

VITA

Eugene Bayard Edgar

Education:

<u>Institution</u>	<u>Degree and Date</u>	<u>Major</u>
Indiana State College Indiana, Pennsylvania	B.S., 1965	Special Education and Geography
George Peabody College for Teachers, Nashville, Tennessee	M.A., 1968	Special Education (Behavior Disorders)
George Peabody College for Teachers, Nashville, Tennessee	Ph.D., 1972	Special Education

Professional Experience:

September 1980 - present	Professor of Education, College of Education, University of Washington, Seattle, Washington
March, 1986 - June 1986	Acting Director, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington
September 1976 - 1980	Associate Professor, College of Education, University of Washington, Seattle, Washington
October 1977 - June 1979	Associate Director, Western States Technical Assistance Resource (WESTAR), University of Washington, Seattle, Washington
September 1974 - 1976	Assistant Professor, College of Education, University of Washington, Seattle, Washington
September 1972 - 1974	Acting Assistant Professor, College of Education, University of Washington, Seattle, Washington
Summer 1972	Teacher, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, Seattle, Washington
1968 - 1970	Diagnostician, Liaison Teacher-Counselor, Day Teacher-Counselor, Curriculum Director Cumberland House Elementary School, Tennessee ReED Center, Nashville, Tennessee
1965 - 1967	Volunteer, Peace Corps, Brazil, South America

Grants and Contracts:

1977	<u>Leadership Training</u> OSPI, State of Washington \$9,857
1977-79	<u>Training Respite Care Workers</u> Developmental Disabilities, State of Washington \$75,277
1978-79	<u>Infant Care Givers</u> OSPI, State of Washington \$8,250
1978-79	<u>Developmental Center Training</u> Developmental Disabilities, State of Washington \$22,560
1978-79	<u>Preschool Development Project</u> Developmental Disabilities, State of Washington \$24,850
1978-80	<u>Regional Technical Assistance Center</u> OSPI, State of Washington \$23,600
1979	<u>Respite Care Training</u> Developmental Disabilities, State of Washington \$10,777
1979-80	<u>Handicapped Infant Services</u> Developmental Disabilities, State of Washington \$24,965
1979-81	<u>Leadership Planning</u> Washington State DDPC \$19,959
1979-80	<u>Alternative Living Training</u> Developmental Disabilities, State of Washington \$16,890
1980-83	<u>Single Portal Intake Project</u> OSEP, USDE \$275,086
1981-85	<u>Regional Interagency Center</u> OSPI, State of Washington \$108,601
1981-82	<u>Leadership Training</u> OSPI, State of Washington \$44,131
1982-86	<u>Juvenile Corrections Transition</u> OSPI, State of Washington \$165,517
1983-84	<u>Follow Along Study</u> Washington Association of Retarded Citizens \$5,594
1983-84	<u>Adult Transition</u> OSPI, State of Washington \$17,440

1983-86	<u>Inservice Training Planning</u> OSPI, State of Washington \$71,219
1983-85	<u>Adult Transition: Project PREP</u> USDE, SEP. \$99,510
1983-85	<u>Adult Transition (Postschool Services)</u> OHDS, DHHS \$77,450
1984-87	<u>Early Childhood Coordinated Services</u> OSEP, USDE \$285,024
1984-85	<u>Adult Transition</u> Developmental Disabilities, State of Washington \$35,000
1984-89	<u>Juvenile Corrections Transition</u> DJR, State of Washington \$85,025
1984-85	<u>Technical Assistance</u> OSPI, State of Washington \$13,950
1984-85	<u>Cooperative Transition Project</u> Department of Education, State of Oregon \$23, 135
1984-87	<u>Post School Training</u> OSPI, State of Washington \$222,457
1985-86	<u>Adaptation of Siblings</u> Washington Association of Retarded Citizens \$2,425 (Student Grant: Lily Dyson)
1985-88	<u>Statewide Follow-up Study of Secondary Education Students in Transition</u> USDE, OSEP \$298,612
1987-88	<u>Early Childhood Coordinated Services Outreach</u> OSEP, USDE \$104,264
1987-90	<u>Childhaven Project: Research on Child Abuse</u> OSEP, USDE \$341,533
1987-88	<u>Technical Assistance: Preschool</u> OSPI, State of Washington \$21,588
1988-89	<u>Follow-Along Special Education</u> OSPI, State of Washington \$10,000
1988-89	<u>Transition Outcomes</u> OSPI, State of Washington \$8,666

