

**Gary L. Glasenapp**  
**CURRICULUM VITA**

**Current Position**

*Assistant Fellow/Early Learning Specialist*  
Center on Early Learning, The Teaching Research Institute, Western Oregon University,  
345 N. Monmouth Avenue, Monmouth, OR 97361

**Education**

*Master of Science:* University of Oregon, Eugene, Oregon. Major: Education.

*Bachelor of Science:* Eastern Oregon State College, La Grande, Oregon. Major:  
Secondary Education. Graduated Magna Cum Laude.

*Associate of Arts:* Lane Community College, Eugene, Oregon.

**Professional Experience**

*Assistant Fellow/Early Learning Specialist,* Center on Early Learning, The Teaching  
Research Institute, Western Oregon University, 1984 to present.

Responsibilities include:

- Providing training, technical assistance and consultation to special education personnel, related service providers, regular education staff, child care resource and referral staff, and parents as part of federal, state and local projects that serve children with disabilities and children who are typically developing.
- Conducting awareness and dissemination activities at the local, state, regional and national levels.
- Developing curricula, training materials and activities.
- Assisting SEAs, LEAs and other agencies in the development and implementation of professional development activities.

*Project Specialist and Teacher,* Phoenix Union High School District, Phoenix, Arizona.  
1975-84.

Responsibilities included:

- Developing, implementing and disseminating a nationally validated physical education program for students with disabilities in inclusive physical education classes.
- Developing and revising curricular materials.
- Conducting inservice training in the program at local, state and national level.
- Providing technical assistance to implementation sites.

## **Current Projects**

*Oregon Early Childhood Inclusion Collaborative.* Oregon Department of Education. Title and responsibilities: Project coordinator – coordinating project activities, including monitoring budget, writing reports, communicating with ODE, conducting dissemination activities; providing training and technical assistance to early childhood stakeholders in Oregon counties supporting the inclusion of children with disabilities in inclusive settings; representing the project at meetings with local and state partners; developing training content and materials.

*Oregon's Quality Rating and Improvement System.* Oregon Office of Child Care. Title and responsibilities: Early learning specialist – developing and implementing Oregon's QRIS; providing technical assistance and support to Quality Improvement Specialists in Oregon counties; reviewing portfolios and providing feedback; conducting training and dissemination activities; developing curricular materials and processes; conducting classroom observations.

*Central Coordination of Child Care Resource and Referral.* Oregon Office of Child Care. Title and responsibilities: Early learning specialist – providing support and technical assistance to local child care resource and referral personnel.

## **Teaching Research Institute Project Work History**

*Parents and Educators Together.* The Ford Family Foundation, Enhancing the Skills of Parents Program II. Title and responsibilities: Project director - managing project activities, including monitoring budget, writing reports, recruiting participants, data collection and analysis; developing and implementing parent education sessions for families in Polk County, Oregon; providing training to community educators in *Second Step Violence Prevention Curriculum*.

*Education and Quality Investment Partnership.* Oregon Child Care Division. Title and responsibilities: Project specialist - providing training and technical assistance to pilot sites in the Oregon Programs of Quality process in Oregon; development of model facility application process and materials.

*Partnerships for Inclusive Child Care and Education.* Oregon Child Care Division. Title and Responsibilities: Trainer/Consultant - providing training, technical assistance and support for TRAC community trainers and coaches.

*Parent Education in Polk County.* Polk County (Oregon) Commission for Children and Families. Title and responsibilities: Project director - managing project activities including monitoring budget, writing reports, recruiting project participants, convening Project Advisory Board; conducting parenting education trainings in Grand Ronde and Perrydale, Oregon; providing training to community educators in the *Second Step Violence Prevention Curriculum*.

*Great Beginnings Project.* Marion County (Oregon) Children and Families Commission. Title and responsibilities: Project director - managing project activities including monitoring budget and project activities, overseeing data entry, attending and delivering project updates at monthly Quality Child Care meetings; developing and managing project database; developing evaluation tools and measures; collecting project data; summarizing and analyzing project data; writing final report.

