LAUNCH
THE MAGAZINE OF THE GEVIRTZ GRADUATE SCHOOL OF EDUCATION
UNIVERSITY OF CALIFORNIA, SANTA BARBARA, 2017-2018

STEM! Girl Power!
Imagination / Innovation / Inspiration
The Magazine of the Gevirtz Graduate School of Education

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LAUNCH is published annually for the alumni, friends, and donors of UC Santa Barbara’s Gevirtz School.

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On the cover: Students take part in the Curie-osity Project; read more on pp. 4-5. (photo Nell Campbell)
Dear Members of the GGSE Community,

Fourteen months ago I became a part of this community as your new dean. It has been my great honor to join GGSE’s outstanding faculty, students, and staff who are united in their commitment to create a vibrant community that expands our understanding of key issues in the fields of education and applied psychology. I have learned a lot about the tremendous work that my colleagues do and, in the pages that follow, you will learn about some of this work, too. With this issue of our annual publication, we have taken a new approach to sharing information about the School and with this new approach, we offer a new name. Let me be the first to welcome you to Launch: The Magazine of the Gevirtz Graduate School of Education.

In our premiere issue of Launch, we present information in two parts. The “Front” section showcases initiatives members of the GGSE community have undertaken and offers a profile of one of our very interesting alums. We also highlight some of the honors and awards received by members of the GGSE faculty and GGSE alumni. In addition, we provide a summary of the generous donor support we have received to fund student fellowships and other initiatives in the School. The “Other Front” section of Launch, which we are calling RE:Launch, highlights some of the outstanding research in which members of the GGSE community are engaged.

One of the goals that we have is to bring greater awareness and understanding of the important work that we do. We provide a description of Fast & Curious, a new program that we began this past winter as a way of getting the word out about what we are and what we do. Faculty members Diana Arya and Danielle Harlow, in collaboration with graduate student Jasmine McBeath, worked with Girls, Inc. of Greater Santa Barbara to implement Curie-osity, a project designed to increase the awareness of girls in grades four through six of the contributions made by women scientists and engineers to technological and scientific progress.

Our profile of Associate Professor Hunter Gehlbach describes his work applying his expertise as an educational psychologist to enhance the effectiveness of approaches that are taken to educate students about climate change and other environmental issues.

Andy Siegel, an alumnus of our Teacher Education Program, left a very successful career in the television industry to come to the GGSE and gain his certification to teach history.

Finally, after 46 years at UCSB, Robert Koegel, arguably one of the world’s utmost authorities on Autism Spectrum Disorder, has decided to leave GGSE for new opportunities and challenges. Please join us in recognizing the profound impact that Bob and his spouse and partner Lynn have had in the area of autism research and treatment during their time with us. An important legacy that they leave us with is the Koegel Autism Center, which continues under the leadership of Assistant Professor Ty Vernon.

In closing, I hope that this premiere issue of Launch/RE:Launch will help you learn more about what we’ve been up to and leave you with desire to become more involved with us and the work that we do. Wishing you all a productive and exhilarating year!

Best wishes,
Jeff Milem
Dorothy M. Chun & Joseph Polchinski Fellowship
Supports students enrolled in the interdisciplinary emphasis in Applied Linguistics who study second language acquisition and closely related topics.

The James D. & Carol N. Dixon Graduate Fellowships
Supports Education Department students with a focus on reading studies and/or the broader field of literacy studies, particularly those involved in Reading Clinic activities.

The Priscilla & Susan Drum Memorial Endowed Fellowship
Established in memory of Priscilla Drum, a Professor in the School of Education (1976-1994), and her sister Susan. The fellowship supports graduate students with a focus on literacy in the Education Department, particularly those who have persevered through hardships in pursuit of becoming scholars.

Delaine A. Eastin Fellowship
Supports students in Education who are the first in their family to attend graduate school, with preference given to female students.

Phillip & Helen Green Travel Fellowships
Established in memory of Phillip and Helen Green. The fellowship supports academic conference travel for students, with a preference for those doing classroom research that supports democratic practices and equity of access for immigrant and second language students from working class backgrounds.

Thomas G. Haring Memorial Fellowship
Established in memory of Thomas G. Haring, a member of the GGSE faculty and renowned researcher and teacher. As Haring’s research and teaching focused on individuals with severe disabilities, the fellowship supports students with a focus on the education of individuals with special needs, with attention to social and applied cognitive behavior analysis in integrated educational and community settings.

James Hong Memorial Research Fund Fellowship
Established in memory of UCSB student James Hong. This fund supports graduate students in Counseling, Clinical, and School Psychology who pursue research on at-risk youth and school violence, with the goal of helping to prevent violence and promote safety.