1988-91	<u>A Polymorphic Tracking and Intervention System for Students who Drop Out or are At-Risk of Dropping Out</u> , USDE, \$262,648
1988-90	<u>Seattle Dropout Prevention</u> Seattle School District \$46,282
1989	<u>Tech. Assistance Case Management</u> Seattle School District \$7,414
1989-90	<u>Mother's Time Use</u> SIRS: T. Crowe, USDE \$12,000
1989-91	<u>Detention Transition Projects</u> OSPI, \$153,222
1989-90	<u>LOGIC Project</u> OSPI, \$25,901
1990-95	<u>FIR: First Decade After Graduation: Qualitative Analysis of Post-School Outcomes</u> USDE, \$788,836
1990-95	<u>Seattle Project Belief</u> USDE, \$143,847
1991	<u>Project Regroup</u> OSPI, \$9,813
1993	<u>Transition Institute</u> OSPI, \$26,000
1992-97	<u>Washington Resource Center for Transitional Services</u> USDE, \$2,084,055
1991-2000	<u>Washington Resource and Technical Assistance Center for Transitional Services</u> OSPI, \$2,591,354

Editorial Activities:

Editorial Board, Remedial and Special Education, 1997-
Editorial Board, Teacher Education and Special Education, 1997-
Editorial Board, Journal of Disability Policy Studies, 2000- 2002
Consulting Editor, Learning Disabilities Research & Practice, 1994-1997
Consulting Editor, Journal of Emotional and Behavioral Disorders, 1991-1998
Board of Editors, The Journal of the Association for Persons with Severe Handicaps, 1990-1992
Field Reader, Exceptional Children, 1989-1991
Associate Editor, Journal of Behavior Disorders, 1984-1990

Editorial Consultant, Education Unlimited, 1978-1982
 Editorial Consultant, Behavioral Analysis of Developmental Disabilities, 1978-1980
 Editorial Board, American Association for the Education of the Severely/Profoundly Handicapped, 1976-1978.
 Consulting Editor, Education and Training of the Mentally Retarded, 1977-1978
 Associate Editor, Exceptional Children, 1976-1978.
 Executive Editor, American Association for the Education of the Severely/ Profoundly Handicapped Review, Volumes 1 and 2, 1976-1977.
 Special Editorial Advisory Committee, Peabody Journal of Education, Vol. 49, Nos. 2 and 3, January and April 1972.

Boards of Directors and Advisory Groups:

Board of Directors, Arc of Washington Trust Fund 2000-
 Board of Directors, Institute for Educational Inquiry, 1999-
 Advisory Board, Institute for Academic Success (University of Kansas) 2000- 2002
 Board of Directors, The Evergreen State Society, 1996- 2004
 Senior Scholar, Shaklee Institute on Special Education, 1995- 2000
 Advisory Board, Parent/Education Partnership Project, 1996-1999
 Advisory Board, Washington State Developmental Disabilities Planning Council, 1992-95
 Chair, Advisory Board, The High School Curriculum Study Project, University of Washington, 1991-95
 Advisory Board, A National Study of Transition from School to Work for Deaf Youth, Teaching Research, Monmouth, OR, 1986 - 89
 Member, Planning Team, Oregon Secondary Transition Project, Salem, OR, 1986 - 88
 Consultant, Special Sitters Project, King County Camp Fire Council, 1982-86
 Seattle Special Education Advisory Committee, Seattle Public Schools, 1982-85
 Developmental Disabilities Planning Council, State of Washington, 1980-82
 Board of Directors, King County Association for Retarded Citizens, 1980-81
 Advisory Board, National Review Project, State of the Art in Child Development Services, Frank Porter Graham Child Development Center, University of North Carolina, 1980-81.
 Chair, Advisory Board for Staff Certification, Washington Group Home Association, 1978-80.
 Advisory Council, Barrier Free Design, Washington State Easter Seal Society, 1977-82
 Board of Trustees, Developmental Training Centers (Victoria Village), 1974-77, 1980-92
 Special Advisory Committee Task Force, Respite Services Community Development Project, Center for the Development of Community Alternative Services Systems, University of Nebraska, Medical Center, Omaha, Nebraska, 1978.
 Field Reader, Division of Innovation and Development, Bureau of Education for the Handicapped, United States Department of Education, 1977-78
 Field Reader, health and Human Services, United States Government, 1984-88.
 Board of Directors, The Little School, Bellevue, Washington, 1974-77.
 Task Force on Early Identification of Handicapped Children for the State of Washington, 1974-75.

