Yale University
M.A., Climate and Society,
Columbia University
Ph.D., Race, Inequality, and
Language in Education, and
Sociology of Education,
Stanford University



Last taught at:

University of Colorado Denver

From:

“I’m ethnically Cuban, born in Costa Rica, an American citizen but I didn’t live in the United States until I was 16. My father was in the Foreign Service, so we bounced around Central and South America for most of my childhood. We moved to D.C. when I was 16 and lived in northern Virginia in the suburbs.”

Why education?

“In college I had done a lot of mentoring and tutoring. Education became late in my college experience an avenue that I felt could be a place to make an impact on some of those things. I did Teach for America in East Palo Alto for two years and then taught in New York City for two years after that. I largely feel that teaching and education are ways of having an impact on issues of social justice.”

Research interests:

My research focuses on language ideologies, the beliefs that people have about different languages and the people who use them. So I look at how they play out in teacher practice, school curriculum and education policy.

Why San José State?

“I got my teaching credential from San José State in 2005. There’s something very cosmic about coming back to teach where I got my teaching credential.”

What you didn’t know:

When he was at Stanford someone told him writing a dissertation was like a marathon, so he joined the Triathlon Club and he’s finished so many triathlons that he’s lost track of the number.

SAILI KULKARNI

Assistant Professor, Special Education

CV basics:

B.A., Psychology, Boston University
M.S., Special Education University of Wisconsin-Madison
Ph.D., Special Education University of Wisconsin-Madison

Last taught at:

California State University Dominguez Hills

From:

“That is a tough question to answer, because I’m kind of from everywhere. I’ve lived in six different states. I was born in New Jersey, then moved to New Hampshire, then Portland, Oregon, then Boston University for undergrad and then I taught in Oakland and left for grad school in Wisconsin.”

Why education?

“My very last year of undergrad I worked with a developmental psychologist who was doing research with child development and students with disabilities. I think that sparked the interest that maybe I should go into teaching. I was interested in learning how children develop and grown and learn. I joined the Oakland Teaching Fellows, working both in a middle school classroom and an elementary inclusion program.”

Research interests:

“My work is around the beliefs of teachers and how their beliefs about the intersection of race and disability impacts our students. How does it help them design instruction or refer students for services?”

I also look at the overrepresentation of students of color. It has been examined quantitatively. I look at it more qualitatively. I want to know what the teacher is thinking when they decide this student needs to be out of the classroom.”

Why San José State?

“I’m closer to where I taught, so it helps my research. And I’m also fascinated by technology and how it’s used in the field.”

What you didn’t know:

Kulkarni is a “Faculty in Residence,” one of a handful of SJSU professors who live in on-campus housing. She and her fiancé share an apartment in Campus Village 2, a freshman dormitory.



LYLE LUSTIGMAN

Assistant Professor, Communicative Disorders and Sciences

CV basics:

B.A., Linguistics and Interdisciplinary Program in Fine Arts, Tel Aviv University
M.A., Linguistics, Tel Aviv University
Ph.D., Linguistics, Tel Aviv University

Last taught at:

SJSU as lecturer since 2016.

From:

Israel.

Why education?

“Since I was a child I always loved languages. And I think it’s truly magical the way we acquire language in a seemingly effortless way. And the thought of gaining something from understanding this process and transferring it to other populations that need more support in the process was very exciting.”

Research interests:

“I am fascinated by the role of adult-child conversational interaction and how these trends transfer back to atypical language development. One of my last projects was on how they construct linguistic units together. It’s not only the child sitting passively and processing, it’s about them participating and engaging with one another. You can see what kind of prompts from adults result in what kinds of language structures.

“I’ve also recorded children for years from the time they were babbling through four years. I’ve been documenting children’s language in both naturalistic and in experimental settings.”

Why San José State:

“My post-doc at Stanford University was ending and I was looking for a teaching and research position. I was very fortunate.”

What you didn’t know:

Her first name, Lyle, is a Hebrew word for “night.” And in her spare time she draws and paints, often acrylic portraits of her loved ones.



MATTHEW LOVE

Assistant Professor, Special Education

CV basics:

B.S., Special Education University of Nevada, Las Vegas
M.ED, Special Education University of Nevada, Las Vegas
Ph.D., Educational and Clinical Studies, University of Nevada, Las Vegas

Last taught at:

University of Nevada, Las Vegas

From:

Henderson, Nev.