*Accessible Induction Model for Early Career Paraeducators and ECSE Specialists.* U.S. Department of Education, Office of Special Education Programs, Research and Innovation. Title and responsibilities: Project specialist – assisting with the development of curriculum content; assisting with the development of the supervisor and mentor components and technical assistance activities; assisting with data collection.

*Partnerships for Inclusive Child Care and Education Project.* Oregon Council on Developmental Disabilities, Inclusive Child Care program. Title and responsibilities: Project specialist - providing training and follow-up technical assistance to TRAC trainers throughout Oregon; assisting in developing project web site.

*Oregon University/School Partnerships.* U.S. Department of Education, Title II, Part A, Teacher and Principal Training and Recruitment Fund, 2005-2007. Title and responsibilities: Project specialist - reviewing applicant proposals; conducting site visits; monitoring project sites; organizing project files; updating data base.

*Team Approach to Paraeducator/Supervisor Professional Development.* U.S. Department of Education, Office of Special education Programs, Projects of National Significance, 2003 - 2007. Title and responsibilities: Curriculum coordinator – coordinating field test, dissemination, and follow-up activities; developing and refining curriculum content; providing support to field test sites.

*Partnerships for Early Childhood Educators in Rural Communities (PERC).* U.S. Department of Education, Office of Elementary and Secondary Education, Early Childhood Educators Professional Development Program, 2003-2005. Title and responsibilities: Project specialist – assisting with the development of training content and materials; assisting with the coordination of professional development activities at Oregon and Washington sites; providing training and follow-up technical assistance; assisting local site coordinators.

*Bridges to Success.* U.S. Department of Education, Office of Special Education Programs, Projects of National Significance, 2002-2005. Title and responsibilities: Induction specialist – assisting with the development and implementation of the induction component of the model; developing induction content and materials; providing training to administrators and mentors.

*Early Intervention/Early Childhood Special Education Authorization Project.* Oregon Department of Education, 2002–2003. Title and responsibilities: Project director - project administration including fiscal/budget responsibilities; coordinating with ODE

staff; convening of state review panels; supervising the Initial Authorization and Reauthorization database; project evaluation; and generating reports.

*Literacy Events and Activities for Developing Early Reading Skills (LEADERS)*. Polk County Commission for Children and Families, 2002-2003. Title and responsibilities: Project specialist – assisting with the development of Literacy survey; assisting with the development of training content and materials; providing literacy training to child care providers.

*Development of Social Competence in Young Children with Emotional and Behavioral Problems*. U.S. Department of Education, Office of Special Education and Rehabilitative Services, Model Demonstration Projects, 1999-2003. Title and responsibilities: Project trainer – assisting with the development of training content and materials; providing training and technical assistance to field test sites; collecting data at field test sites; developing and inputting data into data base; analyzing project data; assisting with project reports; assisting in the development of the *Procedural Guidelines* manual; presenting at conferences.

*CaCoon Project*. Oregon Health Sciences University, 2001-2002. Title and responsibilities: Consultant - contracted to assist in developing training modules in the areas of disabilities, families and child health issues for public health nurses.

*Bilingual Early Childhood Staff Training Project (BEST)*. Polk County Commission for Children and Families, 2001. Title and responsibilities: Project specialist – assisting with the development of training content and materials; managing the registration of training participants; conducting training.

*Project MAC – Multi-Agency Collaboration*. Polk County Commission for Children and Families, 2001. Title and responsibilities: Project specialist - assisting in the development of Polk County Service Provider survey; summarizing survey results; developing training content and materials; managing workshop registration; conducting training; providing technical assistance; summarizing workshop evaluation data..

*Project PERTAC – Provider Events for Recruitment, Training and Consultation*. Polk County Commission for Children and Families, 2000-2001. Title and responsibilities: Project specialist – assisting with the development of training content and materials; managing workshop registration; conducting training; collecting, summarizing, analyzing and reporting project data.

*Building Communication Links for Infants and Toddlers With or At Risk for Disabilities*. U.S. Department of Education, Office of Special Education and Rehabilitative Services, Model Demonstration Projects, 1998-2002. Title and responsibilities: Project specialist - assisting with the development of content and materials; reviewing and revising materials.