Honors:

U.S. Office of Education Fellowship, 1967-68; 1970-72.
 Fulbright-Hayes Research Fellowship, Portugal, 1985.

Public Service Award, University of Washington, 2000

The Kimble Educator of the Year Award, Educational Service District 101, Spokane , Washington, 2002

James D. Clowes Award for the Advancement of Learning Communities, University of Washington, 2004.

Friend of Snohomish School District, Snohomish School Board, 2004.

Honors Faculty Scholar 2005-2007

Publications

Journal Articles

Edgar, E., & Billingsley, F. (1974). Believability when N=1. The Psychological Record, 24, 147-160.

Edgar, E. (1975). Daddy, what's a report card? Instructor, 85, 45.

Edgar, E., Sulzbacher, S., Swift, P. E., Harper, C. T., Alexander, B., & McCormick, G. (1975). A progress report of the Washington State cooperative curriculum project. Exceptional Children, 42, 170-171.

Edgar, E., Sulzbacher, S., Swift, P. E., Harper, C. T., Baker, S., & Alexander, B. (1975). An Alternative to words and scores. Education and Training of the Mentally Retarded, 10, 259-261.

Sulzbacher, S. I., & Edgar, E. (1975). Drug and alcohol education: Opinions of school principals. Journal of School Health, 45, 408-409.

Edgar, E., & Neel, R. S. (1976) Results of a competency-based teacher training program. Exceptional Children, 43, 33-35.

Edgar, E., Baker, S., Harper, C. T., Swift, P., & Melseth, S. (1976). An individualized inservice training program for teachers of the mentally retarded. Education and Training of the Mentally Retarded. 1976, 11, 77-80.

McCrea, D., Beck, R., & Edgar, E. (1976). A model for medical/educational assessment of handicapped children in rural and remote areas: American Samoa. AAESPH Review, 7, 82-90.

Edgar, E., Maser, J. T., & Haring, N. G. (1977). Button up! A systematic approach for training children to fasten. Teaching Exceptional Children, 9, 104-105.

Edgar, E., Maser, J., Smith, D. D., & Haring, N. G. (1977). Developing an instructional sequence for teaching a self help skill. Education and Training of the Mentally Retarded, 12, 42-51.

- Edgar, E., Spence, W. M., & Kenowitz, L. A. (1977). Extended school year for the handicapped: Is it working? Journal of Special Education, 11, 441-447.
- Kenowitz, L. A., & Edgar, E. B. (1977). Intra-community action networks: The ICAN system. Mental Retardation, 15(3), 13-16.
- Beck, G. R., Edgar, E., Kenowitz, L., Lovitt, T. C., & Sulzbacher, S. (1978). The physician-educator team: Let's make it work. Journal of School Health, 48, 79-83.
- Hayden, A. H., & Edgar, E. (1978). Developing individualized education programs for young handicapped children. Teaching Exceptional Children, 10, 67-70.
- Edgar, E. & Davidson, C. (1979). Parent perceptions of mainstreaming. Education Unlimited, 1(4), pp. 32-33.
- Edgar, G. (1979). Improving parent-teacher interactions. Early Years, 10, 60-62.
- Heliotis, J. & Edgar, E. (1980). Issues in mainstreaming cerebral palsy students in a community college. Journal of the Association for the Severely Handicapped, 5, 86-99.
- Edgar, E., Singer, T., Ritchie, C., & Heggelund, M. (1981). Parents as facilitators in developing an individual approach to parent involvement. Journal of Behavior Disorders, 6, 122-127.
- Edgar, E. (1982). Media Review, Punishments and adverse stimulation in special education: Legal, theoretical, and practical issues in their use with emotionally disturbed children, Frank H. Wood and K. Charlie Lakin, Editors, Behavior Disorders, 7, 255-256.
- Maddox, M., & Edgar, E. (1983). Implementing EPSDT in the schools: Resolving some issues. Journal of School Health, 53, 536-540. Reprinted in the Education Digest, 1984, XLIX, 43-45.
- Edgar, E., Horton, B., & Maddox, M. (1984). Postschool placements: Planning for public school students with developmental disabilities. The Journal for Vocational Special Needs Education, 6, 15-18(26).
- Edgar, E., McNulty, B., Gaetz, J., & Maddox, M. (1984). Educational placements of graduates of preschool programs for handicapped children. Topics in Early Childhood Education, 4, 19-29.
- Edgar, E. (1985). How do special education students fare after they leave school? A response to Hasazi, Gordon, and Roe. Exceptional Children, 51, 470-473.
- Edgar, E., & Hayden, A. H. (1985). Who are the children special education should serve? And how many such children are there? Journal of Special Education, 18, 523-539.
- Edgar, E. (1987). Secondary programs in special education: Are many of them justifiable? Exceptional Children, 53, 555-561.
- Edgar, E. (1988). Employment as an outcome for mildly handicapped students: Current status and future directions. Focus on Exceptional Children, 21(1), 1-8.

