

CURRICULUM VITA

TOM UDELL

The Teaching Research Institute
Western Oregon University
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CURRENT RANK

Associate Fellow

CURRENT POSITIONS

Director, Center on Early Learning, The Teaching Research Institute, Western Oregon University, 345 N. Monmouth Avenue, Monmouth, OR 97361.

Director, Oregon Early Childhood Inclusion Collaborative, The Teaching Research Institute, Western Oregon University, 345 N. Monmouth Avenue, Monmouth, OR 97361.

Director, Oregon's Quality Rating and Improvement System: Development and Implementation Project, The Teaching Research Institute, Western Oregon University, 345 N. Monmouth Avenue, Monmouth, OR 97361.

Director, Central Coordination of Child Care Resource and Referral, The Teaching Research Institute, Western Oregon University, 345 N. Monmouth Avenue, Monmouth, OR 97361.

PROFESSIONAL EXPERIENCE

Technical Assistance Specialist, National Consortium on Deaf-Blindness, The Teaching Research Institute, Western Oregon University, June 2006 to September 2010

Co-director Early Childhood and Training Department, The Teaching Research Institute, Western Oregon University, June 1998 to September 2006.

Responsible for ensuring the coordination of all Early Childhood and Training Department efforts in cooperation with Pam Deardorff. Main responsibilities include providing leadership and direction to staff and monitoring project activities.

Project Coordinator: Implementation and Model Plan for Oregon's Blueprint for Action, The Teaching Research Institute, January 2005 to September 2006.

One year contract funded out of the Head Start Collaboration Office of the Oregon Department of Education. The purpose of the project is to develop a statewide model and implementation plan for supporting young children's social and emotional development and pilot the model in

two communities. Duties include assisting with project manage activities, coordinating project activities with State Early Childhood Team, conducting interviews and surveys, and facilitating implementation at pilot sites.

Curriculum Specialist: Team Approach to Paraeducator and Supervisor Training, The Teaching Research Institute, January 2003 to September 2006.

Three year federal project funded out of the Office of Special Education. The purpose of the project is to develop a model that provides individualized assessment of learning needs, professional development plans, self-directed training for the paraprofessional and a system of guidance and support to be provided by the supervisor. Duties include the development of curricular materials, the provision of technical assistants to field test participants, and state, regional and national conference presentations.

Director of Training: Child Care Provider Learning and Development Project, The Teaching Research Institute, July 2004 to September 2006.

Two year project funded through a contract with the Mid-Willamette Valley Community Action Agency. The Mid-Willamette Valley Community Action Agency worked collaboratively with The Teaching Research Institute to receive funding for this project from The Oregon Communities Foundation. The project is designed to improve access to child care for working parents who have a child with a disability. The project provides training and support to 16 individuals to train child care providers in Marion, Polk and Yamhill counties using the Teaching Research Assistance to Child Care Providers (TRAC) Curriculum. Eight of the trainers receiving training will provide second generation training in Spanish. Duties include coordinating training and follow-up technical assistance.

Project Director: Parents and Educators Together Project, The Teaching Research Institute, January 2006 to September 2006.

Four year project funded through Ford Family Foundation, Enhancing the Skills of Parents Program II. The purpose of the project is to collaborate with local Head Start programs and school districts to provide parent education courses utilizing the Second Steps Violence Prevention Curriculum. Duties include project administration including responsibility for fiscal matters, planning with Head Start and school district staff, supervision of project personnel, and oversight of project evaluation activities.

Director of Training: Partnerships for Inclusive Child Care, The Teaching Research Institute, June 2004 to September 2006.

Thirteen month project funded through the Oregon Council on Developmental Disabilities, Oregon Department of Human Services. Project PICC is designed to improve access to child care for working parents who have a child with a disability. The project provides training and support to eight individuals to train child care providers in their Oregon communities using the Teaching Research Assistance to Child Care Providers (TRAC)

Curriculum. Duties include coordinating training and follow-up technical assistance.