Why education:

“I volunteered at a program to get kids ready for adult life for students who had emotional and behavior disorders. Working with bright kids that were disengaged from school felt familiar to me.

Research interests:

My research is focused on students with disabilities in the mild to moderate area, so students who have learning disabilities and emotional and behavioral disorders. The big goal in education today is getting students college and career ready. You would expect them to achieve similarly to their peers because their disability is considered mild or moderate, but there are definitely gaps in achievements and gaps in adult outcomes. So my goal is to look at how we can embed technology into high school classrooms to support student achievement and inclusion in general education.

Why San José State?

What stood out to me was San José State’s focus on equity in instruction and with my focus on the use of technology in education, what better place in the world to be than in Silicon Valley? My goal would be to design frameworks or elements that work for students with learning disabilities and then somebody when they were developing classroom tools would follow my instructions.

What you didn’t know:

Love was a middling student and a troublemaker in school and was frequently suspended. It wasn’t until high school, when he needed to keep his grades up to stay on the baseball team that he applied himself, brought his grades up and stopped misbehaving.



Faculty promotions

Maria Fusaro in the Child and Adolescent Development Department was promoted to associate professor.

Dolores Mena in the Department of Counselor Education, was promoted to professor.

In Memoriam

The Lurie College of Education lost a beloved member, **Amy Strage**, professor of Child and Adolescent Development and director of the university’s Center for Faculty Development, in September. A faculty member for more than 30 years, Strage was a prolific researcher and recognized by students and peers for supporting student success and institutionalizing professional development for faculty.

And **J. Francisco Hidalgo**, a champion for social justice and a former Lurie College dean, passed away in October. Hidalgo began his career in education as a teacher intern in the National Teacher Corps for children of migrant workers in the San Joaquin valley and went on to serve as dean of the colleges of education at Texas A&M, Kingsville, at San José State and at New Mexico Highlands University.

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took a job as an assistant to a special education teacher in an elementary school.

“I found my meaning there,” she says, and applied to Lurie.

Her research project grew out of her frustration, which is shared by many special education teachers, with teaching reading comprehension to students with autism.

“They struggle with organizing information and picking out what matters in analyzing a text,” Cabral says. “They don’t have a compass.”

She hoped that the compass she designed, which used graphics to walk them through “who,” “what” and the important “why” questions about a text, would help the two boys with autism that she focused her research on to better understand character motivation.

And she found their comprehension improved.

“They’re so intelligent,” she says of her research subjects. “Once they have the tool or the trick, the rest is just cake.”

Cabral hopes that more and better research into how children with autism learn might help special education teachers, who suffer from burnout and often leave the profession, find more success and job satisfaction. ➡

FACULTY ACCOMPLISHMENTS

Allison Briceño of the Department of Teacher Education contributed “En español esa palabra no tiene ningún sentido:” A Cross-case Analysis of Three Mexican American Dual Language Teachers’ Linguistic Ideologies and Instructional Differences to the International Multilingual Research Journal.

With A. F. Klein, Briceño contributed the article [Running records and first grade English Learners: An analysis of language-related errors](#) to the journal *Reading Psychology*.

And with C. Rodriguez-Mojica and **Eduardo R. Muñoz-Muñoz** of the Department of Teacher Education, she contributed [From English Learner to Spanish Learner: Raciolinguistic beliefs that influence heritage Spanish speaking teacher candidates](#) to the journal *Language and Education*.

Rebeca Burciaga in the Department of Educational Leadership contributed the article [Schooling and values: The duality of educación](#) to *Hispanic Outlook on Education Magazine*.

With R. Kohli, she also contributed the article [Disrupting whitestream measures of teacher quality: The community cultural wealth of teachers of color](#) to the journal *Multicultural Perspectives*.

Paul Cascella of the Department of Communicative Disorders and Sciences, with **Lisa Simpson**, and **Christine Hagie** of the Department of Special Education, contributed the chapter [Prioritizing communication supports for an adolescent with intellectual disability](#) to the “*Speech-Language Pathology Casebook*.”

With D. Neave-DiTorro, D.A. Vogel and S.E. Wortsman, Cascella, contributed the article [Risk management practices at university clinics in Communication Sciences and Disorders](#) to the journal *Teaching and Learning in Communication Sciences & Disorders*.