- Edgar, E. (1988). Transition from school to community. Teaching Exceptional Children, 20(2), 73-75.
- Edgar, E., Heggelund, M., & Fischer, M. (1988). A longitudinal study of graduates of special education preschools: Educational placement after preschool. Topics in Early Childhood Special Education, 8(3), 61-74.
- Edgar, E., Reid, P. C., & Pious, C. G. (1988). Special sitters: Youth as respite care providers. Mental Retardation, 27, 33-37.
- Kortering, L. J., & Edgar, E. (1988). Vocational rehabilitation and special education: A need for cooperation. Rehabilitation Counseling Bulletin, 31(3), 178-184.
- Neel, R. S., Meadows, M., Levine, P., & Edgar, E. (1988). What happens after special education: A statewide follow-up study of secondary students who have behavior disorders. Behavioral Disorders, 13(3), 209-216.
- Dyson, L. L., Edgar, E., & Crnic, K. (1989). Psychological predictors of adjustment by siblings of developmentally disabled children. American Journal of Mental Retardation, 94(3), 292-302.
- Gill, D., & Edgar, E. (1990). Outcomes of a vocational program designed for students with mild disabilities: The Pierce County Vocational/Special Education Cooperative. Journal for Vocational Special Needs Education, 12(3), 17-22.
- Kortering, L., Julnes, R., & Edgar, E. (1990). An instructive review of the law pertaining to the graduation of special education students. Remedial and Special Education, 11(4), 7-13.
- Edgar, E. (1990). Quality of life: Is it time to change our view of the world? Beyond Behavior, 1(1), 9-13.
- Edgar, E. (1990). [Review of Understanding troubled and troubling youth]. Behavioral Disorders, 15, 190-191.
- Affleck, J., Edgar, E., Levine, P., & Kortering, L. (1990). Postschool status of students classified as mildly mentally retarded, learning disabled, or nonhandicapped: Does it get better with time? Education and Training in Mental Retardation, 25(4), 315-324.
- Edgar, E. (1991). Providing ongoing support and making appropriate placements: An alternative to transition planning for mildly handicapped students. Preventing School Failure, 35(2), 36-39.
- Blackorby, J., Edgar, E., & Kortering, L. (1991). A third of our youth? A look at the problem of high school dropout among students with mild handicaps. Journal of Special Education, 25, 102-112.
- Edgar, E. (1991). System support and transition to adulthood for adolescents with seriously disordered behaviors: Orchestrating successful transitions. Programming for Adolescents with Behavioral Disorders, 5, 1-19.