Project Director: Partnerships for Early Childhood Educators in Rural Communities, The Teaching Research Institute, November 2002 to October 2005.

Two year federal grant funded through the U.S. Department of Education - Office of Elementary and Secondary Programs. Project PERC coordinates, implements and evaluates a skill-based program of professional development for early childhood educators. These early childhood educators are from Head Start, Migrant Head Start, and community childcare programs in fifteen rural programs in Washington and Oregon with high concentrations of children living in poverty. Duties include assisting the principle investigators with project administration including development and modification of curriculum materials, coordination of locally based training, training and providing technical assistance to onsite consultants/coaches.

Project Director: The Social Competence Project, Teaching Research, October 2000 to September 2004

Four year federal grant funded through the U.S. Department of Education, Office of Special Education Programs, Model Demonstration projects for children with disabilities. The purpose of the project is to create a model to expand services and improve outcomes for young children, ages 3 to 5 years who are at risk for serious emotional disturbance. Duties include assisting the principle investigator with project administration including responsibility for fiscal matters, supervision of project staff, development of model materials, oversight of project evaluation activities, dissemination of project results, and providing technical assistance/consultation to model implementation sites.

Project Trainer: Project PERTAC, Teaching Research, March 2000-June 2001).

Project PERTAC (Provider Events for Recruitment, Training and Consultation), a collaborative project with Teaching Research Early Childhood and Training Department, Easter Seals Children's Guild and Polk County Mental Health Department. Duties included provision of recruitment/awareness trainings in Polk County for child care providers to increase awareness about serving children with disabilities and assisting with the development of training materials.

Project Director: Project TRAC Outreach, Teaching Research, September 1994 to 2001.

Three year federal grant funded through the U.S. Department of Education, Early Education Program for Children With Disabilities, Outreach Projects. The grant was funded to outreach an inservice training model that prepares Early Childhood and Special Education personnel to facilitate the successful placement of young children with disabilities into community preschool/child care programs. Duties include overall project administration including responsibility for fiscal matters, supervision of project staff, development of project materials, project evaluation, dissemination of project results, generation of project reports, and providing technical assistance and support to participants.

Staff Development Specialist: Teaching Research Training Department, September 1990-present.

Participates in inservice training activities across 4 federally funded early childhood training grants. Responsibilities include the coordination of a federally funded inservice training project and participation as a trainer across three inservice training projects. Duties included lectures, observation and feedback to trainees during practica and follow-up/technical assistance to trainees in their own work sites. Responsible for insuring maintenance of demonstration site classrooms. Assist in development of training materials and project publications.

Early Childhood Special Education Coordinator: Teaching Research Child Development Center, September, 1990 to September, 1991.

Duties included assessment, IFSP development and individual program planning for children with special needs ages 3-5. Monitored child progress and modified instruction as needed. Coordinated and consulted with community preschool/child care programs throughout the county for placement of children with special needs.

Center Director: Teaching Research Child Development Center, September 1988 to September 1991.

Managed a child development program serving 73 children ages 3-6 years. Program is designed to serve children with disabilities as well as children of average development. Overall management responsibilities included supervision to two teachers, four associate teachers, and four classroom assistants. Coordination of practicum activities in center classrooms for early childhood training grants and the supervision of volunteers and college practicum students are also responsibilities of this position. Coordinated practicum activities in Center classrooms for early childhood training grants.

Teacher: Teaching Research Specialized Preschool, September 1987 to September 1988.

Designed and implemented instruction in the Teaching Research Integrated Preschool program that included a mainstream component. Program included two 3-hour preschool programs serving children with disabilities as well as children of average development ages 3 to 6. Responsibilities included assessment, development of individual program plans and implementation of instruction. Supervision and training of assistant teachers and volunteers working in the program are also responsibilities of this position.

