September 2011 - NASET Resources Review

In this Issue You will Find Topics On:

- **Autism**
- **Bullying**
- **Cooperative Teaching**
- **Common Core Standards**
- **Early Intervention**
- **Facilitating Communication**
- **Families and Communities**
- **Genetics**
- **Grading**
- **History of Disabilities**
- **Lesson Plans**
- **Life Skills**
- **Low Performing Schools**
- **Parent Advocacy**
- **Professional Development**
- **Self Advocacy**
- **Student Learning Time**
- **Transition Services**

Autism

Autism Fact Sheet "Learn the Signs. Act Early" in English and Spanish
Fact Sheet
http://www.cdc.gov/ncbddd/actearly/downloads.html
The University of Southern California University Center for Excellence in Developmental Disabilities has the "Learn the Signs. Act Early" Autism Spectrum Disorders Fact Sheet, from the Centers for Disease Control and Prevention (CDC), in English and Spanish on its Web site.

Autism Fact Sheet "Learn the Signs. Act Early" in Multiple Languages
Fact Sheet
http://uscucedd.org/index.php?option=com_content&view=article&id=455&Itemid=426
The University of Southern California University Center for Excellence in Developmental Disabilities has translated the "Learn the Signs. Act Early" Autism Spectrum Disorders Fact

Sheet from the Centers for Disease Control and Prevention (CDC) into multiple languages (Arabic, Armenian, Farsi, French, German, Italian, Japanese, Korean, Mandarin, Tagalog, Thai, and Vietnamese) to reach underserved populations. Information for requesting copies is on their Web site.

Bullying

Addressing Bullying and Harassment Matters
Report
http://tinyurl.com/43tmss3
Equity Alliance at Arizona state University has published "Addressing Bullying and Harassment Matters," a report addressing the problems of school bullying and providing culturally responsive ways to reshape schools so that all students feel a sense of safety, belonging, and empowerment.

Cooperative Teaching

Introduction to cooperative teaching.

This intro describes the basics of cooperative teaching, where and when it's used, the research base as to its effectiveness and benefits, and case studies. It will also connect teachers with easy-to-use tools to promote their own collaborations with colleagues.

http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=collaboration§ion=coteaching/main

Common Core Standards

Parents' Guide to Common Core State Standards
Parent Guide
http://www.pta.org/4446.htm
The Parents' Guide to Student Success (available in English and Spanish) was developed in response to the Common Core State Standards in English language arts and mathematics that more than 40 states have adopted. Created by teachers, parents, education experts, and others from across the country, the standards provide clear, consistent expectations for what students should be learning at each grade in order to be prepared for college and career.

Early Intervention

The change from early intervention to preschool.
Early intervention is designed for children from birth up to age three. At that point, services under EI end. If the child will need continued support once he or she moves on to preschool, it's very important to plan ahead so that the transition is smooth. The resources listed on this NICHCY webpage can help you do just that. http://nichcy.org/babies/transition

Social-emotional issues in early childhood settings. The spring 2011 issue of Early Childhood Research and Practice includes a special section focused on this topic. Free!
http://ecrp.uiuc.edu/v13n1/index.html

Need info about autism in multiple languages to share with families?
If you do, you'll be pleased to know that the USC University Center for Excellence in Developmental Disabilities has translated the "Learn the Signs. Act Early" autism fact sheet from the Centers for Disease Control and Prevention (CDC) into multiple languages to reach underserved populations.

Find the fact sheet in: Arabic, Armenian, Farsi, French, German, Italian, Japanese, Korean, Mandarin, Tagalog, Thai, and Vietnamese.

http://uscucedd.org/index.php?option=com_content&view=article&id=455&Itemid=426

Find the fact sheet in English and Spanish.
http://www.cdc.gov/ncbddd/actearly/downloads.html

Training module on assistive technology interventions.

This new module from CONNECT includes an example of how a child care provider, speech therapist, and parent work together to help a two-year-old communicate and participate in everyday activities using assistive technology.

http://community.fpg.unc.edu/connect-modules/learners/module-5

Early Head Start's home-based model.