- Edgar, E. (1992). Secondary options for students with mild intellectual disabilities: Facing the issue of tracking. Education and Training in Mental Retardation, 27(2), 101-111.
- Edgar, E. (1992). [Review of Restructuring for caring and effective education]. JASH, 17(4).
- Levine, P., & Edgar, E. (1994). An analysis of respondent agreement in follow-up studies of special and regular education programs. Exceptional Children, 60(4), 334-343.
- Edgar, E., & Polloway, E.A. (1994). Education for adolescents with disabilities: Curriculum and placement issues. Journal of Special Education, 27(4), 438-452.
- Edgar, E., Parker, W., Siegel, S., & Johnson, E. (1994). Curricula options at the secondary level: Preparing youth for the 21st century. Preventing School Failure, 38 (2), 7-12.
- Levine, P., & Edgar, E. (1994). An analysis by gender of long-term postschool outcomes for youth with and without disabilities. Exceptional Children, 61(3), 282-300.
- Price, L., & Edgar, E. (1995). Developing support systems for youth with and without disabilities. The Journal for Vocational Special Needs Education, 18 (1), 17-21.
- Murray, C., Goldstein, D., & Edgar, E. (1997). The employment and engagement status of high school graduates with learning disabilities through the first decade after graduation, Learning Disabilities Research and Practice, 12, 151-160.
- Edgar, E. (1997). School reform, special education, and democracy. Remedial and Special Education, 18, 323-325.
- Goldstein, D. E., Murray, C., & Edgar, E. (1998). Employment earnings and hours of high school graduates with learning disabilities through the first decade after graduation. , Learning Disabilities Research and Practice, 13, 53-64.
- Malmgren, K., Edgar, E., & Neel, R. (1998). Postschool status of youth with behavior disorders. Behavioral Disorders, 23, 257-263.
- Edgar, E. (1998). Where does weather come from? A response to "Behavioral disorders: A postmodern perspective." Behavior Disorders, 23, 160-165.
- Edgar, E. (1999). A narrative for special education: A personal perspective. Education and Training of the Mentally Retarded, 34, 366-372.
- Murray, C. Goldstein, D. E., Nourse, S., & Edgar, E. (2000). The postsecondary school attendance and completion rates of high school graduates with learning disabilities. Learning Disabilities Research and Practice, 15, 119-127.
- Andrews, J. E., Carnine, D. W., Coutinho, M. J., Edgar, E. B., Forness, S. R., Fuchs, L. S., Jordan, D., Kauffman, J. M., Patton, J. M., Paul, J., Rosell, J., Rueda, R., Schiller, E., Skrtic, T. M., & Wong, J. (2000). Bridging the special education divide. Remedial and Special Education, 21, 258-260.

Edgar, E. (2001). Public scholarship as a democratic virtue. Journal of the Association for Persons with Severe Handicaps, 26, 291-291.

Edgar, E., Patton, J., & Day-Vines, N. (2002). Democratic dispositions and cultural competency: Ingredients for school renewal. Remedial and Special Education, 23, 231- 241.

Patton, J. M., & Edgar, E. (2002). Introduction to the special series: Special education and school reform. Remedial and Special Education, 23, 194.

Edgar, E. (2005). Bending back on high school programs for youth with learning disabilities. Learning Disabilities Quarterly, 28, 171-173.

Edgar, E., & Pair, A. (2005). Special education attrition: It all depends where you are standing. Teacher Education and Special Education, 28, 21-28.

Chapters

Haring, N. G., Edgar, E., Gentry, & Neel, R. S. (1973). Professional preparation in the area of the emotionally disturbed. In W. C. Morse, F. B. Bruno, & S. R. Morgan (Eds.), Training teachers for the emotionally disturbed: An analysis of programs. Ann Arbor, Michigan: University of Michigan, School of Education.

Edgar, E. (1975). Educational assessment of young handicapped children. In R. Rutherford & J. Buckholt (Eds.), Proceedings of the 14th Annual University of Southern California Distinguished Lecture Series in Special Education. Los Angeles: University of Southern California.

Archer, A., & Edgar, E. (1976). Teaching academic skills to mildly handicapped children. Part II in S. Lowenbraun & J. Q. Affleck (Eds.), Educating the mildly handicapped child in the regular classroom: A handbook for teachers. Columbus, Ohio: Charles E. Merrill.

Edgar, E. (1976). The developmentally delayed child from birth to age six: Required skills for later development. In J. Paul (Ed.), Handbook for developmental disabilities. Chapel Hill, NC: Developmental Disabilities Technical Assistance System.

Edgar, E. & Musch, M. (1976). Educational assessment of the severely/ profoundly handicapped. In N. G. Haring (Ed.), Preparation of personnel in education of the severely/profoundly handicapped. Seattle, Washington: University of Washington.