Teacher: Old Mill School, Inc., Corvallis, Oregon, September 1986 to August 1987.

Designed and implemented instruction in a preschool program. The program was designed to serve both children with mild to moderate developmental delays as well as their typically developing peers. Responsibilities include assessment and development of individual program plans, planning and implementing individual and group instruction, facilitating interaction between children with developmental delays and those without, supervision of parents and

volunteers in the classroom, participating in parent education meetings, and coordinating services with staff and local care providers.

Head Teacher: WOSC Child Care, Teaching Research, September 1984 to August 1986.

Managed a childcare program for 50 children ages 3 to 6 years. Responsibilities included supervision of a kindergarten teacher, an assistant teacher, as well as the training and supervision of several volunteers and work-study students. Coordination of integration activities, communication with parents and designing and implementing instruction were also responsibilities of this position.

Research Assistant: Integration Project for Children & Youth with Severe Handicaps, Teaching Research, September 1983 to August 1984.

Responsibilities included conducting classroom observations, data collection and analysis, student progress evaluation, sign language instruction, conducting social interaction training with families, and assisting in preparation of publications.

EDUCATION

Degree: Bachelor of Science, Western Oregon State College, June 1984.
Certification: Elementary Education, Basic Mathematics.
Specialized Experience: Early Childhood and Special Education.
Graduate Course Work: 27 hours Early Childhood Education

PROFESSIONAL MEMBERSHIPS AND SERVICES:

- Council for Exceptional Children - Division for Early Childhood
- National Association for the Education of Young Children
- Treasurer: Oregon Division for Early Childhood – Council for Exceptional Children 1999 to present
- Co-Chair: Polk County Commission for Children and Families, 2000 to present
- Member: Polk County Early Childhood Advisory Group, 1988 to January 2007.
- Chair: Polk County Early Childhood Advisory Group (LICC), 2001 to October 2206
- Trainer: Oregon Center for Career Development in Childhood Care and Education, 2001 to present.
- Member: Oregon Inclusive Child Care Committee, 2000 to September 2006.
- Member: Oregon Center for Career Development in Childhood Care and Education Professional Development Committee, 2001 to present

PUBLICATIONS

Templeman, T. P., Fredericks, H. D., & Udell, T. (1989). Integration of children with moderate and severe handicaps into a day care center. Journal of Early Intervention, 13, 315-328.

Peters J., Bunse, C., Carlson, L., Doede, L., Glasenapp, G., Haydon, K., Lehman, C., Templeman, T.P., & Udell, T. (1992). Supporting Children with Disabilities in Early Childhood Programs.

Monmouth, OR: Teaching Research Publications.

Udell, T., Peters, J. (Executive Producers), Heesacker, S. (Script Editor) & Burch, K. (Producer/Videographer). (1992). Supporting children with disabilities in community programs. [Video]. Monmouth, OR: Teaching Research Training and Early Childhood Department.

Udell, T., Peters, J. (Executive Producers), Heesacker, S. (Script Editor) & Burch, K. (Producer/Videographer). (1996). Giving our children the best: Recommended practices in early childhood special education [Video]. Monmouth, OR: Teaching Research Training and Early Childhood Department.

Udell, T. & Bunse, C. (1997). *Grant Final Performance Report for The TRAC Model: Teaching Research Assistance to Child Care Providers, Grant Number: HO24D30047*. Monmouth, Oregon: Western Oregon University, The Teaching Research Institute.

Udell, T. & Deardorff, P. (Winter 1997). Autism and the Early Childhood Educator. *Teaching Research Early Childhood Newsletter*. Monmouth, Oregon

Udell, T., Peters, J., & Templeman, T.P. (1998). From philosophy to practice in inclusive early childhood programs. Teaching Exceptional Children, 30 (3), 44-49. (Article reprinted in: Early Childhood Education: Annual Edition 1999/00. Guilford, CT: Dushkin/McGraw-Hill; Educating Exceptional Children: Annual Edition 1999/00. Guilford, CT: Dushkin/McGraw-Hill; and Educating Exceptional Children: Annual Edition 2000/01. Guilford, CT: Dushkin/McGraw-Hill.)

