Attention Administrators: Take a S.E.A.T!
Special Education for Administrators Training

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Purpose: Ellen Casale is working with Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) of the Vanderbilt Kennedy Center and the Special Education Department of Vanderbilt University. She is working with TRIAD to develop trainings for school administrators. This study is designed to study the extent to which this training impacts administrator knowledge and strategy-use relative to special education processes and content within their school buildings. The training portion of this research study will include: overview of critical legal terms and concepts; overview of common pitfalls and errors in the IEP processes; and, instruction and development of specific strategies to reduce special education procedural errors. You have been asked to participate in this study because you currently serve as a building-level administrator. Your participation is voluntary and you may exit the study at any time.

Procedures: We will collect some information at various time points beginning the week before your training. If you agree to participate, we may also ask you for the contact information of special education teachers who work in your building to gain information about how special education processes are handled within your building. These data will be used to inform future training development and may be used for publication. A researcher will be able to answer any questions you have about data collection and our training procedures.

- **Registration and Demographics Survey.** You will be asked to complete a brief online registration and demographics form. This survey will take about 10 minutes to complete.

- **Content Knowledge and Special Education Strategy Surveys.** Beginning in late October, you will receive an online link to complete a brief survey. This survey will include questions about special education knowledge and the extent to which you may use, share information about, or observe the use of specific special education strategies. This online survey is brief and should not take longer than 5-6 minutes. Following the training on your assigned date, you will be asked to complete one of these assessments on-site. Depending on which training group you are assigned, you will complete between 4 and 5 brief online surveys lasting up 5 to 6 minutes each.

- **Random Assignment to Training Date.** To support this research design, participants will be randomly assigned to either the fall or spring training date. This process is a **blinded** process meaning that the investigator is not in control of the training assignment. These training assignments are final and cannot be altered or swapped.

- **Training.** Participants will meet in person on their assigned training date from 8 to 3:30 pm to complete an in-person training. This training will include a combination of lecture, hands-on activities, group work, and creation of resources.

Compensation: Participants will be compensated in two ways: eligibility for 6 TASL credits (pending TASL approval) towards your continuing education units for Tennessee administrators following completion of the in-person training and access to at least 2 live, interactive webinar trainings to further support use of strategies outlined in this training. Each 1-hour webinar will also be eligible for 1 TASL credit upon completion.

If you have any questions or comments, please feel free to contact Ellen Casale at the contact email or phone number above.