Donald R. Atkinson Diversity Enhancement Award
Established in memory of Professor Donald R. Atkinson for his 30 years of service to the profession of counseling psychology. The award supports student research or a dissertation in the area of multicultural counseling psychology.

Ray E. Hosford Memorial Fund Fellowship
Established in memory of Ray E. Hosford, Professor of Education, this fund supports doctoral students in Counseling Psychology, preferably those pursuing research in Social Learning Theory.

Patty Hopkins-Acos Memorial Fellowship
This fellowship supports TEP students working toward the Educational Specialist Credential who demonstrate the professional and personal dedication exemplified by Patty Hopkins-Acos throughout her career with special needs children.

Martha Aldridge Promise Award
Martha Aldridge was a UCSB staff member (1961-1986). The Promise Award is given to a top candidate in TEP to assist with the transition to his/her first teaching position in elementary education.

Cynthia & Frederick Brinkmann Fellowship
Generously supports students pursuing teaching credentials in the Teacher Education Program.

Dorman Commons Fellowship
Established in memory of Dorman Commons, past president of the California Board of Education, this fellowship supports financial aid for graduate students who are classroom teachers or professional educators returning to work on advanced degrees.

Marika Ann Critelli Memorial Fellowships for Community Service
Established in memory of Marika Ann Critelli, this fellowship highlights one of the core values of the Teacher Education Program – community service. It supports students who, either through their own efforts and/or by providing opportunities for K-12 students to engage in activities that benefit local or global communities, make the world better.

Peggy Fredericksen Memorial Fellowship
Peggy Fredericksen received her B.A. in Elementary Education from UCSB in 1951. She then taught elementary school in Santa Barbara and Long Beach. This fellowship honors and sustains her memory and passion for K-12 education by supporting TEP candidates.

Gevirtz Fellowships
Gevirtz Fellowships are awarded from an endowed fund dedicated to supporting School programs, activities, and students who show promise for having a positive impact on public education. Students from all areas of the GGSE are eligible.

Vivian Guerrier “Hope” Fellowships
This fellowship honors longtime GGSE staff member Vivian Guerrier, who died in 2007, after more than a decade of service. The Fellowships recognize and encourage credential candidates who persevere in spite of hardships to accomplish their vision to become educators and who, like Vivian, inspire others with their courage and integrity.

Dr. J Student Teacher Fellowships
These fellowships honor the legacy of Dr. Richard Jamgochian, former Director of TEP (1968-1991). Recipients of the fellowship exemplify Dr. J’s ideals. He judged teaching to be both a science and an art, and encouraged teachers to engage in self-examination and professional development to maintain their skills.

Special Education Fellowship, AKA The Lamb Family Fellowship
Supports aspiring special-education teachers dedicated to a long-term commitment of working in school settings with students who qualify for special education services, as well as with their families.

Dr. Sabrina Tuyay Memorial Fellowship
For twelve years, until her death in 2005, Dr. Sabrina Tuyay taught Literacy/Language Arts Methods and Procedures courses in TEP. This memorial fellowship acknowledges teacher candidates who show a commitment to providing thoughtful literacy and English language instruction to elementary-age and/or special education students.
In February 2017 we kicked off “Fast & Curious: ED Talks from UC Santa Barbara’s Gevirtz School,” a quarterly lecture series that features faculty, students, and alumni from the Gevirtz School giving no more than eight-minute talks about how their research or teaching is shaping education. The second event happened in May, and was co-sponsored by the Santa Barbara Public Library, our new partner in the enterprise.

“Despite the fact that our first ‘Fast & Curious’ took part on a cold and rainy night, we generated some warmth in the Faulkner Gallery at the Santa Barbara Public Library with seventy-five people who came to listen to our alumni and faculty talk about their work,” Dean Milem points out. “I think that attests to our community’s desire to hear real talk about education and psychology as opposed to the facile and often unsupported arguments from televised pundits. Instead attendees discovered how our School turns intellectually rigorous research into informed, passionate practice, and how we do so in areas ranging from unlearning LGBT stigma to ensuring high school graduation for all.”