*Providing Quality in Home Care: Training for Family and Group Home Child Care Providers in Polk County.* Polk County Commission for Children and Families, 1999. Title and responsibilities: Project specialist – assisting with the development of Family Child Care survey; summarizing, analyzing, and reporting survey results; developing training content and materials; conducting training; providing follow-up technical assistance; summarizing, analyzing, and reporting workshop data.

*Family Consultant Training Project.* U.S. Department of Education, Office of Special Education Programs, Special Projects. 1996-1999. Title and responsibilities: Project specialist – assisting with the development of training content and materials; providing training; summarizing project data.

*Teaching Research Integrated Preschool Model (TRIP).* U. S. Department of Education, Office of Special Education Programs, Outreach Projects, 1995-1997. Title and responsibilities: Project coordinator -coordinating project tasks with project director; providing training and follow-up technical assistance; conducting awareness activities; scheduling; training and supervision of second-generation trainers; developing and revising training materials; entering, summarizing and analyzing project data; presenting at conferences.

*Teaching Research Assistance to Child Care Providers Serving Children with Disabilities (TRAC).* U.S. Department of Education, Office of Special Education Programs, Outreach Projects, 1993-2000. Title and responsibilities: Project coordinator - coordinating project tasks with project director; providing training and follow-up technical assistance; conducting awareness activities; scheduling; training and supervision of second-generation trainers; developing and revising training materials; entering, summarizing and analyzing project data; presenting at conferences.

*Training Service Providers to Support Children with Disabilities in Community Settings.* U.S. Department of Education, Office of Special Education and Rehabilitative Services, Special Projects, 1993-1996. Title and responsibilities: Project director - overall project administration including responsibility for fiscal/budget matters; supervising project staff; developing project materials; project evaluation; disseminating project results; generating project reports; and providing training, technical assistance and support to participants.

*Teaching Research Assistance to Child Care Providers Serving Children with Disabilities (TRAC).* U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Projects, 1990-1993. Title and responsibilities: Project specialist – assisting with the development of content and materials; managing training registration; providing training and follow-up; summarizing and analyzing project data.

*Community Based Inservice Model.* U.S. Department of Education, Office of Special Education and Rehabilitative Services, Programs for Severely Handicapped Children, Special Projects 1988-1991. Title and responsibilities: Project director - overall project administration including responsibility for fiscal/budget matters; supervising project staff, developing project materials; project evaluation; disseminating project results; generating

project reports; and providing training, technical assistance and support to participants.

*Developing Instructional Competencies in Classroom Aides (DISCA)*. U.S. Department of Education, Office of Special Education Programs, Personnel Preparation, 1987-1990. Title and responsibilities: Project trainer – scheduling training participants; assisting in the design and production of project materials; providing training and technical assistance; assisting with field test activities; summarizing and analyzing project data.

*Teaching Research Inservice Model*. U.S. Department of Education, National Diffusion Network, 1985-2000. Title and responsibilities: Project specialist - scheduling workshop participants; providing training and follow-up technical assistance; summarizing and analyzing project data; presenting at conferences.

*Data Based Classroom Model*. U.S. Department of Education, Office of Special Education Programs, Outreach Projects, 1984-1995. Title and responsibilities: Project specialist - scheduling workshop participants; providing training and technical assistance; supervising second-generation training sites in Utah and Arizona; summarizing and analyzing data; presenting at conferences.

### **Publications/Monographs/Reports**

Deardorff, P., & Glasenapp, G. (2007). Managing challenging behaviors in early childhood programs. Oregon Association for the Education of Young Children Fall Conference. Portland, OR.

Deardorff, P., Glasenapp, G., Schalock, M. & Udell, T. (2007). TAPS: An innovative cost-effective professional development program for paraeducators working in early childhood special education. *Rural Special Education Quarterly*, 26 (3).

Deardorff, P., Udell, T., Norris, D., Glasenapp, G., Piazza Templeman, T., & Kenyon, D. (2004). Procedural guidelines for positive behavior support planning. Unpublished manuscript, The Teaching Research Institute, Western Oregon University, Monmouth, OR.

