

Dr. Laurie Dinnebeil

Laurie Dinnebeil, Ph.D., is Distinguished University Professor Emerita and, prior to her retirement from the University of Toledo, held the Judith Daso Herb Chair, Inclusive Early Childhood Education. Currently, she is a part-time consultant for the Ohio Center for Autism and Low Incidence Disabilities (OCALI) and a project director for federal and state-funded personnel preparation projects. She is past Editor-in Chief for the *Journal of Early Intervention*. She is widely recognized as one of the experts on itinerant early childhood special education (ECSE) service delivery, as evidenced by her numerous publications, scholarly presentations, and externally funded projects related to this important topic. Dr. Dinnebeil and her colleagues focus on the importance of a consultative model of itinerant ECSE service delivery, that is, the critical need for early childhood intervention professionals to work in consultation with other adults (e.g., general early childhood teachers, child care providers, parents) to embed specialized services into children's daily routines and activities. In addition to her scholarship in this area, she and her colleagues have provided technical assistance and professional development opportunities to local, regional, and state education agencies across the country.

Dr. Dinnebeil has provided service to the early childhood community at the local, state, and national levels. At the local and state levels, she has served on numerous advisory boards and task forces related to improving the quality of early care and education programs for young children. At the national level, Dr. Dinnebeil has provided consistent leadership to the Division of Early Childhood of the Council for Exceptional Children. Within this venue, she has worked with other national leaders to provide guidance and assistance to federal policy leaders regarding high-quality services to young children with disabilities and their families.



Conference Session

Friday, April 25

3:00 AM - 4:30 AM

Quantifying Quality in Inclusive Early Childhood Classrooms