The talks are filmed and archived on the GGSE website at https://education.ucsb.edu/impact/local/fast-curious-ed-talks

**Thursday, February 16**
- Jason Duque, “To Solve Educational Problems, Don’t Focus on Them”
- Tania Israel, “Free Your Mind: Unlearning LGBT Stigma”
- Don Lubach, “Jet Fuel into the Upward Mobility Machine: A Course for Transfer Students”
- Andrew Maul, “Educational Testing and Psychological Measurement: One Hundred Years Gone Astray?”
- Yukari Okamoto, “Speaking of Numbers…Does Language Matter?”
- Russell Rumberger, “Ensuring High School Graduation for All”
- Ty Vernon, “Fitting In: How the Need to Belong Impacts Everything”

**Tuesday, May 23**
- Andrés Consoli, “Building Bridges to Mental Health Care Access for Mexicans/Mexican-Americans: Listening and Learning from Clients”
- Michael Furlong, “Vision (√), Hearing (√), Wellbeing (checked?): Monitoring Students’ Social Emotional Health”
- Jin Sook Lee, “1+1 is More than 2: The Power of Bilingual Education”
- Rebeca Mireles-Rios, “Libraries as a Local, Learning, Community Effort”
- Sarah Roberts, “Why Math Task Type Matters for English Language Learners”

“I was taught that the way of progress was neither swift nor easy,” said Marie Curie, physicist, chemist, only two-time female winner of the Nobel Prize, and namesake of the UC Santa Barbara and Girls Inc. collaborative program: The Curie-osity Project.

Despite progress in gender equality in STEM fields since Curie’s time, inequality and discrimination are still evident. Assistant Professor Diana Arya of the Gevirtz Graduate School of Education notes disparities “reflected in the lack of acknowledgment of women who have contributed to technological and scientific progress over the past centuries and in the underrepresentation of women pursuing STEM studies and professions.” Arya, in collaboration with graduate student Jasmine McBeath, Associate Professor Danielle Harlow, and Girls Inc. of Greater Santa Barbara, created a program to address these issues and empower young women.

The Curie-osity Project brought girls in grades four through six to the UC Santa Barbara campus where they engaged in research activities about and with female scientists and engineers. Specifically, Arya, Harlow, and McBeath recruited 12 female scientists and engineers to engage Girls Inc. participants in hands-on, inquiry-based activities related to their own work. Every week, the young researchers visited the lab or research office of a scientist and asked questions about their work and how they got there. The multi-faceted nature of the program worked to benefit the girls, and the Santa Barbara community.

Even one of the earliest decisions—to have the program take place at UCSB—was based on research showing that children who spend time on university campuses are more likely to pursue higher education. The program creators also wanted literacy to be a foundational component of the program, thus conducting the project under the aegis of the McEnroe Reading & Language Arts Clinic. Furthermore, they wanted the girls to be genuinely engaged in the work of a research university. “What was so unique about the Curie-osity Project was that by collecting data on what it means to be a scientist and then presenting it, the girls got to be scientists and researchers themselves,” McBeath points out.

The Curie-osity Project also created a new university-community partnership. “Our role in the community is not a top-down situation,” Arya explains. “As such, we need to think about ways in which we are supporting the girls in their learning of science and in their positions as budding scientists and engineers, but we also need to consider how they can help us.”

For their main project, the girls created a book, which is soon to be published, based on their research on the community’s female scientists and engineers. “The purpose of the book was two-fold: it was an authentic community goal that we wanted to celebrate the women who are doing amazing work at UCSB, and we wanted to engage the girls in the various aspects of science, engineering, and literacy and see those as integrated processes….not only did the girls benefit from reading, writing, researching, peer editing and all the skills that come into creating such a book, but they also created something we didn’t have,” Arya explains. “We now have a public document of these amazing women. That’s a gift; that’s what makes a really successful educational program.”

The program also established powerful role models for the girls. A 2016 study in Sex Roles: A Journal of Research found that “girls who are exposed to successful females in STEM fields are more likely to do well in STEM classes, feel a greater sense of belonging among their STEM classmates and colleagues, and are less likely to associate these fields with masculinity.” The project facilitated such exposure through in-person interviews, follow-up email correspondence, and a final presentation that many of the scientists and engineers attended.

The girls were surprised to learn about the
struggles of these STEM professionals. "The scientists and engineers weren’t necessarily straight-A students, they didn’t always know exactly where they wanted to go, and they weren’t always successful. At times they doubted themselves and others doubted them," Arya continues, "In addition to all the stereotyping, there is an assumption that a scientist has to have known from an early age what they wanted to do, and they must have been really good at math. Apparently that wasn’t the case. I think that was a component established from the very beginning that made a real impact."

The girls came to view STEM careers as exciting and realistic options. "They would come back from campus so energized about who they saw and what they saw," Arya says. Indeed, Arya, Harlow, and McBeath will be recipients of the Strong, Smart and Bold Award this coming fall to honor the Curie-osity Project “for the inspiration it has given our girls to pursue STEM, higher education, and to become published authors,” as Kristina Webster, Director of Programs for Girls Inc. of Greater Santa Barbara, says. Phyllis Amerikaner, Head Librarian and Literacy Coordinator at the Girls Inc. Goleta Valley Center, was equally enthusiastic: “What a phenomenal success—on every measure. This was a life-changing class for our girls, helping them to see their future on a college campus—and maybe in science or writing or art!”