Andrea Golloher of the Department of Communicative Disorders and Sciences contributed the article [Adapted shared storybook reading: A study of its application for children with autism spectrum disorders and in home settings](#) to the journal *Focus on Autism and Other Developmental Disabilities*.

With D. Moore, Lisa Simpson and Peg Hughes she contributed [Teacher confidence in managing challenging behaviors](#) to the journal *CCNews*.

Saili Kulkarni of the Special Education Department, with C. Hernandez, contributed the article [Social skills for students with moderate to severe disabilities: Can community-based instruction help?](#) to the *Journal of the American Academy of Special Education Professionals*.

With student J. Parmer and A. Selmi and A. Mendelson, Kulkarni contributed the chapter [Assistive technology for students with disabilities: An international and intersectional approach](#) to “*In Crossing the Bridge of the Digital Divide: A Walk with Global Leaders*.”

With M.C. Esposito and K.Tang, K., she contributed the article [Ensuring inclusive environments for students with disabilities: school leaders play a linchpin role](#) to the *Journal of Educational Administration and History*.

Nidhi Mahendra, with E.M. Hickey and M.S. Bourgeois, contributed the chapter [Cognitive-communicative characteristics: Profiling types of dementia](#) to “*Dementia: Person-centered assessment and intervention*.”

With K. H. Hayes, Mahendra contributed the article [Comparing physician and speech-language pathologist perceptions of client understanding about post-stroke aphasia and recovery](#) to the journal *Aphasiology*. She also contributed [Teaching about aphasia: speech-language pathology students’ perceptions of different instructional techniques](#) to *Aphasiology*, Mahendra also was funded for 2018-2019 by the El Camino Hospital and Health Care District for her project *Rehabilitation, Awareness, and Community Education for Stroke*.

Luis Poza in the Department of Teacher Education contributed the article “[Los Dos Son Mi Idioma](#)”: [Translanguaging, Identity, and Social Relationships Among Bilingual Youth](#) to the *Journal of Language, Identity & Education*.

Allison Briceño, Andrea Golloher, Angela Rickford of the Department of Special Education and **Noni Mendoza Reis** of the Department of Educational Leadership planned and facilitated a Campus Reading Program panel discussion “*Literacy in America*.”

Grinell Smith and **Colette Rabin** in the Department of Teacher Education contributed the article “[Get the Mexican](#)”: [Attending to the Moral Work of Teaching in Fraught Times](#) to the journal *Schools*. Smith also contributed the article [Teaching in the Age of Humans](#) to *Schools*.

Maureen Smith in the Department of Child and Adolescent Development contributed the article [Imaginary companions of deaf, blind, and typically developing school children](#) to the journal *Imagination, Cognition, and Personality: Consciousness in Theory, Research, and Clinical Practice*.

Nadia Sorkhabi in the Department of Child and Adolescent Development is associate editor of the *Journal of Child and Family Studies* published by Springer. She also presented [Links among Lebanese emerging adults’ perceptions of their parents’ parenting styles and their self-esteem and academic achievement: Self-construal and parental psychological control as mediators](#) at the conference of the Society for Research on Adolescence in Minneapolis.

Kim Tsai in the Department of Child and Adolescent Development, with R.E. Dahl, M.E. Irwin, J.E. Bower, H. McCreath, T.E. Seeman, and A.J. Fuligni, contributed the article [The roles of parental support and family stress on adolescent sleep](#) to the journal *Child Development*.

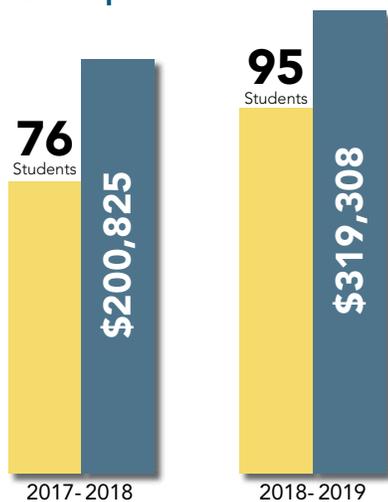
With A. Majeno, V.W. Huynh, H. McCreath and A.J. Fuligni, she contributed the article [Discrimination and sleep difficulties during adolescence: The mediating roles of loneliness and perceived stress](#) to the *Journal of Youth and Adolescence*.

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