Deardorff, P., Udell, T., Norris, D., Glasenapp, G., Piazza Templeman, T., & Kenyon, D. (2004). Intervention strategies for positive behavior support planning. Unpublished manuscript, The Teaching Research Institute, Western Oregon University, Monmouth, OR.

Glasenapp, G. (1997). Final Report: The SUPPORT Model – Training service providers to support children with disabilities in community settings. Monmouth, OR: Teaching Research Division, Western Oregon University.

Glasenapp, G. (1997). Providing transition planning for the secondary student through the Community Based Inservice Model. Monmouth, OR: Teaching Research Division, Western Oregon University. (ERIC Document Reproduction Service No. ED338475).

- Glasenapp, G. (1997). Community Based Inservice Model. Monmouth, OR: Teaching Research Division, Western Oregon University. (ERIC Document Reproduction Service No. ED346703).
- Glasenapp, G. (1991). Final Report: The Community Based Inservice Model. Monmouth, OR: Teaching Research Division, Western Oregon University.
- Glasenapp, G. (2000). Supporting children with challenging behaviors in early childhood settings. In Programming for Preschool Children with Language and Behavioral Disabilities. New York State Office of Children and Family Services and State Education Department.
- Glasenapp, G. & Deardorff, P. (1995). Serving children with disabilities in community preschool and child care programs: A model that works. Governor's Planning Council on Developmental Disabilities. Casper, WY.
- Glasenapp, G. & Deardorff, P. (1995). Serving children with disabilities in community preschool and child care programs. Conference proceedings: Inclusion '95 Making it Happen! Lake Tahoe, NV.
- Peters, J., Templeman, T., Bunse, C., Glasenapp, G., Doede, L., Udell, T., & Carlson, L. (1992). Supporting children with disabilities in community programs. Monmouth, OR: Teaching Research Publications.
- Udell, T. & Glasenapp, G. (2005). Managing challenging behaviors: Adult communication as a prevention and teaching tool. *Child Care Exchange*, 164, 35-38.
- Udell, T. & Glasenapp, G. (2005). Managing challenging behaviors: Adult communication as a prevention and teaching tool. In B. Neugebauer (Ed.), *Behavior: A beginnings workshop book*. 26-29, Redmond, WA: Exchange Press, Inc.
- Udell, T., Deardorff, P., Glasenapp, G. (1998). What we say to children: The first step to managing challenging behaviors. Monmouth, OR: Teaching Research Publications.
- Udell, T., Glasenapp, G., Deardorff, P., Norris, D., & Kenyon, D. (2004). Checklist for appropriate practices for inclusive programs. Unpublished manuscript, The Teaching Research Institute, Western Oregon University, Monmouth, OR.

### **Professional Presentations**

- Anderson, I., Deardorf, P., Glasenapp, G., & Lopez Melton, R. (2013). Oregon's QRIS and the Oregon Registry. Central Oregon Chapter of the Oregon Association for the Education of Young Children Annual Spring Conference. Bend, OR.

- Bleakney-Huebsch, D., & Glasenapp, G. (2014). Quality Rating and Improvement System (QRIS) Workshop. Oregon Association for the Education of Young Children Fall Conference. Portland, OR.
- Glasenapp, G. (1985). A data based model for the rural aide in special education. Sixth Annual Montana Symposium on Early Education and the Exceptional Child. Billings, MT.
- Glasenapp, G. (1985). Teaching Research Data Based Inservice Training. Arizona National Diffusion Network Awareness Conference. Tucson, AZ.
- Glasenapp, G. (1985). The Teaching Research Data Based Classroom Model for Moderately and Severely Handicapped. Ohio State Facilitator's Conference. Columbus, OH.
- Glasenapp, G. (1986). Teaching Research training opportunities for early childhood service providers. Oregon Early Intervention Conference. Salem, OR.
- Glasenapp, G. (1987). Teaching Research Inservice Model. Wyoming State Facilitator's Conference. Casper, WY.
- Glasenapp, G. (1987). Teaching Research Data Based Classroom Model. Seventh Annual Conference of the American Council on Rural Special Education. Ashville, NC.
- Glasenapp, G. (1988). The Data Based Classroom Model. A Conference of National Significance on Early Childhood Intervention. Birmingham, AL.
- Glasenapp, G. (1989). Providing transition planning for the secondary students for the future: Community Based Inservice Model. Ninth Annual Conference of the American Council on Rural Special Education. Ft. Lauderdale, FL.
- Glasenapp, G. (1990). Providing transition planning for the secondary student through the Community Based Inservice Model. Tenth Annual Conference of the American Council on Rural Special Education. Tucson, AZ.
- Glasenapp, G. (1991). Community Based Inservice Model. Grand Terrace School District. Grand Terrace, CA.
- Glasenapp, G. (1991). Teaching Research Inservice Model. National Dissemination Study Group. San Antonio, TX.
- Glasenapp, G. (1992). Community Based Inservice Model. Natrona County School District. Casper, WY.
- Glasenapp, G. (1992). Teaching Research Integrated Preschool Model. Washington State Facilitator's Conference. Seattle, WA.