For the project creators, this is just the beginning. This coming year the program will focus on female innovators at UCSB. Many ideas are being discussed for the next final project, including the creation of a documentary—which would be presented as another invaluable contribution to the Santa Barbara community.
George Eliot once offered a succinct perspective on midlife: “It is never too late to become what you might have been.” Dr. Hunter Gehlbach, an Associate Professor for the Gevirtz School, has adopted such a perspective on his own academic career. In 2016, Gehlbach received a Spencer Mid-Career Fellowship, a grant for scholars who are seven to 20 years post doctorate and wish to devote a portion of their research to a problem outside their existing area of expertise. An educational psychologist by training, Gehlbach’s area of expertise lies in the social aspects of schooling, for example improving teacher-student relationships through perspective taking. Through helping teachers and students understand each others’ thoughts and feelings better, he hopes his research will improve these pivotal classroom relationships. Now, he also hopes to apply elements of this previous research to his new focus area: social interventions addressing climate change.

“I think helping students understand the science behind climate change is important, but there is a social component to it that often gets overlooked,” Gehlbach explains. “For instance, how do we teach students about climate change if their parents deny that humans are making the planet warmer?”

To involve more people in creating a sustainable future, Gehlbach believes students need to learn more about how to address the perspectives of those who do not think the climate is in trouble. As part of this endeavor, Gehlbach visited Harlan, Kentucky, once the heart of coal mining country but now an economically depressed region where residents are less likely to view climate change as a priority or even as a legitimate concern. Instead these residents typically focused more on immediate issues. “With several people I spoke to, coming up with the monthly mortgage was a big challenge,” says Gehlbach. “Paying for their health insurance compounded that challenge. They had very little margin for error if their car or tractor broke down, their plumbing needed to be repaired, or some other emergency arose.”

While it may be difficult to convince such residents to fight against climate change, the dire impacts of which they might not experience in their lifetime, Gehlbach still thinks they be need to be involved in the solution. “I think bringing environmental education programs to places like Harlan County is important,” says Gehlbach, “but first I think we really need to understand their perspectives and figure out how we can tailor environmental education programs specifically to them, taking into account the more immediate issues they are facing.”

Gehlbach is also interested in examining social interventions for combating climate change in the world of academia. At UCSB, Gehlbach is contributing to the UC Carbon Neutrality Initiative, which aims to make all UC campus operations carbon neutral by 2025, as a member of the TomKat Communications Working Group. As part of this effort, Gehlbach has helped survey the UC faculty regarding their attitudes towards sustainability issues and potential changes in campus energy consumption. Gehlbach notes that while the findings suggest strong support for a carbon-neutral UC-system, faculty enthusiasm is more tempered when sustainability appears to present a tradeoff with other important faculty values. “When you juxtapose climate change with other priorities, such as keeping universities affordable, there is definitely some resistance,” says Gehlbach. “From my point of view, our key challenge is to address both these perspectives. What are our options to make UC campuses more energy efficient and still affordable for students?”

To better understand the potential of perspective taking in this new area, Gehlbach is investigating how we might process the arguments of those who disagree with their climate change opinions. He and Harvard graduate student Carly Robinson designed an experiment in which both treatment and control participants read a neutral article about the
pros and cons for various sources of energy (wind, solar, fossil fuels, etc.). The control group reads the article from their own point of view. Meanwhile, the treatment participants think of someone they know whose views on climate change are diametrically opposed to their own. They must read and interpret the article from that person’s perspective. “The purpose of the experiment is twofold,” Gehlbach explains. “First, we want to know if processing perspectives—particularly on climate change—different from your own has any impact on your attitude towards the subject. But even if this is not the case, does this process at least make you more open to engaging in a dialogue with those who disagree with you? I am hoping that we find the latter case to be true.”

Ultimately, the goal of Gehlbach’s research is to help facilitate more dialogue between those with opposing viewpoints, a process that he feels is deeply lacking in the national conversation about climate change. Gehlbach admits that it’s challenging to get people to talk about complicated issues they disagree on, but he notes, “When we refuse to engage in a conversation with those who see the world differently than us, I think our democracy suffers for it.”

Hunter Gehlbach in two very different worlds: on the left he’s in front of the coal heap that powers the University of Kentucky and on the right he’s in front of the Quechee Gorge in Vermont.
James Austin (Ph.D. ’15 ED) won a 2016-17 Emergent Researcher Award from the Conference on College Composition and Communication.

Mikyla Avakian (M.Ed. ESC ’15) received the certificate of the year award at the Meiners Oaks School in the Ojai Unified School District.