Udell, T., Deardorff, P., Glasenapp, G. (Winter 1998). What We Say To Children: The First Step to Managing Challenging Behaviors. *Teaching Research Early Childhood Newsletter*. Monmouth, Oregon.

Udell, T. (1998). Stand 6: Involving participants. In T.P Templeman & J. Peters (Eds.), *Delivering quality staff development: A handbook for trainers* (pp. 6.1-6.9). Monmouth, Oregon: Western Oregon University, Teaching Research Division.

Udell, T. (2000). *Grant Final Performance Report for The TRAC Model: Teaching Research Assistance to Child Care Providers, Grant Number: HO24D60029*. Monmouth, Oregon: Western Oregon University, The Teaching Research Institute.

Killoran, J., Templeman, T., Peters, J. & Udell, T., (2001). Identifying paraprofessional competencies for early intervention and early childhood special education. *Teaching Exceptional Children*, 34(1), 68-73.

Udell, T., (2000). *Thoughts on Effective Training*. Effective Technical Assistance Fact Sheet, Monmouth, Oregon: Western Oregon University, The Teaching Research Institute, NTAC.

- Templeman, T.P. & Udell, T. (2004). *Grant Final Performance Report for The Social Competence Project, Grant Number: H324M990026*. Monmouth, Oregon: Western Oregon University, The Teaching Research Institute.
- Deardorff, P., Udell, T., Norris, D., Glasenapp, G., Piazza Templeman, T., & Kenyon, D. (2004). *Intervention Strategies for Positive Behavior Support Planning*. The Teaching Research Institute, Western Oregon University at Monmouth.
- Udell, T., Glasenapp, G., Deardorff, P., Norris, D., & Kenyon, D. (2004). *Checklist for Appropriate Practices for Inclusive Programs*. , The Teaching Research Institute, Western Oregon University at Monmouth.
- Deardorff, P., Udell, T., Norris, D., Glasenapp, G., Piazza Templeman, T., & Kenyon, D. (2004). *Procedural Guidelines for Positive Behavior Support Planning*. The Teaching Research Institute, Western Oregon University at Monmouth.
- Deardorff, P., Udell, T., Norris, D., Glasenapp, G., Piazza Templeman, T., Marvin, R., & Kenyon, D. (2004). *The Teaching Research Assistance to Child Care Providers serving young children with disabilities Curriculum, 2004 version*, The Teaching Research Institute, Western Oregon University at Monmouth.
- Udell, T. & Glasenapp, G., (2005) Managing challenging behaviors in young children: using adult communication as a prevention and teaching tool. *Child Care Information Exchange*.
- Udell, T. & Glasenapp, G., (2006) Managing challenging behaviors in young children: using adult communication as a prevention and teaching tool. Chapter in Behavior: A Beginning Workshop Book: *Child Care Information Exchange*.
- 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), 3-15.
- Malloy, P., Stremel, K., Schalock, M., Davies, S., Purvis, B., & Udell, T. (2009) Early identification of infants who are deaf-blind. . Unpublished manuscript, The National Consortium on Deaf-blindness, The Teaching Research Institute, Western Oregon University at Monmouth.

SELECTED PROFESSIONAL PRESENTATIONS - REGIONAL AND NATIONAL

- "Data for Teachers: Tracking Progress and Keeping Records." Resource Access Project Workshop, Richland, Washington, December, 1985.
- "Implementing PL 99-457 in Community Preschool Programs: A Model for Supporting Children with Special Needs." International Early Childhood Conference on Children with Special

Needs, November 13-17, 1991. Sponsored by the Council for Exceptional Children's Division for Early Childhood.