- Glasenapp, G. (1993). Community based instruction. Fallon School District. Fallon, NV.
- Glasenapp, G. (1993). Preparing students for the future: the community based approach. Second Annual Symposium on the Least Restrictive Environment: Restructuring the Public Schools. Casper, WY.
- Glasenapp, G. (1993). Preparing students for the future: The community based approach. Sheridan County School District. Sheridan, WY.
- Glasenapp, G. (1993). Teaching Research Inservice Model. Mississippi Department of Education NDN Conference. Jackson, MS.
- Glasenapp, G. (1994). Functional and age appropriate skills, activities materials and reinforcers. Natrona County Schools. Casper, WY.
- Glasenapp, G. (1994). Teaching Research Inservice Model. Association of California School Administrators. Santa Clara, CA.
- Glasenapp, G. (1994). Writing functional goals and objectives. Natrona County Schools. Casper, WY.
- Glasenapp, G. (1995). Serving children with disabilities in community preschool and child care programs: A model that works. Inclusion '95: Making it Happen Conference. Lake Tahoe, NV.
- Glasenapp, G. (1995). The Teaching Research Integrated Preschool Model. Scottsdale Community Resources Fair. Scottsdale, AZ.
- Glasenapp, G. (1997). An overview of disabilities. Head Start Resource Access Project. Spokane, WA.
- Glasenapp, G. (1997). Consultation and communication skills. Linn-Benton-Lincoln Education Service District. Albany, OR.
- Glasenapp, G. (1997). Managing problem behaviors in EI/ECSE settings. Lewis & Clark College, Special Education Graduate Program. Portland, OR.
- Glasenapp, G. (1997). Strategies for meeting the needs of young children with different abilities in least restrictive environments. Least Restrictive Environments Symposium. Casper, WY.
- Glasenapp, G. (1998). Managing problem behaviors in EI/ECSE settings. Lewis & Clark College, Special Education Graduate Program. Portland, OR.
- Glasenapp, G. (1999). Behavior management. Southern Oregon Head Start. Grants Pass,
- Glasenapp, G. (1999). Behavior management. Southern Oregon Head Start. Medford, OR.