Kevin Baldizon (M.Ed. SST ’02) received the Distinguished Mentor Award, chosen by the Santa Barbara County Education Office.

Erika Bland (M.Ed. SST ’14) won an Impact Award from Menlo-Atherton High School, where she currently teaches Marine Biology and AVID.

Lois Capps (M.A. ’90 ED), who served as the U.S. Representative for California’s 24th congressional district from 1998 to 2017, was the guest speaker at the 2017 Graduate Division Commencement Ceremony at UC Santa Barbara.

Bryan (Ph.D. ’97 ED) and Lysandra Cook (M.Ed. ’94 ED), currently professors at the University of Hawai‘i, Mānoa College of Education, were awarded the Kirk Award by the Council for Exceptional Children’s Division for Learning Disabilities.

Brent Elder (M.Ed. ESC ’04) co-founded the Tangata Group, a non-governmental organization dedicated to the proposition that disability rights are human rights.

Emily S. Fisher (Ph.D. ’05 CCSP) and Kelly S. Kennedy (Ph.D. ’07 CCSP) co-wrote the book Counseling Special Populations in Schools (Oxford University Press, 2016).

Christine Fitzpatrick (M.Ed. SST ’13) won the Project Lead the Way Teacher of the Year Award for 2017. She currently teaches in the Biomedical Sciences, Engineering and Leadership Magnet at Sun Valley Magnet School in Los Angeles.

Nancy Guerra (M.A. ’77 Educational Psychology) was named the Dean of UC Irvine’s School of Social Ecology.

Megan Heffernan (M.Ed. MST ’15) received a Distinguished New Educator Award, chosen by the Santa Barbara County Education Office.

Anne Hubbard (MST ’90) was appointed the superintendent of Hope Elementary School District in Santa Barbara.

Tracy Gershwin Mueller (Ph.D. ’04 ED) won the 2017 Sears Helgoth Distinguished Teaching Award. She is a Professor of Special Education at the University of North Colorado.

Helen Neville (Ph.D. ’93 Counseling Psychology) was elected president of the American Psychological Association (APA) Division 45: The Society for the Psychological Study of Culture, Ethnicity, and Race. She also co-edited the book The Cost of Racism for People of Color: Contextualizing Experiences of Discrimination (APA).

April Regester (Ph.D. ’09 ED) received the 2017 Special Ambassador Award from the St. Louis Special School District as thanks for seven years of innovative and inclusive work on behalf of students, families and community partners.

Jacqueline Reid (Ph.D. ’13 ED) was sworn in as a newly appointed trustee of Santa Barbara Unified School District’s Board of Education.

Nida Rinthapol (Ph.D. ’12 ED) won the Best Presentation award at the California Association for Institutional Research conference for the presentation “Data Mining to Identify Grading Practices.”

Elina Saeki (Ph.D. ’12 CCSP) was appointed Assistant Professor in Special Education and Counseling and Coordinator of the M.S. School Psychology Program at California State University, Los Angeles.
Emily Solari (Ph.D. ’06 ED) was selected a 2016-17 Chancellor’s Fellow. She is an associate professor and director of the Reading and Academic Development Center at the School of Education at UC Davis.

Manjot Singh (M.Ed. SST ’15) received a Distinguished New Educator Award, chosen by the Santa Barbara County Education Office.

Christine Victorino (Ph.D. ’12 ED) was appointed Associate Chancellor of UC Riverside.

Justina (Pursley) Weinbender (M.Ed. ’98, SST ’97) was recognized for her demonstrated excellence and significant contributions to public education by the Santa Barbara Rotary Club. She has taught English at Goleta Valley Junior High School for 20 years.

We want to hear from you! These are the honors that came to the School’s attention this past year. Please keep us updated with your accomplishments at sao@education.ucsb.edu.

Former Congresswoman Lois Capps (MA ’90) was the invited speaker to UCSB’s Graduate Division Commencement Ceremony in June. (Photo: Matt Perko)
"In 1992 when I started in the Teacher Education Program (TEP), there were a lot of people who said a fifty-year-old person shouldn’t be a teacher," says Gevirtz School alumnus Andy Siegel, only to finish the thought by simply stating, "I taught for nineteen years."

Of course, Siegel’s very full career prior to his decades teaching gave him a unique perspective—he had worked his way through the television industry, often as vice president of comedy development (he originally got that job at ABC because, he recalls, the legendary Barry Diller said “you make me laugh”), helping oversee classics including *Barney Miller* and *WKRP in Cincinnati*.