"Implementing PL 99-457 on Community Settings: A Model for Integrating Young Children with Disabilities." California Department of Education Fall Conference, October 21, 1992.

"Integrating Children with Special Needs into a Developmentally Appropriate Program: A Model that Works." National Association for the Education of Young Children 1992 Annual Conference, November 14, 1992.

"Developmentally Appropriate Practices: What Is It and How Does It Work for Children with Special Needs?" High Plains Educational Cooperative, Kansas, August 14, 1993.

"Successful Strategies for Integrated Programs." Columbia Willamette Early Childhood Conference, January 25, 1993.

"A Model for Providing Inclusive Early Childhood Education Opportunities to Young Children with Disabilities." Washington Association for the Education of Young Children, October, 14 1993.

"An Overview of Disabilities." Region X Resource Access Project: Head Start, November 5, 1993.

"Creating Developmentally Appropriate Environments that Facilitate Best Practices in Early Childhood Special Education." International Early Childhood Conference on Children with Special Needs, December 15, 1993. Sponsored by the Council for Exceptional Children's Division for Early Childhood (DEC).

"Serving Children with Disabilities in community Preschool and Child care Programs." The Nation Association for the Education of Young Children Annual Conference, November 1994.

"Understanding Disabilities: Educational Implications." Region X Resource Access Project: Head Start, January 23, 1995.

"Adapting Curriculum for Special Needs." Region X Resource Access Project: Head Start, January 10, 1995.

"Serving Children with Disabilities in Community Preschool and Child Care Programs: A Model That Works." The Nation Association for the Education of Young Children Annual Conference, November 1995.

"Inclusion: Building A Community." Region X Resource Access Project: Head Start. Pasco, Washington. February 7, 1997.

"Inclusion: Building A Community." Region X Resource Access Project: Head Start. Boise, Idaho. March 10, 1997.

"Managing Challenging Behaviors in Early Childhood Programs." National Association for the Education of Young Children Annual Conference. November, 1997, Anaheim, California.

"Meeting the Staff Development Challenge: Strategies for Providing Quality Professional Development in Early Childhood Programs." NAEYC Annual Conference. November 1999, New Orleans, Louisiana.

"Managing Challenging Behaviors in Early Childhood Programs" (Poster Session). DEC 2002: The 18th Annual International Conference on Young Children with Special Needs and Their Families. December 8, 2002. San Diego, California.

"Supporting Inclusion of Children with Disabilities through Professional Development." National DEC, October, 2005. Portland, Oregon.

"Strategies for Inclusion of Children with Multiple Disabilities, Including Deaf-Blindness." The Seventh National Early Childhood Inclusion Institute, August 1, 2007. Chapel Hill, NC.

"Strategies for Inclusion of Children with Multiple Disabilities, Including Deaf-Blindness." The Seventh National Early Childhood Inclusion Institute, August 1, 2009. Chapel Hill, NC.

"Strategies for Inclusion of Children with Multiple Disabilities, Including Deaf-Blindness." National DEC, 2009. Albuquerque, NM.

"The portfolio approach: A cost-effective measure for evaluating program standards." National Institute for Early Childhood Professional Development, 2014. Minneapolis, MN.

SELECTED PROFESSIONAL PRESENTATIONS – STATE AND LOCAL

"Training in Instructional Competencies for Integration." Warm Springs Early Intervention Program, May, 1990.

"Collaboration between Early Childhood and Special Education." Oregon Association for the Education of Young Children's Fall Conference, October 13, 1990.

"Oregon's Integration Models: Common Themes, Diverse Paths." Oregon Association for the Education of Young Children's Fall Conference, October 12, 1991.

"Integrating Children with Special Needs into a Developmentally Appropriate Program." Oregon Association for the Education of Young Children's Spring Conference, April 4, 1992.

"Creating Developmentally Appropriate Environments for All Children." Oregon Division for Early Childhood Annual Spring Conference, May 9, 1994.