- Glasenapp, G. (1999). Developmentally appropriate curriculum. Elk Valley Head Start. Crescent City, CA.
- Glasenapp, G. (1999). Strategies for including children with disabilities in child care programs. Infant and Early Childhood Conference. Bellevue, WA.
- Glasenapp, G. (1999). Strategies for supporting the student with ADHD. Educational Assistants Make a Difference Day. Salem, OR.
- Glasenapp, G. (1999). Strategies for preventing and responding to challenging behaviors in early childhood settings. The Council for Exceptional Children Annual Convention. Charlotte, NC.
- Glasenapp, G. (2000). Behavior management. Elk Valley Head Start. Crescent City, CA.
- Glasenapp, G. (2001). Case management/Service coordination in Polk County. Monmouth, OR.
- Glasenapp, G. (2003). Finding and keeping a teaching job in a rural area. Rural Links Project. Silver Falls, OR.
- Glasenapp, G. (2003). Practical strategies for managing challenging behaviors in early childhood programs. 2003 Council for Exceptional Children Annual Convention. Seattle, WA.
- Glasenapp, G. (2003). Supporting children with challenging behaviors. Oregon Association of Child Care Directors Spring Conference. Newport, OR.
- Glasenapp, G. (2003). Supporting students with problem behaviors. Sherwood School District. Sherwood, OR.
- Glasenapp, G. (2006). Managing challenging behaviors in child care settings. Gear Up for Fall: Mini-Institute for Child Care and Education Providers. Monmouth, OR.
- Glasenapp, G. (2006). Partnering with families to support children's learning. Monmouth, OR. May 2006.
- Glasenapp, G. (2006). Positive behavior support plans. Gear Up for Fall: Mini-Institute for Child Care and Education Providers. Monmouth, OR.
- Glasenapp, G. (2006). Second Step Violence Prevention. Gear Up for Fall: Mini-Institute for Child Care and Education Providers. Monmouth, OR.
- Glasenapp, G. (2007). Great Beginnings Quality Child Care Project. 13<sup>th</sup> Annual Child Care Researchers' Roundtable - Child Care Research Partnership and Oregon Progress Board. Portland, OR.

- Glasenapp, G. (2007). Process for dealing with classroom behaviors. Bend LaPine School District. Bend, OR.
- Glasenapp, G. (2007). Supporting children with special needs in inclusive child care settings. Central Oregon Chapter of the Oregon Association for the Education of Young Children Annual Spring Conference. Bend, OR.
- Glasenapp, G. (2008). Managing challenging behaviors in early childhood programs. Oregon Association of Child Care Directors Fall Conference. Eugene, OR.
- Glasenapp, G. (2008). Preschool guidance and ready to learn. Great Beginnings. Salem, OR.
- Glasenapp, G. (2008). Reading and language development. Great Beginnings. Salem, OR.
- Glasenapp, G. (2009). Managing challenging behaviors. North Central Education Service District. Condon, OR.
- Glasenapp, G. (2009). Second Step Violence Prevention. North Central Education Service District. Condon, OR.
- Glasenapp, G. (2009). Working with challenging parents. Oregon Association for the Education of Young Children's Fall Conference. Portland, OR.
- Glasenapp, G. (2010). Including children with disabilities in early childhood care and education settings. Passport to Early Education: Early Childhood Care and Education Conference. Roseburg, OR.
- Glasenapp, G. (2010). Teaching Research Inservice Model. Oregon Child Care Division. Monmouth, OR.
- Glasenapp, G. (2011). Understanding special education/consultee roles and relationships in Head Start Programs. Oregon Head Start Association Specialist Conference. Eagle Crest, OR.
- Glasenapp, G. (2013). Supporting the inclusion of children with disabilities through collaborative consultation. Mid-Columbia Children's Council. Hood River, OR.
- Glasenapp, G. (2013). Supporting the inclusion of children with disabilities through embedded instruction. Mid-Columbia Children's Council. Hood River, OR.
- Glasenapp, G. (2013). Supporting the inclusion of children with disabilities through collaborative consultation. Klamath County Early Childhood. Klamath Falls, OR.
- Glasenapp, G. (2013). Supporting the inclusion of children with disabilities through embedded instruction. Klamath County Early Childhood. Klamath Falls, OR.