- Smith, D. D., Smith, J. O., & Edgar, E. (1976). Prototypic models for the development of instructional materials. In N. G. Haring & L. Brown (Eds.), Teaching the severely handicapped: A yearly publication of the American Association for the Education of the Severely/Profoundly Handicapped (Vol. I). New York: Grune & Stratton.
- Bendersky, M., Edgar, E., & White, O. R. (1977). Uniform performance assessment system. In N. G. Haring (Ed.), The experimental education training program: An inservice program for personnel serving the severely handicapped, Vol. 1. Systematic instruction. Seattle, WA: University of Washington.
- Crebo, R. Q., Kenowitz, L. A., & Edgar, E. (1977). Initial instructional strategies for the severely handicapped: Look at me. In M. A. Thomas (Ed.), Developing skills in the severely/profoundly handicapped. Reston, VA: Council for Exceptional Children, 18-21.
- Edgar, E. (1977). Compendium of conversations. In R. Perske & J. Smith (Eds.), Beyond the ordinary. Seattle, Washington: American Association for the Education of the Severely/Profoundly Handicapped.
- Edgar, E. (1977). Guidelines for working with parents of Down's syndrome children. In Developing programs for Down's syndrome children. Reston, Virginia: Council for Exceptional Children.
- Edgar, E. (1977). Individual education plans (IEPs) for severely and profoundly handicapped students. In N. G. Haring (Ed.) The experimental education training program: An inservice program for personnel serving the severely handicapped. Vol. II Support Services. Seattle: University of Washington.
- Edgar, E. (1977). Least restrictive educational alternative for the severely/ profoundly handicapped. In C. Moore (Ed.), The third annual learning resources conference proceedings. Eugene, Oregon: Northwest Regional Learning Resource System.
- Edgar, E. (1977). Quality mealtimes. In R. Perske, A. Clifton, B. M. McLeary, & J. I. Stein (Eds.), Mealtimes for severely and profoundly handicapped persons. Baltimore, MD: University Park Press, Pp. 5-8.
- Edgar, E. (1977). Development of individual education programs. In N. G. Haring (Ed.), Developing effective individualized education programs for severely handicapped children and youth. Health, Education, and Welfare: Washington, D.C..
- Hayden, A. H., & Edgar, E. (1977). Identification, screening, and assessment. In J. Jordan, A. H. Hayden, M. Karnes, & M. Woods (Eds.), Early childhood education for exceptional children. Reston, VA: Council for Exceptional Children.
- Kenowitz, L. A., Gallagher, J., & Edgar, E. (1977). Generic services for the severely handicapped and their families: What's available. In E. Sontag, J. Smith, and N. Certo (Eds.) Educational programming for the severely and profoundly handicapped. Division of Mental Retardation of the Council for Exceptional Children, Reston, VA: 1977, 27-35.

- Edgar, E. (1978). Celebrate!: How to bring about success in self-help skills. In P. W. Bailey (Ed.), Ongoing data collection in the classroom. Seattle: Western States Technical Assistance Resource (WESTAR).
- Edgar, E. B. (1978). Learning disabilities. In R. M. Goldenson, J. W. Dunham, & C. S. Dunham (Eds.), Disability and rehabilitation handbook. New York: McGraw-Hill.
- Kenowitz, L. A., Zweibel, S., & Edgar, E. (1978). Determining the least restrictive educational opportunity for the severely and profoundly handicapped. In N. G. Haring and D. D. Bricker (Eds.), Teaching the severely handicapped, Vol. III, American Association for the Education of the Severely/Profoundly Handicapped: Seattle.
- Edgar, E. & Rutherford, R. (1980). The individualized education program process: Perspectives by parents of severely behavior disordered children. Current issues in severe behavior disorders of children and youth. Reston, VA: Council for Children with Behavioral Disorders.
- Edgar, E., & Heggelund, M. (1980). The developmentally disabled child from birth to age eight: Required skills for later development. In J. Paul & R. Weigerink (Eds.) Developmentally Disabled Citizens: Understanding their service needs.
- Edgar, E. (1982). Starting up with data based programs. In M. Stevens- Dominguez & K. Stremel-Campbell (Eds.) Ongoing data collection for measuring child progress. Seattle, WA: Western States Technical Assistance Resource (WESTAR).
- Edgar, E., & Heinowski, J. (1985). In partnership with families: The role of rehabilitation professionals in working with families of persons with disabilities. In From theory to implementation: A guide to supported employment for rehabilitation facilities. Washington, D.C.: National Association of Rehabilitation Facilities.
- Edgar, E. (1987). Reflections on the transition initiative. In J.B. Repetto (Ed.), School-to-work transition for handicapped youth: Perspectives on educational and economic trends. Office of Career Development for Special Populations, College of Education, University of Illinois-Champaign, Champaign, IL.
- Edgar, E., Webb, S., & Maddox, M. (1987). Issues in transition: Transfer of youth from correctional facilities to public schools. In C.M. Nelson, R.B. Rutherford, & R.B. Wolford (Eds.), Special education in the criminal justice system. Columbus, OH: Merrill.
- Edgar, E. (1988). Conclusion. In V. Dmitriev & P. Oelwein (Eds.), Advances in Down syndrome (pp. 313-318). Seattle: Special Child Publications.
- Edgar, E. (1988). Policy factors influencing research in early childhood special education. In S.L. Odom & M.B. Karnes (Eds.), Early intervention for infants and children with handicaps: An empirical base (pp. 63-73). Baltimore: Brookes Publishing Co.