Thanks to NECTAC for sharing the news that the Office of Head Start recently launched a webpage with information on the Early Head Start (EHS) Home-Based Model, which is one of eight evidence-based home visiting models selected for the Affordable Care Act Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program. The webpage includes an overview of the EHS home-based model, a video entitled and resources for implementing the model.

http://tinyurl.com/3h2neff

Preschool special education: Co-teaching and collaboration.

Collaboration increases instructional options and grouping flexibility, reduces stigma for students, boosts professional support, and meets the mandates of IDEA's least restrictive environment.

http://preschool.mdecgateway.org/olms/output/page_site.php?pageID=9354&siteID=1095

Facilitating Communication

Great Expectations for Effective Meetings
Worksheet
http://tinyurl.com/3t9ztq3
The National Center for Learning Disabilities (NCLD) has created a "Great Expectations" worksheet to help facilitate communication and clarify the opinions of each person participating in a discussion or meeting. Designed primarily for parents, it can be used by anyone (e.g., educators, psychologists, speech-language pathologists, school administrators). To be most effective, it should be filled in completely by each person from his/her perspective. The student should be included in this discovery process; the student's assumptions and expectations could be among the most critical and fruitful pieces of information brought to the discussion.

Families and Communities

25 ways to make this the best school year ever.
http://specialchildren.about.com/od/schoolissues/a/bestyearever.htm

The back-to-school assignment for parents of special needs kids.
http://www.tacanow.org/family-resources/the-back-to-school-assignment-for-parents-of-special-needs-kids/

Back to school for the child with LD.
http://www.education.com/magazine/article/school-child-learning-disabilities/

Working together: A parent's guide to parent and professional partnership and communication within special education.
http://www.taalliance.org/publications/pdfs/communicationbook.pdf

The summer offers more time for parents and kids to read books as a team. Check out these resources that can help build family literacy. From Reading Rockets.
http://www.ldonline.org/article/42330

Organize your child's medical records.
Oh yes, that sounds like summer fun!
http://www.pacer.org/health/pdfs/HIAC-h17.pdf

Preparing the school for your child with special needs.

Here's your head start for information to send to teachers about your child's special needs.

http://specialchildren.about.com/od/specialeducation/a/schoolprintouts.htm

Physical education -- and adapted physical education.
IDEA 2004 requires that students with disabilities be provided with physical education. If your child has a disability and an IEP, the school must provide physical education as part of your child's special education program. Many children benefit from physical education. Read all about PE and adapted PE, at:http://www.wrightslaw.com/info/pe.index.htm

Financial resource guide for parents of children with disabilities.

PACER Center, in conjunction with National Endowment for Financial Education, has recently published the online guide , a "simple, straightforward resource" to help families manage money and plan for their financial future.

http://www.pacer.org/publications/possibilities/

Family-to-Family Health Information Center.

Another great resource from PACER. The Family-to-Family Health Information Center (F2F HIC) serves as a central source for families of children and young adults with special health care needs and disabilities to obtain support, advocacy, and information about the health care system.

http://www.pacer.org/health/

Genetics

Students Living with a Genetic Condition: A Guide for Parents
Parent Guide
http://nichcy.org/students-living-with-a-genetic-condition-a-guide-for-parents
Developed by the National Dissemination Center for Children with Disabilities (NICHCY), this guide provides information that may be helpful when writing a letter to or preparing to meet with a student's teacher, school nurse, and physical education teacher or coach. This may also be a useful resource for bus drivers, babysitters, church leaders, or any other potential caregiver.

Grading

Grading and students with disabilities.

Grading is a complex topic that involves philosophical, pedagogical, and pragmatic issues for all students, and especially for those with disabilities. This introduction to grading will give teachers the research base, teacher tools, and case studies.

http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=assessment§ion=grading/main

History of Disabilities

Disability History Timeline
Timeline
http://www.ncld-youth.info/index.php?id=61
The National Consortium on Leadership and Disability for Youth (NCLD/Y), a national youth-led information, training, and resource center, produced this Timeline to help youth with and without disabilities learn about the history of people with disabilities. Starting shortly before the United States was founded, the guide features examples of the diversity, creativity, and leadership that have shaped the disability community and American culture.