"Serving Children with Disabilities in community Preschool and Child care Programs." Oregon Association for the Education of Young Children Fall Conference, October 14, 1994.

"Inclusion: Serving Children with Disabilities in Community Child Care and Preschool Programs." Clatsop Education Service District, Astoria Oregon, June 3, 1994.

"A Model for Inclusion." Oregon Association for the Education of Young Children Fall Conference, October 14, 1995.

"Teacher, Why Doesn't Johnny Talk?" Oregon Association for the Education of Young Children Spring Conference. April 1996, Albany, Oregon

"Managing Challenging Behaviors in Early Childhood Programs." Oregon Association for the Education of Young Children Fall Conference. October 1997, Tigard, Oregon.

"Managing Challenging Behaviors in Early Childhood Programs." Oregon Association for the Education of Young Children Fall Conference. October 2000, Tigard, Oregon.

"Managing Challenging Behaviors in Early Childhood Programs." Oregon Association for the Education of Young Children Fall Conference. April 2001, Salem, Oregon.

"Supporting Young Children with Challenging Behaviors." 7th Annual Violence Prevention Summer Institute. July 2001. Corvallis, Oregon

"Managing Challenging Behaviors in Early Childhood Programs." Oregon Association for the Education of Young Children Conference. October 2001, Portland, Oregon.

"Tools for Change: Moving Your Program Forward with Effective Staff Development" Oregon Association of Child Care Directors Conference, November 2001, Monmouth, Oregon.

"Managing Challenging Behaviors in Early Childhood Programs." Oregon Association for the Education of Young Children Conference. March 2002, Eugene, Oregon.

"Managing Challenging Behaviors in Early Childhood Programs." Oregon Association for the Education of Young Children Conference. October 2002, Portland, Oregon.

"Supporting Young Children with Challenging Behaviors." 8th Annual Violence Prevention Summer Institute. July 16, 2002. Corvallis, Oregon.

"Managing Challenging Behaviors in Early Childhood Programs." The Oregon Conference 2003: Special Education. January 30, 2003. Eugene, Oregon.

"Managing Challenging Behaviors in Early Childhood Programs." Oregon Conference, DEC Strand, February 2004. Portland, Oregon.

"Open Heart Open Doors Inclusive Child Care Workshop." OAEYC Spring Conference, April 2004. Eugene, Oregon.

“Beyond the Basics: Moving from theory to practice to enhance preschool children’s learning experiences.” Oregon Association of Child Care Directors Fall Conference, November 2004. Monmouth, Oregon.

“Tips for Trainers.” Oregon Child Care Resource and Referral Network Conference, October 27, 2005. Newport, Oregon.

“Tools for Change: Using the ECERS to move your program forward.” Oregon Association of Child Care Directors Fall Conference. March 3, 2006.

“Supporting Inclusive Child Care.” Oregon Child Care Resource and Referral Network Conference, October 27, 2005. Newport, Oregon.

“Solution focused problem solving.” Oregon Child Care Resource and Referral Network 2009 Fall Conference, October 21, 2009. Bend, Oregon.

Keynote address: *“Oregon’s QRIS: Helping to Guide the Future.”* CARE Connections Retreat by the Lake XVI, June 20, 2014. Coos Bay, Oregon.

RECENT WRITTEN PROPOSALS

Deardorff, P., Glasenapp, G., Olson, J., Udell, T., & Kenyon, D. (6/2008). Project Connect: Linking Educators to Support Inclusion. Submitted to Head Start Innovation and Improvement Projects: Administration for Children and Families, CFDA 93.600. *Pending*

Deardorff, P., Udell, T., Glasenapp, G., & Stanley, M. (9/2007). Scaling Up the Oregon Model for Supporting Young Children’s Social Emotional Development in Early Childhood Settings. Initial online Grant Application submitted to W.K. Kellogg Foundation. *Pending*