- Maddox, M., & Edgar, E. (1988). Maneuvering the maze: Transition planning for human service agency clients. In P. Dougan and H. Kaney (Eds.), California transition: Resources and information for special education. California State Department of Education, Sacramento, CA.
- Blackorby, J., & Edgar, E. (1992). Longitudinal studies in the postschool adjustment of students with disabilities. In F. R. Rusch, L. DeStefano, J. Chadsey-Rusch, L.A. Phelps, & E. Szymanski (Eds.), Transition from school to adult life (pp. 371-386). Sycamore, IL: Sycamore Publishing Company.
- Edgar, E., & Sulzbacher, S. (1992). Influences and effects of the behavioral paradigm in special education. In R. P. West & L. A. Hamerlynck (Eds.), Designs for excellence in education: The legacy of B.F. Skinner (pp. 187-221). Longmont, CO: Sopris West, Inc.
- Edgar, E. (1993). Foreword. In S. Siegel, M. Robert, K. Greener, G. Meyer, W. Halloran, & R. Gaylord-Ross (Eds.), Career ladders for challenged youths in transition from school to adult life. Austin: Pro-Ed.
- Edgar, E. (1993). Employment as an outcome for mildly handicapped students: Current status and future directions. In E. Meyen, G. Vergason, & R. Whelan (Eds.), Educating students with mild disabilities (pp. 115-126). Denver: Love Publishing Co.
- Edgar, E., & Siegel, S. (1995). Postsecondary scenarios for troubled and troubling youth. In J. Kauffman, J. Lloyd, T. Astuto, & D. Hallahan (Eds.), Issues in the educational placement of pupils with emotional or behavioral disorders. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Edgar, E. (1997). Service delivery options in special education: Building consensus. In J.L. Paul, M. Churton, W. Morse, A. Duchnowski, B. Epanchin, P. Osnes, & L. Smith (Eds.), Special education practice: Applying the knowledge, affirming the values and creating the future. Pacific Grove, CA: Brooks/Cole Publishing Co.

Books

- Rutherford, R., & Edgar, E. (1979). Teachers and parents: A guide to interaction and cooperation. Boston: Allyn and Bacon.
- York, R., & Edgar, E. (Eds.), (1979). Teaching the severely handicapped, Vol. IV. Seattle, Washington: American Association for the Education of the Severely/Profoundly Handicapped.
- Edgar, E. B., Haring, N. G., Jenkins, J. R., Pious, C. (Eds.), (1982). Mentally handicapped children: Education and training. Baltimore: University Park Press.

Monographs

- Cohen, J., Edgar, E., Heggelund, M., Kenowitz, L., & Spence, W. (1977). Instructional materials for early childhood education. Olympia, Washington: Office of Superintendent of Public Instruction, Division of Special Services, 1977.
- Edgar, E., & Kenowitz, L. (1977). Instructional materials for the severely and profoundly handicapped. Olympia, Washington: Office of Superintendent of Public Instruction, Division of Special Services.
- Edgar, E., & Kenowitz, L. A. (1978). Arming the parent surrogate. In J. J. Moore and D. M. Mason (Eds.), Information packet on surrogate parents. Salt Lake City, UT: Southwest Regional Resource Center.
- Edgar, E., & Maddox, M. (1979). Childfind: A procedures manual for local school districts, OSPI, Olympia, Washington.
- Edgar, E., Kenowitz, L., & Sulzbacher, S. (Eds.), (1979). In-home respite care: Student manual. Department of Social and Health Services, State of Washington, Olympia, Washington.
- Edgar, E., Kenowitz, L., & Sulzbacher, S. (Eds.), (1979). In-home respite care: Instructors manual. Department of Social and Health Services, State of Washington, Olympia, Washington.
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