Despite time with a remarkable host of employers, from Mary Tyler Moore Enterprises to Aaron Spelling, Siegel says, “I found myself doing a lot of the same stuff” in a business that grew more corporate. He and his wife Sharon, a longtime casting agent in LA, “marshaled our assets and jumped off a cliff,” as he puts it, moving to Santa Barbara to raise their children and start anew. (Sharon eventually landed as district director for both Walter and Lois Capps while they were in Congress.)

Andy had to take some prerequisite classes at Santa Barbara City College to be able to apply to TEP, but got in. “I’d always loved teachers, had great teachers in high school and college,” the UCLA grad points out. “Plus I had taught adult ed classes on adapting novels for the screen.”

He remembers his year in the program fondly, both his student teaching at La Colina Junior High and Dos Pueblos High School, and the mentoring of longtime TEP stalwart Ron Kok. "In entertainment, you have to be able to tell a story in five minutes," he compares. "Often if you can’t sell it in a minute, you probably won’t." That background turned out to be a perfect one for a budding history teacher. "Ron used to work on telling a story, he would pull you in, and that was the template of how you could pull in your students."

From how well Siegel spins a story, he no doubt was a delight for his sixth, seventh, and eighth graders at Santa Barbara’s Marymount School. "I was aided immeasurably by my background in entertainment," Siegel says. It also didn’t hurt he grew up in the business, as his father Sol C. Siegel produced dozens of films including *A Letter to Three Wives* and *Gentlemen Prefer Blondes*. "I had a catalog of appropriate films in my brain that I could bring into the classroom." So Siegel would screen Henry Fonda in *Drums Along the Mohawk* to show “who were the people who founded this country,” share the first 30 minutes of *Gone with the Wind* “as there’s no better way to
make clear the world of the antebellum South,” make vivid the grandeur of Rome with clips from Ben Hur.

But his years in the television business also prepared him for what he calls “a hand-tailored business, the last of the art forms,” teaching. “One of the things Ron used to say was to stand by the door and greet each student as he or she walked into the room,” he recalls, discussing the crucial skill of reading people. “It gets the machinery going, but it also can help you tell how your class is doing. If a student has a problem at home, for example, you can usually pick that up.”

He modestly says that what made him popular with students was, “They could easily make me digress and tell stories about the motion picture business or life.” Of course, that sense of humor Barry Diller recognized years before also came into play. “As my English teacher in high school said to me, ‘Andy, I am the wit and you are the clown,’” he remembers. “I wasn’t above bombing with a bad joke.”

During his nineteen years at Marymount he also grew woven into the school’s fabric by advising the yearbook and writing and reading little sketches about the graduates at each year’s commencement ceremonies. Then he also chaperoned school trips to Washington D.C. “We included Gettysburg on those,” he says. “And one year I was teaching a girl named Caroline Pickett…her great grandfather was General George Pickett of Pickett’s Charge.” he says, clearly thrilling to the idea of history coming alive this way.

But one didn’t have to gaze across a solemn battlefield at the Bloody Angle, just sit in on one of Siegel’s classes, to connect with history. That’s thanks to his unique personal history, of course, but partially thanks to his training at UC Santa Barbara, too. “Every person has a strength and what this department [TEP] does is encourage that strength as a foundation, which makes you a happy and productive teacher,” he sums up. “TEP gives you the confidence to be an excellent teacher, and when you have that the class knows it. You know so much more than the kids in the class, so you are truly in charge if you love your subject.”

Andy Siegel at one of Marymount’s annual Buddy BBQs. The school says: “Andy was always our chief chef and did all the cooking for our Middle School students and faculty.”
Charles Bazerman was awarded the degree of Doctor Honoris Causa – the highest distinction granted by the National University of Córdoba, Argentina. He also co-edited – with S. Plane, P. Carlino, F. Rondelli, C. Boré, C. Donahue, Catherine Boré, M. M. Laruy, P. Rogers, and D. Russell – *Recherches en écritoire : regards pluriels /Writing Research from Multiple Perspectives* (University of Metz and the WAC Clearinghouse, 2016), and there was a Spanish translation of his *A Reference Guide to Writing Across the Curriculum – Escribir a través del Curriculum. Una guía de referencia* (CÓRDOBA, Argentina, 2016).

Emeritus professor J. Manuel Casas was a featured speaker on the UCOP-sponsored webinar “Supporting the Mental Health of Undocumented and Immigrant Students: What Clinicians Need to Know.” He also was an invited contributing author to the American Psychological Association’s publication (2017) entitled *Addressing the Mental Health Needs of Racial and Ethnic Minority Youth—A Guide for Practitioners.* Casas was also an invited keynote speaker at the National Latino/a 7th Biennial Conference; the title of his presentation was “Social Justice: Moving Beyond Illusions by Actively Pursuing Our Dreams.”