- Glasenapp, G. (2014). Oregon's Quality Rating and Improvement System and supporting children with disabilities and their families: Implications for EI/ECSE personnel. ODE/COSA Fall Conference for Special Education Administrators. Eugene, OR.
- Glasenapp, G. (2014). Oregon's Quality Rating and Improvement System and including children with disabilities. Webinar. Teaching Research Institute, Center on Early Learning, Western Oregon University, Monmouth, OR.
- Glasenapp, G. (2014). Oregon's Quality Rating and Improvement System and supporting children with disabilities and their families. Jackson County Chapter of the Oregon Association for the Education of Young Children Winter Conference. Medford, OR.
- Glasenapp, G. (2014). Quality Improvement Specialist training - Train the trainer: Oregon's QRIS Increasing Quality Training. Teaching Research Institute, Center on Early Learning, Western Oregon University, Monmouth, OR.
- Glasenapp, G. (2014). Quality Rating and Improvement System Increasing Quality Training for accredited programs. Hillsboro, OR.
- Glasenapp, G. (2014). Supporting inclusion in early learning and development programs through embedded instruction. Western Oregon University Early Childhood Summer Institute. Monmouth, OR.
- Glasenapp, G. (2014). Train the trainer: Oregon's QRIS Increasing Quality Training. Teaching Research Institute, Center on Early Learning, Western Oregon University, Monmouth, OR.
- Glasenapp, G. (2014). Universal design for early childhood. Webinar. Teaching Research Institute, Center on Early Learning, Western Oregon University, Monmouth, OR.
- Glasenapp, G., & Brownell, C. (2014). Coaching strategies for providing intensive technical assistance to early learning and development programs. Center on Early Learning Fall Conference. Monmouth, OR.
- Glasenapp, G., & Deardorf, P. (2002). Literacy events and activities for developing early reading skills. Polk County Commission for Children and Families. Dallas, OR.
- Glasenapp, G., & Deardorf, P. (2003). Literacy events and activities for developing early reading skills. Polk County Commission for Children and Families. Monmouth, OR.
- Glasenapp, G., & Deardorf, P. (2008). Facilitating effective parenting education classes for families from diverse backgrounds. Oregon Parenting Education and Support Conference. Eugene, OR.

- Glasenapp, G., & Deardorf, P. (2008). Preschool guidance and ready to learn activities. Marion County Commission for Children and Families. Salem, OR.
- Glasenapp, G., & Gritz, M. (2013). Supporting young children with Autism Spectrum Disorder in early childhood settings. Oregon Association for the Education of Young Children Spring Conference. Eugene, OR.
- Glasenapp, G., & Hakoda, S. (1997). Managing challenging behaviors in early childhood programs. International Conference on Children with Special Needs. New Orleans, LA.
- Glasenapp, G., & Hakoda, S. (1998). Meeting the staff development challenge: A model to provide quality professional development to early childhood personnel. National Association for the Education of Young Children 1998 Annual Conference. Toronto, Canada.
- Glasenapp, G., & Lehman, C. (1990). Preparing secondary students to live in the community: A community based inservice model. The Association for Persons with Severe Handicaps 1990 Conference. Chicago, IL.
- Glasenapp, G., & Lopez Melton, R. (2014). Oregon's Quality Rating and Improvement System and supporting children with disabilities and their families. 2014 Early Childhood Conference. Bend, OR.
- Glasenapp, G., & Maruame, D. (2004). The power of visuals. Oregon Association for the Education of Young Children Spring Conference. Eugene, OR.
- Glasenapp, G., & Norris, D. (2005). A systematic approach for meeting the professional development needs of paraeducators. Division for Early Childhood of the Council for Exceptional Children 21<sup>st</sup> Annual International Conference. Portland, OR.
- Glasenapp, G., & Schalock, M. (2006). Mentoring. Sweet Home School District. Sweet Home, OR.
- Glasenapp, G., & Schalock, M. (2006). Peer coaching. Lebanon Community School District. Lebanon, OR.
- Glasenapp, G., & Schalock, M. (2008). Mentoring. Sweet Home School District. Sweet Home, OR.
- Glasenapp, G., & Scott, C. (2013). Teaching Research Inservice Model: Designing effective professional development. Portland, OR.
- Glasenapp, G., & Scott, C. (2014). Creating an inclusive early learning and development program. CARE Connections Retreat by the Lake XVI. Coos Bay, OR.