Lesson Plans

Resource for lesson plans.
Teachers can browse an array of lesson plans and related resources from high performing teachers. You also can share your resources with this site.
http://betterlesson.org/

Life Skills

A Parent's Guide to Teaching Life Skills
Parent Guide
http://www.caseylifeskills.org/pages/res/rsf%5CRSF.pdf
"Ready, Set, Fly" is a companion tool for the Casey Foundation's Life Skills Guide. It covers topics such as money management, social skills, nutrition, self-care, work skills, housing and transportation, community resources, and learning about candidates in elections. This guide helps families help their young adults gain the skills they need to live as independently and as well as possible. Available in pdf (57 pages, 170 KB).

Low Performing Schools

A One-Stop Shop for Conducting Your Own School Turnaround Workshop
Toolkit
http://relwest.wested.org/toolkit
This Regional Educational Laboratory West toolkit contains information on conducting an introductory workshop or series of workshops on research-based approaches to turning around low-performing schools.

Parent Advocacy

Parent Advocacy Brief on the ADAAA
Parent Advocacy Brief
http://tinyurl.com/ya3deta
The National Center for Learning Disabilities has released a Parent Advocacy Brief to help parents understand the changes brought about by the Americans with Disabilities Act Amendments Act (ADAAA) and how these changes may affect children with disabilities, including learning disabilities.

Professional Development

Professional Development for Teachers: What Two Rigorous Studies Tell Us
Overview
http://www.mdrc.org/publications/603/overview.html
MDRC's "Professional Development for Teachers: What Two Rigorous Studies Tell Us" synthesizes research from two recent studies on teacher professional development, one in reading and one in math, each showing the interventions were less effective than had been hoped. The studies, carried out by the American Institutes for Research and MDRC for the U.S. Department of Education, examined intensive professional development (PD) efforts (including intensive summer institutes, follow-up group sessions, and coaching of individual teachers).

Self Advocacy

Leaders with Developmental Disabilities in the Self-Advocacy Movement
Oral History Transcripts
http://bancroft.berkeley.edu/ROHO/collections/subjectarea/ics_movements/self_advocacy.html
This project explores the life stories of 13 leaders in the self-advocacy movement and their perspectives on key issues and leadership challenges, exploring the history, culture, and significance of the self-advocacy movement.

Student Learning Time

How to Increase Student Learning Time
Multimedia Overview
http://dww.ed.gov/Increased-Learning-Time/topic/?T_ID=29
The Doing What Works initiative offers a suite of resources on its Web site, featuring elementary schools, increased learning time programs, partnerships, and schools with extended learning day initiatives that successfully implement research-based practices connected to increasing learning time. Practitioners can learn about the research base for schools and programs seeking to increase student learning time, see how these practices are implemented in schools, and access professional development tools and planning templates.

Transition Services

NICHCY's Transition to Adulthood Webpages
Web page
http://nichcy.org/schoolage/transitionadult/
Youth with disabilities, and their families and educators, need to plan ahead for their transition from high school to adult living. The National Dissemination Center for Children with Disabilities (NICHCY) offers "how-to" information on getting ready for the change ahead in a Transition Suite of nine individual web pages.

Roundtable on Transition to Adulthood: Practice and Policy
Archived Video
http://www.aypf.org/forumbriefs/2011/fb062111.htm
The research findings of the MacArthur Network on Transitions to Adulthood captured in the Future of Children's volume, "Transition to Adulthood," were discussed in a day of roundtable panels on June 21, 2011. Panelists discussed how the path to self-sufficient adulthood is lengthening and becoming more varied under new social, cultural, and economic influences; and the importance of postsecondary education and the multiple pathways students can take to achieve credentials and attain a self-sustaining job. Each session included an overview of research findings, presentations from leading practitioners, and discussion of the implications for federal policy.