Dorothy Chun gave a keynote lecture at the second Asia Pacific Virtual Exchange Association conference. The title of the talk was “Challenges for Learners and Teachers in Telecollaborative Intercultural Exchanges.”


Melissa Morgan Consoli was the invited keynote speaker at the 2do Congreso Internacional de Psicología (Second International Conference of Psychology) in Mexico City.

Richard Durán was a member of the committee that conducted the study and wrote the report titled *Promoting the Educational Success of Children and Youth Learning English: Promising Futures for the National Academies of Sciences, Engineering, and Medicine.*

Erika Felix was appointed Chair of the Membership Committee of the International Society of Traumatic Stress Studies.

Emerita professor Judith Green was honored with the Presence Bronze Award for the Asia region at the STARS Reimagine Education Conference and awards for her contributions as a research consultant to the project “Problem-based Learning and Educational Technologies in Clinical Education: An Interactional Ethnography.” Green was also a Teaching Exchange Fellow at the University of Hong Kong.

Hsiu-Zu Ho was appointed to the Board of Directors of the International Student Exchange Programs.
**Tania Israel** was elected as a Fellow to the Society for the Teaching of Psychology (Division 2 of the American Psychological Association).


**Jeff Milem** was an invited panelist for the White House Convening on Diversity and Inclusion in Higher Education. Milem also co-authored – with Diana B. Sesate, Kadian L. McIntosh, and W. Patrick Bryan – one of the 2015 Charles F. Elton Best Papers as chosen by the Association for Institutional Research (AIR) “Coupling Admissions and Curricular Data to Predict Medical Student Outcomes.”

**Ty Vernon** was an invited speaker to “Autism: The Route Choice,” one of the first autism conferences ever held in Russia.

**Mian Wang** was appointed by UCOP to be the next Faculty Director of the University of California Education Abroad Program (UCEAP) China Programs for September 1, 2017 through August 31, 2019.

**Chunyan Yang** won the Outstanding Dissertation in School Psychology Award presented by Division 16, School Psychology at the American Psychological Association (APA) 2016 convention.

A crowd of over a thousand scientists—all the other sessions at the 1979 Association for Behavior Analysis Conference had been shut down for this talk—awaited the then unknown Dr. Robert Koegel’s lecture, drawing such a large crowd because it would be chaired and followed by a response from one of the century’s most famous psychologists, B.F. Skinner. Koegel tells the tale: “I had all these graphs, but better, had a slide of one boy so happy and decided to go with that image. Then I looked out into the front row and saw everyone was wearing t-shirts with graphs on them. ‘This is an organization that wants data—I’ve ruined my career,’ I thought.” Nonetheless Koegel gave his talk about a revolutionary autism treatment, what was then called the Natural Language Paradigm, which evolved into Pivotal Response Treatment. Koegel continues, “When Skinner got up to give his response, he began, ‘This is the best thing happening in psychology today.’ The moment launched my career.”

That’s eight years after he came to UC Santa Barbara in 1971, but a year before he officially became director of the eponymous center for autism research that would be recognized by the National Academy of Sciences—and listed among the country’s top facilities— for its innovative research and teaching methods in a variety of areas, including parent education, language development, and teacher education. He joined what would be soon named the Gevirtz School, he recalls, “When the special education program and the applied psychology program started here, both potentially great departments, I zoomed over here I think in 1991.” That’s also the same time frame for when he says, “Just about everything I’ve done has been a team effort with Lynn [his wife, and longtime Clinical Director of Autism Services]. It’s the Koegels.”

Alas for UCSB, the Koegels are moving on, retiring to take positions at Stanford University Medical School to continue their research and clinical practice. But they leave behind a legacy of moving the bar in mental health and a thriving clinic with their name on it now led by Dr. Ty Vernon, who is one of the many students the Koegels have mentored over the years.

Ending Institutionalization

While Bob Koegel worked on his doctorate at UCLA, his advisor Dr. Ivar Lovaas “took me on a tour to see the institutions that held by far 99% of the people with autism,” he recalls. “These were not pretty places—bars on the windows, locked doors, the really disruptive were tied down to beds. I was horrified and vowed that I’d change that. I wasn’t the only person but I did some of the key work.”

His optimism has always been a hallmark, so it’s not surprising he says, “It took about ten years and I thought it would take six months: we had to develop two whole fields, an educational model and a parent training model” to bring an end to treatment being synonymous with isolation and hopelessness.

