

About the Authors

Wendy Coster received a bachelor of arts in art from Antioch College, a master of science in occupational therapy from Boston University, and a doctorate in psychology from Harvard University. Dr. Coster has a broad background in pediatric occupational therapy, practicing both as a direct service provider and as a consultant to community programs serving children with emotional, behavioral, and cognitive disabilities. Her experience as a consultant to teachers and parents of school-age children with disabilities led to a special interest in the design of functionally-focused assessments. She is an author of the *Pediatric Evaluation of Disability Inventory* (PEDI), published in 1992. Currently she is Associate Professor and Chair of the Department of Occupational Therapy at Sargent College of Health and Rehabilitation Sciences, Boston University. She is also affiliated with the Department of Rehabilitation Medicine at Tufts University School of Medicine and the Research and Training Center in Rehabilitation and Childhood Trauma at New England Medical Center.

Theresa Deeney received a bachelor of science in elementary and special education from Fitchburg State College in Massachusetts, a master of education in educational administration from the University of Massachusetts, and a doctor of education in reading, language, and learning disabilities from Harvard University. Dr. Deeney has extensive experience in the field of Elementary and Special Education, serving as teacher, reading specialist, clinician, and administrator. Her research interests include investigating promising teaching methods for students at-risk in literacy, and the processes by which remedial readers make meaning from narrative literature.

Jane Haltiwanger received a bachelor of arts in psychology at Ohio State University. Her master of education is from the Harvard Graduate School of Education, and her special education teacher certification program included work at both University of New Mexico and University of Arizona. She served as an evaluation consultant, a teacher of gifted children and undergraduates, and a counselor in community mental health. She received her master of arts and doctorate in developmental psychology from the University of Denver. Her research interests include issues in education of children with disabilities, assessment, social-emotional development, and measurement development. She began work with functional assessments as coordinator of normative data collection for the *Pediatric Evaluation of Disability Inventory* (PEDI). Currently Dr. Haltiwanger serves as Project Coordinator for the *School Function Assessment* at Boston University and consultant to schools and school-based practitioners.

Stephen M. Haley received both his bachelor of science and certificate in physical therapy from Ohio State University, and his master of science from University of Kentucky. He completed his doctorate in educational psychology at the University of Washington. Dr. Haley has clinical expertise in pediatric physical therapy, and has published extensively in the areas of pediatric rehabilitation, measurement of outcomes, and health services research. He is the primary author of the *Pediatric Evaluation of Disability Inventory* (PEDI), a functional outcome measure for young children. He has received research funding from the Foundation for Physical Therapy, the National Institute on Disability and Rehabilitation Research, and the Centers for Disease Control. Dr. Haley has been a consultant to both pediatric and adult rehabilitation programs, using research-based models to develop cost-effective approaches to service delivery and outcomes management. Dr. Haley is currently Associate Professor of Physical Therapy and Associate Dean for Research at Sargent College of Health and Rehabilitation Sciences, Boston University, where he is responsible for the sponsored research operation and for overseeing doctoral programs.