- Glaserapp, G., & Scott, C. (2014). Creating an inclusive early learning and development program. Oregon Association for the Education of Young Children Fall Conference. Portland, OR.
- Glaserapp, G. & Scott, C. (2014). Quality Rating and Improvement System (QRIS) standards for curriculum: Aligning your curriculum with QRIS standards. The Dalles, OR.
- Glaserapp, G., & Scott, C. (2014). Teaching Research Inservice Model: Designing effective professional development. Clackamas, OR.
- Glaserapp, G., & Scott, C. (2014). Teaching Research Inservice Model: Designing effective professional development. Salem, OR.
- Glaserapp, G., & Scott, C. (2014). Teaching Research Inservice Model: Designing effective professional development. Medford, OR.
- Glaserapp, G., & Scott, C. (2014). Teaching Research Inservice Model: Designing effective professional development. Hermiston, OR.
- Glaserapp, G., & Scott, C. (2014). Teaching Research Inservice Model: Designing effective professional development. Portland, OR.
- Glaserapp, G., & Scott, C. (2014). Teaching Research Inservice Model: Designing effective professional development. Eugene, OR.
- Glaserapp, G., & Scott, C. (2014). Teaching Research Inservice Model: Designing effective professional development. Oregon Deafblind Project. Teaching Research Institute, Center on Early Learning, Western Oregon University, Monmouth, OR.
- Glaserapp, G., Scott, C. & Udell, T. (2014). Teaching Research Inservice Model: Designing effective professional development. Teaching Research Institute, Center on Early Learning, Western Oregon University, Monmouth, OR.
- Glaserapp, G., & Stanley, A. (2014). Response to intervention for early childhood. Webinar. Teaching Research Institute, Center on Early Learning, Western Oregon University, Monmouth, OR.
- Glaserapp, G., & Udell, T. (1992). Implementing PL 99-457 in community settings: A model for integrating young children with disabilities. Resource Access Project. Spokane, WA.
- Glaserapp, G. & Udell, T. (1994). A marriage made in heaven? The merger of early childhood and special education. Collaborating for Nevada's Future: Inclusion '94. Las Vegas, NV.

- Glaserapp, G., & Udell, T. (2000). Meeting the staff development challenge: A model to provide quality professional development. Special Education in Oregon 2000 and Beyond Summer Institute. Newport, OR.
- Glaserapp, G., & Udell, T. (2010). The how's and why's of including kids with disabilities in your program. Oregon Association for the Education of Young Children Fall Conference. Portland, OR.
- Glaserapp, G., & Udell, T. (2011). Managing challenging behaviors in early childhood programs. Oregon Association of Child Care Directors Fall Conference. Monmouth, OR.
- Glaserapp, G., & Udell, T. (2011). Positive behavioral interventions and supports for children with challenging behaviors in early childhood care and education settings. 9<sup>th</sup> Annual Northwest PBIS Conference. Eugene, OR.
- Glaserapp, G., & Udell, T. (2012). Working with special education consultants in early childhood settings. Oregon Association for the Education of Young Children Fall Conference. Portland, OR.
- Lopez Melton, R., & Glaserapp, G. (2013). Oregon's QRIS for accredited programs. Oregon Association for the Education of Young Children Fall Conference. Portland, OR.
- Lopez Melton, R., & Glaserapp, G. (2013). Quality Improvement Specialist training – QRIS processes, roles and responsibilities. Teaching Research Institute, Center on Early Learning, Western Oregon University, Monmouth, OR.
- Lopez Melton, R., Glaserapp, G., & Bleakney-Huebsch, D. M. (2013). National standards articulation: Oregon's quality rating and improvement system. Presented to the national standards advisory council. Wilsonville, OR.
- Norris, D., & Glaserapp, G. (1999). Managing challenging behaviors in child care programs. Healthy Child Care Oregon Conference. Salem, OR.
- Norris, D., & Glaserapp, G. (1999). Managing challenging behaviors in child care programs. Healthy Child Care Oregon Conference. Portland, OR.
- Norris, D., & Glaserapp, G. (2000). Managing challenging behaviors in child care programs. Healthy Child Care Oregon Conference. Salem, OR.
- Peters, J., & Glaserapp, G. (1986). The Teaching Research Data Based Model. 1986 TASH Conference: Creating Options and Making Choices. San Francisco, CA.
- Peters, J., & Glaserapp, G. (1986). Teaching Research Data Based Classroom Model. The Council for Exceptional Children 64<sup>th</sup> Annual Convention. New Orleans, LA.

- Peters, J., & Glasenapp, G. (1998). Training paraprofessionals. High Plains Educational Cooperative. Ulysses, KS.
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