Obviously if children on the spectrum weren’t institutionalized, they had to go to school. “But there was enormous resistance from schools themselves,” Koegel explains, “for they envisioned kids destroying the schools—the bulk of them vehemently resisted.” Protests that took on disability rights just as people had supported civil rights shook the country, especially in California. After a huge march in Sacramento, Koegel recalls, “The California
legislature got nervous and said, "Show us any piece of evidence these children can be taught." Parents contacted us, knowing of our research. At that time we had two articles published, so we sent them that and the legislature passed a law that the students had to go to school."

That California law became the model for the national law passed in 1975. The Education of All Handicapped Children Act (PL 94-142) required free, appropriate public education in the least restrictive setting. In 2004 this act was renamed The Individuals With Disabilities Education Act (IDEA).

"Once you get something like that, it's hard for school districts to say no, but there was a mass cry for help and for a way to train teachers. We at UCSB could offer training and we built our program," Koegel says. "We weren't the only ones, just a major part of it; not a lot of people were doing it at the time. ABC, NBC, CBS, PBS all did documentaries in prime time focused on our project at UCSB, that got more people wanting training."

Training Lay People

Students who study in the special education field, as Koegel notes, “between their undergraduate and graduate years and post-doc, we train them for 10 years—how do you teach a parent quickly?” At first Koegel and his team would work with people from around the country and train them and they’d do fine while help was there, “but when we left it fell apart,” he says. “So we developed a much more efficient training model, PRT [Pivotal Response Treatment], a summation of individual experiments on things that influenced children’s motivation to learn.” As just one example he points out it was easier to teach colors using M&Ms than using construction paper, as they were also instant rewards.

“There was one teenage boy who supposedly didn’t know how to read, but then from a distance I saw him reading a manual so he could fix his motorcycle,” Koegel remembers. “When asked he said, ‘I can’t read schoolbooks.’ If his schoolbooks had focused on motorcycles he would have been Shakespeare. You find the variables one by one; it was really easy to put them together in a package of variables that were really powerful.” Again, the process was about finding the motivators; how, say, a slightly chilly room naturally reinforces someone learning to button a sweater.

“I was standing in the hallway talking to some graduate students and said, ‘What do you think if we try to do all the things at once?’ Lo and behold, it worked great,” Koegel sums up. “Turns out it’s what a very good teacher or parent would do with their kids, but when working with children on the spectrum it’s easy to get pushed away from the usual.”

A Cure for Autism?

No overview like this one can hit all the highlights of a 40-year career, especially one far from over. For Koegel insists, “Now we try to think of curing the whole disorder. Ten years ago that was such a pipe dream people didn’t
want you to use the word cure." But if anyone can help spearhead a cure, it’s the Koegels—after all, they helped create a whole field of Positive Behavior Support in the effort. And that starts with what they do for each family. "When people find out their child has autism, their lives are shattered," Bob says. "We show them they can get their hopes and dreams back. We make it possible for them to have happy lives; we've made some really big strides that way."

Ty Vernon to Lead Center

Dr. Ty Vernon, clinical psychologist and autism expert, assume the role of Director of the Koegel Autism Center at the start of July 2017. He has a bold new vision for the Center and plans to roll out several new initiatives in the coming months.

“I am very pleased that Dr. Ty Vernon has accepted our offer to become the new director of the Koegel Autism Center,” says Gevirtz School Dean Jeffrey Milem. “I am confident that he will lead the Center forward by building upon the outstanding work that Koegels have done and move the work of the Center forward with cutting edge clinical services and outstanding research that contribute to the local, national, and international communities.”

Robert Koegel by the Numbers

(at UC Santa Barbara, 1971-2017)

Graduate students’ Masters and Doctoral committees  +150
Publications  +200
Clients seen on campus  ~1000
Attendees at trainings  +40,000
Grant money  ~$11 million
Attendees at each of 9 annual PRT conferences  350-830 each
During the 2016-2017 academic year, the combined generosity of 203 donors, including 137 alumni, 27 parents and friends, 12 faculty and staff members, current and past UC Santa Barbara Foundation trustees, and 27 foundations and organizations raised funds for student fellowships, faculty support, research and clinical/programmatic expenses in the Gevirtz School.

A Note from the Director of Development

The 2016-2017 academic year was full of new things: a new Dean, two new endowed fellowships to support our graduate students, new connections with our alumni, new events and showcases in our educational community, and a significantly expanded staff in the Gevirtz School’s Development office. During 2017-2018, we will continue this trend of new things by launching the Dewey Giving Society, named after John Dewey, arguably the most famous 20th century educational philosopher in the United States. The Dewey Giving Society is the Gevirtz School’s premier donor society, recognizing a family of supporters at different levels who together provide the philanthropic advocacy to sustain and grow our vital graduate programs. This society also underscores the Gevirtz School’s commitment to understanding and extending upon the work of Dewey and his central tenant that education, democracy, and social reform are all intertwined.